

# Look Up Price

task analysis, data sheet & IEP goals

LOOK UP PRICE FOR AN ITEM

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

Staff \_\_\_\_\_

+/-	Task Analysis	If (-) what prompt was given?
	Find the item you want	
	Look for a price tag or sticker	
	If there's no tag, ask a worker	
	If online, search for the item name	
	Read the price listed	

FULL SPED AHEAD

LOOK UP PRICE FOR AN ITEM

- ☐ Find the item you want
- ☐ Look for a price tag or sticker
- ☐ If there's no tag, ask a worker
- ☐ If online, search for the item name
- ☐ Read the price listed

FULL SPED AHEAD

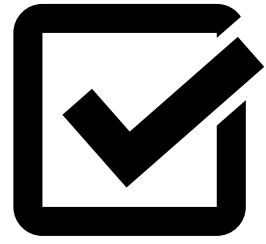
Full SPED ahead

*Take a look inside...*

Use this in your special education classroom systematically teach the steps of how to look up a price for an item with task analysis, data sheets and proposed IEP goals.

# Why?

## should you use a task analysis



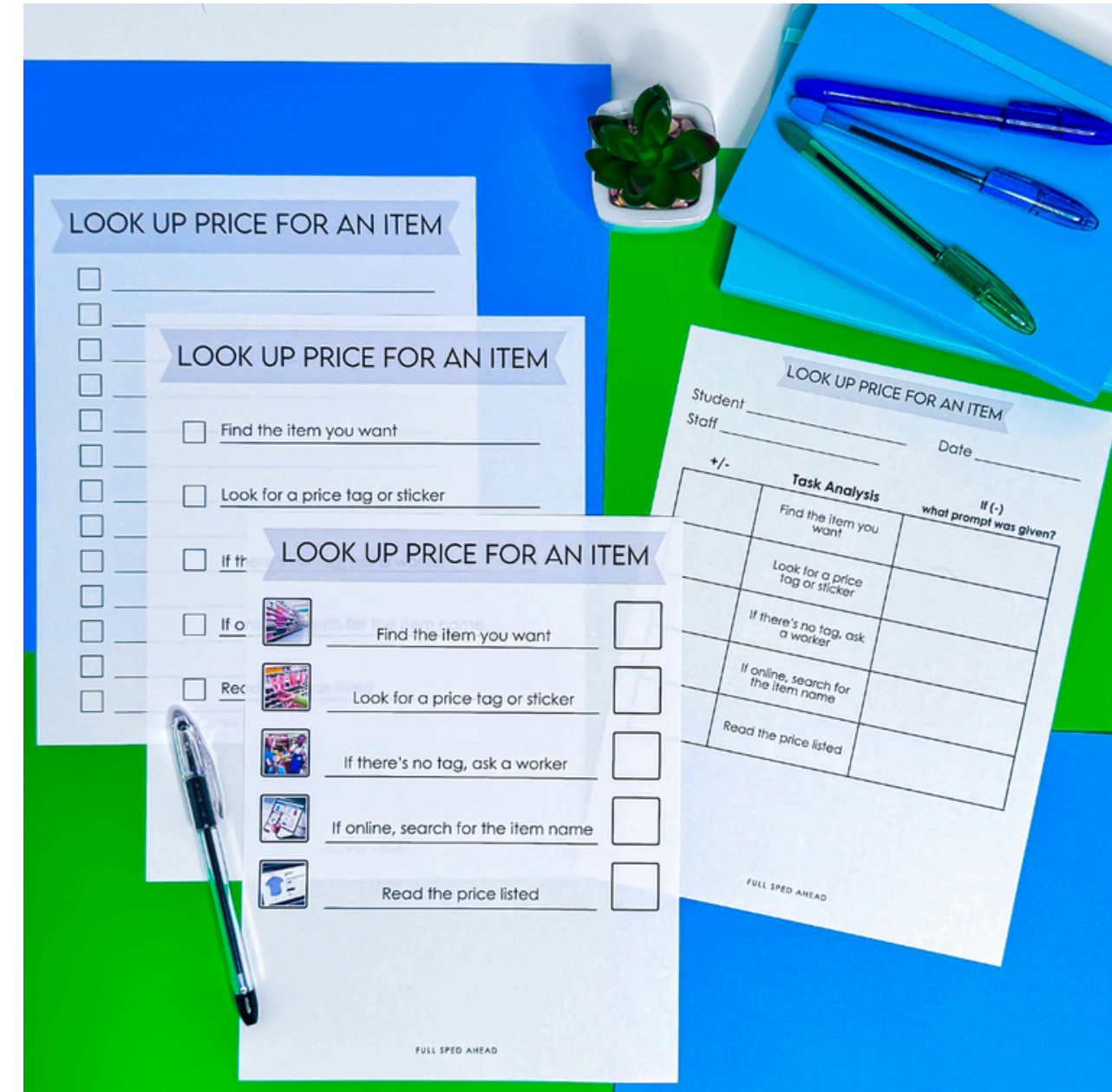
breaks down complex skills into manageable steps



