Return Items
task analysis, data sheet & IEP goals

RETURN ITEMS TO A STORE

Student _____ Date _____
Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Get the item and receipt	
	Bring them to the store	
	Go to the customer service desk	
	Say you want to return the item	
	Hand over the item and receipt	
	Follow directions from the worker	
	Get your refund or store credit	

FULL SPED AHEAD

IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given verbal or visual prompts, the student will independently gather and bring the item, receipt, and payment method needed to return an item to 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 modeling or instruction, the student will independently state the reason for the return politely to a store employee 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 choose between refund options (e.g., store credit, exchange) based on store policy with 100% accuracy in 4 out of 5 opportunities as measured by teacher observation and data collection.

Goal 4: By the end of the IEP year, given visual or written instruction, the student will independently organize the refund or store credit safely in their wallet or purse after completing the return with 100% accuracy in 4 out of 5 opportunities as measured by teacher observation and data collection.
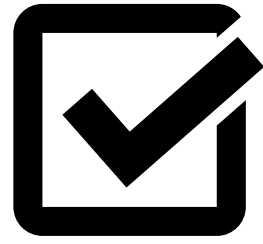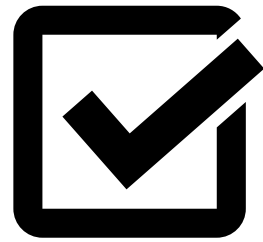
FULL SPED AHEAD

Take a look inside...

Use this in your special education classroom systematically teach the steps of how to return items to a store with task analysis, data sheets and proposed IEP goals.
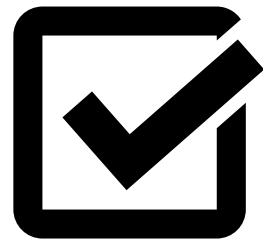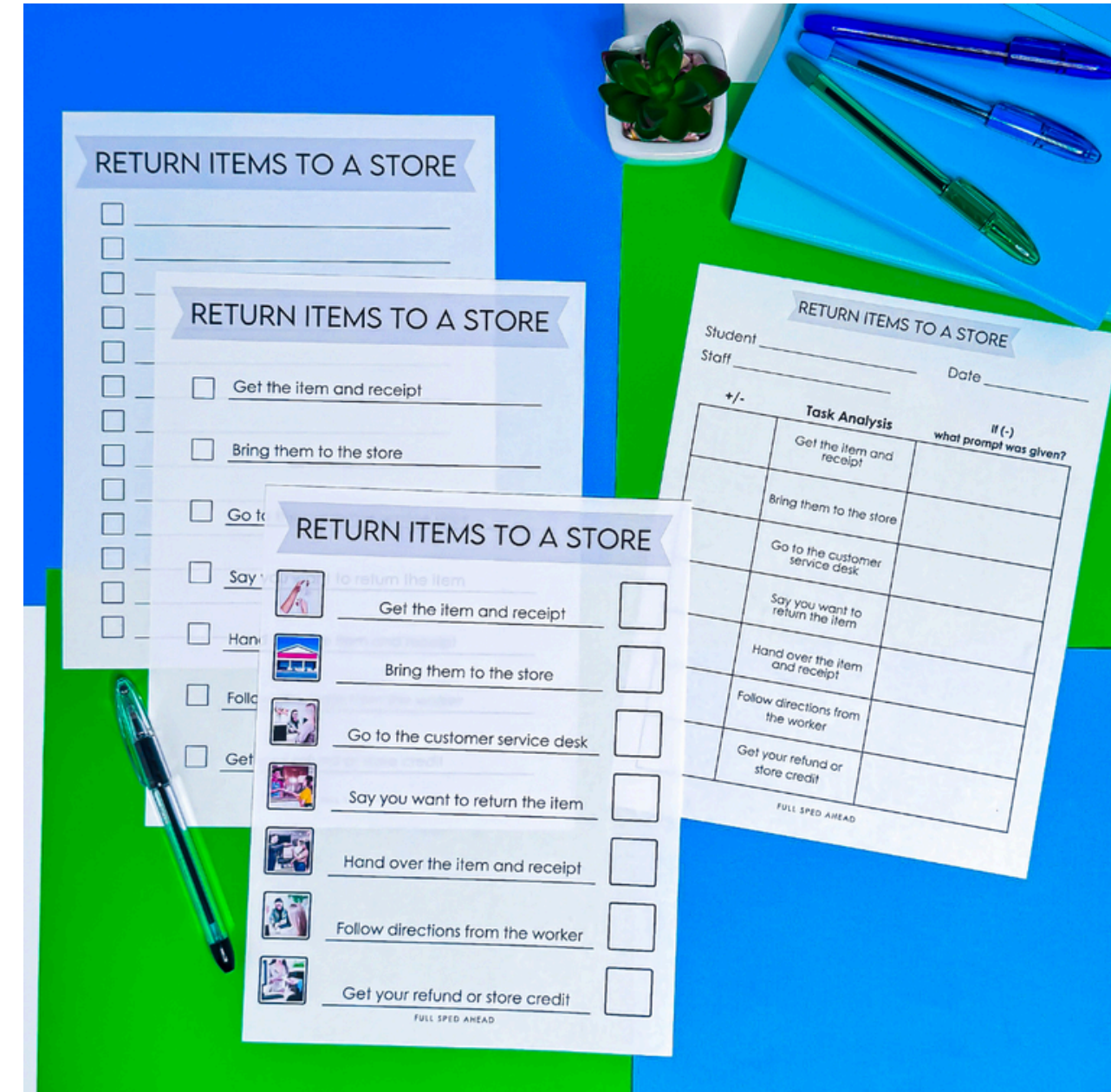
why? should you use a task analysis

