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Goal Bank and Task Analysis

School Readiness



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PROJECT NAME

Teaching School Readiness Through an ABA-based Preschool Programme

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Foundational Skills

Goal 1: Following Classroom Rules

Task 1: The child will understand basic classroom expectations.

- **Level 1:**
 - The child will identify one or two classroom rules using visual support (e.g., picture cards).
 - The child will follow a simple rule when reminded and/or redirected.
- **Level 2:**
 - The child will identify three or more classroom rules with visual support.
 - The child will follow multiple rules with occasional reminders.
 - The child will explain the reason behind one or two simple rules.
- **Level 3:**
 - The child will be able to identify and explain most classroom rules without visual support.
 - The child will consistently follow classroom rules independently.
 - The child will demonstrate rule-following in different classroom scenarios.

Task 2: The child will follow routines.

- **Level 1:**
 - The child will participate in one or two steps of a routine with physical prompts and hand-over-hand guidance.
 - The child will transition between activities with adult assistance.
- **Level 2:**
 - The child will participate in most steps of a routine with visual cues and verbal prompts.
 - The child will transition between activities with minimal adult assistance.
- **Level 3:**
 - The child will independently complete all steps of a familiar daily routine.
 - The child will transition smoothly between activities without prompts.
 - The child will adjust to changes in routine with minimal support.

Task 3: The child will respond appropriately to verbal reminders.



- **Level 1:**
 - The child will stop undesired behavior after adults uses multiple verbal reminders.
 - The child will redirect their attention after a physical prompt.
- **Level 2:**
 - The child will respond to verbal reminders most of the time.
 - The child will need occasional redirection or additional prompts to respond.
- **Level 3:**
 - The child will consistently respond appropriately to verbal reminders.
 - The child will independently modify their behavior based on the reminders.

Task 4: The child will demonstrate self-control and avoid disruptive behavior.

- **Level 1:**
 - The child will avoid disruptive behavior with frequent redirection and support.
- **Level 2:**
 - The child will demonstrate self-control for short periods.
 - The child will need occasional reminders and support to avoid disruptive behavior.
- **Level 3:**
 - The child will consistently demonstrate self-control and avoid disruptive behavior.
 - The child will use self-regulation strategies to manage their emotions and behavior.

Goal 2: Following Multistep Instructions

Task 1: The child will attend to and understand verbal instructions.

- **Level 1:**
 - The child will understand instructions paired with visual supports or simplified language.
- **Level 2:**
 - The child will attend to and understand simple, one-step instructions.



- The child will attend to and understand step instructions after repetition or visual cues.
- **Level 3:**
 - The child will attend to and understand multi-step instructions.
 - The child will ask questions if needed to better understand given instruction.

Task 2: The child will remember and sequence multiple steps.

- **Level 1:**
 - The child will follow steps of the task with concrete visual supports to represent each step.
- **Level 2:**
 - The child will remember and sequence two or three steps with visual support.
 - The child will complete steps in the correct order need with prompts.
- **Level 3:**
 - The child will remember and sequence multiple steps independently.
 - The child will use strategies like verbal rehearsal or visual organizers to aid memory and sequencing.

Task 3: The child will complete each step of a task accurately and in order.

- **Level 1:**
 - The child will complete each step with hand-over-hand guidance or physical prompts.
 - The child will stay on task and complete steps in order with support.
- **Level 2:**
 - The child will complete simple tasks with minimal prompting.
 - The child will complete steps of a task in the correct order with occasional reminders.
- **Level 3:**
 - The child will independently complete multi-step tasks in the correct order.
 - The child will self-correct if they make a mistake.

Task 4: The child will seek clarification when needed.



- **Level 1:**
 - The child will ask questions or seek help with adult help.
- **Level 2:**
 - The child will ask for help or clarification with prompting.
 - The child will formulate specific questions with prompts.
- **Level 3:**
 - The child will independently recognize when they need clarification and ask relevant questions.

Goal 3: Waiting for Access to an Adult and/or Items

Task 1: The child will understand the concept of taking turns.

- **Level 1:**
 - The child will wait for his turn for a short time (e.g., 5-10 seconds) with visual support (e.g., timer, picture).
 - The child will participate in a turn-taking activity with physical prompts and hand-over-hand guidance.
- **Level 2:**
 - The child will wait for a longer period (e.g., 30 seconds to 1 minute) with visual support.
 - The child will participate in a turn-taking activity with verbal prompts and minimal physical assistance.
 - The child will show understanding of when it is their turn and when it is someone else's turn.
- **Level 3:**
 - The child will wait for an extended period (e.g., several minutes) with minimal or no visual support.
 - The child will independently participate in turn-taking activities.
 - The child will verbally express their understanding of turn-taking and its importance.

