

RTI Binder

The Special Education District of Lake County

Occupational and Physical Department

November 9, 2009

Introduction to the RTI Binder

Early intervening services are mandated to be tried before requesting additional support of related services, such as occupational therapy or physical therapy, as part of *Response to Intervention* (RTI). The questions that need to be answered before requesting the additional support are, *what interventions have been tried and what has been the impact of these interventions on student performance?* Data has to be collected to support whether those interventions are effective. The purpose of this binder is to provide regular education teachers with strategies and interventions that can be put in place for students who are having difficulty participating in their schoolwork and routines.

The binder is designed so that the teacher can describe a problem, and then attempt any of the interventions listed, before requesting involvement of an OT or PT. These generic, easy to use, and universally designed interventions can be put in place within the classroom/school. These strategies can be used by your entire class but will be especially useful for a student who is struggling.

The interventions are meant to emphasize participation rather than trying to “normalize” the student. For example, if the student’s handwriting is not legible, and a pencil grip could improve his grip, thereby improving his legibility, then he is given the pencil grip.

A very important component of RTI is data collection. Data will be used to demonstrate the effectiveness of interventions, which have been tried. If those interventions are unsuccessful, further information will be needed to determine the student’s abilities and what other interventions or strategies could be put in place. There are different types of data sheets to facilitate data collection in the back of the binder.

This document plus all electronic editable forms are found at <http://www.sedol.us/RTImanual>

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POOR PENCIL GRASP

Then:

- Use short pencils (golf sized or smaller) & broken pieces of crayon to promote a more functional grip.
- Have your student hold a small object, eraser, or make-up sponge with their pinky & ring fingers, which then promote a 3-finger grasp.
- For students who wrap their thumb around the pencil, put a sticker or drop of liquid paper on the pencil and have them cover it with their thumb when writing.
- Various pencil grips can be helpful (i.e. Stetro, The Pencil Grip, Start Write, Grotto Grip). A tightly wrapped rubber band can serve as a makeshift pencil grip.

If you see:

DIFFICULTY WRITING LETTERS

Then:

- Write the letter with the students watching and then you watch them write it. Repeat as needed.
- Practice without vision to develop kinesthetic sense & visual memory. Ideas: on chalkboard w/chalk or wet brush, white crayon on white paper–then paint
- Model letters in chalk or on wipe off board, have child “erase” using index finger to follow correct form.
- Rainbow writing – traces over a letter or number (using correct start/stop points) with 3 to 5 colors. Then have your students write the letter or number.
- Practice writing letters in fun ways–make them with cooked spaghetti, string, cut tin foil pieces. Get creative–paint with Kool aid, write in smeared shaving cream, finger paint with pudding, write on tin foil with a Sharpie, and write on windows with special window markers.

If you see:

DIFFICULTY WITH LEGIBILITY

Then:

- Add writing lines to all worksheets.
- Instruct students to fully erase mistakes before rewriting.
- Practice starting letters a, d, g, q, o, s with a “c” that starts at the top.

If you see:

DIFFICULTY WITH WRITING ON THE LINE

Then:

- Darken or highlight the writing line to draw attention to it.
- Reinforce top & bottom lines before writing, have the student draw a few vertical lines from the top to bottom–line.
- Have your student identify small and tall letters before writing them.
- Use something tangible for a line (cooked spaghetti, pipe cleaner, dried glue over the writing line, Wikki Stix, raised line paper, etc.) and make the letters sit on the line– also good to do with magnetic letters.
- For lined paper with a middle divider, highlight the space under dotted the line so small letters don’t go above the line.

If you see:

DIFFICULTY WITH SPACING BETWEEN WORDS

Then:

- Encourage the student to use their index finger for spacing.
- For a student who has very poor spacing, encourage them to make rather large spaces, which you can easily teach them to scale down later.
- Try using a small white Lego or math manipulative or add white out to the top of a Popsicle stick to reinforce the concept of blank space between the words.

