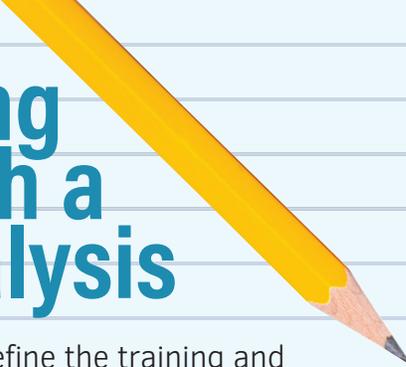# a guide to { collecting data with a task analysis

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.