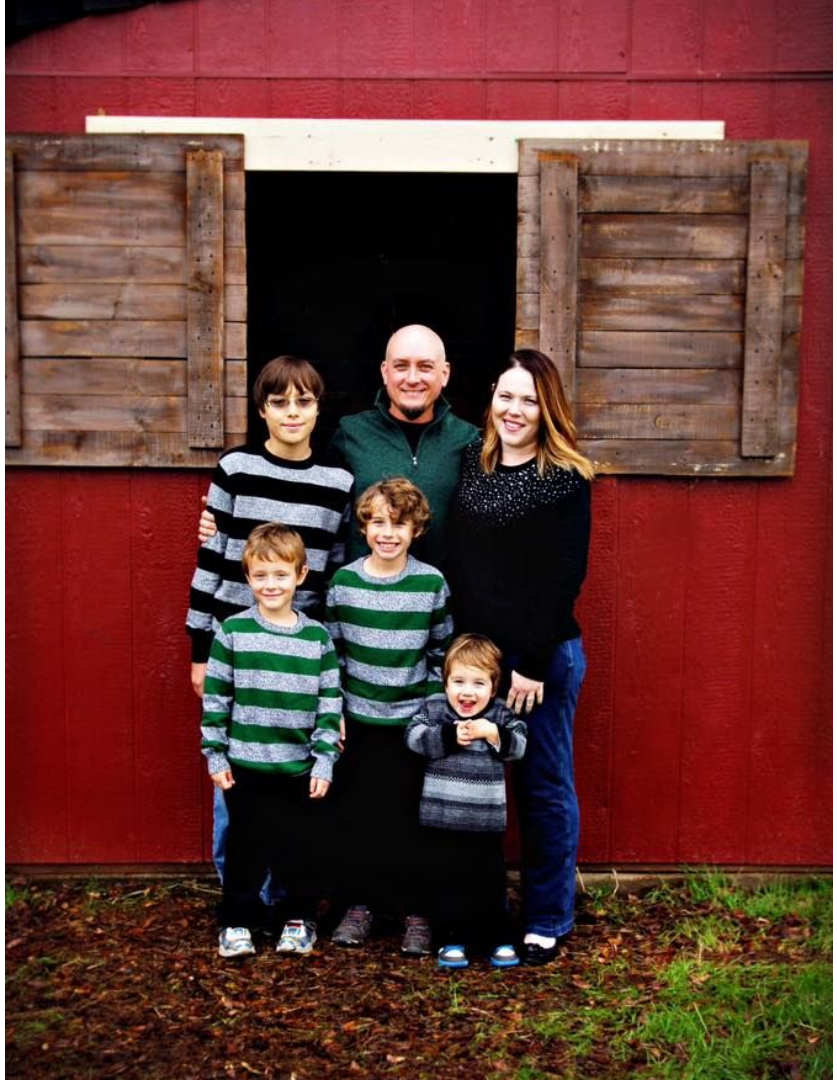
Task Analysis and Chaining

Dr. Maggie Daugherty

Who am I?



What is the SELPA?

https://selpa.bcoe.org/

Evidence-based practices and CAPTAIN

http://www.captain.ca.gov/

Modules for more information

http://afirm.fpg.unc.edu/afirm-modules

What is Task Analysis

Learners with ASD often struggle with learning new skills or behaviors, especially when these behaviors are complex or have multiple components. Task analysis (TA) can be used to help break down and teach these chained behaviors.1 Chained behaviors are behaviors or skills which consist of multiple steps such as tying shoes, grocery shopping, writing a paper, or cooking. Once chained behaviors are broken into smaller steps, team members work with the learner to systematically teach the individual steps. As the learner masters the individual steps, the learner will gradually become more independent using the target skill or behavior