If you see:

DIFFICULTY WITH REVERSING LETTERS

Then:

- Provide alphabet strip on desk & highlight the student's difficult letters.
- For b/d reversal, teach idea of direction using both hands fisted with thumbs straight up ("b" left hand comes before "d" right hand in the alphabet).
- Teach d, s, and q starting with the letter "c"

If you see:

DIFFICULTY WITH WRITING TOO DARK OR TOO LIGHT

Then:

- If pressure is too light, try thicker lead pencils, markers, place a sheet of sandpaper under writing paper & stabilize with clipboard.
- If pressure is too hard, try pencil grips, mechanical pencils, or place a sheet of craft foam under writing paper & steady it with a clipboard.
- Try using an art pencil with darker lead or a china pencil (available at craft stores by the drawing supplies).

If you see:

DIFFICULTY WITH WRITING WITHIN MARGINS

Then:

- Highlight left side of paper with green marker, right side with red if needed.
- Allow left-handed students to write on backside of notebook paper.

If you see:

DIFFICULTY WITH LEGIBILITY ON MATH PROBLEMS

Then:

- Use graph paper to align numbers
- Complete problems on computer graph and print out work (example Excel)
- Use highlighter to align columns

If you see:

A STUDENT COMPLAIN HIS/HER HANDS HURT FROM WRITING

Then:

- If he/she is pressing too hard & has indentations on the backside of the paper, have him or her use a mechanical pencil. This can help a student learn to use less pressure when writing.
- Have them place both hands palm down on the desk and spread their fingers apart then slide them back together.
- Encourage students to open their hands and fingers as wide as possible and then quickly make a tight fist.
- Another good exercise is to have students bend their wrists up and down several times with both fist and open hands.
- Have students stand and place both hands palm down on their desks. Keeping the elbows straight, ask them to push down on their desks (bearing their body weight) through the palms for a count of five then relax. Repeat several times

If you see:

DIFFICULTY WITH CUTTING

Then:

- Use a visual cue (such as a smiley or sticker) on the thumbhole & cue to hold the scissors in a “thumbs up” position. Also darkening the top scissor blade can be a helpful visual guide for cutting along a line.
- If it is hard for your student to open the scissors, wrap a large rubber band under one of the finger holes, which causes the scissors to open when cutting.
- Outline the picture with a yellow marker to draw attention to the cutting lines.
- Cue the student to cut just past corners and curves before turning the paper.
- Start with cutting out lines, curves, and simple shapes on playing cards, magazine inserts, and heavy construction paper before moving onto flimsier paper if your student really struggles. Stiffer paper makes it a little easier to manage the paper while cutting. Also practice with cutting straws and playdough.

If you see:

POOR POSTURE

Then:

- Check chair/desk size
- See if feet touch the floor to make them aware of their positions
- Have kids “freeze” for a moment to make them aware of their positions
- Let kids lay on the floor to do work, if possible. It increases arm stimulation and strength and provides trunk support.

If you see:

LOW LEVEL OF ALERTNESS (SLEEPY, SLUGGISH, SLOW MOVER)

Then:

- Midmorning healthful snack, chewing gum or hard sour candy
- Increase air circulation with fans or by opening windows
- Use “ball” chair or seat cushions. This allows for movement during desk time. Can also be useful for the fidgeter. Cushions could be under inflated beach balls, Disco-Sit, Sit N’ Fit
- Letting the child run an errand in the building
- Use movement in classroom or heavy work ideas (see appendix)
- Allow the student to work in different positions, such as standing at a table or a chalkboard, “pretzel” sit in chair, lay on floor.

If you see:

DECREASED EYE CONTACT OR APPEARS TO NOT BE PAYING ATTENTION

Then:

- Don't assume the student is not learning the information. Many children are more distracted by a teachers face or movement and so they look away when listening
- If child is missing instructions, try above listed suggestions for the fidgeting or sleepy child

If you see:

STUDENT AVOIDS MESSY MEDIA

Then:

- Offer plastic gloves to protect the hands
- Pair them with a child who enjoys tactile media
- Offer an opportunity for the student to wash hands with a wet towel next to them during the activity.
- Using tools instead of direct contact or generally exploring the media without touching it.
- Offer positive praise for participation but do not force the student to participate.

