



### Sample IEP Goal:

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

### Possible Settings:

- Classroom
- Office

### Items Needed:

- Stack of paper
- Paper shredder
- Trash can
- Task analysis
- Visual supports

**Note:** Monitor the student for safety as they guide the papers into the shredder.

# Shredding Paper



## Preparing for the Lesson

1. Prior to beginning the lesson, gather baseline data to assess the student's current ability to shred paper. Have the student attempt to shred paper, but offer no prompts except those to maintain student safety. 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 an office (natural environment), set up a scenario for shredding paper in the classroom or in 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 check for staples in the paper independently and consistently, start the video at a point that shows the remaining steps).
2. Show the student the video model for shredding paper.
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 toward 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 shred paper. Have the **Transition to Adulthood** (on [www.teachtown.com](http://www.teachtown.com)) open to the online assessment, or use the task analysis provided, to collect data (intervention phase).
2. Give the instructional directive, "Shred the paper." As the student completes each step to shred paper, 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.



# Shredding Paper

## 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, "Shred the paper," 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 shredder, etc.). If they still do not respond, offer the verbal prompt, "Turn on the shredder." If they still do not turn on the shredder, have them watch the segment of the video that models turning on the shredder. 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.

## Planning for Generalization

- Have the student shred paper in a variety of settings (e.g., various office setups, classroom, work room, etc.).
- Have the students practice using a staple remover (if applicable).
- Have the student use a variety of shredders (e.g., different brands, different setups, etc.).
- Have the student practice what to do if the shredder isn't working (e.g., attempt to fix, ask someone for help, etc.).
- Have the student gauge how much paper can fit in the shredder or count the number of pages indicated on the shredder.
- If you are unable to practice in a natural environment (office, etc.), make sure you vary the contrived situation (e.g., change locations, change materials, etc.).

## Shredding Paper - Task Analysis for Data Collection

Student Name: \_\_\_\_\_

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

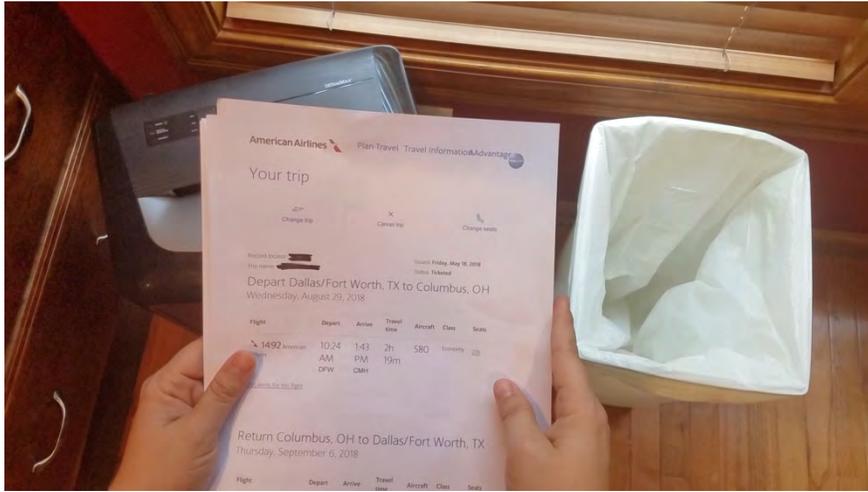
Baseline      Intervention      Maintenance      Generalization (specify): \_\_\_\_\_

DATE										
1. Get the papers you need to shred.										
2. Check for staples in the papers.										
3. Remove any staples from the papers.										
4. Throw the staple away.										
5. Take a few papers from the stack.										
6. Turn on the shredder.										
7. Guide the papers into the slot on the shredder.										
8. Keep your fingers away from slot on the shredder.										
9. Repeat this until all the papers are shredded.										
10. Turn the shredder off.										
11. Remove the shredding container.										
12. Empty the shredded paper into the trash can.										
13. Put the container back.										
<b>TOTALS*</b>										