Task 2: Remains calm while waiting

- **Level 1:**
 - The child will suppress impatience and frustration while waiting with frequent redirection and powerful calming strategies.
- **Level 2:**
 - The child will remain calm for short periods while waiting.
 - The child will need occasional reminders and support to manage their emotions while waiting.
- **Level 3:**



- The child will consistently remain calm and patient while waiting, even for extended periods.
- The child will independently use calming strategies to manage their emotions while waiting.

Task 3: The child will avoid interrupting or grabbing items.

- **Level 1:**
 - The child will respect others' space and belongings with physical redirection and frequent reminders.
- **Level 2:**
 - The child will avoid interrupting or grabbing items most of the time.
 - The child will avoid interrupting or grabbing items with occasional reminders and redirection.
- **Level 3:**
 - The child will consistently avoid interrupting or grabbing items.
 - The child will respect others' personal space and belongings.

Task 4: The child will use appropriate strategies to cope with waiting. (e.g., deep breaths, quiet activity)

- **Level 1:**
 - The child will identify and implement coping strategies only with adult support.
 - The child will engage in calming activities with physical prompts or hand-over-hand guidance.
- **Level 2:**
 - The child will use one or two coping strategies with verbal prompts.
 - The child will select and initiate appropriate strategies with assistance.
- **Level 3:**
 - The child will independently identify and implement appropriate coping strategies when waiting.
 - The child will evaluate the effectiveness of different strategies and adjust as needed.

Goal 4: Managing Time

Task 1: The child will understand the concept of time limits.

- **Level 1:**



- The child will understand time limits only with concrete visual supports (e.g., timers, sand timers).
- **Level 2:**
 - The child will understand simple time concepts (e.g., "first," "then," "finished").
 - The child will stay on task and complete activities within a given timeframe using visual cues and reminders.
- **Level 3:**
 - The child will understand and follow time-related instructions.
 - The child will estimate the duration of activities and adjust their pace accordingly.

Task 2: The child will stay on task and avoid distractions.

- **Level 1:**
 - The child will stay on task with frequent redirection and only in a highly structured environment.
- **Level 2:**
 - The child will stay on task for short periods with minimal distractions.
 - The child will stay focused with occasional reminders and redirection.
- **Level 3:**
 - The child will consistently stay on task and avoid distractions.
 - The child will independently redirect their attention back to the task if they become distracted.

Task 3: The child will pace work to complete tasks within a given timeframe.

- **Level 1:**
 - The child will complete tasks within a given timeframe with frequent breaks and adult support.
- **Level 2:**
 - The child will complete simple tasks within a given timeframe with visual cues and reminders.
 - The child will adjust their pace if they are falling behind or working too quickly with adult assistance.
- **Level 3:**
 - The child will independently pace their work to complete tasks within a given timeframe.



- The child will adjust their pace as needed to ensure timely completion of tasks.

Task 4: The child will transition smoothly between activities.

- **Level 1:**
 - The child will transition between activities with physical prompts and a highly structured transition routine.
- **Level 2:**
 - The child will transition between activities with verbal prompts and visual cues.
 - The child will transition between activities when given additional time or support to adjust to changes in routine.
- **Level 3:**
 - The child will independently transition between activities smoothly and efficiently.
 - The child will anticipate upcoming transitions and prepare accordingly.

Social Interaction Skills

Goal 1: Sharing with a Peer

Task 1: The child will willingly offer toys or materials to others.

- **Level 1:**
 - The child will allow another child to touch their toy or material when prompted by an adult.
 - The child will allow another child to touch their toy or material with physical prompts or hand-over-hand guidance.
- **Level 2:**
 - The child will offer a toy or material to another child with verbal prompts.
 - The child will share for a specified period of time when reminded to do so.
- **Level 3:**
 - The child will initiate sharing with peers without prompts.
 - The child will share for an extended period and negotiate turn-taking.



Task 2: The child will take turns and negotiate sharing arrangements.

- **Level 1:**
 - The child will take turns with physical prompts and visual cues (e.g., timer, picture exchange).
 - The child will negotiate sharing arrangements with adult support.
- **Level 2:**
 - The child will take turns with verbal prompts and minimal visual cues.
 - The child will participate in simple negotiations with adult facilitation.
- **Level 3:**
 - The child will independently take turns and negotiate sharing arrangements with peers.
 - The child will compromise and adapt to different sharing situations.

Task 3: The child will respect other peoples' belongings.

