Module: Task Analysis

Implementation Checklist for Task Analysis

Franzone, E. (2009). *Implementation checklist for task analysis.* Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.

Instructions: The Implementation Checklist includes each step in the use of Task Analysis. Please complete all of the requested information including the site and state, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

	Observation	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1 – 5)									
Step 1. Identify the Target Skill		**Score****							
1. Identify the target skill that individual wants to teach the learner with ASD.									
Step 2. Identifying the Prerequisite Skills of the Learner and the Materials Needed to Teach the Task									
1. Determine whether the learner has the required prerequisite skills needed to learn the task.									
2. Define the necessary materials needed to teach the task.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initial's								
Step 3. Breaking the Skill into Components		**Score****							
1. Segment the target skill into more manageable components by: a. completing the skill themselves and recording each step or b. observing another person (in real time or via video) complete the activity and recording the steps.									
2. Confirm that each component consists of a discrete skill.									
Step 4. Confirming that the Task is Completely Analyzed									
1. Confirm that the task is completely analyzed by having someone follow the steps verbatim.									
Step 5. Determining How the Skill Will be Taught									
1. Select the appropriate teaching method by matching the method to:									
a. The learners temperament,									
b. The learners learning style,									
c. The history of what has and has not worked for this learner,									
d. The learners IEP/IFSP, and									
e. The environment within with the learner functions.									
2. Present the steps of the task analysis to learners in an age and developmentally-appropriate manner.									

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Intervention and Progress Monitoring (Step 6)									
Step 6. Implementing Intervention and Monitoring Progress (cont.)		**Score****							
1. Implement the evidence-based practices identified as appropriate to teach the target skills using the steps for implementation and implementation checklist for the selected practices.									
2. Follow appropriate data collection procedures to monitor learner progress for the specific evidence-based practices chosen to teach the target skills.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

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Date	Observer Initials	Targeted Skill/Behavior, Comments, and Plans for Next Steps
Date	**Observer Initials**	**Targeted Skill/Behavior, Comments, and Plans for Next Steps**
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