

Communication Milestones Data Sheets

SECTION 2 • TAKE THE DATA

EI COMMUNICATION DATA

DATA

Receptive Communication Observation Sheet

One routine at a time, written down the day it happened.

CHILD (INITIALS)

ROUTINE / CONTEXT USED

SETTING (H/CC/CM/O)

OUTCOME OR BEHAVIOR, FROM THE IFSP

FAMILY'S OWN WORDING FOR IT (OPTIONAL)

SAMPLE OBSERVABLE BEHAVIORS TO WATCH FOR (RECEPTIVE, SWAP IN YOUR OWN)

- Turns toward a familiar voice or sound
- Looks toward a person or object when it is named
- Follows a simple direction with a gesture cue
- Stops an action when told "no" with a consistent cue
- Looks back and forth between a caregiver and an object they are both looking at
- Anticipates the next step of a familiar routine when it is named or cued

#	DATE	ROUTINE (TYPE IT)	BEHAVIOR OBSERVED (WRITE IT IN)	WHAT YOU SAW (THE CHILD'S OWN ACTIONS)	LEVEL	WHO WAS THERE
1						
2						
3						
4						
5						
6						
7						
8						
9						

A RECORD OF WHAT HAPPENED, NOT A CONTROLLED TRIAL

This sheet never decides which behavior counts. Write the behavior being watched and the level that was actually seen in the routine, not a score against a chart.

ROUTINES THAT KEEP SHOWING A LOWER LEVEL

Early Intervention Communication Milestones Progress Monitoring Data Sheets

Page 10 of 24

+ BRIGHT PATH SPED

EI COMMUNICATION DATA

Communication — Gesture Observation Sheet

One routine at a time, written down the day it happened.

ROUTINE / CONTEXT USED

SETTING (H/CC/CM/O)

THE IFSP

FAMILY'S OWN WORDING FOR IT (OPTIONAL)

BEHAVIORS TO WATCH FOR (GESTURE / NONVERBAL, SWAP IN YOUR OWN)

- Request an item
- Share attention with another person
- Social gesture
- Respond to someone's attention
- Imitate modeled by an adult
- Refuse or decline something

#	DATE	ROUTINE (TYPE IT)	BEHAVIOR OBSERVED (WRITE IT IN)	WHAT YOU SAW (THE CHILD'S OWN ACTIONS)	LEVEL	WHO WAS THERE
1						
2						
3						
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ROUTINES THAT KEEP SHOWING A LOWER LEVEL

Monitoring Data Sheets

Page 11 of 24

+ BRIGHT PATH SPED

What Is Inside, and Where

24 pages: three sections, a worked example and a back page. Nothing here states an age at which a behavior should appear or sets when a referral is warranted; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE **4**

01 Set Up the Caseload

PAGES 6–8



**Code Key: Levels,
Settings and Sub-
Areas**
SETUP **6**



**Communication
Caseload Roster**
ROSTER **7**



**Binder Cover and
Divider Tabs**
SETUP **8**

02 Take the Data

PAGES 10–15



**Receptive
Communication
Observation Sheet**
DATA **10**



**Expressive
Communication —
Gesture
Observation Sheet**
DATA **11**



**Expressive
Communication —
Vocal / Word
Observation Sheet**
DATA **12**



**Quick Daily
Communication
Check**
DATA **13**



**Milestone Level
Roll-Up Chart**
TRACKER **14**



**Caregiver
Communication
Carryover Form**
DATA **15**

03 Track, Report and Share

PAGES 17–23



**Cumulative Level
Tracker**
TRACKER **17**



Progress Graph
TRACKER **18**



**Quarterly
Progress
Summary**
REPORTING **19**



**Family Update —
Communication at
Home**
NOTES **20**



**Progress Note
Phrase Bank**
REFERENCE **21**



**A Session of Data,
Filled In**
EXAMPLE **22**



**The Decision,
From the Same
Child's Data**
EXAMPLE **23**

How the sections build on each other: Section 1 sets up the codes and caseload once. Section 2 is every visit's data — a detailed sheet for each of receptive, gesture and vocal/word communication, a quick combined check, a milestone roll-up chart, and a carryover form for the family. Section 3 turns that data into a tracker, a graph, a family update and language for a progress note, closed out with one worked example.

Start Here — Three Steps

Ninety seconds of reading. Type the roster and code key once.



1

Set up once

Define the level, setting and sub-area codes (page 6) as a team before the first visit, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Take data every visit

Run the detailed sheet for whichever sub-area the outcome targets (pages 10–12), or the quick combined check (page 13) on a tighter day, and add the week up on the roll-up chart (page 14) before moving on.

The caregiver carryover form (page 15) is the plain-words version for a routine at home, when the provider is not the one watching.



3

Roll up and share

Copy the level onto the tracker (page 17) the same week, and plot the graph (page 18) once a month.

