

Address Envelope

task analysis, data sheet & IEP goals

ADDRESSING AN ENVELOPE

Place the envelope flat on a table ☐

Write the recipient's name in the middle ☐

Write their address under their name ☐

Write the city, state, and zip code under the address ☐

Write your name and address in the top left corner ☐

Stick a stamp in the top right corner ☐

FULL SPED AHEAD

ADDRESSING AN ENVELOPE

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Place the envelope flat on a table	
	Write the recipient's name in the middle	
	Write their address under their name	
	Write the city, state, and zip code under the address	
	Write your name and address in the top left corner	
	Stick a stamp in the top right corner	

FULL SPED AHEAD

full SPED ahead

Take a look inside...

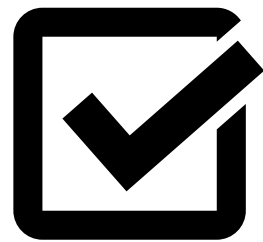
Use this in your special education classroom systematically teach the steps of how to address an envelope with task analysis, data sheets and proposed IEP goals.

Why?

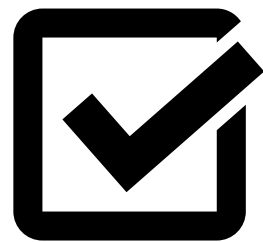
should you use a task analysis



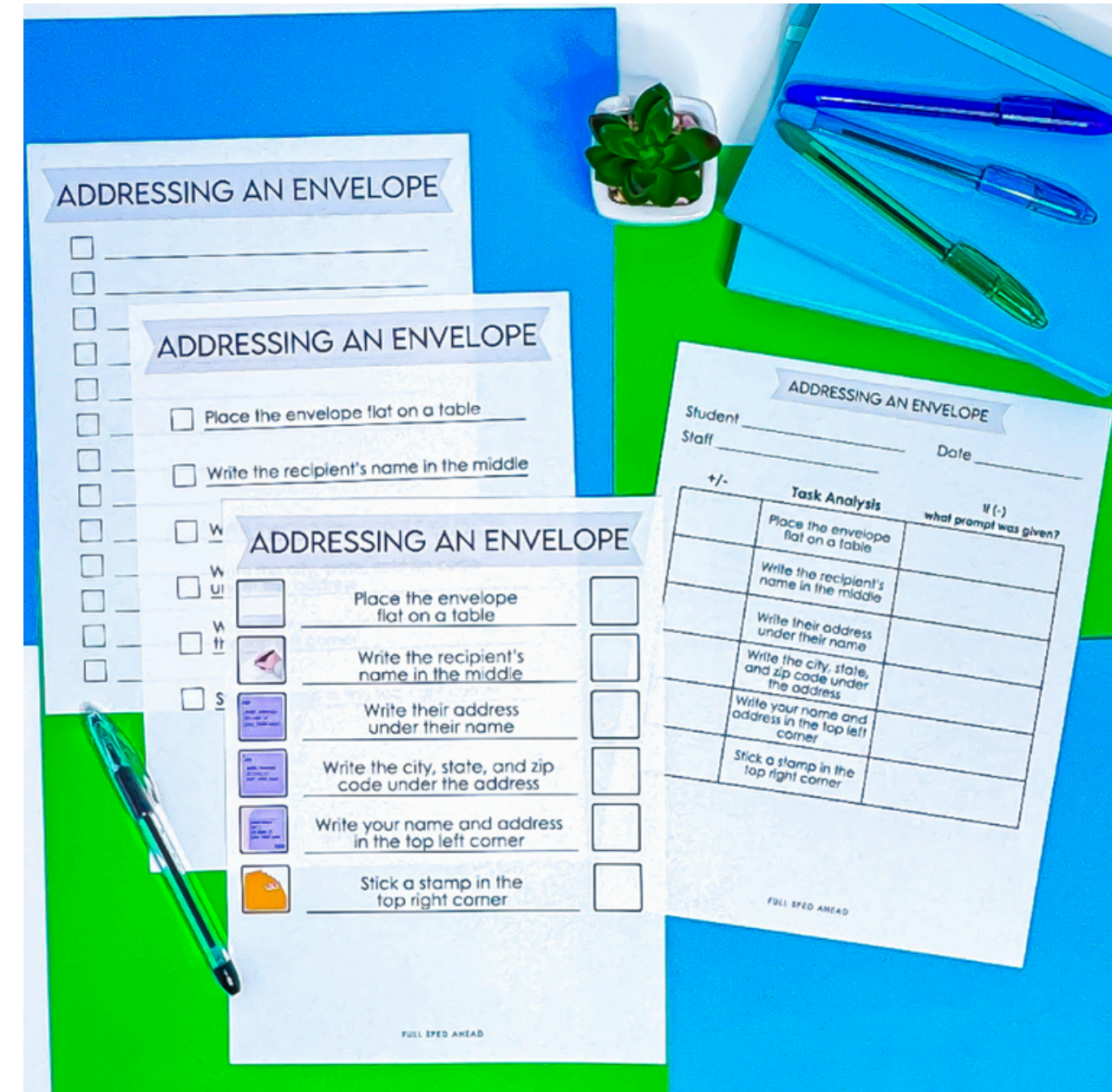
breaks down complex skills into manageable steps



