

Plant Flowers

task analysis, data sheet & IEP goals

PLANTING FLOWERS

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Dig a hole in the soil	
	Take the flower out of the pot	
	Place the flower in the hole	
	Cover the roots with soil	
	Press the soil down gently	
	Water the flower	
	Clean up any mess or dirt	

FULL SPED AHEAD

PLANTING FLOWERS

- ☐ Dig a hole in the soil
- ☐ Take the flower out of the pot
- ☐ Place the flower in the hole
- ☐ Cover the roots with soil
- ☐ Press the soil down gently
- ☐ Water the flower
- ☐ Clean up any mess or dirt

FULL SPED AHEAD

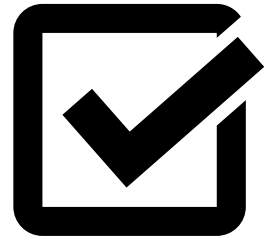
Full SPED ahead

Take a look inside...

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

Why?

should you use a task analysis



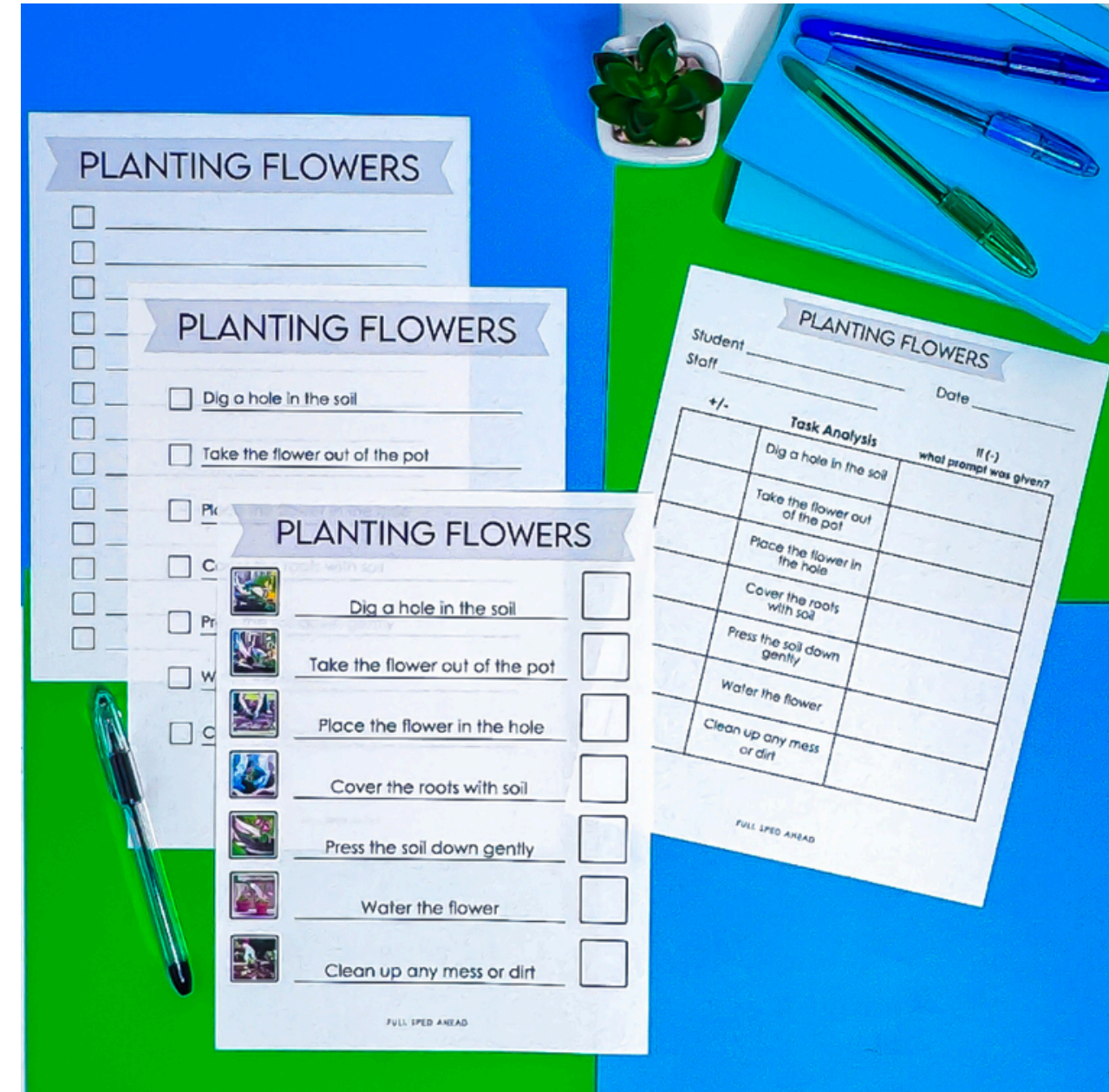
breaks down complex skills into manageable steps



