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What Is Inside, and Where

25 pages: three sections, five skill-domain data sheets and a worked example. Nothing here decides a goal, a criterion or what a pattern means for you; every one of those is a blank you fill in from your own practice, the IEP, or your team.

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START HERE

Start Here — Three Steps

Ninety seconds of reading. Write the definitions, roster and goal once; the marks themselves are faster with a pen during the observation.



1

Set up once

Read the marking key and write the domain definitions in your own words (page 7), then build the roster (page 8).

Write or copy the goal for each domain a student is tracked on (page 9). **Save As** per student before typing session data; the original stays blank.



2

Take the data every observation

Pick the sheet that matches the domain: communication, social, flexibility, sensory, or executive function — the contents page names the page for each.

Use the event log (page 16) instead when a single moment does not sit neatly inside one domain sheet.



3

Roll up and share

Copy the number or percent onto the tracker (page 18) the same day, and plot the graph (page 19) once a week.

The family update (page 21) and the classroom note (page 22) are ready to send as soon as a sheet is filled — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate percents or draw the graph for you. It is not a screening or evaluation tool and does not require any clinical label to be useful — every domain here is a skill area any student can be tracked on.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a set of goals, not a screener, and not a source of clinical judgment. Nothing here decides what a pattern means, whether a support is working, or what to write on a report. You write those in, from the IEP and your own team's judgment. The sheets only make sure the observation gets written down.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more rows than a sheet holds. Print the sheet twice and number the pages; the tracker only needs the totals or percents.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN YOUR CASELOAD FOLDER

A filled-in sheet is a student record: initials only on anything that leaves your hands, first name only on the family update. Print the code key, roster and goal page once and keep them at the front; the tracker, graph and quarterly snapshot stay on top of each student's sheets so the trend is the first thing anyone finds.

02

Take the Data Across Five Skill Domains

A data sheet for each of five skill domains — communication, social reciprocity, flexibility and transitions, sensory regulation, and executive function — plus a before / during / after event log for the day a team needs more than a single domain sheet.

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CHECKLIST

Sensory Regulation Observation Checklist

Ten observable items, any setting. Leave “Not observed” where you did not have a chance to see it.

STUDENT

OBSERVER

SETTING / DATE

WHAT THIS PAGE RECORDS

Mark what you saw, in any setting — not only a structured task. Leave “Not observed” for an item you did not have a chance to see. This page records what was seen, not why: it does not sort, label, or evaluate a student for anything, and it is not a screening or assessment tool. A team concern about a pattern here follows your district’s own procedure, on a blank line this file does not fill in for you.

#	BEHAVIOR (OBSERVABLE, DESCRIBED, NEVER A LABEL)	OBSERVED?	NOTES
1	AUDITORY Covers or blocks ears in a loud setting (assembly, fire drill, cafeteria)	☐ Y ☐ N ☐ NO	
2	AUDITORY Requests or uses noise-reducing headphones or earplugs when offered	☐ Y ☐ N ☐ NO	
3	TACTILE Avoids, or asks to avoid, a specific texture (name it in the notes)	☐ Y ☐ N ☐ NO	
4	TACTILE Reacts strongly to an unexpected touch (flinches, pulls away, vocalizes)	☐ Y ☐ N ☐ NO	
5	PROPRIOCEPTIVE Seeks deep pressure (a tight hug, a weighted item, squeezing)	☐ Y ☐ N ☐ NO	
6	VESTIBULAR Seeks movement (rocking, spinning, jumping) between seated tasks	☐ Y ☐ N ☐ NO	
7	VISUAL Notifies, or is distracted by, a visual detail others do not comment on	☐ Y ☐ N ☐ NO	
8	VISUAL Requests dimmer lighting, or avoids bright or fluorescent lighting	☐ Y ☐ N ☐ NO	
9	ORAL Mouths, chews, or seeks oral input on a non-food item	☐ Y ☐ N ☐ NO	
10	SELF-REGULATION TOOL Requests or independently uses a sensory tool or space when offered (a fidget, a break corner, a movement break)	☐ Y ☐ N ☐ NO	

USING IT OVER TIME

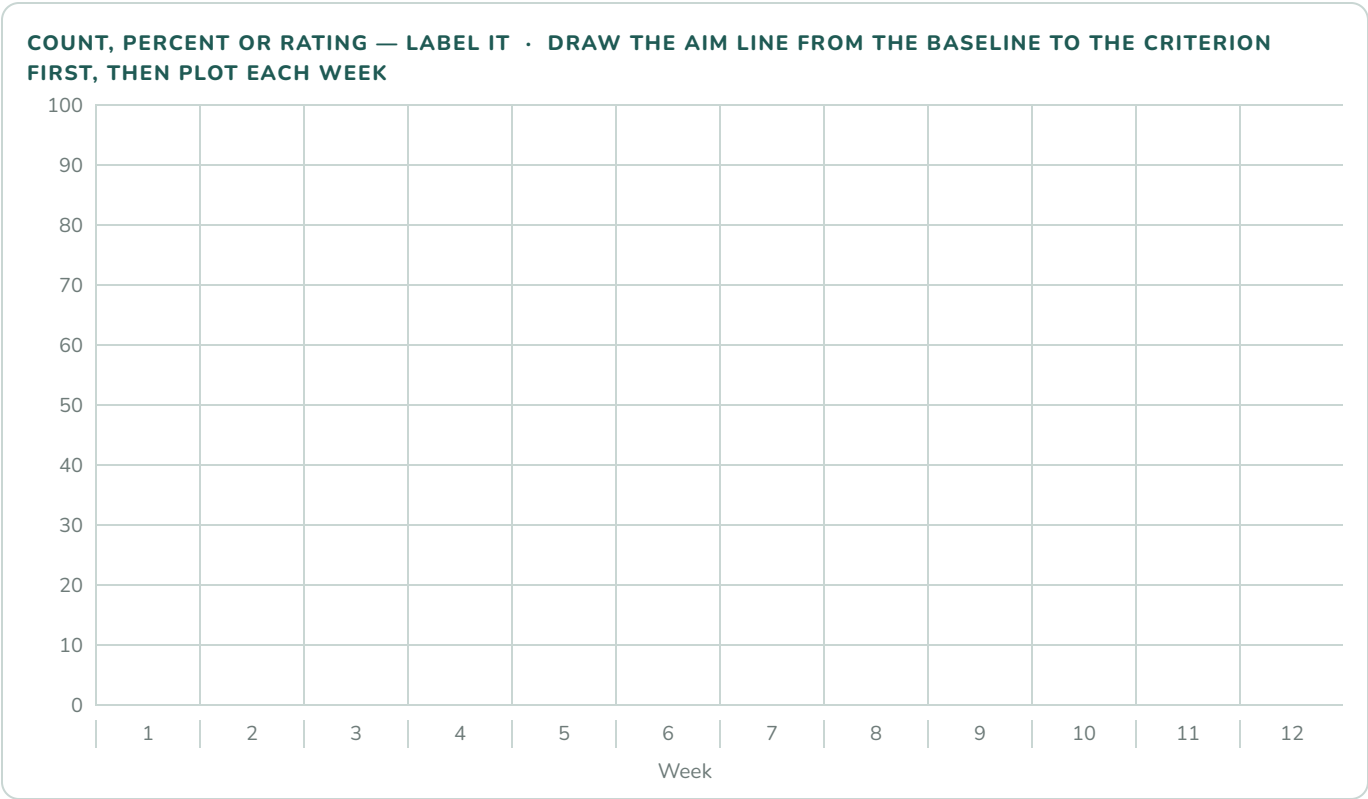
One observation is a moment; three or four across different settings is a pattern worth the team’s time. Note the setting each time — an item seen only in a loud, crowded room is a different fact from one seen in a quiet one.

TRACKER

Progress Graph

Plot one domain at a time. The aim line is the criterion from the goal page; three points below it in a row is a conversation, not a wait.

STUDENT	DOMAIN PLOTTED (ONE AT A TIME)	CRITERION / AIM



#	DATE	DOMAIN	NUMBER / PERCENT / RATING	NOTES
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

 NOTES

Family Update

Goes home after a session or a regular week, ready to send as printed or typed. No jargon, no percents — the data sheets already have those.

STUDENT

WEEK OF

FROM

THIS WEEK WE WORKED ON

In plain words — not the domain name, what it looked like: asking for a break, taking turns, a new schedule.

HOW IT WENT, IN PLAIN WORDS

Not the raw number — what it means: about the same, a little easier, harder than usual.

ONE THING TO PRACTICE AT HOME THIS WEEK (A FEW MINUTES, DURING SOMETHING YOU ALREADY DO)

SOMETHING WE NOTICED, OR A QUESTION FOR HOME

Anything the family noticed that we would not see at school.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Filled-In Week, Two Domains (Invented Student)

SAMPLE · INVENTED STUDENT

Devon is invented, and so is every mark on this page. Every number in the summary can be re-counted from the rows above it.

DEVON M., INVENTED, GRADE 2 — COMMUNICATION AND SOCIAL RECIPROCITY, ONE WEEK
Communication goal: request a preferred item using a picture exchange in 4 of 5 opportunities (invented) · **Social goal:** respond to a peer’s initiation in 4 of 5 opportunities (invented) · **Case manager:** R. Foster, invented

COMMUNICATION DATA SHEET EXCERPT (PAGE 11)

#	DATE	OPPORTUNITY / CONTEXT	MODE USED	INITIATED OR RESPONDED?	PROMPT (I/V/G/M/P)	INDEPENDENT?
1	Oct 6	Wanted more crackers at snack	Picture exchange	Initiated	V	N
2	Oct 7	Wanted the swing at recess	Picture exchange	Initiated	G	N
3	Oct 8	Wanted more crackers at snack	Picture exchange	Initiated	–	Y
4	Oct 9	Wanted the swing at recess	Picture exchange	Initiated	–	Y
5	Oct 10	Wanted a turn with the tablet	Picture exchange	Initiated	V	N

SOCIAL RECIPROCITY DATA SHEET EXCERPT (PAGE 12)

#	OBSERVED DURING A SHARED ACTIVITY	OBSERVED?	NOTES
1	Responded to a peer’s initiation within a few seconds	Y	3 of 4 free-choice blocks this week.
2	Took a turn in a shared activity or game	Y	Board game with two peers, Oct 9.
3	Initiated an interaction with a peer	N	Not observed this week; watch for next.

TRACKER EXCERPT (PAGE 18) — THIS WEEK’S ROW FOR BOTH DOMAINS

#	DOMAIN	WEEK OF OCT 6
1	Communication (% independent)	40%
2	Social reciprocity (Y count of 3 items)	2 of 3

WHY THESE NUMBERS HOLD UP

Communication: 5 opportunities logged, independent (no prompt column marked I, V, G, M or P) on Oct 8 and Oct 9 — 2 of 5 = 40% independent this week, against a goal of 4 of 5 = 80%; the tracker (page 18) would show 40% for this week’s communication row. Social reciprocity: 2 of the 3 items observed this week were marked Y, so the “responded to a peer’s initiation” item is on track (Y on 3 of 4 free-choice blocks) while the “initiated” item has no data yet, not a “no.” Nothing on this page says why independence is lower than the goal; that is a team conversation, not a conclusion this file draws.