
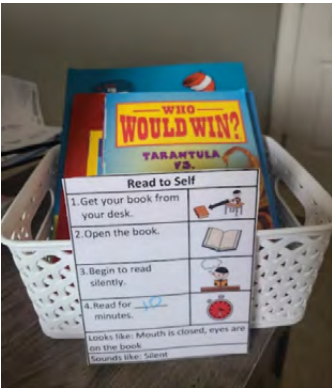


Task Analyses: An Overview

Definition and Purpose	<p>A task analysis is a visually presented list of steps or behaviors that are broken down to help a learner complete a complex or chained task. A task analysis is an evidence-based practice for autistic students “to present a whole task to a learner at once with clear steps on how to achieve the skill from start to finish” to promote independence with complex or chained tasks (Steinbrenner et al., 2020, p. 127). Task analysis is best facilitated with other evidence-based practices like reinforcement, prompting, video modeling, or time delay.</p>
When to Use Task Analyses	<p>Ideal times to use task analyses with autistic students, or other students with or without disabilities, could include, but are not limited to, activities that:</p> <ul style="list-style-type: none"> » have multiple steps, like completing morning work, gathering materials to pack up for dismissal, or completing independent work; » are particularly long, like circle time, small group instruction, completing a center activity, or working on a long-term project; and » students need to be able to do independently, like hand washing, toileting, getting dressed, eating lunch, or vocational work tasks.
Why Use Task Analyses	<p>Task analysis help students by:</p> <ul style="list-style-type: none"> » clarifying expectations about next steps to successfully complete a multi-step activity, » increasing predictability regarding longer tasks or activities, » promoting student independence within regular routines that occur during the school day, » providing meaningful visual prompts for autistic students to limit verbal prompting during work time, and » aiding working memory by providing visual cues for task completion.
Critical Components of Task Analyses	<p>Task analyses for autistic students should:</p> <ul style="list-style-type: none"> » be visible to the learners in the areas they will use them; » be presented in a format that the student can comprehend (e.g., photos, words and pictures, written, etc.); » be broken down into small, manageable steps; » include staff planning for consistent visual or gestural prompts to help the student continue through each step if needed; » include staff planning for behavior-specific praise after each step is completed (if necessary) and reinforcement upon completing the entire task analysis; and » be individualized to the learning environment or students using them.

<p>Task Analyses in Action</p>	 
<p>Assembly Tips</p>	<p>For line drawing-based task analyses:</p> <ol style="list-style-type: none"> 1. Print and laminate the task analysis individual pieces. Cut out each piece individually. 2. Place a hard-sided Velcro strip on a folder, paint stick, or laminated strip of construction paper. 3. Place soft-sided Velcro on the back of each task analysis piece. 4. Lay out the task analysis in order (from top to bottom or from left to right). 5. Consider where to post the task analysis (e.g., taped on a desk or in a locker, carried with the student in a folder or attached to a planner, placed on a desk or worktable, posted on a wall near a workspace or activity area). 6. If necessary, have an “all done” envelope or area attached to the task analysis for the student to place completed task pieces as each step of the task analysis is finished. <p>For numbered list-based task analyses:</p> <ol style="list-style-type: none"> 1. Print and laminate the task analysis. 2. Provide the student with a dry erase marker to mark off each step as it is completed.
<p>Using Task Analysis to Support Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)</p>	<p>A functional behavior assessment (FBA) is a process for gathering, analyzing, and summarizing information about the relationship (i.e., function) between a person’s challenging behavior and their environment (Cooper et al., 2019). An FBA provides specific information around how behavior interventions should be individualized in consideration of a person’s skills, preferences, sensitivities, and environment. For students in schools, an FBA is conducted to address one or more of the following situations:</p> <ul style="list-style-type: none"> » when a student receiving Special Education and Related Services engages in conduct that results in a change of placement as defined by 34 C.F.R. 300.536 and the LEA, the Parent, and relevant members of the IEP team determine that the student’s conduct that gave rise to the change in placement was a manifestation of the child’s disability, » a change of placement to a more restrictive setting is considered due to a student’s behavior, » the Individualized Education Program (IEP) provides for the use of restraint or isolation,





