

Use A Purse

task analysis, data sheet & IEP goals

MANAGING A PURSE

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Open your purse	
	Put items inside like wallet, keys, or phone	
	Use pockets to stay organized	
	Zip or close your purse	
	Carry it with you or store it safely	

MANAGING A PURSE

- ☐ Open your purse
- ☐ Put items inside like wallet, keys, or phone
- ☐ Use pockets to stay organized
- ☐ Zip or close your purse
- ☐ Carry it with you or store it safely

FULL SPED AHEAD

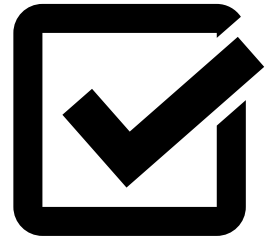
FULL SPED AHEAD

Take a look inside...

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

Why?

should you use a task analysis



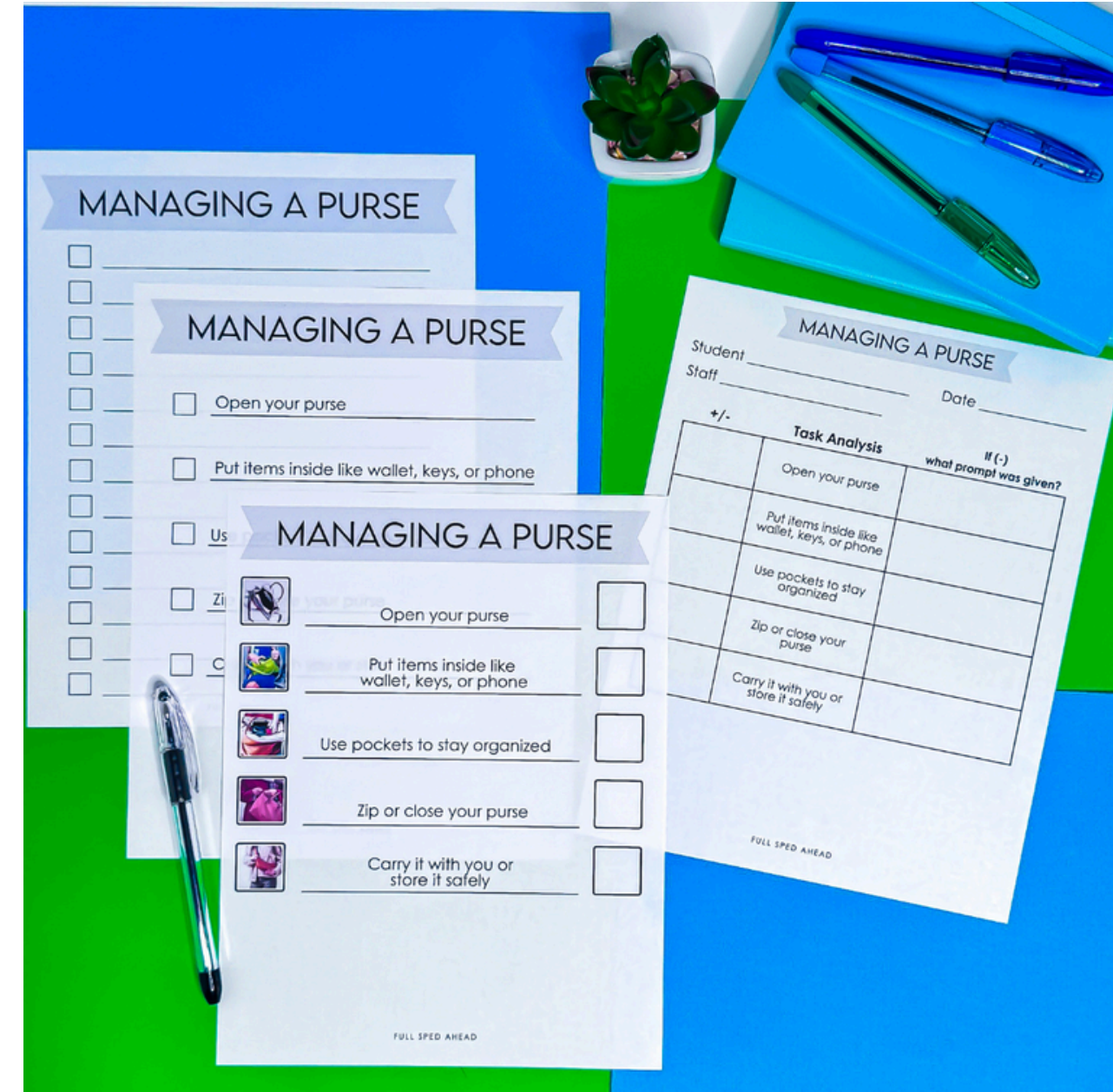
breaks down complex skills into manageable steps



