

Task Analyses - An Overview

Evidence-Based Practice Link	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., 127). Task analysis is best facilitated with other evidence-based practices like reinforcement, prompting, video modeling, or time delay.
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:</p> <ul style="list-style-type: none"> • that have multiple steps, like completing morning work, gathering materials to pack up for dismissal, or completing independent work; • that are particularly long, like circle time, small group instruction, completing a center activity, or working on a long-term project; and • that students need to be able to do independently, like hand washing, toileting, getting dressed, eating lunch, or vocational work tasks.
Why Use Task Analyses	<ul style="list-style-type: none"> • clarifies expectations about next steps to successfully complete a multi-step activity • increases predictability regarding longer tasks or activities • promotes student independence within regular routines that occur during the school day • provides meaningful visual prompts for autistic students to limit verbal prompting during work time • aids working memory by providing visual cues for task completion

Critical Components of Task Analyses

Task analyses for autistic students should:

- 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.

Task Analyses in Action



<p>Assembly Tips</p>	<p><u>For line drawing-based task analyses:</u></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 work table, posted on a wall near a work space 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><u>For numbered list-based task analyses:</u></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>TRIAD Resources to Learn More</p>	<p>Modules about schedules are available here:</p> <ul style="list-style-type: none"> • Brief online training about task analyses, available here *Must create a free account to access • To learn more about upcoming TRIAD training opportunities: https://vkc.vumc.org/vkc/triad/live-training/

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>

Read to Self

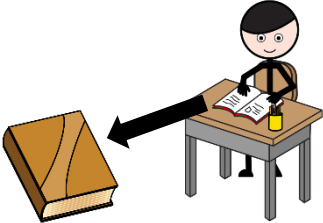
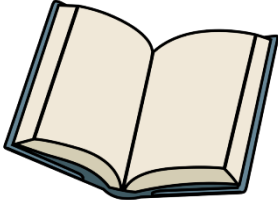


Looks like:

Mouth closed 

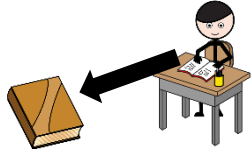



Eyes on book 

Sounds like:

Silent 


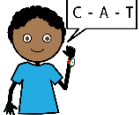






<p>Get book from desk</p> 	<p>Open book</p> 	<p>Begin reading silently</p> 	<p>Read for _____ minutes</p> 
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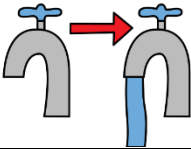
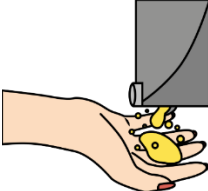

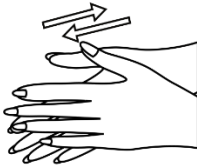

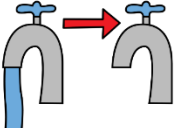

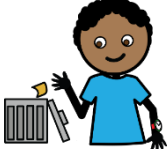
Read to Self	
1. Get your book from your desk.	
2. Open the book.	
3. Begin to read silently.	
4. Read for _____ minutes.	
Looks like: Mouth is closed, eyes are on the book	
Sounds like: Silent	



Foundational Skills- Reading

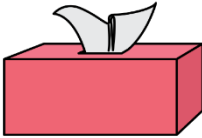



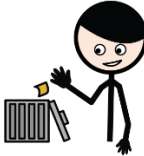

<p>1. Introduce the story <i>What is the story we will read today?</i></p>	
<p>2. Spellings <i>What spelling patterns will we notice in the text?</i></p>	
<p>3. Vocabulary <i>What vocabulary words will we read in the text?</i></p>	
<p>4. Purpose for reading <i>What are we reading to find out?</i></p>	
<p>5. Read the story <i>Look at the words and listen to the story.</i></p>	
<p>6. Discuss <i>What are the important parts of the text?</i></p>	
<p>7. Wrap up <i>What did we read today?</i></p>	
<p>8. Worksheet- Review the story <i>Show what I know about what I read.</i></p>	



<h1>Washing Your Hands</h1>	
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.	

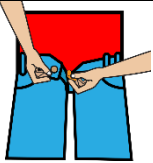







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Blowing Your Nose	
1. Get some tissues.	
2. Hold the tissue to your nose.	
3. Blow your nose into the tissue.	
4. Wipe your nose with the tissue.	
5. Put the tissue in the trash.	
6. Wash your hands or use hand sanitizer.	

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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.	