<p>Using Task Analysis to Support Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)</p> <p><i>Continued</i></p>	<ul style="list-style-type: none"> » student exhibits a pattern of behaviors that impede learning for self or peers, » student exhibits a pattern of behaviors that places the student or others at risk of harm or injury. <p>An IEP team may determine to conduct an FBA when determined appropriate by the student's IEP team, for example:</p> <ul style="list-style-type: none"> » a behavior intervention plan (BIP) is considered ineffective by virtue of incomplete or flawed understanding of the student's behavior, and/or » student behavior limits student engagement, inclusion, and/or independence. <p>Additionally, an FBA may be conducted in the following situations:</p> <ul style="list-style-type: none"> » a student with an IEP is removed from current placement for more than 10 school days for behavior not determined to be a manifestation of their disability, or » a student with an IEP is removed to an interim alternative education setting for up to 45 school days for an offense that constitutes a special circumstance under the Individuals with Disabilities Education Act (IDEA). <p>Ultimately, a complete FBA will present one or more functional hypotheses supported by available evidence as to why behaviors of concern are occurring, along with an appraisal of the student's skill deficits that are impacting the behavior targeted within the FBA. The results of this FBA are used to individualize the BIP. The BIP focuses on decreasing challenging behavior and increasing appropriate behavior (Cooper et al., 2019).</p> <p>Task analysis is an evidence-based practice that can be used as an antecedent support strategy in a BIP. When task analyses are used as strategy they take a proactive approach to increase student independence while growing students' skills.</p>
<p>Using Task Analysis to Support Behavior Intervention Plan (BIP) and Antecedent Supports</p>	<p>A BIP should include antecedent strategies that will be effective and actionable in the context in which the targeted behavior occurs within the FBA. These strategies are meant to prevent challenging behavior by either modifying the context or providing supports or prompts to the student before challenging behavior occurs. Antecedent strategies should consider the student's unique needs by clarifying expectations, establishing predictability, promoting skill acquisition, fostering independent functioning, and/or reducing stressors.</p> <p>A task analysis is an evidence-based practice that can be used as an antecedent support strategy in a BIP. In this section, individualize the task for the learner by specifying the steps for completing it, outlining the required prompting level, and identifying who will provide reinforcement for task completion. The use of task analysis can increase the likelihood of promoting student growth and building independence in skills.</p> <p>The following is an example of a task analysis description within the Antecedent Supports section of a Behavior Intervention Plan.</p>

EXAMPLE DESCRIPTION WITHIN A BEHAVIOR INTERVENTION PLAN


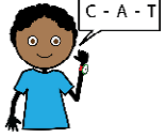






Intervention Description	<p>When <activity event identified in FBA> is occurring, staff will a task analysis to clarify the steps included within the process.</p> <p>Before providing a direction to engage in independent work (including morning work but also other routines through the school day), the teacher will give the student a task analysis with pictures describing the steps within the routine (e.g. morning work, journal writing). The sheet will have step-by-step instructions for how to complete their work (e.g., put your backpack in your locker, grab your blue folder, write your name at the top of the sheet, complete the worksheet, etc.).</p>
Who will implement?	Educator
When will it occur? (e.g., time of day, days of week)	Before independent work
When will the intervention begin?	8/1/23
Materials Needed	Task analysis checklist

Learn More	<p>View TRIAD resources and trainings at triad.vumc.org/schools. Visit our online learning portal to access courses about task analyses. To access the following free course, first register for an account or log in to an existing account at triad.vkclearning.org. Then click on the link below to launch.</p> <p>» Setting Up Schedules in the Classroom - Task Analysis https://bit.ly/3TI9y4Q</p>
References	<p>» Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team. https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf</p> <p>» Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). <i>Applied Behavior Analysis (3rd Edition)</i>. Hoboken, NJ: Pearson Education.</p>

Read to Self

1. Get book from desk.	
2. Open the book.	
3. Begin to read silently.	
4. Read for _____ minutes.	
Looks like: Mouth is closed, eyes are on the book	
Sounds like: Silent	

