

Behavior & Social Skills Progress Report

SECTION 2 · WRITE THE BEHAVIOR PROGRESS REPORT

BEHAVIOR PROGRESS REPORTS

REPORT

Per-Goal Behavior Progress Report

One goal, one reporting period. The goal verbatim, the baseline and criterion, the generalization level, the data from this period, the status it produces, and the narrative.

STUDENT

REPORTING PERIOD (DATES)

DATE WRITTEN / BY

GOAL, VERBATIM FROM THE IEP

BASELINE (NUMBER, DATE)

CRITERION (NUMBER, BY WHEN)

GENERALIZATION LEVEL (ADULT-PROMPTED / PEER-MODELED / INDEPENDENT)

MEASURED AS (PROBE, OBSERVATION, SETTING)

DATA THIS PERIOD (FROM PAGE 17)

DATE	SCORE	AIM LINE THAT DAY	CONDITIONS (SETTING, PROMPT LEVEL, CONTEXT)

STATUS CODE (PAGE 7): MET / SP / IP / NI / NA

POINTS AT OR ABOVE THE AIM LINE (OF 3), OR THE REASON FOR NI / NA

PROGRESS NARRATIVE: TWO OR THREE SENTENCES, EACH WITH A NUMBER AND A DATE (PHRASE BANK, PAGE 16)

NEXT STEPS THIS PERIOD (WHAT CHANGES, FROM WHEN)

SHARED WITH THE FAMILY: DATE, METHOD, AND THEIR REPLY

Behavior & Social Skills IEP Progress Report

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+ BRIGHT PATH SPED

BEHAVIOR PROGRESS REPORT

BEHAVIOR PROGRESS REPORTS

Support Progress Report

s and settings tracked this period, generalization levels across contexts, and the goals this

CASE MANAGER

REPORTING PERIOD

PRIMARY SETTING FOR SUPPORT (CLASSROOM / RESOURCE / COMMUNITY)

SETTINGS WHERE USED

GENERALIZATION LEVEL (ADULT-PROMPTED / PEER-MODELED / INDEPENDENT)

SUPPORT PLAN

BASELINE (DATE)	CURRENT (DATE)	STATUS	COMMENT

WHAT WAS TARGETED, WHAT THE NUMBERS DID, EACH SENTENCE WITH

SHARED WITH THE FAMILY AND THE CASE MANAGER: DATE, METHOD

Page 14 of 24

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+ BRIGHT PATH SPED



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What Is Inside, and Where

24 pages: three sections and a worked example.

Before you begin

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**Start Here —
Three Steps**
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01 Set Up the Reporting System

PAGES 6–9



**How the Type-In
Fields Work**
SETUP **6**



**Status Codes and
the One Rule**
SETUP **7**



**Report Setup and
Schedule**
SETUP **8**



**Binder Cover and
Divider Tabs**
SETUP **9**

02 Write the Behavior Progress Report

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**Per-Goal Behavior
Progress Report**
REPORT **11**



**Per-Goal Behavior
Progress Report**
REPORT **12**



**All-Goals
Behavior Progress
Summary**
REPORT **13**



**Behavior Support
Progress Report**
REPORT **14**

03 Track, Share and Organize

PAGES 16–22



**Progress Note
Phrase Bank, by
Domain**
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**Data Summary
Table for the
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DATA **17**



**Progress Graph
for the Report**
DATA **18**



**End-of-Year
Behavior Progress
Summary**
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**Behavior Home
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**Classroom
Teacher Input
Request**
INPUT **21**



**Report Cover
Sheet and
Delivery Log**
DELIVERY **22**

TAG LEGEND

Setup once/yr · Report format · Data table/graph · Reference phrase bank · Notes family · Input teacher · Delivery log · Example checked.



START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the status codes, the schedule and each report's headers once; the narrative itself is a copying job from the data table and the phrase bank.



