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EFFECT OF TASK IDENTIFICATION ON ATTAINMENT OF ADAPTIVE SKILLS AMONG LEARNERS LIVING WITH AUTISM. AN EXPLORATION OF DISCRETE LEARNING INSTRUCTIONAL METHOD.

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ABSTRACT

Autistic learners have inadequate socio-communicative abilities, which affects their ability to operate in society. This may be connected with insufficiency in mental processes due to the spectrum's erroneous cognitive style, which inhibits visual information processing. Stimulative and participative activities improve the brain's ability to adjust and integrate visual information in order to comprehend adaptive capacities. However, tasks design must be improved to improve learning capacity and attain functional competencies. The study aimed to determine the effect of task identification on autistic learners' development of adaptive abilities using the discrete learning approach.

Constructivism and weak central coherence theories guided the study. Theories propose that learners with autism may overcome concept understanding impairments through effective engagement in learning activities for enhanced visualising of vitalising encounters. The study used a mixed-methods approach with a quasi-experimental nonequivalent control group.

Data analysis adopted both qualitative and quantitative approaches for an elaborate inference regarding the variables. The sample size included 30 conveniently sampled parents, 73 teachers and 151 autistic learners purposively sampled. Parent Focus Discussion Groups, teacher's questionnaires, achievement tests, and observation guides comprised data collection tools. Using SPSS version 22, the acquired data was examined using both descriptive and inferential statistics. A statistically significant positive relationship (Beta =.0.656, p 0.000, t = 5.870) between task identification and adaptive skill attainment was established by linear regression.

Insinuating appropriate task identification increased the attainment of adaptive abilities. Conclusion: Task identification in discrete learning enhanced the adaptive abilities of autistic learners for sustained functionality and social interaction. Recommendations; workshops to equip teachers with the necessary skills to create customised task identification, policies on personalised task identification in curriculum and study the impact of task

identification on arithmetic skills among autistic learners.

KEYWORDS: Adaptive abilities, Autistic learner, Discrete learning, Task identification

INTRODUCTION

Task identification in discrete learning may improve the clarity and comprehensibility of activities aimed at helping learners with autism develop recognised abilities for independent living and self-reliance. This may be improved by following organised procedures that enable using particular tools and resources to carry out a particular learning activity and help develop adaptive abilities. To promote this mindset, Sam and the AFIRM Team (2016) proposed that task identification could elaborate on initial concepts entangled in preparation for the deployment of discrete learning in order to assist the development of adaptive abilities for self-reliance among learners with autism. Ineffective task identification may hinder adaptive skills acquisition for self-reliance due to compromised instructional strategies, materials, and environmental support (Mupa & Chinooneka, 2015).

Task identification enables teachers to create educational materials and activities that support learners with autism in acquiring adaptive abilities so they can participate more fully in society. To bolster this argument, Gatuura, Odundo, and Ganira (2023) pointed out that effective task identification may offer distinctive resources, activities, materials, and outcomes that help learners with autism truly develop the adaptive skills they need to live happy, fulfilling lives. Even so, more task identification might impede the development of adaptive skills by influencing the choice of relevant materials, activities, and content, thereby weakening attempts to become self-sufficient. Significant task identification includes reducing complex skills down into manageable levels, simplifying concepts for ease of learning, developing and acquiring resources, and ensuring material availability.

Because of limitations in the visual processing of larger objects, autistic learners absorb smaller units of a skill more quickly. This could be achieved by breaking down complex skills into parts that would be easily absorbed and integrated into the mental processes of autistic learners (Vaughn & Fletcher, 2021). In the same vein, Keshmiri and Mehrparvar (2023) found that fragmenting complex skills into manageable steps aid learners

with autism in overcoming learning obstacles and achieving better acquisition of adaptive skills. Nonetheless, deficiencies in segmentation could be linked to a lack of expertise in instructing learners with autism (Boucher, 2018), which would lead to inconsistent teaching practices that would hinder the development of adaptive abilities.

