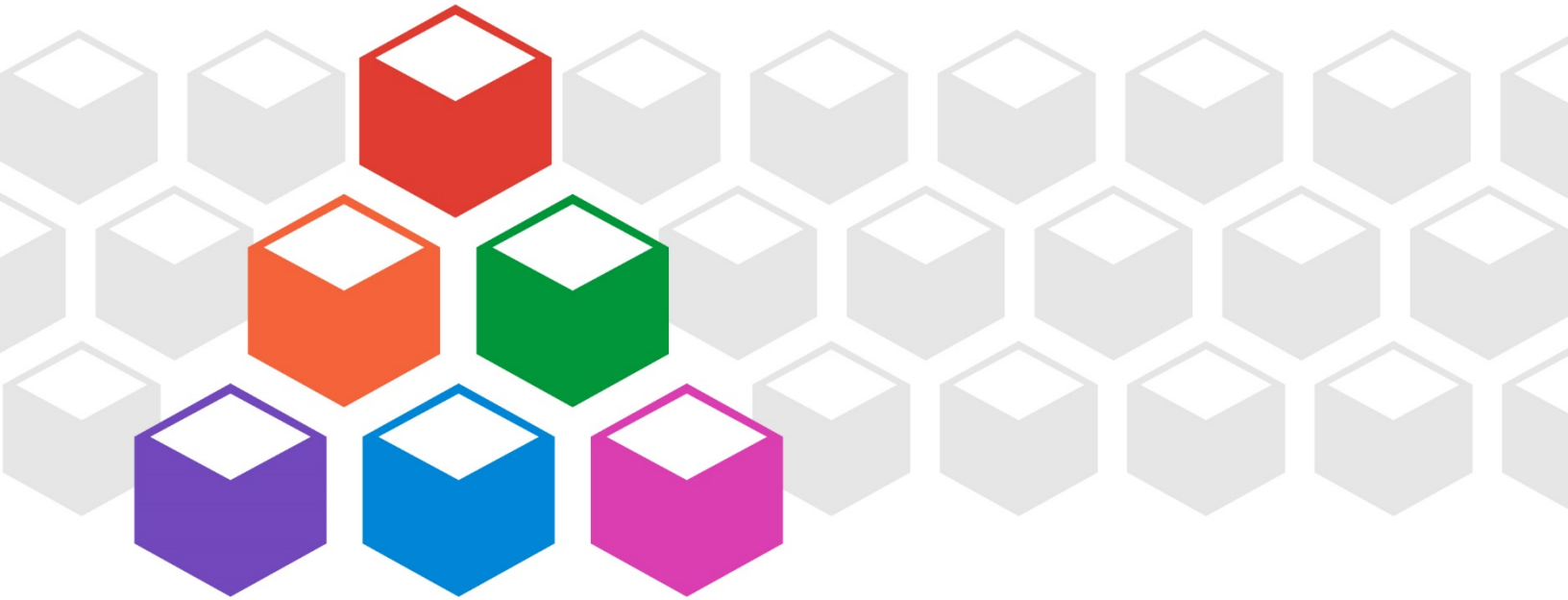




NTACT

National Technical Assistance Center on Transition



Monitoring Student Progress for Transition:

A Toolkit for Collecting Student Level Transition-Related Data

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Acknowledgement

This document was developed by the National Technical Assistance Center on Transition (NTACT), Charlotte, NC, funded by Cooperative Agreement Number H326E140004 with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Department of Education. OSEP Project Officer: Dr. Selete Avoke. RSA Project Officer: Kristen Rhinehart-Fernandez. This product is public domain.

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National Technical Assistance Center on Transition (2018). Monitoring Student Progress for Transition: A Toolkit for Collecting Student Level Transition-Related Data, D. Rowe, S. Lee, A. Ingram, R. Marable, C. H. Fowler, & S. Kwiatek

Published and distributed by: National Technical Assistance Center on Transition
University of North Carolina Charlotte
College of Education, Special Education & Child Development
9201 University City Boulevard Charlotte, NC 28223
Phone: 704-687-8606
Fax: 704-687-1625
<http://www.transitionta.org>
<http://www.uncc.edu>

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Introduction

There is a growing emphasis on the use of data for decision-making in schools today. Policy makers have given much attention over the past decade to the importance of data-driven decision-making (DDDM) in education (Morningstar et al., 2012). DDDM uses systematic and dynamic collection and analysis of various data to guide decisions (Marsh, Pane, & Hamilton, 2006). DDDM is said to enable teachers, administrators, and other school personnel to address student learning based on documented evidence rather than on practitioner intuition (Kowalski, Lasley, & Mahoney, 2009). According to Marsh et al. (2006), the decisions that can be made using these data include informing, identifying, or clarifying student needs and using data to take action. DDDM helps educators and adult service agency personnel (e.g., administration, teachers, related service providers; vocational rehabilitation counselors)

- a. make informed decisions related to the selection of evidence-based practices and programs that lead to improved student achievement,
- b. gain an objective picture of what needs to be improved for individual students and the program as a whole,
- c. focus on what is important for student success,

- d. discover what is working and what is not for students, and
- e. monitor and celebrate movement toward desired student outcomes (Kowalski, Lasley, & Mahoney, 2009).

Additionally, making decisions based on data provides educators with knowledge to help students take an active role in their career and life development (Osborn & Zunker, 2011). More specifically, DDDM recognizes that multiple types of data may inform decisions, such as interviews, surveys, direct observations, questionnaires, and other inventories (Neubert & Leconte, 2013). Teachers and other service providers (e.g., related service providers; vocational rehabilitation counselors) continuously collect information about their students. They ask questions, observe students, and examine students' work. Mostly, teachers and other service providers process this information to help them make informed decisions, regarding student progress, educational or employment needs, and goal-setting. Systematic data collection is important and beneficial to answer questions and make informed decisions (Rowe et al., 2015).

As indicated in the 2013 CEC Special Education Transition Standards, special education teachers are expected to be proficient in using data to evaluate the effects of specific interventions and make decisions about a student's Individualized Education Programs (IEP; CEC, 2013; See Figure 1). Many of the CEC Special Education Transition Standards for Assessment overlap with the assessment standards for Vocational Rehabilitation as defined by the regulations: <https://www.gpo.gov/fdsys/granule/CFR-1999-title34-vol2/CFR-1999-title34-vol2-part361>. Overlap is indicated with an *.

Figure 1. CEC Special Education Transition Standards for Assessment

Knowledge	Skills
<p>K1.1 Variety of formal and informal transition assessments and procedures to identify student strengths, preferences & interests critical to transition to outcomes (postsecondary education, employment, independent living).</p>	<p>S1.1 Utilize a variety of transition assessments (assessment methods, both formal and informal) on an on-going basis to develop appropriate transition plans (IPE services/rehabilitation needs).</p> <p>S1.2 Modify transition assessments to meet individual student needs*.</p> <p>S1.3 Interpret results of transition assessments for students, families, and professionals*.</p> <p>S1.4 Develop measurable postsecondary (attainable employment) goals based on transition assessment results.</p> <p>S1.5 Match student preferences and interests with assessment results with skills and demands of post school environments*(to determine appropriate employment goal).</p> <p>S1.6 Apply transition assessment results to develop natural support systems in post-school settings.</p> <p>S1.7 Assess student progress in work-based experiences.</p>

Note. For more information on transition competencies, see the CEC Transition Standards available on the Division of Career Development and transition (DCDT), <http://community.cec.sped.org/dcdt/cec-transition-standards>.

The **purpose** of this toolkit is to explain how data driven decision making can be used in middle and high schools and provide tools to support the ongoing collection of data for progress monitoring of academic skills, behavior skills, work-place readiness skills, and other transition related skills. The target audience for this toolkit is middle and high school general and special education teachers, administrators, Vocational Rehabilitation counsleors working with schools, and other school (e.g., guidance counselor, related service provider) or community agency staff (developmental disability services, independent living center staff) who are part of the multi-disciplinary team (MDT) supporting students in transition. It may be used as a companion document to the Collaborative Assessment Toolkit (NTACT, 2019). Educators and supervisors may use this toolkit to teach and guide professional practice, as well. Many sample tools are

hyperlinked within the toolkit to assist practitioners as they better identify which tool to use for a specific purpose.

Section I: Data Driven Decision Making for Middle School and High School Students

Data Driven Decision Making (DDDM) has become an important component of educational practices and is essential for middle and high school students during the transition process. For teachers and other service providers to be effective at implementing instruction and administering transition services, it is not enough to simply use effective strategies and practices to teach skills, it is also imperative to collect data to guide professional judgments regarding the instructional needs of individual students. Data-driven decision making (DDDM) plays an important role in both academic and functional skills (e.g., life skills, employment skills) instruction for students with disabilities in transition. DDDM helps identify or clarify student needs so teachers and other service providers can take action and support youth in achieving their post-school goals (Marsh, et al., 2006). DDDM helps to improve teaching and learning by allowing teachers to:

- a) make informed decisions that can lead to increased student achievement,
- b) gain information of what needs to be improved, and
- c) monitor progress towards goals and outcomes.

Therefore, when considering the transition process for middle and high school students, using data to make decisions is important to address student needs (i.e. academic skills, vocational skills, functional skills, career readiness) relative to positive post-school outcomes.

A variety of assessments can be used for assessing students' transition related skills, such as interviews, surveys, direct observations, questionnaires, and transition-planning inventories (Neubert & Leconte, 2013). In addition to these various assessments, curriculum-based measurement (CBM) is a well-documented method to track and enhance performance of students with disabilities (Fuchs & Deno, 1990). CBM can be used to measure basic academic skills in reading, mathematics, spelling, and written expression. Both academic and transition skills can be assessed using several CBM methods: portfolio assessment, work sample analysis, and criterion-referenced tests (Sitlington & Clark, 2007). Another way to collect data includes non-test data such as observational data. Observational data typically includes task analytic data of steps in completing a task in specific contexts (e.g., a classroom, employment settings). Observational data collection is flexible and can be tailored to the needs of the assessment

situation. The most common way of recording observations is to keep an anecdotal record of the behaviors that seem important to the observer (Sitlington & Clark, 2007).

