

Open Zipper Bag

task analysis, data sheet & IEP goals

OPEN ZIPLOCK BAG

☐ Pick up the ziplock bag

☐ Separate the flaps at the top

☐ Firmly pull apart on one side

☐ Slide fingers down

☐ Pull apart again

☐ Continue until bag is completely open

FULL SPED AHEAD

OPEN ZIPLOCK BAG

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Pick up the ziplock bag	
	Separate the flaps at the top	
	Firmly pull apart on one side	
	Slide fingers down	
	Pull apart again	
	Continue until bag is completely open	

full SPED ahead

Take a look inside...

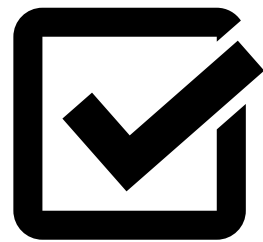
Use this in your special education classroom systematically teach the steps of how to open a zipper bag with task analysis, data sheets and proposed IEP goals.

Why?

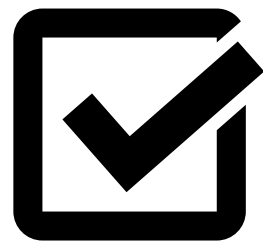
Open Zipper Bag Task Analysis



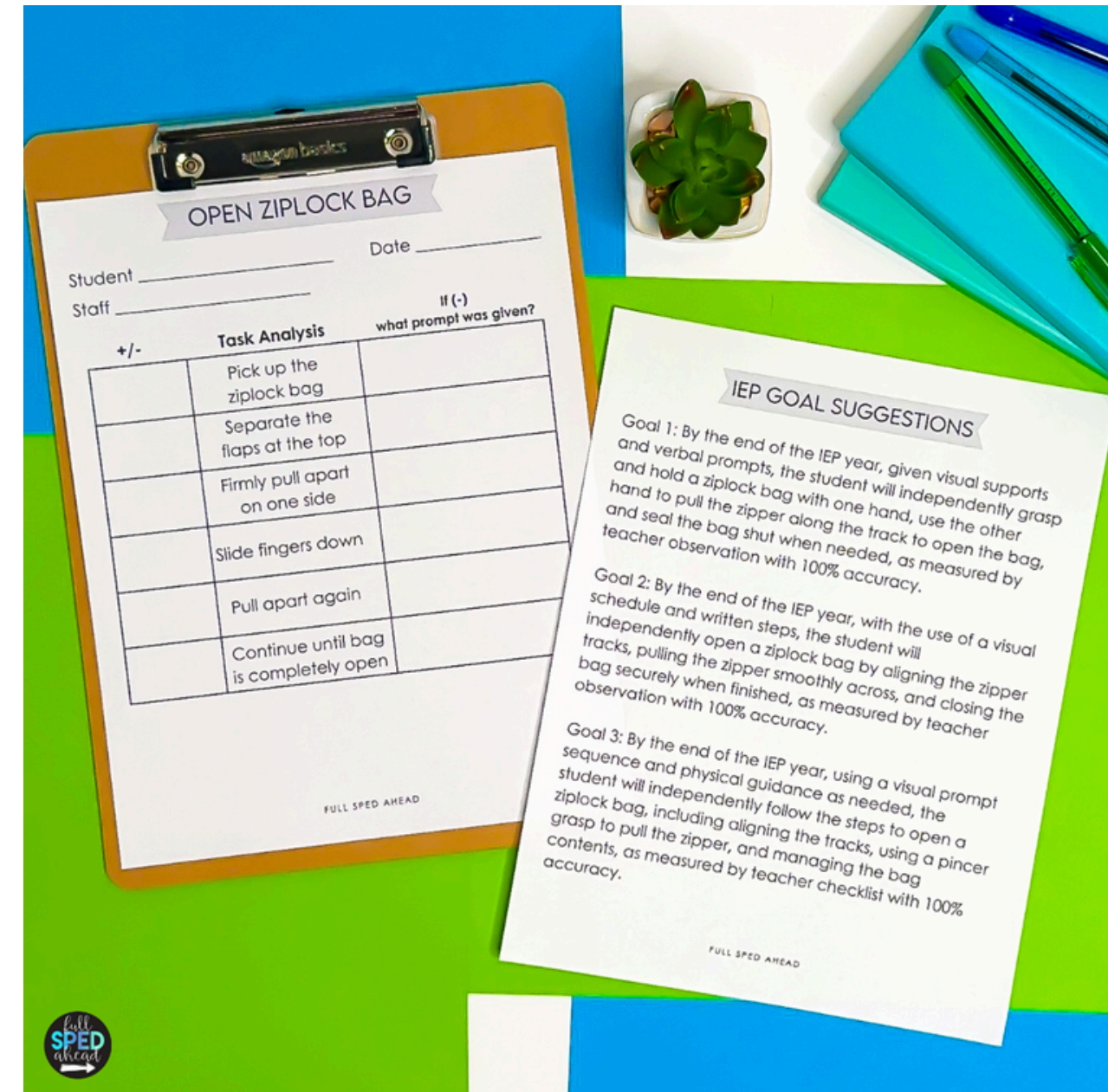
breaks down complex skills into manageable steps