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Type the status codes (page 7) and the report setup and schedule (page 8) once per year. **Save As** per student before writing a report; the original stays blank.



2

Write each report from the data

Pick the format the reader needs: per-goal (pages 11 and 12), all-goals (page 13), support strategies and settings (page 14), or the family note (page 20).

Copy every number from the data table (page 17) and the graph (page 18); the phrase bank (page 16) turns the numbers into sentences, by domain.



3

Send it and log it

The cover sheet and delivery log (page 22) go out with the report and track what came back; the classroom teacher input request (page 21) goes out two weeks earlier.

The end-of-year summary (page 19) closes the loop before the next IEP.

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. It is not your district's own progress-report form and not a statement of how often progress gets reported — the schedule on each student's IEP decides that.

THE RULE EVERY REPORT IN THIS FILE FOLLOWS

Every sentence names a number and a date. Not a behavior management program, not a functional behavior assessment, and not a word for what a number means on its own — the team decides that. A self-regulation frame counts observed instances; it never names a severity. A classroom expectation frame names the specific setting and what was observed.

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.

The student has more goals than a page holds. Print the all-goals summary (page 13) twice and number the pages; the per-goal report is one goal per copy anyway.

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 THE CASELOAD FOLDER

A filled-in report is a student record: it stays in the student's file or a district-approved folder. The family note (page 20) carries a first name only.

02

Write the Behavior Progress Report

Four report formats, because the same data goes to different readers: one goal in depth, every goal on one page, the behavior-support strategies and generalization levels tracked across settings.

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REPORT

Per-Goal Behavior Progress Report

One goal, one reporting period. The goal verbatim, the baseline and criterion, the generalization level, the data from this period, the status it produces, and the narrative.

STUDENT

REPORTING PERIOD (DATES)

DATE WRITTEN / BY

GOAL, VERBATIM FROM THE IEP

BASELINE (NUMBER, DATE)

CRITERION (NUMBER, BY WHEN)

GENERALIZATION LEVEL (ADULT-PROMPTED / PEER-MODELED / INDEPENDENT)

MEASURED AS (PROBE, OBSERVATION, SETTING)

DATA THIS PERIOD (FROM PAGE 17)

DATE	SCORE	AIM LINE THAT DAY	CONDITIONS (SETTING, PROMPT LEVEL, CONTEXT)

STATUS CODE (PAGE 7): MET / SP / IP / NI / NA

POINTS AT OR ABOVE THE AIM LINE (OF 3), OR THE REASON FOR NI / NA

PROGRESS NARRATIVE: TWO OR THREE SENTENCES, EACH WITH A NUMBER AND A DATE (PHRASE BANK, PAGE 16)

NEXT STEPS THIS PERIOD (WHAT CHANGES, FROM WHEN)

SHARED WITH THE FAMILY: DATE, METHOD, AND THEIR REPLY

REPORT

Behavior Support Progress Report

Behavior-support strategies and settings tracked this period, generalization levels across contexts, and the goals this support addresses.

STUDENT	CASE MANAGER	REPORTING PERIOD	PRIMARY SETTING FOR SUPPORT (CLASSROOM / RESOURCE / COMMUNITY)
KEY STRATEGY 1 (PROMPT TYPE, REINFORCER, OR STRUCTURE)	SETTINGS WHERE USED	GENERALIZATION LEVEL (ADULT-PROMPTED / PEER-MODELED / INDEPENDENT)	

