



Task Analysis



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DEFINITION

A task analysis is a list of steps or behaviors broken down into their smallest components needed to complete a task.

WHAT SKILLS CAN WE TEACH?

- Life Skills
 - Hygiene
 - Work tasks
 - Washing Clothes
 - Starting dishwasher
 - Getting dressed
 - Getting to a location
- Academic Skills
 - Writing a paper
 - Accessing a website
 - Complete math problem

TA Progress Monitoring

| | | | | | |
|-------------------------------------|------|------|------|------|------|
| Student name: _____ | | | | | |
| Target Skill: Setting the table | | | | | |
| Type of TA: Total Task Presentation | | | | | |
| | Date | Date | Date | Date | Date |
| | 3/15 | 3/18 | 3/21 | | |
| Put plates on table | VP | GP | I | | |
| Put cups on table | VP | I | I | | |
| Put napkins on table | M | M | VP | | |
| Put forks on table | GP | GP | I | | |
| Put spoons on table | GP | VP | O | | |

I = Independent, VP = Verbal Prompt, GP = Gestural Prompt, M = Model Prompt, P = Physical Prompt, X = Incomplete, O = no opportunity

| | | | | |
|---------------------|---------------------|----------------------|------------------------|------|
| | Date | Date | Date | Date |
| | 3/15 | 3/18 | 3/21 | |
| Observer Initials | CK | CK | CK | |
| Additional Comments | Used visual support | Great job with cups! | No spoons needed today | |

Brushing Teeth

TEACH THE LEARNER

- Forwards Chaining: Learner learns first step and trainer completes next steps until the learner masters 1, and so on.
- Backwards Chaining: Trainer completes all steps except the last one. Learner completes the last step until it is mastered, then moves to the second to last, ect.
- Total Task: Student is expected to complete all tasks and trainer prompts the child through it using least to most prompting procedures.

EXAMPLE: WASHING HANDS

Lisa needs help washing her hands and one of her IEP goals is that she will be able to do this independently. There are several steps to this process, and it is often helpful to break this big task into smaller pieces.

Wash Hands

| | | |
|----------|--|--|
| 1 | | Turn on the warm water. |
| 2 | | Wet your hands. |
| 3 | | Turn off the water. |
| 4 | | Get soap. |
| 5 | | Wash and scrub for 20 seconds. |
| 6 | | Turn on the warm water and rinse off the soap. |
| 7 | | Dry your hands with a paper towel. |
| 8 | | Turn off the water with the paper towel. |
| 9 | | Throw the paper towel in the trash. |

Breaking this task down into small steps demonstrates complexity many of the skills we expect children to learn.

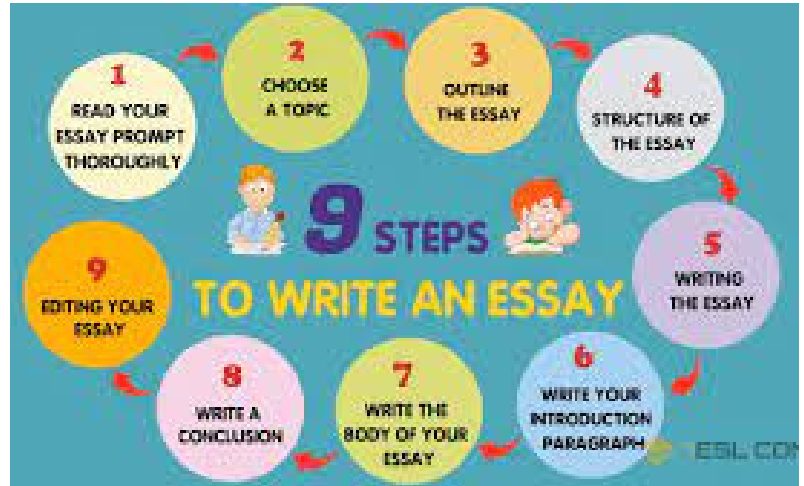
Parents and teachers might start with having the child turn on the faucet, then assist through the remaining steps. Once the child is able to turn on the faucet without assistance, the next step can be taught and so on through all the steps. Even more supportive, would be a picture display of each step for the child's reference. Pointing to the pictures of each step serves as a prompt.

RESOURCES

- [Find free task analysis in our free resource library!](#)

EXAMPLE: WRITING ESSAY

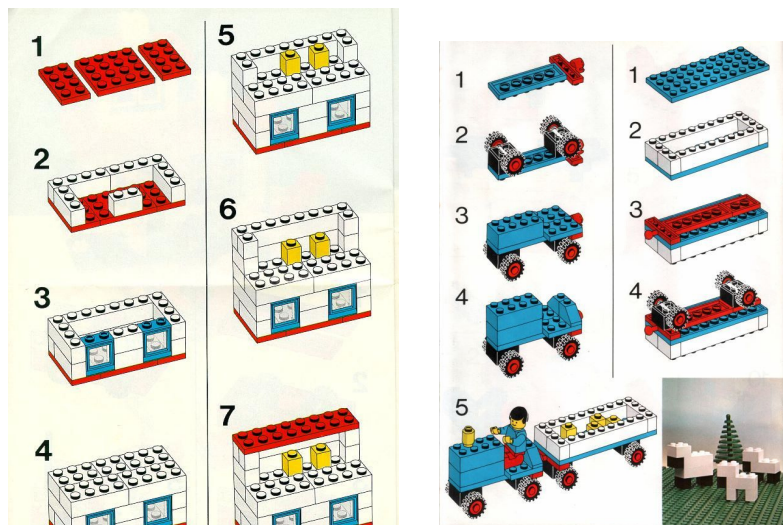
Let's focus on a high school student who is required to write a research paper. This student struggles with organizational skills and will need assistance to finish this long term process. The following might be an example of his task analysis:



Maybe this student could write this task analysis on a calendar or, even more motivating, place this on an on-line calendar with reminders.

EXAMPLE: SOCIAL SKILLS

A student is learning to play legos with his peers. If he needs help with creativity and staying on task, a lego building task analysis could be helpful.



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