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



OPEN ZIPLOCK BAG

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

1

OPEN ZIPLOCK BAG

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2

OPEN ZIPLOCK BAG



Pick up the ziplock bag

☐

Separate the flaps at the top

☐

Firmly pull apart on one side

☐

Slide fingers down

☐

Pull apart again

☐

What is included in this resource?

data sheet & IEP goal suggestions

OPEN ZIPLOCK BAG

Student _____ Date _____

Staff _____

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IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given visual supports and verbal prompts, the student will independently grasp and hold a ziplock bag with one hand, use the other hand to pull the zipper along the track to open the bag, and seal the bag shut when needed, as measured by teacher observation with 100% accuracy.

Goal 2: By the end of the IEP year, with the use of a visual schedule and written steps, the student will independently open a ziplock bag by aligning the zipper tracks, pulling the zipper smoothly across, and closing the bag securely when finished, as measured by teacher observation with 100% accuracy.

Goal 3: By the end of the IEP year, using a visual prompt sequence and physical guidance as needed, the student will independently follow the steps to open a ziplock bag, including aligning the tracks, using a pincer grasp to pull the zipper, and managing the bag contents, as measured by teacher observation with 100% accuracy.

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

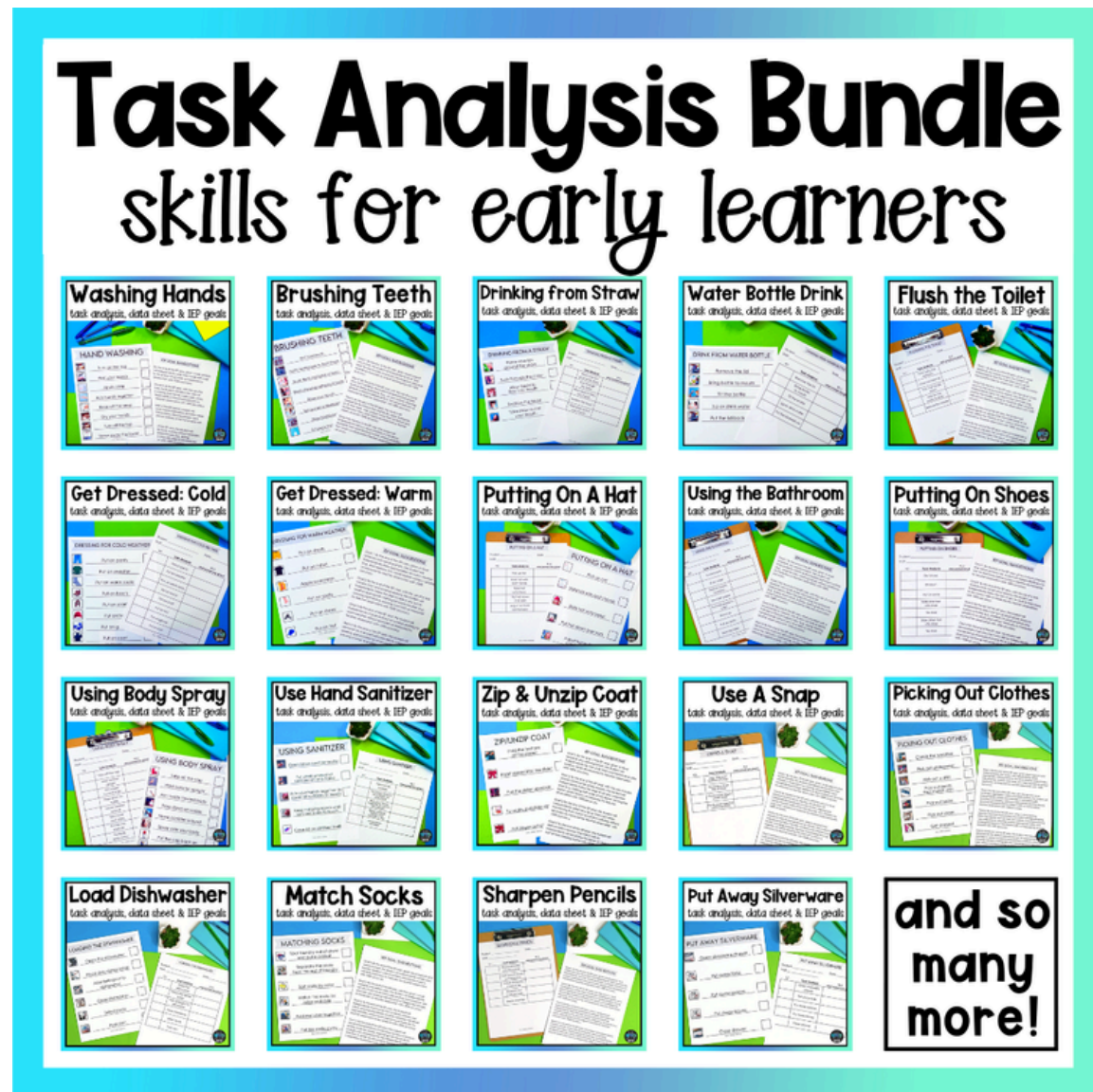
least intrusive to most intrusive

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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.

