

# Apply Antiseptic

task analysis, data sheet & IEP goals

**APPLYING ANTISEPTIC**

Wash hands with soap and water ☐

Clean the wound with cool water ☐

Open the antiseptic bottle ☐

Apply antiseptic to cotton ball ☐

Dab the antiseptic on cut ☐

Let the area air dry or pat with a clean cloth ☐

Cover with a bandage if needed ☐

FULL SPED AHEAD

**APPLYING ANTISEPTIC**

Student \_\_\_\_\_ Date \_\_\_\_\_

Staff \_\_\_\_\_

| +/- | Task Analysis                                  | If (-) what prompt was given? |
|-----|------------------------------------------------|-------------------------------|
|     | Wash hands with soap and water                 |                               |
|     | Clean the wound with cool water                |                               |
|     | Open the antiseptic bottle                     |                               |
|     | Apply antiseptic to cotton ball                |                               |
|     | Dab the antiseptic on cut                      |                               |
|     | Let the area air dry or pat with a clean cloth |                               |
|     | Cover with a bandage if needed                 |                               |

FULL SPED AHEAD

**Full SPED ahead**

*Take a look inside...*

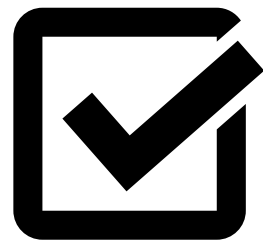
Use this in your special education classroom systematically teach the steps of how to apply an antiseptic with task analysis, data sheets and proposed IEP goals.

# Why?

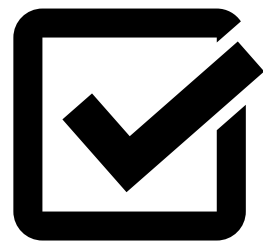
## should you use a task analysis



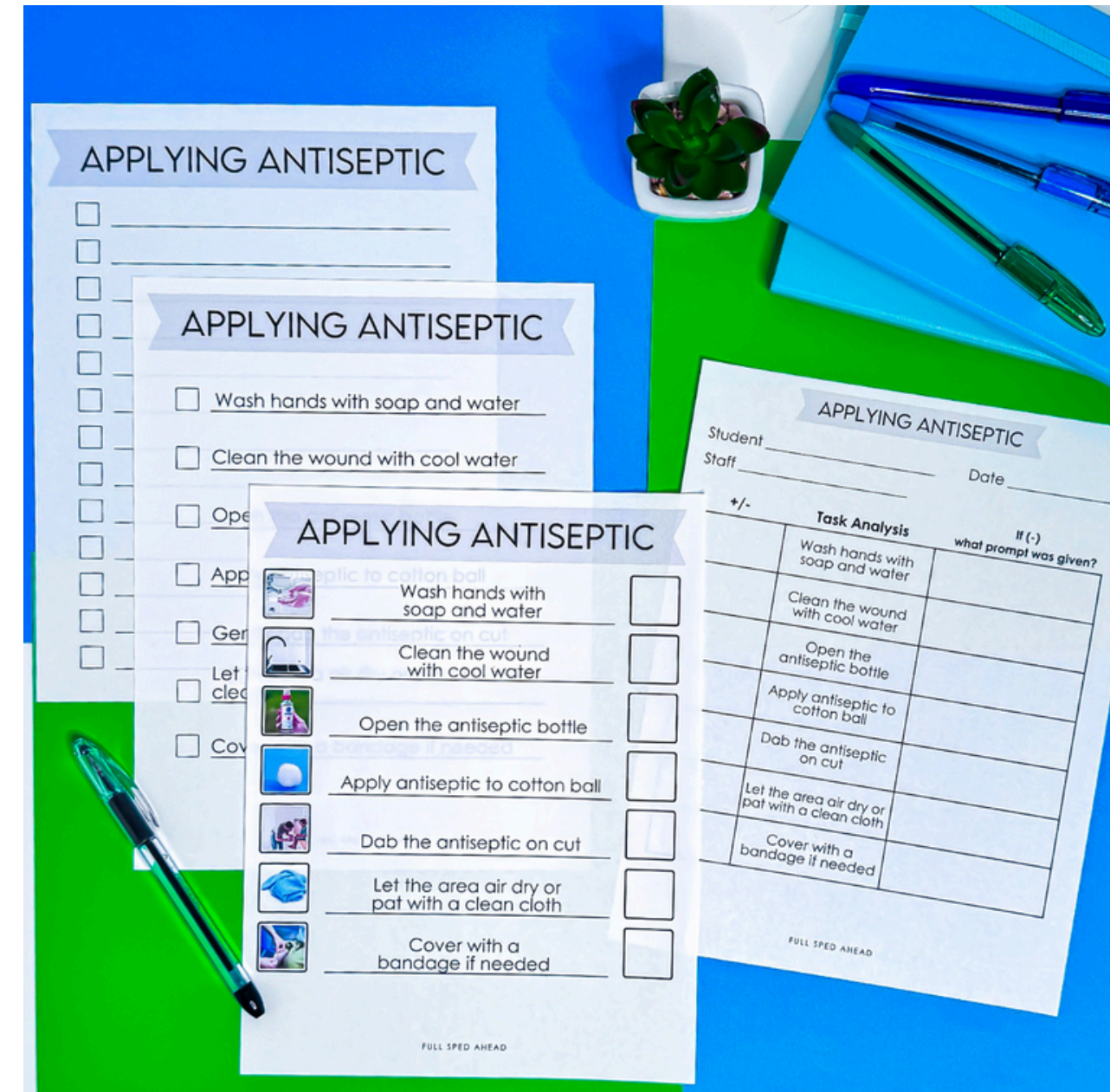
breaks down complex skills into manageable steps