The family update (page 20) and the phrase bank (page 21) are ready to use as soon as a visit of data is in.

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 score a behavior against a published norm or compute a trend for you. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **Early Intervention (Birth–3) Progress Monitoring Data Sheets Editable** — that file spreads a caseload's tools across FOUR domains with one shared sheet per domain. This file is the communication-only slice: a detailed sheet for EACH of receptive, expressive-gesture and expressive-vocal/word communication, a quick check, a milestone roll-up, a caregiver carryover form, a tracker and graph, a quarterly summary, a family update and a phrase bank.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A level code says only what was observed that visit or routine, by the person who was there — never an age at which a behavior should appear, a condition name, or a referral rule.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the visits; the tracker only needs the weekly level.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

02

Take the Data

A detailed observation sheet for receptive communication, a separate one for expressive communication by gesture, and a third for expressive communication by vocalization or word, a faster combined check for a day with no time for all three, a milestone-level roll-up chart, and a plain-language carryover form for the family.

IN THIS SECTION

Receptive Communication Observation Sheet	10
Expressive Communication — Gesture Observation Sheet	11
Expressive Communication — Vocal / Word Observation Sheet	12
Quick Daily Communication Check	13
Milestone Level Roll-Up Chart	14
Caregiver Communication Carryover Form	15

DATA

Receptive Communication Observation Sheet

One routine at a time, written down the day it happened.

CHILD (INITIALS)

ROUTINE / CONTEXT USED

SETTING (H/CC/CM/O)

OUTCOME OR BEHAVIOR, FROM THE IFSP

FAMILY'S OWN WORDING FOR IT (OPTIONAL)

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ROUTINES THAT KEEP SHOWING A LOWER LEVEL

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DATA

Expressive Communication — Gesture Observation Sheet

Same shape as the receptive sheet, for a gesture behavior.

CHILD (INITIALS)

ROUTINE / CONTEXT USED

SETTING (H/CC/CM/O)

OUTCOME OR BEHAVIOR, FROM THE IFSP

FAMILY'S OWN WORDING FOR IT (OPTIONAL)

SAMPLE OBSERVABLE BEHAVIORS TO WATCH FOR (GESTURE / NONVERBAL, SWAP IN YOUR OWN)

- Reaches toward or points to request an item
- Gives or shows an object to share attention with another person
- Waves, claps or uses another social gesture
- Uses a sound, gesture or sign to get someone's attention
- Imitates a simple gesture or sign modeled by an adult
- Shakes head or body to protest or decline something

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SAME SHAPE AS THE RECEPTIVE SHEET

One behavior bank, one setting code, one level per routine watched. If a child is tracked on more than one sub-area, keep the sheets on separate pages so the tracker (page 17) can be copied from each without mixing them.

ROUTINES THAT KEEP SHOWING A LOWER LEVEL

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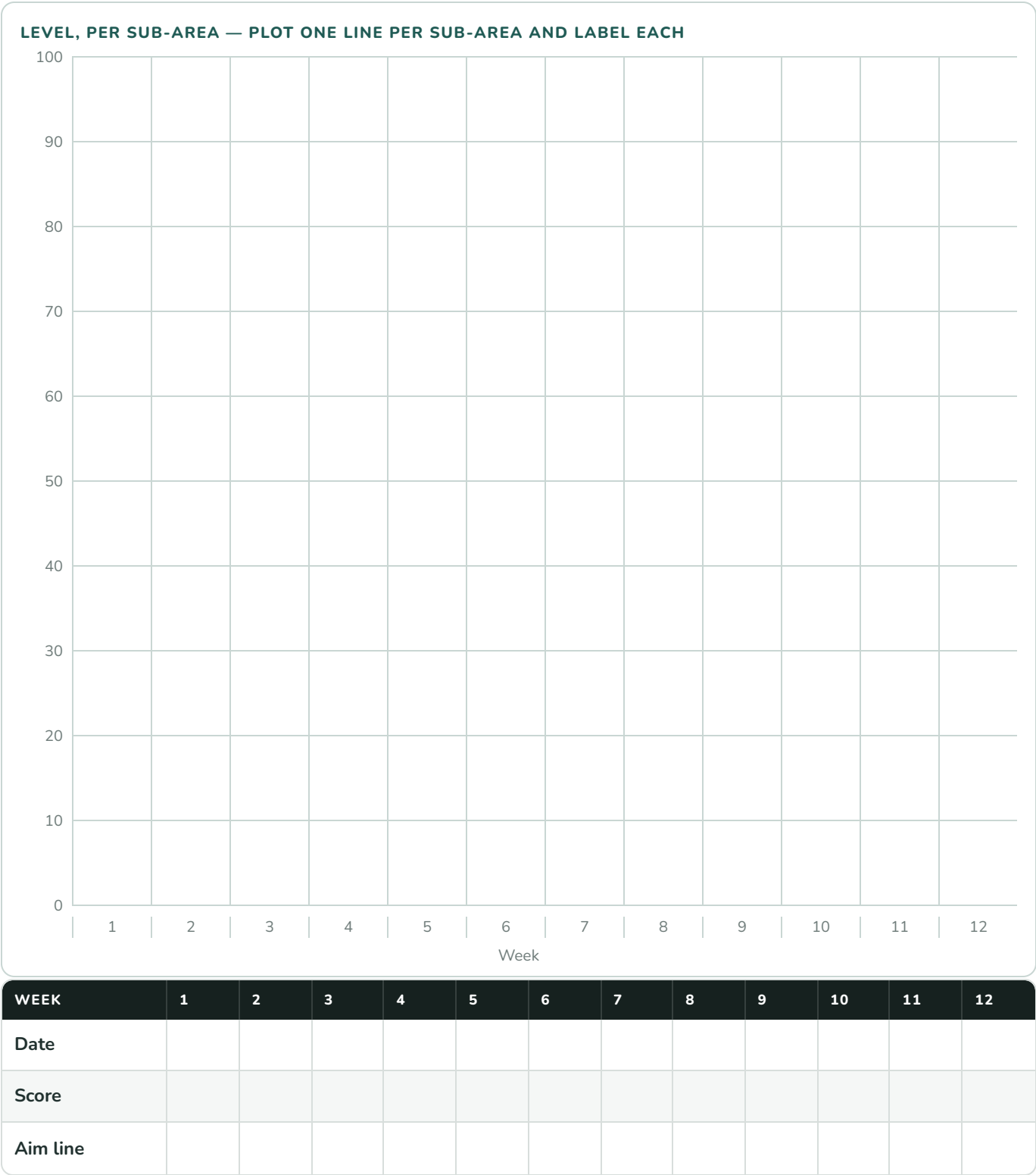
 TRACKER

Progress Graph

CHILD (INITIALS)

SUB-AREAS BEING PLOTTED (LIST THE SYMBOL USED FOR EACH)

OUTCOME CRITERION, FROM THE IFSP



Reading it: a line climbing across weeks is a rising level. A sub-area flat at the same level for several weeks in a row: check the roll-up chart (page 14) for what changed.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

RECEPTIVE SHEET (PAGE 10) — MATEO, 16 MONTHS (INVENTED), WATCHED FOR TURNING TOWARD HIS NAME AT MEALS AND DURING PLAY

Outcome, from the IFSP (invented): “Mateo will look toward us when we say his name or talk to him.”

DATE	ROUTINE	BEHAVIOR	WHAT YOU SAW	LVL	WHO
Oct 1	Meal	Looks toward a person or object when it is named	Turned her head after a point cue; no sound cue needed first	S	Mom
Oct 4	Play	Looks toward a person or object when it is named	Turned partway, needed her name called a second time	E	Mom
Oct 8	Meal	Looks toward a person or object when it is named	Turned right away when her cup was named, no cue	I	Mom
Oct 11	Bath	Looks toward a person or object when it is named	Turned immediately when called from the next room	I	Dad
Oct 15	Play	Looks toward a person or object when it is named	Turned and smiled right away when her name was called	I	Mom, home visitor

3 of 5 visits at Independent, the last three (Oct 8, Oct 11, Oct 15) in a row.

GESTURE SHEET (PAGE 11)

DATE	ROUTINE	BEHAVIOR	WHAT YOU SAW	LVL	WHO
Oct 2	Meal	Reaches toward or points to request an item	Reached for more crackers, no sound or look at Mom	S	Mom
Oct 5	Play	Gives or shows an object to share attention with another person	Held up a block toward Dad, then looked back at his face	E	Dad
Oct 9	Meal	Reaches toward or points to request an item	Pointed clearly at the cup before it was offered	I	Mom
Oct 13	Play	Gives or shows an object to share attention with another person	Showed a toy without being prompted, then looked back at Mom	I	Mom

Two visits in a row at Independent (Oct 9, Oct 13) — not yet three in a row, so the team is not calling gesture use generalized. One more Independent visit would do it.

GENERALIZATION CHECK: ROUTINES AND ADULTS WHO SAW IT

Receptive routines sampled: Meal ×2, Play ×2, Bath ×1 (5 visits total). **Gesture routines sampled:** Meal ×2, Play ×2 (4 visits total). **Adults who recorded a visit:** Dad, Mom, home visitor. More than one routine and more than one adult is what lets the team call a level generalized rather than a habit with one person.

WHAT THE NEXT PAGE ADDS

The vocal/word sheet (page 12) for the same child, shown as a one-visit snapshot rather than a third full grid, then the roll-up chart (page 14) excerpt that adds all three sub-areas together, the decision written on the tracker, and the domain snapshot that feeds the quarterly summary (page 19).