The National Center for Intensive Interventions (NCII) and the IRIS Center also provide guidance and resources to select academic and behavioral assessment tools. For example, NCII provides a link to the six tool charts intended to assist educators and families in becoming informed consumers of both assessments and interventions that meet standards for technical rigor and address their specific needs, <https://intensiveintervention.org/about-charts-resources>. The IRIS Center has several online modules that provide more in-depth information on monitoring academic achievement in the classroom (e.g., [Classroom Assessment Part 1](#); [Classroom Assessment Part 2](#); [Effective School Practices: Promoting Collaboration and Monitoring Students Academic Achievement](#)). An additional resource to consider is Cindy Golden's Data Collection Toolkit (2018). This toolkit provides step-by-step guidance on how to organize, name, and monitor student progress in the classroom. It includes reproducible forms, data sheets, quick graphs, and other materials to support your work.

Although there is a wide selection of assessments used to make decisions based on data, the process can be time consuming and many educators struggle with ways to monitor students effectively and collect data in a timely efficient manner. Barriers teachers face when collecting data include: (a) lack of time to collect and interpret data (Kerr, Marsh, Ikemoto, Darilek, Barney, 2006), (b) inaccessibility of data (Wayman, 2005), and (c) lack of capacity and technical skills for analysis and interpretation (Ronka, Lachat, Slaughter, & Meltzer, 2009). To combat these barriers teachers and other service providers might consider using technology that allows: (a) easy access to appropriate data, (b) time efficient methods to collect data, and (c) efficient ways to display, share, and analyze data. For example, Clark, Konrad, and Test (in press) used the Google Sheets app to track soft skills behavior. Rowe, Mazzotti, Ingram, and Lee (2017) used the Behavior Observation of Students in Schools (BOSS[®]) app to document percent of academic engagement after instruction in goal setting. Collecting data to systematically observe classroom or community behaviors impacting secondary transition (e.g., engagement, on-task behavior, social skills) via technology can help teachers and other service providers assess skills that transition-aged students need to achieve to reach their post-school goals. Considering the barriers that teachers face, technological developments can enable educators to collect, analyze, interpret, and distribute data in increasingly efficient and systematic ways (Mandinach, 2012).

Skills Needed for Data-based Decision Making

Special education teachers, vocational rehabilitation counselors, and other school or community agency staff who are part of the MDT supporting students in transition use data in a

variety of ways. They collect data to measure progress on Individualized Education Program (IEP) and Individualized Plan for Employment (IPE) goals and objectives, including progress on academic, daily living, employment, communication, and social skills. In addition, teachers and other service providers use data to justify decisions they make about a student's instructional program and/or employment plan. Data provide evidence of a student's progress and document whether an intervention was effective or not and inform the multidisciplinary team if a student's IEP, behavior plan, or IPE requires changes. Data offer teachers and other service providers a road map to document where a student is presently and what skills are needed to be successful in the next environment. To effectively intervene with a student, teachers and other service providers must engage in accurate and frequent data collection. Without accurate and frequent data collection, teachers or other service providers may come to incorrect conclusions about student progress or the effectiveness of an intervention (Jasper & Taber, 2015).

There are a variety of discrete skills needed for DBDM including but not limited to:

- determining the frequency of data collection,
- developing graphs,
- reading and interpreting graphs, and using progress monitoring data to make instructional or program decisions (Wagner, Hammerschmidt-Snidarich, Espin, Seifert, & McMaster, 2017).

Generally, pre-service and in-service training do not include explicit instruction on data analysis skills (Choppin, 2002; Goren, 2012; Horn, Kane, & Wilson, 2015). Graphs are used to convey a lot of information in a small space. They help reveal patterns and trends that are not readily apparent in a data table or narrative. Graphs allow for a quick comparison between data points. Graphs and data tables are an important part of data use. Therefore, it is important to understand how to read and interpret graphic data displays. Poorly designed graphs can be misleading and misinterpreted (see <http://www.statisticshowto.com/misleading-graphs/> for real-life examples of misleading graphs). Most important, developing graphing skills helps facilitate the data-based decision making process. Displaying data graphically serves several purposes including:

- Conveying data and information clearly and accurately
- Motivating an audience to access data
- Providing both descriptive data and analysis of data
- Showing patterns in data
- Facilitating accurate and efficient interpretations of data while minimizing misrepresentations of the data.

Graphing student level data can prompt conversations that move from numbers and percentages to information that informs the delivery of instruction and services/supports. Interpreting data means making sense out of the data, or applying meaning to the data. There are no step-by-step directions for interpreting data. It is a recursive process. One way to make sense of data is to make comparisons between datum points, look for patterns in the data, and trends over time. Data should guide the MDT in determining where a student is and where they want the student to be. Setting solid criteria for mastery assists the team in determining if the student is making progress toward their desired goal. Understanding what progress is being made, assists teachers and other service providers in determining if additional services and supports need to be in place for the student to make adequate progress towards annual and post-school goals.

Section II: Transition Assessment

Transition assessment is an essential process to identify students' individualized postsecondary goals, determine necessary transition services to strive for such goals during the transition period, and lead the IEP team in making sound instructional decisions (Rowe et al., 2015). Transition assessment includes four broad topics (i.e., academic achievement, vocational interest and exploration, adaptive behavior and independent living, and self-determination; Walker, Kortering, Fowler, Rowe, & Bethune, 2013). The methods of gathering assessment information include the following: (a) analysis of background information, (b) interviews, (c) standardized tests, (d) curriculum-based assessment techniques, (e) performance samples, (f) behavioral observation techniques, and (g) situational assessment (Sitlington & Clark, 2007).

Ensuring students receive appropriate services and supports requires valid and reliable data. Data inform the transition components of the IEP (e.g., post-school goals, annual goals, transition services, courses of study), as well as, the provision of services to students. Gathering information through transition assessments helps students, families, and educators not only to identify the target students' strengths, interests, and needs, but also to make informed decisions that influence the students' post-school outcomes (Neubert & Leconte, 2013). Transition assessment data can be collected using a variety of tools such as interviews, surveys, transition planning inventories, among others. NTACTION's Age-Appropriate Transition Assessment Toolkit (AATAT) provides guidance on (a) what is transition assessment, (b) why conduct transition assessments, (c) how to select instruments and methods, and (d) how to conduct assessments. It also includes samples of both formal and informal assessments to use during transition planning (see https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf).

In addition to the formal and informal assessments outlined in the AATAT, teachers may gather transition assessment information through (a) analysis of background information, (b) interviews, (c) standardized tests, (d) curriculum-based assessment techniques, (e) performance samples, (f) behavioral observation techniques, and (g) situational assessment (Sitlington & Clark, 2007). This toolkit is meant to supplement the Age-Appropriate Transition Assessment Toolkit by providing more guidance on collecting behavioral observation data for secondary transition (e.g., employment readiness skills, social skills, life skills).

Section III: Direct Observations of Transition Related Skills

Direct observation is a potential data source across domains (i.e., academic achievement, vocational interest/exploration, and adaptive behavior/independent living, self-determination). Systematic direct observation refers to observation of behavior that has been explicitly elicited by predefined behaviors under standardized procedures (Salvia & Ysseldyke, 2001). According to Salvia and Ysseldyke (2001), systematic direct approaches to behavioral observation are distinguished by the following five characteristics:

- a) the goal of observation is to measure specific behaviors,
- b) the behaviors being observed have been operationally defined,
- c) observations are conducted under standardized procedures and are highly objective in nature,
- d) the times and places for observation are carefully selected and specified, and
- e) scoring and summarizing of data are standardized and do not vary from one observer to another.

With a systematic approach to behavior observation, behaviors can be recorded in various types, such as frequency, percentage, rate, duration, latency, and intervals (Cooper, Heron, Heward, 2007). There are a variety of ways to collect data and how teachers collect data will be determined by the type of skills they are teaching and the mastery criteria within goals and objectives. As Golden (2018) mentions, before collecting data, it is important to come up with a plan for data collection. It is important to identify the areas of transition under consideration (e.g., employment skills, personal safety, adaptive behavior) . Once you have identified the area of assessment to consider, then you must determine (a) what you already know about a student (2) what you need to learn about a student, (3) how you will gather the information about the student, (4) who will gather the information about the student, and (4) when will the data be collected (Gaumer Erickson, Morningstar, Lattin, & Cantrell, 2008). You can use the

assessment planning guide adapted from Gaumer Erickson, Morningstar, Lattin, & Cantrell, (2008) to assist you in identifying the assessment information needed. Note, that the domains listed in the guide do not cover all transition-related domains. It simply provides some examples for you to consider. Domains can be added as needed based on what you need to know about a specific student to ensure they are successful post-school. It is important to identify specific formal and informal assessment instruments and methods (see NTA's Age-Appropriate Transition Assessment Toolkit) that you plan to use to gather needed information about the student. Be specific about which instruments or methods you will be using, why you have selected this method, who will be involved in assisting you collect the data, and how you plan to adapt or accommodate the assessment procedures if necessary. Also, consider any cultural beliefs and/or cultural expectations that would cause you to adapt any of the sample questions and the methods you use to collect data.

[Assessment Planning Guide](#)

Different methods of data collection to consider when learning more about what knowledge and skills a student needs to be successful in the next environment are described below. *Please note, many of the forms were offered for free via the web or provided by practitioners in the field. When available appropriate citations are provided.* Additional reproducible forms, data sheets, quick graphs, and other materials to support your work can be found in Cindy Golden's book: *The Data Collection Toolkit: Everything You Need to Organize, Manage, and Monitor Classroom Data*.

[Golden, C. \(2018\). The Data Collection Toolkit: Everything You Need to Organize, Manage, and Monitor Classroom Data. Paul H Brookes Publishing. Baltimore, MD.](#)

- **Anecdotal Notes:** Used to record specific observations of individual student behaviors, skills, and attitudes as they relate to the annual goals and/ or special education, transition, or related services provided as part of the IEP or IPE. Such notes provide cumulative information on student learning and skills attainment and direction for further instruction. Below are sample data sheets to collect Anecdotal Notes.
 - [Structured Observation with Event Recording](#)
 - [Anecdotal Observation \[multiple settings\]](#)
 - [Anecdotal Recording form \[Antecedent, Behavior, Intervention, Result\]](#)
 - [Analyzing Patterns \(Positive Behavioral Support Project Team Training and Technical Assistance\)](#)
 - [Event Recording Sheet \(Nicole Caldwell, positivelyautism.com\)](#)

- **Behavior Checklists:** Describes specific behaviors and the conditions under which they occur (Cooper, Heron, & Heward, 2007). A behavior checklist can be developed to assess one particular behavior (e.g., washing hands, greeting customers) or a specific skill area (e.g., employment readiness skills, workplace social skills). Below are sample behavioral checklists:
 - [Sample Transition Behavior Rating Scale \(Charleston County Schools, 2008\)](#)
 - [Sample Employer Behavior Rating Scale \(Charleston County Schools, 2008\)](#)
 - [Sample Employer Evaluation \(Charleston County Schools, 2008\)](#)
 - [Adolescent Autonomy Checklist \(University of Washington, 1987\)](#)
 - [Life Skills Inventory \(Washington State Department of Social & Health Services, 2000\)](#)
 - [Self-Determination Observation Checklist \(Hoffman, Field, & Sawilowsky, 2004\)](#)
 - [Study Skills Inventory \(Pro-Ed, 1995\)](#)
 - [Teacher Survey, Functional Vocational Assessment \(Cypress-Fairbanks Independent School District, 2006\)](#)

- **Permanent Product Samples:** Samples of a student's work at regular intervals for qualitative comparisons with later products and to provide concrete examples of the student's progress over time. Permanent products are the real or concrete objects or outcomes that result from a behavior. Examples include but are not limited to writing samples (informal communications via email, formal letters requesting accommodations), completed job applications, art projects, weekly quizzes, completed check register.
 - [Permanent Product Recording Form \(Tieghi-Benet et al., 2003\)](#)

- **Frequency data.** Frequency data are recorded by counting the number of occurrences of a particular behavior. Frequency recording is useful when a teacher observes behaviors that have a discrete beginning and ending (e.g., asking a question in class, asking for a break at work).
 - [Behavior Frequency Counting \[Subject Area by Week\]](#)
 - [Behavior Frequency/Intensity Recording \[Single Setting\]](#)
 - [Behavior Frequency Counting \[By Day\]](#)
 - [Frequency Recording Form](#)
 - [Frequency, Intensity, Duration, & Triggers](#)
 - [Event Recording](#)

- **Percentage data.** Percentage data are recorded as the proportion of correct to incorrect responses. This might be helpful when observing how many steps a student performed correctly on a task analysis of skills (e.g., washing clothes, clocking in for work) or simply

observing if they performed the job correctly (e.g., rolling silverware). A teacher can count the number of occurrences of a particular behavior (e.g., 20 rolls of silverware rolled correctly) against the number of opportunities the target student has to perform the behavior (e.g., 50 opportunities for a percent correct of 40%).

- [Task analysis worksheet](#)
- [Sample task analysis data sheet \[shopping for food items\]](#)
- **Rate data.** Rate data indicates recording the number of times a behavior occurs per standard unit of time. A teacher counts the number of responses during a specified time period. For example, for an academic skill, the teacher may use rate data to measure how fast a student reads 20 words in one minute.
 - [Target Behavior Observation](#)
- **Duration data.** Another type of behavior recording is to measure duration of the behavior. A teacher observes how long the specified behavior lasts. For example, the teacher can use a stopwatch for recording total duration by starting the stopwatch as the behavior begins and by stopping the timing at the end of the behavior occurrence. Duration measure might be helpful with certain behaviors such as studying, temper tantrums, and aggressive outbursts, in which duration is generally important. For transition, a teacher may measure how long it takes for a student to complete a given job task (e.g., rolling silverware, bagging groceries, entering data into a spreadsheet).
 - [Duration Recording Sheet 1](#)
 - [Duration Recording Sheet 2 \(Nicole Caldwell, PositivelyAutism.com\)](#)
- **Latency data.** Latency recording measures elapsed time between when a specific request is made and a specified behavior occurs. A teacher can use a stopwatch to measure how long it takes the target student to begin a given task after instructions are delivered. For example, the teacher can begin timing with stopwatch immediately after giving a verbal direction, “take a seat” and stop timing at the instant the student initiates the seating behavior. Latency measure is useful when the main targeted focus is the length of time between an opportunity to elicit a behavior (e.g., after giving a verbal direction) and the actual time it takes to begin performing the behavior.
 - [Latency Recording Sheet \(Nicole Caldwell, PositivelyAutism.com\)](#)
- **Interval data.** Lastly, a teacher could use interval recording to capture information related to whether a behavior occurs or does not occur during specified time periods. There are three types of interval recording: whole interval, partial interval, and

momentary time sampling. In whole interval time sampling, a teacher observes a student for a few seconds at designated intervals (e.g., 15s) and indicates whether a behavior occurs for the whole interval (mark "yes" or "no" as to whether this behavior occurred for the whole time the teacher is watching). This measure is good for behaviors you want to increase. In partial interval recording, a teacher would mark whether the behavior occurred at least once during the short observation interval (e.g., 15s). This measure is good for measuring behaviors you want to decrease. In momentary time sampling, a teacher would look up immediately at pre-designated points (e.g., every 10s) and notice you want to decrease. In momentary time sampling, a teacher would look up immediately at pre-designated points (e.g., every 10s) and notice whether the behavior is occurring at that precise moment. In all three types, the teacher then calculates the percent of observations that the behavior occurred.

- [Small Group Direction Instruction Data Sheet](#)
- [Student/Class Interval Recording Data Sheet](#)
- [Time Sampling \[Momentary Recording\]](#)
- [Partial Interval Recording Form](#)
- [Interval Recording Form \(Nicole Caldwell, PositivelyAutism.com\)](#)

Additional Resources on Evaluation

The National Technical Assistance Center on Transition (NTACT) also has an Evaluation Toolkit. That Toolkit is designed to assist transition educators and service providers to improve their programs and services by determining what is working, what is not working, and what needs to be changed or replicated. It includes sample measures of satisfaction, pre-post measures of knowledge, measures of collaboration, and other tools. Some of the resources in that Toolkit are student-level measures, such as a survey of student satisfaction with participating in their IEP meeting and a measure of self-determination performance. Additionally, the toolkit provides guidance and tools for systems level evaluation to improve the quality of transition education and services for students with disabilities. This toolkit can be accessed at: <https://www.transitionta.org/evaluationtoolkit>.

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Instructions for Assessment Planning

Use the Assessment Planning Form document as a guide for identifying needed assessment information. Briefly summarize and describe what information you need to collect for the areas included in the table below. Identify specific formal and informal assessment instruments and methods that you plan to use to gather needed information about the student. Be specific about which instruments or methods you will be using, why you have selected this method, who will be involved in assisting you collect the data, and how you plan to adapt or accommodate the assessment procedures if necessary. Also, consider any cultural beliefs and/or cultural expectations that would cause you to adapt any of the sample questions and the methods you use to collect data.

Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will we gather this information?	Who will gather the information?	When will the information be gathered?
Assistive Technology					
Employment skills					
Academic Achievement					
Learning Styles					

Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will we gather this information?	Who will gather the information?	When will the information be gathered?
Accommodations					
Self-Determination/ Self-Advocacy					
Recreation & Leisure Interests					
Transportation					
Personal Safety					
Medical & Health					
Communication					

Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will we gather this information?	Who will gather the information?	When will the information be gathered?
Adaptive Behavior					
Interpersonal Relationships					
Community Participation					

Note: Areas of assessment are not comprehensive. Add additional transition domains as needed.

Adapted from: Gaumer Erickson, A.S., Morningstar, M. E., Lattin, D.L., & Cantrell, L. (2008). Transition Assessment Planning Form. Lawrence, KS: University of Kansas, Transition Coalition.

Anecdotal Note Samples

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Structured Observation with Event Recording

Choose a type of observation based on the behaviors you want to observe more closely.

*Example 1. **Event Recording*** is used to count the frequency of a behavior. As a general rule of thumb, when behavior has a definite beginning and ending (e.g. throwing pencils, raising hand, getting out of seat) you may want to choose event recording . Put a tally mark in the box each time you observe the target behaviors.

*Example 2. **Time Sampling*** is used to estimate the frequency of a behavior and may be used when there it is difficult to tell when a behavior has a definite beginning or ending. You record whether or not the behavior is occurring during a particular time period. There are several different types of time sampling. One of the easiest is called momentary recording. Simply put a plus or minus in the box if the behavior occurs at the beginning of the time interval. You may also want to compare his/her behavior to a random selection of peers in the classroom. Time intervals are typically between 10-15 seconds.

Student Name:		Begin/End Time:	
Subject:		Setting:	
Observer Name:		Date:	
Target Behavior 1:			
Target Behavior 2:			
Time Period	Behavior 1	Behavior 2	Notes: antecedents, consequences, other observation
Date			
#1 2 nd period Math 4/11/02	////////	////////	Brian seemed to get of his seat when given independent seat work.
#2 6 th period social studies	///	/	Most of the work was discussion oriented and very little work was done independently
Frequency and/or Rate of Behavior (see below on reporting behavior)	1. Frequency=8	1. Frequency=7	Similarities or Differences between observations:
	2. Frequency=4	2. Frequency=1	

Anecdotal Observation [Multiple Settings]

1. Fill in the name of the student, time of your observation, subject during which you observed and the setting. Setting should include the activity in the classroom (e.g. Individual Seat Work/Teacher Present, Large Group Led by Teacher, Small Group Led by Teacher, or Small Group without Teacher).
2. Following the Completion of your observation use this paper to summarize the student's strengths that you noted during your observation. Then, list your concerns. Use your concerns to pick a few behaviors that you would want to observe in more detail.
3. You may decide to do another anecdotal observation in a different setting if you feel that he/she may behave differently in another setting or if you feel like you did not observe the student long enough to generate concerns and potential target behaviors.

Student Observed:	Begin and End Time:
Subject:	Setting:
Date:	

Strengths:

Concerns:

Anecdotal Recording Form [Antecedent, Behavior, Intervention, Result]

Student Name:	Grade:
Observer Name:	Date:

Time	Antecedent	Behavior	Intervention (Consequence)	Result
	Can include information about setting and event(s) that may have triggered behavior	Record the behavior and perceived function	How did staff react?	How did student react to the intervention?