Frost, Ingersoll, and Venker (2022) found that using simplified language to model acceptable concepts and verbal responses to learners' attempts aids comprehension of adaptable abilities. This demonstrates that simple ideas form a reservoir that enhances learning capacity, enhancing the efficiency and effectiveness of the discrete learning approach in attaining adaptive skills. This supports the claim made by Lucy, Mutua, Mugoya, Williamson, and Kudesey (2023) that making concepts more straightforward enhances organisation and consistency in instruction to effectively develop adaptive skills in autistic learners for autonomy. However, shortcomings in conceptual simplification will have an impact on comprehension, reducing adaptability in school and at home.

The identification of tasks facilitates the process of material selection, acquisition and development for use in instruction. Adopting instructional materials in teaching adaptive skills for flexibility improves the proper implementation of discrete learning (Gatuura et al., 2023). This may be related to autistic learners' increased motivation and attentiveness, which improves the comprehension of ideas and concepts for creating new information (Gatuura & Mugo, 2020). This is in line with Johnson, Soares, and Gutierrez's (2021) assertion that providing materials and resources for autistic learners promotes participatory learning and adaptive abilities acquisition. However, teachers' expertise boosts the design of acceptable learning materials.

Furthermore, according to Everlyne and Yambo (2022), insufficient resources for teaching autistic learners may reduce the success of planned learning activities, resulting in a delayed acquisition of flexible abilities necessary for independence. The incorrect task identification could have caused these deficiencies.

For this reason, the study looked at how task identification affected the development of adaptive abilities in

autistic learners in Tharaka Nithi County. A wise selection of tasks and resources supports learning processes. The identified tasks help simplify concepts and break down complex skills into doable steps, acquiring and making educational materials available. All these features improve autistic learners' engagement in activities intended to help them acquire adaptive abilities. That being said, inadequate task identification exposes the autistic learner to substandard frameworks that could result in demotivation, exclusion, and rejection during the educational journey.

Furthermore, discrete learning approaches with well-designed instructional elements generate resources and appropriate procedures, which, when utilised effectively, may increase learning capacity, a trait that autistic learners lack due to inhibitory factors connected to the spectrum. This could be improved when teachers and stakeholders choose tasks prudently, taking into account the needs and passions of autistic learners in order to keep the learning momentum going. This may be accomplished by integrating the materials and tasks that have been identified into a natural setting, where the nature of the lesson would vary depending on the child's interests and preferences. This implies that social and communication skills are taught to autistic learners in a range of contexts and methods, increasing the attainment of adaptive skills. The study aimed to determine how task identification affected the development of adaptive abilities for sustained social engagement.

OBJECTIVE OF THE STUDY

To establish the effect of task identification in discrete learning methods on attaining adaptive skills among learners living with autism in Tharaka Nithi County.

REVIEW OF RELATED LITERATURE

The main goal of well-defined activities is to meet the demands of autistic learners by providing them with meaningful learning experiences that foster the growth of their adaptive skills for engagement. Learning activities should be designed with the learners in mind, considering their needs and interests, as Baswell (2018) and Soper (2018) stated. This makes sure that annoying behaviours like drooling, demanding consistency, and difficulty recognising objects are addressed to lessen

inattention before learning a skill. Keshmiri and Mehrparvar (2023) claimed that proper tasks that help reduce the challenges associated with autism may facilitate the effective acquisition of adaptive talents. Based on Lucy et al. (2023) assertion, in instances where identified tasks are split into smaller, more doable steps that when completed gradually, enhance the acquisition of adaptive skills for a productive life.

The process of task identification is essential because it aids in determining the target skill, providing the required resources, breaking the task down into manageable phases, and creating evaluation criteria. In support of this, Baker, Rivera, Devine, and Mason, (2019) stated that task identification facilitates the adoption of activities that direct the learning procedures, which may help in the acquisition of adaptive abilities for positive engagement. However, unfairly assigned tasks discourage class participation, which hinders the development of adaptive skills and renders autistic learners non-functional. To corroborate this, Mupa and Chinooneka (2015) found that insufficient organisation of tasks and materials led to unsuccessful teaching and learning in public elementary schools in Zimbabwe. The dysfunction may be linked to inadequate teaching strategies, resources, and an unwelcoming atmosphere. For the efficient acquisition of adaptive abilities, however, Baswell (2018) illustrated how task identification may improve the adoption of learning activities and other supportive elements like instructional strategies, learning materials, and stimulating environments.

