

GUIDING PRINCIPLE 3

ENHANCING STUDENT AUTONOMY AND RESPONSIBILITY



Strategy: Task Analysis

Audience: Kindergarten to Grade 8

What:

- Using a visual task analysis helps a student understand and follow the steps to complete a new or difficult task
- This can be used for activities such as: dressing, hygiene, cooking, preparing their learning environment for the day, etc.

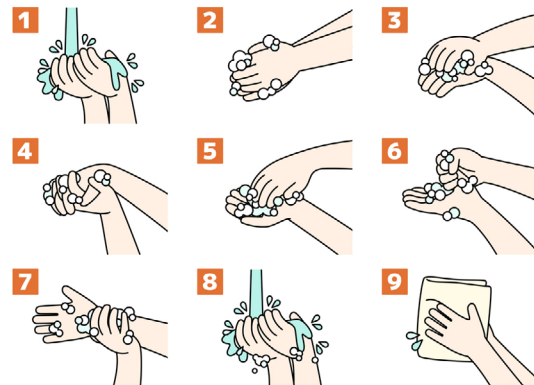
How:

- Break down a task into smaller and more manageable steps
- Provide a visual support for the order in which these steps occur
- This will help the student be independent and understand the expectations for a complex task
- Practice with these steps will allow the student to learn the new or challenging skill in smaller chunks, and will allow them to become familiar with the sequence of steps required to be successful with that task

Materials:

- SLP and OT can assist with creating visual task analysis to support individual student needs
- Class-wide supports can also be provided for tasks where the students are creating/building or carrying out a science experiment, etc.

Example:



Inclusive Practices to Consider:

- Consider the student's specific needs when picking a task that needs to be broken down
- Make sure the chunks are small enough for the student to be successful
- Consider if the student can handle a written list of steps or will need visuals to support their understanding

Reference and Links:

Task Analysis for Students with Autism
<https://www.youtube.com/embed/7WYDoRkIM50>

Visual Task Analysis for Washing Hands
<https://www.teacherspayteachers.com/Product/Visual-Task-Analysis-for-Washing-Hands-3577806>

What You Need to Know About Task Analysis and How to Use It
<https://autismclassroomresources.com/what-you-need-to-know-about-task-analysis-and-why-you-should-use-it/>