If you see:

FIDGETING

Then:

- Allow different positions depending on the activity. If it doesn't impact performance, allow a fidgeting student to sit pretzel style in the seat or wrap feet around chair legs. May also try the disc o' sit cushion. It allows the student to wiggle in their seat without having to get up.
- Allow for fidget toys if possible. Remember that no person is able to stay completely still! Allow a student to fiddle with a small object like an eraser in one hand if it helps.
- Completely against school rules – GUM! It is actually good oral stimulation along with sour candies (and might help some Children attend).
- In general, provide movement opportunities throughout the day. They can be easy to implement in the classroom. You can use a short movement break before an activity is to start or in the middle of a lengthy one. Examples include running in place, jumping jacks, hokey-pokey, hopping, stretching arms upward, etc.
- Alternative seating – let the child who is always moving stand up and work. You can tape his paper to the wall or chalkboard and let him/her work there or simply have them stand at their desk to work.
- Theraband can be tied around the chair legs to allow a student to move their legs into the theraband. This can provide sensory input to the body to help with focus and attention. For a cheaper method, this can be done with pantyhose.

If you see:

DIFFICULTY ORGANIZING MATH PROBLEMS ON A PAGE TO SHOW WORK

Then:

- Use graph paper to align numbers
- Complete problems on computer graph and print out work (example Excel)
- Use highlighter to align columns

If you see:

DIFFICULTY ORGANIZING THOUGHTS/IDEAS FOR PAPERS

Then:

- Use paper graphic organizer
- Use computer graphic organizer programs such as Inspiration or Kidspiration
- Use tape recorder to tape spoken ideas and then write them out

If you see:

DIFFICULTY COMPLETING/TURNING IN WORK ON TIME

Then:

- Use labeled bins inside their desk or locker
- Attach an organizer to the back of their chair or side of desk
- Use Velcro to attach organizers to the desk top or side
- Use assignment notebook to list *dead* lines
- Use assignment specific, daily or weekly checklists
- Have student verify assignments with teacher daily or weekly
- Have parent sign assignment notebook and completed homework

If you see:

LOST OR MISPLACED PAPERS, BOOKS, NOTES, OR WORKSHEETS

Then:

- Color code class materials with color coded book covers, folders and notebooks
- Use Trapper Keeper or Accordion style folder system to separate items but also keep them in one place
- Complete work on computer and save to disk or email between home and school
- Allow student to keep a set of books in the classroom and a second set at home

If you see:

LOST OR MISPLACED SCHOOL MATERIALS (RULER, MARKERS, PENCILS), MESSY DESK/WORK SPACE

Then:

- Use stackable plastic bins next to the student's desk to place items in
- Use labeled bins inside their desk or locker
- Attach an organizer to the back of their chair or side of desk
- Use Velcro to attach organizers to the desk top or side

If you see:

DIFFICULTY STAYING IN LINE WHEN WALKING IN THE HALLWAY

Then:

- Have students pretend to be sharks and clasp hands in front of themselves to give a little more core stability
- Use a rope for students to hold onto

If you see:

STUDENTS WHO TRIP WHEN W A L K I N G

Then:

- Animal walks between activities; bear, duck, shark, bunny, frog
- Walk backward
- Check shoes; are they too big or are soles too thick?
- Are they distracted—looking one way and walking another direction?
- Use a visor (have all students wear)
- Put something on student in front of them to visually attend to such as a sticker

If you see:

DIFFICULTY SITTING ON THE F L O O R

Then:

- Have them sit on an elevated platform such as a telephone book, thick book, play brick or cushion

APPENDIX

HANDWRITING HINTS

Quick glance important points:

- Initially during the skill-building phase, encourage use of just one type of paper. As students' skills progress, introduce varying types.
- Identify if students cognitively understand important concepts (“on” for writing on the line, “space” for spacing between words, knowing that letters make up words & words make up a sentence.) If they don't, foundation teaching is necessary.
- Test knowledge of directional concepts by having students scribble with markers to directions such as “round & round”, “up & down”, “left to right”, “top & bottom” using different colors for each instruction.
- Practice writing 10–15 minutes a day. Brief but quality instruction & practice pays off. This could be completed at school or home.
- Overemphasize large spacing between words initially. It is much easier to help a student decrease large spaces than it is to teach a student to use spacing.
- Teach students to write their first name with uppercase for the first letter & lowercase for the rest.
- Model how to write & over teach the first letter in the group.
- Many students write their name on assignments with large lettering that often looks immature and messy. Try using a highlighted rectangle for students to write their name in. After multiple trials, fade the cue & prompt the student to imagine the box when writing their name.
- Check for optimal desk & chair positioning: a stable base is very important when writing. Strive for chair positioning with feet firmly planted on the ground. The desktop height ideally should be 2” above the student's bent elbow. A duct-taped phone book can make a good footrest.
- Teach pencil grasp (want open rounded web with thumb & index pinching pencil – “A-OK”) for K up to 2nd grade. Pencil grasp is not developmental; it's very difficult to change in 2nd grade. Use vertical surfaces as much as possible (chalk/wipe off board, easel, paper taped to wall, 4” binder can be used in place of slant board).