- ☑ 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

RETURN ITEMS TO A STORE

① (checklist with blank lines)

RETURN ITEMS TO A STORE

②
- Get the item and receipt
- Bring them to the store
- Go to the customer service desk
- Say you want to return the item
- Hand over the item and receipt
- Follow directions from the worker

RETURN ITEMS TO A STORE

③
- Get the item and receipt
- Bring them to the store
- Go to the customer service desk
- Say you want to return the item
- Hand over the item and receipt

what is included in this resource?
data sheet & IEP goal suggestions

RETURN ITEMS TO A STORE

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Goal 3: By the end of the IEP year, given verbal prompts, the student will independently choose between refund options (e.g., store credit, exchange)

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 themself.

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
the beginning of

Partial Verbal (PV)
You give a cue that

Direct Verbal (DV)
You give a cue that is direct and gives specific details.
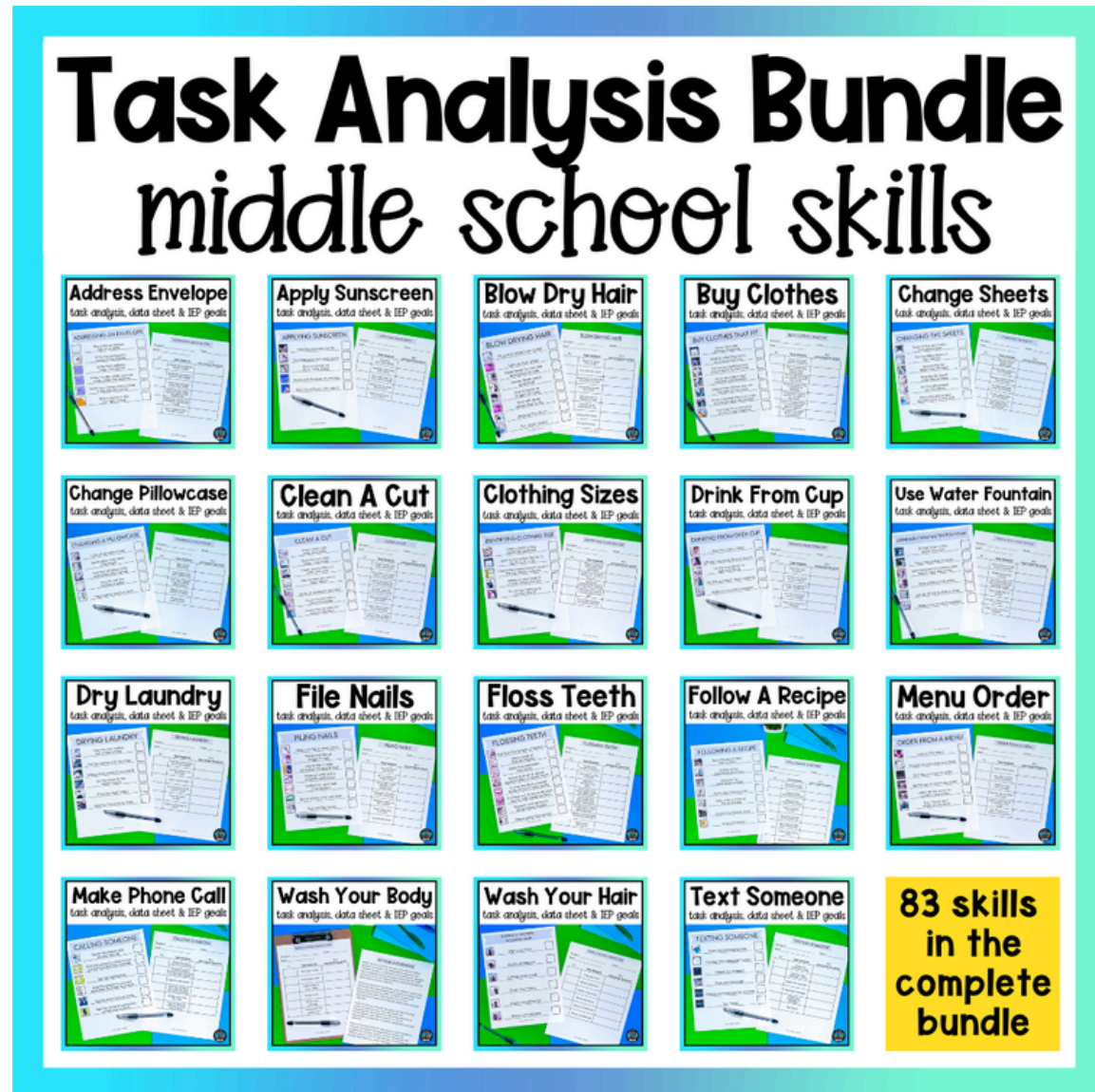
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You move an item closer to the student or put an item in front of their view.
EX: Puts a pencil closer to the student

