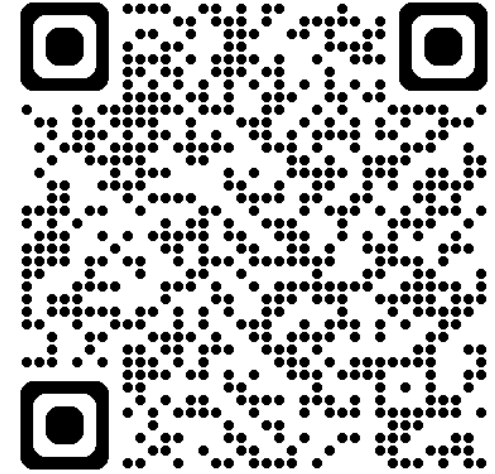


■ New Resources LIVE!

- [Task Analysis Form](#)
- [Sample Grading Rubric for Students with Complex Access Needs](#)
- [Student Preference Survey](#)
- [Family Input Survey](#) (English and Spanish)
- [Hierarchy of Cueing and Prompting](#)
- Data Collection Forms: [A-B-C](#), [Duration](#), [Frequency](#), [Interval](#), [Trial by Trial](#)



■ Coming Soon:

- Grading Rubric Scenario
- Additional “Show Me” Videos: Data Collection (A-B-C, Duration, Frequency, Interval, Trial by Trial, Task Analysis) and Recasting

Task Analysis Form

Enter task and the student instructions in the table. Add and delete rows as needed.

Steps	Support Code I-independent, V-verbal direction, G-gesture assist, M-adult model, P-physical assist
Enter steps here.	
Enter steps here.	
Enter steps here.	
Enter steps here.	
Enter steps here.	
Enter steps here.	
Enter steps here.	
Enter steps here.	
Enter steps here.	
Enter steps here.	
Enter steps here.	
Enter steps here.	

Notes:

Task analysis is the process of breaking down a task, skill, or process into smaller steps. An educator identifies which steps a student can complete independently, then investigates what supports the student may need to learn the other steps while working towards mastery.

This form can be used to break down the steps of an activity and indicate the support the student required for each step.

Grading Rubric

Assignment Title:

Directions:

Using task analysis, break down the assignment or activity into individualized steps by considering the prerequisite access points and specific conditions needed for your student. Enter the task steps into the table. You will need at least two steps for this rubric. Add or delete rows as needed. Complete the calculations to determine the student's grade.


Learn more about breaking down activities into steps in the free [Task Analysis course](#) from Texas SPED Support.

Steps	Prompt Code and Score I - Independent (5 points) V - Verbal direction (4 points) G - Gesture assist (3 points) M - Adult model (2 points) P - Physical assist (1 point)	Step Completion Score 5 points each
1. Enter step here.		
2. Enter step here.		
3. Enter step here.		
4. Enter step here.		
5. Enter step here.		


This grading rubric can be used as a tool to assist educators in obtaining more specific and objective activity grades for students with significant cognitive disabilities.


Student Preference Survey

What are your favorites?

	Color: _____	Book: _____
	Snack: _____	Movie: _____
	Toy: _____	TV Show: _____
	Music: _____	Game: _____
	App: _____	

