Whole Child Therapy

Web: www.wholechildtherapy.com
Email: info@wholechildtherapy.com
Telephone: 020 3441 6810
The Forum at Greenwich,
London SE10 9EQ

How to support backward chaining

Firstly create a list of task steps, such as a method in a cook book.

This is commonly called a task analysis.

Backward chaining **does not involve teaching a behaviour chain in reverse order**, as the name suggests.

It is more accurate to say that we are facilitating the success end of the chain. So we set up a learning task with the majority of the steps completed or facilitated. Again think about cooking. The worst part of the job is peeling all the vegetables the best part is bringing the food to the table and seeing lots of happy faces.

We need to break tasks down in these terms.

We can highlight all the steps of a task, but facilitate a student carrying out the end task (not in reverse order).

Making a cup of tea:

1. Steps
2. Fill kettle
3. Turn kettle on
4. Fetch cup
5. Put tea bag in cup
6. Pour hot water into cup
7. Squeeze and remove tea bag
8. Add milk

In forward chaining we would teach each step of the task in order, so the student would.

Fill the kettle, the teacher would carry out the other steps until the first step in mastered.

In backward chaining the teacher would carry out or have pre prepared the first few steps, and would facilitate the student in pouring the milk. The task would

always move through the steps in natural order. And it is best if the student is aware of the steps and has a step guide.

You would then remove assistance at the end of the task for every step, so the next time the student would squeeze and remove the tea bag and then pour the milk and so on until they have mastered all steps.

Benefits to errorless learning:

1. Positive reinforcement, the rewarding aspect of the task is the students
2. Avoids errors and the task is set up to succeed
3. Collaborative working
4. Structured