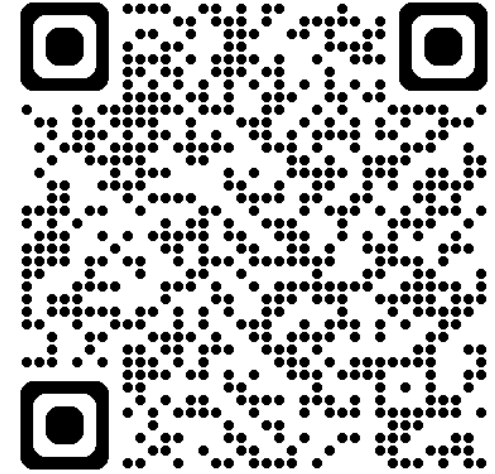# Complex Needs – Texas SPED Support Resources

■ New Resources LIVE!

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

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■ Coming Soon:

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

Task Analysis Form

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.

Sample Grading Rubric for Students with Complex Access Needs

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.

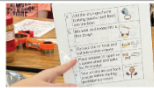# Student Preference Survey

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.

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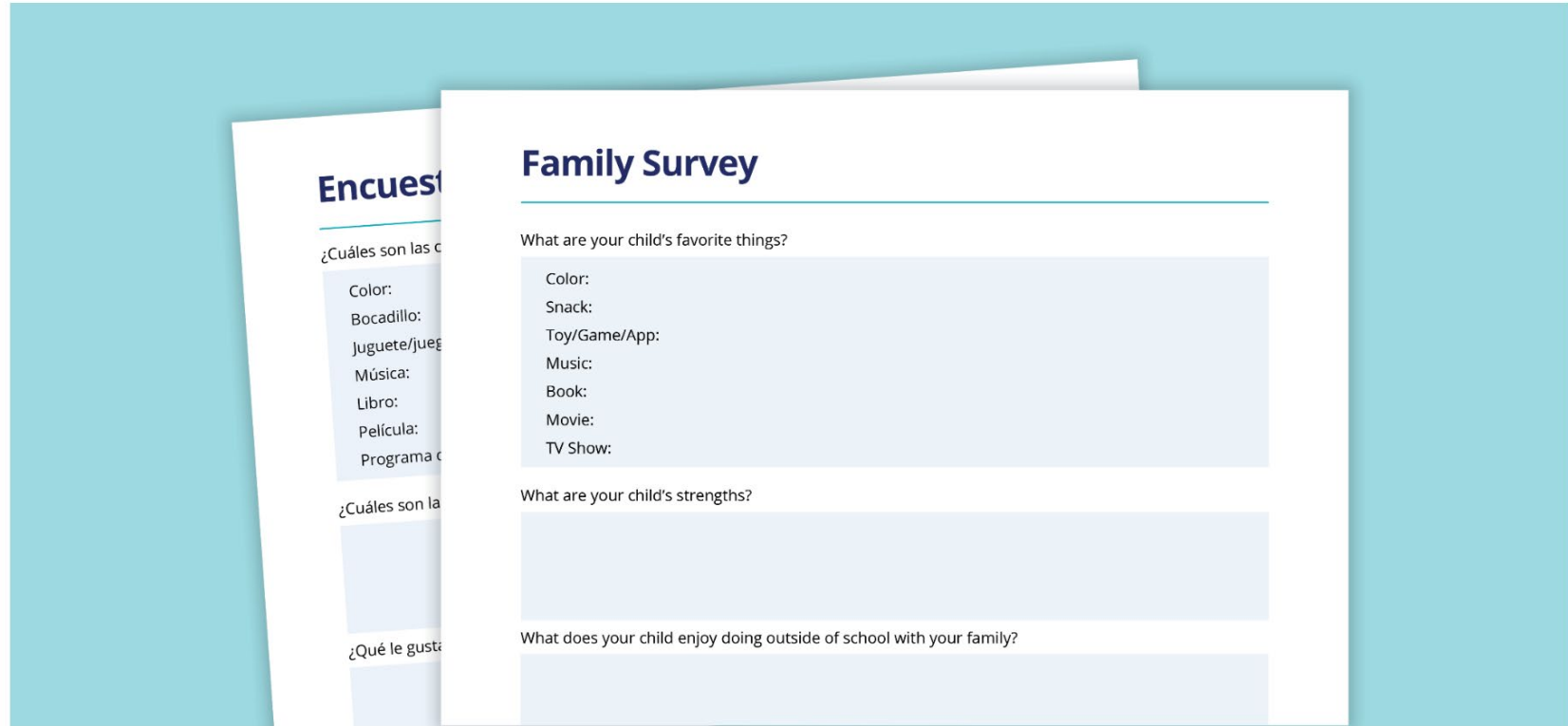
This survey can be used to gather information from families. Family information can be used by educators when developing the IEP as well as when planning for student engagement within lessons.

Hierarchy of Cueing and Prompting

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

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.

Coming Soon: Grading Rubric Scenario

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