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completion and success early on is motivating (Al-Ajlan, 2015).BenefitsPromotes integration of all components of a task and potentially accelerates learning (Veazey et al., 2016).Ensures structured and sequential learning, building confidence with each mastered step (Cooper, Heron & Heward, 2020).Builds confidence and motivation through immediate task completion and success (Radley & Dart, 2021). Al-Ajlan, A. (2015). The comparison between forward and backward chaining. *International Journal of Machine Learning and Computing*, 5(2), 106. Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis*. New York: Pearson. Radley, K. C., & Dart, E. H. (2021). *Social Skills Teaching for Individuals with Autism: Integrating Research Into Practice*. London: Springer International Publishing. Price, R., Marsh, A. J., & Fisher, M. H. (2018). Teaching young adults with intellectual and developmental disabilities community-based navigation skills to take public transportation. *Behavior analysis in practice*, 11, 46-50. doi: Snodgrass, M. R., Meadan, H., Ostrosky, M. M., & Cheung, W. C. (2017). One step at a time: Using task analyses to teach skills. *Early Childhood Education Journal*, 45, 855-862. doi: Veazey, S. E., Valentino, A. L., Low, A. I., McElroy, A. R., & LeBlanc, L. A. (2016). Teaching feminine hygiene skills to young females with autism spectrum disorder and intellectual disability. *Behavior Analysis in Practice*, 9, 184-189. doi:

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