

Task Completion

Task completion strategies can be effective to students of all ages – preschool through high school. They can be utilized in all settings and are simple enough for everyone to use to help the individual be successful in his or her environment.



Why is task completion a challenge for some individuals with disabilities?

- Difficulty processing and comprehending information and concept of time
- Attending to the assigned task
- Lack of motivation
- Predicting the consequences of an action
- Executive functioning deficits

Resources



LASARD

www.lasard.org

AFIRM Modules

<https://afirm.fpg.unc.edu/afirm-modules>

Carroll, J., & Izraelevitz, T. E. (2015). Stuck! strategies: What to do when students get stuck: How to turn "no!" into "let's go!" Shawnee Mission, KS: AAPC Publishing.

How do you do it?

Visual Schedule

- A visual representation of what is going to happen within a task or activity in sequential order.

Task Analysis

- Breaks down the steps of how the task is completed.

Priming

- Priming is exposure to information or activities that a student is likely to have difficulty with.

Chunking

- Breaking Tasks into manageable parts

Choices

- Graphic organizer that allows students to choose different ways to learn about a particular concept

To Do List

- Visual of what needs to be completed or accomplished

Task Boxes/Folders

- Strategy to help the individual organize and complete task(s) independently.

Social Narrative

- Describe situations using relevant cues, and often define an appropriate **response**.

Power Card

- Similar to social narratives, but power cards capitalizes on the student's special interests

Positive Reinforcement

- Increases frequency that the desired behavior will occur.

Contingency Map

- Illustrates the consequences that result from both appropriate and inappropriate behaviors.

How do you plan for it?

Proactive

- Allow choice and use preferences. If the student is engaged in the instructional lesson, challenging behaviors will be minimized and task completion will increase.

Positive

- Setting the stage for success prevents challenging behaviors from occurring and supports learning new skills

Supportive

- If the individual is having a difficult time completing the task, ask yourself, "What kind of support does the student need?"

Preventive

- Use these strategies as an antecedent (preventive) management approach to help prevent the challenging behaviors from occurring in the first place.

Effective

- These strategies are proven to be effective for all students, regardless of their age or exceptionality. They must be implemented with fidelity to see student progress.

Additional Tips for Task Completion!

- Teach new tasks by providing examples or modeling so the individual understands the task sequence and expected outcomes.
- Incorporate instructional tasks into preferred topics and activities.
- Plan and present tasks and activities at an appropriate level of difficulty for the individual.
- Provide instructions or information visually as opposed to verbally to decrease distraction and to make information more user friendly for the student.
- Focus on errorless learning. Teach (perhaps by modeling or having a peer model) the individual to do the task right the first time.

How did it go?

- Collect data on target skill
- Troubleshoot if necessary
- Determine next steps

