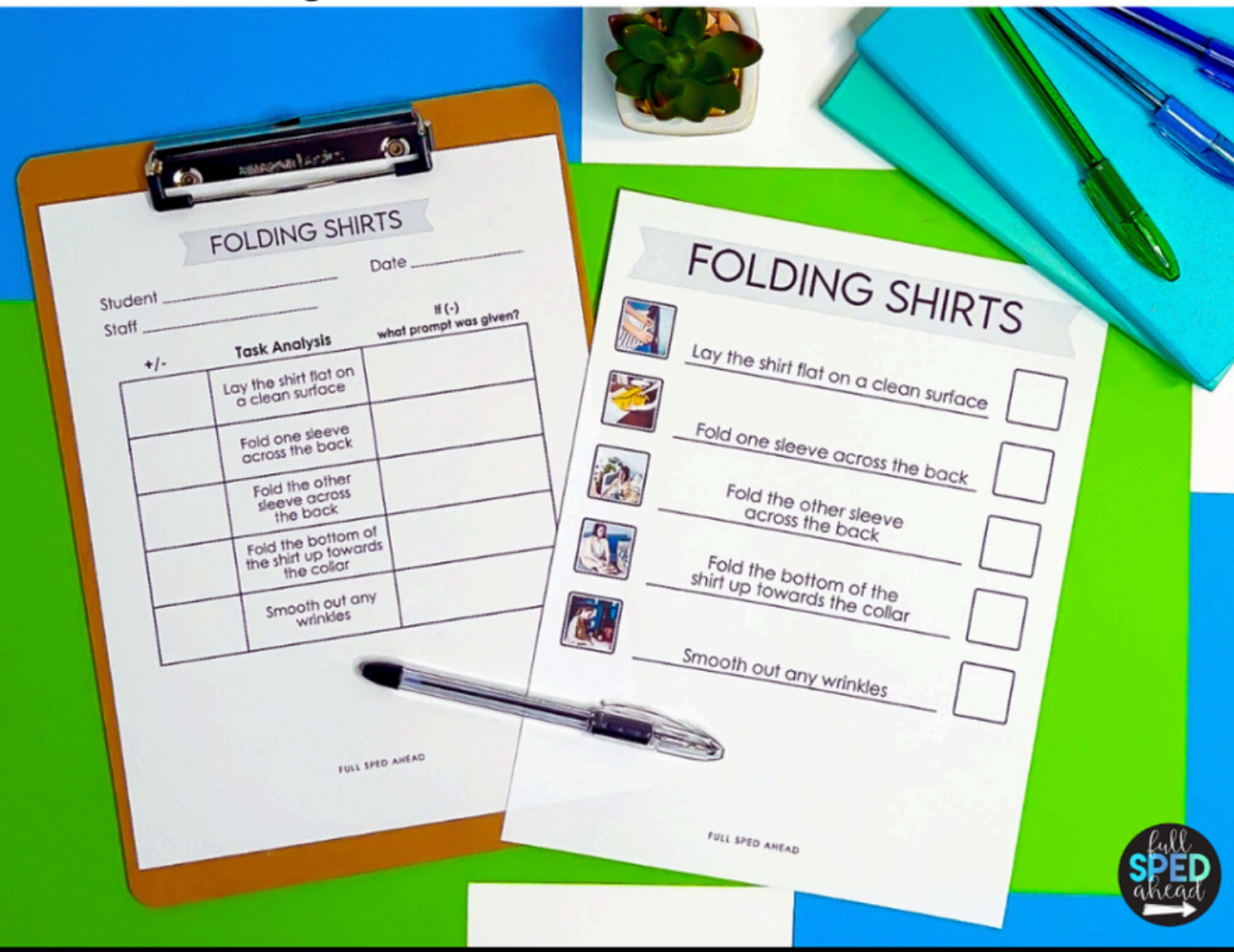


Folding Shirts

task analysis, data sheet & IEP goals

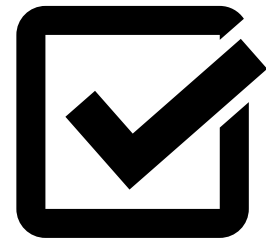


Take a look inside...

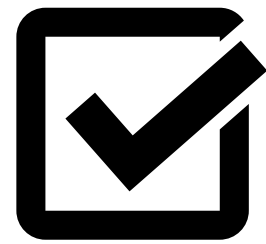
Use this in your special education classroom systematically teach the steps of how to fold shirts with task analysis, data sheets and proposed IEP goals.

Why?

