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Subject Area: Life Skills

Grade Levels: All

Title of Instructional Method, Strategy, or Approach: Task Analysis

Description of approach: - A process of analyzing and articulating the type of learning that you want the learners to achieve.

- It is performed to determine the instructional goals and objectives and to define and describe in detail the tasks and sub-tasks that the student will perform.

References in APA format:

1. Carter, Mark, ., Kemp, Coral, R.. (1996). Strategies for Task Analysis in Special Education. *Educational Psychology*, 16. Retrieved August 27, 2007, from <http://web.ebscohost.com/ehost/detail?vid=12&hid=112&sid=f6d24d8b-db5f-4b5a-8819-f7ff5d67771a%40sessionmgr102>
2. Instructional design knowledge base, . *Perform a task analysis*. (,). Retrieved August 28, 2007, from <http://classweb.gmu.edu/ndabbagh/Resources/Resources2/taskanalysis2.htm>
3. McIntyre, Tom, . *Dr. Mac's Amazing Behavior Management Advice Site*. (2004, August 27). Retrieved August 27, 2007, from http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/TaskAnalysis.html

“How-to”-

- Classify task according to learning outcomes
- Make a list of possible tasks
- Choose the most appropriate task if there is a lot to train, and work up to the more difficult tasks

Implications for Practice:

Pros- Guided step by step lists of tasks, easy to follow, students can do this themselves, learn more independence, and can make fewer steps the more the student becomes efficient in the tasks.

Cons- Can skip a step if no one is watching them, could lie about completing all the steps, dependability on step by step procedure, may not be able to do the task without the steps presented.

Applications across Subjects- can be used in any subject area

Other Considerations: Students have to know why they are doing the task analysis and what the final outcome will be.

Examples/Scenarios- completing a math problem, brushing teeth, laundry, getting ready for the school day or a certain class, toilet training, tying shoe

- Describe the components of each tasks, goals, or objectives
- Define the sequence in which the tasks should occur for learning
- Go over the tasks with student step by step
- Show the student what each step entails