

# Task Analysis Fact Sheet

## Brief Description

Task analysis (TA) involves breaking a complex or “chained” behavioral skill into smaller components in order to teach a skill. The learner can be taught to perform individual steps of the chain until the entire skill is mastered (also called “chaining”). Other practices, such as reinforcement, video modeling, or time delay, should be used to facilitate learning of the smaller steps. As the smaller steps are mastered, the learner becomes more and more independent in his/her ability to perform the larger skill.

## Qualifying Evidence

TA meets evidence-based criteria with 8 single case design studies.

## Ages

According to the evidence-based studies, this intervention has been effective for preschoolers (age 3–5 years) to middle school-age learners (12–14 years) with ASD.

## Outcomes

TA can be used effectively to address social, communication, joint attention, academic, motor, and adaptive skills.

## Research Studies Providing Evidence

- Browder, D. M., Trela, K., & Jimenez, B. (2007). Training teachers to follow a task analysis to engage middle school students with moderate and severe developmental disabilities in grade-appropriate literature. *Focus on Autism and Other Developmental Disabilities, 22*(4), 206-219.  
doi: 10.1177/10883576070220040301
- Martins, M. P., & Harris, S. L. (2006). Teaching children with autism to respond to joint attention initiations. *Child & Family Behavior Therapy, 28*(1), 51-68. doi: 10.1300/J019v28n01\_04
- Morse, T. E., & Schuster, J. W. (2000). Teaching elementary students with moderate intellectual disabilities how to shop for groceries. *Exceptional Children, 66*(2), 273-288.
- Parker, D., & Kamps, D. (2011). Effects of task analysis and self-monitoring for children with autism in multiple social settings. *Focus on Autism and Other Developmental Disabilities, 26*(3), 131-142.  
doi: 10.1177/1088357610376945
- Tarbox, J., Madrid, W., Aguilar, B., Jacobo, W., & Schiff, A. (2009). Use of chaining to increase complexity of echoes in children with autism. *Journal of Applied Behavior Analysis, 42*(4), 901-906.  
doi: 10.1901/jaba.2009.42-901
- Tekin-Iftar, E., & Birkan, B. (2010). Small group instruction for students with autism: General case training and observational learning. *The Journal of Special Education, 44*(1), 50-63.  
doi: 10.1177/0022466908325219

Yilmaz, I., Birkan, B., Konukman, F., & Erkan, M. (2005). Using a constant time delay procedure to teach aquatic play skills to children with autism. *Education and Training in Developmental Disabilities*, 40(2), 171-182.

Yilmaz, I., Konukman, F., Birkan, B., Ozen, A., Yanardagù, M., & Camursoy, I. (2010). Effects of constant time delay procedure on the Halliwick's method of swimming rotation skills for children with autism. *Education and Training in Autism and Developmental Disabilities*, 45, 124-135.

#### **TASK ANALYSIS FACT SHEET—SUGGESTED CITATION**

Fleury, V. P. (2013). *Task analysis (TA) fact sheet*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, The National Professional Development Center on Autism Spectrum Disorders.

Adapted from:

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