

File Nails

task analysis, data sheet & IEP goals

FILING NAILS

-  Hold nail file in one hand ☐
-  Place nail file at edge of nail ☐
-  Move file in one direction to shape nail ☐
-  Repeat until nail is smooth and even ☐
-  Switch to next nail and repeat ☐
-  Brush away any nail dust ☐
-  Put nail file away ☐

FULL SPED AHEAD

FILING NAILS

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Hold nail file in one hand	
	Place nail file at edge of nail	
	Move file in one direction to shape nail	
	Repeat until nail is smooth and even	
	Switch to next nail and repeat	
	Brush away any nail dust	
	Put nail file away	

FULL SPED AHEAD

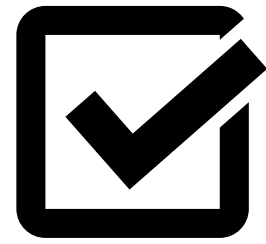


Take a look inside...

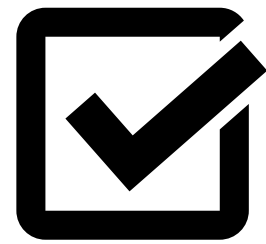
Use this in your special education classroom systematically teach the steps of how to file your nails with task analysis, data sheets and proposed IEP goals.

Why?

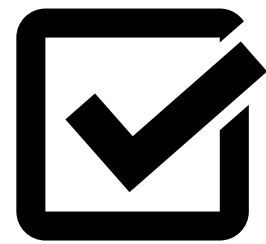
should you use a task analysis



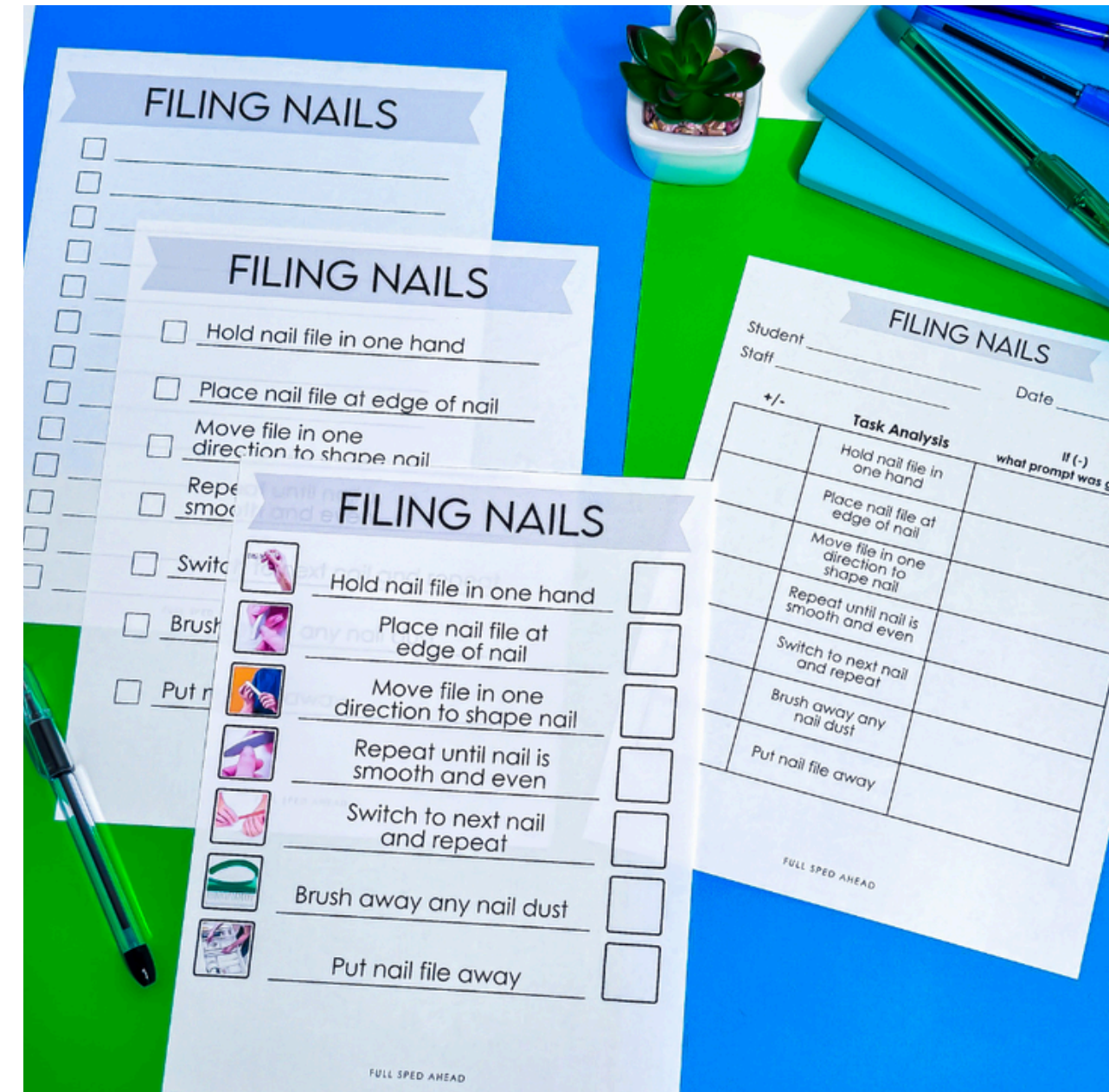
breaks down complex skills into manageable steps



