Filing

Goals/Objectives:

With 2 or fewer prompts, the student will complete the steps required to file papers with 100% accuracy on 4 out of 5 opportunities.

Possible Settings:

- Business office
- School office
- Home office

Items Needed:

- Filing cabinet
- File folder
- Stack of papers
- Task analysis
- Visual supports

⏱ Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to file. Have the student attempt to file papers alphabetically but offer no prompts. Record their data online (or you may use the task analysis attached if a computer/tablet is not available).
2. Determine the setting where the lesson will take place (consider how the video model will be used in the natural setting, during routines, etc.) and what materials will be used (see Planning for Generalization). If you can't access a business office or the school office (natural environment), set-up a filing scenario in your classroom or other available and appropriate locations (contrived situation).
3. Identify how the video model will be shown (e.g., on an iPad or tablet, etc.). If technology is not available to view the video model, the student may also use the visual supports provided (i.e., the visual task analysis or the photo cards).

🎬 Implementing the Video Model

1. Use the baseline data to determine how much of the video the student views (e.g., if they can already find the file with the corresponding letter on their paper independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for filing.
3. When presenting the video model, prompt the student to attend to the video (as needed). Some students may need to see the video several times before being asked to perform the target skill. Determine the appropriate number of times for each student to watch the video model.
4. After the student has viewed the video, have the student attempt to perform the target skill. Use the task analysis (see below) to monitor their progress in completing the task independently.

📈 Collecting Data Using the Task Analysis

1. After collecting baseline data and having the student view the video, have them attempt to bus a table. Have Transition to Adulthood (on www.teachtown.com) open to the online assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "File the papers." As the student completes each step to filing, note whether they completed the step independently, or what level of prompting they required to complete each step.
3. Offer positive reinforcement (e.g., verbal praise, token, tangible, etc.) for steps completely correctly.

Filing

✋ Prompting/Fading Procedures

As the student begins to acquire the skill, you may:

1. Delay the start of the video or stop it before it is over (so the student sees less of the video model). Gradually decrease the amount of the video shown.

2. If there is only one step in the task analysis that they are consistently performing incorrectly, show them only that section of the video. Have them re-watch and practice the step as needed.

3. Use a time delay when prompting the student. If the student does not complete the step (doesn't even begin the step in the task analysis) within 4 seconds of the prompt, "File the papers," provide them with least-to-most prompting (gestural, then verbal, then model, then physical prompting) as needed for the student to complete the steps accurately.

EXAMPLE
If the student doesn't respond within 4 seconds, give them the gesture prompt (i.e., point to the folder). If they still do not respond, offer the verbal prompt, "Pull out the folder." If they still do not grab the folder, have them watch the segment of the video that models pulling out the folder. If they still do not respond, use hand-over-hand prompting to complete the step.

4. Fade prompting until the student is performing the skill independently. Some students may continue to need some support; however, the goal should be that they do not require another person to be present to perform the target skill. Teach the student to manage their own behavior using the visual supports or video model.

👥 Planning for Generalization

❑ Have the student file papers in a variety of settings (e.g., various businesses, school office, classroom, home office, etc.).

❑ Have the student use a variety of folders (e.g., center label, side label, various colors, etc.).

❑ Have the student practice with a variety of file cabinets (e.g., 2-drawer, 3-drawer, wide, narrow, files hang front-to-back, files hang left-to-right, etc.).

❑ Have the student practice making/labeling a hanging file.

❑ Have the student practice creating/labeling a folder.

❑ Have the student practice sorting the stack of paper into appropriate categories.

Filing - Task Analysis for Data Collection

Student Name: _____

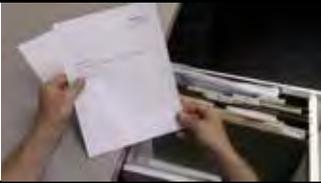**Data Collection Phase** (circle one): *Use a different data sheet for each phase.*

    Baseline   Intervention   Maintenance   Generalization (specify): _____

DATE										
1. Get the papers to file.										
2. Look at the word at the top of the paper.										
3. Find the file that starts with the same letter.										
4. Find the folder with the same word.										
5. Pull out the folder where the papers will go.										
6. Put the papers in the folder.										
7. Find the file that starts with the same letter.										
8. Put the folder back in the filing cabinet in alphabetic order.										
9. Close the filing cabinet.										
TOTALS*										

