

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, teacher being observed, and the learner's initials. 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: _____

Teacher / Practitioner: _____

Learner's Initials: _____

Observation	1	2	3	4	5	6	7	8
Date								
Observer's Initials								

Step 1. Identify the Target Skill

1. Teachers/practitioners identify the target skill that he/she wants to teach the learner with ASD.

Observation	1	2	3	4	5	6	7	8
Score								

Step 2. Breaking the Skill into Components

1. Teachers/practitioners segment the skill into more manageable components by:

a. completing the skill him/herself, or

Observation	1	2	3	4	5	6	7	8
Score								

b. observing another person complete the activity and recording the steps.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners confirm that each component consists of a discrete skill..

Observation	1	2	3	4	5	6	7	8
Score								

Step 3. Confirming the Steps of the Task Analysis

- Teachers/practitioners confirm the steps of the task analysis by having someone follow the steps verbatim.

Observation	1	2	3	4	5	6	7	8
Score								

Step 4. Determining How the Skill Will be Taught

- Teachers/practitioners select the appropriate teaching method by matching the evidence-based strategy with:

a. the learner's temperament,

Observation	1	2	3	4	5	6	7	8
Score								

b. the learner's learning style,

Observation	1	2	3	4	5	6	7	8
Score								

c. the history of what has and has not worked for this learner,

Observation	1	2	3	4	5	6	7	8
Score								

d. the learner's IEP/IFSP, and

Observation	1	2	3	4	5	6	7	8
Score								

e. the environments within which the learner functions.

Observation	1	2	3	4	5	6	7	8
Score								

- Teachers/practitioners identify the evidence-based practice(s) that will be used to teach the steps of the skill.

Observation	1	2	3	4	5	6	7	8
Score								

3. Teachers/practitioners identify the types of prompting and reinforcement procedures they will use to teach the steps identified by the task analysis and/or that are appropriate for specific evidence-based practices.

Observation	1	2	3	4	5	6	7	8
Score								

4. Teachers/practitioners present the steps of the task analysis to learners in an age and developmentally-appropriate manner.

Observation	1	2	3	4	5	6	7	8
Score								

Step 5. Implementing Intervention and Monitoring Progress

1. Teachers/practitioners implement the evidence-based practice(s) identified as appropriate to teach the target skills using the steps for implementation and implementation checklist for the selected practice.

Observation	1	2	3	4	5	6	7	8
Score								

2. Teachers/practitioners follow appropriate data collection procedures to monitor learner progress for the specific evidence based practices chosen to teach the target skills.

Observation	1	2	3	4	5	6	7	8
Score								

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

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