Foundational Skills - Reading

<p>1. Introduce the story.</p> <p><i>What is the story we will read today?</i></p>	<p>The Coin</p> <p>Nan drove us to the coin shop.</p> <p>The man in the coin shop was a pal of hers.</p> <p>His name was Jack.</p> <p>"Jack," Nan said, "this is Kate Skipper." (It Kate's nan. She's southers for the summer. We went for a hike, and Kate found a coin in a cave.)</p> <p>"Oh, Miss Skipper," Jack said, "let's have a look at it."</p> <p>Handed over the coin.</p> <p>Jack set it under a looking glass and switched on a lamp. "Let's see," he said. "It's got some scratch on it. But I can tell that it's a Spanish coin. It's made of silver too."</p> 
<p>2. Review spellings.</p> <p><i>What spelling patterns will we notice in the text?</i></p>	
<p>3. Discuss vocabulary.</p> <p><i>What vocabulary words will we read in the text?</i></p>	
<p>4. Establish the purpose for reading.</p> <p><i>What are we reading to find out?</i></p>	
<p>5. Read the story.</p> <p><i>Look at the words and listen to the story.</i></p>	
<p>6. Lead a discussion.</p> <p><i>What are the important parts of the text?</i></p>	
<p>7. Wrap up the lesson.</p> <p><i>What did we read today?</i></p>	
<p>8. Complete a worksheet to review the story.</p> <p><i>Show what I know about what I read.</i></p>	

Read to Self

Looks like:

Mouth closed



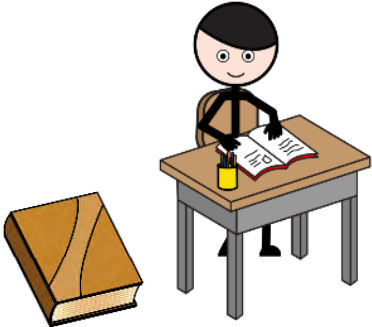
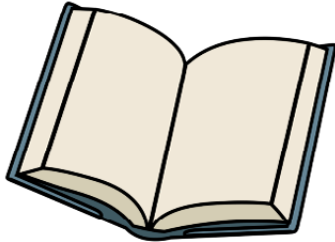


Eyes on book



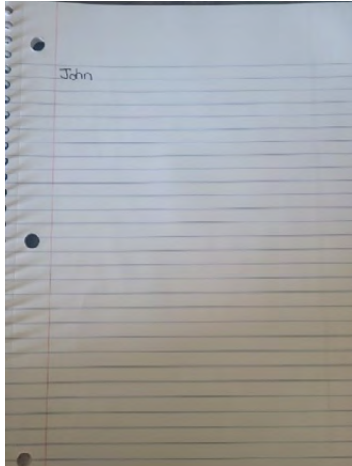
Sounds like:

Silent

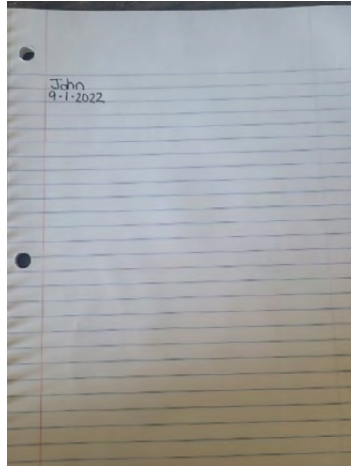


<p>Get book from desk.</p>  A line drawing of a person sitting at a desk, reaching for a book that is lying flat on the desk surface.	<p>Open book.</p>  A line drawing of an open book, showing its pages.	<p>Begin reading silently.</p>  A line drawing of a person sitting and reading a book. A thought bubble above their head indicates they are thinking or reading silently.	<p>Read for _____ minutes.</p>  A line drawing of a stopwatch with a red face and a black dial, used to indicate the duration of the reading task.
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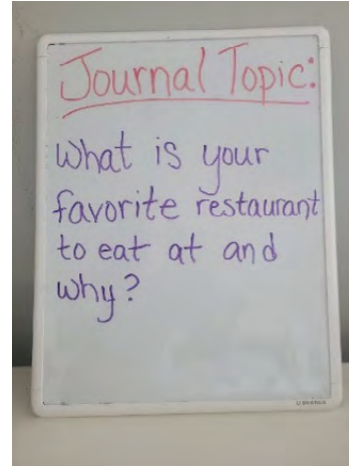
Journal Writing: Photos



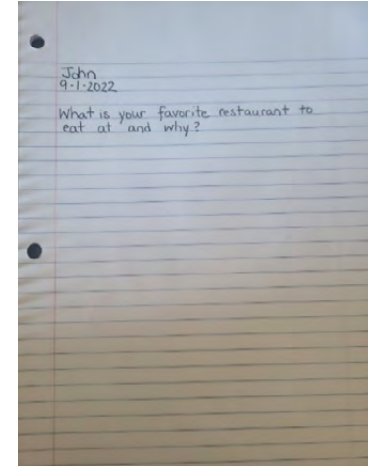
Write your name at the top of the paper.



