

Buy Clothes

task analysis, data sheet & IEP goals

BUY CLOTHES THAT FIT

Know your size before shopping ☐

Start by selecting items in your current size ☐

Put on the clothing and check the fit in the mirror ☐

Move around to test comfort and flexibility ☐

Check that clothes are not too tight or too loose ☐

Have a trusted friend or store employee give an opinion ☐

If unsure, try a size up or down for comparison ☐

FULL SPED AHEAD

BUY CLOTHES THAT FIT

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Know your size before shopping	
	Start by selecting items in your current size	
	Put on the clothing and check the fit in the mirror	
	Move around to test comfort and flexibility	
	Check that clothes are not too tight or too loose	
	Have a trusted friend or store employee give an opinion	
	If unsure, try a size up or down for comparison	

FULL SPED AHEAD

full SPED ahead

Take a look inside...

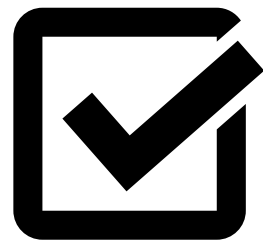
Use this in your special education classroom systematically teach the steps of how to buy clothes that fit with task analysis, data sheets and proposed IEP goals.

Why?

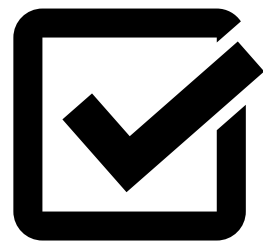
should you use a task analysis



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



BUY CLOTHES THAT FIT

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

1

BUY CLOTHES THAT FIT

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2

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3

What is included in this resource?

data sheet & IEP goal suggestions

BUY CLOTHES THAT FIT

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Staff _____

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	Start by selecting items in your current size	
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	Move around to test comfort and flexibility	
	that clothes	

IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given access to a size chart or their personal clothing size list, the student will independently identify their correct size for different types of clothing (e.g., shirts, pants, jackets) when shopping 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 a fitting room to try on clothing and determine if it fits correctly based on comfort and appearance 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 guidance on fit criteria (e.g., not too tight or loose), the student will

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

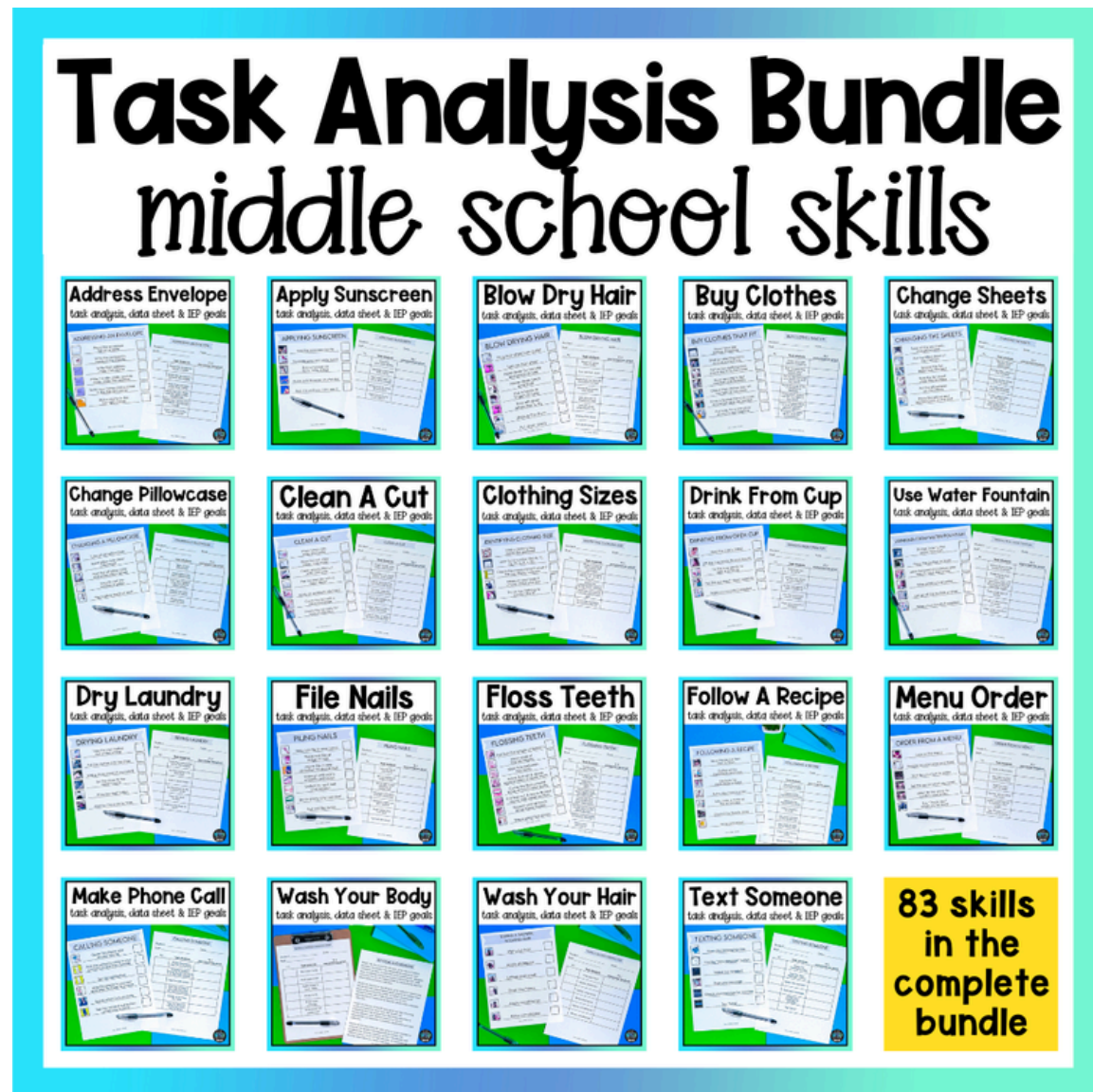
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How **can I use this resource?**

- 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