

Dry Your Body

task analysis, data sheet & IEP goals

TAKING A SHOWER: DRYING BODY

-  Hold clean towel in both hands ☐
-  Gently rub face dry ☐
-  Gently rub arms dry ☐
-  Dry chest and stomach by rubbing with towel ☐
-  Dry back by reaching over shoulder or around side ☐
-  Rub legs and feet until dry ☐
-  Hang up towel ☐

TAKING A SHOWER: DRYING BODY

Student _____ Date _____

Staff _____

Task Analysis	If (-) what prompt was given?
Hold clean towel in both hands	
Gently rub face dry	
Gently rub arms dry	
Dry chest and stomach by rubbing with towel	
Dry back by reaching over shoulder or around side	
Rub legs and feet until dry	
Hang up towel	

Full SPED ahead

Take a look inside...

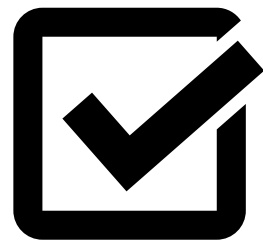
Use this in your special education classroom systematically teach the steps of how to dry your body with task analysis, data sheets and proposed IEP goals.

Why?

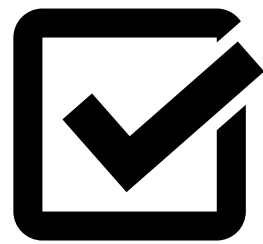
should you use a task analysis



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

The image shows three overlapping task analysis worksheets for the skill 'TAKING A SHOWER: DRYING HAIR'. The worksheets are placed on a desk with a blue background, a green pen, and a small potted plant. The top worksheet is partially obscured by the middle one, which is partially obscured by the bottom one. The bottom worksheet is the most visible and contains the following steps:

TAKING A SHOWER: DRYING HAIR	
☐	Hold clean towel in both hands
☐	Place towel over head covering hair
☐	Squeeze hair through towel
☐	Hang up towel
☐	Continue drying with hair dryer if needed

Each step is accompanied by a small icon illustrating the action. The bottom right corner of the worksheet has the text 'FULL SPED AHEAD'.

What

is included in this resource?

3 LEVELS OF TASK ANALYSIS



TAKE A SHOWER:
DRY YOUR BODY

1

TAKE A SHOWER:
DRY YOUR BODY

- ☐ Hold clean towel in both hands
- ☐ Gently rub face dry
- ☐ Gently rub arms dry
- ☐ Dry chest and stomach by rubbing with towel
- ☐ Dry back by reaching over shoulder or around side
- ☐ Rub legs and feet until dry
- ☐ Hang up towel

2

TAKE A SHOWER:
DRY YOUR BODY



Hold clean towel
in both hands

Gently rub face dry

Gently rub arms dry

Dry chest and stomach by
rubbing with towel

Dry back by reaching over
shoulder or around side

3

What is included in this resource?

data sheet & IEP goal suggestions

TAKE A SHOWER: DRY YOUR BODY

Student _____ Date _____

Staff _____

Task Analysis	If (-) what prompt was given?
Hold clean towel in both hands	
Gently rub face dry	
Gently rub arms dry	
Dry chest and stomach by rubbing with towel	
reaching	

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 dry their body (e.g., starting with the face, then arms, torso, legs, and feet) 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 cues, the student will independently use a towel to dry their body by patting or rubbing each section (e.g., arms, legs, back) 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 a checklist or visual guide, the student will independently dry all areas of their body, ensuring no area is left

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

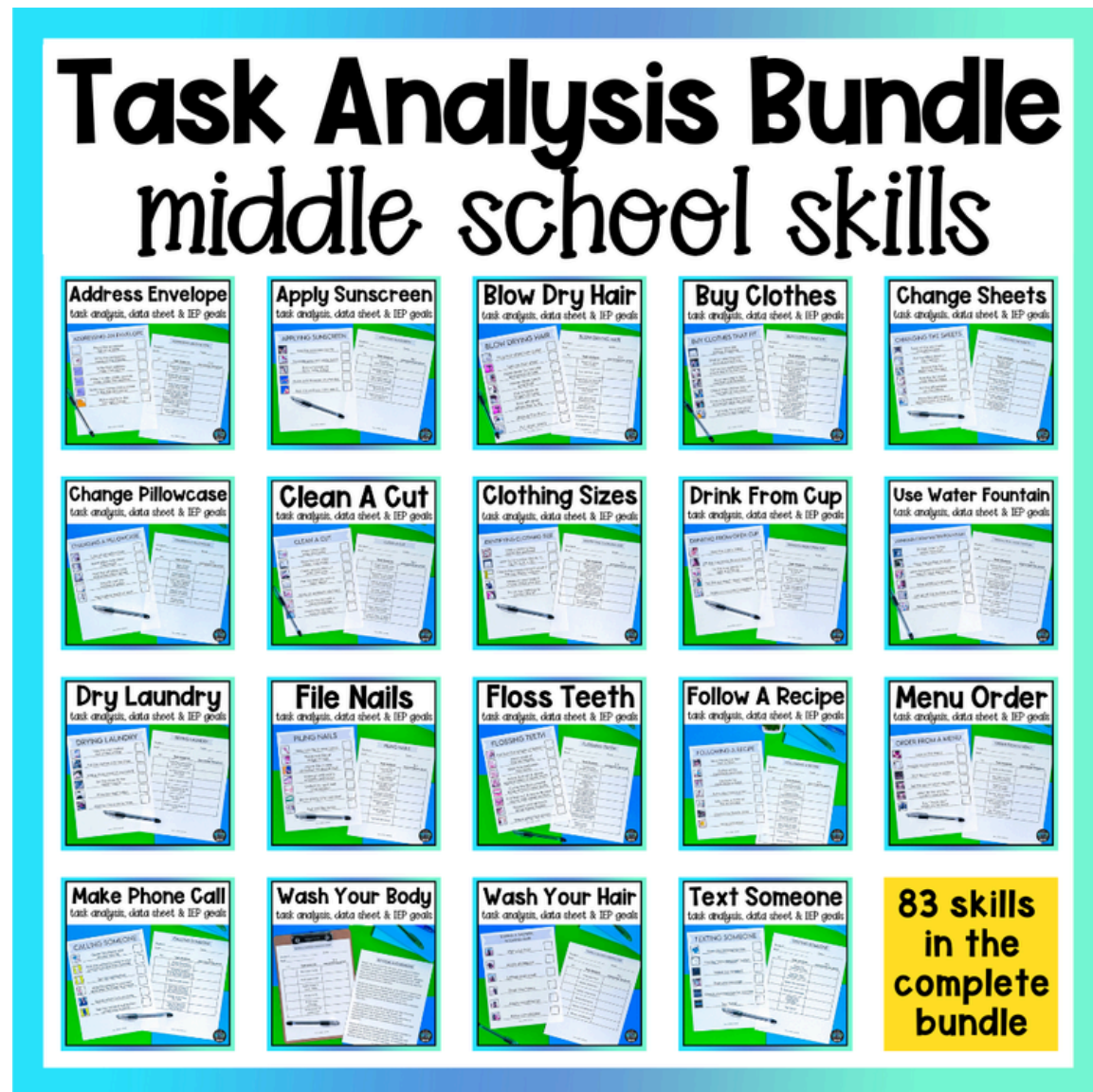
least intrusive to most intrusive

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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