MOVEMENT IN THE CLASSROOM

Getting your students moving with these exercises will ready their bodies for learning. Use them in between lessons, before giving directions, and when attention to task decreases. Movement positively influences students' ability to listen, learn, and get their work done.

- Run in place for 15 seconds
- Jump in place 10 times
- March in place with high knees
- March in place touching elbow to opposite knee
- Stand & reach overhead. Then touch head, shoulders, knees and toes
- Stand & lift 1–2 textbooks overhead and lower to chest level 10 times
- Stand & push out 1–2 textbooks from chest & pull back in 10 times.
- Stand & hold 1–2 textbooks with extended arms, circle one way 10 times & then reverse for 10 times
- While sitting, do 10 chair pushups (hold seat, raise bottom & legs from chair)
- Hop on 1 foot 5 times; switch & do the other 5 times
- Alternate hopping on each foot
- Wall push-ups: Do 10
- Move like the “wind, thunder & rain”
- Press hands firmly together; hold 5 seconds and repeat 3–4 times
- Squeeze your arm from shoulder to fingers, squeezing & pulling like you're removing a glove

**END EACH MOVEMENT SESSION WITH SLOW,
QUIET DEEP BREATHS 3–5**

HEAVY WORK

Heavy work is a useful tool to implement in your classroom for children with attention issues. It helps to organize and calm the body and is helpful for the “over” or “under” active child. Activities include pushing, lifting, climbing and pulling. Here is a list of functional heavy work activities you can easily implement in our classroom.

- Erase the chalkboard
- Carry a crate of books to the library
- Wash desks
- Carry a crate in hallway during room transitions
- Sharpen pencil with a manual sharpener
- Open doors for people
- Stack chairs
- Help rearrange desks in the room
- Take down chairs at the start of the day or put up at the end of the day
- Carry several packs of Xerox paper to the office
- Have student push against the wall (wall push-ups)
- Chair push-ups
- Food can also help organize and calm the body
 - Take a chewy food break such as licorice, fruit roll-ups, starburst, gummy worms or tootsie rolls
- Any other activity in the classroom that would require some strength and effort.

TEACHING SCISSORS SKILLS

□ **Type of Scissors**

- New cutters benefit from scissors with small blades and small oval handles. Make sure scissors are in good working condition.

□ **Scissors Grasp**

- It's important to teach proper grasp. For individual help, work from behind the student rather than next to or in front of.
- The correct grasp is with thumb and middle finger placed in handles of scissors and curved at first joint from tip. Index finger is against handle shaft to help with support & closing the scissors. Fourth & fifth finger are against the palm; may need to hold small sponge with these.
- Teach "thumb up position" – place visual cue such as a small sticker or permanent marker mark on top of scissors shaft (they should be able to see the visual cue as they cut).

□ **Cutting Progression**

- May need to model/practice the open/shut sequence without paper before doing any cutting (try to make it fun; i.e., pretend scissors are "talking" to each other, first talk slow, then fast, etc).
- Start with easy to snip items such as drinking straws (snipped pieces can be strung as a necklace) or clay/Playdoh snakes. These are easier to hold than paper.
- Heavier paper, such as magazine/junk mail inserts, construction paper, manila paper, & playing cards is easier to cut than thin paper such as notebook, copy or tissue paper.
- Have child snip paper randomly (they use the scraps & glue stick to make a mosaic or "fringe" paper to make grass, etc).
- To teach cutting on the lines, use permanent marker to color the top of scissors blade so it lines up with the lines.

TEACHING SCISSORS SKILLS (cont.)

- Provide strips of paper (no wider than length of scissors blade) with straight **bold lines** drawn on so child can practice cutting on & through the line. When this is mastered, move on to longer lines so child can practice consecutive cuts.
- Teach cutting on straight lines and gentle curves before circles and shapes with sharp corners.
- Right-handed students should cut counter clockwise and left-handed students should cut clockwise.
- Highlight and/or thicken the lines to be cut on. Cue “go” & “stop” with green & red.
- If a student is unable to cut out a picture with as much detail as peers, draw a thick line around the general shape and have student cut on that.
- Teach child strategies such as cutting to the edge of paper to remove any excess paper. Also, when cutting shapes with sharp corners, student can cut past the corner to edge of paper & come back with a straight cut instead of turning at corner.

CLASSROOM GAMES THAT FACILITATE HAND SKILLS

- Don't Spill the Beans
- Don't Break the Ice
- Pick Up Stix
- Jenga
- Operation
- Connect 4
- KerPlunk
- Trouble
- What's in Ned's Head?
- Ants in the Pants
- Hungry Hungry Hippos
- Bedbugs
- Knock Out
- Topple
- Perfection
- Twister
- Board games such as Chutes & Ladders, Candyland, Hi Ho Cheerio!
- Card games such as Old Maid, Go Fish, Uno

Examples of Student Checklists to Promote Independent Work Completion

Generic

Put your name on the worksheet

Put today's date on the worksheet

Complete section/ pages/problems

Check your answers and work

Place the completed work in homework folder/teacher bin...

Sentence

Sentences start with capital letter

Sentences end with punctuation mark (. ? !)

Words spelled correctly

Words written on line

Correct spacing between words

Can you/others read your work?

Daily

Morning

Get out homework folder and place work in bin on teacher's desk

Write Math and Spelling homework assignments in assignment notebook

Place completed Spelling word sentences in Spelling folder by door when lining up for lunch

Afternoon

Place completed Social Studies and Science worksheets in correct folders by window

Write Social Studies, Science, and Language Arts homework assignments in assignment notebook

Place ALL homework worksheets into homework folder

Place homework folder and assignment notebook into backpack.

DATA SHEETS

IEP BENCHMARKS - PROGRESS NOTES

NAME: _____

Annual Goal: _____

Goal:

Benchmark 1: _____

Benchmark 2: _____

Benchmark 3: _____

100																				
95																				
90																				
85																				
80																				
75																				
70																				
65																				
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15																				
10																				
5																				
Date																				

B-FSD106

Student _____ Subject _____

Goal: _____

Benchmark: _____

Date	Materials Used/Comments	1	2	3	4	5	6	7	8	9	10

D-FSD112

STUDENT _____ SUBJECT _____

ANNUAL GOAL _____

BENCHMARK 1: _____

Beginning Date _____ Ending Date _____

Mon	Tues	Wed	Thurs	Fri

Mon	Tues	Wed	Thurs	Fri

Mon	Tues	Wed	Thurs	Fri

BENCHMARK 2 _____

Beginning Date _____ Ending Date _____

Mon	Tues	Wed	Thurs	Fri

Mon	Tues	Wed	Thurs	Fri

Mon	Tues	Wed	Thurs	Fri

BENCHMARK 3 _____

Beginning Date _____ Ending Date _____

Mon	Tues	Wed	Thurs	Fri

Mon	Tues	Wed	Thurs	Fri

Mon	Tues	Wed	Thurs	Fri

D-FSD113

Student _____

Goal _____

Benchmark _____

	DATE										DATE										DATE																			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Cue	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Verbal	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Gestural	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Part Physical	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Full Physical	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

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Cue	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
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Gestural	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Part Physical	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Full Physical	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

	DATE										DATE										DATE																			
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Cue	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Verbal	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Gestural	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Part Physical	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Full Physical	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

D-FSD115

Student: _____

Goal: _____

	Date									
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
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	Date									
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	Date									
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	1	2	3	4	5	6	7	8	9	10
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	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

Student Name: _____ School Year _____

Key

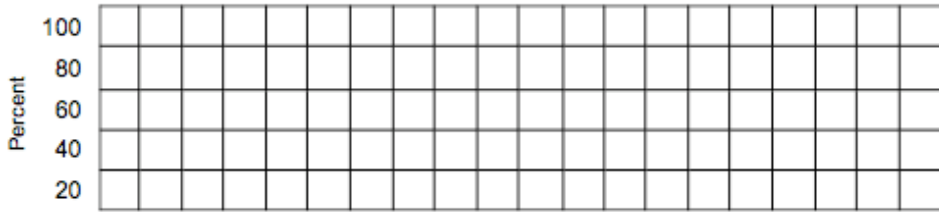
Staff Responsible: _____

Benchmark:

