Task Analysis Packet

Task analysis is the act of breaking up or splitting an activity into all of its fundamental parts to increase one’s efficiency and ability at completing a chosen task. After you receive training on how to conduct a functional analysis and understand how to collect data for the system, you will be able to more effectively teach new skills to the people you work with. Reference the below terms for assistance.

**Independent** – person does the step completely on his/her own without any prompting

**Verbal** – the instructor tells the person what to do (e.g. get soap)

**Model**(or Gesture) – the instructor models the behavior or points to the object a person uses next

**Partial Physical** – the instructor guides the person’s hand to the next skill

**Full Physical** – the instructor hand over hand helps the individual complete the skill

**Three ways to teach tasks:**

**Forward chaining** – staff will have the person learn one skill at a time starting with the first step, but the staff finishes the remaining steps for the person.  When step one is mastered the person completes step one and has instruction on step two.  The instructor finishes the remaining skill for the person.  This continues until all steps are mastered.

**Backward chaining** – this is the reverse of forward chaining.  The instructor completes all steps, but allows the person to learn the last step using prompts.  When the last step is mastered the person learns the second to last step.

**Total task** – the person learns each step as the skill is taught and the instructor gives the correct level of prompts at each steps to allow the person to proceed to the next step.

**In order to collect data using task analysis:**

1. Print or create a task analysis that sequentially outlines the individual steps.
2. Document present level of performance on the skill by observing the person attempting the skill and writing down the level of prompt currently required at each step.  Use at least 3 baseline trials.
3. Determine if forward, backward, or total task is the most appropriate means of instruction for the person and the task.
4. Determine reinforcement type and frequency.
5. Monitor progress using data collection sheets.  In many cases, graphing the number of skills completed independently may be helpful.

Task Analysis Tracking Sheet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Start Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teaching Method: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Trial |
| Task Step | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | Total Independent | I |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | Total Verbal | V |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Total Gesture | G |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Total Partial Physical | PP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Total Full Physical | FP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total score |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Task Analysis Graph

Instructions: Use this graph to visually document the data collected via the Task Analysis Tracking Sheet. Place an “X” in the corresponding box that denotes score and trial, ex. If the score for the first trial is 62, then an “X” should be placed in the box that scores 60-63 in the first column.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 72-75 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 70-71 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 64-67 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 60-63 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 56-59 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 52-55 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 48-51 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 44-47 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 40-43 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 36-39 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 32-35 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 28-31 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 24-27 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20-23 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16-19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Score Trial | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 | 13 | 14 | 15 |

Additional Pertinent Information:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_