**Collating Photocopies**

**Objective:** To teach students to make collated photocopies using simulated and community-based instruction on the same day.

**Setting and Materials**

Setting:
1.   Simulated instruction: Special education resource classroom
2.   Community instruction: Local print shop
Materials:
1.   Copy machine with top feeder tray and key pad
2.   Camera to take photographs of photocopy machine
3.   Photo album
     a)  For each of 12 steps in the task analysis, create 4 photographs that correspond to step (i.e., a total of 128 photographs) including:
         i.   1 photograph depicting correct action being performed in the relevant setting
         ii.  1 photograph depicting correct materials, but wrong manipulation
         iii. 1 photograph depicting an out of sequence action
         iv.  1 photograph depicting an action associated with the task, but not included in the training sequence
              -   A photo of the discriminative stimulus was on the page opposite the four photos (e.g., Please select card type.)

**Content Taught**

**Task Analysis:**

1.   Place the original newsletter on the feeder tray

2.   Enter a four-digit PIN code

3.   Press the ID button

4.   Press the number five for the number of copies

5.   Press the collate button

6.   Press the ok button

7.   Press the start button

8.   Remove the original from the upper tray

9.  Remove the copies from the bottom tray

## Teaching Procedures

1.  On the same day, provide training in simulated settings approximately 3 hours before community-based instruction. For example, provide instruction using the simulated procedures on Monday morning and provide community-based instruction on Monday afternoon.

2.  During simulated instruction, use the photo album to provide instruction.

    a)  Tell students to pretend they are going to make copies using a photocopy machine.

    b)  Present the photo album to the student.

    c)  Tell students to visually scan the photos on the album cover and point to the picture indicating the task they would complete.

    d)  Present task materials to the student.

    e)  Open the album and ask, "What is the first thing you do?"

    f)  Tell students to put a finger on the photo that depicts what is next on each photo page.

    g)  Use a system of least prompts with a 3-second interval between each prompt level. To assist a student in successfully identifying the photos depicting steps to complete the task, prompts should be provided in the following order:

        i.  Verbal prompt (e.g., "do you see where the writing is"?)

        ii.  Gesture (e.g., pointing to discriminative stimulus on page opposite the 4 photos)

        iii.  Gesture plus verbal explanation (e.g., pointing to the discriminative stimulus on page opposite the 4 photos and providing a verbal explanation)

        iv.  Modeling plus verbal explanation (e.g., pointing to correct picture and plus providing verbal explanation).

        v.  Physical assistance plus verbal explanation (e.g., holding the student's wrist, guiding the correct response, and providing an explanation)

3.  Approximately 3 hours later, provide training at a photocopy machine in a community print shop.

    a)  Tell students that they are going to make copies using a photocopy machine.

b) Use a system of least prompts with a 3-second interval between each prompt level

c) To assist a student in successfully completing the task, prompts should be provided in the following order:

    i. Verbal prompt (e.g., "do you see where the writing is"?)

    ii. Gesture (e.g., pointing to discriminative stimulus on the machine)

    iii. Gesture plus verbal explanation (e.g., pointing to the discriminative stimulus and providing a verbal explanation

    iv. Modeling plus verbal explanation (e.g., demonstrating appropriate actions plus verbal explanation)

    v. Physical assistance plus verbal explanation (e.g., holding the student's wrist, guiding the correct response, and providing an explanation)

## Evaluation

Collect student performance data on the number of steps completed independently and correctly.

**Lesson Plan Based on:**

Cihak, D. F., Alberto, P. A., Kessler, K., & Taber, T. A. (2004). An investigation of instructional scheduling arrangements for community based instruction. *Research in Developmental Disabilities*, *25*, 67-88.