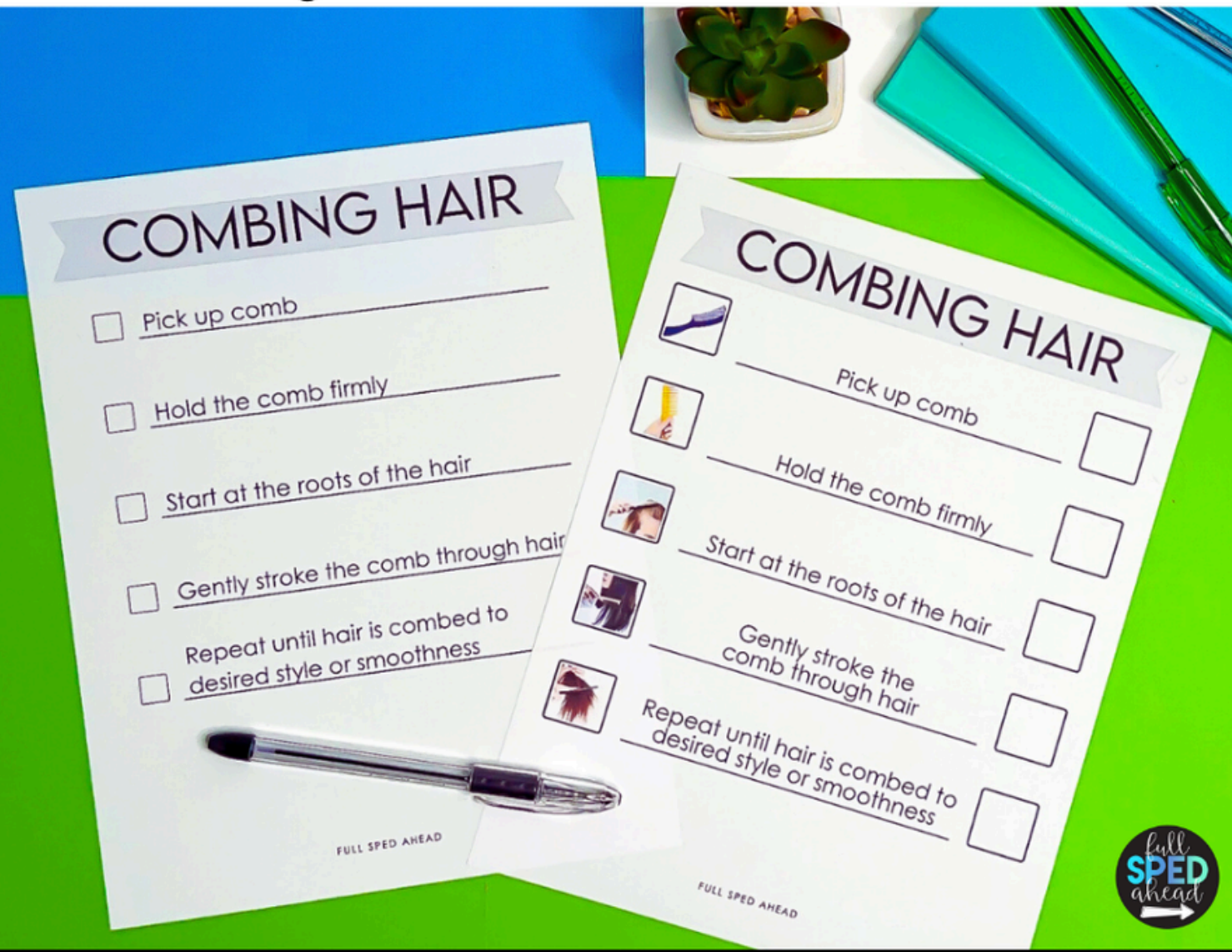


# Combing Hair

task analysis, data sheet & IEP goals

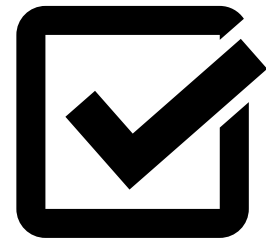


*Take a look inside...*

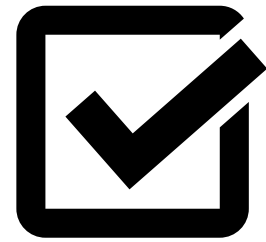
Use this in your special education classroom systematically teach the steps of how to comb hair with task analysis, data sheets and proposed IEP goals.

