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| **Missouri SW-PBS ETLP Practice Profile** |
| **PRACTICE: Task difficulty relates to work assignments that exceed the student’s skill level. It is important to determine which aspects of the task/assignment do not match the student’s skills, and then how they can be appropriately adjusted to decrease associated problem behaviors and increase opportunities for academic success.** |
| **Adjusting Task Difficulty** |
| **Essential Functions** | **Exemplary/ Ideal Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
|  |  |  |  | *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | *(Follow-up professional development and coaching is critical.)* |
| 1 | Address situations where the academic tasks are accurately matched to the student's ability, but the length of the assignment exceeds the student's motivation or endurance. | * *The teacher uses student data to appropriately adjust the length of tasks to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective.*
* *Teacher uses progress monitoring to determine when to make adjustments and evaluates the effectiveness of the support.*
 | * *The teacher uses student data to appropriately adjust the length of tasks to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective.*
 | * *The teacher adjusts the length of tasks to increase the likelihood of successful work completion, considering the learning objective.*
 | * *No evidence of planning for possible adjustments to length of assignment or task.*
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| 2 | Address situations where the mode or method of response make the academic tasks aversive or overwhelming to the student. | * *The teacher uses student data to appropriately adjust the mode and method of response to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective.*
* *Teacher uses progress monitoring to determine when to make adjustments and evaluates the effectiveness of the support.*
 | * *The teacher uses student data to appropriately adjust the mode and method of response to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective.*
 | * *The teacher adjusts the mode and method of response to increase the likelihood of successful work completion, considering the learning objective.*
 | * *No evidence of planning for possible alternate methods of response.*
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| 3 | Use instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning. | * *The teacher uses student data to select instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning, while maintaining the high expectations for meeting the learning objective.*
* *Teacher uses progress monitoring to determine when to make adjustments and evaluates the effectiveness of the support.*
 | * *The teacher uses student data to select instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning, while maintaining the high expectations for meeting the learning objective.*
 | * *The teacher uses student data to select instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning, considering the learning objective.*
 | * *No evidence of planning for adjustment of instructional strategies.*
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| **Strategy** | **Examples** |
| **Time adjustments** | • Have shorter work periods with other assignments in between• Provide physical breaks between difficult tasks• Provide alternative times for students to complete their work |
| **Length adjustments** | • Highlight, in a color, the problems for the student to complete• Have the student cover all tasks except the one they are working on at the time• Break up the assignments into chunks |
| **Adjust Input Mode** | • Provide access to digital texts, text-to-speech functions, multi-media sources• Include illustrations or graphic organizers describing how to complete tasks or as additional structure and support• Highlight and/or underline important words in instructions and texts• Create Guided Notes that highlight key points |
| **Response Mode** | • Provide choice of written or oral answers• Provide options for typing if writing by hand is a barrier• Permit students to use outlining software to facilitate planning• Allow students to video or take pictures to produce journals or compose essays |
| **Increased Instruction or Practice** | • Different instructional strategies than were presented during initial instruction–incorporate multiple representations• Arrange for additional brief instruction using modeling, then guided practice, then independent practice if student is in the acquisition stage• If student understands the content but needs more practice, arrange a peer tutor. Ensure 90% accuracy before moving to independent practice• Use flash cards to increase fluency to 90%• To assist with mastery or generalization, use meaningful real-life examples for practice and application   |