Autistic learners tend to quickly assimilate smaller skill units due to difficulties visualising larger objects. To achieve this, Vaughn and Fletcher (2021) suggested breaking down complex abilities into manageable components that autistic learners may easily integrate into their cognitive processes. In the same spirit, Keshmiri and Mehrparvar (2023) discovered that breaking down difficult tasks into digestible chunks helps autistic learners overcome learning challenges and improve their acquisition of adaptive skills. Fragmenting skills into easily understandable portions would improve learning outcomes for learners with autism by gradually introducing subjects through forward chaining (Pratt & Steward, 2020).

Forward chaining, facilitated by task identification, may aid in the development of survival-adaptive skills, such as teaching the letters C U P, followed by vowels c, u, p and sounds/c/, /u/, and /p/, to understand the syllable "cup." To bolster the claim, Bekele, Odundo, Mwangi, and Ganira (2022) posited that

teaching basic concepts would facilitate a smooth transition from known to unknown, thereby enhancing adaptive skill achievement. The inability to break down complex skills into manageable components hinders autistic learners' comprehension of the subject matter, thereby limiting their adaptability. The identified tasks for developing adaptive skills in autism learners should be simple and easy to master, as complex tasks may likely cause disorientation and delay their development.

The ability to understand the principles being taught among autistic learners is what determines how well a task is completed. The indicated learning activities that enhance the acquisition of adaptive skills for survival may only be delivered or modelled through simpler concepts. Similarly, Frost, Ingersoll, and Venker (2022) discovered that scaffolding acceptable concepts and verbal answers to learners' attempts in simpler language helps in understanding adaptive skills for functionality. This shows that the acquisition of adaptive skills through discrete learning can be facilitated by the simple concepts that serve as a reservoir to increase learning capacity. This bolsters the argument put up by Lucy et al. (2023) that simplifying concepts improves organisation and consistency in education to help autistic learners build adaptive abilities for autonomy. On the other hand, better conceptual simplicity will hinder understanding and allow flexibility at home and in the classroom.

Task identification facilitates the process of choosing, obtaining, and creating educational resources that enhance the use of discrete learning in routines, behaviour control, and language acquisition for flexibility (Gatuura et al., 2023). Additionally, Johnson, Soares, and Gutierrez (2021) asserted that offering autistic learners the chance to utilise resources fosters participative learning and the development of adaptable skills. As a result, tailoring materials to the needs and interests of autistic learners can enhance their adaptability and success. In a similar vein, Soper (2018) discovered that combining natural environments with real-world teaching materials aligns with learners' interests, enhancing their adaptive skills and engagement. The use of real instructional materials in natural settings is believed to enhance student participation and the acquisition of adaptive skills for self-sufficiency.

Nonetheless, the extensive expertise of teachers can significantly improve the design of educational materials suitable for teaching learners with autism.

Everlyne and Yambo (2022) suggested that insufficient resources for teaching learners with autism can hinder the effectiveness of scheduled learning activities and delay the development of flexible independence skills. The authenticity of adopted educational materials may be based on task identification, including breaking down difficult tasks into easier steps, streamlining concepts, and developing and acquiring instructional tools to achieve adapted abilities better. The study investigated the impact of task identification on the development of adaptive skills among autistic learners in Tharaka Nithi County, identifying potential shortcomings.

THEORETICAL FRAMEWORK

Frith's (1989) Weak Central Coherence theory and Piaget's (1896–1980) Constructivism theory guided the study of autism. While constructivism stresses active involvement and the transformation of experiences into ideas, weak central coherence (WCC) theory contends that learners with autism possess capabilities that allow for major changes through successful education tactics. Based on the assumption, autistic learners' strengths, as described by WCC, can be transformed into meaningful learning experiences through active participation in learning activities, as noted by constructivism theory, for the attainment of adaptable skills. Weak central coherence (WCC) is a cognitive style of reasoning in which learners pay more attention to details than to the larger concept or the context of the situation. This causes inflexibility issues with focus and visual processing that hinder the acquisition of adaptive skills necessary for survival in learners with autism.