learn the small steps to master the overall skill



supports students who have difficulty with executive functioning skills



What

is included in this resource?

3 LEVELS OF TASK ANALYSIS



ADDRESS AN ENVELOPE

1

ADDRESS AN ENVELOPE

- ☐ Place the envelope flat on a table
- ☐ Write the recipient's name in the middle
- ☐ Write their address under their name
- ☐ Write the city, state, and zip code under the address
- ☐ Write your name and address in the top left corner
- ☐ Stick a stamp in the top right corner

2

ADDRESS AN ENVELOPE



Place the envelope flat on a table



Write the recipient's name in the middle



Write their address under their name



Write the city, state, and zip code under the address



Write your name and address in the top left corner



Stick a stamp in the top right corner

3

What is included in this resource?

data sheet & IEP goal suggestions

ADDRESS AN ENVELOPE

Student _____ Date _____
Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Place the envelope flat on a table	
	Write the recipient's name in the middle	
	Write their address under their name	
	Write the city, state, and zip code under the address	
	Write the return address	

IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given a sample or visual guide, the student will independently write the recipient's address in the correct format (name, street address, city, state, ZIP code) on an envelope with 100% accuracy in 4 out of 5 opportunities as measured by teacher observation and data collection.

Goal 2: By the end of the IEP year, given verbal or visual prompts, the student will independently write and place their return address in the upper-left corner of an envelope with 100% accuracy in 4 out of 5 opportunities as measured by teacher observation and data collection.

Goal 3: By the end of the IEP year, given a checklist, the student will independently review an addressed envelope to ensure it includes all required components (recipient's address, return address, stamp, etc.).

What is included in this resource?

prompting levels visual to use as a classroom poster



Prompt Levels

least intrusive to most intrusive

Independent (I) After given a direction, the student completes the task by themselves.	Visual (V) You show a picture to the student for them to continue or complete the task. EX: Holds a schedule picture icon	Gesture (G) You point to an item or task for the student to continue or complete the task. EX: Point to a schedule
Positional (PO) You move an item closer to the student or put an item in front of their view. EX: Puts a pencil closer to the student	Proximity (PR) You move closer to the student to keep a closer eye on their work completion. EX: Staff stands close to a student while working	Model (M) You complete the task while the student observes each step. EX: Staff washes hands then has the student do the same.
Indirect Verbal (IV) You give a cue, but very little information is given.	Partial Verbal (PV) You give a cue that starts the beginning of	Direct Verbal (DV) You give a cue that is direct and gives specific details.