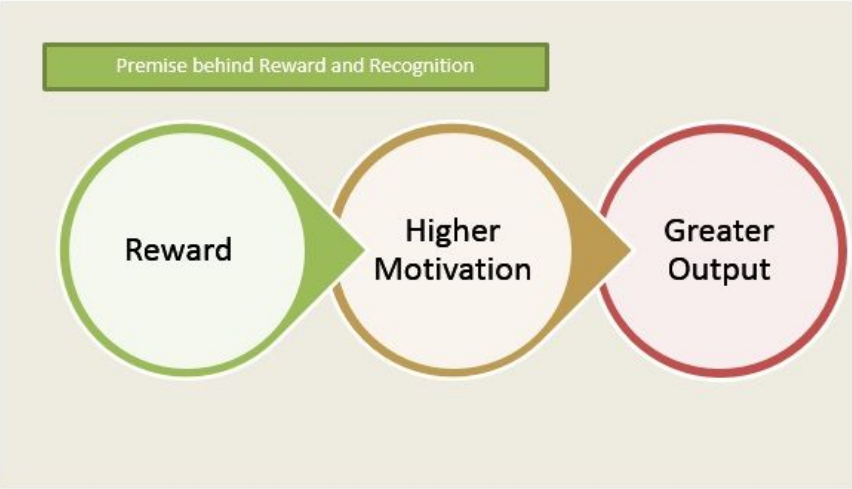
What EBPs are Needed for Task Analysis

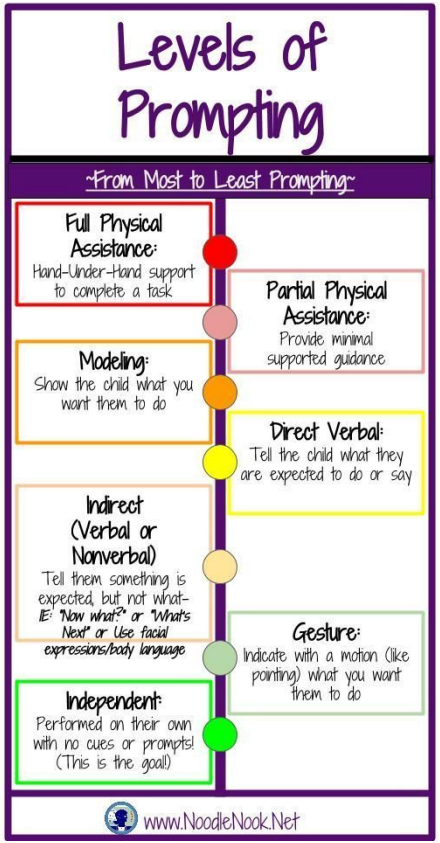
Prompting

Reinforcement

Visual supports

Time Delay

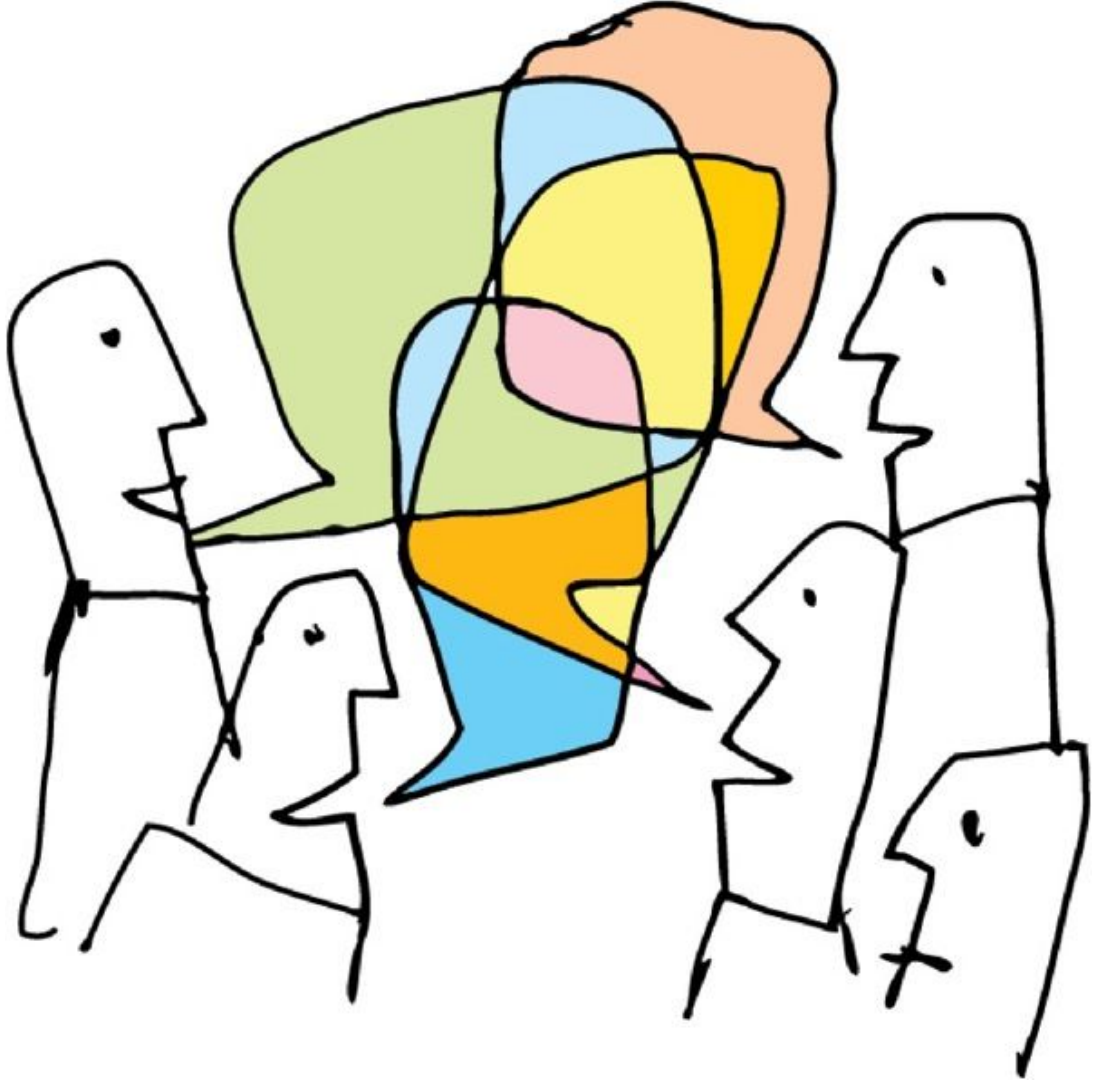




Prompting hierarchy

Which one do we use the most?

Which is the hardest to fade?



What is chaining?

Forward

Backward

*Total Task

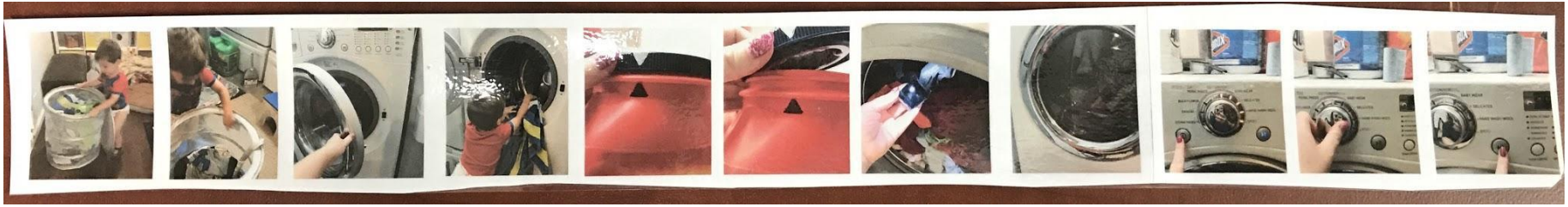
Video #1

Date/Initials	8/26
Get laundry basket	Ve/M
Take basket to laundry area	Ve/G*
Open the washer	N/A
Put in all the clothes	Ve/G
Line up the arrows	M/Ve
Open the detergent	Ve
Put in detergent pod in	Ve
Close the washer	Ve
Hit the power bottom	Ve/G
Turn the knob to normal	Ve
Press start button	Ve/G
*needed help	

Video #2

Date/Initials	8/26	8/26	
Get laundry basket	Ve/M	Ve	
Take basket to laundry area	Ve/G*	I*	
Open the washer	N/A	I*	
Put in all the clothes	Ve/G	Ve	
Line up the arrows	M/Ve	Ve/G/M	
Open the detergent	Ve	M	
Put in detergent pod in	Ve	Ve	
Close the washer	Ve	Ve	
Hit the power bottom	Ve/G	I	
Turn the knob to normal	Ve	I	
Press start button	Ve/G	I	
*needed help			