With the right intervention techniques, the use of teaching tools like visual aids, social stories, behavioural techniques, integration of sensory input, and language therapy can enhance the learner's cognitive abilities (Goally, 2023). The technique gradually shifts the learner's perception of items from little details to a wider picture by connecting informational pieces to build an optimal understanding of reality. The success of the intervention strategy adopted relies on tasks that provide engaging moments that encourage active engagement. Teachers should create easily understandable tasks and provide sufficient materials and resources to stimulate learning to acquire diverse adaptive skills.

Constructivism theory advocates for supportive learning by peers and teachers through scaffolding. Based on Kurt's (2020) assertion, modelling and assistance in completing a task allow assimilation and accommodation of new experiences, resulting in the acquisition of adaptive skills by the autistic learner.

The WCC and Constructivism theories influenced the study because task identification encompassing techniques like visual supports, behavioural strategies, and sensory integration may create an environment that allows scaffolding, in which new experiences are constructed into concepts, resulting in the acquisition of adaptive abilities among autistic learners.

CONCEPTUAL FRAMEWORK

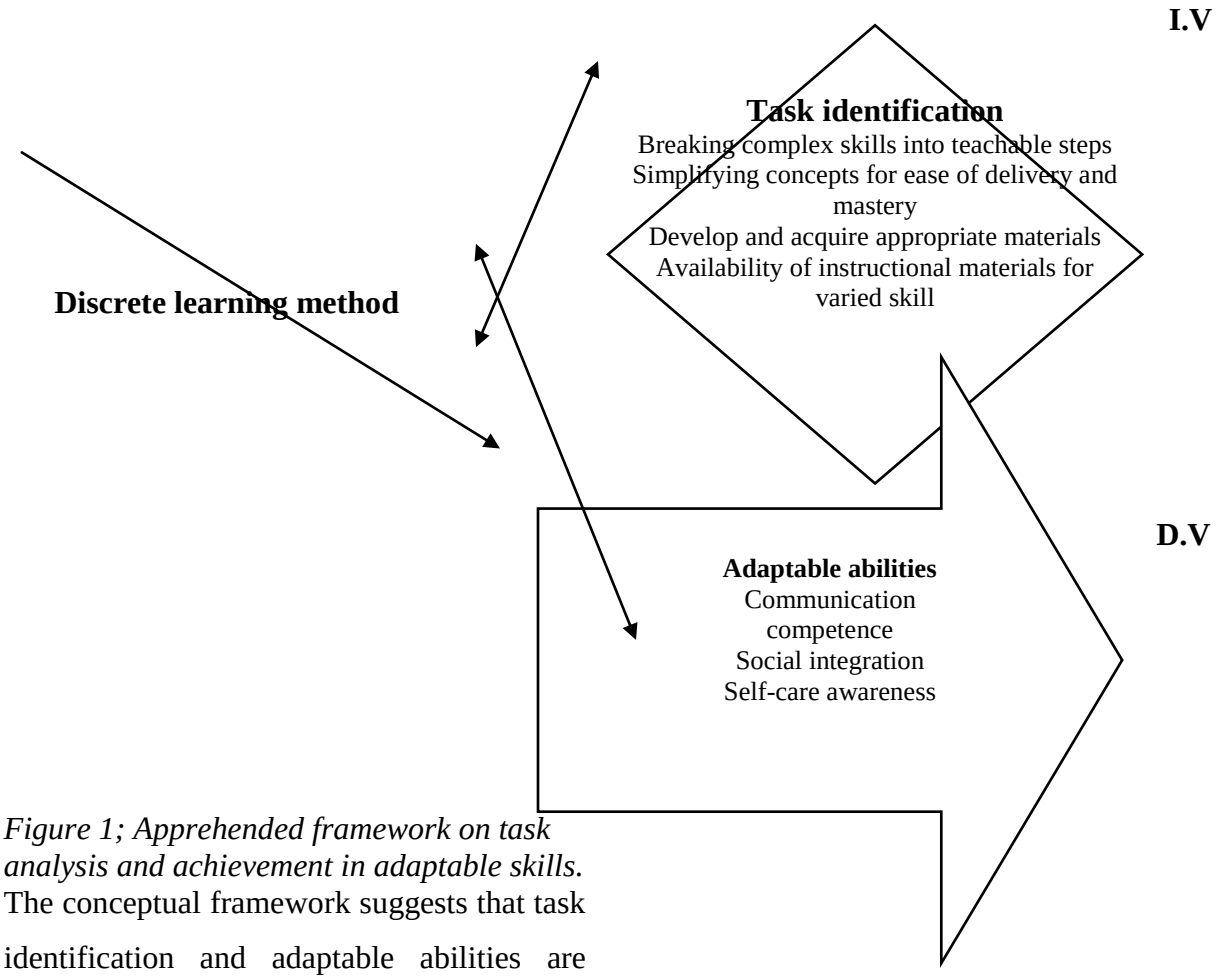

Figure 1; Apprehended framework on task analysis and achievement in adaptable skills.

The conceptual framework suggests that task identification and adaptable abilities are interconnected, with tasks broken down into manageable steps, simplified concepts, and appropriate materials for skill attainment determined by the discrete learning method.

RESEARCH METHODOLOGY

The adoption of research design, methodologies, and procedures that improved data collecting, analysis, and presentation for well-informed conclusions on the study's subject was guided by the schools of thought of constructivism and pragmatism. Constructivist schools of thought hold that people actively create knowledge through their experiences, social contexts, and interactions with the outside world (Yilmaz, 2008). On the other hand, pragmatic thinking focuses on using knowledge in real-world situations. It aims to provide knowledge that enhances human well-being by solving real-life problems. Schools of thought dictated that in order to generate quantitative and qualitative data that would enhance task identification for the development of adaptive abilities, the study employed a mixed methods research design with a nonequivalent control group.