GOALS ADDRESSED BY THIS SUPPORT PLAN

GOAL (SHORT)	DOMAIN	BASELINE (DATE)	CURRENT (DATE)	STATUS	COMMENT

PROGRESS NARRATIVE BY DOMAIN: WHAT WAS TARGETED, WHAT THE NUMBERS DID, EACH SENTENCE WITH A NUMBER AND A DATE

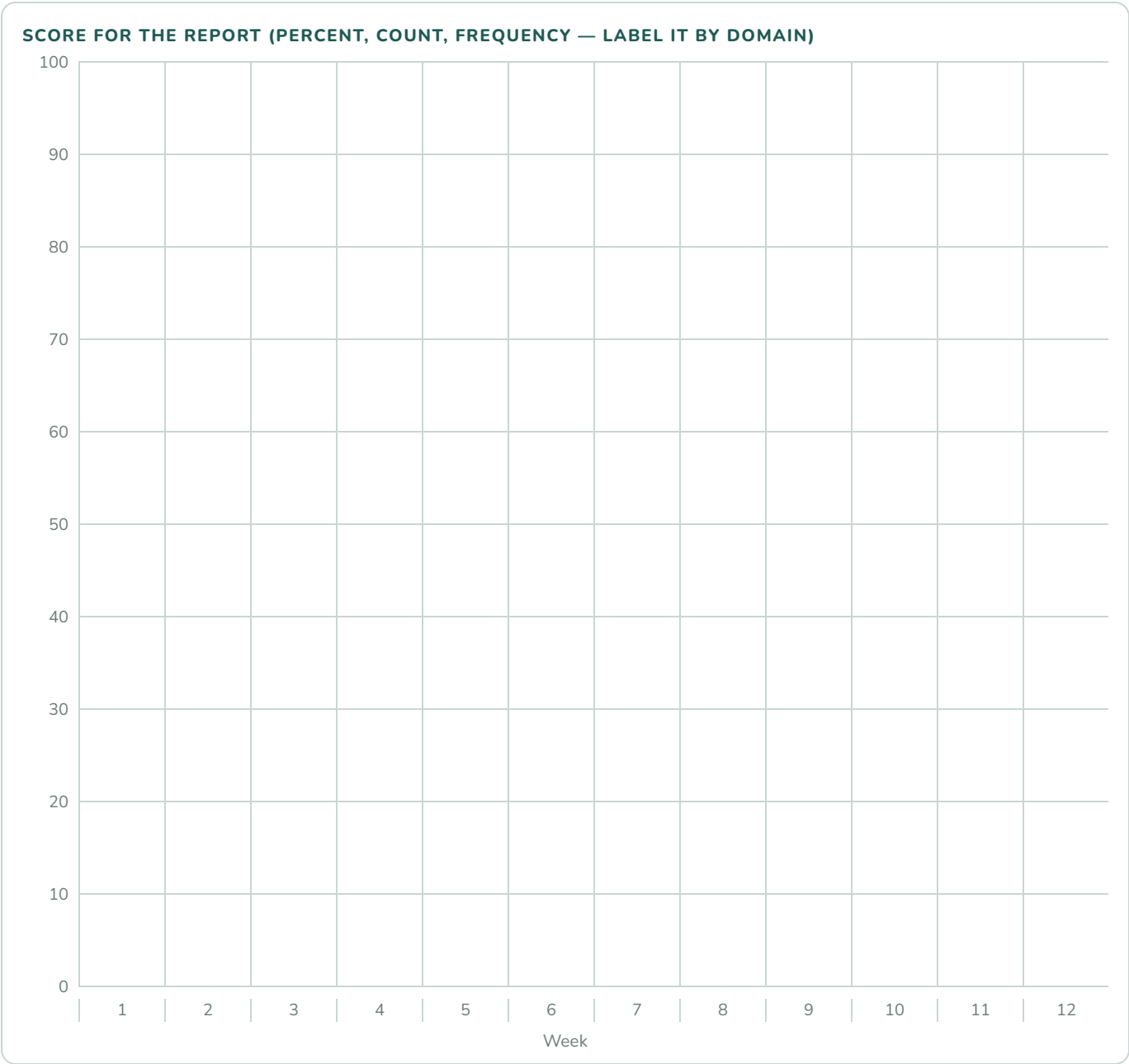
WHAT CHANGES NEXT PERIOD

SHARED WITH THE FAMILY AND THE CASE MANAGER: DATE, METHOD

DATA

Progress Graph for the Report

STUDENT	GOAL (SHORT)	CRITERION / AIM, AND THE DATE IT IS DUE



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

 **NOTES**

Behavior Home Note — Family Update

The family’s version of the per-goal or all-goals report, in plain words. No codes, no percents — those are already on the report this came from.

