



Autism Focused Intervention
Resources & Modules

This overview
brief will
support your
use of the
evidence-
based practice:
Task Analysis.

**For more
information visit:**
www.afirm.fpg.unc.edu

Task Analysis (TA) ---EBP Brief Packet---

Components of the EBP Brief Packet...

This evidence-based practice overview on Task Analysis (TA) includes the following components:

1. **Overview:** A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base:** The *TA Evidence-base* details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide:** Use the *TA Step-by-Step Practice Guide* as an outline for how to plan for, use, and monitor TA. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist:** Use the *TA Implementation Checklist* to determine if the practice is being implemented as intended.
5. **Data Collection Sheets:** Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals:** Use the *TA Tip Sheet for Professionals* as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide:** Use the *TA Parent Guide* to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources:** Use the *Additional Resources* to learn more about the practice.
9. **CEC Standards:** A list of *CEC Standards* that apply specifically to TA.
10. **Module References:** A list of numerical *References* utilized for the TA module.

Suggested citation:

AFIRM Team. (2015). *Task analysis*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorders, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/task-analysis>

What is Task Analysis?

Learners with ASD often struggle with learning new skills or behaviors, especially when these behaviors are complex or have multiple components. Task analysis (TA) can be used to help break down and teach these chained behaviors.¹ Chained behaviors are behaviors or skills which consist of multiple steps such as tying shoes, grocery shopping, writing a paper, or cooking. Once chained behaviors are broken into smaller steps, team members work with the learner to systematically teach the individual steps. As the learner masters the individual steps, the learner will gradually become more independent using the target skill or behavior.

Evidence-base

Based upon the recent review, task analysis meets the evidence-based practice criteria with 6 single case design studies. The practice has been effective with learners in elementary (6-11 years) and middle school (12-14 years). Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how task analysis can be used effectively to address: social, motor, adaptive, communication, joint attention, and academic outcomes.

How is TA Being Used?

Task analysis can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use task analysis in the home.

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