The teacher questionnaire and the achievement assessments for autistic learners, including the pre-and post-tests, were used to collect quantitative data. In order to examine participant opinions and encounters with the intervention, as well as its impact on learning outcomes and specific teaching strategies, the qualitative data used observation, questionnaires, and focus group discussions.

The target population in Meru, Embu, and Tharaka Nithi counties comprised all special schools and units, autistic learners, their teachers, and parents. Special schools and units were the best places to analyse study dynamics because the study focused mostly on autistic learners. A sample size of 8 special schools, 65 units, 73 teachers, and 151 autistic learners was purposively sampled, and convenient sampling obtained 30 parents. Data collection tools were created, tested, and confirmed before any actual data was collected. September 2022 saw the completion of the pilot study, and the necessary adjustments were made. The instruments included achievement tests (pre- and post-tests) for autistic learners, a focus group discussion for parents, a questionnaire for teachers of autistic learners, and classroom observations.

To thoroughly evaluate the study's themes and insights, the qualitative analysis topically used textual analysis. Descriptive statistics like mean, standard deviation, frequency, and percentages were used to summarise the results of the quantitative analysis. Inferential statistical techniques included the t-test to evaluate the significance of differences between pretest and post-test results and regression analysis to ascertain the effect of task identification on the development of adaptive skills. The statistical software program for social sciences (SPSS) version 26.0 was utilised to conduct a comprehensive data analysis. Research ethics were upheld by obtaining

participants' agreement before beginning the study. The National Commission for Science, Technology, and Innovations (NACOSTI) provided research authorisation for the data gathering, and the University of Nairobi provided an introduction letter.