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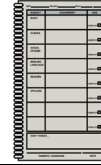
Unpacking at Arrival	
1. Hang up your backpack.	
2. Unzip your backpack.	
3. Put your lunch in the lunch basket.	
4. Turn in your homework.	
5. Put your agenda in the basket.	
6. Say "Good morning!"	
7. Check your schedule.	
8. Start your morning work at your desk.	

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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.



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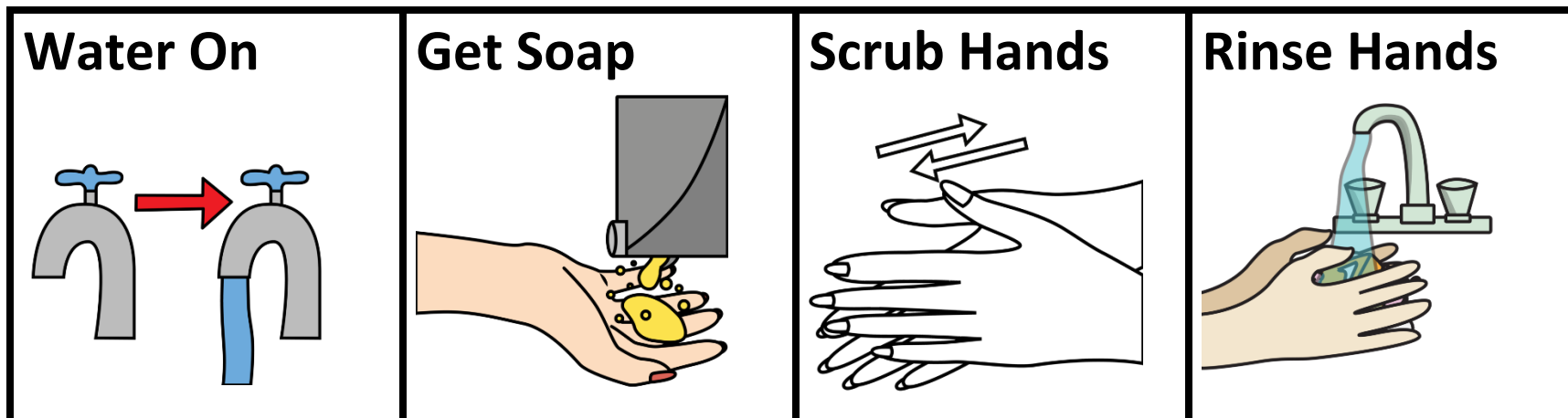


<h1>Eating Lunch</h1>	
1. Get your lunch tray.	
2. Make your lunch choices.	
3. Carry your tray to the table.	
4. Sit at the table.	
5. Eat your food.	
6. Drink your milk.	
7. Wipe your mouth with your napkin.	
8. Throw away your trash.	

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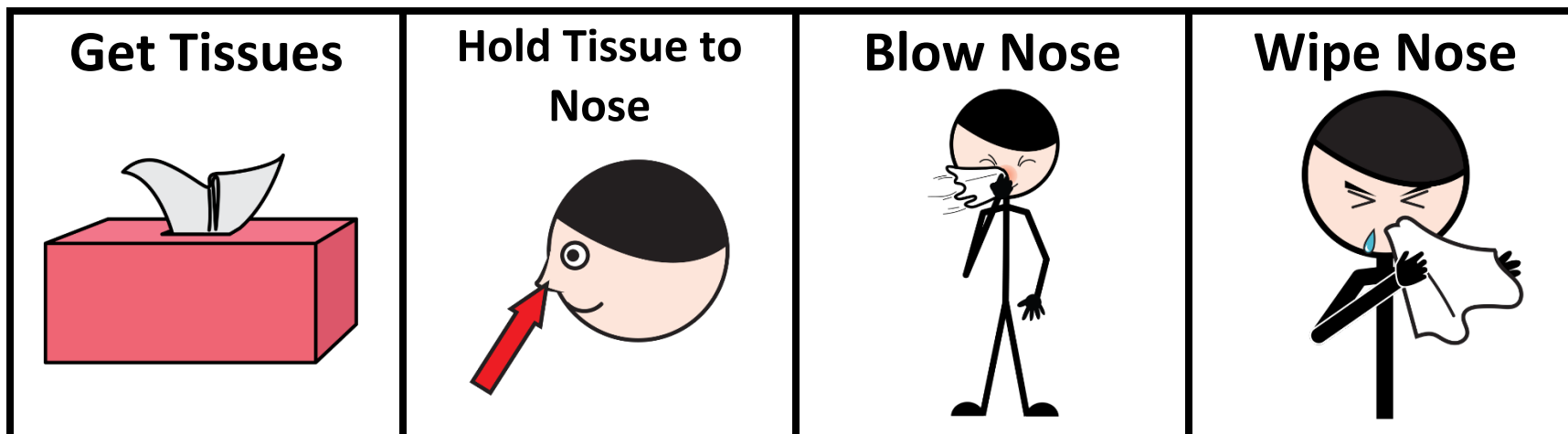