# Why?

## Comb Hair Task Analysis



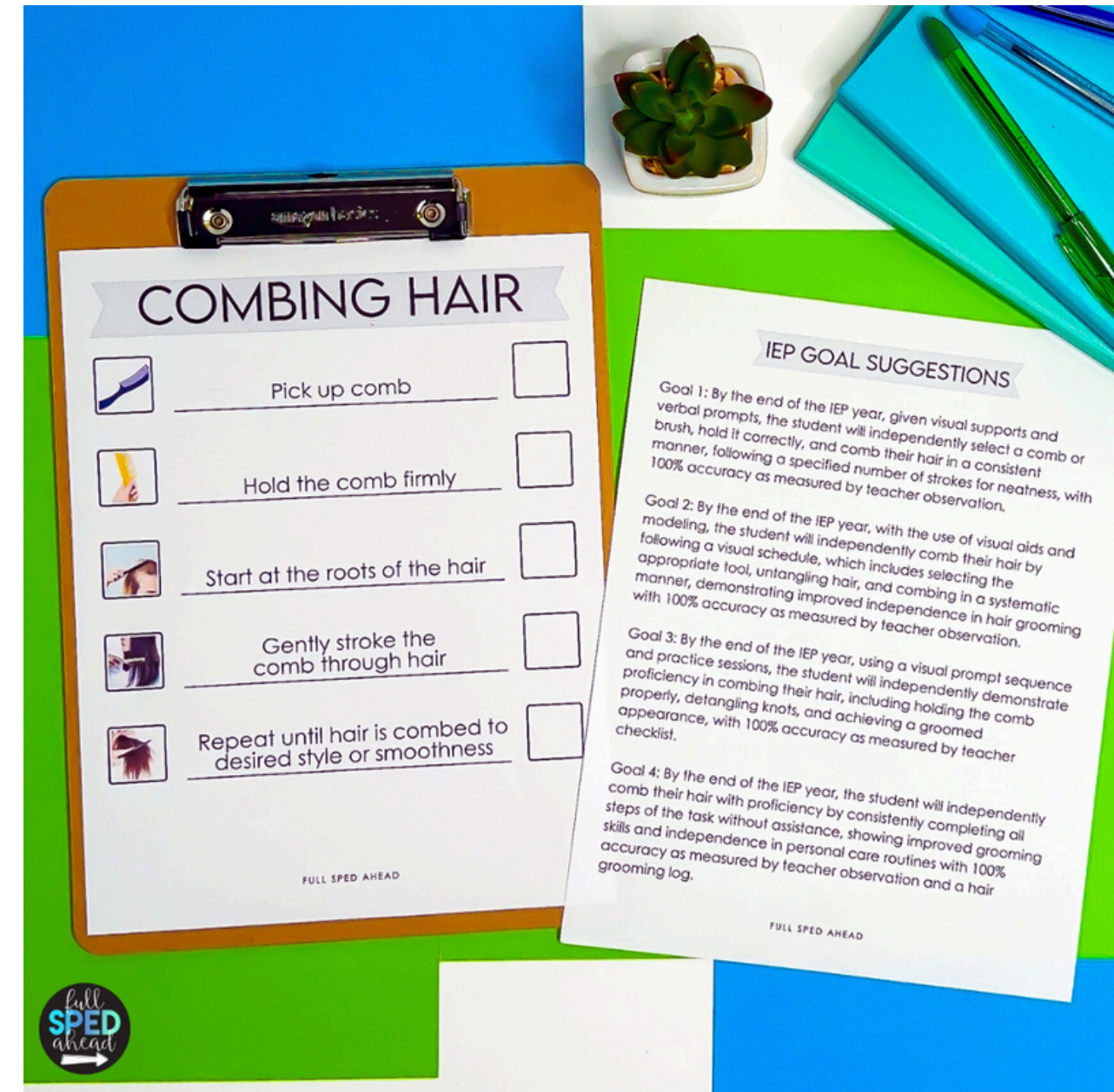
breaks down complex skills into manageable steps



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 'COMBING HAIR' are shown, illustrating three levels of task analysis. Each sheet has a title banner and a list of tasks with checkboxes for completion.