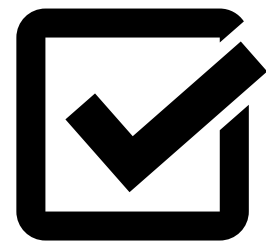
Folding Shirts Task Analysis



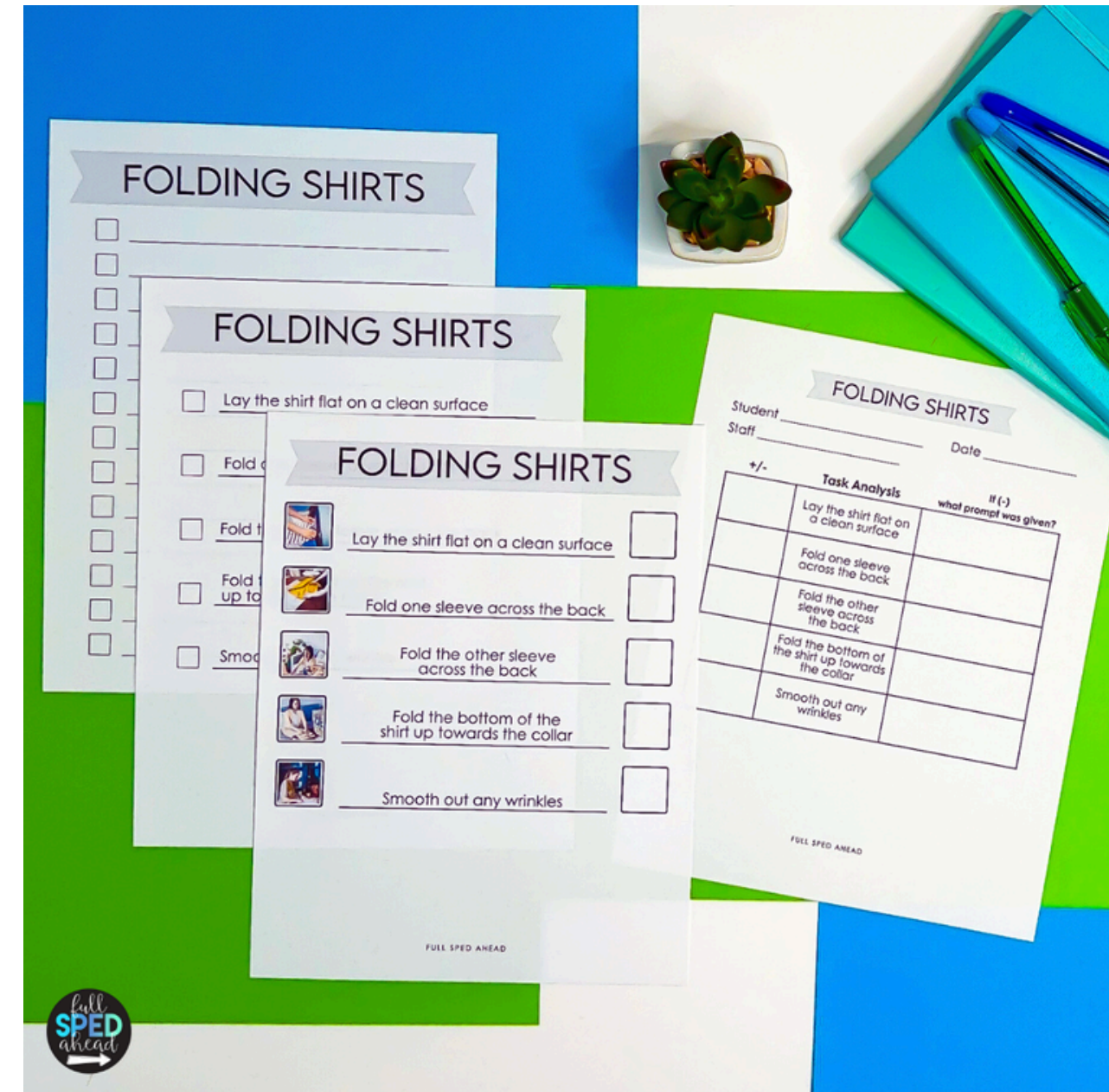
breaks down complex skills into manageable steps



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



FOLDING SHIRTS

1

FOLDING SHIRTS

- ☐ Lay the shirt flat on a clean surface
- ☐ Fold one sleeve across the back
- ☐ Fold the other sleeve across the back
- ☐ Fold the bottom of the shirt up towards the collar
- ☐ Smooth out any wrinkles

2

FOLDING SHIRTS



Lay the shirt flat on a clean surface

☐

Fold one sleeve across the back

☐

Fold the other sleeve across the back

☐

Fold the bottom of the shirt up towards the collar

☐

Smooth out any wrinkles

☐

3

What is included in this resource?

data sheet & IEP goal suggestions

FOLDING SHIRTS

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Lay the shirt flat on a clean surface	
	Fold one sleeve across the back	
	Fold the other sleeve across the back	
	Fold the bottom of the shirt up towards the collar	

IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given visual supports and verbal cues, the student will independently fold shirts following proper folding techniques, including smoothing out wrinkles, folding along creases, and organizing shirts by type, demonstrating the ability to fold shirts 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 fold shirts, including laying shirts flat, folding sleeves, and creating neatly folded shirts, displaying increased independence in shirt folding with 100% accuracy as measured by teacher observation.