Special Instructions:

Date	Comments	1	2	3	4	5	6	7	8	9	10	%	Initials

Progress Graph



D-FSD164

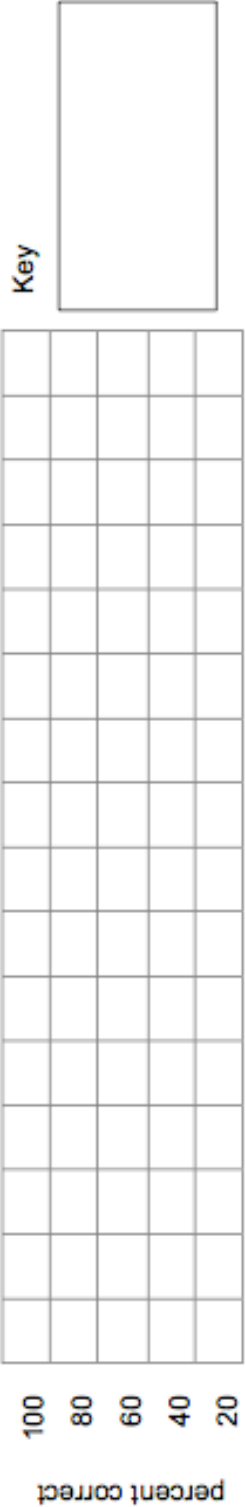
Date

Name: _____ School Year: _____ Staff Responsible: _____

Pre-Elementary Learning Standard:

Special Instructions:

Date	Activity Presented	1	2	3	4	5	6	7	8	9	10	%	Comments	Initials



Event Recording Data Sheet

STUDENT _____ BEHAVIOR _____

DATE	SETTING	TIME		OCCURRENCES	TOTAL NUMBER OF OCCURRENCES	OBSERVER
		Start	Stop			

D-FSD185

FREQUENCY DATA SHEET

Sheet _____ Date _____

Behavior _____

Activity Observed _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 :00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
10:30 - 11:00					
11:00 - 11:30					
11:30 - 12:00					
12:00 - 12:30					
12:30 - 1:00					
1:00 - 1:30					
130 - 2:00					
2:00 - 2:30					
2:30 - 3:00					
3:00 - 3:30					
Total Incidents					
Total Time minute/hour/day time interval (circle one)					
Rate Per minute/hour/day time interval (circle one)					

Childers, P.; Esberry, K.; Upah, K.F.;
Reschly-Murdoch, J.; Robinson, W.; and
Weiss, R. (1998). Curriculum-Based
Evaluation. Social Behavior. Heartland
Area Education Agency 11: Iowa

D-FSD210

LATENCY RECORDING DATA SHEET

Student _____ Week: From _____

To _____

Behavior _____

Prompt _____

Behavior begins when _____

DATE	TIME		TIME ELAPSED	OBSERVER
	Delivery of Prompt	Behavior Begins		

STUDENT NAME _____

Circle "Yes" or "No" for that day's performance.

Date								
Goal	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Goal	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Goal	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Goal	Goal Yes No	Goal Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Goal	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Goal	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Goal	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Goal	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Goal	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Goal	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No

L-FSD122

STUDENT _____

GOAL _____

BENCHMARK 1 _____

DATE	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
DATA (COMMENTS)	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

BENCHMARK 2 _____

DATE	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
DATA (COMMENTS)	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

BENCHMARK 3 _____

DATE	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
DATA (COMMENTS)	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

TIME-ON TASK

* = On Task
 V = Verbal Off Task
 M = Motor Off Task
 P = Passive Off Task
 A = Aggressive O. T.

Student: _____ Date: _____
 School: _____ Observer: _____
 Teacher: _____ Time Interval: _____
 Activity: _____

NOTES	STUDENT BEHAVIOR					PEER/CLASSROOM					NOTES
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	
	*	V	M	P	A	*	V	M	P	A	