







Use a Swing

task analysis, data sheet & IEP goals

SWING ON A SWING

-  Sit on the swing seat ☐
-  Hold onto the chains with both hands ☐
-  Push off the ground with your feet ☐
-  Lean back as you go forward and lean forward as you go back ☐
-  Keep moving your legs to keep swinging ☐
-  Slow down by dragging feet on the ground when ready to stop ☐

FULL SPED AHEAD


SWING ON A SWING

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Sit on the swing seat	
	Hold onto the chains with both hands	
	Push off the ground with your feet	
	Lean back as you go forward and lean forward as you go back	
	Keep moving legs to keep swinging	
	Slow down by dragging your feet on the ground when ready to stop	

FULL SPED AHEAD

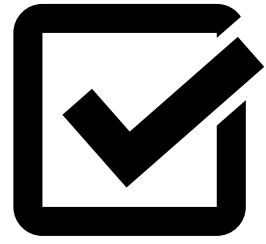


Take a look inside...

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

Why?

should you use a task analysis



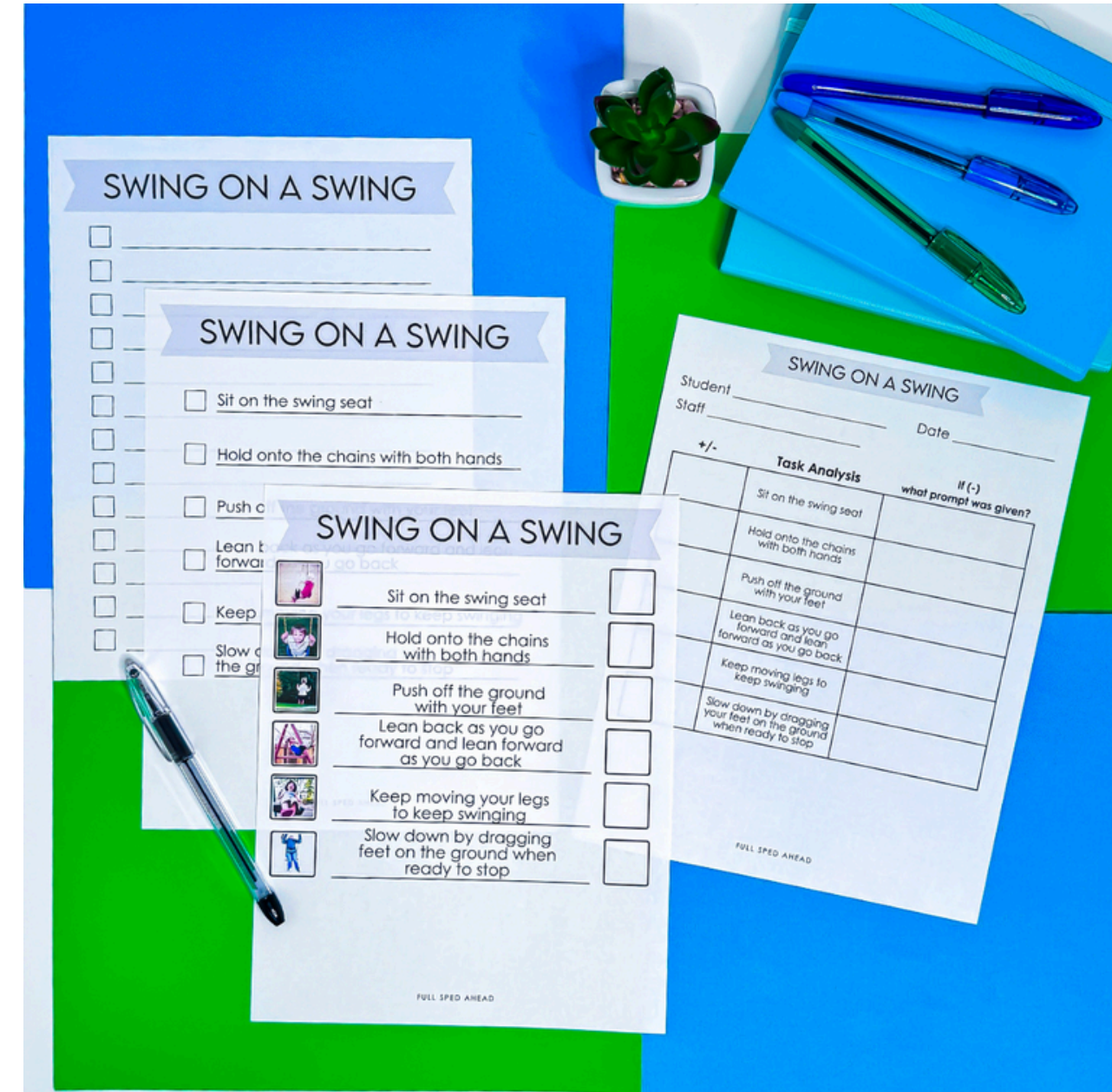
breaks down complex skills into manageable steps