- **Level 1:**
 - The child will avoid grabbing or taking items without permission with frequent reminders and redirection.
 - The child will return borrowed items with hand-over-hand guidance.
- **Level 2:**
 - The child will ask for permission before using other peoples belongings with verbal prompts.
 - The child will return borrowed items with reminders.
- **Level 3:**
 - The child will consistently ask for permission before using others' belongings.
 - The child will handle others' belongings with care and return them promptly.

Task 4: The child will express feelings related to sharing.

- **Level 1:**
 - The child will express feelings through nonverbal cues (e.g., facial expressions, body language).
 - The child will identify and label their feelings with adult support.
- **Level 2:**



- The child will use simple words or gestures to express their feelings about sharing.
- The child will communicate their needs and preferences with prompts.
- **Level 3:**
 - The child will clearly express their feelings about sharing using appropriate language.
 - The child will communicate their needs and preferences effectively and listen to other people's perspectives.

Goal 2: Greeting and/or Complimenting a Peer

Task 1: The child will use appropriate verbal greetings. (e.g., "hello," "good morning")

- **Level 1:**
 - The child will use verbal greetings may use nonverbal greetings (e.g., waving, nodding) with physical prompts or picture exchange.
- **Level 2:**
 - The child will use simple verbal greetings with prompts.
 - The child will greet others in different situations if reminded to do so.
- **Level 3:**
 - The child will consistently use appropriate verbal greetings independently.
 - The child will vary their greetings based on the context and social cues.

Task 2: The child will give genuine compliments.

- **Level 1:**
 - The child will identify positive attributes in others with adult support.
 - The child will offer compliments to other with support of scripts or picture cues.
- **Level 2:**
 - The child will offer simple compliments to others with prompts.
 - The child will use specific and meaningful compliments with support.
- **Level 3:**
 - The child will independently offer genuine and specific compliments to peers.



- The child will use compliments that reflect genuine observations and appreciation.

Task 3: The child will respond positively to greetings and compliments from others.

- **Level 1:**
 - The child will respond appropriately to greetings and compliments with physical prompts or modeling.
- **Level 2:**
 - The child will respond to greetings and compliments with verbal prompts.
 - The child will use appropriate body language when reminded.
- **Level 3:**
 - The child will consistently respond positively to greetings and compliments.
 - The child's responses will be natural and reflect social awareness.

Goal 3: Recognizing Someone is Hurt/Upset

Task 1: The child will notice nonverbal cues of distress. (e.g., tears, facial expressions)

- **Level 1:**
 - The child will identify obvious signs of distress in others (e.g., crying, yelling) only with explicit instruction and visual cues.
- **Level 2:**
 - The child will recognize obvious signs of distress in others with occasional prompting.
 - The child will recognize more subtle cues of distress in others (e.g., changes in facial expression, body language) with additional support.
- **Level 3:**
 - The child will consistently recognize both obvious and subtle cues of distress in others.
 - The child will differentiate between different emotional states (e.g., sad, angry, scared).

Task 2: The child will accurately identify and label emotions in others.



- **Level 1:**
 - The child will use simple labels to like "happy" or "sad" to describe others' emotions.
 - The child will identify and label emotions only with visual supports.
- **Level 2:**
 - The child will use a wider range of emotion words (e.g., angry, scared, excited).
 - The child will accurately label emotions based on observed cues with prompts.
- **Level 3:**
 - The child will consistently and accurately identifies and labels a variety of emotions in others.
 - The child will understand the connection between events and emotional responses.

Task 3: The child will express concern and offer support when witnessing others' distress.

- **Level 1:**
 - The child will express concern and offer support only after explicit instruction and modeling.
- **Level 2:**
 - The child will express concern with verbal prompts or gestures.
 - The child will express concern when given guidance to offer appropriate support (e.g., asking if they are okay, offering a hug.).
- **Level 3:**
 - The child will consistently express concern and offer appropriate support to peers who are upset.
 - The child will initiate comforting actions and offer words of encouragement to others in case of need.

Task 4: The child will demonstrate understanding of others' perspectives.

- **Level 1:**
 - The child will understand that others have different thoughts and feelings only when shown with concrete examples and role-playing.
- **Level 2:**
 - The child will recognize that others may have different perspectives in simple situations.



- The child will consider others' feelings and viewpoints when prompted to do so.
- **Level 3:**
 - The child will consistently demonstrate understanding of others' perspectives.
 - The child will empathize with others and offer support based on their understanding of the situation.

Goal 4: Requesting Peer Attention/Access to Something

Task 1: The child will use polite language and tone of voice.