Wash Hands- Line Drawing



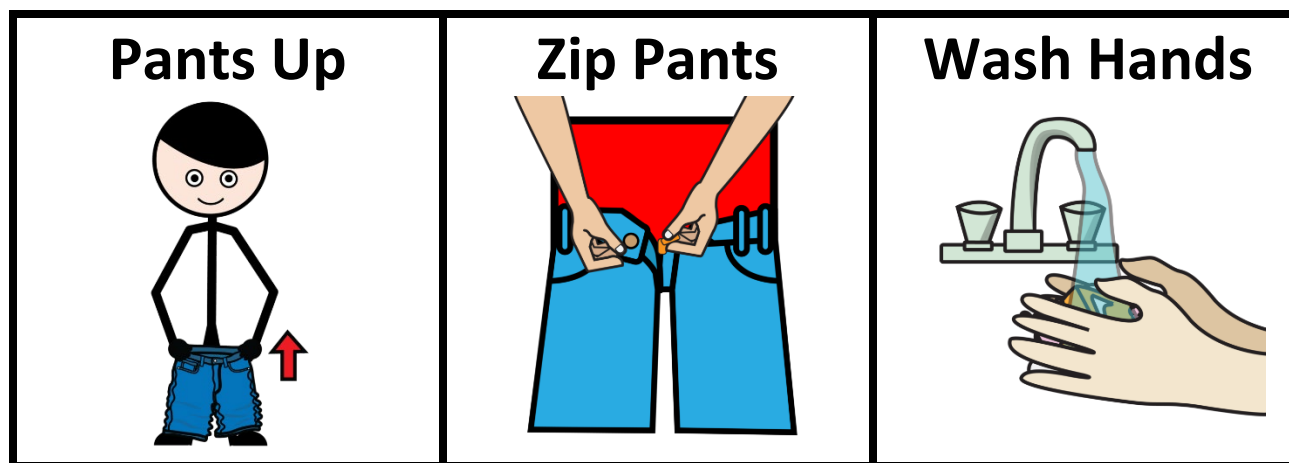
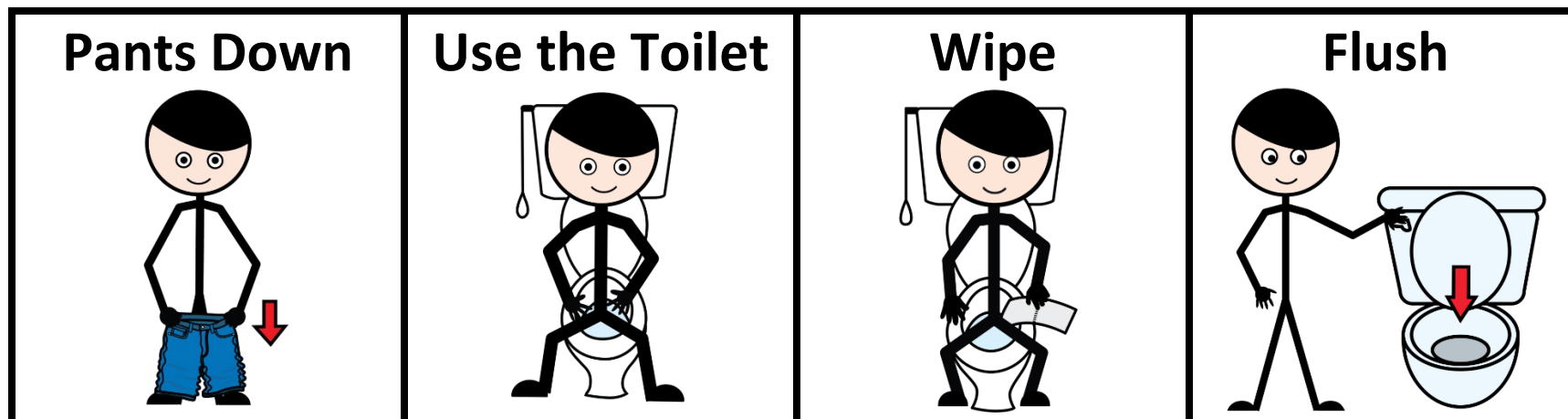
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Blow Nose- Line Drawing



