

# *Autism Initiative: Training Series*

## **Module 3: Skill Development and Learning for Life Chapter 3.2: Basic Components of Effective Skill Development**

### **Part 9: Task Analysis and Chaining**

#### **Self-Assessment of Material**

1. A task analysis is:
  - a. A multi-part instruction that targets specific small skill sets with steps taught all at once.
  - b. A process of breaking a complex skill into smaller, more manageable units that are taught sequentially.
  - c. A unit of measurement meant to determine whether an intervention works for a targeted behavior.
  - d. A way to assess the function of a behavior in the context where it naturally occurs.
  
2. What is a behavior chain?
  - a. A teaching procedure that links various simple responses together to make a more complex behavior.
  - b. A useful tool for teaching simple skills to new learners without expecting an individual to become independent in the skill immediately.
  - c. A method for linking behaviors in a way that promotes behavior plan development so that skills are built over various domains.
  
3. Which of the following are types of behavior chains?
  - a. Forward, Backward, Neutral.
  - b. Conditioned, Unconditioned, Prompted.
  - c. Total Task Presentation, Forward, Advanced.
  - d. Forward, Backward, Total Task Presentation.
  
4. What is forward chaining?
  - a. The method of teaching skills in a natural environment.
  - b. The method for adapting skills to a new environment.
  - c. The method for teaching skills in their naturally occurring order.
  - d. The method for changing a response in a previously reinforced situation.
  
5. What is backward chaining?
  - a. Teaching a skill set starting with the first skill and moving to the last skill.
  - b. Teaching a skill starting with the last step and moving backward.
  - c. Teaching the skill in reverse so that the person performs the skill backwards.

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6. What is total task presentation?
  - a. Teaching all skills identified in the task analysis at the same time.
  - b. Expecting an individual to perform all skills independently without instruction.
  - c. Modeling all the steps in a complex skill, but prompting the individual through every step.
  - d. Asking a peer to perform all the steps and then asking the individual to imitate the behavior.