- **Level 1:**
 - The child will use polite language with physical prompts or modeling.
- **Level 2:**
 - The child will use simple polite phrases (e.g., "Please," "Can I?") with prompts.
 - The child will use friendly tone of voice when reminded to do so.
- **Level 3:**
 - The child will consistently use polite language and a respectful tone of voice when requesting attention or access.
 - The child will adapt their language and tone based on the social context.

Task 2: The child will wait for an appropriate moment to make a request.

- **Level 1:**
 - The child will wait for an appropriate moment to make request with clear visual cues or physical redirection.
- **Level 2:**
 - The child will wait for a brief period before making a request with verbal prompts.
 - The child will avoid interrupting others when reminded to do so.
- **Level 3:**
 - The child will consistently wait for an appropriate moment to make request, demonstrating social awareness.
 - The child will identify when a peer is available and receptive to interaction.

Task 3: The child will accept "NO" gracefully.



- **Level 1:**
 - The child will accept "NO" only with physical redirection or modeling.
- **Level 2:**
 - The child will accept "NO" with verbal prompts and redirection.
 - The child will identify alternative options or activities with assistance.
- **Level 3:**
 - The child will consistently accept "NO" gracefully and move on to other activities or interactions.
 - The child will express their disappointment appropriately and seek alternative solutions.

Task 4: The child will suggest alternative solutions or compromises.

- **Level 1:**
 - The child will brainstorm options and make compromises only with adult support.
- **Level 2:**
 - The child will suggest simple alternative solutions or compromises with prompting.
 - The child will negotiate and reach agreements with peers with support.
- **Level 3:**
 - The child will independently generate and suggest alternative solutions or compromises.
 - The child will effectively negotiate and reach agreements with peers.

Self-regulation and Advocacy Skills

Goal 1: Identifying and Expressing Emotions

Task 1: The child will recognize and label basic emotions in oneself.

- **Level 1:**
 - The child will identify and label their feelings only with adult help.
- **Level 2:**



- The child will use a wider range of emotion words (e.g., angry, scared, excited) to describe their own feelings.
- The child will accurately label emotions and connect them to specific events, or situations when prompted.
- **Level 3:**
 - The child will consistently and accurately identifies and labels a variety of emotions in themselves.
 - The child will understand the connection between events, thoughts, and their emotional responses.

Task 2: The child will express emotions in appropriate ways.

- **Level 1:**
 - The child will express their feelings with adult support and alternative communication methods.
- **Level 2:**
 - The child will use words, gestures, or simple coping strategies (e.g., deep breaths) to express their emotions with prompting.
 - The child will choose appropriate expressions based on the situation and social context when guided to do so.
- **Level 3:**
 - The child will consistently express their emotions in appropriate ways, using a variety of strategies and considering the impact on others.
 - The child will communicate their needs and feelings effectively and seek help when needed.

Task 3: The child will recognize the impact of their emotions on others.

- **Level 1:**
 - The child will understand the connection between their behavior and others' reactions only with explicit instruction and social stories.
- **Level 2:**
 - The child will recognize the impact of their emotions on others in simple situations with prompting.
 - The child will adjust their behavior or offer apologies when their emotions negatively impact others when guided to do so.
- **Level 3:**
 - The child will consistently demonstrate awareness of how their emotions affect others.
 - The child will take responsibility for their actions and make amends when necessary, showing empathy and understanding.



Goal 2: Building Self-confidence and Positive Self-esteem

Task 1: The child will identify personal strengths and interests.

- **Level 1:**
 - The child will identify activities they enjoy and areas where they excel with adult support and positive reinforcement.
- **Level 2:**
 - The child will identify some personal strengths and interests with prompting.
 - The child will articulate their preferences and express confidence in their abilities with assistance.
- **Level 3:**
 - The child will confidently identify and express their personal strengths and interests.
 - The child will recognize their unique talents and pursue activities that align with their passions.

Task 2: The child will set realistic goals and celebrate achievements.

- **Level 1:**
 - The child will break down tasks into smaller steps and recognize progress with adult guidance.
- **Level 2:**
 - The child will set simple goals with adult support and celebrate their achievements with prompting.
 - The child will identify appropriate goals and recognize their own accomplishments with assistance.
- **Level 3:**
 - The child will independently set realistic goals, track their progress, and celebrate their achievements.
 - The child will persevere through challenges and maintain a cheerful outlook towards learning and growth.

Task 3: The child will use positive self-talk and affirmations.