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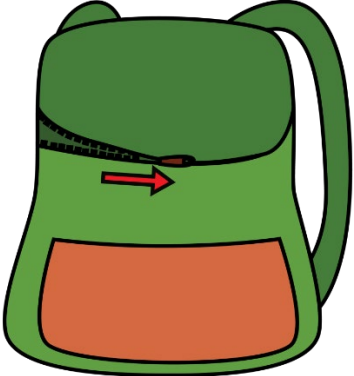
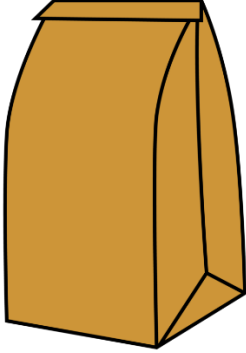

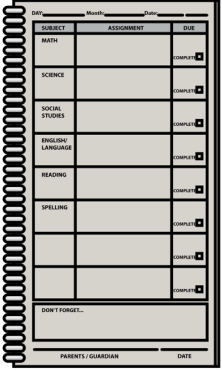

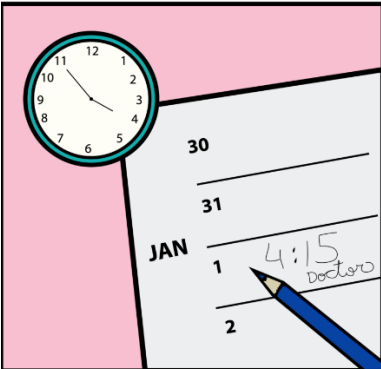

Bathroom- Line Drawing



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Unpacking for the Day- Line Drawing

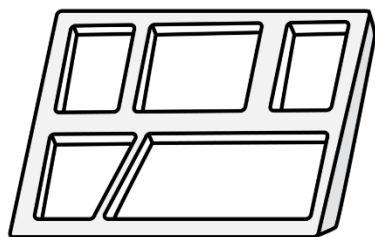
<h3>Hang up Backpack</h3> 	<h3>Unzip Backpack</h3> 	<h3>Put Lunch in Basket</h3> 	<h3>Turn in Homework</h3> 																											
<h3>Put Book in Basket</h3>  <table border="1"> <thead> <tr> <th>SUBJECT</th> <th>ASSIGNMENT</th> <th>DUE</th> </tr> </thead> <tbody> <tr> <td>MATH</td> <td></td> <td>COMPLETE</td> </tr> <tr> <td>SCIENCE</td> <td></td> <td>COMPLETE</td> </tr> <tr> <td>SOCIAL STUDIES</td> <td></td> <td>COMPLETE</td> </tr> <tr> <td>ENGLISH LANGUAGE</td> <td></td> <td>COMPLETE</td> </tr> <tr> <td>READING</td> <td></td> <td>COMPLETE</td> </tr> <tr> <td>SPELLING</td> <td></td> <td>COMPLETE</td> </tr> <tr> <td colspan="3">DON'T FORGET...</td> </tr> <tr> <td colspan="2">PARENTS / GUARDIAN</td> <td>DATE</td> </tr> </tbody> </table>	SUBJECT	ASSIGNMENT	DUE	MATH		COMPLETE	SCIENCE		COMPLETE	SOCIAL STUDIES		COMPLETE	ENGLISH LANGUAGE		COMPLETE	READING		COMPLETE	SPELLING		COMPLETE	DON'T FORGET...			PARENTS / GUARDIAN		DATE	<h3>Say "Good Morning"</h3> 	<h3>Check Schedule</h3>  <p>30 31 JAN 1 4:15 Doctors 2</p>	<h3>Work at Desk</h3> 
SUBJECT	ASSIGNMENT	DUE																												
MATH		COMPLETE																												
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Lunch- Line Drawing

