A task analysis can be used in multiple ways to collect data to define the training and learning needs of a student. Gathering data without providing any interventions allows instructors to have a baseline against which to measure growth and learning.

After the task analysis has been created, follow the steps below to collect baseline data.

1. **Model the task for the student**
   Complete and explain the task from beginning to end with the student observing.

2. **Direct the student to complete the task**
   Give an instructional cue to begin the task but do not provide any prompting.

3. **Allow time to initiate the task**
   Provide processing time by allowing 3-5 seconds to begin the task. It may help for the instructor to count silently.

4. **Mark the task analysis**
   If the student successfully completes a step, mark the step with a plus. If the student makes a mistake or does not initiate the step, mark the step with a minus.

**Single probe**
If the student completes the step successfully, allow them to move on independently to the next step. Once the student makes a mistake or does not initiate a step, place a minus sign next to the step. When baseline data collection ends, instruction begins.

**Multiple probe**
If a student completes a step correctly, allow them to move on to the next step independently and mark the step with a plus. If they make a mistake or fail to initiate a step, mark the step with a minus and prompt the student to the next step. Continue until all steps are observed. Focus instruction on the steps with minuses.