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



SWING ON A SWING

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

1

SWING ON A SWING

- ☐ Sit on the swing seat
- ☐ Hold onto the chains with both hands
- ☐ Push off the ground with your feet
- ☐ Lean back as you go forward and lean forward as you go back
- ☐ Keep moving your legs to keep swinging
- ☐ Slow down by dragging your feet on the ground when ready to stop

2

SWING ON A SWING



- Sit on the swing seat
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- Push off the ground with your feet
- Lean back as you go forward and lean forward as you go back
- Keep moving your legs to keep swinging
- Slow down by dragging feet on the ground when ready to stop

3

What is included in this resource?

data sheet & IEP goal suggestions ↪

SWING ON A SWING

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Sit on the swing seat	
	Hold onto the chains with both hands	
	Push off the ground with your feet	
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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 position themselves correctly on a swing, ensuring they are seated safely and holding onto the chains or ropes, 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 prompts, the student will independently maintain the swinging motion by coordinating their body movements (pumping legs forward and back) 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 instruction and practice, the student will independently stop the swinging motion safely by dragging their feet.

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

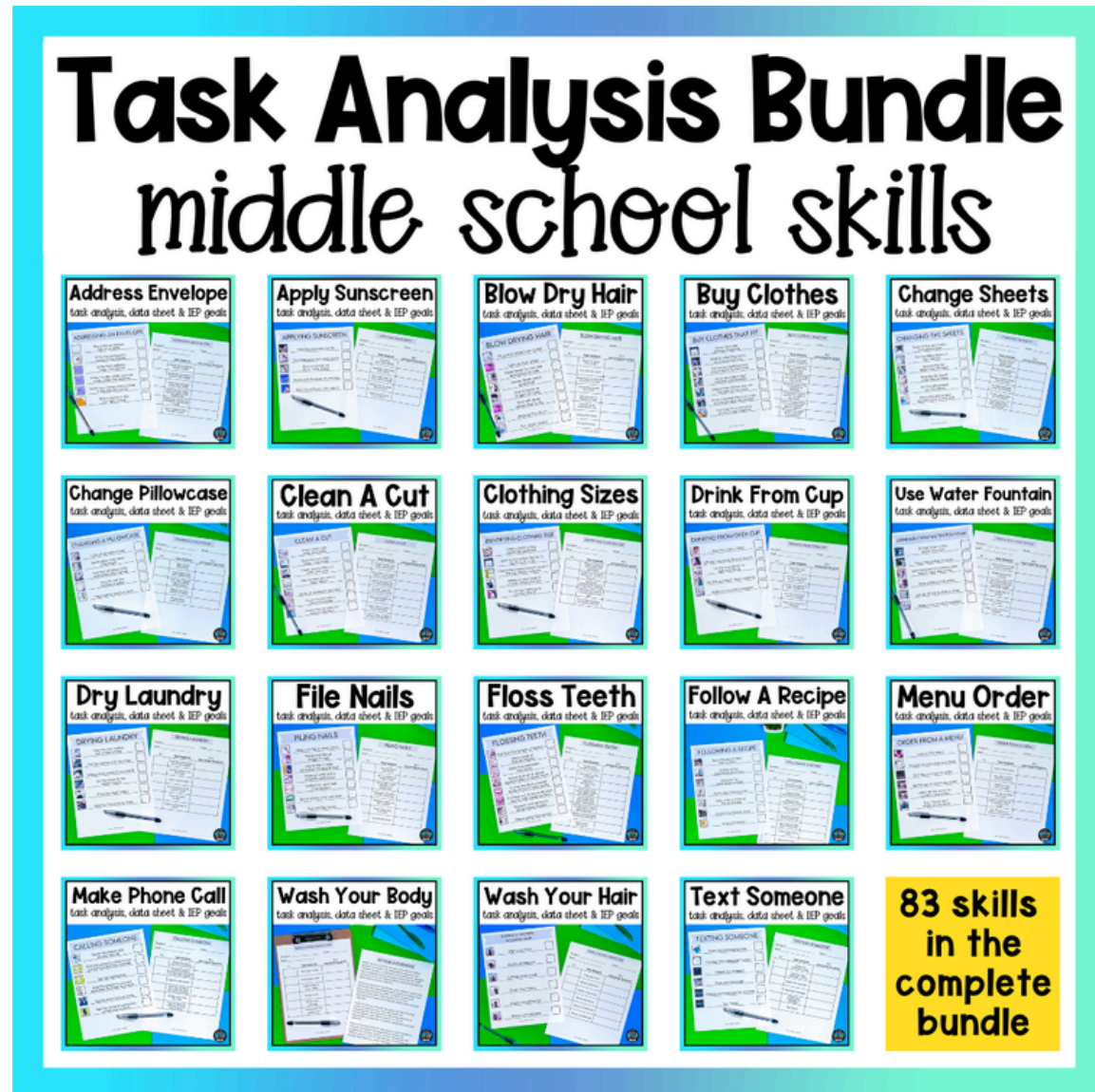
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How **can I use this resource?**

- 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