

# Unload Dishwasher

task analysis, data sheet & IEP goals

**UNLOADING THE DISHWASHER**

-  Open the dishwasher ☐
-  Pull out rack ☐
-  Take out dishes ☐
-  If wet, dry off dishes ☐
-  Put dishes away ☐
-  Close the dishwasher ☐

FULL SPED AHEAD

**UNLOADING THE DISHWASHER**

Student \_\_\_\_\_ Date \_\_\_\_\_

Staff \_\_\_\_\_

| Task Analysis          | If (-) what prompt was given? | +/- |
|------------------------|-------------------------------|-----|
| Open the dishwasher    |                               |     |
| Pull out rack          |                               |     |
| Take out dishes        |                               |     |
| If wet, dry off dishes |                               |     |
| Put dishes away        |                               |     |
| Dry your hands         |                               |     |
| Close the dishwasher   |                               |     |

full SPED ahead

*Take a look inside...*

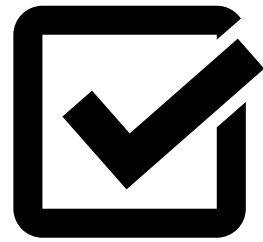
Use this in your special education classroom systematically teach the steps of how to unload a dishwasher with task analysis, data sheets and proposed IEP goals.

# Why?

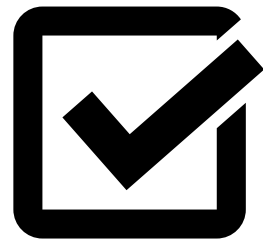
## Unload Dishwasher Task Analysis



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

**UNLOADING THE DISHWASHER**

Student \_\_\_\_\_ Date \_\_\_\_\_

Staff \_\_\_\_\_

| +/- | Task Analysis          | If (-) what prompt was given? |
|-----|------------------------|-------------------------------|
|     | Open the dishwasher    |                               |
|     | Pull out rack          |                               |
|     | Take out dishes        |                               |
|     | If wet, dry off dishes |                               |
|     | Put dishes away        |                               |
|     | Dry your hands         |                               |
|     | Close the dishwasher   |                               |

FULL SPED AHEAD

**IEP GOAL SUGGESTIONS**

Goal 1: By the end of the IEP year, given visual supports or verbal prompts, the student will independently open the dishwasher, remove clean dishes, utensils, and cups, and place them in the appropriate storage locations, 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 unload the dishwasher, sorting and organizing items by type and location, and ensuring all items are stored properly, 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 handle breakable items with care, stack dishes neatly, and return items to their designated storage areas after unloading the dishwasher, as measured by teacher checklist with 100% accuracy.

Goal 4: By the end of the IEP year, the student will demonstrate mastery in unloading the dishwasher by efficiently completing the task, maintaining kitchen organization, and showing independence in item storage with 100% accuracy as measured by teacher observation and a cleanliness assessment.

FULL SPED AHEAD

# What

# is included in this resource?

## 3 LEVELS OF TASK ANALYSIS



### UNLOADING THE DISHWASHER

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

1

### UNLOADING THE DISHWASHER

- ☐ Open the dishwasher
- ☐ Pull out rack
- ☐ Take out dishes
- ☐ If wet, dry off dishes
- ☐ Put dishes away
- ☐ Close dishwasher

2

### UNLOADING THE DISHWASHER



Open the dishwasher

☐

Pull out rack

☐

Take out dishes

☐

If wet, dry off dishes

☐

Put dishes away

☐

# What is included in this resource?

data sheet & IEP goal suggestions

**UNLOADING THE DISHWASHER**

Student \_\_\_\_\_ Date \_\_\_\_\_

Staff \_\_\_\_\_

| +/- | Task Analysis          | If (-)<br>what prompt was given? |
|-----|------------------------|----------------------------------|
|     | Open the dishwasher    |                                  |
|     | Pull out rack          |                                  |
|     | Take out dishes        |                                  |
|     | If wet, dry off dishes |                                  |
|     | Put dishes away        |                                  |
|     | Dry your hands         |                                  |

**IEP GOAL SUGGESTIONS**

Goal 1: By the end of the IEP year, given visual supports and verbal prompts, the student will independently open the dishwasher, remove clean dishes, utensils, and cups, and place them in the appropriate storage locations, 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 unload the dishwasher, sorting and organizing items by type and location, and ensuring all items are stored properly, 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 handle breakable items with care, stack dishes neatly, and return items to their designated storage areas after unloading the dishwasher, as measured by teacher checklist with 100% accuracy.

