

TASK BREAKDOWN

PURPOSE

- To provide non-verbal support for a student during an assignment
- To develop and support independence
- To ensure the student have every step of the assignment in a written/visual form to support their understanding of what is expected of them and to stay on task
- To provide predictability that the activity has an ending
- To visually show a clear start and end to the assignment
- To provide structure

HOW TO USE

- Provide the student with simple breakdown of instructions of an assignment
 - The format can be numeral (1,2,3,) with words (first, next, then) or colours
 - Be consistent with the format do not mix them
- The sheet should be individualised for the specific student who will be using it.
 - Examples:
 - list items that are required to complete the sheet
 - provide a start and finish time
 - Using symbols with words when writing the task breakdown
 - Written, typed, or the child writes completes with support of an adult.
 - Written on a wipe board
- Initially, when the sheet is introduced to the student they will most likely require adult support to use it, as the sheet is used they should become independent with how to use it and minimum to no adult support should be used to complete a task.

TIPS

- If the student is off task, a non-verbal reminder of just pointing to the sheet could be used to for them to work.
- The steps need to be in clear simple language the student understands in order for them to be successful.
- If the student needs it use words with picture symbols. Communicate in Print
- The sheet can be laminated and a dry erase pen used to write with it to make it reusable
- If the student it able to complete or not complete activities independently it can be used as evidence.
- Classroom routines can be added to the sheet i.e. get a pencil or tidy away the equipment.

How to make Spider Crackers



What is needed:



knife



cream cheese



pretzel sticks



round crackers



black olives



plate

Method:

1. Spread the cream cheese on 2 crackers. □
2. Break 4 pretzel sticks in half. □
3. Lay eight broken pretzel stick around the cracker as legs. □
4. Put the second cracker on top of the legs. □
5. Cut an olive into small pieces. □
6. Put the small olive pieces on the crackers as eyes. □
7. Repeat until enough spider crackers have been made. □
8. Tidy up. □

Task card

LO:

1.

2.

3.

4.

5.

6.

Task Breakdown

Support students to access classroom activities with this breakdown sheet.

What do I need to do?

What equipment do I need?

- Activity sheet
- Dictionary
- Class book
- Text book
- Pencil case
- Calculator
- Planner
- _____
- _____
- _____



Start Time:

Finish Time:

First, I need to:

Next, I need to:

Last, I need to:

Do I need to finish any of this activity for homework?

I will have _____ minutes of free time. For free time, I can:

When	To Do	✓
First	Sit nicely in my chair with my feet on the floor.	
	Choose a pencil and a rubber to use.	
	Write my name at the top left of the paper.	
	Write the date at the top right of the paper	
	Write the learning intention (if I have been asked to).	
Next		
Then	Check my work for mistakes and correct them.	
	Check I have done everything on the Success Criteria or that has been written on the board.	
Last	Make sure my name is on all the sheets I have written on.	
	Put my pencil in the pot.	
	Put my rubber and any other equipment I have used away.	
	Put my work in the pile (or hand to the teacher).	
	Ensure my desk is tidy.	
	Stand behind my chair or sit on the carpet.	

Task Plan

What do I need? 1 4
2 5
3 6

What do I need to do?

1

2

3

Anything else?

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.....

Reward

How long?

F
I
N
I
S
H