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



Three overlapping task analysis sheets for the task 'APPLY ANTISEPTIC' are shown, illustrating three levels of task analysis. Each sheet has a title bar and a list of steps with checkboxes. The sheets are labeled 1, 2, and 3 with large circled numbers.

**Sheet 1: APPLY ANTISEPTIC**

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

**Sheet 2: APPLY ANTISEPTIC**

- ☐ Wash hands with soap and water
- ☐ Clean the wound with cool water
- ☐ Open the antiseptic bottle
- ☐ Apply antiseptic to cotton ball
- ☐ Gently dab the antiseptic on cut
- ☐ Let the area air dry or pat with a clean cloth
- ☐ Cover with a bandage if needed

**Sheet 3: APPLY ANTISEPTIC**

- ☐ Wash hands with soap and water
- ☐ Clean the wound with cool water
- ☐ Open the antiseptic bottle
- ☐ Apply antiseptic to cotton ball
- ☐ Dab the antiseptic on cut
- ☐ Let the area air dry or pat with a clean cloth
- ☐ Cover with a bandage if needed

Each step in Sheet 3 is accompanied by a small icon: hands being washed, a faucet, a bottle of antiseptic, a cotton ball, a person dabbing a wound, a blue cloth, and a bandage being applied.

# What is included in this resource?

data sheet & IEP goal suggestions

**APPLY ANTISEPTIC**

Student \_\_\_\_\_ Date \_\_\_\_\_

Staff \_\_\_\_\_

| +/- | Task Analysis                   | If (-)<br>what prompt was given? |
|-----|---------------------------------|----------------------------------|
|     | Wash hands with soap and water  |                                  |
|     | Clean the wound with cool water |                                  |
|     | Open the antiseptic bottle      |                                  |
|     | Apply antiseptic to cotton ball |                                  |

**IEP GOAL SUGGESTIONS**

Goal 1: By the end of the IEP year, given verbal or visual prompts, the student will independently sequence and complete all steps to apply antiseptic to a cut or wound (e.g., cleaning the area, applying antiseptic, and allowing it to dry) 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 instruction, the student will independently use antiseptic (e.g., liquid, spray, or wipes) safely and appropriately, avoiding overuse or contact with surrounding skin, 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 examples or scenarios, the student will independently identify antiseptic:

# What is included in this resource?

prompting levels visual to use as a classroom poster



## Prompt Levels

least intrusive to most intrusive

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

## Prompt Levels

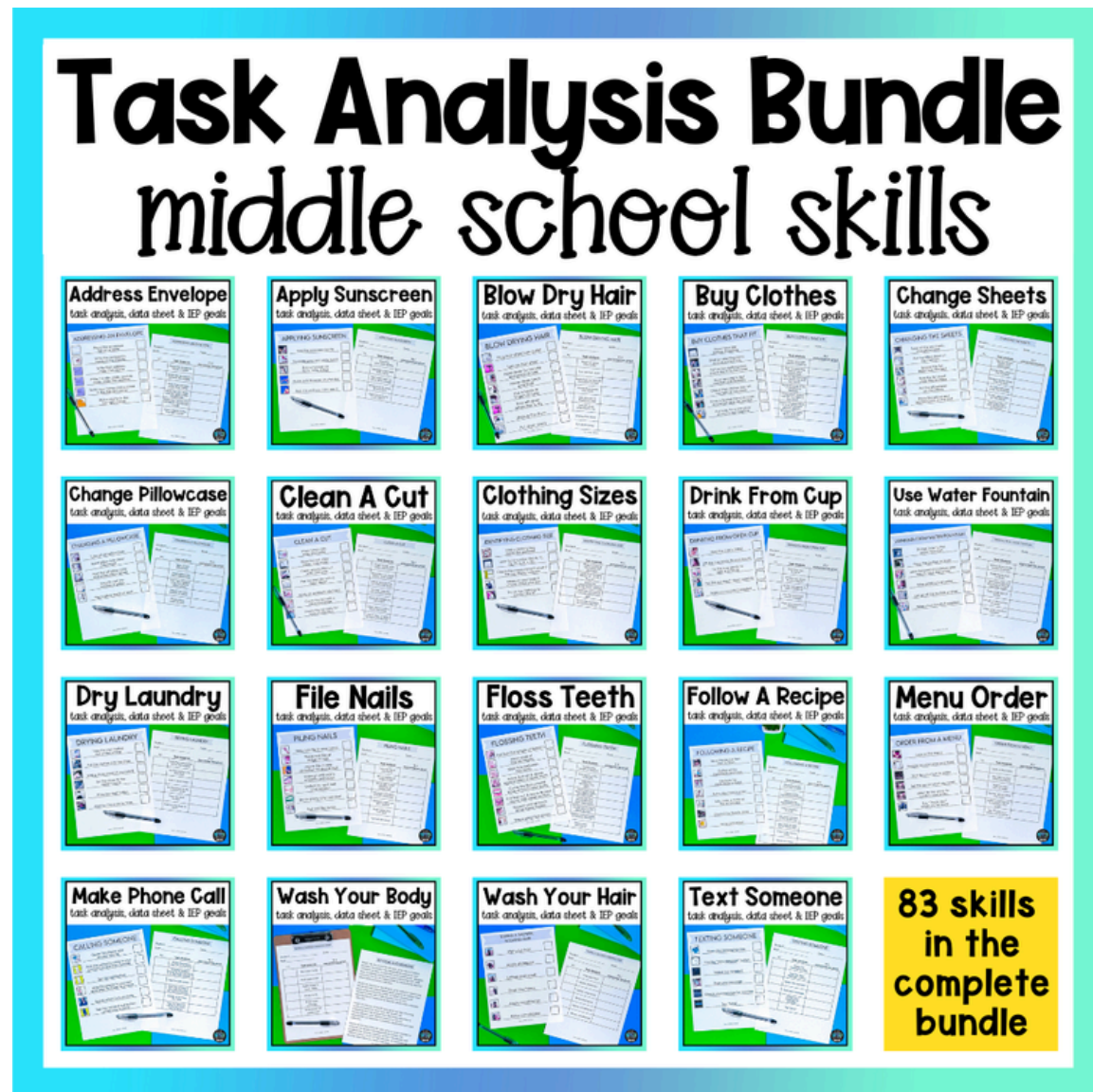
least intrusive to most intrusive

|                                                                                                                                                    |                                                                                                                                                             |                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
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| <b>Indirect Verbal (IV)</b><br>You give a cue, but very little information is given.                                                               | <b>Partial Verbal (PV)</b><br>You give a cue that starts the beginning of                                                                                   | <b>Direct Verbal (DV)</b><br>You give a cue that is direct and gives                                                                        |

# 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