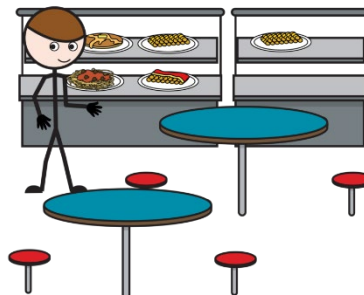
Get Lunch Tray



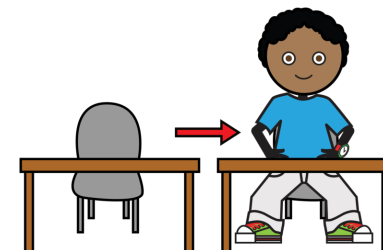
Make Lunch Choices



Carry Tray to Table



Sit at Table



Eat Food



Drink Milk



Wipe Mouth

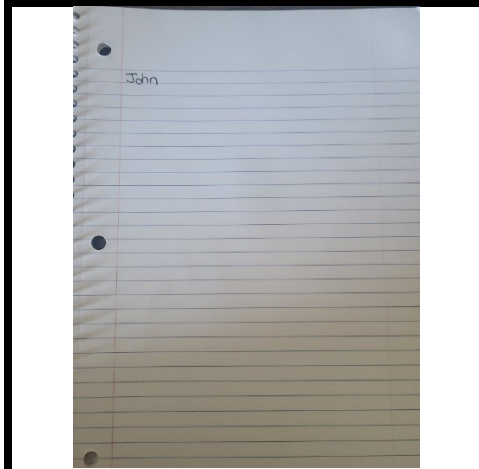


Throw Away Trash

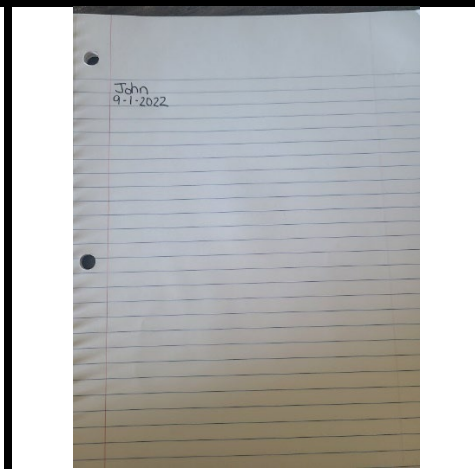


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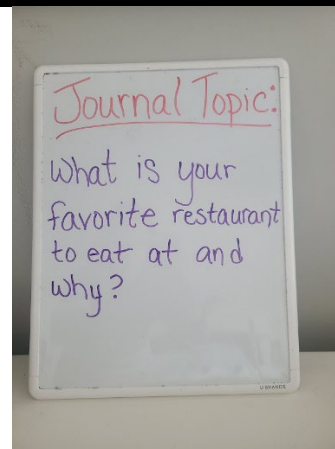
Journal Writing



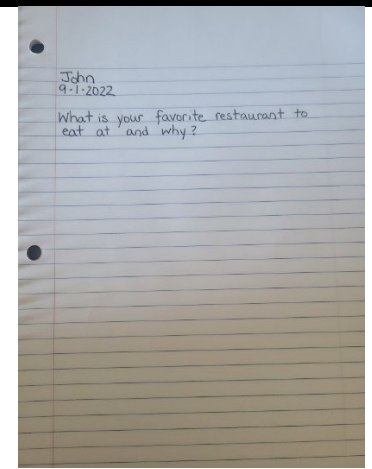
Write your name at the top of the paper.



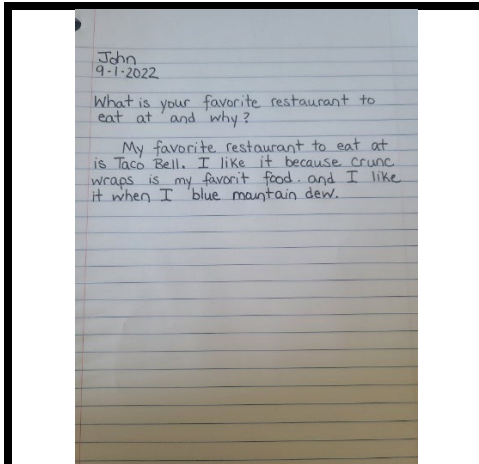
Write the date underneath your name.



Read the journal topic.



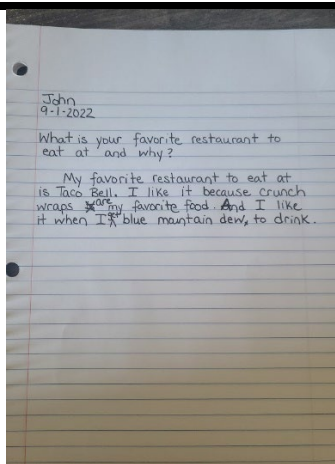
Write the journal topic.



Write your ideas in complete sentences.



Read what you wrote back to yourself silently.




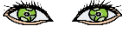




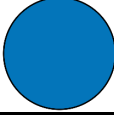

Correct any mistakes you see.



Close your journal.

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	<p>Name: _____</p> 
Read directions	 <p>Directions: Read the problem. Use the bar model to solve. Complete the model and the number sentence.</p>
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	