Task Analytic Assessment

When to use . . .

Use for skills that involve a single chain of responding

Variations

Single-skill task analysis
Full-routine task analysis
Repeated task analysis
“Therbligs” task analysis

Constructing a task analysis

• Do the task.
• Write down steps
• Have someone else perform it according to the written steps
• Adjust task analysis to include missing steps, etc.
• Watch several other persons perform the task to determine if there are other or more simpler ways to complete the task.

Troubleshooting a TA

• May need to talk with others if it is impossible to observe them first hand
• May need to research correct way of doing things
• May need to think of task analysis in a completely different way

Finalizing a TA

• Have student with disabilities perform task
• Make final adjustments for instruction and evaluation
• Reanalyze task based on student areas of difficulty, if necessary
Other skills
- Social skills
- Communication skills
- Motor skills
- Academic skills

Research on TA
- Define specific steps and identify stimulus control
- Can include nonessential steps, but exclude from data summaries
- Evaluate individual steps and total task
- Use engineering techniques

Things to consider
- Size of steps
  - Not too small
  - Not too big
  - Just right!
- Branching
  - Error analysis
  - Provide extra practice
- Sequence of steps

Individualize task analysis
- What if?
  - Hispanic
  - Prader-Willi Syndrome
  - Dietary restrictions
  - Cerebral palsy
  - Preschooler
- Need different task analysis for different learner

Other considerations
- Overall size of task analysis
- Principal of partial participation

Summary
- Observe current performance
- Identify best practices
- Define simple motoric responses
- Simplify with adaptations
- Enhance stimulus control