Total number of steps completed independently and accurately (could note percentage).

| KEY	I	G	V	M	P
	Independent and accurate	Gesture prompt	Verbal prompt	Model prompt (could be use of the video model)	Physical prompt

Filing		Done?
	1. Get the papers to file.	☐
	2. Look at the word at the top of the paper.	☐
	3. Find the file that starts with the same letter.	☐
	4. Find the folder with the same word.	☐
	5. Pull out the folder where the papers will go.	☐
	6. Put the papers in the folder.	☐
	7. Find the file that starts with the same letter.	☐
	8. Put the folder back in the filing cabinet in alphabetical order.	☐
	9. Close the filing cabinet.	☐
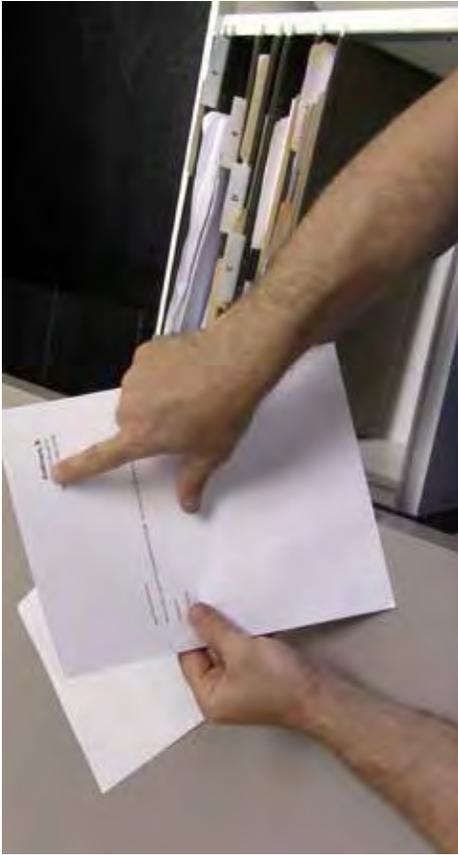
Look at the word at the top of the paper.