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



PLANT FLOWERS

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

1

PLANT FLOWERS

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2

PLANT FLOWERS



_____ Dig a hole in the soil

_____ Take the flower out of the pot

_____ Place the flower in the hole

_____ Cover the roots with soil

_____ Press the soil down gently

_____ Water the flower

3

What is included in this resource?

data sheet & IEP goal suggestions

PLANT FLOWERS

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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 gather all necessary gardening materials (e.g., flower seeds or plants, soil, pot, gardening tools, water) before beginning the planting process 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 dig an appropriately sized hole in soil or a garden bed for planting flowers 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 place a flower or seeds in the soil at the correct depth and position with 100% accuracy in 4 out of 5 opportunities as measured by teacher observation and data collection.

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

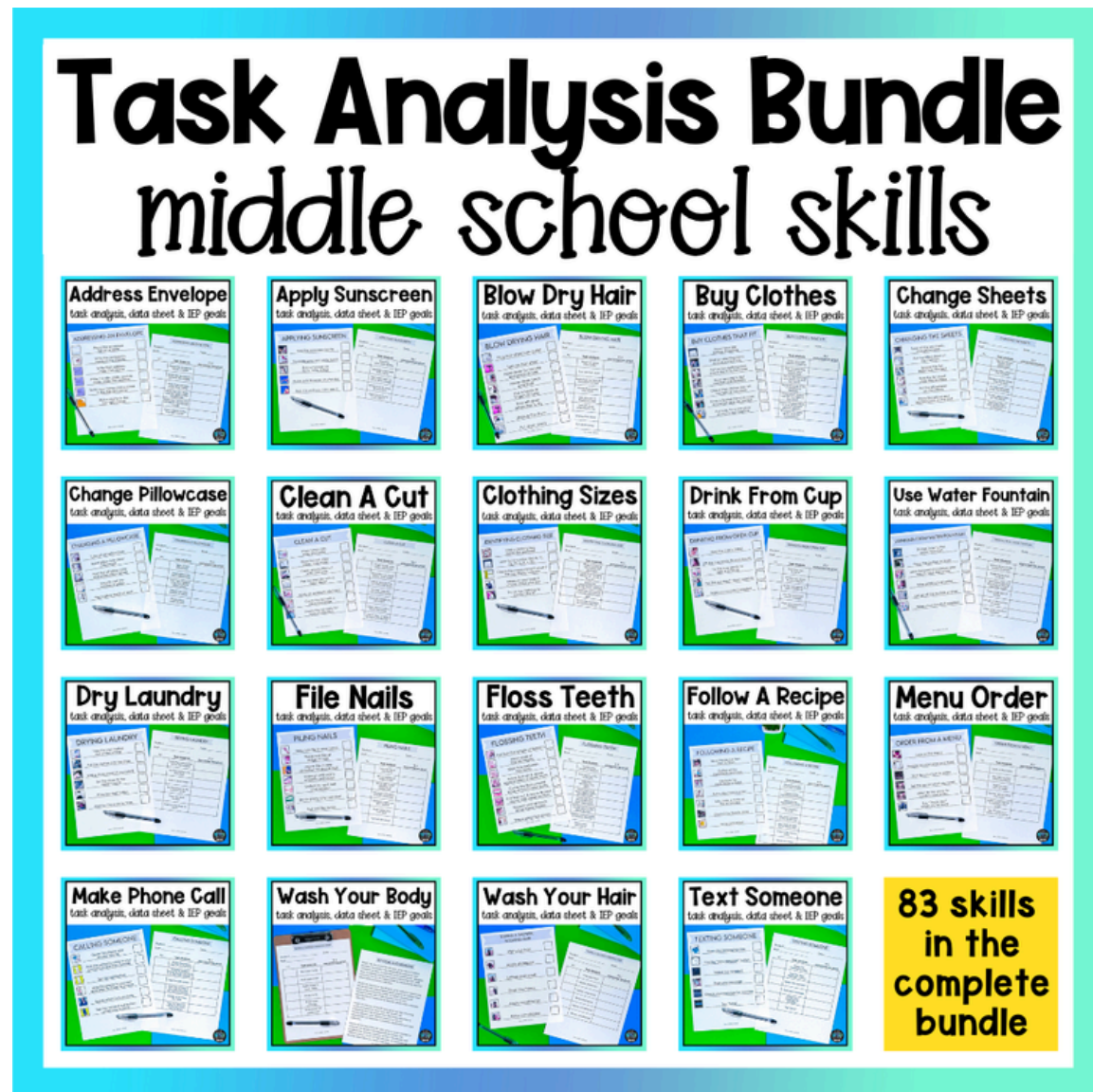
least intrusive to most intrusive

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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