Transcript for slide 6a.

When using task analytic instruction, first select a goal. Remember, this goal must be a chained skill, meaning that it is made up of multiple steps. For example, handwashing, completing an algebraic equation, participating in an inquiry science lesson. After selecting your goal, a quality TA must be written. This will be discussed in further detail in this module. After writing the TA, the instructional strategies need to be chosen meaning the chaining procedure to use and the prompting strategy to use for each step of the TA. This information will be covered in more detail in the remainder of this module. Finally, a data collection method must be chosen. For more information on data collection, see the data collection module.

Transcript for slide 6b.

When writing a quality task analysis there are several important steps to consider. First, it is always helpful to watch someone perform the skill and write down all of the steps they take to finish the skill. Next, determine the critical steps. Sometimes you can combine a step for one student, but need to break it into 2 separate steps for another student. A TA is very individualized based on the skills the student has in their repertoire. This brings up an important point about partial participation. Always consider the fullest extent the student can participate in the sequence of skill, so think about increasing active participation, control, and choice. This will be covered in more detail coming up. Finally, you need to field test your TA to make sure there are no issues.