**Level 1 (Left Sheet):** Labeled with a large circled '1'. It shows the title 'COMBING HAIR' and a list of 10 empty checkboxes for task analysis.

**Level 2 (Middle Sheet):** Labeled with a large circled '2'. It shows the title 'COMBING HAIR' and a list of 5 tasks with checkboxes:

- ☐ Pick up comb
- ☐ Hold the comb firmly
- ☐ Start at the roots of the hair
- ☐ Gently stroke the comb through hair
- ☐ Repeat until hair is combed to desired style or smoothness

**Level 3 (Right Sheet):** Labeled with a large circled '3'. It shows the title 'COMBING HAIR' and a list of 5 tasks with checkboxes, each accompanied by a small image illustrating the task:

-  ☐ Pick up comb
-  ☐ Hold the comb firmly
-  ☐ Start at the roots of the hair
-  ☐ Gently stroke the comb through hair
-  ☐ Repeat until hair is combed to desired style or smoothness

# What is included in this resource?

data sheet & IEP goal suggestions ↪

**COMBING HAIR**

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

Staff \_\_\_\_\_

+/-	Task Analysis	If (-) what prompt was given?
	Pick up comb	
	Hold the comb firmly	
	Start at the roots of the hair	
	Gently stroke the comb through hair	

**IEP GOAL SUGGESTIONS**

Goal 1: By the end of the IEP year, given visual supports and verbal prompts, the student will independently select a comb or brush, hold it correctly, and comb their hair in a consistent manner, following a specified number of strokes for neatness, with 100% accuracy as measured by teacher observation.

Goal 2: By the end of the IEP year, with the use of visual aids and modeling, the student will independently comb their hair by following a visual schedule, which includes selecting the appropriate tool, untangling hair, and combing in a systematic manner, demonstrating improved independence in hair grooming with 100% accuracy as measured by teacher observation.

Goal 3: By the end of the IEP year, using a visual prompt sequence and practice sessions, the student will independently demonstrate proficiency in combing their hair, including holding the comb properly, detangling knots, and achieving a \_\_\_\_\_