Task Analysis (pictures or words)



Student: Liam

Skill: Washing Laundry

Cue:

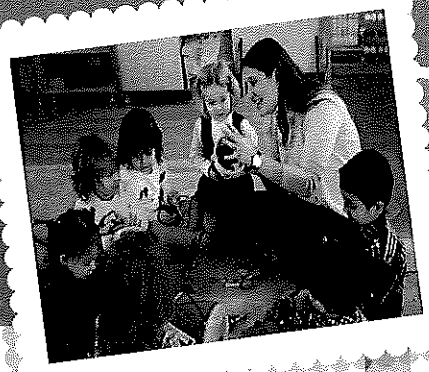
Prompt Hierarchy:
Full Physical (FP)
Partial Physical (PP)
Model (M)
Verbal (Ve)
Visual (Vi)
Gesture (G)
Independent (I)

Date/Initials								
Get laundry basket								
Take basket to laundry area								
Open the washer								
Put in all the clothes								
Line up the arrows								
Open the detergent								
Put in detergent pod in								
Close the washer								
Hit the power bottom								
Turn the knob to normal								
Press start button								

Video #3

Date/Initials	8/26	8/26	9/2	
Get laundry basket	Ve/M	Ve	I	
Take basket to laundry area	Ve/G*	I*	I*	
Open the washer	N/A	I*	I*	
Put in all the clothes	Ve/G	Ve	I/G	
Line up the arrows	M/Ve	Ve/G/M	I	
Open the detergent	Ve	M	I	
Put in detergent pod in	Ve	Ve	I	
Close the washer	Ve	Ve	Ve	
Hit the power bottom	Ve/G	I	I	
Turn the knob to normal	Ve	I	Ve/G	
Press start button	Ve/G	I	I	
*needed help				

Thoughts/Questions?



Task Analysis (TA)
---Tip Sheet for Professionals---

Task Analysis
TA

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

For more information visit:
www.afirm.fpg.unc.edu

AFIRM Autism Focused Intervention Resources & Modules

STEPS FOR IMPLEMENTING

1. Plan

- Determine if learner has prerequisite skills needed to learn target skill/behavior.
- Identify the components of the target skill/behavior.
- Check if task is completely analyzed.
- Select appropriate task analysis procedure.
- Select appropriate method for teaching steps of the TA.
- Develop presentation materials of the steps.

2. Use

- Follow steps of identified task analysis procedure:
  - Follow unique steps for backward chaining.
  - Follow unique steps for forward chaining.
  - Follow unique steps for total task presentation.

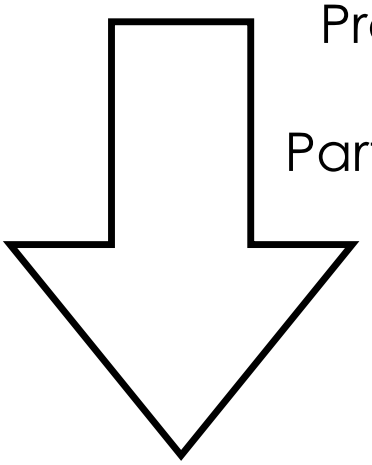
3. Monitor

- Collect data on target behaviors
- Determine next steps based on learner

Student: Liam

Skill: Washing Laundry

Cue:



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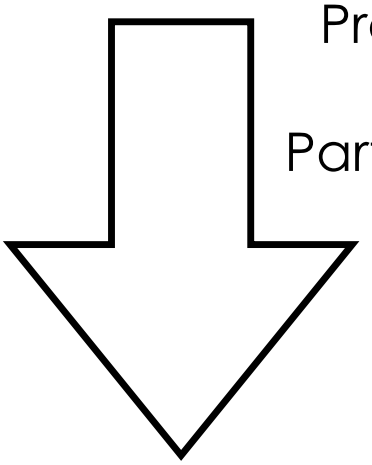
Press start button								

Teaching Strategy:

Student: Liam

Skill: Washing Laundry

Cue:



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Press start button								
Independence Level: # Steps Independent/Steps Completed								

Teaching Strategy: