

Phone Message

task analysis, data sheet & IEP goals

TAKING A PHONE MESSAGE

Student _____ Date _____

Staff _____ If (-) what prompt was given?

+/-	Task Analysis	
	Answer the phone politely	
	Listen carefully to the caller	
	Write down the caller's name and phone number	
	Write the message clearly	
	Repeat the message to confirm	
	Give the message to the right person	

FULL SPED AHEAD

TAKING A PHONE MESSAGE

- ☐ Answer the phone politely
- ☐ Listen carefully to the caller
- ☐ Write down the caller's name and phone number
- ☐ Write the message clearly
- ☐ Repeat the message to confirm
- ☐ Give the message to the right person

FULL SPED AHEAD

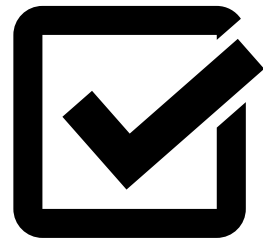
Full SPED ahead

Take a look inside...

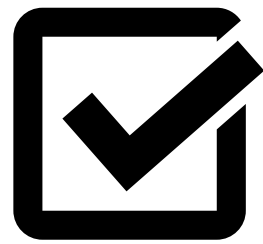
Use this in your special education classroom systematically teach the steps of how to take a phone message with task analysis, data sheets and proposed IEP goals.

Why?

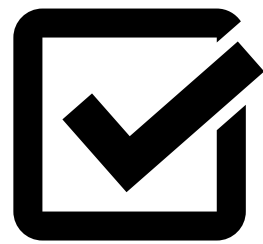
should you use a task analysis



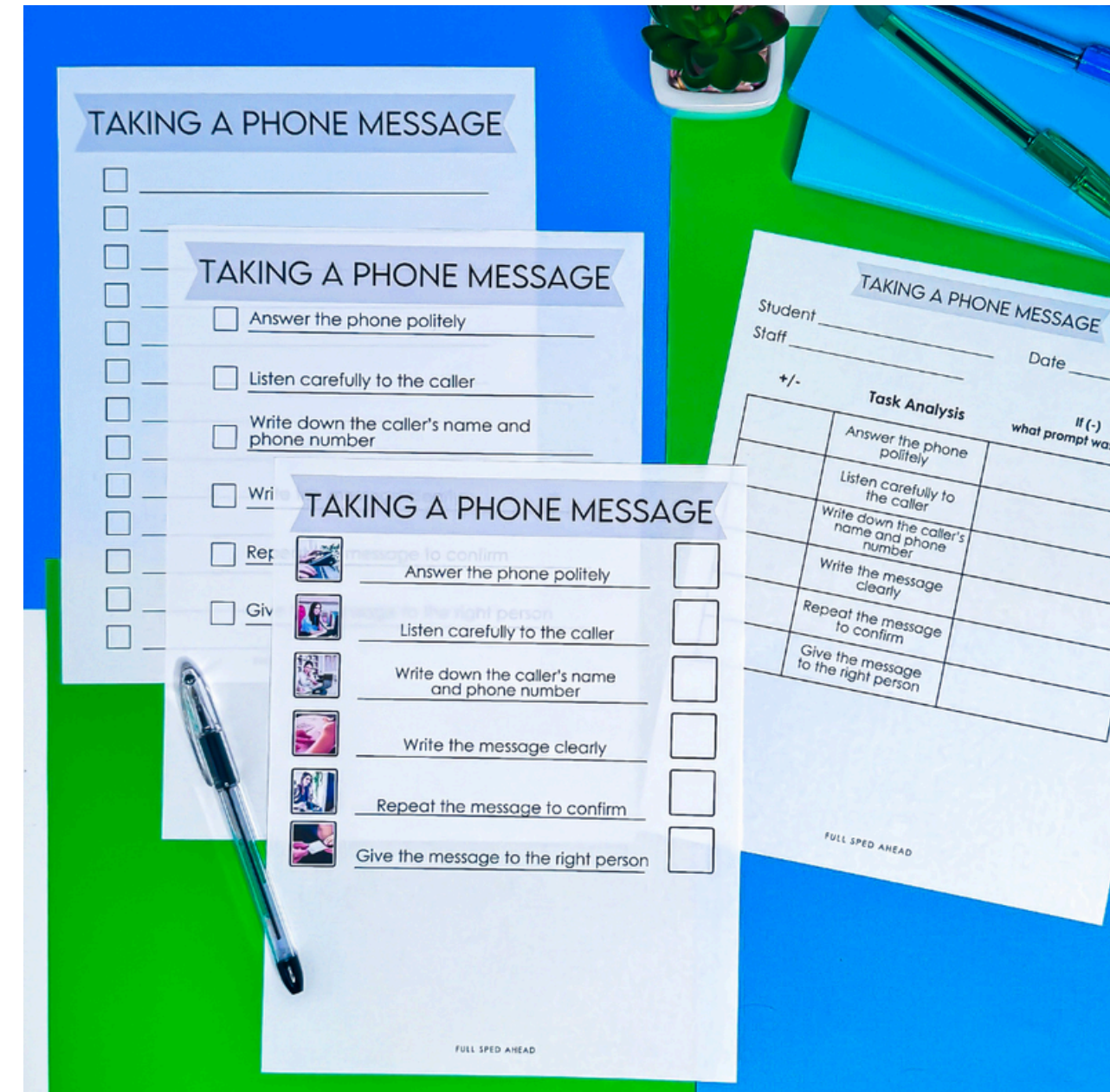
breaks down complex skills into manageable steps



learn the small steps to master the overall skill



supports students who have difficulty with executive functioning skills



What

is included in this resource?

3 LEVELS OF TASK ANALYSIS



TAKE A PHONE MESSAGE

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

1

TAKE A PHONE MESSAGE

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2

TAKE A PHONE MESSAGE



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3

What is included in this resource?

data sheet & IEP goal suggestions

TAKE A PHONE MESSAGE

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Staff _____

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	Write the message clearly	
	Repeat the message	

IEP GOAL SUGGESTIONS

Goal 1: By the end of the IEP year, given verbal or visual prompts, the student will independently answer the phone using an appropriate greeting (e.g., "Hello, this is [Name], how can I help you?") with 100% accuracy in 4 out of 5 opportunities as measured by teacher observation and data collection.

Goal 2: By the end of the IEP year, given verbal or visual instruction, the student will independently ask for and write down key message details (e.g., caller's name, phone number, and reason for calling) with 100% accuracy in 4 out of 5 opportunities as measured by teacher observation and data collection.

Goal 3: By the end of the IEP year, given verbal or visual cues, the student will independently repeat back the message details to the caller to confirm.

What is included in this resource?

prompting levels visual to use as a classroom poster



Prompt Levels

least intrusive to most intrusive

Independent (I) After given a direction, the student completes the task by themselves.	Visual (V) You show a picture to the student for them to continue or complete the task. EX: Holds a schedule picture icon	Gesture (G) You point to an item or task for the student to continue or complete the task. EX: Point to a schedule
Positional (PO) You move an item closer to the student or put an item in front of their view. EX: Puts a pencil closer to the student	Proximity (PR) You move closer to the student to keep a closer eye on their work completion. EX: Staff stands close to a student while working	Model (M) You complete the task while the student observes each step. EX: Staff washes hands then has the student do the same.
Indirect Verbal (IV) You give a cue, but very little information is given.	Partial Verbal (PV) You give a cue that starts the beginning of	Direct Verbal (DV) You give a cue that is direct and gives specific details.

Prompt Levels

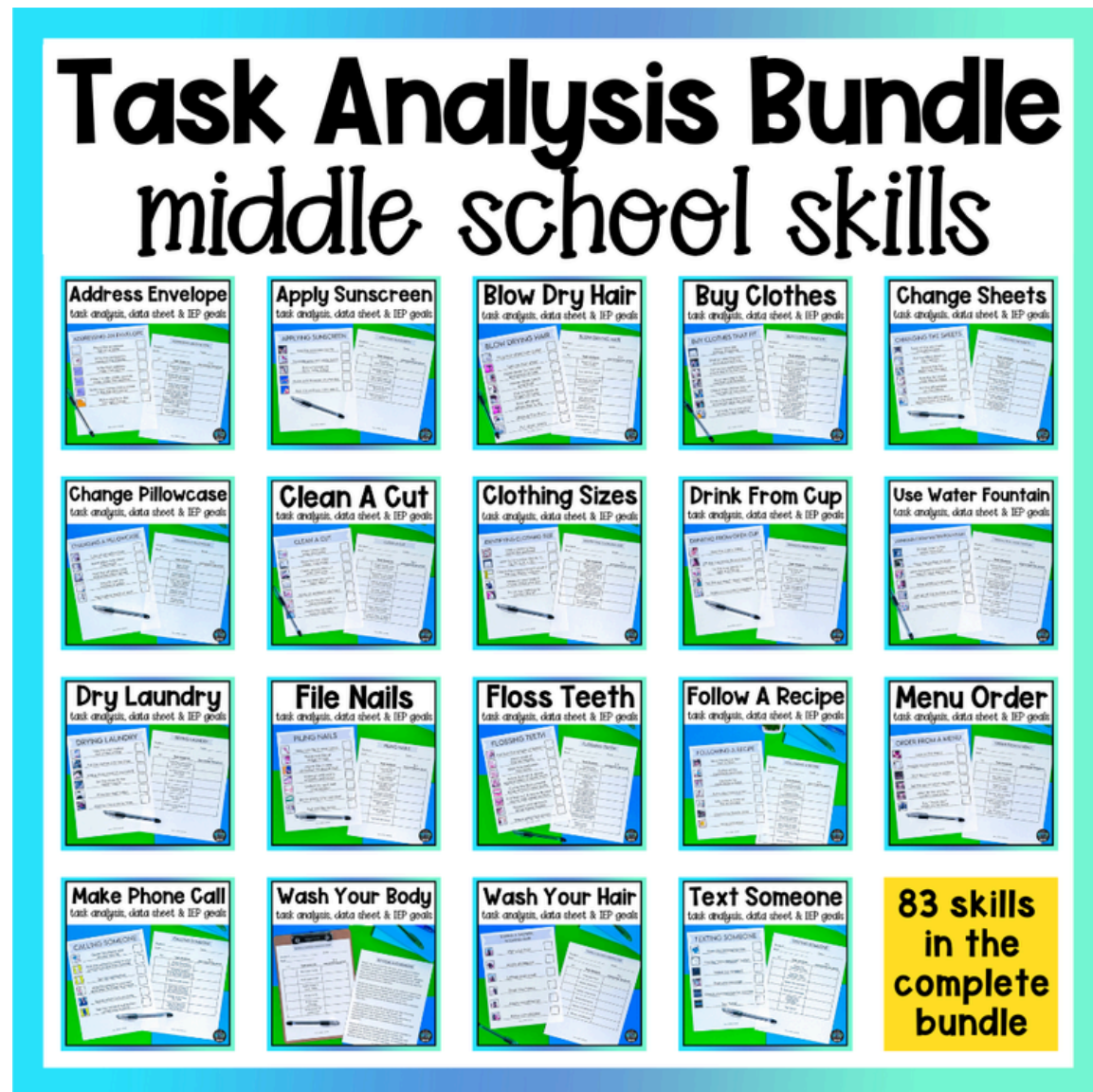
least intrusive to most intrusive

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How **can I use this resource?**

- ① **Use to teach skills step by step**
- ② **Fade prompts in task completion**
- ③ **Get student IEP goal ideas**

Did you see the bundle?



Click to see
all 83 task
analyses