RESULTS AND DISCUSSION

The results showed that task identification aided the achievement in adaptive abilities in learners with autism. This was determined through triangulation of questionnaire responses from teachers, the achievement test results of autistic learners, and the statements made by parents in the focus group discussion (FGD). These findings are depicted under the indicators like breaking difficult concepts into manageable chunks, simplify complex skills for easy comprehension, development and acquirement of instructional resources, and availability of learning materials. From the sampled autistic learners, four categories were established depending on the level of improvement in adaptive skills after treatment. Low achievers, represented by categories 0 and 1–5 (0 symbolizing no improvement while 1-5 minimal improvement), and high achievers, represented by categories 6–10 (symbolizing an average /moderate improvement) while 11 (encompassing much improvement) on execution of adaptive abilities independently.

The questionnaire for the teachers used a five-point Likert scale, with the possibilities being strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). During the analysis, the mean scores for all the responses were computed against the number of teachers in a given response and the results are demonstrated in Table 1:

Table 1 : Task Identification and Achievement in Adaptive Skills.

Task Identification	**Achievement ratings**			
	Low achievers		**High achievers**	
	0	**1-5**	**6-10**	**11**
	Mean score	**Mean score**	**Mean score**	**Mean score**
Breaking a complex skill into simple teachable steps	3.40	3.76	4.27	4.55
Simplifying concepts for ease of delivery and mastery	3.60	2.33	4.36	5.00
Develop and acquire appropriate materials for autistic learner	3.00	3.66	4.27	4.44
Availability of instructional materials for varied skill acquisition	1.50	4.09	3.39	3.88

The results showed that teaching complicated abilities in manageable portions improved learning and the acquisition of adaptive skills in learners with autism. Table 1 shows the various mean scores of teachers on the Likert type statements, for the different children achievement cohorts they taught.

For instance teachers teaching high achievers in categories 6-10 and 11 recorded means of 4.27 and 4.55 respectively, which was reflected in achievement of autistic learners who demonstrated unique functionality in adaptive abilities, including responding to greetings, playing, and object recognition thus supporting social integration. The study discovered a strong relationship between teachers' opinions on fragmenting difficult abilities and learner's success. This corroborates the finding of Keshmiri and Mehrparvar (2023) that learners with autism may overcome learning obstacles and gain adaptive skills more effectively by breaking complex abilities down into manageable steps that are easily comprehended. Further, classroom observation found that teachers assigned tasks based on the needs of their learners, allowing flexibility for good involvement as stated by a teacher;

Teacher: *Assigning learning activities to autistic learners based on their interests and needs helps to guarantee that learning has a purpose. This ensures a learner-centred strategy and encourages authentic learning instead of memorisation. The development of certain adaptive skills suggests that the strategy has improved meaningful learning.*

The study backs up Soper's (2018) claim that specially designed assignments for students with autism can improve their capacity for adaptation and level of engagement with the material.

Ultimately, developing adaptive skills for integration is encouraged by designing instructional activities in discrete learning according to learners' needs.

On the other hand, means of teachers teaching low achievers was 3.40 for 0 category and 3.75 for 1-5 category implying uncertainty in breaking down complex skills into teachable units, which may have hindered autistic pupils' ability to learn effectively as well as lowering capacity for survival adaptation. In line with the analysis, autistic learners in two categories demonstrated inadequacy in executing adaptable abilities like response to greetings and participation in social activities. Such inadequacies indicates inconsistencies in task identification that resulted in poor performance in adaptive skill. The discrepancies may have been caused by a lack of expertise and knowledge in instructing learners with autism, which hinders the development of adaptive abilities necessary for integration.

The results corroborate Boucher's (2018) claim that a lack of expertise in teaching autistic students affects the choice of instructional technique and hinders the development of adaptive skills necessary for independence. Supporting teachers' participation in professional development workshops, helps in expanding the understanding of effective teaching techniques for autistic learners in order to

improve their learning of adaptive abilities might assist in combating the inconsistencies in discrete learning methods.

Additional results showed that simplified concepts improved understanding of modelled behaviours for higher achievement of prosperity-oriented adaptive abilities as indicated by the mean scores in Table 1. In this regard, teacher's responses generated means of 4.36 and 5.00 for high achievers in 6-10 and 11 categories respectively. This was confirmed further by autistic learners in the higher achieving groups exhibiting mastery of skills like shaking hands, waving goodbye, and pointing at certain objects in the classroom.

