

TRI-STATE WEBINAR SERIES

Developing Routines and Independence Using Task Analysis

Presented by: Sonja
Chatfield-Peetz, M.S.Ed



Tri State Webinar Series 2015-2016

Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, 785-876-2214.



The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government

Presenter Information



Sonja Chatfield-Peetz, M.S.Ed, is the Northeast Regional ASD Coordinator for the Nebraska Autism Spectrum Disorders Network. She provides assistance and information about evidence-based trainings to local school districts and parents of children and youth with ASD.

Tri State Webinar Series 2015-2016

Learner Objectives

- Participants will identify routines for skill acquisition
- Participants will list steps for developing routines
- Participants will identify the ways to create a task analysis
- Participants will use chaining methods to teach routines

Tri State Webinar Series 2015-2016

Presentation Summary

In this webinar, participants will be introduced to how to choose appropriate routines to use Task Analysis. We will discuss how prompts and cues can develop or hinder independence and methods to teach the skills we want to teach.

Tri State Webinar Series 2015-2016

Skills Sets Are Important

- **Labor Force Participation**
 - People with disabilities: 19.2%
 - People without disabilities: 68.1%
- **Unemployment Rate**
 - People with disabilities: 10.3%
 - People without disabilities: 4.6%

(Office of Disability Employment Policy, December, 2015)

Tri State Webinar Series 2015-2016

Routines Vs. Skills

Routines

- Interviewing for a job
- Conversation starters
- ATM Use
- Classroom/Work place
- Dressing/washing hair
- Transportation

Skills

- Communication
- Functional Object Skill
- Environment Skills
- Self Help Skills
- Systems Skills

Tri State Webinar Series 2015-2016

Content of Instruction

Routines

Activities students do throughout the day

Lessons

Foundational skills needed to perform routines independently

Tri State Webinar Series 2015-2016

Routine Instruction Can Benefit...

- Students with significant needs
- Students needing support in general education classrooms
- Students transitioning to post-secondary settings

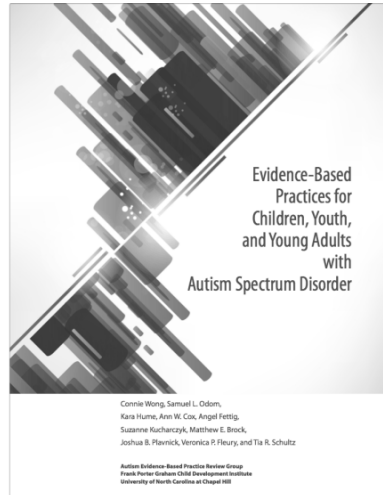
Tri State Webinar Series 2015-2016

Polling Question #1

True or False: Successfully teaching routines will increase a Students skill set towards independence.

Tri State Webinar Series 2015-2016

Evidence-Based Practices



 The National Professional Development Center
on Autism Spectrum Disorder

<http://autismpdc.fpg.unc.edu/>

Tri State Webinar Series 2015-2016

Instructional Methods Supported by Research

- Discrete Trial Teaching (DTT)
- **Task Analysis (TA)**
- Prompting (PP)
- Visual Supports (VS)
- Peer Mediated Instruction and Intervention (PMII)
- Antecedent-Based Intervention (ABI)
- Pivotal Response Training (PRT)
- Reinforcement (R+)
- Self-Management (SM)
- Social Skills Groups
- Naturalistic Intervention (NI)
- Video Modeling (VM)
- Social Narratives (SN)

Tri State Webinar Series 2015-2016

How to Develop Routines



Tri State Webinar Series 2015-2016

Creating Routines Task Analysis/Chaining

1	Identify relevant natural and instructional cues
2	Identify expected student behavior
3	Determine consistent measurement scale to assess independence (TA)
4	Use data to drive instructional decision making
5	On-going progress monitoring

Tri State Webinar Series 2015-2016

Tips on Cues/Prompts

- Pairing an instructional cue with a natural cue makes transition to a natural cue easier
- Instructional cues can begin with simple cues (modeling) and progress to more complex cues (multiple step directions)

Tri State Webinar Series 2015-2016

Tips on Cues/Prompts

- Identifying appropriate instructional cues is the **key to consistency** among staff
- Moving from instructional cues to natural cues is the **key to independence**

Tri State Webinar Series 2015-2016

Identify Expected Student Behavior

- Under estimate skills
- Predetermination
- Presume Competency

“Kids with Autism can learn anything that we figure out how to teach them” -Lee Stickle, Director, TASN, Autism Tertiary Behavior Supports.

Tri State Webinar Series 2015-2016

Determine consistent measurement scale to assess independence (TA)

1. Write down steps
2. Have someone else perform it
3. Watch others & do research
www.autisminternetmodules.org
4. Do the task
5. Watch student perform task

Tri State Webinar Series 2015-2016

Which of the following are ways to construct a task analysis?

