



Task Analysis for the Paraprofessional

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Learning Objectives

- Identify the definition and purpose of Task Analysis
- Understand the correlation between Task Analysis and Pre-Employment Transition Services (Pre-ETS)
- Demonstrate understanding of Task Analysis by completing individual Task Analysis and reflection





What is Task Analysis?

The term task analysis can mean different things in different settings. For our purpose, task analysis is a procedure of breaking a job down step by step. The task analysis helps the job coach figure out where and how assistance is needed.



Materials to Prep

- Access to an online banking account
- Access to an email address
- Access to a dishwasher (or steps to empty and load a dishwasher)
- A list of typical baby changing items
- A list of materials needed to make a bed



Task Analysis Purpose

- Organizes an activity to be learned into manageable steps and strategies for further instruction from the job coach
- Arranges work activities in order and provides repetition
- Allows the student to develop multi-step, complex skills that are difficult to learn in other methods
- Helps the student meet employer expectations



The Road to Independence

- **Evidence Based Practice** used to teach youth a sequence of tasks or steps.
- **Job Coach, Teacher, or Trainer** analyzes the task
 - Identifies smaller steps to teach
- **Guides youth to learn each step**
- **Goal: Youth is able to complete task or steps independently**



Why Task Analysis

- Can be used to teach a difficult skill to a learner who struggles learning it all at once.
- Provides consistency to learners
- Can be tailored to suit the needs of the learner (make it fit the environment)
- Can be team based and include all adults who support students.



Types of Task Analysis

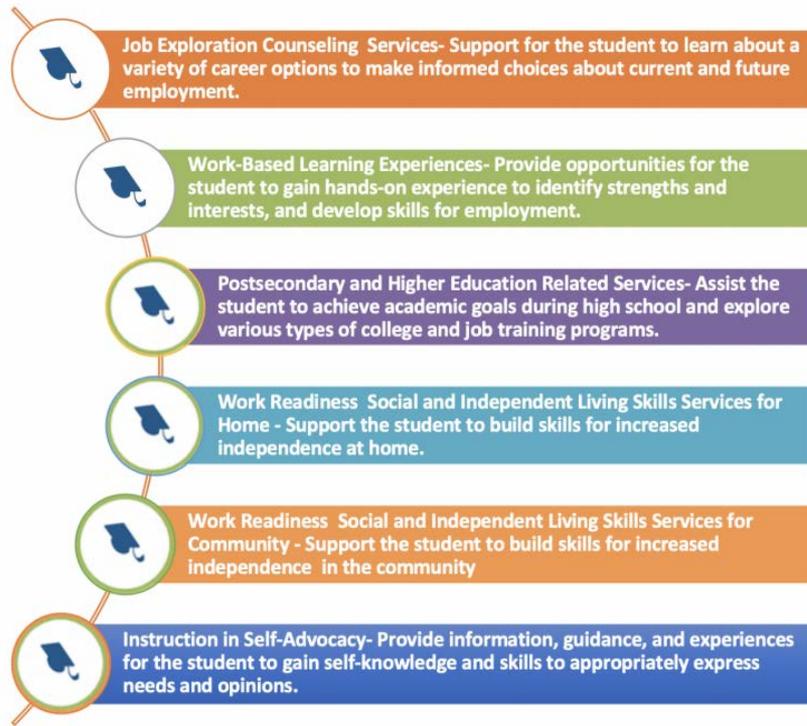
- **Backwards Chaining**
- **Forwards Chaining**
- **Total Task Chaining**
- **Prompting**
- **When Determining Consider:**
 - Nature of the Task
 - Youth Baseline Performance





Task Analysis & Pre-Employment Transition Services (Pre-ETS)

- We know Task Analysis has a direct correlation to Job Coaching and supporting students in Work-Based Learning Experiences
- BUT...Task Analysis is also tied to other Pre-Employment Transition Services (Pre-ETS)



1. **Elective Art Class - The class is working on a pottery unit.**
 - a. Utilize Task Analysis (video, pictures, etc.) to help break down complex procedures of pottery and various art projects.
 - b. Procedural Thinking Skills can be applied to various Pre-ETS
2. **Independent Living Skills for home - Grocery Shopping**
 - a. Preparation of shopping list
 - b. Shopping at the store
3. **How to safely use public transportation**
 - a. Taxi/Uber or Bus System



3 Task Analysis Tips

- Record small steps
- Be accurate in your recording
- Do not take any step for granted



Discussion Points for a Team

- Are task analyses of the activity/task being taught completed and then used to identify where the youth may need targeted support, intervention, or instruction?
- Is every step needed to complete the task or perform the skill included in the chaining sequence (even those that are small, routine or presumed to be mastered)?
- Do the chaining strategies selected match the youth's way of learning and following direction (and not selected or used based on teacher/provider preference)?



Let's "Breakout" and talk about Task Analysis

- **5 Breakout Groups - Facilitated by a TIG Coordinator, will review an activity/task**
(Individually and as a Group - develop Task Analysis for identified activity/task)
- **Have a group conversation about the guided discussion questions**
- **TIG Coordinator will do a brief 3 minute "share out" of the group's Task Analysis and discussion responses**



Coming Back Together...Let's Talk about It

- a) Share out on the Task Analysis steps of activity for your group
- b) How did the group come together to develop the task analysis?
- c) 1 or 2 identified barriers to developing the task analysis and how those could be overcome?
- d) How will task analysis be utilized with the students they work with?
- e) What possible Pre-Employment Transition Services (Pre-ETS) area(s) were identified for different Task Analysis?



Thank You!

