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Thank you for joining us! The webinar will begin shortly.

How to Use Task Analysis to Plan Effective Lessons and Evaluate Progress

Presented by Jennifer Mahdavi, Ph.D, BCBA-D

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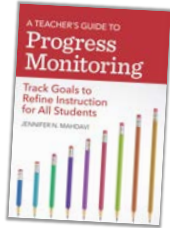
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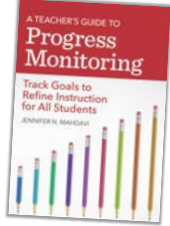
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Slide 7

Task Analysis:
Learning Objectives

Learn how to construct a task analysis
Discover how to chart student performance on each element of the task
Analyze student performance to make data-based instructional decisions
Use task analysis to help you conduct efficient progress monitoring

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Introduction to Task Analysis: What and Why

Break a task into its simplest parts
- To see where student has trouble
- To decide what skills to teach
- And in what order

What don't you understand about this?

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Task Analysis as an Evidence-Based Practice

Task Analysis is effective for:
- Teaching individuals with autism
  - Play/social skills
  - Communication
  - Academic and transition skills
- Teaching academic skills
  - Common Core State Standards
    - Math
    - Internet usage
  - Self-regulated strategy development (SRSD)
- Teaching functional and physical skills
  - Microwave usage
  - Laundry folding
  - Self-determination

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Constructing a Task Analysis: Overview

Step	Task
1	Define the skill or task to be performed.
2	Determine the prerequisite skills the student must possess before working toward the task.
3	List the steps that must be followed.
4	Pilot the task analysis; confirm or revise the steps.
5	Teach student(s) according to task analysis.
6	Use task analysis for progress monitoring.

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Get started with task analysis

	Task
1	Define the skill or task to be performed.
2	Determine the prerequisite skills the student must possess before working toward the task.

- Skill: brush your teeth
  - Clear vision
  - Specific definition
- Prerequisite skills
  - Motor skills: hold toothbrush, open/close lid on toothpaste, squeeze tube, turn faucet handle
  - Understanding of directionality: up/down, back/front

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The main events of task analysis

	Task
3	List the steps that must be followed.
4	Pilot the task analysis; confirm or revise the steps.

Sources for task analyses
- Make your own
- Internet search
- Watch videos of proficient people & write what they do

Piloting
- Follow steps perfectly
- Find errors in definitions
- Revise as necessary

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The main events of task analysis

Task
3 List the steps that must be followed.
4 Pilot the task analysis; confirm or revise the steps.

1. Turn on faucet & wet toothbrush. Turn off faucet.
2. Take cap off toothpaste.
3. Squeeze pea sized amount of toothpaste onto brush. Put cap back on toothpaste.
4. Put brush in mouth, bristles toward teeth.
5. Move brush up and down from left side of mouth to right until fronts of all teeth are brushed.
6. Repeat step 5 for the backs of the top teeth. Then the bottom.
7. Spit extra toothpaste into sink.
8. Turn on faucet; scoop water into mouth. Swish then spit into sink again.
9. Rinse sink and toothbrush.
10. Turn off faucet.

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5: Teach student(s) according to task analysis.

- All usual teaching techniques are appropriate
- Take note of how much assistance student needs– what steps can he do independently?
- Don't spend time teaching steps that are mastered

Toothbrushing Task
1. Turn on faucet & wet toothbrush. Turn off faucet.
2. Take cap off toothpaste.
3. Squeeze pea sized amount of toothpaste onto brush. Put cap back on toothpaste.
4. Put brush in mouth, bristles toward teeth.
5. Move brush up and down from left side of mouth to right until fronts of all teeth are brushed.
6. Repeat step 5 for the backs of the top teeth. Then the bottom.
7. Spit extra toothpaste into sink.
8. Turn on faucet; scoop water into mouth. Swish then spit into sink again.
9. Rinse sink and toothbrush.
10. Turn off faucet.

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6. Use task analysis for progress monitoring.

- Determine which steps student needs to master
- Prompts may be intrusive so & create dependency so…
- Use fewest and least intrusive prompts possible

Prompt Level	Description	Record data
Independent	Needs no assistance at all	I (letter i) or 0 (zero prompting)
Verbal/ signed/ pictures	Remind students, point to the picture schedule, sign an instruction, but do not demonstrate the skill	V or 1
Modeled	Needs to see the skill mimed or demonstrated, possibly with verbal instruction	M or 2
Physical guidance	Hand-over-hand, touch on elbow, repositioning a student's pencil group	G or 3

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Slide 16

6. Progress Monitoring with Task Analysis

16

Slide 17

What about academic skills?

Uses of Task Analysis
- Use task analysis for COMPLEX academic skills
- Skills that require strategies
- Skills that are a habit of mind more than a set of discrete steps.

- Examples: reading comprehension, mathematics number talks, the scientific method

Academic Example: Write a Sentence
1. Decide what you want to say. Say that out loud.
2. Make sure the sentence you said is a complete thought (has a subject and a verb). If it does not, try again.
3. Write the first word on the paper, use a capital letter for the first letter of the word.
4. Write each word in the sentence.
5. End with the appropriate end-mark.
6. Read what you wrote out loud and ask if it makes sense and says what you want. If it does not, change it.

17

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Questions?

18

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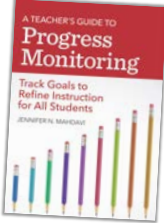How to Use Task Analysis to Plan Effective Lessons and Evaluate Progress

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