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

## Prompt Levels

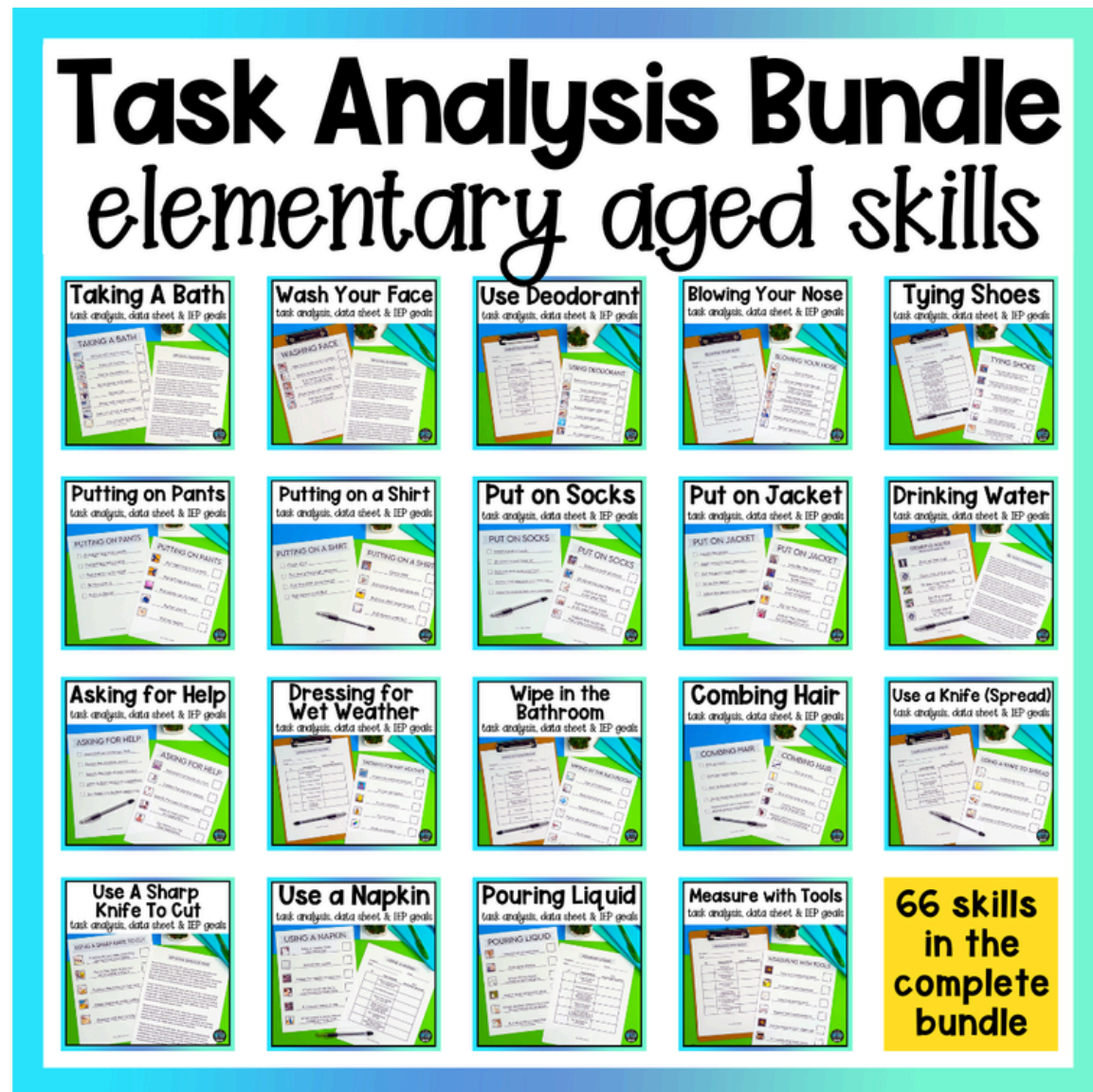
least intrusive to most intrusive

<b>Independent (I)</b> After given a direction, the student completes the task by themselves.	<b>Visual (V)</b> You show a picture to the student for them to continue or complete the task. EX: Holds a schedule picture icon	<b>Gesture (G)</b> You point to an item or task for the student to continue or complete the task. EX: Point to a schedule
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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**