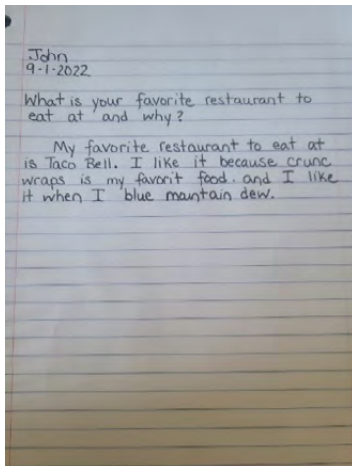
Write the date underneath your name.



Read the journal topic.



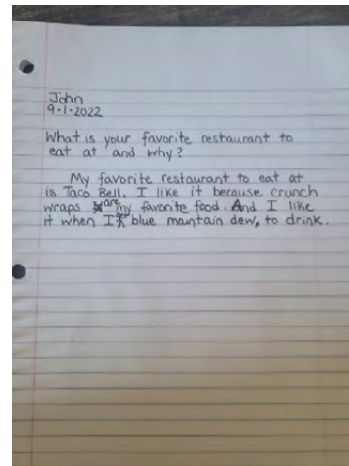
Write the journal topic.



Write your ideas in complete sentences.



Read what you wrote back to yourself silently.


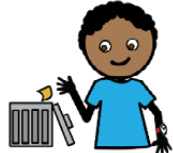


Correct any mistakes you see.

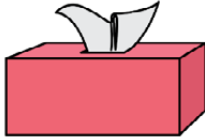


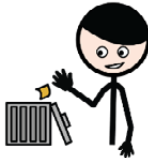



Close your journal.







Washing Your Hands

1. Turn the water on.	
2. Get soap on your hands.	
3. Get your hands wet.	
4. Scrub your hands.	
5. Rinse the soap off your hands.	
6. Turn off the water.	
7. Dry your hands with paper towel.	
8. Throw away the paper towel.	


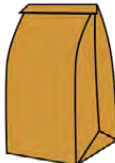



Blowing Your Nose

1. Get some tissues.	
2. Hold the tissue to your nose.	
3. Blow your nose into the tissue.	
4. Wipe your nose with the tissue.	
5. Put the tissue in the trash.	
6. Wash your hands or use hand sanitizer.	








Going to the Bathroom

1. Unbutton or unzip your pants.	
2. Pull down your pants.	
3. Use the toilet.	
4. Wipe with toilet paper.	
5. Flush the toilet.	
6. Pull your pants up.	
7. Zip and button your pants.	
8. Wash your hands.	




Unpacking at Arrival

1. Hang up your backpack.	
2. Unzip your backpack.	
3. Put your lunch in the lunch basket.	
4. Turn in your homework.	
5. Put your agenda in the basket.	
6. Say, "Good morning!"	
7. Check your schedule.	
8. Start your morning work at your desk.	

Packing Up for Dismissal


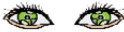




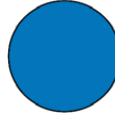


1. Fill out your agenda.	
2. Get your home folder.	
3. Put your agenda and home folder in your backpack.	
4. Zip your backpack.	
5. Put on your backpack.	
6. Get in line.	
7. Get on the bus or in the car.	

