

Procedural Fidelity Checklist

Task Analysis

| Preparation | | |
|--|----------------------------|----------------------------|
| Identify a task or activity to create a task analysis for (e.g., task with multiple steps, that repeats frequently, or is long). | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| Break the task down into discrete steps. | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| Determine the best visual format to use (e.g., pictures, line drawings, words, etc.). | | |
| Create materials for the task analysis. | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| Implementation | | |
| Display the task analysis in the student's view or place the task analysis in the appropriate area. | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| Use a consistent phrase to indicate for the student to reference the task analysis. | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| If necessary, provide a nonverbal prompt from behind for the student to begin the task. | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| If necessary, use a nonverbal prompt from behind for the student to identify the next step in the task. | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| If necessary, use a nonverbal prompt from behind for the student to complete the step. | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| At the end of the task, provide reinforcement and behavior-specific praise. | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| Assessment | | |
| Fade prompting as necessary for the student. | <input type="checkbox"/> Y | <input type="checkbox"/> N |

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