Analyzing Patterns
[Positive Behavioral Support Project: Team Training and Technical Assistance]

Analyzing Patterns
<i>Circumstances in which the behavior is most likely:</i>
<i>Circumstances in which the behavior is least likely:</i>
<i>Possible functions of the behavior:</i>

Event Recording Sheet

[Nicole Caldwell, positivelyautism.com]

(Used to record all instances of a specific, discrete behavior during a time period)

Instructions: Tally each occurrence of the behavior in the boxes.

Student:	Date:	Time (Start):	Time (End):
Behavior:			
Context/Activity (ex., math class or free play):			
<input type="checkbox"/> Baseline		<input type="checkbox"/> Intervention	
Total: _____ Rate: _____ per minute			

Student:	Date:	Time (Start):	Time (End):
Behavior:			
Context/Activity (ex., math class or free play):			
<input type="checkbox"/> Baseline		<input type="checkbox"/> Intervention	
Total: _____ Rate: _____ per minute			

Notes:

Behavior Checklists

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Sample Transition Behavioral Rating Scale

[Charleston County Schools, 2008]

Student _____ School Year _____ Transition Specialist _____
 Training Site _____ Supervisor _____ Employees _____

Dates																							
Hours at training site																							
Level of Supervision																							
* Refer to Anecdotal Records																							
Reports on time for departure from school																							
Accepts constructive criticism																							
Cooperates/interacts appropriately with others																							
Demonstrates positive attitude																							
Accepts changes in assignments/regular work routine																							
Demonstrates willingness to work																							
Demonstrates appropriate hygiene/grooming																							
Dresses appropriately for the work setting																							
Begins work promptly																							
Follows oral directions																							
Follows written directions																							
Follows work schedule/routine																							
Works at an appropriate rate																							
Remains on task with direct supervision																							
Remains on task without direct supervision																							
Demonstrates initiative																							
Demonstrates problem-solving skills																							
Follows all safety regulations																							
Follows training site rules/regulations																							
Asks questions for clarification																							
Asks for help when needed																							
Communicates clearly/appropriately																							
Greets supervisor/coworkers upon entering/exiting site																							
Requests more supplies when needed																							
Decreases the following behaviors:																							
Increases the following behaviors:																							
Total Points Earned																							
Total Possible Score																							
Percentage																							

Rating Scale Scoring

- 4 = Excellent – Always performs/demonstrates; no prompting needed
- 3 = Good – Most of the time performs/demonstrates; minimal prompting needed
- 2 = Fair - Some of the time performs/demonstrates; much prompting needed
- 1 = Poor - Seldom performs/demonstrates; continuous prompting needed
- 0 = Unable to perform/demonstrate
- NA = Not applicable
- X = Refuses to participate

Level of Supervision

- D = Direct
- I = Indirect

Total Points Earned - Computed by adding the column of daily points

Total Possible Points - Computed by totaling the number of applicable categories and multiplying by 4

Percentage - Total Points Earned divided by Total Possible Points

Sample Employer Behavior Rating Scale

[Charleston County Schools, 2008]

Student _____ Business _____ Date _____
 Supervisor/Manager _____ Evaluator _____ Telephone _____

Please use a check mark to rate all applicable categories. Your comments for categories rated as "fair" and "poor" would be appreciated. Use Page Two if additional space is needed.

	Exc.	Good	Fair	Poor	NA	Comments
Attends regularly as per work schedule						
Reports to work on time						
Reports absence/tardiness properly						
Follows all safety regulations						
Follows rules/regulations						
Dresses appropriately for work setting						
Demonstrates appropriate hygiene/grooming						
Clocks in/out						
Reports to supervisor						
Greets superv./coworkers upon entering/exiting site						
Begins work immediately						
Organizes work materials/Keeps work area neat						
Requests/gets more supplies when needed						
Remains on task without direct supervision						
Makes transitions from one task to another						
Accepts changes in assignments/work routine						
Demonstrates knowledge of job assignment						
Produces quality work						
Works at appropriate rate						
Learns new skills/assignments quickly						
Follows oral directions						
Follows written directions						
Requests assistance when needed						
Asks questions for clarification						
Communicates clearly/appropriately						
Demonstrates problem solving skills						
Follows work schedule/routine						
Follows break schedule within time limits						
Demonstrates positive attitude						
Demonstrates willingness to work						
Demonstrates initiative/motivation						
Accepts construct. criticism/implements correction						
Respects authority						
Cooperates/interacts appropriately with others						
Controls anger/emotions						
Demonstrates honesty/integrity						
Maintains positive customer relations						

Rating Scale Scoring

- Excellent – Always performs/demonstrates; a definite strength; an employability asset
- Good – Adequate performance; not a particular strength
- Fair – Inconsistent performance; potentially an employability problem
- Poor – Unable to perform/demonstrate; a problem area
- NA - Not applicable

Employer Evaluation

Student _____

Please include any information/recommendations concerning this student's work performance.

Please describe any work-related limitations or potential problems.

Please use space below for additional comments from page one relating to student's work performance.

Sample Employer Evaluation

[Charleston County Schools, 2008]

Student _____ Business _____ Date _____

Supervisor/Manager _____ Evaluator _____ Telephone _____

Please circle the number to rate the student's performance where applicable.

Key: 4 Excellent 3 Good 2 Fair 1 Poor

Attendance	4	3	2	1
Timeliness	4	3	2	1
Communication when tardy/absent	4	3	2	1
Safety awareness and practice	4	3	2	1
Rules and regulations awareness	4	3	2	1
Personal grooming/hygiene	4	3	2	1
Appropriate dress	4	3	2	1
Greetings when enters/exits	4	3	2	1
Communication of needs	4	3	2	1
Remaining on task	4	3	2	1
Knowledge of job assignment	4	3	2	1
Interaction with coworkers	4	3	2	1
Positive attitude	4	3	2	1
Initiative/motivation	4	3	2	1
Acceptance of constructive criticism	4	3	2	1

Comments: _____

Rating Scale Scoring

Excellent – great performance in all areas

Good – adequate performance

Fair – inconsistent performance

Poor – unable to demonstrate employability skills

Adolescent Autonomy Checklist

[University of Washington, 1987]

Skills at Home				
	Can Do Already	Needs Practice	Plan to Start	Accomplished
Kitchen:				
Operate appliances (cook top, oven, microwave, toaster, dishwasher)				
Use common kitchen tools (can opener, bottle opener, knife, measuring cups and spoons, grater, timer, egg beater, ice cream scoop)				
Help plan and prepare meals				
Follow a recipe				
Put away left overs				
Set the table				
Do the dishes				
Familiarity with contents of packaged foods				
Laundry:				
Put dirty clothes in hamper				
Sort clothes				
Use washer and dryer				
Iron				
Hand wash				
Fold clothes				
Put clothes away				
With the Family:				
Watch TV news and discuss together				
Help take care of siblings				
Participate in family decisions				
Plan family outing				
Take care of pets				
Housekeeping:				
Clean room				
Make the bed/Change the bed				
Choose decorations for room				
Minor repairs (change light bulbs, repair or assemble toys)				
Take out the trash				
Basic sewing/mending skills				
Gardening:				
Plant a garden				
Mow/water the lawn				
Weed the garden				
Learn appropriate use of garden tools				
Emergency:				
Plan fire exits and emergency procedures				
Know where candles and flashlights are				
Use a fire extinguisher				
Know how to turn water off				
Know community emergency telephone numbers				

Know where the extra house key is located				
Unclog the skink or toilet				
Personal Skills:				
Use the phone				
Have a house key				
Budget allowance				
Go shopping				
Have privacy in the bathroom				
Manage personal grooming (shampoo, bath, shower)				
Get a haircut				
Choose appropriate clothes to wear				
Health Care Skills:				
Understand health status				
Be aware of existence of medical records, diagnosis information, etc.				
Prepare questions for doctors, nurses, therapists				
Respond to questions from doctors, nurses, therapists				
Know medications and what they're for				
Get a prescription refilled				
Keep a calendar of doctor, dentist appointments				
Know height, weight, birthdate				
Learn how to read a thermometer				
Know health emergency telephone numbers				
Know medical coverage numbers				
Obtain sex education materials/birth control if indicated				
Discuss role in health maintenance				
Have generic counseling if appropriate				
Discuss drugs and alcohol with family				
Make contact with appropriate community advocacy organizations				
Take care of own menstrual needs and keep a record of monthly periods				
Community Skills:				
Get around the city (pedestrian skills, asking directions)				
Use public transportation (taxi, bus, etc.)				
Locate bathroom in unfamiliar building (i.e., know how to ask)				
Know about neighborhood stores and services				
Use a pay phone				
Use a phone book				
Open a bank account				
Get a library card				
Get a picture ID				
Get a Social Security card				
Use Post Office				
Volunteer for community services				
Leisure Time Skills:				
Help plan a party				

Invite a friend over				
Subscribe to a magazine				
Read a book				
Plan a TV viewing schedule				
Go for a walk				
Join the Scouts/ YMCA/YWCA, 4-H Club				
Go to a recreation center				
Go to camp				
Attend school functions (plays, dances, concerts, sports)				
Go to church				
Keep a calendar of events				
Participate in a sport				
Skills for the Future: Education				
Meet with school Guidance Counselor				
Check future educational options				
Vocational/Technical Options:				
Contact school guidance counselor or DVR counselor				
Check on local workshops/job opportunities				
Find out about apprentice programs				
Get information from community colleges				
Apply for a job				
Living Arrangements :				
Be aware of federal housing regulations for the disabled				
Explore group homes and tenant support apartment living programs				
Find out about financial assistance programs				
Learn how to manage money and budget household expenses				
Understand leases				
Know the responsibilities of a tenant & landlord				
Know how to fill out an application				
Check for wheelchair accessibility if needed				
Look into transportation				
Know about services (electricity, phone, water)				

Life Skills Inventory: Independent Living Skills Assessment Tool

Washington State Department of Social & Health Services

Division of Children and Family Services

Instructions					
<p>In order to accurately complete the IL assessment, please involve the youth, the Children's Administration social worker, the foster parent or relative caregiver, and any other persons knowledgeable about the skills of the youth.</p>					
<p><input type="checkbox"/> Scoring should be based on the lowest level of completion. The level of attainment for each youth completing this assessment is the lowest level where they satisfactorily complete the required number of questions. Youth may be highly competent in some areas, but have limited basic knowledge in others. Having basic knowledge in each area is important for long term success, and plan development should be focused on filling gaps in youth knowledge.</p>					
<p><input type="checkbox"/> Completing Category O. It is important for all youth to have a basic knowledge of options for pregnancy prevention. It is not the goal for all youth to reach "Exceptional" in this category, unless the youth (either male or female) is or will shortly be in a parenting role. Abuse and neglect issues are not specifically assessed, but competence at the "Intermediate" level should help youth avoid CPS complaints.</p>					
<p><input type="checkbox"/> Time frames for completion. All youth should be assessed at age 15 to 16. Once you have completed the IL assessment on a youth you do not need to repeat the assessment. All further reporting will be based on the goals of the youth, and their skill level will be indicated by the progress achieved in attaining goals. If the youth remains on the same goal, the skill level doesn't change.</p>					
Cover Sheet					
Name of Youth			ID:		Date of Birth:
Person(s) Involved in Life Skills Assessment and Dates of Assessment					Date
Category		Date Skill Attained			
		Basic	INT	ADV	EXCEL
A	Money Management/Consumer Awareness				
B	Food Management				
C	Personal Appearance and Hygiene				
D	Health				
E	Housekeeping				
F	Housing				
G	Transportation				
H	Educational Planning				
I	Job Seeking Skills				
J	Job Maintenance Skills				
K	Emergency and Safety Skills				

L	Knowledge of Community Resources				
M	Interpersonal Skills				
N	Legal Skills				
O	Pregnancy Prevention/Parenting and Child Care				

Category A: Money Management and Consumer Awareness

Basic - Must know 3 of 5 to advance to the next level of accomplishment:

- Knows values of coins and currency.
- Can make a transaction at a local store and count change.
- Has an understanding of the difference between "luxuries" and "necessities" in food, transportation, clothing, housing. Understands the difference between "sale price" and "regular price".
- Can identify one way to save money on purchases.

Intermediate - Must know 4 of 6 to advance to the next level of accomplishment:

- Can open a checking or savings account.
- Can write checks/make withdrawals and make deposits.
- Can record banking transactions (either checking or savings).
- Can budget allowance to last for a week. (Shows some understanding of the concept of saving). Understands the difference between gross wage and take home pay.
- Can use a calculator to add, subtract, divide and multiply.

Advanced - Must know 4 of 6 to advance to the next level of accomplishment:

- With assistance can make out monthly budget covering regular expenses for independent living.
- Shows some "sales resistance" to "something for nothing" advertising and "low weekly payment" credit plans.
- Can read monthly bank statements, compare balances, make adjustments as necessary (deduct service charges, check fees, adjust for differences in the balance).
- Can comparison shop using unit pricing information.
- Understands the responsibility of filing tax forms. Knows the information that is required for filing taxes and knows where to go to get assistance in filing taxes.
- Knows how to clip and use coupons.

Exceptional - Must know at least 3 to be rated as exceptional:

- Budgets for unanticipated emergencies, seasonal bills, etc.
- Understands buying on credit, loans, interest, and late payment penalties. Understands payroll deductions, taxes, FICA, insurance.
- Can complete a short tax form. Can balance a checkbook.
- Has regular savings program.

Category B: Food Management

Basic - Must know 3 of 4 to advance to the next level of accomplishment:

- Washes hands before eating and preparing food.
- Can order in a cafeteria or fast food restaurant.
- Can describe food pyramid and foods that contribute to a healthy life style.
- Knows name and use of cooking utensils.

Intermediate - Must know 5 of 8 to advance to the next level of accomplishment:

- Can order a meal from the menu in a restaurant
- Can fix a breakfast for one
- Can fix a lunch for one
- Can fix a dinner for one
- Can make out a grocery shopping list
- Can use cooking utensils effectively and safely (knives, grater, can opener, potato peeler, egg beater, etc.)
- Can use kitchen appliances effectively and safely
- Can use acceptable table manners

Advanced - Must know 5 of 7 to advance to the next level of accomplishment:

- Stores perishable items under refrigeration.
- Recognizes signs of spoilage in food.
- Can follow the instructions for preparing canned or frozen foods.
- Can plan weekly menu of nutritious meals.
- Can shop for a week's menu and stay within a food budget.
- Can set the table properly.
- Can carry out a grocery-shopping trip (selecting items on the shopping list and paying the cashier).

Exceptional - Must know at least 3 to be rated as exceptional:

- Prepares recipes from a cookbook.
- Can adjust recipes to feed more or less people than called for in the recipes.
- Understands how to use dates on food packages to prevent spoilage.
- Prepares and eats a balanced diet.
- Understands and can use unit pricing to comparison shop.

Category C: Personal Appearance and Hygiene

Basic - Must be able to do 4 of 4:

- Can dress self (including underwear, socks, and tied shoes) in a reasonably acceptable fashion.
- Can bathe self.
- Knows how to use soap, shampoo, deodorant, shaving cream, other common personal products appropriate to sex.
- Brushes teeth regularly.

Intermediate - Must be able to do 3 of 3:

- Showers or bathes regularly.
- Keeps hair clean and neat.
- Dresses in reasonably clean clothing.

Advanced - Must be able to do 4 of 6:

- Can read clothing labels and determine which clothes are to be dry cleaned, hand washed, and machine-washed.
- Can sort and machine-wash clothes at a Laundromat using appropriate temperatures, amounts of soap, bleach, etc.
- Can dry clothes in a dryer using appropriate settings.
- Knows the cost of and can budget money for special hair and nail care (i.e., permanents, braiding, manicures, etc.).
- Can iron clothes.
- Can sew on buttons and make minor clothing repairs.

Exceptional - Must know at least 2:

- Can hand wash items following the instructions on the label.
- Knows appropriate clothing to wear for almost all occasions.
- Knows approximate cost of dry cleaning and can arrange for dry cleaning.

Category D: Health

Basic - Must know 5 of 6:

- Can open childproof container.
- Knows not to take someone else's medication.
- Knows that drugs, alcohol, and tobacco may be harmful to your health.
- Knows parts of the body and sexual functioning.
- Knows how pregnancy occurs.
- Knows how and where to get emergency health care.

Intermediate - Must know 3 of 4:

- Can recognize and describe symptoms of colds, flu, and other common health problems.
- Knows what to do for a minor cut, a minor burn, a splinter.
- Understands the risks of pregnancy and sexually transmitted diseases.
- Understands the risks of drug and alcohol abuse.

Advanced - Must know 9 of 13:

- Can take own temperature using an oral thermometer.
- Can nurse self through cold or flu.
- Recognizes/makes correct use of "over the counter" drugs for pain, stomach upset, diarrhea, fever, cold/allergy.
- Can call a doctor or dentist and schedule an appointment.
- Can read a prescription label correctly and follow the instructions.
- Can take medication without supervision.
- Knows how to dispose of drugs in a safe manner.
- Knows how to use what is included in a First Aid Kit.
- Knows how to obtain a copy of personal immunization records and medical history.
- Knows methods of birth control and how to obtain birth control devices.
- Knows how to prevent the spread of sexually transmitted diseases.
- Has selected a doctor, dentist or clinic for regular health care.
- Understands the importance of medical insurance.

Exceptional - Must know at least 2:

- Is conscious of diet, exercise, good eating habits, and other preventative health measures.
- Can determine when to go to an emergency room and when to make an appointment with the family doctor or clinic.
- Has obtained medical insurance.

Category E: Housekeeping

Basic - Must know 3 of 4:

- Can wash dishes adequately using soap and hot water. Can change a light bulb.
- Can make a bed.
- Knows how to dispose of garbage.

Intermediate - Must know 3 of 5:

- Can use vacuum cleaner properly and change bags. Can change bed linen.
- Knows how to prevent sinks and toilets from clogging.
- Knows how to sweep floor and stairs, wash wood and linoleum floors, wash windows, dust, polish furniture, clean toilet, clean bathtub and sink.
- Knows appropriate cleaning products to use for different cleaning jobs.

Advanced - Must know 5 of 7:

- Knows how to stop a toilet from running.
- Knows how to use a plunger to unstop a toilet or sink.
- Can defrost the refrigerator, if necessary.
- Can clean a stove.
- Knows how to conserve energy and water.
- Perform routine house-cleaning to maintain the home in a reasonably clean state.
- Uses drawers and closets appropriately for storage.

Exceptional - Must know at least 3:

- Knows what repairs a landlord should perform.
- Can do minor household repairs.
- Is able to contact the landlord and request repairs.
- Can change a fuse or reset a circuit breaker.
- Can measure a window for shades or curtains.
- Knows how to get rid of and avoid roaches, ants, mice, etc.

Category F: Housing

Basic - Must know 2 of 2:

- Understands the concept of renting.
- Knows how to access emergency shelter.

Intermediate - Must know 3 of 4:

- Can read want ads for vacancies.
- Understands basic terms (lease, sub-let, utilities, studio, efficiency, security deposit, reference, etc.).
- Can calculate the costs associated with different types of housing.
- Can describe pros and cons of choosing a roommate.

Advanced - Must know 6 of 9:

- Can identify type of housing that is within budget and meets current housing needs.
- Can calculate "start up" costs (Utility deposits, connection fees, security deposit, first month's rent, purchase of furniture and all other household items).
- Can complete a rental application.
- Can ask the landlord about the available apartment to determine if it meets their needs.
- Knows to inspect the apartment to make sure appliances work and that the landlord has supplied accurate information about the apartment and the neighborhood.
- Shows some concern for the rights of other residents with regard to property and noise.
- Understands the consequences if the rights of other residents are not respected.
- Understands the implication of the security deposit.
- Knows the role of a landlord.

Exceptional - Must know at least 2:

- Demonstrates the ability to get along with other residents and the landlord.
- Knows how to get help if there is a conflict with the landlord.
- Can access emergency assistance for utilities.