Eating Lunch

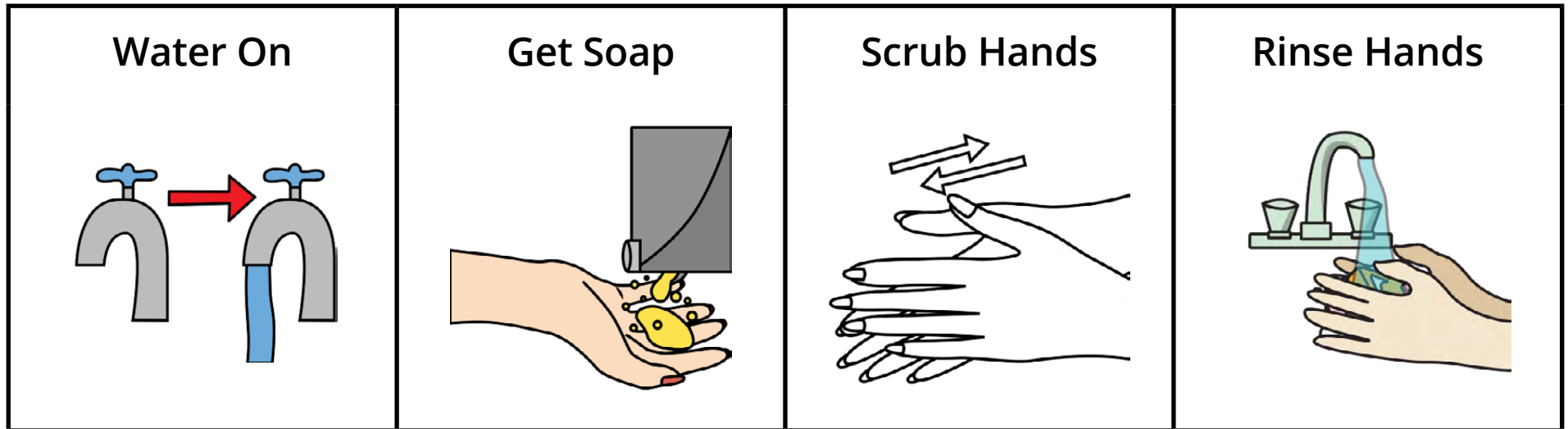
1. Get your lunch tray.	
2. Make your lunch choices.	
3. Carry your tray to the table.	
4. Sit at the table.	
5. Eat your food.	
6. Drink your milk.	
7. Wipe your mouth with your napkin.	
8. Throw away your trash.	

Worksheet: Line Drawings

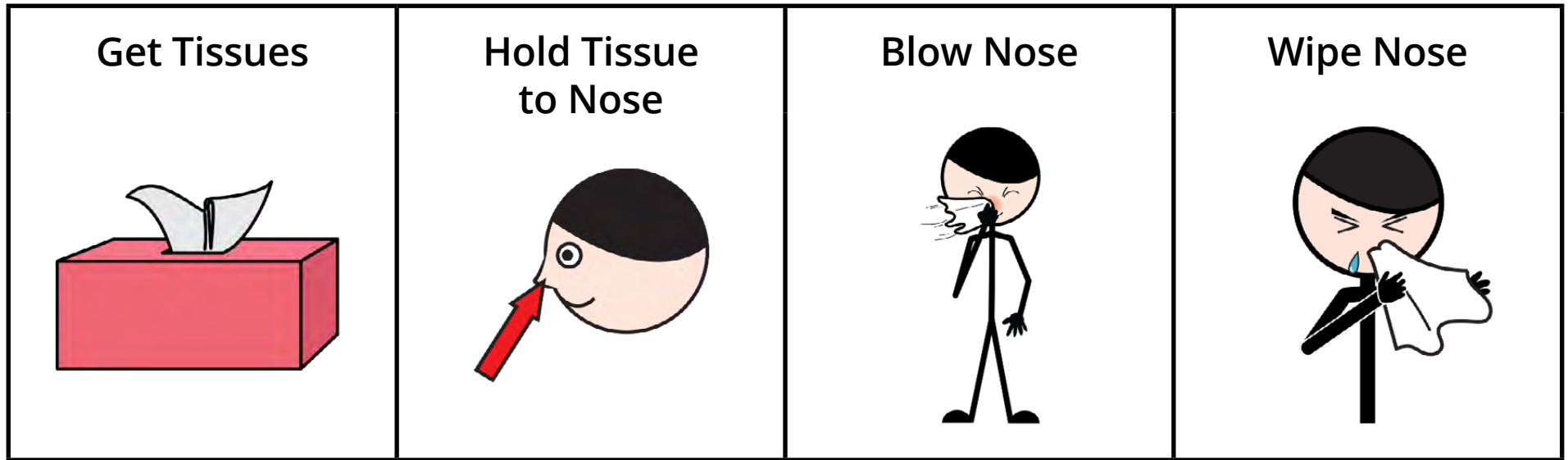
Directions for Educator: This task analysis is meant to help students break up a worksheet into manageable chunks and attempt the work on their own before checking in for help. To use this task analysis with a student, the educator will need to break the worksheet into several sections by placing several shapes on the worksheet that the student will use as a guide.