Goal 3: By the end of the IEP year, using visual prompts and physical modeling as needed, the student will independently demonstrate proficiency in folding shirts by correctly folding shirts of different sizes and materials, ensuring shirt

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 the task.	Direct Verbal (DV) You give a cue that is direct and gives specific details.

Prompt Levels

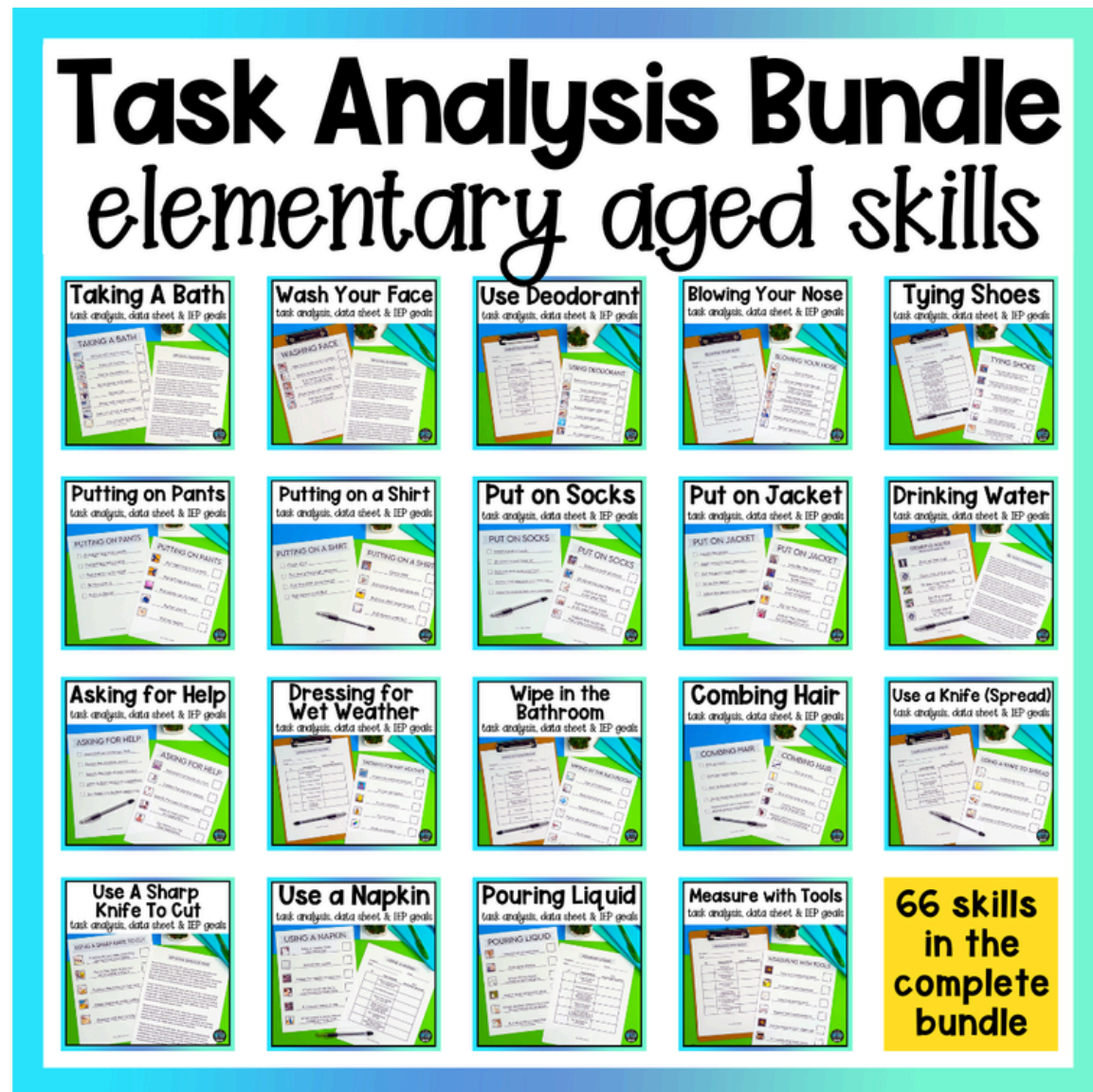
least intrusive to most intrusive

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 the task.	Direct Verbal (DV) You give a cue that is direct and gives specific details.

How **can I use this resource?**

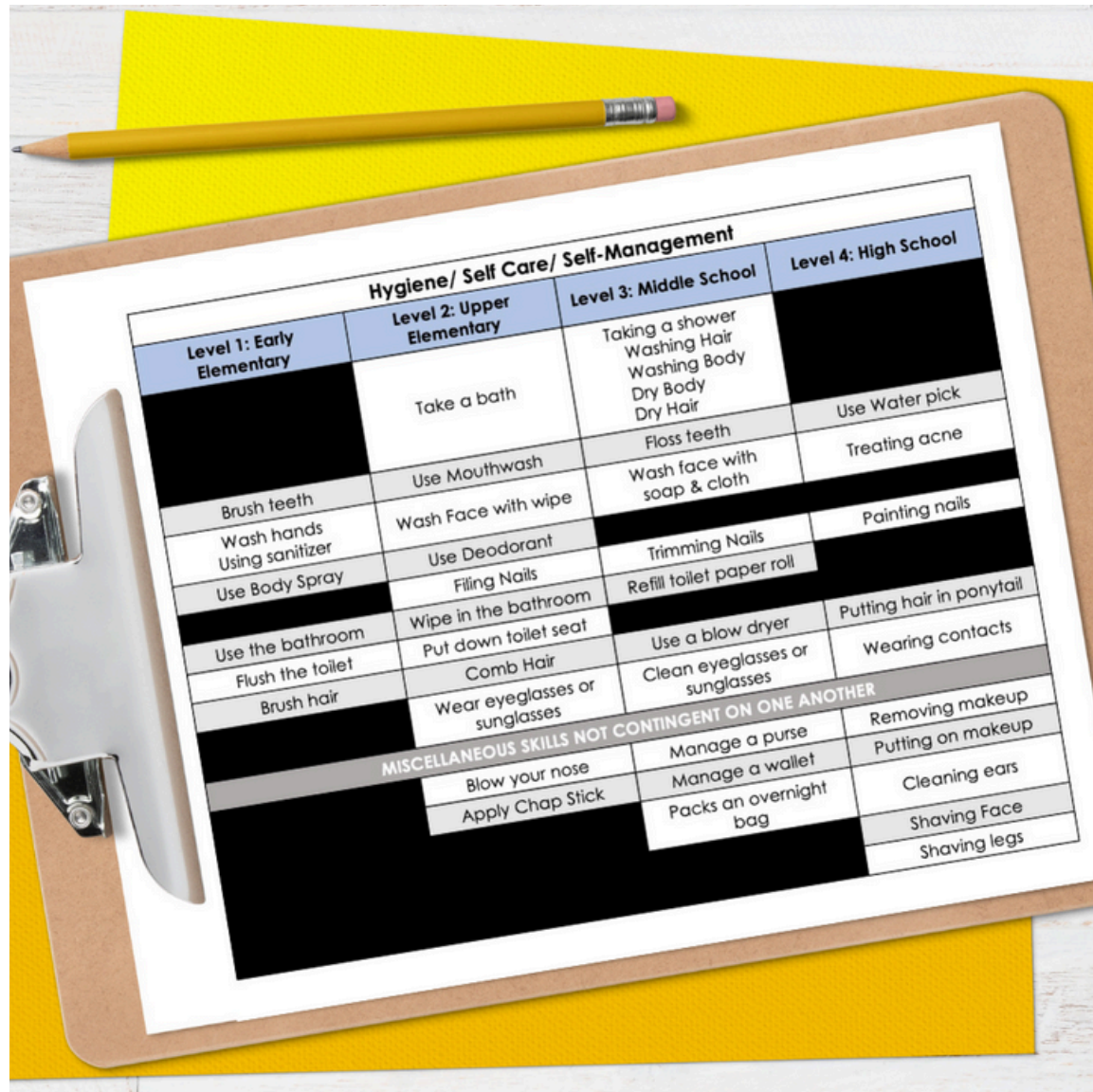
- ① **Use to teach skills step by step**
- ② **Fade prompts in task completion**
- ③ **Get student IEP goal ideas**

Did you see the bundle?

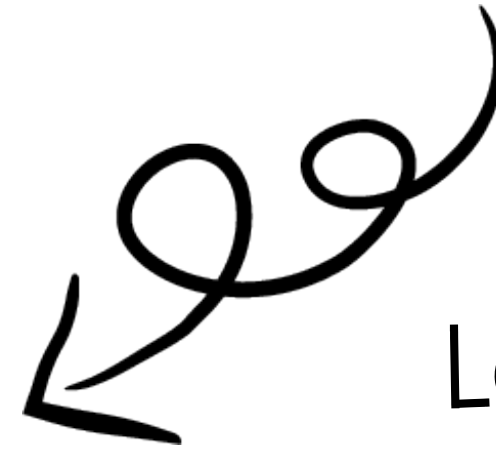


Click to see
all 66 task
analyses

Get the FREE life skills list



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!