Find the folder with the same word.
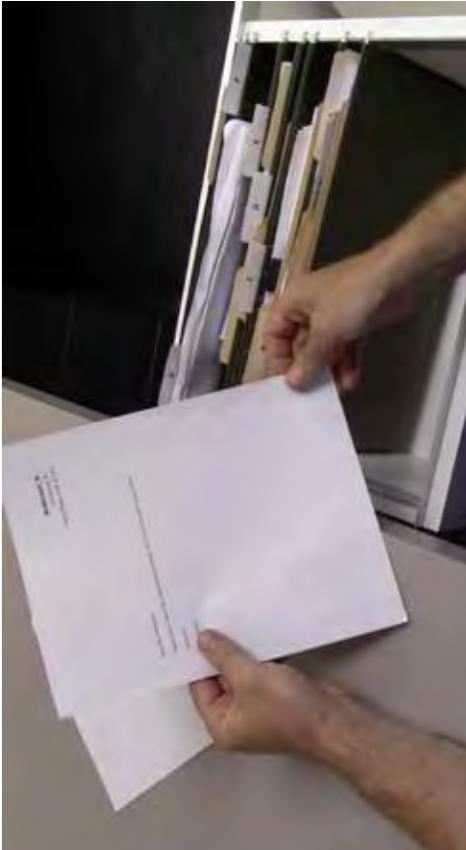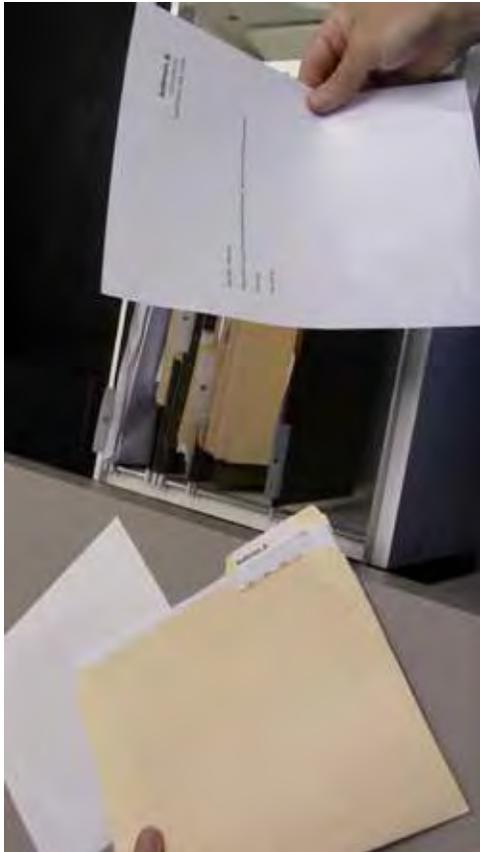
Get the papers to file.
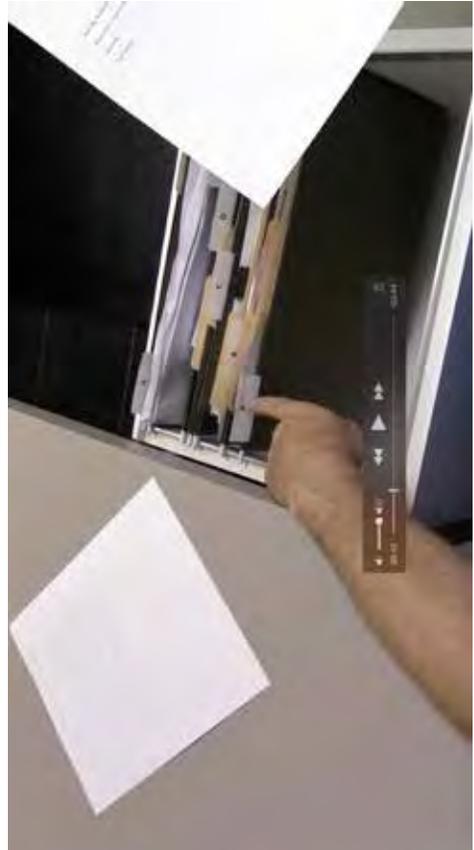
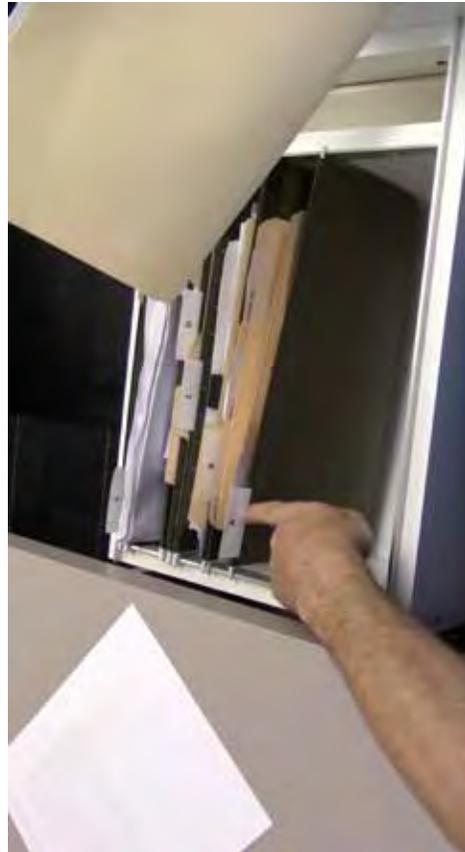Find the file that starts with the same letter.
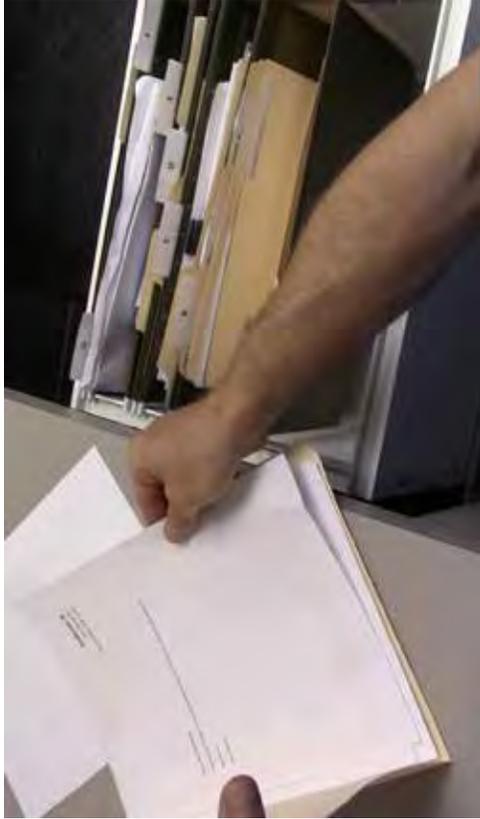
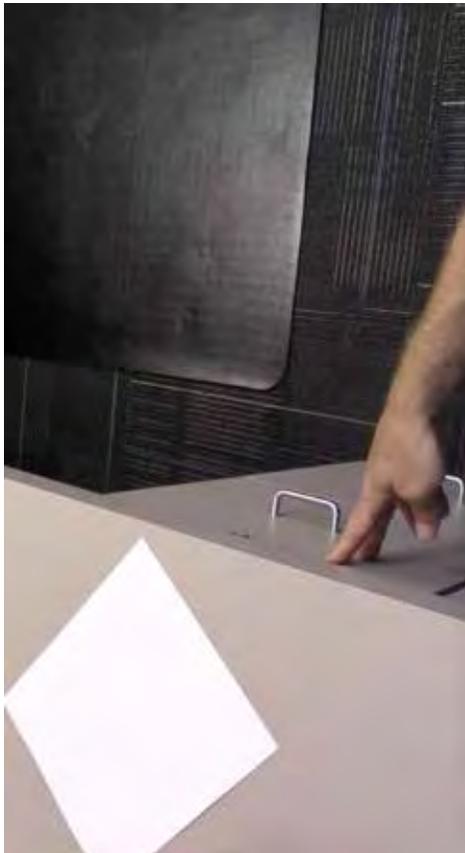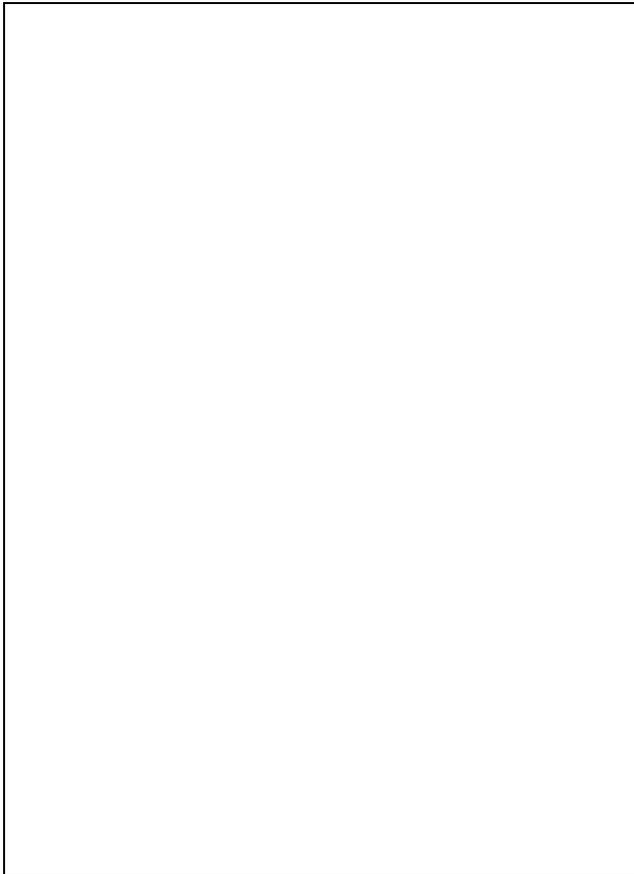**Put the papers in the folder.**
