

Indicator #27
Task Analysis

Student organizes complex information and thought into small steps and goals.

Research

Students can use task analysis to learn to work independently and accomplish goals in the classroom. This allows the student to work on one simple task at a time instead of trying to master the complete task at once. Task analysis can be used to help address problems that students may be having with behavior, communication, and focus. Kindergarten teachers must model this skill and help children develop the understanding of how to break tasks into simple steps. This helps in preparation for independence as children acquire skills to complete tasks without teacher help. Task analysis meets the evidence-based practice criteria demonstrating its effectiveness for promoting appropriate behavior and communication skills for children as the preschool, elementary, and middle school levels.

Pratt, C. (n.d.). Applied Behavior Analysis: The Role of Task Analysis and Chaining. Retrieved June 07, 2016, from <https://www.iidc.indiana.edu/pages/Applied-Behavior-Analysis>

Task Analysis

AL.2.PK.B

Independently break simple tasks into steps and complete them one at a time.

The learner will:

- Break simple tasks into steps and complete them one at a time

The learner may also:

- Attend and follow through on two step directions
- Explain a routine sequence
- Relate the steps necessary to complete a task or activity
- Relate the desired outcome or end goal of a task or activity

Effective Practices:

- Explicitly provide the desired outcome or end goal of an assigned task or activity
- Model goal setting and breaking tasks into steps using explicit vocabulary (e.g. first, next, last)
- Use clear and concise directions for the completion of tasks visually and/or verbally
- Encourage children to relate the sequence, steps, and desired outcomes of self-initiated tasks and activities
- Review steps of a task with children prior to asking them to complete the task and provide reminders throughout the process

ACTIVITIES

Activity:

Morning Routine (Unpacking): take out folders or work, hang up backpacks and coats, lunch count

Can children tell you what comes next in your daily routine?

Activity Prompts:

“What do you do 1st when you come into the classroom?” “What do you do next?” “Did you do your lunch count?”

Evidence Collection Strategies:

- Teachers will observe and document students’ ability to explain a routine sequence.

Home School Connection:

- Have parents give children tasks with two and three steps
- Talk about bedtime routine (pajamas, brush teeth, read book)

Use: How to questions? How do you make a peanut butter and jelly sandwich? What are the steps to brushing teeth?

Activity:

Materials

Meal items provided by the school.

Encourage students to stay on task with simple breakfast/lunch directions in order to get their food, drink, spork, and sit at table.

Activity Prompts:

If a child hesitates, provide scaffolding and modeling as well as visual cues. Prompt: “What do we pick-up first when we come to the cafeteria?” “Do you have your drink?” “Do you have your spork?”

Extension activity:

Add directives and decrease the use of verbal cues. Have students help a partner pick-up all the meal items.

Evidence Collection Strategies:

- Teachers will observe and document students’ ability to break down lunch time tasks.

Home School Connection

Outside:

- Play Simon Says
- Play sports such as kickball, baseball, etc.
- Ride a bicycle

Activity:

Materials:

Student folder, book bag, and belongings

Encourage students to stay on task with simple one-step directions in order to pack up for the school day. Provide modeling and verbal and visual cues.

Activity Prompts:

If a student hesitates, provide scaffolding and modeling as well as visual cues. Prompt: “What do we do first when we pack up to go home?” “Do you have your folder?” “Do you have your lunch bag?”

Extension activity:

Add directives and decrease the use of verbal cues. Have students tell a partner how to pack up or help a partner.

Evidence Collection Strategies:

- Teachers will observe and document students’ ability to complete the simple task of getting ready to go home – step by step.

Home School Connection:

Encourage families to engage their child in following directions activities:

In the kitchen:

- Practice setting the table
- Practice following a recipe to make something together

In the bathtub:

- Practice the steps in brushing teeth
- Practice the steps in washing hands

Outside:

- Play Simon Says
- Play sports such as kickball, baseball, etc.
- Ride a bicycle

Traveling:

- Practice crossing the street
- Following directions and signals

Extension:

Encourage families to talk with their children and model tasks and directions. Have them come up with a scavenger hunt and go through the directions together to complete it.