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



FILE YOUR NAILS

1

FILE YOUR NAILS

- ☐ Hold nail file in one hand
- ☐ Place nail file at edge of nail
- ☐ Move file in one direction to shape nail
- ☐ Repeat until nail is smooth and even
- ☐ Switch to next nail and repeat
- ☐ Brush away any nail dust
- ☐ Put nail file away

2

FILE YOUR NAILS

-  Hold nail file in one hand ☐
-  Place nail file at edge of nail ☐
-  Move file in one direction to shape nail ☐
-  Repeat until nail is smooth and even ☐
-  Switch to next nail and repeat ☐
-  Brush away any nail dust ☐
-  Put nail file away ☐

3

What is included in this resource?

data sheet & IEP goal suggestions

FILE YOUR NAILS

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Hold nail file in one hand	
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IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given visual or verbal prompts, the student will independently sequence and complete all steps to file their nails (e.g., selecting the nail file, holding it properly, filing each nail, and cleaning up) 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 a model or demonstration, the student will independently file each nail to an appropriate and even length 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 prompts, the student will independently use both hands to file nails, ensuring all fingernails are smooth and even.

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

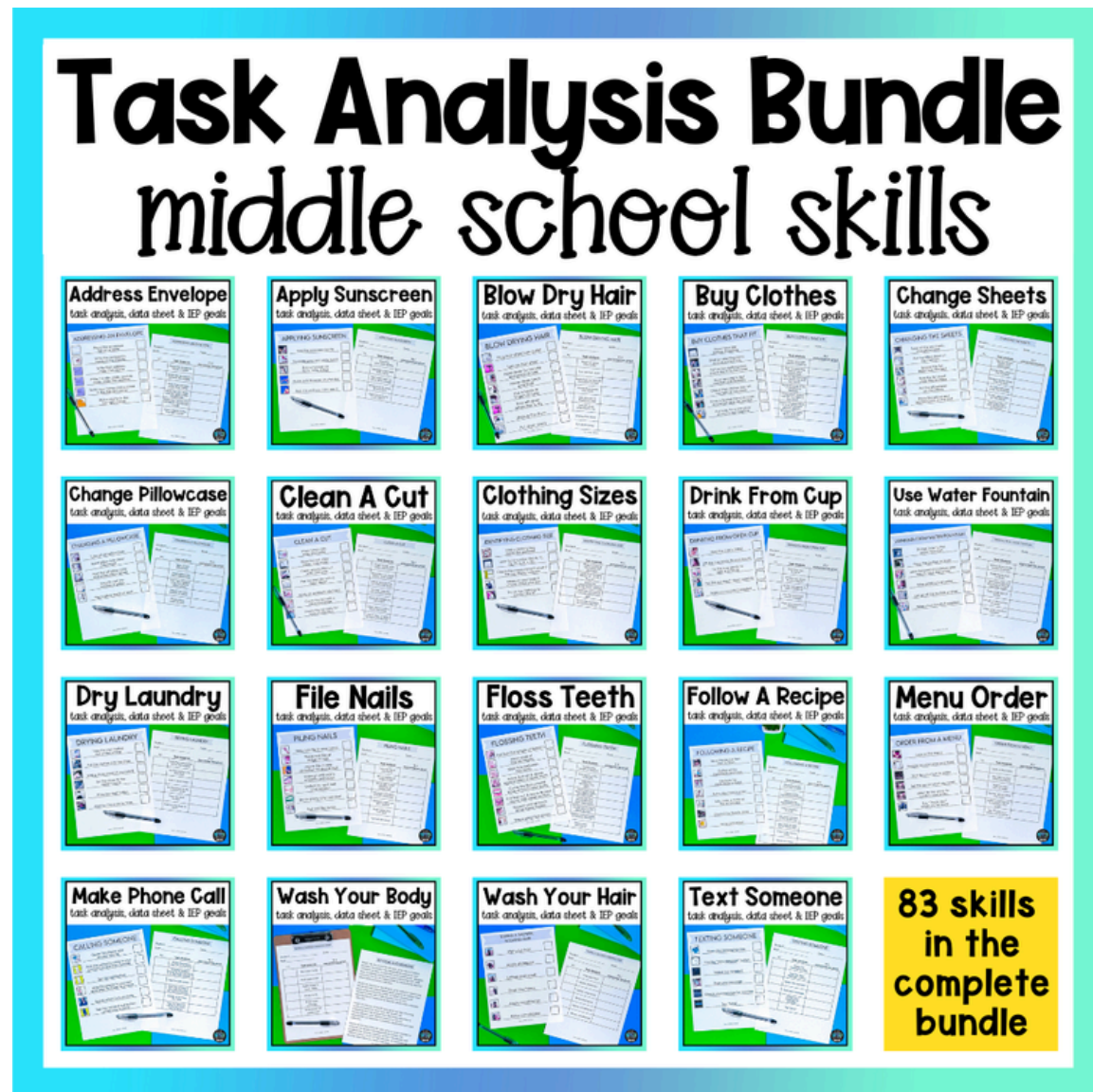
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How **can I use this resource?**

- 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