The discovery demonstrated that concepts simplification improved adaptive skill performance by increasing comprehension and mastery of abilities like response to cues to a greater extent. The results corroborate the findings of Frost, Ingersoll, and Venker (2022), who found that learners' comprehension of adaptive abilities for functionality is aided by verbal responses to their attempts and scaffolding of acceptable concepts in simpler language. Teachers' ability to simplify concepts in discrete learning may be related to their experience working with autistic learners, which improves their adaptive skills for integration.

Based on observations made in the classroom, this study found that most teachers used less complex strategies to teach adaptive skills, which helped students with autism acquire more adaptabilities for independence. The instructor declared that;

> Teacher: *Autistic learners generally have difficulty understanding complex skills, which may be improved when fragmented into smaller parts and simpler language is used in instruction. Learning activities like playing with sensory materials such as sand, putty, and reflective balls enhance eye-hand coordination for school and society adaptability. Other learning activities like viewing films can also help with imitation of modeled behaviors resulting in adaptive skill attainment.*

The results support Lucy et al. (2023) claim that simplifying concepts enhances organisation and consistency in instruction to help autistic learners develop adaptive skills for self-reliance. Additional findings posited that complex skills could overwhelm autistic learners, making it difficult for them to participate in educational activities, which weakens the efforts to support the development of adaptive abilities for autonomy. This led to the conclusion that simplified tasks could improve the management of learning activities and material manipulation, increasing the cultivation of adaptive skills required for social interaction. Conversely, teachers for low achievers cohort expressed mixed responses whose means were 3.60 for 0 and 2.33 for 1-5 categories on simplifying concepts

exhibiting disparate in skills. This was mirrored in autistic learner's challenges in adaptability. This implies that inadequate instructor ability to condense ideas for easier delivery may impair resilience among learners with autism preventing natural grasping of useful concepts in educational activities. The inadequacies in teacher preparation might be addressed by building a fully trained staff with expertise in adopting various tactics that could support autistic learners' learning for sustainability.

Besides, results revealed that creating and acquiring relevant educational resources positively affects autistic learners' progress in adaptive abilities as shown in Table 1. This was discovered when, high achievers teachers recorded means of 4.27 and 4.44 for categories 6-10 and 11 respectively. The means exhibited that effective learning materials should be created and acquired in relation to interests and needs of learners to improve skill attainment. Similarly, learners displayed improved adaptable abilities though in varying degrees suggesting stronger achievement in adapting skills.

The study emphasises the significance of providing resources for autistic learners to enhance their adaptive skills and participation in learning. Teachers noted throughout the conversation that experience teaching autistic learners improved the awareness of struggles and peculiarities of autistic learners compared to their neurotypical counterparts. This has bolstered teachers in developing appropriate and successful instructional materials and resources. The study backs up the assertion made by Johnson, Soares, and Gutierrez (2021) that teacher preparation improves students' adoption and use of instructional materials, making learning relevant and helping autistic learners develop socialisation-related adaptive abilities.

On the contrary, means of 3.00 for 0 and 3.66 for 1-5 categories exhibited unsureness of teachers in development and acquisition of instructional materials. Similarly, low achievers autistic learners exhibited low achievement which indicate limitations in functionality and adaptability. It is evident from the relationship between teachers' views and low performance among autistic learners that poorly selected instructional materials may have impeded learning and led to low adaptive skill scores. Additionally, teachers claimed that insufficient funding and knowledge of crucial teaching resources for students with autism compounded the lack of selection of resources, severely impeding the acquisition of adaptive skills for survival.

Everlyne and Yambo (2022) provided evidence to support the finding that inadequate resources for educating learners with autism can impair the efficiency of planned learning activities and postpone the development of flexible independence abilities. The results showed that only a small percentage of teachers faced difficulties in developing and acquiring adaptive skills as a result of insufficient funding and knowledge. Relevant stakeholders must note this to improve teacher support for the acquisition of adaptive skills through the provision of effective resources.