Category G: Transportation

Basic - Must know 3 of 6:

- Can ride a bicycle safely.
- Understands and uses seat belts.
- Familiar with any form of public transportation available.
- Knows the nearest public bus stop to your home.
- Knows amount of money required for bus fare.
- Knows the nearest town with bus services.

Intermediate - Must know 3 of 6:

- Aware of consequences of driving without a license and insurance.
- Has successfully completed a Driver's Ed class.
- Knows how to call a taxi and provide information needed.
- Knows the approximate cost of taking a taxi.
- If given instructions, can make public transportation journey involving several transfers.
- Knows requirements for foster parent reimbursement for providing transportation. Can give directions.

Advanced - Must know 4 of 5:

- Can arrange routine transportation to work or school.
- Knows what is required to get a driver's license
- Has driver's permit
- Can fix a bicycle
- Can read a map

Exceptional - Must know 2 of 3:

- Knows how to do basic car maintenance.
- Can estimate cost of owning and operating a car for a month/year including tabs and insurance.
- Has a driver's license.

Category H: Educational Planning**Basic - Must know 2 of 2:**

- Has a realistic view of his/her chances for completing high school.
- If high school graduation is not realistic, understands what a GED is and how to obtain one.

Intermediate - Must know 3 of 4:

- Can fill out forms to enroll in an educational program.
- Has a general idea of what education is needed for the job he/she wants.
- Can discuss educational/vocational plans with teachers/counselor.
- Is aware of educational resources available in the community.

Advanced - Must know 4 of 6:

- Knows how to obtain school transcripts.
- Is aware of current educational credits and standing.
- Has an appropriate educational plan for the job selected.
- Understands educational/skill requirements for job selected.
- Is aware of the cost of higher education/vocational training.
- Knows the difference between a loan and a grant.

Exceptional - Must know at least 3:

- "Shops around" to find the best educational resources.
- Knows where to find and how to access adult education or vocational training in the community.
- Knows how to obtain financial aid/scholarships for additional education.
- Understands future prospects and probable living standards relative to levels of education and specialized skills. Is able to identify the connection between course work and vocational goals.

Category I: Job Seeking Skills**Basic - Must know 2 of 2:**

- Has reasonable idea of the types of jobs available to him/her.
- Knows what the minimum wage is.

Intermediate - Must know 4 of 5:

- Can fill out a standard job application form.
- Can read the want ads and find appropriate leads.
- Can complete a mock interview giving appropriate answers to potential questions.
- Can make appointment for a job interview.
- Knows appropriate clothing to wear for the interview.

Advanced - Must know 6 of 8:

- Can write a resume.
- Has a completed job application/fact sheet to take on a job interview.
- Knows to prepare for a job interview.
- Can complete a job interview.
- Knows the function of and can contact the public employment agency.
- Knows the function of and understands that private employment agencies charge fees.
- Can identify ads placed by private employment agencies.
- Can contact temporary employment services.

Exceptional - Must know at least 2:

- Has a resume.
- Can follow up an interview with a letter.
- Is able to maturely weigh the advantages of one job over another.
- Understands legal discrimination and where to seek help if discriminated against illegally.

Category J: Job Maintenance Skills

Basic - Must know 3 of 4:

- Dresses for work appropriately.
- Reports to work on time.
- Knows job responsibilities and how to complete job tasks.
- Knows to contact employer when not able to go to work.

Intermediate - Must know 3 of 4:

- Know how to read a pay stub.
- Knows appropriate way to talk to supervisor.
- Knows what behaviors will get a person fired immediately.
- Knows how to ask for help with a problem on the job.

Advanced - Must know 4 of 5:

- Knows if eligible for sick time, vacation time, or personal time.
- Knows what a grievance procedure is.
- Know what to do to get a raise.
- Knows where and when not to talk with co-workers.
- Has a plan for handling anger when angry at supervisor, co-workers, or customers.

Exceptional - Must know at least 3:

- Can implement anger management plan in majority of cases.
- Knows how to use company grievance procedure to resolve disagreements.
- Knows companies "unwritten policies" and can function within them.
- Knows how to ask for a raise.
- Knows what to do to be eligible for promotion. Knows legal rights as an employee.

Category K: Emergency and Safety Skills

Basic - Must know 4 of 5:

- Knows functions of police, ambulance and fire department.
- Can reach each by calling the appropriate number.
- Is trained to evacuate the residence in case of fire.
- Knows proper way of disposing of smoking materials, if smokes.
- Knows how to lock and unlock doors and windows.
- Knows how to check smoke alarm and how to replace battery.

Intermediate - Must know 3 of 5:

- Understands basic fire prevention (No smoking in bed, using gas stove to heat, excessive use of extension cords, frayed electrical cords, etc.).
- Knows how to use a fire extinguisher.
- Knows that improperly used appliances can cause fires.
- Can recognize the smell of a gas leak.
- Knows what to do, and whom to call if she/he smells a gas leak.

Advanced - Must know 2 of 3:

- Knows the different methods for putting out different kinds of fires.
- Knows how to properly store cleaning materials.
- Can usually determine when professional medical help is needed.

Exceptional - Must know 2 of 2:

- *Youth may have their cards, but completion of the other areas is important.
The rating should be based on the lowest area where they have completed the skills.
- Has completed First Aid training.
 - Has completed CPR training.

Category L: Knowledge of Community Resources

Basic - Must know 4 of 5:

- Knows how to get emergency information by telephone.
- Knows whom to contact if injured or sick.
- Knows where nearest supermarket or shopping district is located.
- Knows how to access emergency food and shelter.
- Knows how to access crisis line.

Intermediate - Must know 3 of 5:

- Knows where nearest Laundromat is located.
- Knows where personal bank is located.
- Can use the yellow pages to obtain information.
- Knows location of nearest CSO.
- Knows location of nearest post office and how to use it.

Advanced - Must know 3 of 5:

- Knows whom to contact if utilities disconnected, or heat goes out.
- Knows where and how to register for selective service.
- Knows where the nearest state employment office is located.
- Can obtain a copy of birth certificate and a duplicate social security card.
- Has awareness of "specialized" resources: mental health counseling, consumer counseling, VD clinics,

Exceptional - Must know at least 2:

- Knows who elected representatives are and how to contact them.
- Has obtained a library card.
- Knows what the Better Business Bureau does and how to contact it.

Category M: Interpersonal Skills

Basic - Must know 5 of 5:

- Can respond to introductions and answer simple questions.
- Can identify one friend.
- Look others in the eye and shakes hands if other person offers.
- Can make "small talk" (face to face).
- Communicates with at least one person weekly.

Intermediate - Must know 4 of 6:

- Can make introductions, including approaching others to introduce self.
- Is aware of boundary issues.
- Is not harmful to others. Can ask for help.
- Can explain feelings.
- Can identify relationships that may be hurtful or dangerous.

Advanced - Must know 8 of 13:

- Can identify personal strengths and needs (with assistance if necessary).
- Accepts invitations from others to be involved in social activities.
- Make arrangements with peers for social activities.
- Knows where to get help if unable to resolve interpersonal conflicts alone.
- Has some ability to resolve conflicts with others.
- Refrains from physical violence as a means of solving interpersonal conflict.
- Has practiced how to say "no" to a peer who is trying to persuade him/her to do something wrong.
- Can develop a realistic plan with appropriate steps identified to achieve goals.
- Can carry out plans with some assistance provided.
- Can describe the "best possible" outcome if the goal is achieved and the "worst possible" outcome if the goal is not achieved.
- Can describe the relationship between actions and consequences.
- Has "good" table manners (can use knife, fork, spoons, napkin appropriately).
- Avoids hurtful or dangerous relationships.

Exceptional - Must know at least 3:

- Labels and expresses anger or other strong feelings appropriately, "talks out" problems.
- Has demonstrated the ability to say "no" to peers.
- Can develop and carry out a personal plan for goal achievement without supervision.
- Can anticipate, with limited input from others, what consequences might be associated with different choices.
- Knows when and how to send written thank-you notes.
- Can close a relationship or say "good bye" in a healthy manner.

Category N: Legal Issues

Basic - Must know 2 of 2:

- Has the phone number of someone to call if arrested or victimized.
- Understands generally what actions are against the law and what the consequences are.

Intermediate - Must know 4 of 7:

- Knows personal rights if arrested.
- Knows what the function of a lawyer is.
- Knows legal age for buying alcohol and tobacco products.
- Understands the meaning of "legal age" in legal terms (what you can do, what you cannot do).
- Knows how to read a contract.
- Has understanding of dependency process.
- Knows how and where to register to vote.

Advanced - Must know 3 of 4:

- Knows the responsibility to register for selective service, if male.
- Aware of availability of free legal services.
- Understands the consequences of signing a contract or a lease.
- Knows the legal penalty for all of the following:
 - Buying, possessing, selling, and smoking marijuana and other drugs
 - Buying and drinking beer and alcohol underage
 - Trespassing
 - Shoplifting
 - Burglary
 - Possession of stolen property
 - Traffic violations

Exceptional - Must know at least 2:

- Show good citizenship and an understanding of the rights and responsibilities of a citizen.
- Is registered to vote.
- Knows where to go to vote.
- Knows the difference between “felony”, “misdemeanor”, and “violation”.

Category O: Pregnancy, Parenting and Child Care**Basic/Pregnancy - Must know 6 of 6: (All youth complete this part)**

- Knows resources for birth control.
- Knows location of family planning office.
- Knows options for birth control.
- Knows options for pregnancy.
- Knows dangers of drugs, alcohol, and tobacco during pregnancy.
- Knows what adequate pre-natal care is.

Intermediate/Parenting and Child Care - Must know 10 of 10: (Pregnant or parenting teens)

- Knows where to obtain pre-natal care.
- Knows not to leave child without supervision.
- Can provide appropriate supervision for child.
- Is comfortable being alone with child.
- Knows how to bathe child and change diapers.
- Knows how to access community resources (WIC, PHN).
- Knows how to engage child in appropriate play (reading, singing, drawing, building things, etc.).
- Knows the available options for regular childcare.
- Selects appropriate people to periodically baby-sit with child.
- Knows where to go for help if child is sick.