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



MANAGE YOUR PURSE

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

1

MANAGE YOUR PURSE

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2

MANAGE YOUR PURSE

-  Open your purse ☐
-  Put items inside like wallet, keys, or phone ☐
-  Use pockets to stay organized ☐
-  Zip or close your purse ☐
-  Carry it with you or store it safely ☐

3

What is included in this resource?

data sheet & IEP goal suggestions

MANAGE YOUR PURSE

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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 organize personal items (e.g., wallet, keys, phone) inside their purse 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 instruction, the student will independently retrieve necessary items from their purse when needed 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 or visual cues, the student will independently zip or close their purse securely after use with 100% accuracy in 4 out of 5 opportunities.

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

Prompt Levels

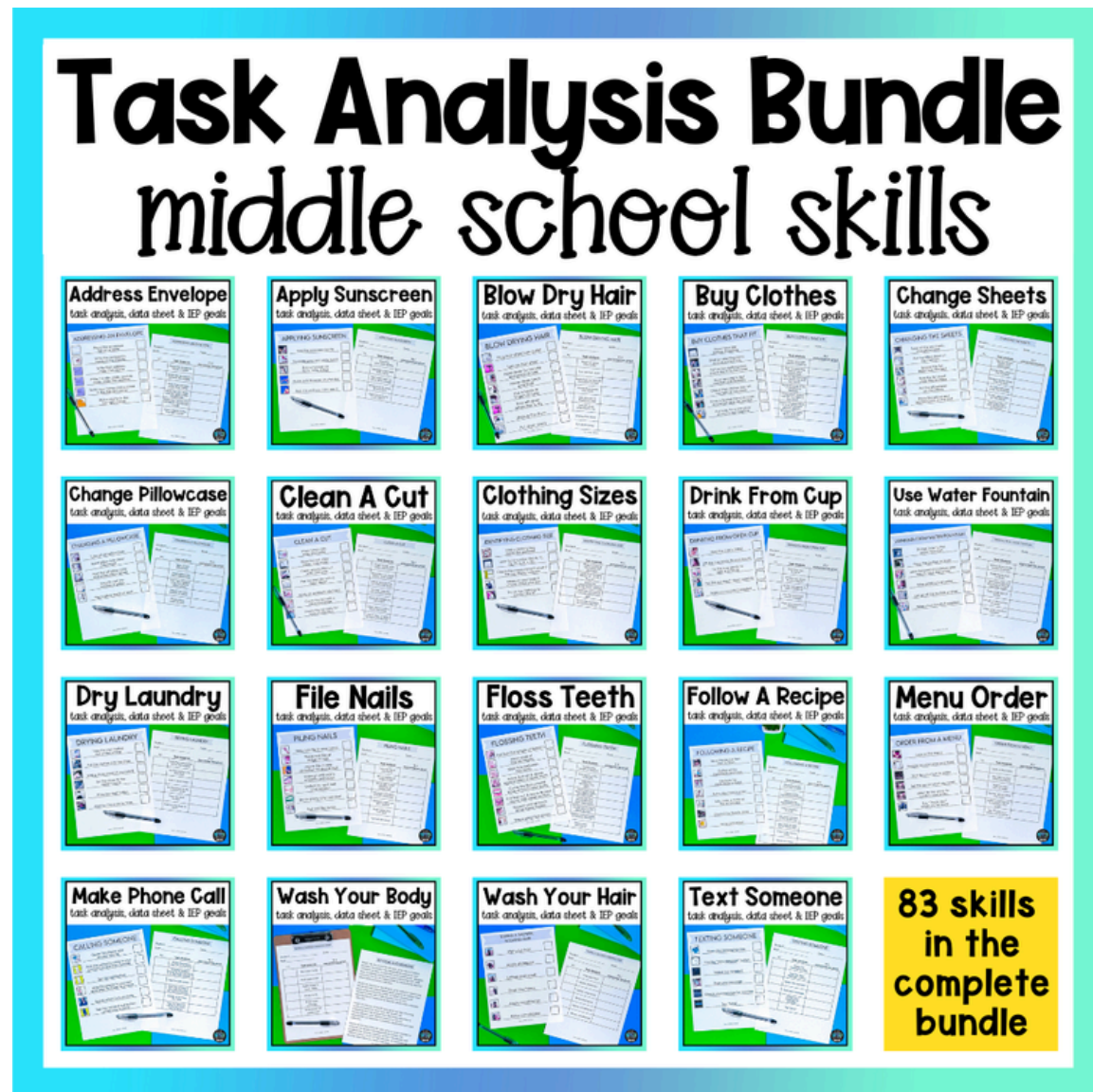
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How **can I use this resource?**

- 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