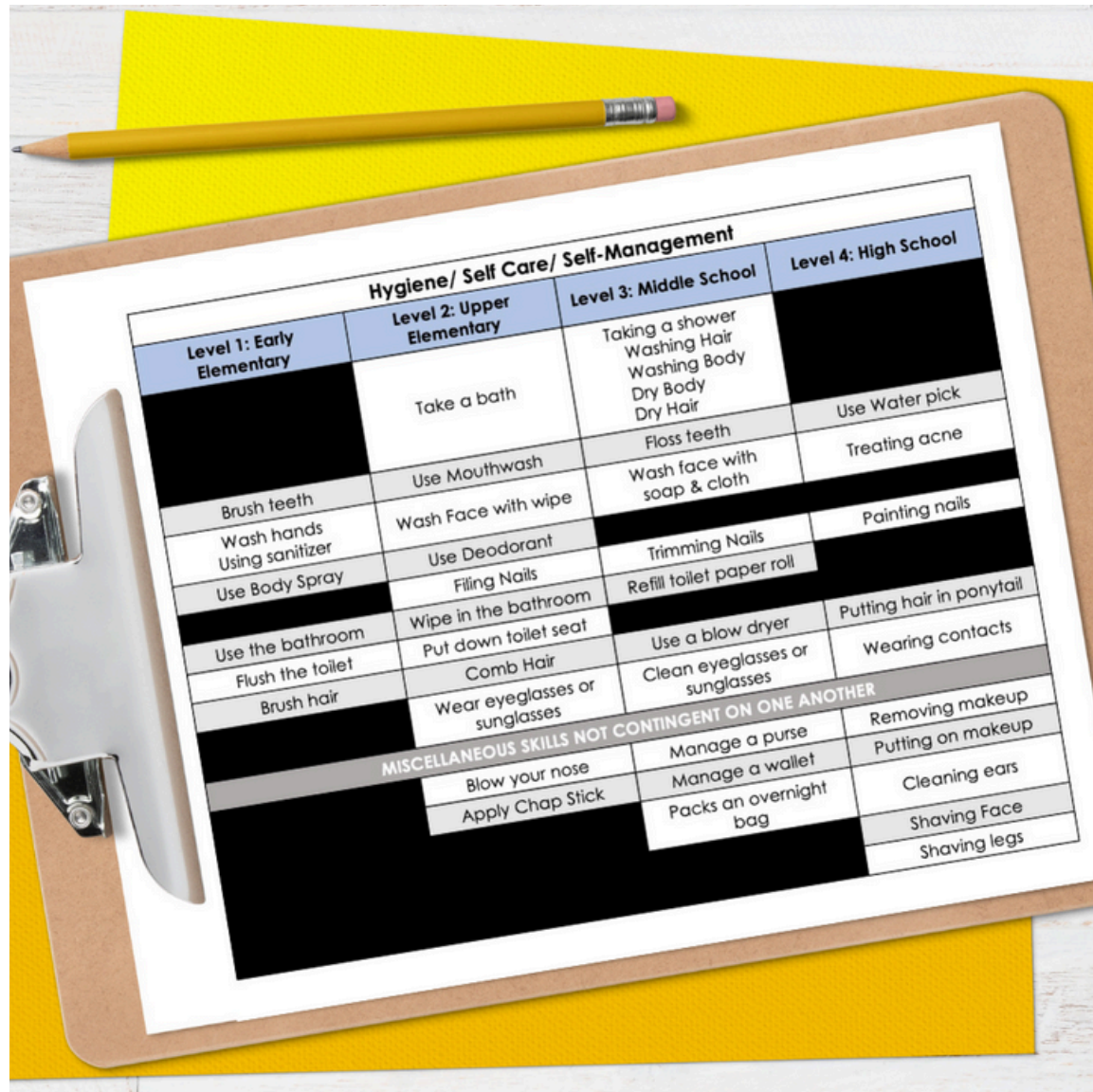
# Did you see the bundle?



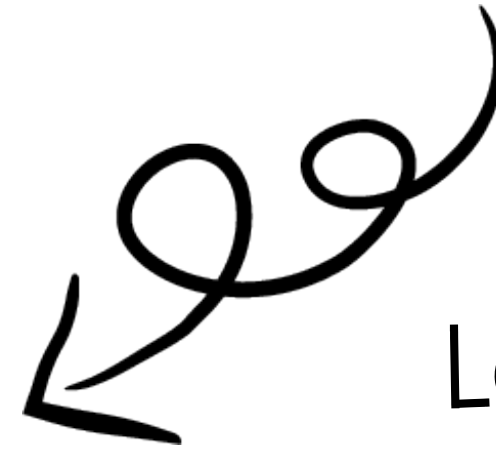
Click to see  
all 66 task  
analyses



# Get the FREE life skills list



Hygiene/ Self Care/ Self-Management			
Level 1: Early Elementary	Level 2: Upper Elementary	Level 3: Middle School	Level 4: High School
	Take a bath	Taking a shower Washing Hair Washing Body Dry Body Dry Hair	
Brush teeth	Use Mouthwash	Floss teeth	Use Water pick
Wash hands Using sanitizer	Wash Face with wipe	Wash face with soap & cloth	Treating acne
Use Body Spray	Use Deodorant	Trimming Nails	Painting nails
	Filing Nails	Refill toilet paper roll	
Use the bathroom	Wipe in the bathroom	Use a blow dryer	Putting hair in ponytail
Flush the toilet	Put down toilet seat	Clean eyeglasses or sunglasses	Wearing contacts
Brush hair	Comb Hair		
	Wear eyeglasses or sunglasses		
MISCELLANEOUS SKILLS NOT CONTINGENT ON ONE ANOTHER			
Blow your nose	Manage a purse	Removing makeup	
Apply Chap Stick	Manage a wallet	Putting on makeup	
	Packs an overnight bag	Cleaning ears	
		Shaving Face	
		Shaving legs	



Looking for more ideas  
to teach life skills in  
your classroom?

Download this  
comprehensive life  
skills idea list!