

Use A Belt

task analysis, data sheet & IEP goals

PUTTING ON BELT

Hold the belt with the buckle end in your hand ☐

Find the belt loops on your pants ☐

Slide the belt through the first belt loop ☐

Continue threading the belt through all loops ☐

Bring the belt end to the front with the buckle centered ☐

Put the pointed end through a comfortable hole ☐

Pull the belt through one last loop ☐

FULL SPED AHEAD

PUTTING ON BELT

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Hold the belt with the buckle end in your hand	
	Find the belt loops on your pants	
	Slide the belt through the first belt loop	
	Continue threading the belt through all loops	
	Bring the belt end to the front with the buckle centered	
	Put the pointed end through a comfortable hole	
	Pull the belt through one last loop	

FULL SPED AHEAD

Full SPED ahead

Take a look inside...

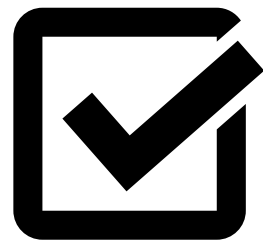
Use this in your special education classroom systematically teach the steps of how to use a belt with task analysis, data sheets and proposed IEP goals.

Why?

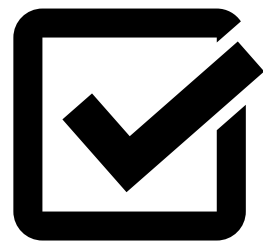
should you use a task analysis



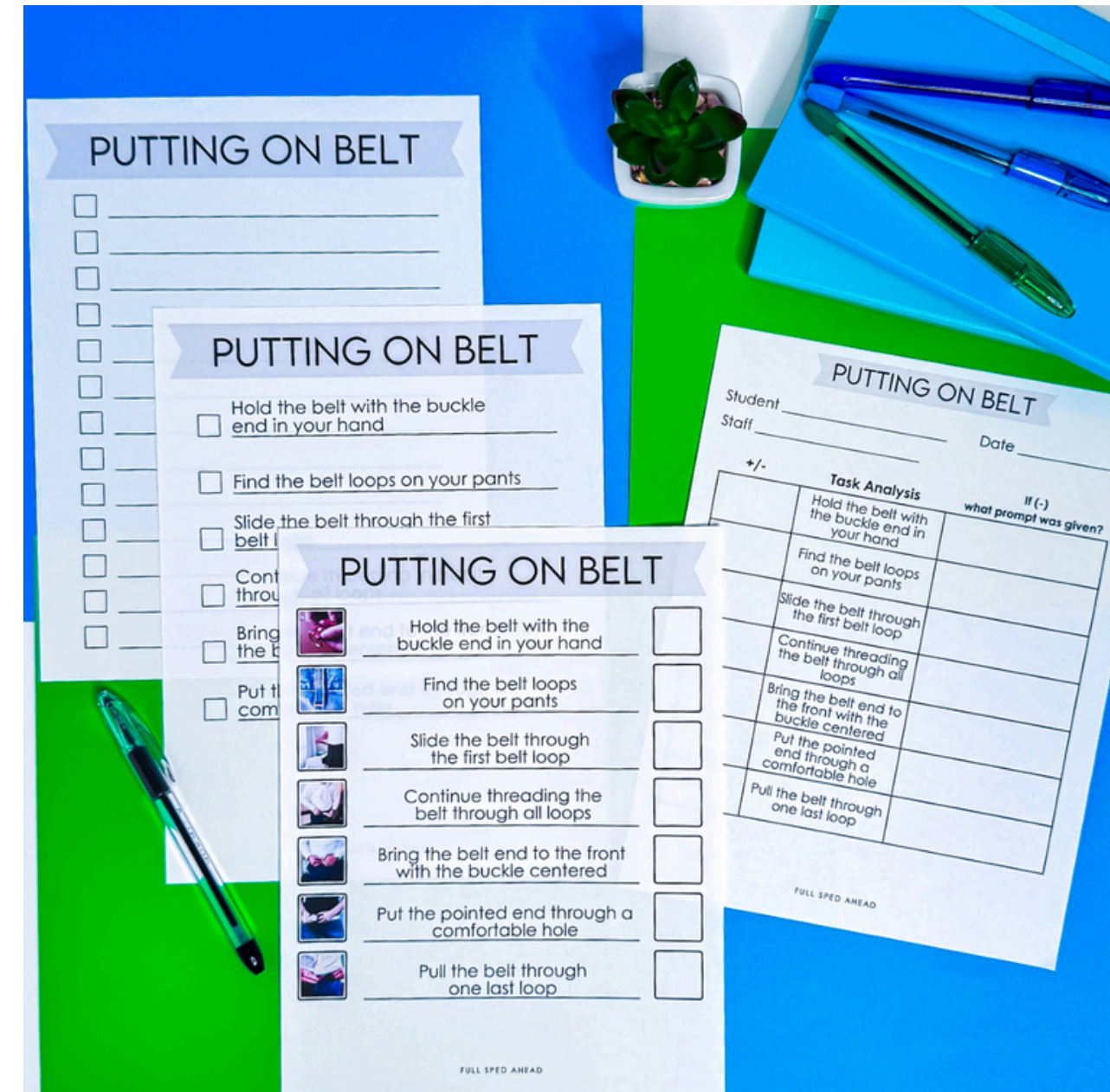
breaks down complex skills into manageable steps