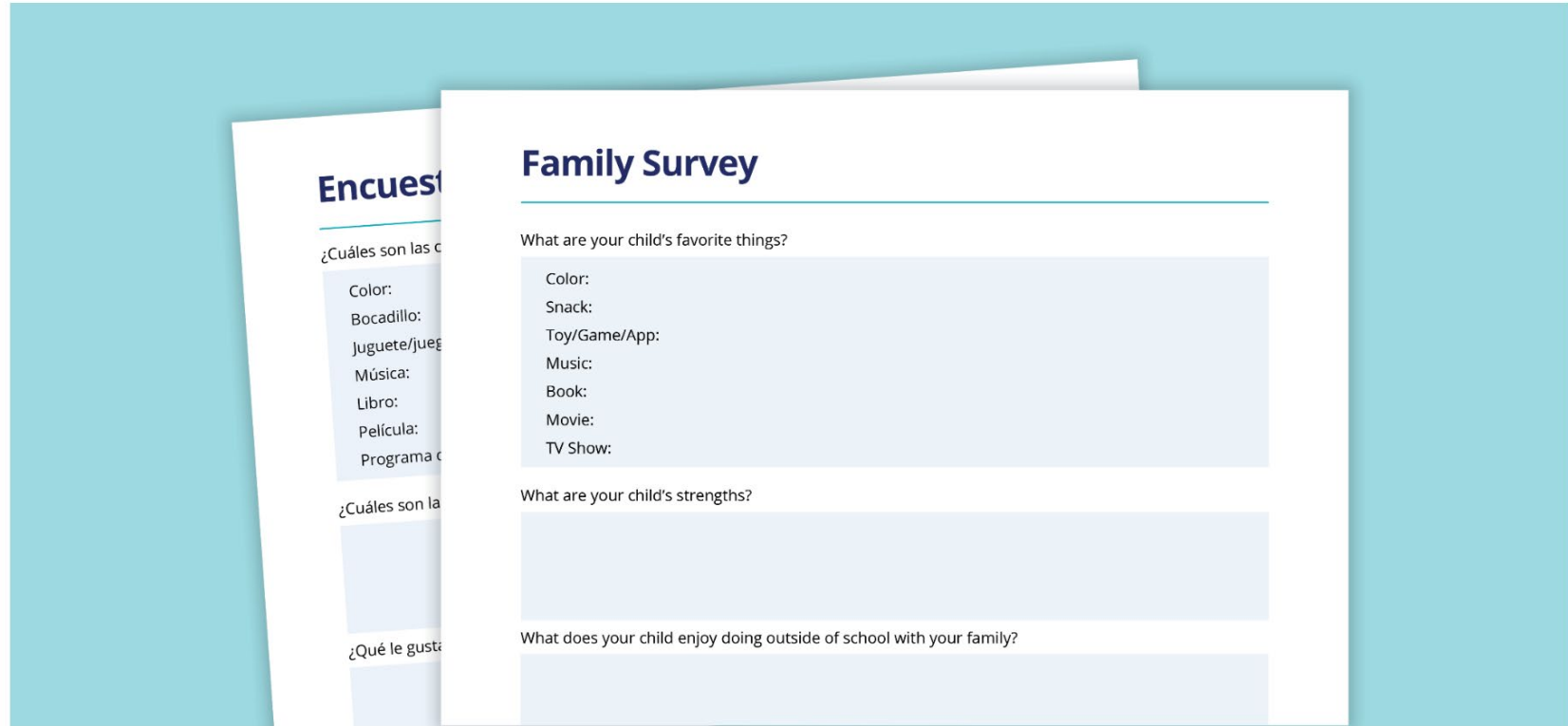
Which do you like best?

	<input type="checkbox"/> Working with noise.	or	<input type="checkbox"/> Working in the quiet.
	<input type="checkbox"/> Working alone.	or	<input type="checkbox"/> Working with a partner or group.
	<input type="checkbox"/> Working in a bright space.	or	<input type="checkbox"/> Working in a space with less light.
	<input type="checkbox"/> Working on something without a break until it is finished.	or	<input type="checkbox"/> Taking breaks while I work on something.

	<input type="checkbox"/> Reading silently in my head.	or	<input type="checkbox"/> Reading out loud.
	<input type="checkbox"/> Reading to myself.	or	<input type="checkbox"/> Having someone read to me.


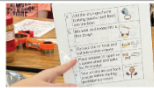

This student survey can be used to gather preference information from students.

Taking time to inquire, assess, and document a student's opinions, interests, and preferred activities helps with IEP development. The aim is to know which items or activities are likely to be successful in reinforcing the student's participation and engagement in learning and communication.



This survey can be used to gather information from families. Family information can be used by educators when developing the IEP as well as when planning for student engagement within lessons.

Hierarchy of Cueing and Prompting

Wait Time	Wait time should be given to allow the student to demonstrate the skill without additional assistance.		
Cueing	Cueing (general assistance) is an action intended to encourage a student to initiate or continue a task that they had previously executed. A cue is a hint or a nudge in the right direction that does not provide a direct answer.		
Least Invasive ↓ More Invasive	Verbal Indirect Cue	The student is given oral information or a question that guides the student in the right direction but does not provide a direct answer.	(Example: "What do you think you need to do next?")
	Verbal Direct Cue	The student is given a hint or short verbal redirection that relates specifically to the task but does not provide a direct answer.	(Example: "Always capitalize the first word in the sentence.")
	Visual Cue	The student is provided with a written direction, arrows, color-coding, or other visual methods beyond the materials preplanned initially to help the student continue the task.	
	Pointing	An adult provides a single point toward an object or place indicating the beginning step of a task or continuation of the task when the student hesitates.	
Physical Gesture	An adult alerts the student by touch to begin or continue a task.		
Prompting	Prompting (specific assistance) is an action intended to directly assist a student with the completion of a task. A prompt pulls the student through each step to the end of the task and directly leads to the answer.		
Verbal	A step-by-step sequence is given to the student in order	"Look at the photos. Look at the first one. Now look at the next one. Think	

This chart organizes the levels of support a student might need from least to most invasive. The hierarchy helps staff identify a student's needs and provide the right level of support.