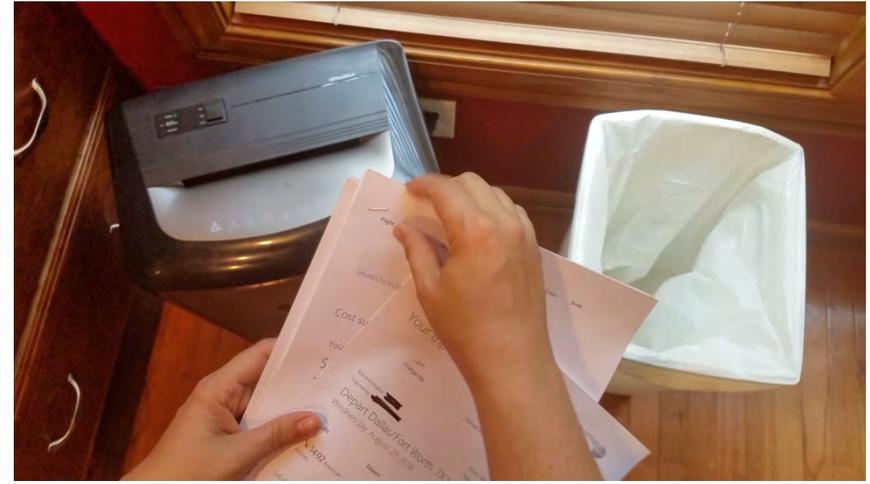
\*Total number of steps completed independently and accurately (could note percentage).

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

<b>Shredding Paper</b>		<b>Done?</b>
	<b>1. Get the papers to shred.</b>	<input type="checkbox"/>
	<b>2. Check for staples in the papers.</b>	<input type="checkbox"/>
	<b>3. Remove any staples from the papers.</b>	<input type="checkbox"/>
	<b>4. Throw the staples away.</b>	<input type="checkbox"/>
	<b>5. Take a few papers from the stack.</b>	<input type="checkbox"/>
	<b>6. Turn on the shredder.</b>	<input type="checkbox"/>
	<b>7. Guide the papers into the slot on the shredder.</b>	<input type="checkbox"/>
	<b>8. Keep my fingers away from the slot on the shredder.</b>	<input type="checkbox"/>
	<b>9. Repeat this until all the papers are shredded.</b>	<input type="checkbox"/>
	<b>10. Turn the shredder off.</b>	<input type="checkbox"/>
	<b>11. Remove the shredding container.</b>	<input type="checkbox"/>
	<b>12. Empty the shredded paper into the trash can.</b>	<input type="checkbox"/>
	<b>13. Put the container back.</b>	<input type="checkbox"/>



**Get the papers to shred.**



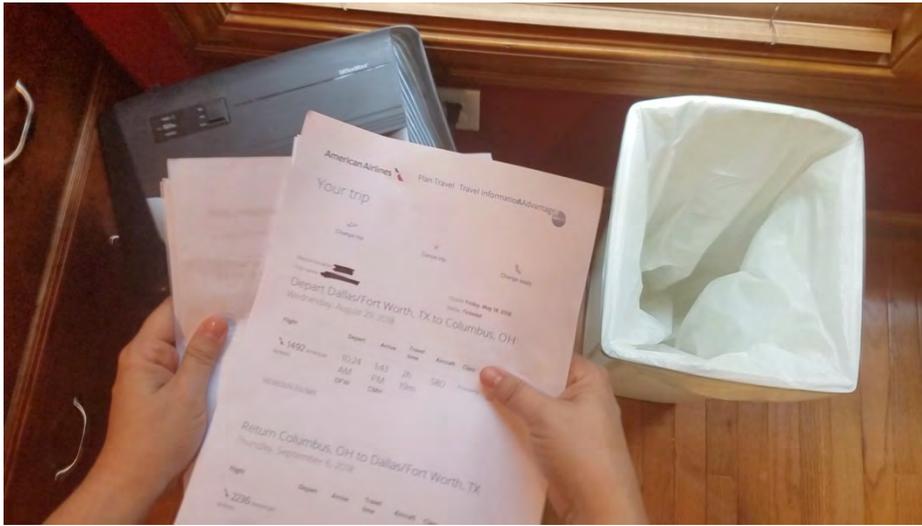
**Check for staples in the papers.**



**Remove any staples from the papers.**



**Throw the staples away.**



**Take a few papers from the stack.**



**Turn on the shredder.**



**Guide the papers into the slot on the shredder.**



**Keep my fingers away from the slot on the shredder.**



**Repeat this until all the papers are shredded.**



**Turn the shredder off.**



**Remove the shredding container.**



**Empty the shredded paper into the trash can.**



**Put the container back.**



If	Then
<p>There is too much paper to fit in the shredder.</p>	<p>Remove some of the paper from the stack and shred it in batches.</p> 
<p>There are too many paper shreds to fit in the trash can.</p> 	<p>Empty the trash can before putting more paper shreds into it.</p> 
<p>The shredder is pushing the paper back out.</p> 	<p>Make sure it is not set to "reverse".</p> 
<p>The shredder will not turn on.</p> 	<p>Make sure it is plugged in.</p> 
<p>I need help.</p> 	<p>I will ask someone.</p>