

# Drying Dishes

task analysis, data sheet & IEP goals

**DRYING DISHES**






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

Staff \_\_\_\_\_ If (-) what prompt was given?


+/-	Task Analysis	
	Take the dish out of the sink	
	Use towel to wipe water from dish	
	Place dish in rack to finish drying	
	Continue until all dishes are dry	
	Put dishes away in cabinets	

FULL SPED AHEAD

**DRYING DISHES**

-  Take the dish out of the sink ☐
-  Use towel to wipe water from dish ☐
-  Place dish in rack to finish drying ☐
-  Continue until all dishes are dry ☐
-  Put dishes away in cabinets ☐

FULL SPED AHEAD

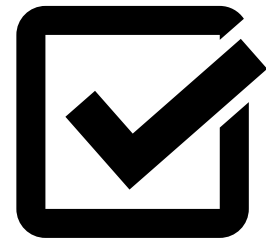


Take a look inside...

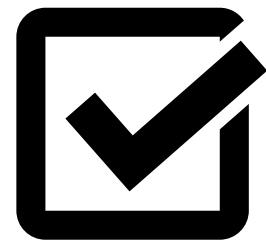
Use this in your special education classroom systematically teach the steps of how to dry dishes with task analysis, data sheets and proposed IEP goals.

# Why?

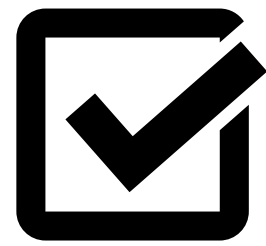
## Drying Dishes Task Analysis



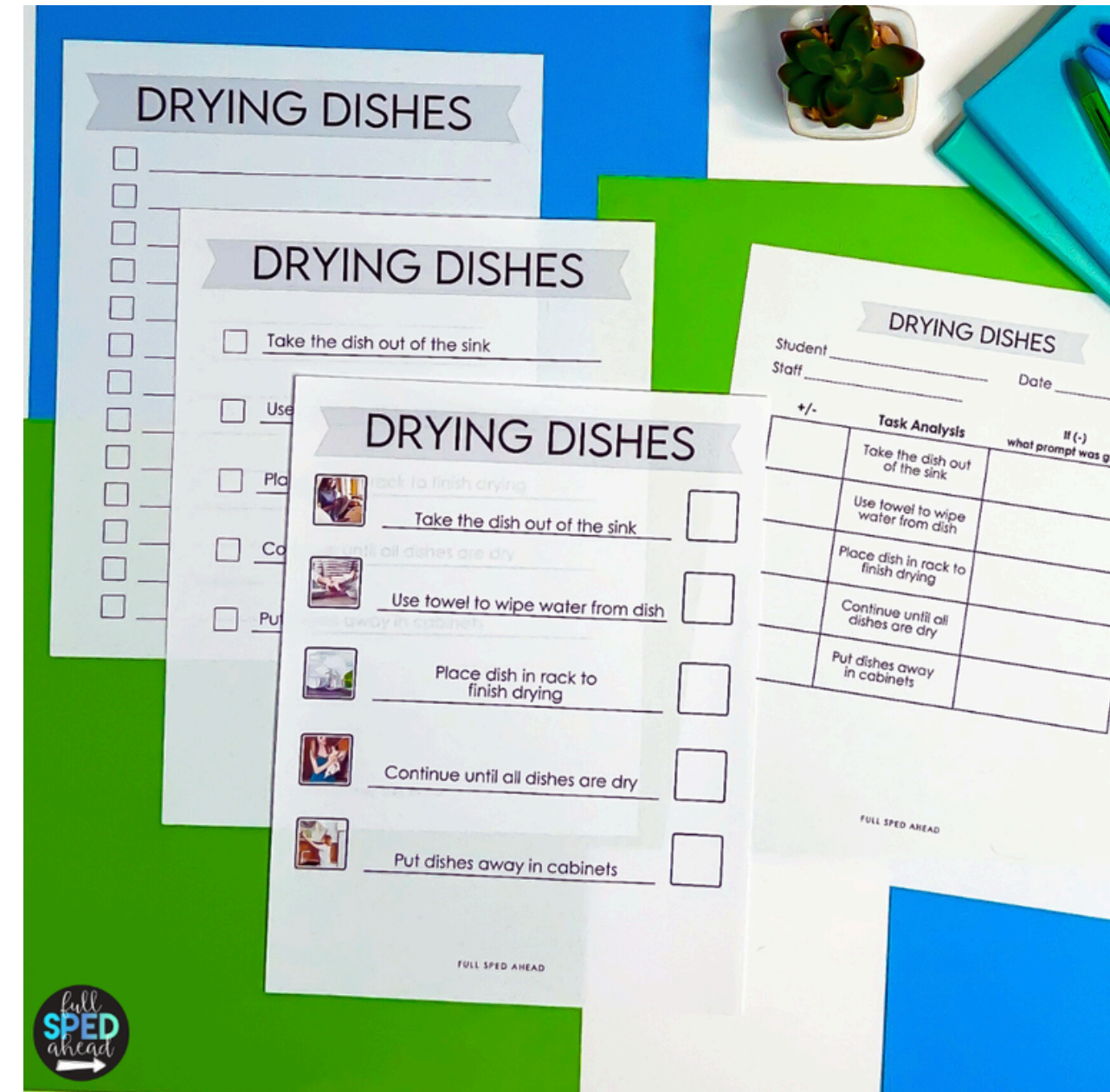
breaks down complex skills into manageable steps