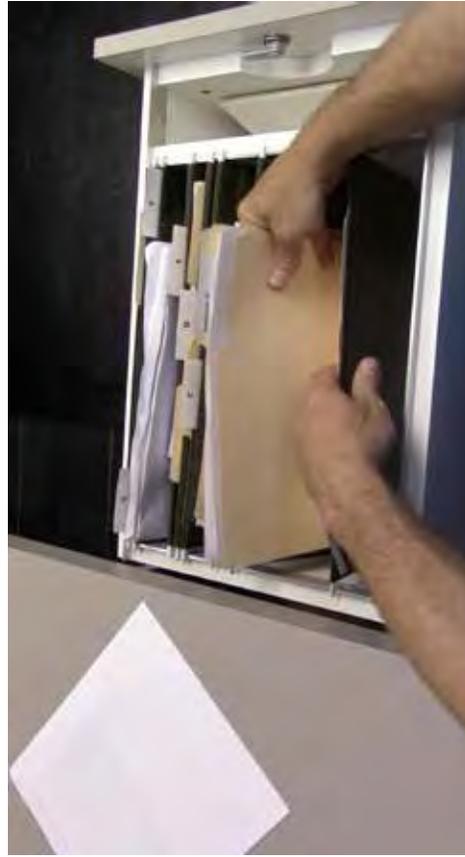
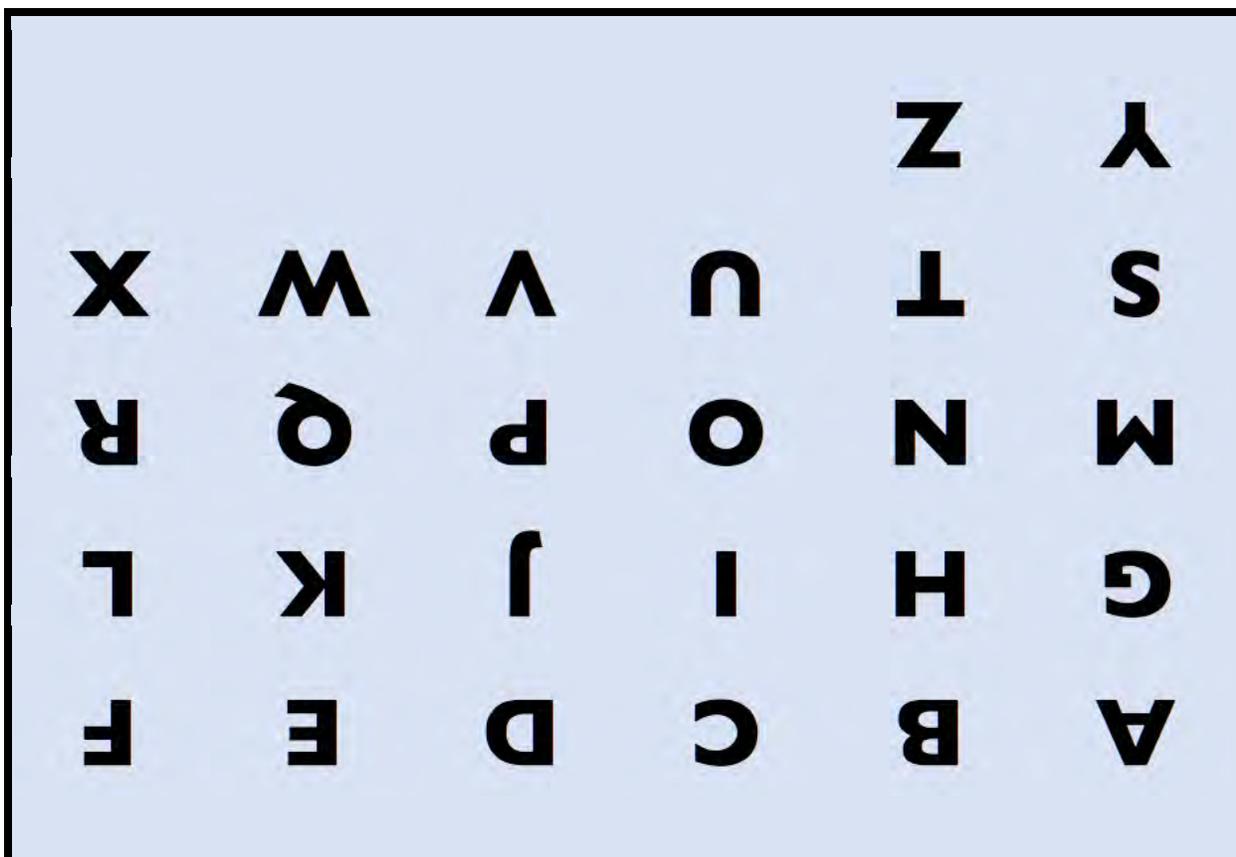**Put the folder back in the filing cabinet in alphabetical order.**

Pull out the folder where the papers will go.

Find the file that starts with the same letter.

Close the filing cabinet.

Z
Y

X W V T S
X W V U T S
R Q P O N M
R Q P O N M
L K J I H G
L K J I H G
F E D C B A
F E D C B A

If	Then
The file starts with the same first letter. **A**shley **A**nderson	Then look at the second letter. A**s**hley A**n**derson
I don't have a folder.	I will get one and label it.
I notice a folder isn't labeled.	I will label it.
I notice that files are out of order. BCA	I will put them in alphabetical order. ABC
I need help.	I will ask someone who works there.