Write name	Name: _____ 
Read directions	 Directions: Read the problem. Use the bar model to solve. Complete the model and the number sentence.
Work to star	
Raise hand to check in	
Work to triangle	
Raise hand to check in	
Work to circle	
Raise hand to check in	
Put in All Done basket	

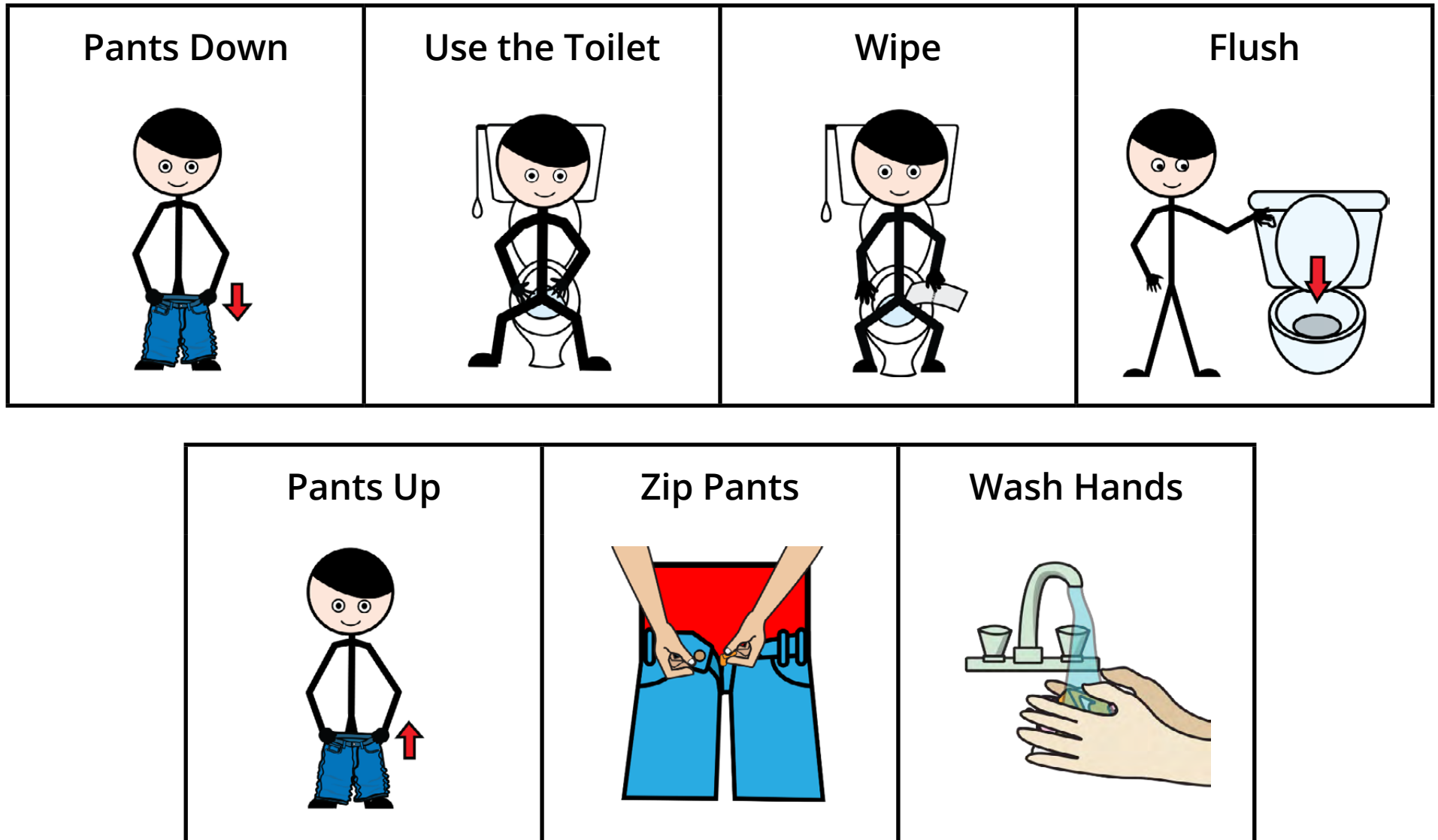
Wash Hands - Line Drawing



Blow Nose - Line Drawing



Bathroom - Line Drawing



Unpacking for the Day - Line Drawing

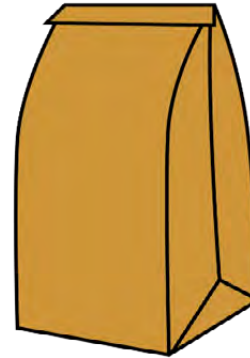
Hang up Backpack



Unzip Backpack



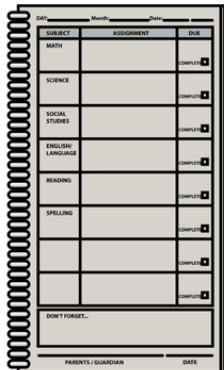
Put Lunch in Basket



Turn in Homework



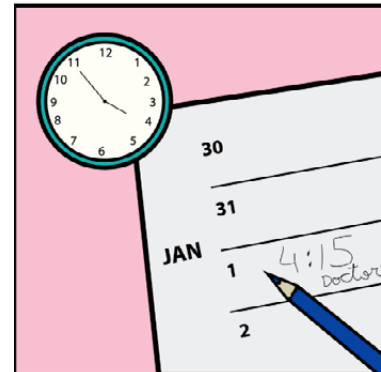
Put Book in Basket