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

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?

Task Analysis Bundle
middle school skills

Address Envelope task analysis, data sheet & IEP goals	**Apply Sunscreen** task analysis, data sheet & IEP goals	**Blow Dry Hair** task analysis, data sheet & IEP goals	**Buy Clothes** task analysis, data sheet & IEP goals	**Change Sheets** task analysis, data sheet & IEP goals
Change Pillowcase task analysis, data sheet & IEP goals	**Clean A Cut** task analysis, data sheet & IEP goals	**Clothing Sizes** task analysis, data sheet & IEP goals	**Drink From Cup** task analysis, data sheet & IEP goals	**Use Water Fountain** task analysis, data sheet & IEP goals
Dry Laundry task analysis, data sheet & IEP goals	**File Nails** task analysis, data sheet & IEP goals	**Floss Teeth** task analysis, data sheet & IEP goals	**Follow A Recipe** task analysis, data sheet & IEP goals	**Menu Order** task analysis, data sheet & IEP goals
Make Phone Call task analysis, data sheet & IEP goals	**Wash Your Body** task analysis, data sheet & IEP goals	**Wash Your Hair** task analysis, data sheet & IEP goals	**Text Someone** task analysis, data sheet & IEP goals	**83 skills in the complete bundle**

Click to see all 83 task analyses