![NTACT — National Technical Assistance Center on Transition]

Using System of Least Prompts Procedure with a Video Prompt to Teach Office Tasks

Objective: To teach students three office tasks: Collate and staple, prepare a letter, and organize a binder.

Setting and Materials:

Settings: An office at high school

Materials:

- iPhone with previously recorded video prompts for how to: collate and staple, prepare a letter, and organize a binder according to the components provided in the example below
- Data sheet corresponding to the components provided in the example below for how to: collate and staple, prepare a letter, and organize a binder
- Trays for stacking
- Automatic stapler
- White paper
- Envelope
- Sheet of 12 stamps
- One sheet of return address labels
- One sheet of address labels
- An envelope moistener
- One blue basket (to put the prepared letter)
- A binder
- Three numbered sheets printer paper with text
- An electric hole puncher

Content Taught

Teach the skills needed to identify and analyze office tasks (i.e., collate and staple, prepare a letter, and organize a binder); and record video modeling to teach the office tasks

Teaching Procedures
General Procedures

1. All sessions occur 2-3 times a week and lasts 10 to 20 minutes.
2. Prior to the session beginning, the teacher instructs the student to "please have a seat at the desk."

3. When the student is seated at the desk, the teacher provides him or her with the necessary materials and delivers the task direction for that specific task (e.g., "Collate and Staple").

SLP + Video Prompt Procedures

1. The teacher gives a task direction (e.g., "Organize the binder").
2. Once the task direction is provided, the students have 5s to initiate the first step in the task analysis (see table 1) and 10s to complete the step after initiation.
3. If the students complete the step correctly, they are allowed to proceed to the next step
4. If the students complete a step incorrectly, did not initiate a step within 5s, did not complete a step within 10s of initiation, or completed the step out of sequence, then the teacher recorded this response on the data sheet and the completion of the step served as the discriminative stimulus for the initiation of the next step.
5. If the students did not complete the step correctly, the next prompt in the hierarchy, a video prompt on the iPhone, would be provided.
6. The teacher would move the phone into students' view and push play.
7. The video prompt is a short clip (i.e., 5-10s) demonstrating how to complete the specific step.
8. If the student completed the step correctly following the video prompt, the teacher recorded this response and waited for the student to initiate the next step.
9. If the student responded incorrectly, the teacher provided the controlling prompt, a full physical prompt, to complete the step.
10. The prompt hierarchy was used for each step until the task was completed.
11. Verbal praise was provided during intervention to participants for each independent correct response until the student independently completed 100% of the steps for three consecutive sessions.

*See the example below for information on creating video prompts and corresponding data sheets.

Table 1. Task Analyses for Office Tasks.

Collate and staple	Prepare a letter	Organize a binder
1. Put 1st paper in center of desk	1. Fold paper one third	1. Open binder
2. Stack 2nd paper on first paper	2. Fold paper one third	2. Open rings
3. Stack 3rd paper on second paper	3. Open envelope	3. Pick up 1st paper and place in hole punch
4. Stack three sheets so they are even	4. Put folded paper in envelope	4. Push button to punch holes
5. Put corner of papers under automatic stapler	5. Take top off pen	5. Put in three-ring binder
6. Put on desk to the right of other materials	6. Use pen to wet seal of envelope	6. Pick up 2nd paper and place in hole punch
7. Put 1st paper in center of desk	7. Close envelope	7. Push button to punch holes
8. Stack 2nd paper on first paper	8. Turn over envelope	8. Put in three-ring binder
9. Stack 3rd paper on second paper	9. Remove address label and put in center of envelope	9. Pick up 3rd paper and place in hole punch
10. Stack three sheets so they are even	10. Remove return address label and put in top left corner of envelope	10. Push button to punch holes
11. Put corner of papers under automatic stapler	11. Remove stamp and put in top right corner of envelope	11. Put in three-ring binder
12. Put on desk to the right of other materials	12. Place envelope in basket	12. Close rings
		13. Close binder

Evaluation

Record the percentage of steps completed independently on each of the three office tasks (i.e., collate and staple, prepare a letter, and organize a binder) based on the level of prompting required (i.e., independent, verbal, video prompt, or full physical). Students reach mastery when 100% of the steps for each skill are performed in 3 consecutive sessions.

Lesson Plan Based on:

Smith, K. A., Ayres, K. M., Mechling, L. C., Alexander, J. L., Mataras, T. K., & Shepley, S. B. (2015). Evaluating the effects of a video prompt in a system of least prompts procedure. *Career Development and Transition for Exceptional Individuals, 38*, 39-49. doi:10.1177/2165143413511981