STUDENT (FIRST NAME)

DATE

FROM (CASE MANAGER)

WHAT WE WORKED ON THIS QUARTER, BY AREA

#	AREA	WHAT WE PRACTICED	HOW IT IS GOING
1	Self-regulation		
2	Peer interaction		
3	Classroom expectations		
4	Emotional awareness		

ONE STRATEGY TO PRACTICE AT HOME THIS WEEK (FIVE MINUTES)

HOW YOU CAN HELP, ONLY IF YOU WANT TO

A few minutes, during something you already do, using the same words and strategies we use at school.

ONE THING THAT WENT WELL THIS PERIOD

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Per-Goal Behavior Report, Filled In

SAMPLE · INVENTED STUDENT

PER-GOAL REPORT (PAGE 11) — AIDEN, SECOND GRADE (INVENTED) · Q1, AUG 24 TO OCT 30 · WRITTEN NOV 3 BY MR. MARTINEZ, CASE MANAGER

GOAL, VERBATIM

By May 13, 2027, given classroom instruction, Aiden will raise his hand and wait to be called on before answering questions or sharing ideas on 8 of 10 trials on 3 consecutive probes, as measured by direct observation.

BASELINE

4 of 10 (40%), Sep 10, whole-class instruction, with adult reminder

CRITERION

8 of 10 (80%) on 3 consecutive probes by May 13

GENERALIZATION LEVEL / MEASURED AS

Adult-prompted to independent, whole-class instruction, observation during first 15 minutes of each session

DATA THIS PERIOD, AND THE STATUS IT PRODUCES

DATE	SCORE	AIM LINE THAT DAY	CONDITIONS
Oct 8	5 of 10 (50%)	45%	Whole-class math, adult prompt provided
Oct 22	6 of 10 (60%)	47%	Whole-class reading, adult prompt provided
Oct 29	6 of 10 (60%)	48%	Whole-class science, no prompt
STATUS CODE	POINTS AT OR ABOVE THE AIM LINE, AND WHY		
SP	3 of 3. The aim line runs from 40% on Sep 10 to 80% on May 13 and is at 45, 47 and 48 on the three dates; the scores were 50, 60 and 60. Three at or above the line is SP (rule, page 7); not MET, since no probe has reached 80%.		

PROGRESS NARRATIVE (PHRASE BANK, CLASSROOM EXPECTATIONS GROUP, PAGE 16) — STATUS SP

Baseline on Sep 10 was 4 of 10 (40%) with adult reminders; on Oct 29 Aiden raised his hand correctly 6 of 10 times (60%) during whole-class science, against a criterion of 8 of 10 (80%) on three consecutive probes by May 13. Over the last 7 weeks, 3 of 3 data points were on or above the aim line; the most recent, on Oct 29, was 60%. The score rose from 40% on Sep 10 to 60% on Oct 29, a gain of 20 points in 7 weeks.

Three sentences, and every one names a number and a date. Nothing in it was written from memory.

SUPPORT REPORT EXCERPT (PAGE 14)

Key strategy: visual cue card with hand-raising picture and verbal prompt "Raise your hand." Used in whole-class settings (math, reading, science). Generalization level: adult-prompted, moving toward independent.

NEXT STEPS

Fade the visual cue and move to peer-modeled generalization starting Nov 5. Re-check Jan 14, aim line at 61%.

SHARED WITH THE FAMILY

Nov 4, hand-carried; returned Nov 6: reminders decreased from most of the time to about half the time.