- **Level 1:**
 - The child will develop positive self-talk with adult modeling and positive reinforcement.
- **Level 2:**



- The child will use simple positive affirmations with prompting.
- The child will focus on their strengths and accomplishments when reminded to do so.
- **Level 3:**
 - The child will consistently use positive self-talk and affirmations to build self-confidence and resilience.
 - The child will challenge negative thoughts and maintain a positive outlook.

Goal 3: Accepting Change

Task 1: The child will anticipate and prepare for transitions.

- **Level 1:**
 - The child will anticipate transitions with explicit visual schedules and clear verbal cues.
 - The child will complete tasks before transitioning with physical prompts and hand-over-hand guidance.
- **Level 2:**
 - The child will anticipate some transitions with visual schedules and verbal reminders.
 - The child will complete tasks before transitioning and gather belongings with occasional prompts.
- **Level 3:**
 - The child will independently anticipate and prepare for transitions using visual schedules or verbal cues.
 - The child will complete necessary tasks and gather belongings before transitioning without prompts.
 - The child will manage their emotions and adjust to changes in routine with minimal support.

Task 2: The child will manage frustration or disappointment related to change.

- **Level 1:**
 - The child will manage their emotions with significant support and calming strategies.
- **Level 2:**
 - The child will express their frustration or disappointment verbally or through gestures.
 - The child will use coping strategies and self-soothe with prompts and support.
- **Level 3:**



- The child will identify and express their feelings related to change in appropriate ways.
- The child will independently use coping strategies to manage their emotions and adjust to the change.

Task 3: The child will adapt to new situations and expectations.

- **Level 1:**
 - The child will adapt to new situations and expectations with adult support within highly structured environment.
- **Level 2:**
 - The child will adapt to new situations with visual supports, clear instructions, and adult guidance.
 - The child will adjust to changes with additional time and support.
- **Level 3:**
 - The child will flexibly adapt to new situations and expectations with minimal support.
 - The child will understand and follow new instructions and routines.

Task 4: The child will use coping strategies to navigate unexpected events.

- **Level 1:**
 - The child will cope with unexpected situations with adult support and calming strategies.
- **Level 2:**
 - The child will identify unexpected events and express their feelings about them.
 - The child will use coping strategies and problem-solve when prompted to do so.
- **Level 3:**
 - The child will independently identify and cope with unexpected events using a variety of strategies.
 - The child will problem-solve and find alternative solutions with minimal adult support.

Goal 4: Using Coping Strategies in Self-Identified Challenging Sensory Situations

Task 1: The child will identify their own sensory triggers.



- **Level 1:**
 - The child will understand the cause of their distress or discomfort with adult help.
- **Level 2:**
 - The child will identify some sensory triggers with adult support or visual cues.
 - The child will describe how certain triggers make them feel with adult help.
- **Level 3:**
 - The child will independently identify and describe their personal sensory triggers.
 - The child will anticipate situations where they might encounter these triggers.

Task 2: The child will communicate sensory needs effectively.

- **Level 1:**
 - The child will express their needs using alternative communication methods or adult support.
- **Level 2:**
 - The child will use simple words or gestures to express their sensory needs with prompting.
 - The child will request help or modifications with assistance.
- **Level 3:**
 - The child will clearly and effectively communicate their sensory needs using appropriate language and strategies.
 - The child will advocate for their needs and request accommodations or modifications.

Task 3: The child will implement appropriate coping strategies. (e.g., deep breaths, sensory tools)

- **Level 1:**
 - The child will identify and use coping strategies with adult support.
 - The child will engage in calming activities or use sensory tools with physical prompts or hand-over-hand guidance.
- **Level 2:**
 - The child will use one or two coping strategies with verbal prompts and visual cues.
 - The child will select and implement appropriate strategies with assistance.
- **Level 3:**



- The child will independently identify and implement appropriate coping strategies to manage sensory challenges.
- The child will evaluate the effectiveness of different strategies and adjust as needed.

Task 4: The child will seek out calming environments or activities when needed

- **Level 1:**
 - The child will identify and access calming spaces or activities with adult guidance.
- **Level 2:**
 - The child will identify one or two calming spaces or activities with visual support.
 - The child will request access to calming spaces or activities when prompted to do so.
- **Level 3:**
 - The child will independently identify and access calming environments or activities when feeling overwhelmed or dysregulated.
 - The child will use calming spaces or activities to self-regulate and return to a ready-to-learn state.

Remember:

These task analyses are a starting point. Goals and expectations should be adjusted to meet the individual child's needs and capabilities. The ongoing assessment and observation by professionals will assist in labeling those areas that reflect strengths and those that need additional support, as this will enable appropriate interventions and instructional plans to be adapted to ensure the success of all children.