- A. Write down the steps
- B. Do the task
- C. Watch the student perform the task
- D. All of the above

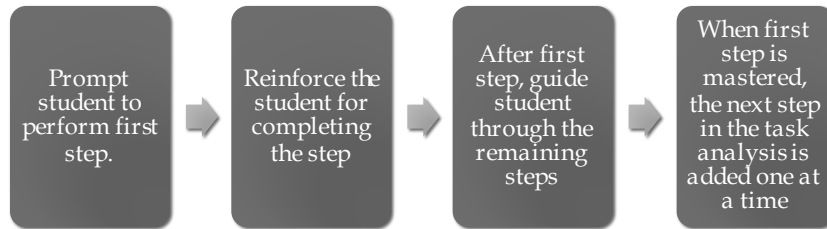
Tri State Webinar Series 2015-2016

Teaching the Missing skill

Student Response	Pre-teaching	During Routine Teaching	Environmental Supports/Cues
What step do you want the student to complete	Skill Acquisition •How will you teach the students the skills needed for this step?	During routine, instruction should include: •Prompting/fading strategies •Reinforcement strategies •Data collection to guide instruction	Provide supports throughout the routine: •Environment (room arrangement) •Tasks (task strips) •Time (visual schedules)

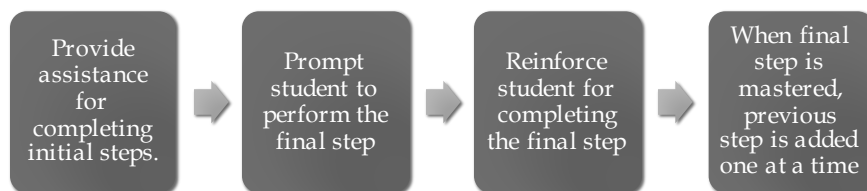
Tri State Webinar Series 2015-2016

Forward Chaining



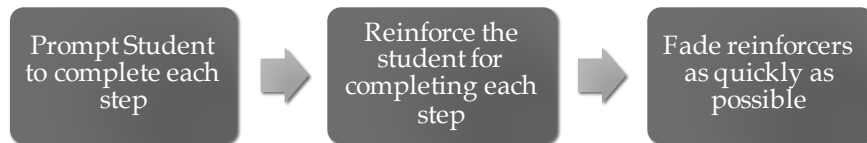
Tri State Webinar Series 2015-2016

Backward Chaining



Tri State Webinar Series 2015-2016

Total Task Presentation



Tri State Webinar Series 2015-2016

When would a chaining program be appropriate?

- A. When teaching how to start a conversation
- B. When teaching organizational skills
- C. When teaching how to write a research paper
- D. All of the above

Tri State Webinar Series 2015-2016

Prompting Levels for Independence

- I - Independently
- V - Verbal/signed prompt
- M - Modeled prompt
- T - Touch Cue
- PP- Partial Physical prompt
- F - Full physical guidance

Tri State Webinar Series 2015-2016

Bryce

- A new Kindergarten student
- Is not used to having to do things for himself
- Does not know how to put on his coat on.

Tri State Webinar Series 2015-2016

Bryce

The goal is to have Bryce successfully “flip” his coat, putting it on all by himself. He is expected to put his coat on twice a day. Success will be measured by looking to see if both arms are in their perspective places and the zipper or buttons are on the front side of his body, facing out.

Tri State Webinar Series 2015-2016

Example Task Analysis- Total Task

- -Locate his coat from the hooks in the hall
- Bring the coat inside the classroom
- Lay the coat down on the floor
- Make sure the zipper/buttons are facing up
- Locate the top of the coat
- Stand with the tips of your toes touching the top of the coat
- Squat down
- Place your arms out in front of you, palms facing down
- Slide one hand part way into the sleeve on the same side
- Slide your other hand part way into the other empty sleeve
- Leaving your hands in the sleeves, slowly start to stand up
- Raise your arms, with the coat, slowly in front of you
- “Flip” the coat over your head
- Slide your hands the rest of the way through the sleeves.

Tri State Webinar Series 2015-2016

Progress Monitoring

If the learner with ASD is not showing progress when using task analysis, ask yourself the following questions:

- Is the target skill or behavior well defined?
- Is the target skill or behavior measurable and observable?
- Does the learner have the prerequisite skills needed to learn the skill/behavior?
- Was the task completely analyzed?
- Was an appropriate teaching method selected to teach the individual steps of the task analysis?
- Was task analysis used with fidelity based upon the implementation checklist?
- Was the learner prompted to perform the individual step?
- Did the learner receive reinforcement for mastering a step?

Tri State Webinar Series 2015-2016

Sam

- Identify Natural Cue
- Identify Behavior
- Measurement scale (TA) and teaching procedure
- Data
- Progress Monitoring

Tri State Webinar Series 2015-2016

Natural Cue

- Found an item he wants to purchase on Craigslist

Tri State Webinar Series 2015-2016

Identify Behavior

When Sam finds an item he wants to purchase on Craigslist, Sam will check to see if he can afford it, respond to the email of the person who has the item and make arrangements to purchase it.

Tri State Webinar Series 2015-2016

Measurement (TA) and procedure

1. Locate the ad you want
2. Can you afford it?
3. Click and drag mouse over the email address to highlight the entire address
4. Hold "Ctrl" key and press "C" to copy the address
5. Return to your new Web-based email account
6. Choose to compose a new email
7. Click in the "To" field
8. Respond to the Seller of the ad.

Tri State Webinar Series 2015-2016

Data

Using a Backward chaining procedure, record the level of prompting needed to complete each step until completely independent.

Tri State Webinar Series 2015-2016

Progress Monitoring

Tri State Webinar Series 2015-2016

Questions



Tri State Webinar Series 2015-2016

References

- Autism Internet Modules:
www.autisminternetmodules.org/
- Szidon, K., & Franzone, E. (2009). Task Analysis. Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.
- What's the Purpose of Task Analysis
<http://classweb.gmu.edu/ndabbagh/Resources/Resources2/taskanalysis2.htm>

Tri State Webinar Series 2015-2016

THANK YOU!

Sonja Chatfield-Peetz
schatfield@esu7.org



COLORADO
Department of Education



Tri State Webinar Series 2015-2016