How **can I use this resource?**

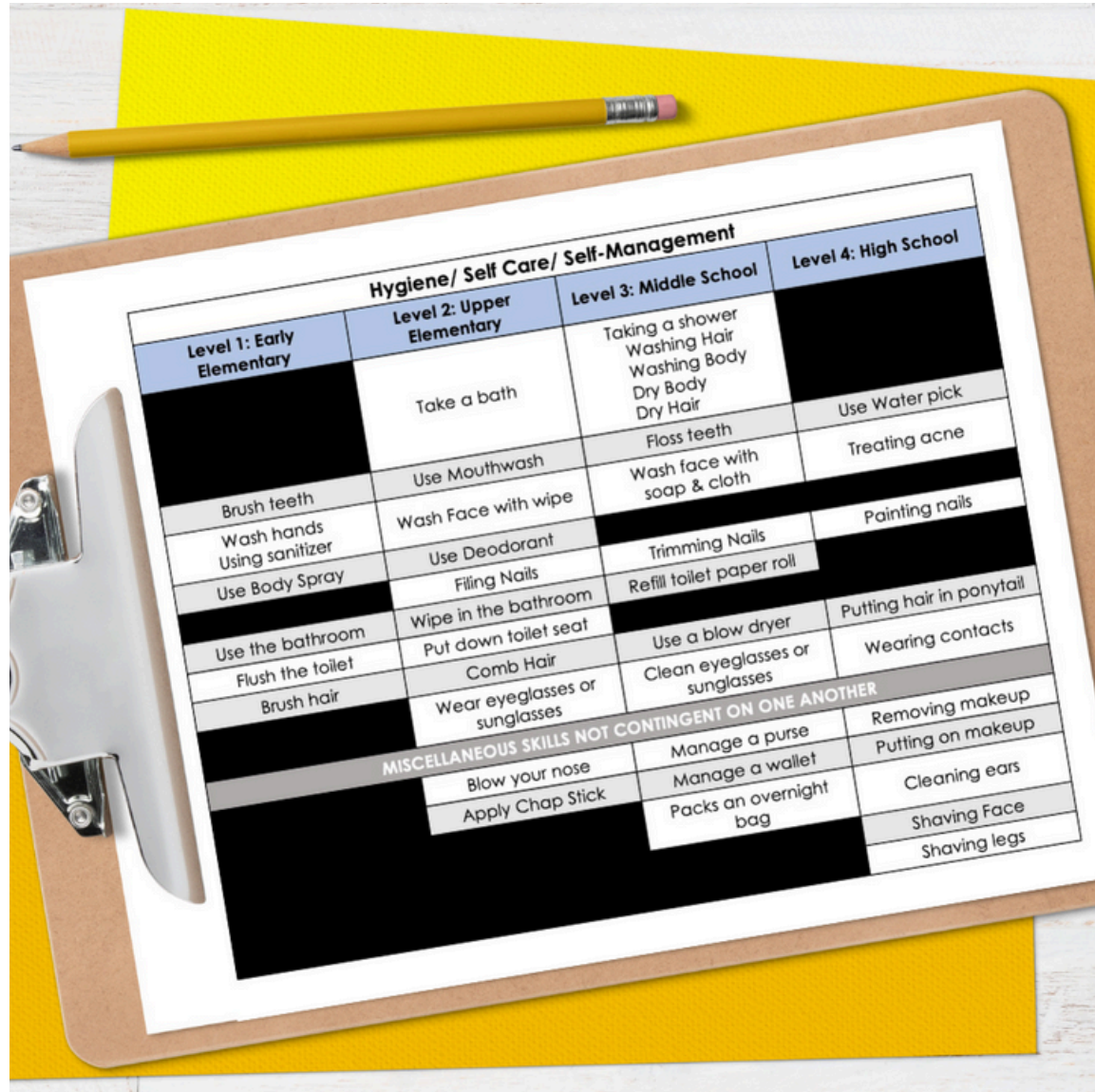
- ① **Use to teach skills step by step**
- ② **Fade prompts in task completion**
- ③ **Get student IEP goal ideas**

Did you see the bundle?



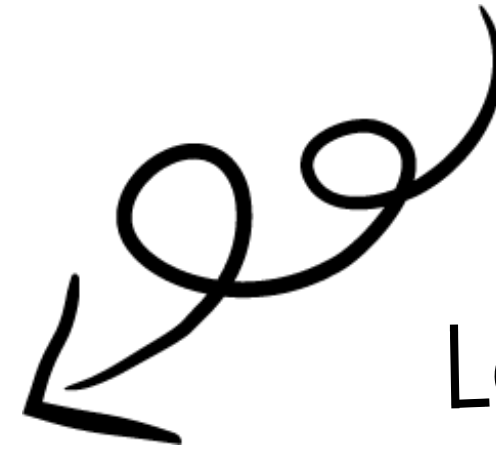
Click to see
all 48 task
analyses

Get the FREE life skills list



A clipboard with a yellow pencil and a life skills list table. The table is titled 'Hygiene/ Self Care/ Self-Management' and is organized into four columns: Level 1: Early Elementary, Level 2: Upper Elementary, Level 3: Middle School, and Level 4: High School. The table lists various life skills tasks for each level, including hygiene, self-care, and management tasks. A section at the bottom is titled 'MISCELLANEOUS SKILLS NOT CONTINGENT ON ONE ANOTHER' and lists tasks like managing a purse, wallet, and overnight bag, as well as cleaning ears, shaving face, and shaving legs.

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!