Advanced - Must know 5 of 6: (Pregnant or parenting)

- Can select toys appropriate for child’s age and developmental level.
- Can discipline without using extreme measures (hitting, screaming, withholding necessary food or care).
- Can make arrangements for regular childcare.
- Takes child to childcare on time.
- Picks child up from childcare on time.
- Spends “quality” time with child each day (talking, playing together, listening to the child, etc.).
- Knows where to go for help with parenting.

Exceptional – Must know 2 of 2:

- Knows what behaviors are appropriate for the child’s age and developmental level.
- Knows the costs and benefits of each child care arrangement available.

Self-Determination Observation Checklist (SDOC)

©1995, 2004
Alan Hoffman, Ed.D.
Sharon L. Field, Ed.D.
Shlomo S. Sawilowsky, Ph.D.

Instructions for Teachers

This checklist contains items designed to measure three behaviors associated with being self-determined (**planning, communicating, and behaving independently**). Because this is a behavioral checklist, limit your responses to behaviors exhibited during the observation period. More specific instructions follow:

1. Select **one class period** expected to provide the student with opportunities to demonstrate behaviors represented on the checklist. For example, small group discussions and cooperative learning groups would be appropriate; but, viewing a film or listening to a lecture would provide less opportunity for independent behaviors.
2. During the selected class period, the teacher should observe a specific student several times for a total of about five minutes.
 - a. **Be aware** of the student's behavior and place a check mark when behaviors on the checklist occur.
 - b. **Deliberately observe** the student about five times during the period (i.e., even if the student does not first draw the teacher's attention).
 - c. Items need to be checked only once, regardless of how often the behavior occurs.
3. Place a **check mark** in the blank next to each item describing the student's behavior.

*For example, if the following two items appeared on the SDOC, and, **during the observation period**, the student exhibited the behavior of looking up information in a book, but not self-reinforcement, you would mark the sheet like this:*

Does the student:

1. look up information in a book?
2. use self-reinforcement strategies?

NOTE:

Check the behaviors that occur whether you consider them appropriate or inappropriate.

Name _____ Date _____

Observe the Student

Does the student:

1. ____ask a question?	19.____negotiate with a peer?
2. ____examine an object in the room?	20.____make first person "I" statements?
3. ____provide an alternative to the teacher's point of view?	21.____express an opinion or a belief?
4. ____provide an alternative to a peer's point of view?	22.____alter tone or volume of voice to make a point?
5. ____make more than one attempt to accomplish a task?	23.____use an appropriate method to gain the teacher's attention (e.g., raise hand)?
6. ____try more than one method to accomplish a task?	24.____use humor to communicate?
7. ____make a list of things to do?	25.____volunteer for activities?
8. ____use a calendar to plan?	26.____express disagreement with the teacher on an issue?
9. ____express satisfaction about an outcome?	27.____express disagreement with a peer on an issue?
10.____express disappointment about an outcome?	28.____make a suggestion?
11.____keep personal records or a diary?	29.____speak in a group?
12.____select a topic for an assignment?	30.____initiate a conversation with the teacher?
13.____select an item (e.g., from a lunch counter or a bookshelf)?	31.____initiate a conversation with a peer?
14.____work successfully alone?	32.____initiate an activity without a direct prompt from the teacher?
15.____work successfully in a group?	33.____initiate an activity without a direct prompt from a peer?
16.____participate in a conversation with the teacher?	34.____resolve a conflict?
17.____participate in a conversation with a peer?	
18.____negotiate with a teacher?	

Are the student's:

35.____spoken communication skills understandable to the teacher?	37.____spoken communication indicative that he/she understands the teacher?
36.____spoken communication skills understandable to a peer?	38.____spoken communications indicative that he/she understands a peer?

Study Skills Inventory

Source: Teaching Students with learning Problems to Use Study Skills: A Teachers Guide, by J. Hoover and J. Patton, 1995, Austin, TX: Pro-Ed. Copyright 1995 by Pro-ED, Inc. pages 88-90. Retrieved from: <http://transitionassessment.northcentralrrc.org/Resources/Study%20Skills%20Inventory%20Cell%208.pdf>

Completed by:	Student:	Date:
---------------	----------	-------

Place the appropriate number (1, 2, or 3) in the box next to each study skill subskill (1 = Mastered-regular, appropriate use of skill; 2 = Partially Mastered-needs some improvement; 3 = Not Mastered-infrequent use of skill).

Reading Rate

- Skimming
- Scanning
- Rapid reading
- Normal rate
- Study or careful reading
- Understands importance of reading rates

Listening

- Attends to listening activities
- Applies meaning to verbal
- Filters out auditory distractions
- Comprehends verbal messages
- Understands importance of listening skills

Note Taking/Outlining

- Uses headings/subheadings appropriately
- Takes brief and clear notes
- Records essential information
- Applies skill during writing activities
- Uses skill during lectures
- Develops organized outlines
- Follows consistent notetaking format
- Understands importance of note taking
- Understands importance of outlining

Report Writing

- Organizes thoughts in writing
- Completes written reports from outline
- Includes only necessary information
- Uses proper sentence structure
- Uses proper punctuation
- Uses proper grammar and spelling
- Proofreads written assignments
- States clear introductory statement

- Includes clear concluding statements
- Understands importance of writing reports

Presentations

- Freely participates in oral presentations
- Oral presentations are well organized
- Uses gestures appropriately
- Speaks clearly
- Uses proper language when reporting orally
- Understands importance of oral reporting

Graphic Aids

- Attends to relevant elements in visual material
- Uses visuals appropriately in presentations
- Develops own graphic material
- Is not confused or distracted by visual material in presentations
- Understands importance of visual material

Test Taking

- Studies for tests in an organized way
- Spends appropriate amount of time studying different topics covered on a test
- Avoids cramming for tests
- Organizes narrative responses appropriately
- Reads and understands directions before answering questions
- Proofreads responses and checks for errors
- Identifies and uses clue words in questions
- Properly records answers
- Saves difficult items until last
- Eliminates obvious wrong answers
- Systematically reviews completed tests to determine test-taking or test-studying errors
- Corrects previous test-taking errors

Understands importance of test taking skills

Understands importance of reference materials

Library Usage

- Uses cataloging system (card or computerized) effectively
- Able to locate library materials
- Understands organizational layout of library
- Understands and uses services of media specialist
- Understands overall functions and purposes of a library
- Understands importance of library usage skill

Time Management

- Completes tasks on time
- Plans and organizes daily activities and responsibilities effectively
- Plans and organizes weekly and monthly schedules
- Reorganizes priorities when necessary
- Meets scheduled deadlines
- Accurately perceives the amount of time required to complete tasks
- Adjusts time allotment to complete tasks
- Accepts responsibility for managing own time
- Understands importance of effective time management

Reference Materials

- Able to identify components of different reference materials
- Uses guide words appropriately
- Consults reference materials when necessary
- Uses materials appropriately to complete assignments
- Able to identify different types of reference materials and sources

Self-Management

- Monitors own behavior
- Changes own behavior as necessary
- Thinks before acting
- Responsible for own behavior
- Identifies behaviors that interfere with own learning
- Understands importance of self-management

Summary of Study Skill Proficiency

Summarize in the chart below the number of Mastered (1), Partially Mastered (2), and Not Mastered (3) study skill subskills. The number next to each study skill represents the total number of subskills for each area.

Study Skill	M	PM	NM	Study Skill	M	PM	NM
Reading Rate-6				Test Taking-13			
Listening-5				Library Usage-6			
Notetaking/Outlining-9				Reference Materials-6			
Report Writing-10				Time Management-9			
Oral Presentations-6				Self-Management-6			
Graphic Aids-5							

Summary Comments:

TEACHER SURVEY

FUNCTIONAL VOCATIONAL ASSESSMENT

[Cypress-Fairbanks Independent School District Special Education; Houston, Texas]

Student Mackenzie Anderson Grade 12 School Carlton Center

Teacher's Name Ingram Subject/Course VITAL Program/ LIFE Skills Date 09-22-2010

Check (✓) one Item: Special Ed. Teacher General Ed. Teacher Please check (✓) **one** item only.

	Excellent	Satisfactory	Improvement Needed
JOB SKILLS			
1. Quality of work		X	
2. Level of independence			X
WORK BEHAVIOR			
3. Attention span		x	
4. Personal habits and manners		X	
5. Effort/Motivation		X	
6. Ability to self correct			X
7. Response to correction from others		x	
8. Punctuality	x		
9. Attendance	X		
INTERPERSONAL SKILLS			
10. Social/Personal – Appears at ease with others		X-	
11. Peer Relationships – Mixes well with group		X	
12. Cooperation/Attitude	X		
13. General activity level		X	
14. Able to accept change		X	
15. Appearance/Grooming		X	
16. Able to comprehend oral and written instruction			X
17. Can communicate adequately with others		X	

Comments:

Permenant Product Samples

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Permanent Product Form

Student's Name: _____ Teacher: _____

Subject/Period: _____ Date(s): _____

Behavior Definition(in specific, observable, measurable terms):

Permanent Product Looked at: _____

Date	Permanent Product Label	Number of Times Behavior Occurred	Number of Opportunities	Total % of Times Behavior Occurred

Tieghi-Benet, M. C., Miller, K., Reiners, J., Robinett, B. E. Freeman, R. L., Smith, C. L., Baer, D., Palmer, A. (2003). Encouraging Student Progress (ESP), Student/ team book. Lawrence, KS: University of Kansas.

Frequency Data Samples

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Behavior Frequency/Intensity Recording Single Setting

Student: _____ Teacher: _____ Date: _____

Subject: _____ Task: _____ Period/Time: _____

Target Behavior: _____

Examples of Mild: _____

Examples of Medium: _____

Examples of Severe: _____

Activity Type (circle all that apply)

Large group — lecture pencil/paper active Small group — cooperative individual

Process — auditory visual kinesthetic

Additional information:

Mark each occurrence as it happens:

Mild:

Medium:

Severe:

Comments: _____

Behavior Frequency Counting

Name: _____ Week of: _____

Behavior to be counted: _____

Monday																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Tuesday																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Wednesday																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Thursday																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Friday																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Comments:

Frequency Recording Form

Student: Joyce

Date: 10/21/xx

Class/Teacher: Language Arts/ Ms. Sample **Observer:** Ms. Dover

Target/Problem Behavior: During journal writing activities, Joyce makes comments to herself or to others (e.g., "This is boring" or gestures (e.g., heavy sighing) unrelated to the academic material.