Say "Good Morning"



Check Schedule

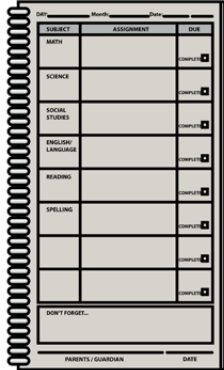


Work at Desk



Packing Up for the Day - Line Drawing

Fill Out Agenda



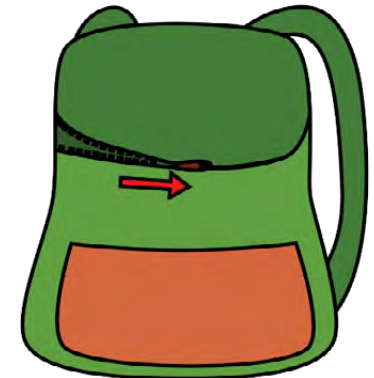
Get Home Folder



Put in Backpack



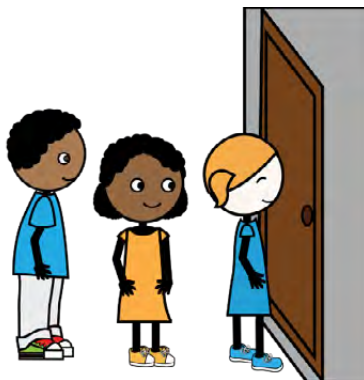
Zip Backpack



Put on Backpack



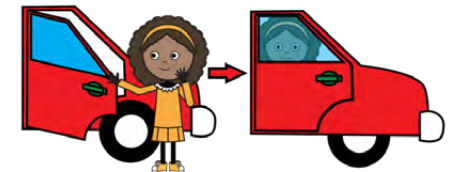
Get in Line



Get on Bus

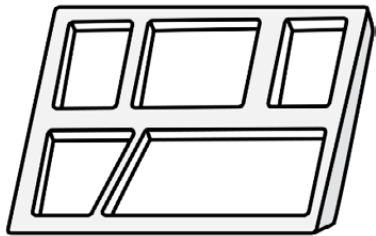


Get in Car



Lunch - Line Drawing

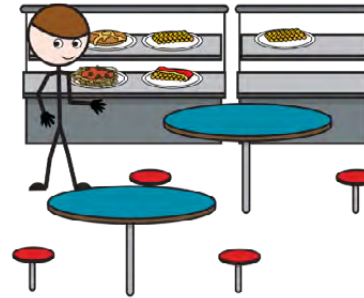
Get Lunch Tray



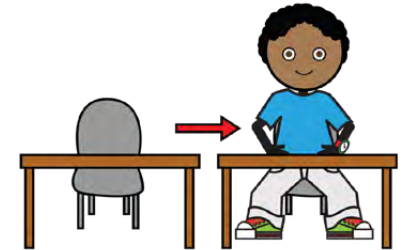
Make Lunch Choices



Carry Tray to Table



Sit at Table



Eat Food



Drink Milk



Wipe Mouth



Throw Away Trash