Goal 4: By the end of the IEP year, the student will demonstrate mastery in unloading the dishwasher by efficiently completing the task.

# What is included in this resource?

prompting levels visual to use as a classroom poster



## Prompt Levels

least intrusive to most intrusive

|                                                                                                                                                    |                                                                                                                                                             |                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Independent (I)</b><br>After given a direction, the student completes the task by themselves.                                                   | <b>Visual (V)</b><br>You show a picture to the student for them to continue or complete the task.<br>EX: Holds a schedule picture icon                      | <b>Gesture (G)</b><br>You point to an item or task for the student to continue or complete the task.<br>EX: Point to a schedule             |
| <b>Positional (PO)</b><br>You move an item closer to the student or put an item in front of their view.<br>EX: Puts a pencil closer to the student | <b>Proximity (PR)</b><br>You move closer to the student to keep a closer eye on their work completion.<br>EX: Staff stands close to a student while working | <b>Model (M)</b><br>You complete the task while the student observes each step.<br>EX: Staff washes hands then has the student do the same. |
| <b>Indirect Verbal (IV)</b><br>You give a cue, but very little information is given.                                                               | <b>Partial Verbal (PV)</b><br>You give a cue that starts the beginning of                                                                                   | <b>Direct Verbal (DV)</b><br>You give a cue that is direct and gives specific details.                                                      |