Note: Educators should plan to provide the least invasive support for the student to be successful and have a plan for fading. For students who require a full physical prompt, the technique of hand-under-hand is preferable.

Data Collection: A-B-C Recording

Antecedent-Behavior-Consequence (A-B-C) data collection serves to identify the antecedents (A) that set the stage for or trigger problem behavior (B) to occur and the consequences (C) that appear to maintain that behavior. Typically, this data is collected over multiple sessions and is used to identify patterns and functions of behavior.

Date/Time	Setting	Antecedent	Behavior	Consequence	Effect
<small>When did the interfering behavior occur?</small>	<small>Where did the interfering behavior occur?</small>	<small>What happened immediately before the interfering behavior?</small>	<small>Objectively describe the interfering behavior.</small>	<small>What happened immediately after the interfering behavior?</small>	<small>What effect did the consequence have on the behavior?</small>

Data Collection: Frequency Recording

Frequency recording is a way to measure the number of times a behavior occurs within a given period and is best for behaviors with a distinct beginning and end.

Target Behavior (measurable and observable): _____

Date	Time	Setting/Activity	Length of Observation	Tally	Total

Notes:

Data Collection: Trial by Trial Recording

Trial-by-trial data collection is used often for academic tasks. Record data for each opportunity, or trial, the student is given. The data may be reported in trials or in percentages, depending on how the goal is written.

Goal: _____

Date: _____

Trial	1	2	3	4	5	6	7	8	9	10	% (or ratio)
Response											
Notes											

Date: _____

Trial	1	2	3	4	5	6	7	8	9	10	% (or ratio)
Response											
Notes											

Data Collection: Duration Recording

Duration recording documents how long a student engages in a specified behavior. This type of data collection is appropriate for behaviors that have a distinct beginning and ending.

Target Behavior (measurable and observable): _____

Date	Setting/Activity	Start Time	End Time	Total Minutes	Notes

Data Collection: Interval Recording

Interval recording involves observing whether a behavior occurs or does not occur during specified time periods and is useful for high-rate behaviors that are difficult to count and/or do not have a clear beginning or end.

Select which interval recording method is most appropriate for your data collection:

<input type="checkbox"/> Momentary Time Sampling (MTS)	<input type="checkbox"/> Whole Interval Recording (WI)	<input type="checkbox"/> Partial Interval Recording (PI)
Frequent behaviors that last for longer periods of time. Indicate if the behavior is exhibited at the <i>precise moment of the end of the interval.</i>	Ongoing behaviors that will continue across intervals. When the interval ends, indicate if the behavior was exhibited for the <i>entire interval.</i>	Behaviors that happen so quickly, they may be hard to catch. Indicate if the behavior is exhibited at <i>any time during the interval.</i>

(This form is set up for 10 intervals per observation. If the observation is 20 minutes, each interval would be 2 minutes. If the observation is an hour, each interval would be 6 minutes, etc.)

Target Behavior (measurable and observable): _____

Date	Setting/Activity	Length of Observation	Interval Duration	Intervals: (Mark + or -)										Total
				1	2	3	4	5	6	7	8	9	10	

These data collection forms are intended for use by teachers, paraprofessionals, and other service providers collecting data for student IEP goals and baseline data to determine a need for new/updated IEP goals or behavior intervention.

Accompanying “Show Me” videos currently in production.

Grading Rubric Scenario

Introduction

Mr. Broden has two seventh-grade students in his special education class. He provides his students with instruction aligned with their grade-level Texas Essential Knowledge and Skills (TEKS) through their individual prerequisite access points. One student, McKenna, is accessing the curriculum using skills found in the second-grade TEKS, while the other, Alicia, is performing in the 18–24-month developmental range. Mr. Broden takes grades using a task-analysis based [grading rubric](#).

Identify Prerequisite Skill Access Points to TEKS

In the general education English Language Arts and Reading classroom, the students are working on TEKS 7.5(E).

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

The student is expected to: (E) make connections to personal experiences, ideas in other texts, and society

- (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected text;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;**
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

This grading rubric scenario uses the Sample Grading Rubric for Students with Complex Access Needs and demonstrates how to:

- identify prerequisite skill access points to TEKS
- provide instruction that integrates individual accommodations and modifications
- pre-plan individual supports
- use task analysis to determine individual student mastery of an assignment or activity