

Ask for Help In Store

task analysis, data sheet & IEP goals

ASK FOR HELP LOCATING ITEMS IN A STORE

Student _____ Date _____
Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Find a store worker	
	Walk up to them	
	Say "Excuse me"	
	Ask "Can you help me find [item]?"	
	Listen to their answer	
	Say "Thank you"	

FULL SPED AHEAD

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FULL SPED AHEAD

Take a look inside...

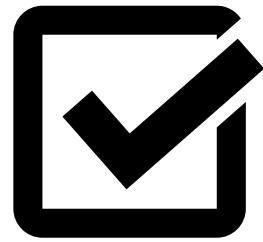
Use this in your special education classroom systematically teach the steps of how to ask for help in a store with task analysis, data sheets and proposed IEP goals.

Why?

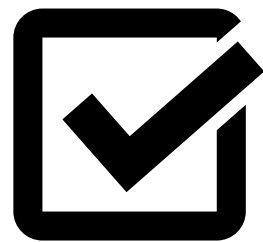
should you use a task analysis



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

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FULL SPED AHEAD

What

is included in this resource?

3 LEVELS OF TASK ANALYSIS



ASK FOR HELP LOCATING ITEMS IN A STORE

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1

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2

ASK FOR HELP LOCATING ITEMS IN A STORE



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What is included in this resource?

data sheet & IEP goal suggestions

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IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given verbal or visual prompts, the student will independently approach a store employee to ask for help finding a specific item 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 modeling or role-play, the student will independently use a complete question (e.g., "Excuse me, where can I find [item]?") when asking for assistance 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 verbal or visual instruction, the student will independently listen to...

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

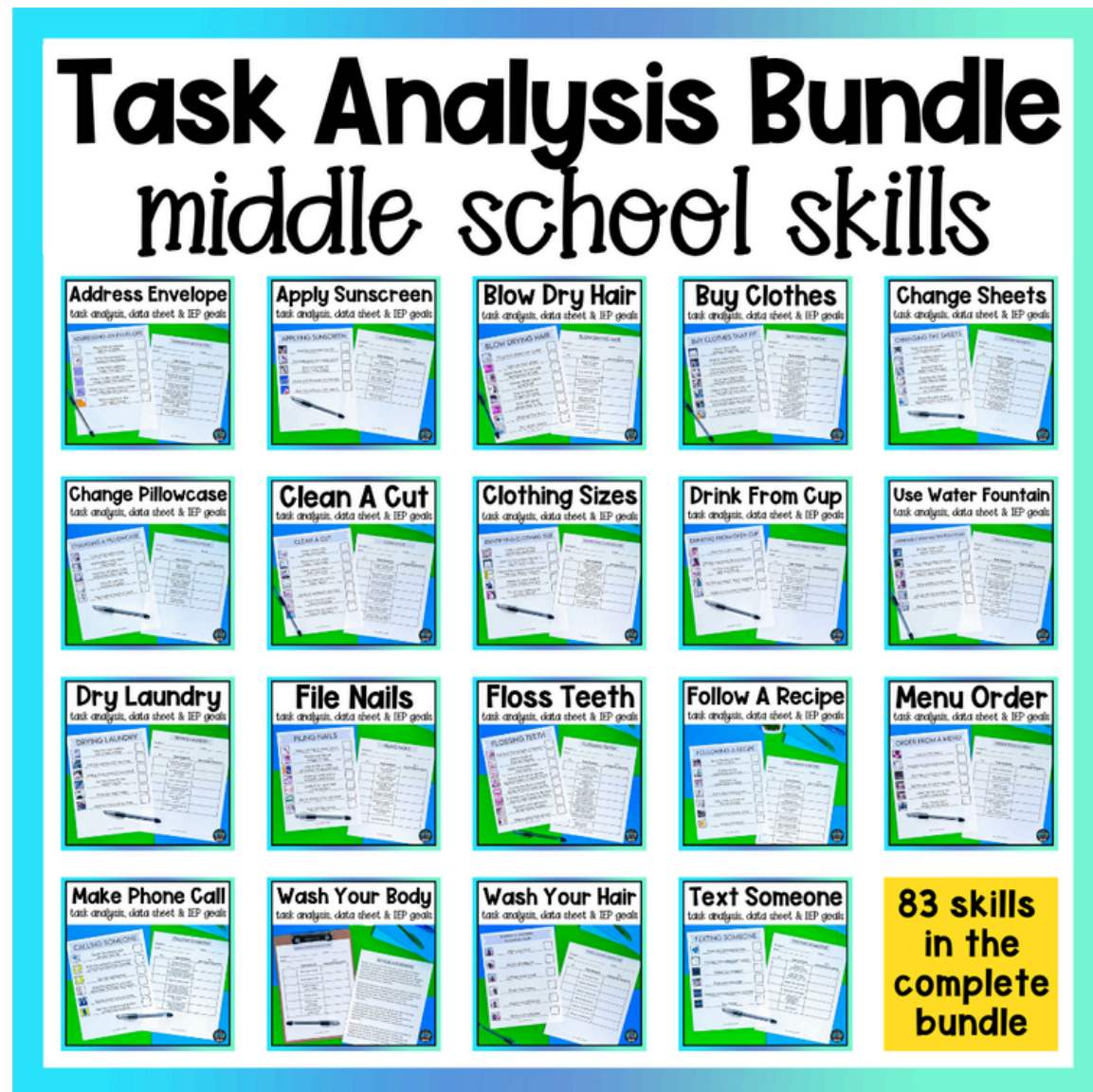
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How **can I use this resource?**

- 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