## Prompt Levels

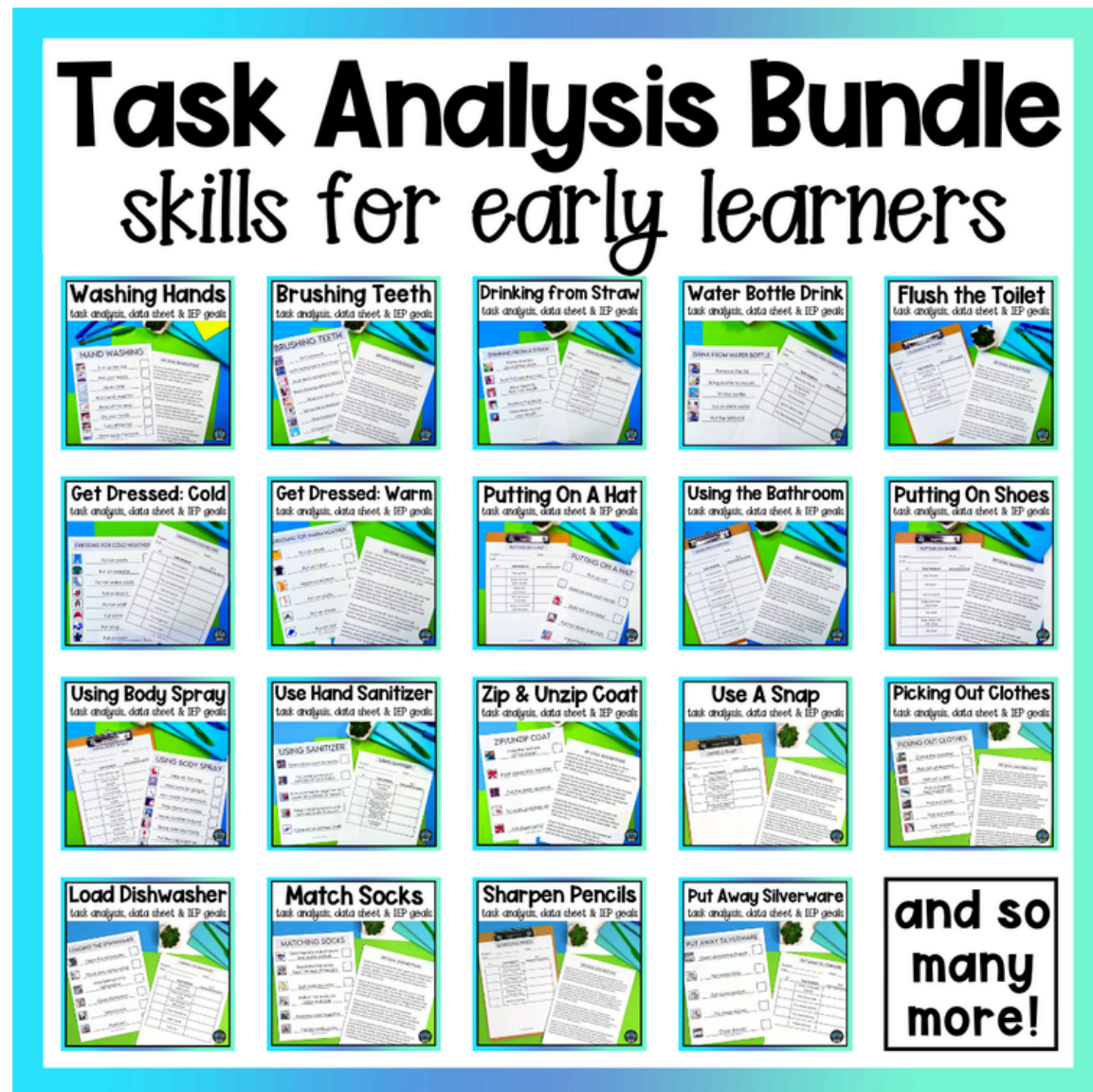
least intrusive to most intrusive

|                                                                                                                                                    |                                                                                                                                                             |                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Independent (I)</b><br>After given a direction, the student completes the task by themselves.                                                   | <b>Visual (V)</b><br>You show a picture to the student for them to continue or complete the task.<br>EX: Holds a schedule picture icon                      | <b>Gesture (G)</b><br>You point to an item or task for the student to continue or complete the task.<br>EX: Point to a schedule             |
| <b>Positional (PO)</b><br>You move an item closer to the student or put an item in front of their view.<br>EX: Puts a pencil closer to the student | <b>Proximity (PR)</b><br>You move closer to the student to keep a closer eye on their work completion.<br>EX: Staff stands close to a student while working | <b>Model (M)</b><br>You complete the task while the student observes each step.<br>EX: Staff washes hands then has the student do the same. |
| <b>Indirect Verbal (IV)</b><br>You give a cue, but very little information is given.                                                               | <b>Partial Verbal (PV)</b><br>You give a cue that starts the beginning of                                                                                   | <b>Direct Verbal (DV)</b><br>You give a cue that is direct and gives                                                                        |