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



### LOOK UP PRICE FOR AN ITEM

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐




1

### LOOK UP PRICE FOR AN ITEM

- ☐ Find the item you want
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2

### LOOK UP PRICE FOR AN ITEM

-  Find the item you want ☐
-  Look for a price tag or sticker ☐
-  If there's no tag, ask a worker ☐
-  If online, search for the item name ☐
-  Read the price listed ☐

3

# What is included in this resource?

data sheet & IEP goal suggestions

**LOOK UP PRICE FOR AN ITEM**

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

Staff \_\_\_\_\_

+/-	Task Analysis	If (-) what prompt was given?
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**IEP GOAL SUGGESTIONS**

Goal 1: By the end of the IEP year, given verbal or visual prompts, the student will independently locate and read the price tag on an item in a store 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 instruction, the student will independently use a price scanner when available to find the price of an item 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 prompts, the student will independently ask a store employee for help finding the price of an item if a tag is missing.

# 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

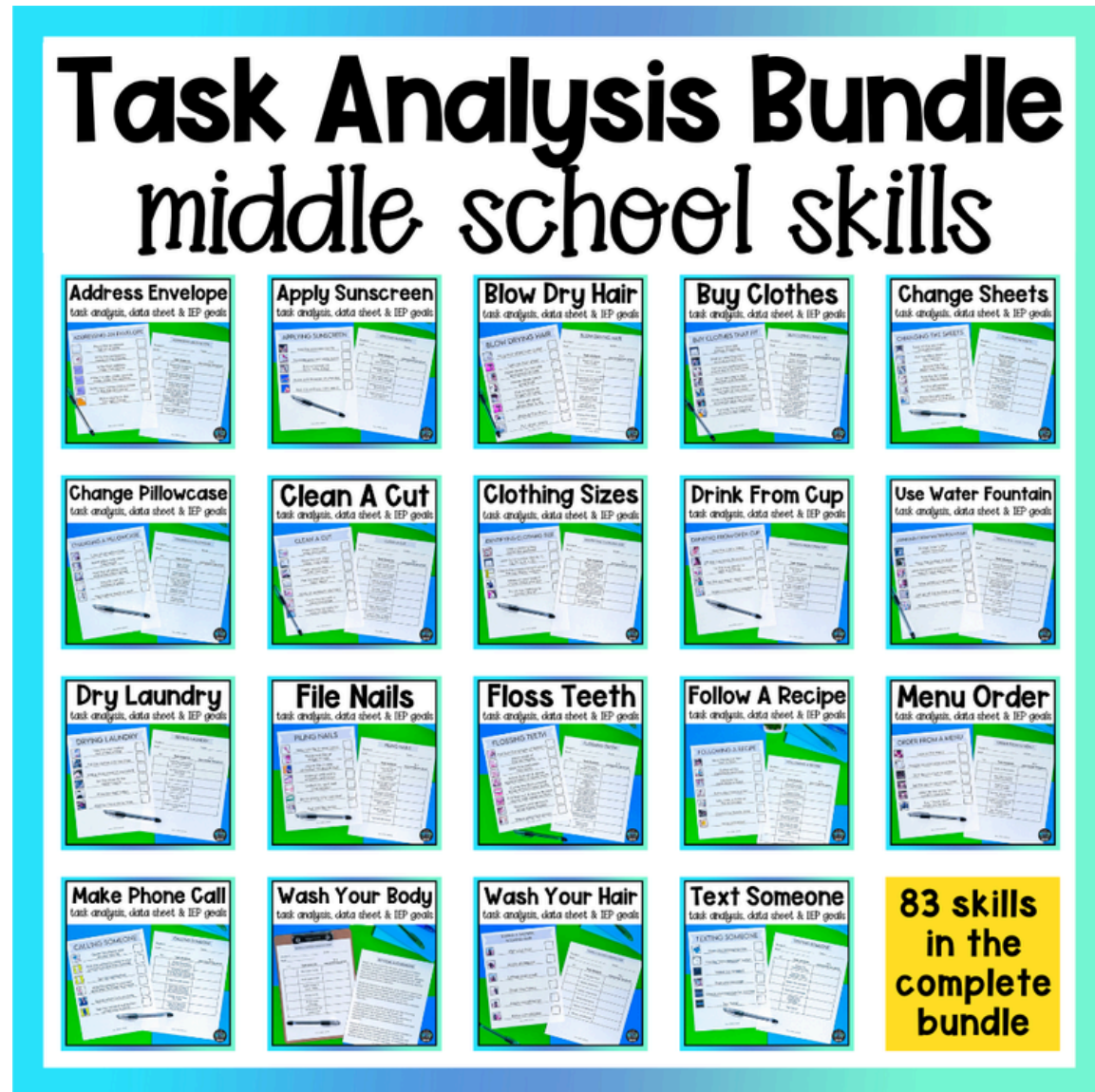
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# How **can I use this resource?**

- 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