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



### DRYING DISHES

1

### DRYING DISHES

2

### DRYING DISHES

3

☐ Take the dish out of the sink

☐ Use towel to wipe water from dish

☐ Place dish in rack to finish drying

☐ Continue until all dishes are dry

☐ Put dishes away in cabinets



Take the dish out of the sink

☐

Use towel to wipe water from dish

☐

Place dish in rack to finish drying

☐

Continue until all dishes are dry

☐

Put dish

☐

# What is included in this resource?

data sheet & IEP goal suggestions

**DRYING DISHES**

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

Staff \_\_\_\_\_

Task Analysis	If (-) what prompt was given?
Take the dish out of the sink	
Use towel to wipe water from dish	
Place dish in rack to finish drying	
Continue until all dishes are dry	

**IEP GOAL SUGGESTIONS**

Goal 1: By the end of the IEP year, given visual supports and verbal prompts, the student will independently dry dishes following proper dish-drying techniques, including using a dish towel to dry dishes thoroughly and safely, demonstrating the ability to dry dishes with 100% accuracy as measured by teacher observation.

Goal 2: By the end of the IEP year, with the support of visual aids and practice opportunities, the student will independently follow step-by-step instructions to dry dishes, including organizing wet dishes, using a dish towel efficiently, and ensuring dishes are completely dry, displaying increased independence in dish drying with 100% accuracy as measured by teacher observation.

Goal 3: By the end of the IEP year, using visual prompts and physical guidance as needed, the student will independently demonstrate proficiency in drying dishes by correctly handling a dish towel, drying dishes without leaving water on the towel.