Note: The teacher starts the stopwatch at 10:30. Be sure to count verbalizations and sighs as separate events.

Time Started	Time Ended	Tally	Length of Observation	Rate

of Observation

Rate

Frequency, Intensity, Duration, & Triggers

<u>Targeted Behaviors</u> (Only behaviors listed here should be recorded in comments section)	<u>Frequency</u> Mark down each time the behavior is observed	<u>Intensity</u> Rate the behavior from 1 (Low) to 5 (high)					<u>Duration</u> Rate the behavior from 1 (Low) to 5 (high)					<u>Triggers</u> What was happening prior to the behavior being exhibited?
		1	1	1	1	1	1	1	1	1	1	
		2	2	2	2	2	2	2	2	2	2	
		3	3	3	3	3	3	3	3	3	3	
		4	4	4	4	4	4	4	4	4	4	
		5	5	5	5	5	5	5	5	5	5	
		1	1	1	1	1	1	1	1	1	1	
		2	2	2	2	2	2	2	2	2	2	
		3	3	3	3	3	3	3	3	3	3	
		4	4	4	4	4	4	4	4	4	4	
		5	5	5	5	5	5	5	5	5	5	
		1	1	1	1	1	1	1	1	1	1	
		2	2	2	2	2	2	2	2	2	2	
		3	3	3	3	3	3	3	3	3	3	
		4	4	4	4	4	4	4	4	4	4	
		5	5	5	5	5	5	5	5	5	5	
		1	1	1	1	1	1	1	1	1	1	
		2	2	2	2	2	2	2	2	2	2	
		3	3	3	3	3	3	3	3	3	3	
		4	4	4	4	4	4	4	4	4	4	
		5	5	5	5	5	5	5	5	5	5	
		1	1	1	1	1	1	1	1	1	1	
		2	2	2	2	2	2	2	2	2	2	
		3	3	3	3	3	3	3	3	3	3	
		4	4	4	4	4	4	4	4	4	4	
		5	5	5	5	5	5	5	5	5	5	
		1	1	1	1	1	1	1	1	1	1	
		2	2	2	2	2	2	2	2	2	2	
		3	3	3	3	3	3	3	3	3	3	
		4	4	4	4	4	4	4	4	4	4	
		5	5	5	5	5	5	5	5	5	5	
		1	1	1	1	1	1	1	1	1	1	
		2	2	2	2	2	2	2	2	2	2	
		3	3	3	3	3	3	3	3	3	3	
		4	4	4	4	4	4	4	4	4	4	
		5	5	5	5	5	5	5	5	5	5	

Event Recording

Student Observed _____ Begin and End Time _____

Subject _____ Setting _____

Target Behavior

1: _____

Target Behavior

2: _____

Time Period	Behavior 1	Behavior 2	Notes: antecedents, consequences, other observations
Date			
#1			
# 2			
# 3			
Frequency and/or Rate Or Behavior	1.	1.	Similarities or Differences Between observations:
	2.	2.	
	3.	3.	

Percentage Data Samples

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Task Analysis Worksheet

Task:										
Expected Student Outcome:										
Steps:	Date:									
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

After completion of the task analysis, briefly review to make sure it meets certain basic requirements.

1. Are all of the steps stated in observable, measurable terms?
2. Are any critical steps omitted? If so, add additional steps.
3. Can a learner perform the major skill after mastering all the steps?
4. Are all of the steps relevant to the skill?
5. Are any of the steps so minute as to be unnecessary? Can any be combined without losing information?
6. Are the steps arranged in logical order?

Feedback obtained from observation of the learner's progress will allow the teacher/transition specialist to add, change or delete those steps not entirely appropriate.

Task Analysis Data Sheet

Name: _____

Target: Shopping for food items

Materials: Food items, Shopping bag, money

Date/ Initials									
Get Shopping Bag	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
Get Money	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
Pick Items to Buy	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
Find out how much item its worth	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
Bring items to cash register	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
Wait in line	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
Give money to cashier (count out how much you need)	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
Give money to employee	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
Wait for change	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
Take your items and bag	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP	I Visual GG FP
% independent									

DATA: FP= Full Physical GG = Graduated Guidance I-Independent

Rate Data Samples

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Target Behavior Observation

Student Observed _____ Begin and End Times _____
 Subject _____ Setting _____
 Date _____ Interval time _____

Target Behavior 1: _____
 Target Behavior 2: _____

Interval	+/-	Notes	Interval	+/-	Notes
Target Student			Peer Comparison		
1	+		1	+	
2	+		2	+	
3	+		3	+	
4	-	Looking out the window	4	-	
5	-	Appears to be daydreaming. Hard to tell.	5	+	
6	-		6	-	
7	+		7	+	
8	-		8	-	
9	-		9	+	
10	+		10	+	
11	+		11	+	
12	-		12	+	
Percentage	50%		Percentage	75%	

Reporting Behavior

Frequency: number of times a behavior occurs in time period

- **Student observed:** 6 times in 4 minutes
- **Peer comparison:** 9 times in 4 minutes

Percentage: total +'s divided by total observations X 100

- **Student observed:** $6/12 \times 100 = 50\%$ of the time
- **Peer Comparison:** $9/12 \times 100 = 75\%$ of the time

Rate: total +'s divide by total time in minutes

- **Student Observed:** 6 behaviors/4 minutes = 1.5 behavior per minute
- **Peer Comparison:** 9 behaviors/4 minutes = 2.25 behaviors per minute

Duration Data Samples

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Duration Recording

Student Name: _____ Date: _____

Teacher/Subject: _____ / _____

Target Behavior: _____

Occurrence(s)	Setting	Start Time	End time	Duration

Comments: _____

Duration Recording Sheet

Data Sheet created by Nicole Caldwell, www.PositivelyAutism.com

(Used to record the length of time a student engaged in a specific, discrete behavior)

Student: _____

Behavior: _____

Start Recording When: _____

Stop Recording When: _____

Baseline

Intervention

Date	Context (ex. math class - worksheet)	Duration (time w/ stopwatch, timer, or

Notes:

Latency Data Sample

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Latency Recording Sheet

Data Sheet created by Nicole Caldwell, www.PositivelyAutism.com

(Used to record the amount of time between an instruction or prompt and the initiation of a behavior)

Student: _____

Behavior: _____

Start recording immediately after instruction or prompt is given. Stop recording when the student begins the behavior.

Baseline

Intervention

Date	Context (ex. math class - worksheet)	Latency (time w/ stopwatch, timer, or clock second hand)

Notes:

Interval Data Samples

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Small Group Direct Instruction – Data Sheet

Note: This data sheet should be used with progressive time delay (PTD) or constant time delay (CTD) prompting procedures.

Date: _____ Teacher(s): _____ Data Collector: _____

Session	Target Response (Specific)	Before Prompt		After Prompt	
		UPC	UPE	PC	PE
Student		UPC	UPE	PC	PE
Initials:		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
Total Count (# Circled / # Total Trials)		/	/	/	/
%					

Session	Target Response (Specific)	Before Prompt		After Prompt	
		UPC	UPE	PC	PE
Student		UPC	UPE	PC	PE
Initials:		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
Total Count (# Circled / # Total Trials)		/	/	/	/
%					

Session	Target Response (Specific)	Before Prompt		After Prompt	
		UPC	UPE	PC	PE
Student		UPC	UPE	PC	PE
Initials:		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
		UPC	UPE	PC	PE
Total Count (# Circled / # Total Trials)		/	/	/	/
%					

UPC = unprompted correct; UPE = unprompted error; PC = prompted correct; PE = prompted error

Student/Class Interval Recording Data Sheet

Student:	Teacher:	Grade/Program:
School:	Observer:	Observation Interval:
Start Time:	Stop Time:	Date:

Behavior of Interest	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.															
2.															
3.															

To determine the percentage of times intervals when the behavior was exhibited, divide the number of checks by the total number of observation intervals and multiply the quotient by 100.

Behavior of Interest	Number of Checks	Total # of Intervals	% of Time Intervals
1.			
2.			
3.			

Comments:

Time Sampling: Momentary Recording

Student Observed _____

Begin and End Time _____

Subject _____

Setting _____

Date _____

Interval Time _____

Target Behavior 1: _____

Target behavior 2: _____

Student Observed

Peer Comparison

Interval	+/-	Notes	Interval	+/-	Notes
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
8			8		
9			9		
10			10		
11			11		
12			12		
13			13		
14			14		
15			15		
16			16		
17			17		
18			18		
19			19		
20			20		
21			21		
22			22		
23			23		
24			24		
25			25		
26			26		
27			27		
28			28		
Percentage			Percentage		

Name of Recorder _____

Partial Interval Recording

Student: Laura		Date: 10/21/xxxx
Class/Teacher: Language Arts/ Ms. Sample		Observer: Ms. Dover
Time/Length of Observations: 5 minutes		Length of Interval: 20 seconds
Target Behavior: During journal writing activities, Laura makes animal noises not related to the academic content being presented.		
Codes:		
+ target behavior occurred at some point during the interval		
- Target behavior did not occur during interval		
Interval	Code	Behavior
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

Total intervals during which target behavior occurred:	
Total Intervals Coded:	
Percentage of intervals during which target behavior occurred:	

Interval Recording Sheet

Data Sheet created by Nicole Caldwell, www.PositivelyAutism.com

(Used to estimate the time engaged in a behavior or instances of a behavior)

Student: _____

Behavior: _____

Baseline

Intervention

Observation Date: _____ Beginning Time: _____ Ending Time: _____

Observation Date: _____ Beginning Time: _____ Ending Time: _____

Observation Date: _____ Beginning Time: _____ Ending Time: _____

How to Record:

- "Partial-Interval" Recording: Mark a plus (+) if the behavior occurred at any point during the interval; record a minus (-) if the behavior did not occur at any point during the interval.
- "Whole-Interval" Recording: Mark a plus (+) if the behavior occurred throughout the entire interval; record a minus (-) if the behavior did not occur throughout the entire the interval.
- Scoring: calculate the percentage of possible intervals that the behavior occurred (ex. 50/60 = 83%)

Notes: