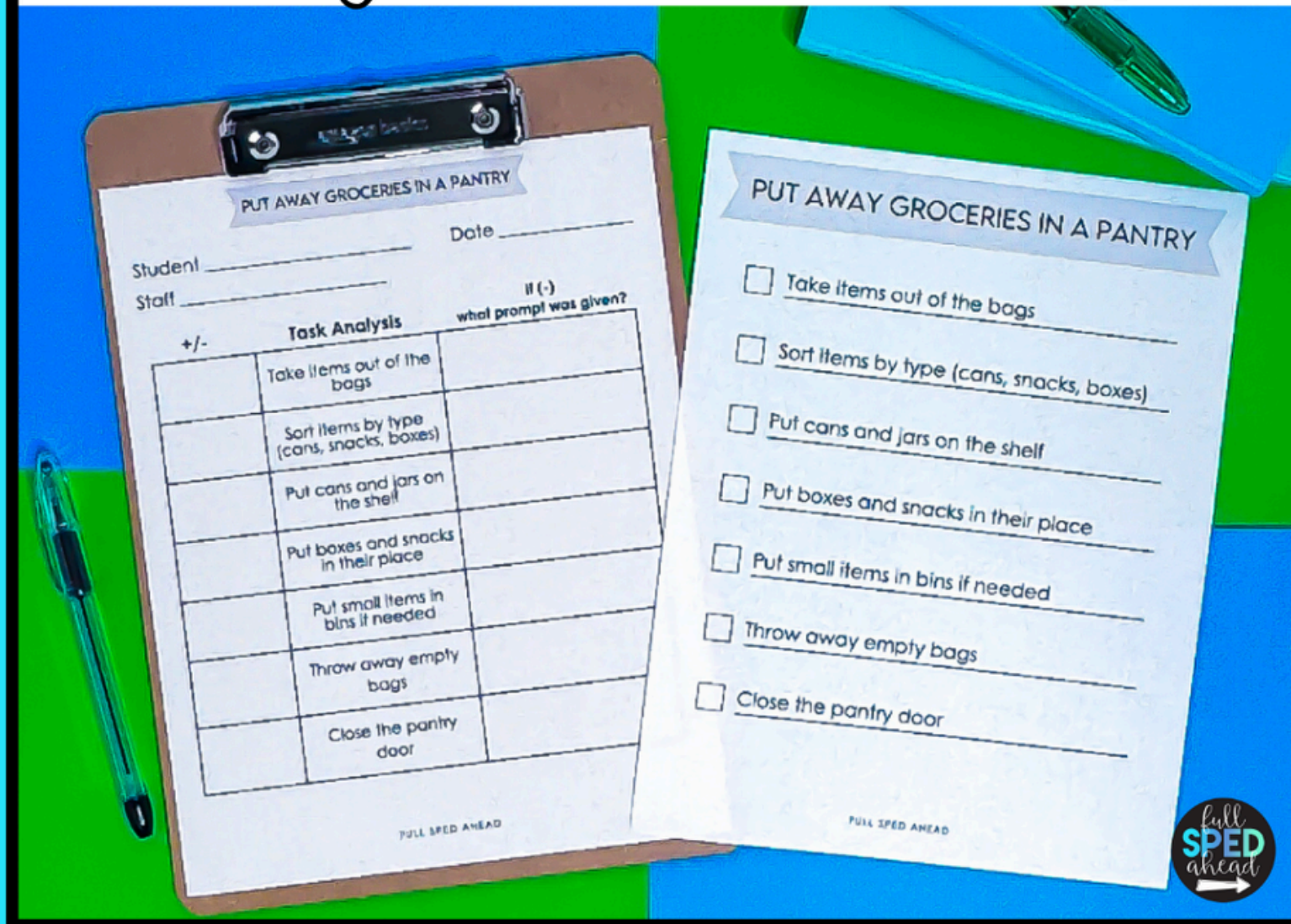


Put Away Groceries (Pantry)

task analysis, data sheet & IEP goals



Take a look inside...

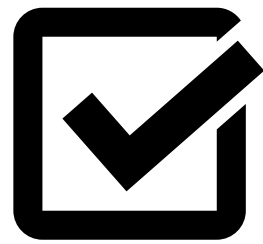
Use this in your special education classroom systematically teach the steps of how to put away groceries with task analysis, data sheets and proposed IEP goals.

Why?

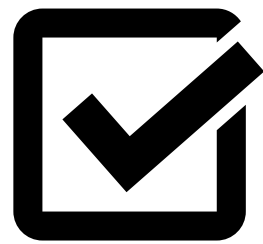
should you use a task analysis



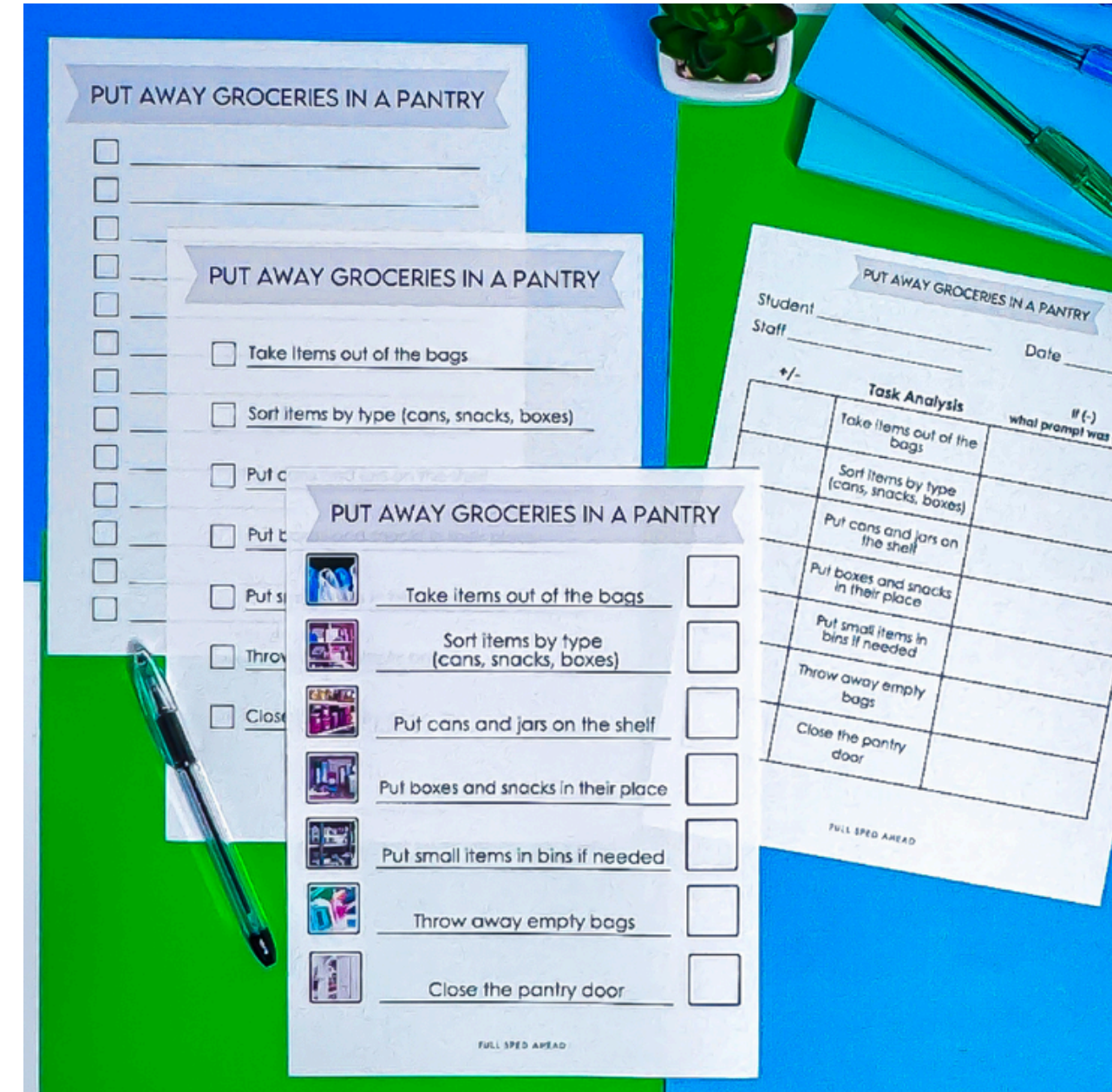
breaks down complex skills into manageable steps



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



PUT AWAY GROCERIES IN A PANTRY

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

1

PUT AWAY GROCERIES IN A PANTRY

- ☐ Take items out of the bags
- ☐ Sort items by type (cans, snacks, boxes)
- ☐ Put cans and jars on the shelf
- ☐ Put boxes and snacks in their place
- ☐ Put small items in bins if needed
- ☐ Throw away empty bags
- ☐ Close the pantry door

2

PUT AWAY GROCERIES IN A PANTRY



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- ☐ Put boxes and snacks in their place
- ☐ Put small items in bins if needed
- ☐ Throw away empty bags

3

What is included in this resource?

data sheet & IEP goal suggestions

PUT AWAY GROCERIES IN A PANTRY

Student _____ Date _____

Staff _____

+/ -	Task Analysis	If (-) what prompt was given?
	Take items out of the bags	
	Sort items by type (cans, snacks, boxes)	
	Put cans and jars on the shelf	
	Put boxes and snacks in their place	

IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given verbal or visual prompts, the student will independently sort pantry grocery items by category (e.g., canned goods, snacks, pasta, baking supplies) before placing them on shelves 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 a designated pantry system, the student will independently place grocery items in their correct locations, ensuring they are organized and accessible, 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 instruction, the student will independently stack and arrange pantry items safely, ensuring cans are stable, boxes are upright, and fragile items are handled with care.