# 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

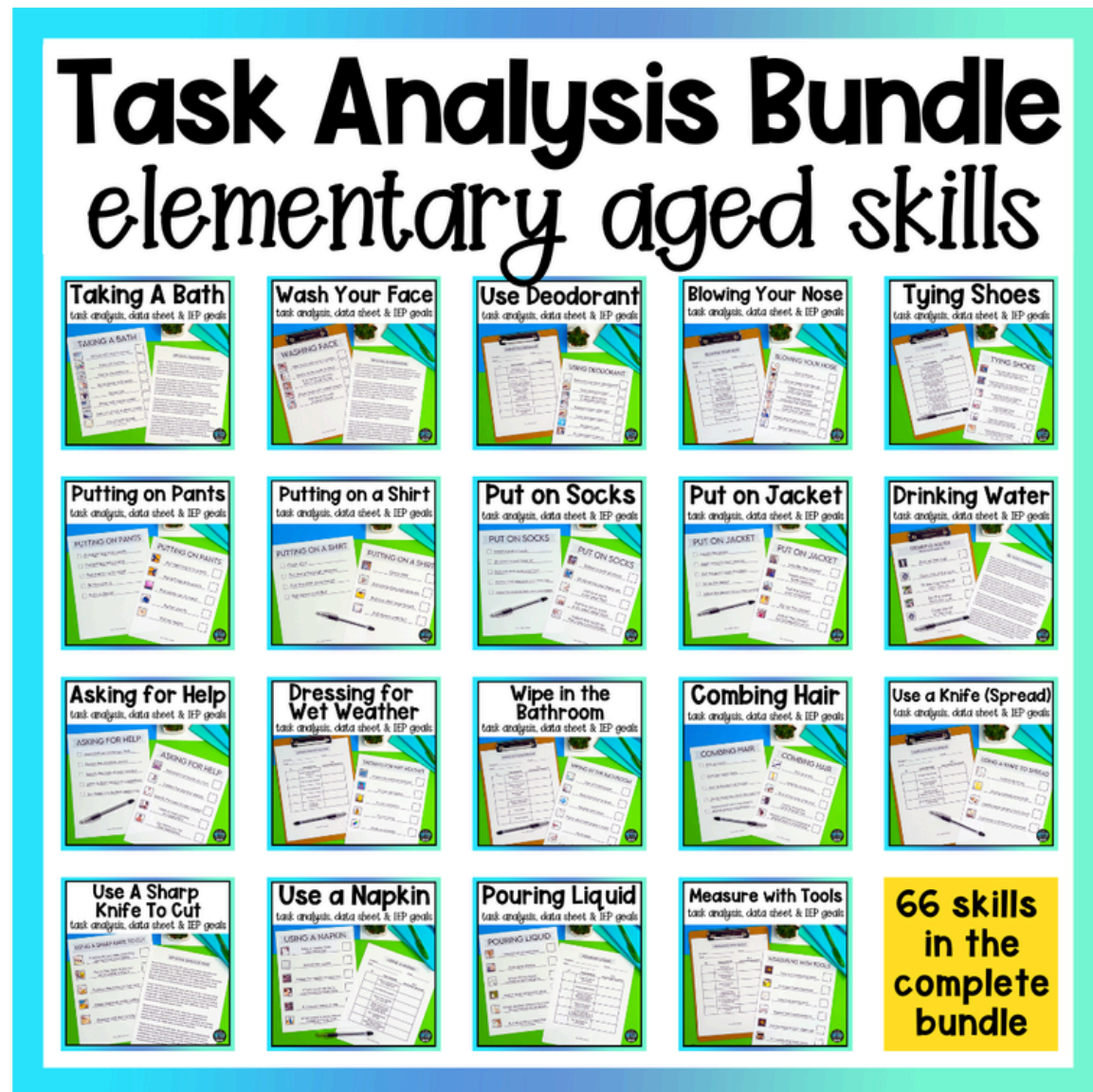
least intrusive to most intrusive

<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
<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.