Prompt Levels

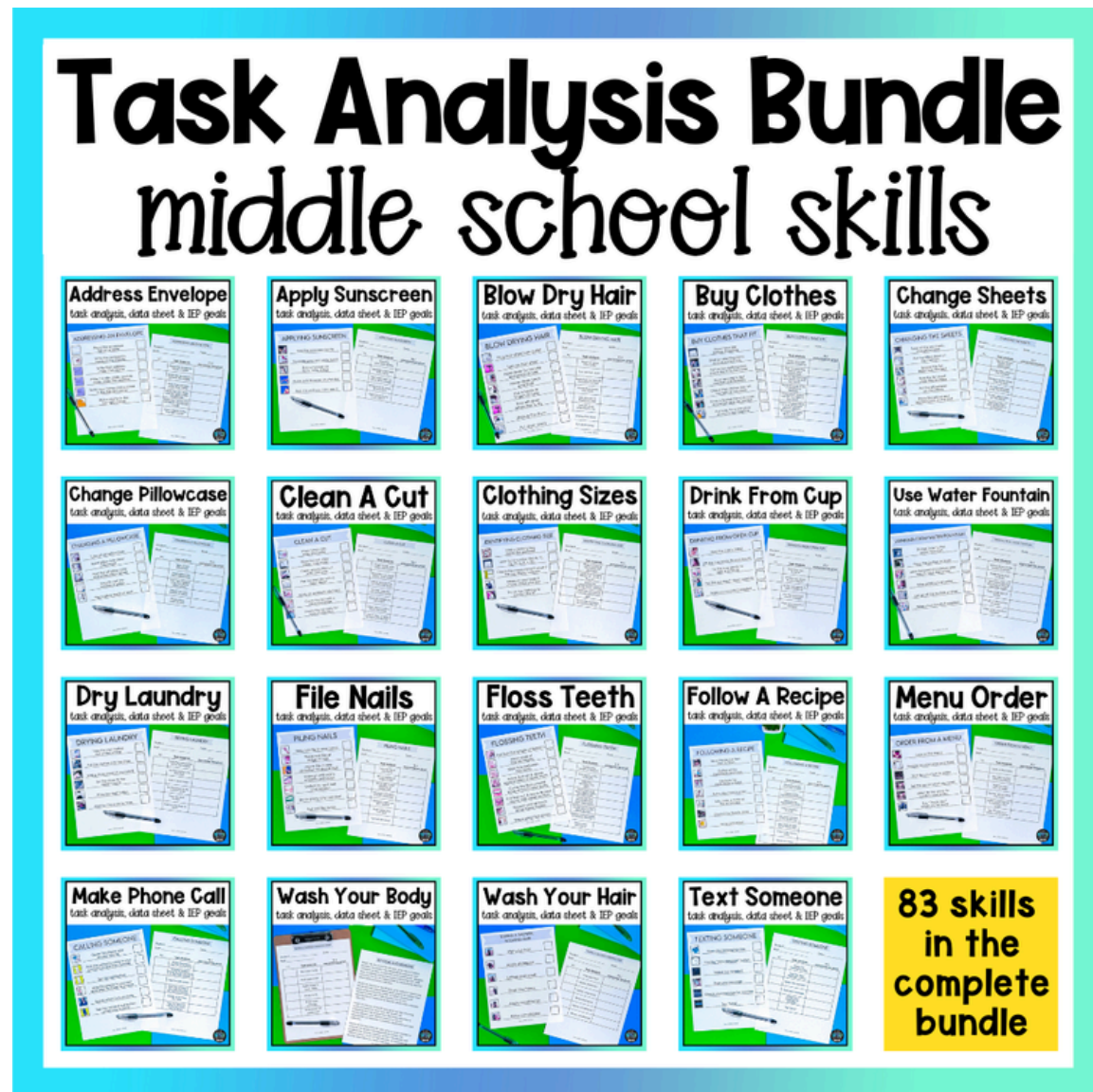
least intrusive to most intrusive

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How **can I use this resource?**

- ① **Use to teach skills step by step**
- ② **Fade prompts in task completion**
- ③ **Get student IEP goal ideas**

Did you see the bundle?



Click to see
all 83 task
analyses