

How to Make a Task



First: Use assessment results to determine need

After Task: Provide opportunities for generalization of the skill learned

We will demonstrate how to make tasks:

- Choosing an IEP goal to work on
- Using an alternate assessment application
- Task analyzing an identified life skill





Steps for Making a Task for an IEP Goal

- Choose the goal: *Christina will independently count equivalent coin amounts up to \$1.00 with 8/10 correct three times a week.*
- Think of different ways for the student to work towards the goal:
 - Count actual coins to match an amount
 - Match pictures of equivalent coin amounts
 - Complete math computer tasks that match equivalent coin amounts
 - Count out coins for vending machine use

Steps for Task to Support the IEP Goal

- Develop a structured teaching task for one of the choices: *Match pictures of equivalent coin amounts.*
- Materials needed: coin puzzles; container for pieces; box to hold pieces and container; tape or hook and loop tape



Instructions:

1. Tape container to box on left side
2. Place small puzzle pieces in container
3. Hook & loop tape the larger pieces to the box on the right side of the container
4. Teach the task to the student



Steps for Alternate Assessment Application

- Choose the application: *Use the food pyramid or other resource to plan/choose a healthy meal.*
- Write steps to reach this application:
 - Identify foods
 - Match foods to food pyramid categories
 - Choose foods from each category to make a healthy meal



Steps for Task to Support the Alternate Assessment Activity

- Develop a structured teaching task to support one of the choices: *Match foods to food pyramid categories*
- Materials needed: poster board; pictures of food from each category; marker; hook & loop tape; lamination

Instructions:

1. Locate, cut out, label, and laminate pictures of food from each food pyramid category
2. Draw the food pyramid with labeled categories on the poster board
3. Attach hook & loop tape to the back of the pictures and the poster board
4. Hang poster board in work area. Place pictures in small container below the poster (not shown). Teach the task.





Steps for Task Analyzed Life Skill

- Choose a task to be broken into steps: *Put folded laundry away in dresser independently.*
- Write task analysis:
 - Place folded clothing into an open container
 - Open and close a drawer using a handle
 - Match folded clothing item to a photo
 - Place folded clothing into drawer with matching photo



Steps for Task to Support the Task

Analyzed Life Skill

- Assess student on task analysis steps and develop a structured teaching task for that step: *Place folded clothes into drawer with matching photo*
- Materials: clothing; drawers; photos



Instructions:

1. Print and laminate photos. Tape onto front of drawer and bottom of drawer.
2. Place folded clothing in box.
3. Teach how to complete task. May begin with one or two types of clothing and photos, and then add more items.



Remember:

- Develop tasks based on assessed need. These should be specific for each student.
- Think about how the task can grow and change. Develop a plan for generalization.
- Be sure the task has a purpose in the larger picture of learning and is not just busy
- Teach the task at one to one sessions, adapting the task if data isn't showing progress.