# 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**

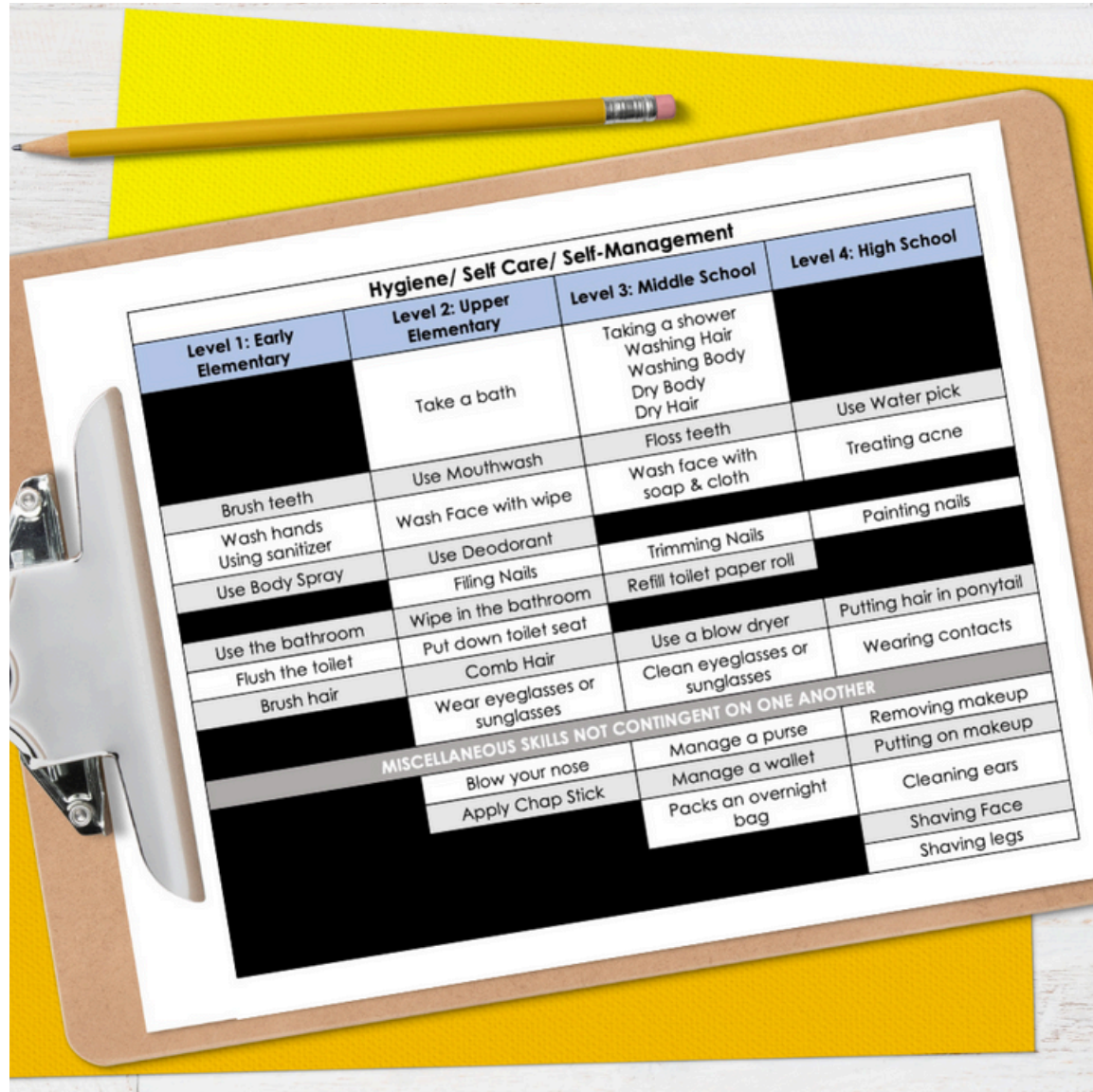
# Did you see the bundle?



Click to see  
all 66 task  
analyses

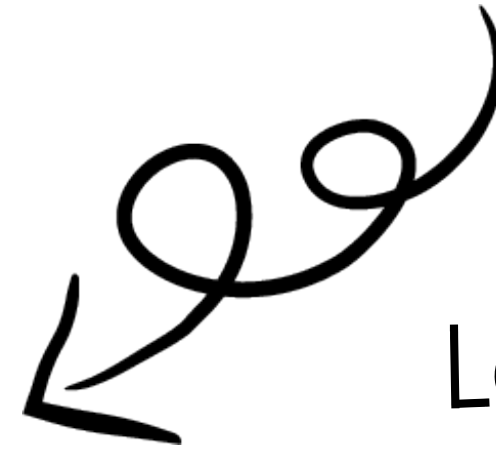


# Get the FREE life skills list



A yellow pencil lies horizontally above a clipboard. The clipboard holds a printed list of life skills organized into four columns: Level 1: Early Elementary, Level 2: Upper Elementary, Level 3: Middle School, and Level 4: High School. The list is titled 'Hygiene/ Self Care/ Self-Management' and includes various tasks such as 'Take a bath', 'Brush teeth', 'Wash hands', 'Use Mouthwash', 'Wash Face with wipe', 'Use Deodorant', 'Filing Nails', 'Wipe in the bathroom', 'Put down toilet seat', 'Comb Hair', 'Wear eyeglasses or sunglasses', 'Use a blow dryer', 'Clean eyeglasses or sunglasses', 'Use Water pick', 'Treating acne', 'Painting nails', 'Putting hair in ponytail', 'Wearing contacts', 'Removing makeup', 'Putting on makeup', 'Cleaning ears', 'Shaving Face', and 'Shaving legs'. A section titled 'MISCELLANEOUS SKILLS NOT CONTINGENT ON ONE ANOTHER' is also present.

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!