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

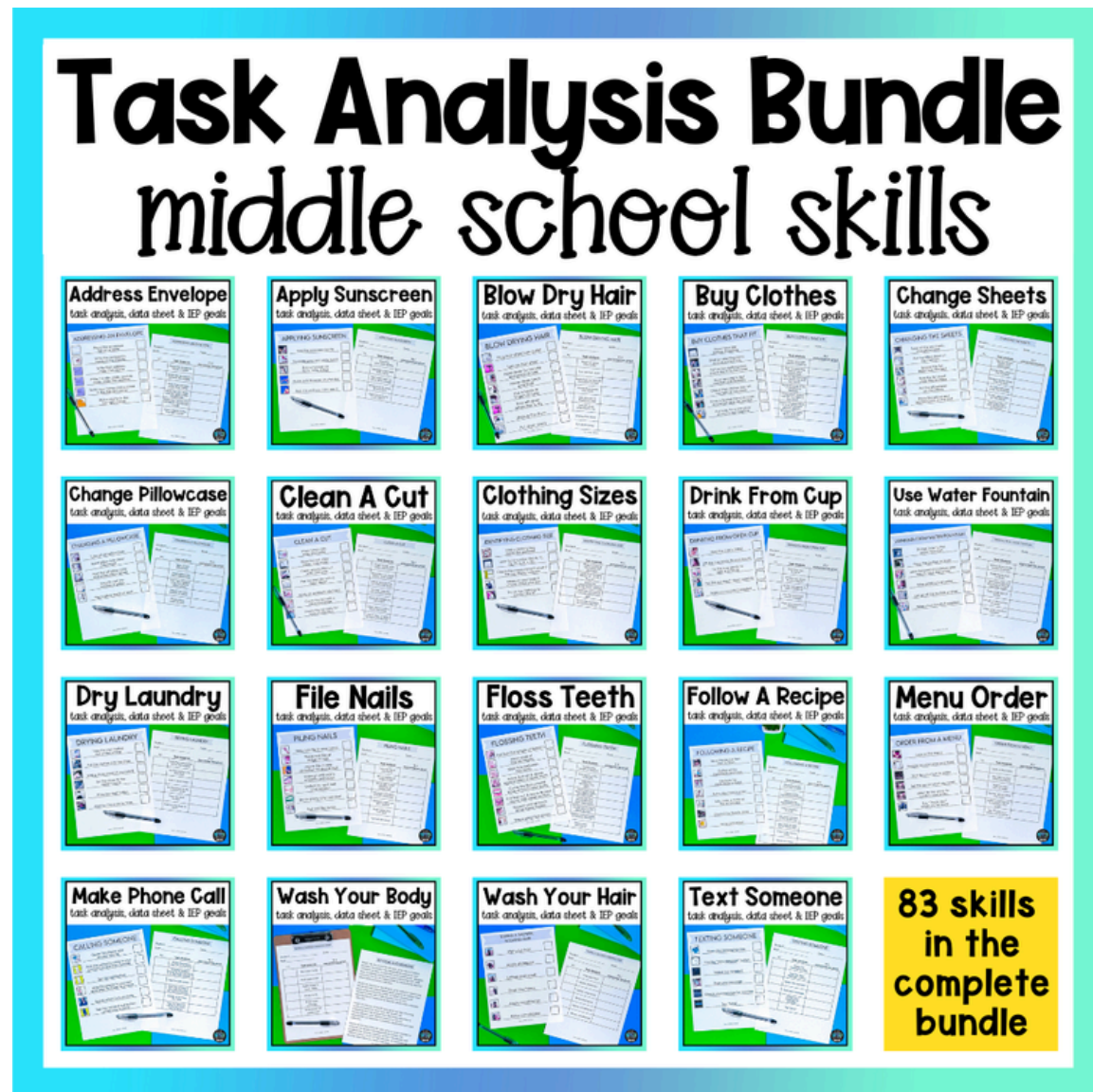
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How **can I use this resource?**

- 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