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 ON A BELT

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

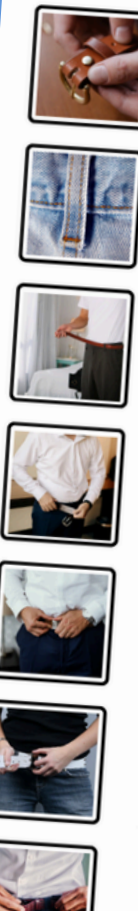
1

PUT ON A BELT

- ☐ Hold the belt with the buckle end in your hand
- ☐ Find the belt loops on your pants
- ☐ Slide the belt through the first belt loop
- ☐ Continue threading the belt through all loops
- ☐ Bring the belt end to the front with the buckle centered
- ☐ Put the pointed end through a comfortable hole

2

PUT ON A BELT



- ☐ Hold the belt with the buckle end in your hand
- ☐ Find the belt loops on your pants
- ☐ Slide the belt through the first belt loop
- ☐ Continue threading the belt through all loops
- ☐ Bring the belt end to the front with the buckle centered
- ☐ Put the pointed end through a comfortable hole
- ☐ Pull the belt tight

3

What is included in this resource?

data sheet & IEP goal suggestions

PUT ON A BELT

Student _____ Date _____

Staff _____

+/-	Task Analysis	If (-) what prompt was given?
	Hold the belt with the buckle end in your hand	
	Find the belt loops on your pants	
	Slide the belt through the first belt loop	
	Continue threading the belt through all loops	
	Slide the belt end to	

IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given verbal or visual prompts, the student will independently sequence and complete all steps to put on a belt (e.g., threading the belt through the loops, fastening the buckle, and adjusting the fit) 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 thread the belt through all the loops of their pants in the correct direction 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 prompts, the student will independently adjust the belt to ensure a comfortable and secure fit 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

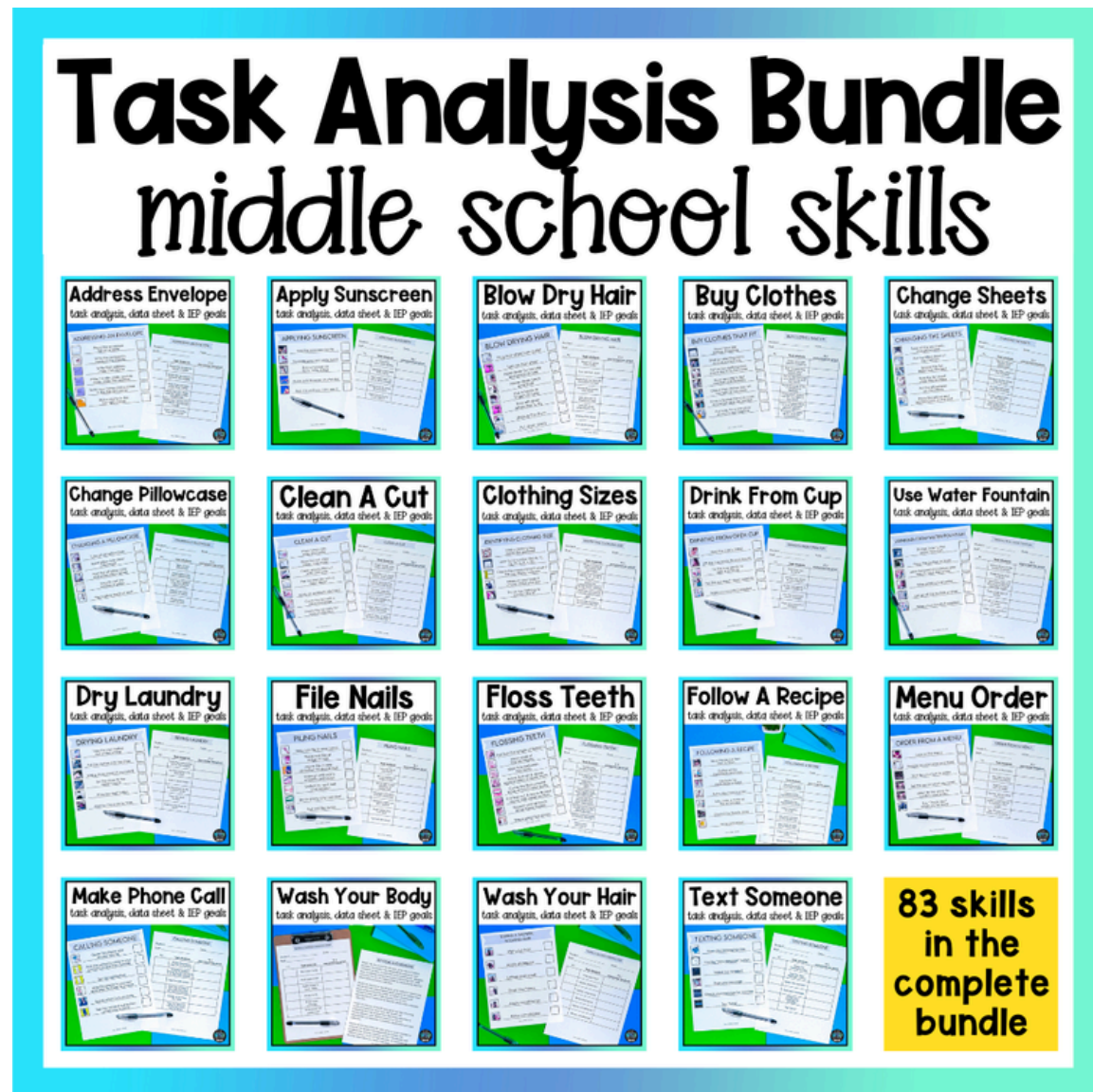
least intrusive to most intrusive

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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.

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