Further, results revealed mixed responses on presence of multiple instructional resources in facilitating the acquisition of a variety of adaptive skills as shown in Table 1. The results exhibited a mismatch between the level of learner's achievement and means from teachers' responses. For instance, for high achievers means were 3.39 and 3.88 for 6-10 and 11 categories while low achievers had means of 1.50 for 0 and 4.0 for 1-5 categories. This implied that improved adaptive skills among learners in cohort 1-5 was based on adoption of varied instructional materials in learning-teaching procedures.

Despite of inconsistencies in results, integration of instructional resources such as auditory, visual, and tactile materials in discrete learning could motivate learners with autism to actively engage in learning activities aimed at achieving flexible skills for social interaction. This is based on Gatuura, Odundo and Ganira's (2023) assumption that the incorporation of diverse educational resources, including tactile, visual, and auditory materials, into discrete learning may encourage autistic individuals to participate actively in learning activities that target the development of flexible social interaction skills. It is worth noting that inefficiency in utilising the instructional resources may lead to passive learning rather than hands-on training, thus limiting the effectiveness of discrete learning in supporting skill acquisition for self-reliance among autistic students. The teacher's assertion backed the findings.

Teacher: *The lack of teaching tools appropriate for autism impedes the successful implementation of discrete learning. I mostly employ materials for typical learners, and the majority of the learning exercises are difficult for students with autism to complete. Because of the functional difference, learners with autism have inadequate comprehension. This motivates me to teach what the student needs to attain in my unique method, even if the results are unsatisfactory.*

In support of the finding, Everlyne and Yambo's (2022) research posited that insufficient instructional materials can hamper the execution of specific actions, resulting in a lack of adaptive capabilities for functionality.

Furthermore, the data show that more instructional materials can result in the correct execution of planned activities, limiting adaptive skill learning and

jeopardising societal integration. The study's overall findings indicate that teaching learners with autism can benefit from the simplification of skills, the creation of appropriate materials, and the availability of a wide variety of instructional materials. The text recommends that teachers consider these findings when developing plans for skill acquisition in the discrete learning method.

Linear regression was used to examine the relationship between task identification and adaptability achievement. Table 1 indicates that the analysis found a statistically significant relationship between the variables.

Table 1: Variable's Linear Regression Analysis: Achievement in Adaptive Skills and Task Identification Proficiency in Discrete Learning Methods

Coefficients	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	-.582	.839		-.694	.490
Task Identification	1.004	.171	.656	5.870	.000

The findings reveal a high positive correlation between task identification and the attainment of adaptive skills among autistic learners, as postulated by the positive Beta coefficient (Beta = 0.656). In particular, it is anticipated that the accomplishment of adaptive abilities in autistic learners will rise when Task Identification rises. The significance of Task Identification in predicting accomplishment is emphasised by the t-value of 5.870, which is highly significant (Sig. = 0.000). This implies that suitably identified learning tasks improve the adaptive abilities and achievement level of autistic learners for adaptability. Teachers should constantly be cautious when planning learning activities for learners living with autism in relation to their needs, interests, and abilities for more productive learning that enhances the attainment of adaptive skills.

CONCLUSION

The study concludes that task identification in discrete learning improved autistic learners' adaptive skills for long-term social interaction. Task identification was demonstrated by breaking complex skills down into manageable skills, simplifying concepts for easier understanding, developing and acquiring instructional resources, and providing a variety of materials to support new experiences in autistic learners, resulting in the construction of knowledge for increased attainment in adaptable abilities. The study analysis revealed a positive relationship and a statistical significance between task identification and achievement in adaptive skills for functionality.

RECOMMENDATIONS

The study highly suggests creating and implementing workshops that provide educators with practical skills in building tailored skill-learning strategies. The study

suggests introducing principles for personalised task identification into curriculum frameworks, and finally to prioritise advocating for legislation that provides teachers with a budget for collaborative task identification.

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