Using Task Analysis and Chaining To Teach

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USING TASK ANALYSIS AND CHAINING TO TEACH

Using one of your task analyses from Written Assignment 6.1, describe how you would set step-by-step goals to teach each skill using:

A) Forwards chaining

Using the task analysis of drinking water from a cup, I would complete each step (starting from #1) until mastery. For example, with this client, I will start with approaching to the cup (step 1) until he meets the criteria. Once he has mastered that task, we will continue with Step 1 and Step 2 together. After the client is able to approach the cup and extend his arm, we would introduce Step 3. We will continue throughout the entire task analysis until he is able to complete the entire sequence independently.

B) Backwards chaining

Following the task analysis, I would introduce this skill with the last step in the sequence (Step 10: swallowing the water). Once he is able to complete that task, I would then introduce Step 9: Angle cup and pouring into mouth and then expect the client to complete Step 10 independently. The sequence would be Step 9 and Step 10. Once the client is able to perform those two steps independently, I would introduce Step 8 and then allow the client to perform Step 9 and Step 10. The sequence would then be Step 8, Step 9, and Step 10. The client will continue to add the step prior to and move backwards in the task analysis.

Specify the following:

a) Long Term Objective (terminal outcome) – other words, when the student has mastered the task, what will the behavior look like?

After eating lunch, client will drink water from a cup achieving criteria of 3 out of 5 times per school week.
b) Short-term objectives (component behaviors), - script the short-term steps by specifying the antecedents, behaviors and consequences.

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>Response</th>
<th>Conditioned Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 Done eating lunch</td>
<td>R1 Thirsty</td>
<td>Reach for Cup</td>
</tr>
<tr>
<td>S2 Cup in hand</td>
<td>R2 Lift Towards Mouth</td>
<td>Open Mouth</td>
</tr>
<tr>
<td>S3 Cup touches Lips</td>
<td>R3 Tilts cup</td>
<td>Water pours into mouth</td>
</tr>
<tr>
<td>S4 Water is inside mouth</td>
<td>R4 Swallows</td>
<td>Thirst is satisfied</td>
</tr>
</tbody>
</table>

c) The performance criteria for both accuracy and fluency.

Accuracy is important for this skills and the client should achieve 100% accuracy for each step in the task analysis. Considering that this will goal will be measured in a school setting, fluency will be achieving the task 3 out 5 times per school week.