# How **can I use this resource?**

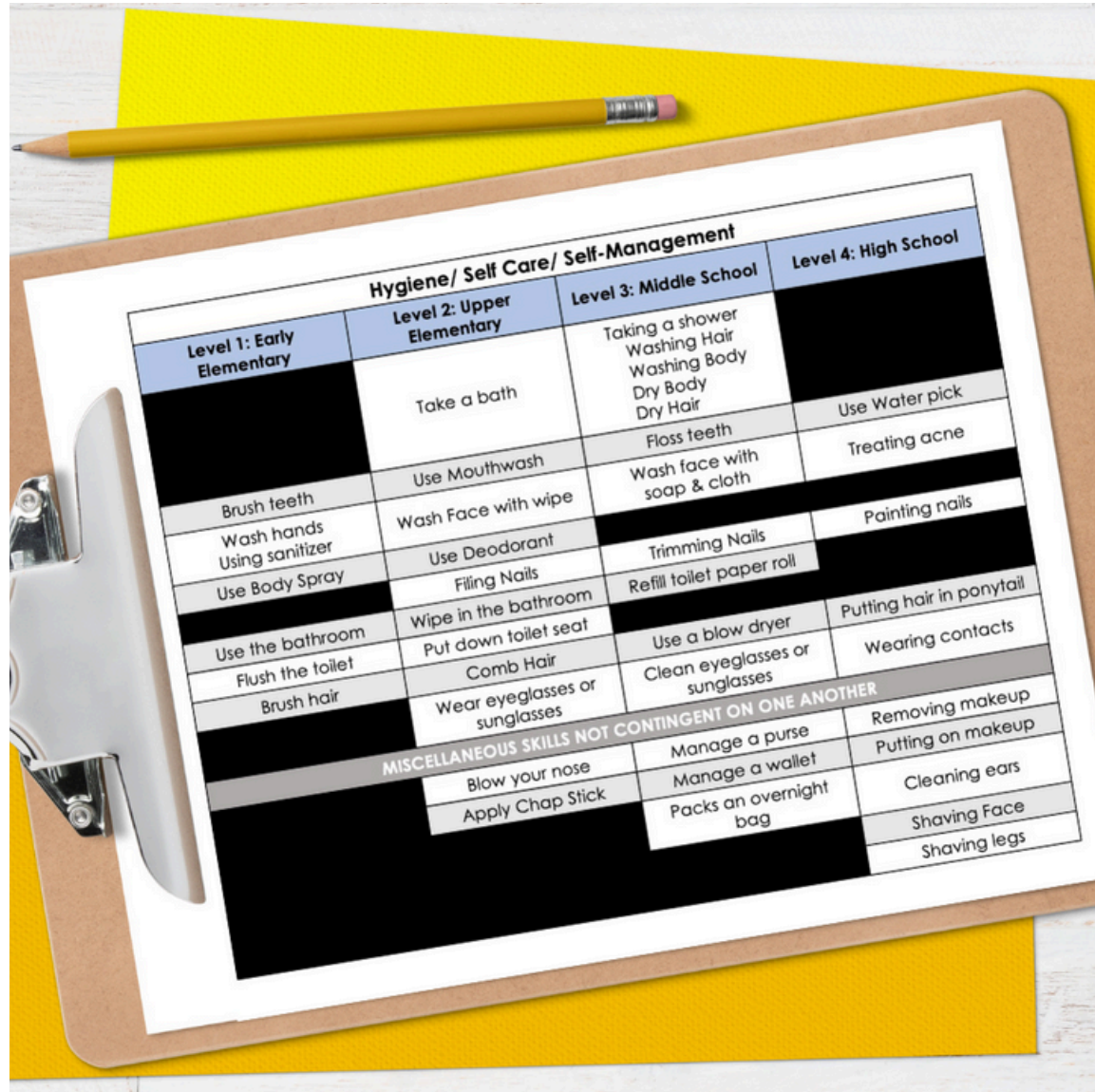
- ① **Use to teach skills step by step**
- ② **Fade prompts in task completion**
- ③ **Get student IEP goal ideas**

# Did you see the bundle?



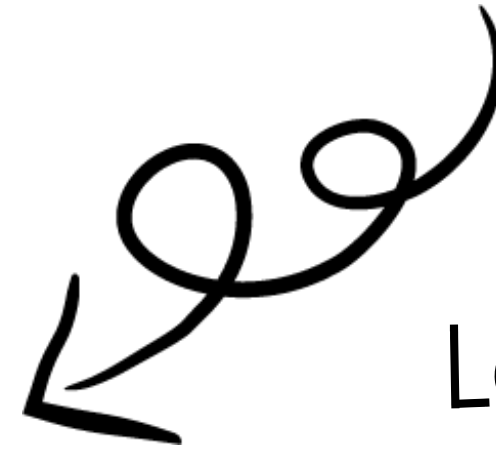
Click to see  
all 48 task  
analyses

# 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, overnight bag, removing makeup, putting on makeup, 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<br>Washing Hair<br>Washing Body<br>Dry Body<br>Dry Hair |                          |
|                                                    | Use Mouthwash                 | Floss teeth                                                             | Use Water pick           |
| Brush teeth                                        | Wash Face with wipe           | Wash face with soap & cloth                                             | Treating acne            |
| Wash hands<br>Using sanitizer                      | Use Deodorant                 | Trimming Nails                                                          | Painting nails           |
| Use Body Spray                                     | 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!