

EARLY INTERVENTION (BIRTH-3) PROGRESS MONITORING DATA SHEETS

An IFSP-outcome alignment sheet, a birth-3 developmental skills checklist, a routine-based observation log for meals, bathtime, play and sleep, caregiver-coaching notes, a family update note, a tracker and graph across four domains, and a quarterly family summary. Fillable PDF.

DATA IFSP-Outcome Alignment Sheet

The outcome in the family's own words, from the IFSP already on file — this page does not write one. Three rows per domain; leave a domain blank if it has no outcome yet.

CHILD (INITIALS)	IFSP DATE	NEXT REVIEW DATE		
DOMAIN	OUTCOME IN THE FAMILY'S OWN WORDS, FROM THE IFSP	ROUTINES IT SHOWS UP IN	BASELINE DATE, PRESENT LEVEL	CURRENT LEVEL, DATE
Communication				
Communication				
Communication				
Motor				
Motor				
Motor				
Social-Emotional				
Social-Emotional				
Social-Emotional				
Adaptive / Self-Care				
Adaptive / Self-Care				
Adaptive / Self-Care				

DATA Birth-3 Developmental Skills Checklist

Twenty-one observable behaviors across four domains, rated from what was seen, not from an age chart. Not a screening or eligibility tool.

CHILD (INITIALS)	DATE(S) RATED	RATED BY			
DOMAIN	OBSERVABLE BEHAVIOR	NOT YET	EMERGING	INDEPENDENT	DATE OBSERVED
Communication	Turns toward a familiar voice or sound				
Communication	Uses sounds, gestures or signs to get attention				
Communication	Points to request or show something				
Communication	Follows a simple direction with a gesture cue				
Communication	Imitates a sound, word, sign or approximation				
Motor	Rolls from back to stomach or stomach to back				
Motor	Sits without support				
Motor	Pulls to stand				
Motor	Takes steps holding on or independently				
Motor	Reaches for and grasps a toy				
Motor	Uses a pincer grasp to pick up a small item				
Social-Emotional	Calms with a familiar caregiver's voice or touch				
Social-Emotional	Smiles or vocalizes with a familiar face				
Social-Emotional	Engages in back-and-forth play (peekaboo, rolling a ball)				
Social-Emotional	Shows a preference for a familiar caregiver				
Social-Emotional	Shows an emotion through face, sound or gesture				
Adaptive / Self-Care	Brings hand or object to mouth to self-soothe or explore				
Adaptive / Self-Care	Cooperates with a diapering or dressing routine (holds still, lifts arm or leg)				
Adaptive / Self-Care	Drinks from a cup with support				
Adaptive / Self-Care	Feeds self a finger food				
Revised 1/28/16 by Allison Boyd					

DATA Routine-Based Observation Log

One row per time you watched a routine happen: a meal, bathtime, play or sleep/nap. Early intervention lives in the routine, not a pulled-out session.

CHILD (INITIALS)	ROUTINES THIS QUARTER (MEAL, BATHTIME, PLAY, SLEEP/NAAP, DRESSING, CHANGING, ARRIVAL, OUTING)			WHO USUALLY THERE	
DATE	ROUTINE (TYPE IT)	SKILL / OUTCOME TARGETED	WHAT YOU SAW (THE CHILD'S OWN ACTIONS)	LEVEL	WHO WAS THERE

DATA Caregiver Coaching Notes

What was modeled for the caregiver inside the routine, what the caregiver tried, and the step for next time. Not a procedure; a record of the visit.

CHILD (INITIALS)	CAREGIVER PRESENT	VISIT DATE			
DATE	ROUTINE COACHED	WHAT THE PROVIDER MODELED	WHAT THE CAREGIVER TRIED	CAREGIVER'S COMMENT (SCALE THE TEAM DEFINED)	NEXT STEP

A record of this visit, not a procedure.

Caregiver questions or concerns raised this visit.

TRACKING Progress Tracker: Four Domains

One quarter, one row per domain. The level or count from each data sheet, copied here weekly so all four domains sit on one line.

CHILD (INITIALS)	QUARTER											REVIEWED BY
DOMAIN	1	2	3	4	5	6	7	8	9	10	11	12
Week of												
Communication												
Motor												
Social-Emotional												
Adaptive / Self-Care												
Which level to copy, by domain												
DOMAIN	COPY THE LEVEL FROM											
Communication	Highest level seen that week: routine log (9), checklist (8) or a coaching note (10)											
Motor	Highest level seen that week: routine log (9), checklist (8) or a coaching note (10)											
Social-Emotional	Highest level seen that week: routine log (9), checklist (8) or a coaching note (10)											
Adaptive / Self-Care	Highest level seen that week: routine log (9), checklist (8) or a coaching note (10)											
One quarter, four domains, one line each Twelve weeks is one quarter for most Part C programs. Copy the level from the data sheet the same day each week, a domain with no visit that week stays blank rather than guessed. Save one copy of this page per quarter, and check a fresh copy.												
Changes made (setup, support, setting), with the week number												

EXAMPLE An Outcome, a Routine and a Tracker, Filled In

None, 18 months, is invented, and so is every mark on this page. Notice the decision at the bottom came from rolls already written, not a feeling about the visit.

Routine-based observation log (page 9) — Nora, 18 months, invented, requesting "more" at meals and during play

Domain: Communication Outcome, from the IFSP (invented): "None will let us know when she wants something during play and mealtimes."

DATE	ROUTINE	SKILL / OUTCOME	WHAT YOU SAW	LEVEL	WHO WAS THERE
9/2	Meal	Reaches / vocalizes to request more food	Reached without a sound; mom offered a verbal model	5	Mom, home visitor
9/5	Play	Reaches / vocalizes to request more (bubbles)	Vocalized before reaching; no model given	E	Mom
9/9	Meal	Reaches / vocalizes to request more food	Reached and vocalized clearly, no prompt	1	Mom
9/12	Play	Reaches / vocalizes to request more (bubbles)	Vocalized and reached immediately	1	Mom, home visitor
9/16	Meal	Reaches / vocalizes to request more food	Vocalized before mom offered more	1	Dad

3 of 5 sessions independent, the last three (9/9, 9/12, 9/16) in a 10 min.

Tracker excerpt (page 12) and IFSP-outcome alignment row (page 7)

WEEK	1	2	3	4	5
Week of	9/2	9/5	9/9	9/12	9/16
Communication	5	E	1	1	1
Motor	NY	—	—	—	—

Communication moved from 5 to E to 1 and held for two more visits. Motor has no data yet this quarter — a blank week is honest, not a guess.

DOMAIN	OUTCOME (FROM IFSP)	BASELINE	CURRENT LEVEL
Communication	Let us know when she wants something during play and mealtimes	9/2 needs a verbal model	9/16 vocalizes independently, 2 routines

Which Sheet for This IFSP Outcome or Routine

Match what you are watching to a sheet once, write the page number on the roster, and stop deciding every visit.

IF YOU ARE WATCHING	USE	WHERE
An outcome named on the IFSP, in any of the four domains	IFSP-Outcome Alignment Sheet	Page 7
"Where does this child stand right now?" — many skills at once, across all four domains	Birth-3 Developmental Skills Checklist	Page 8
A skill as it comes up during a meal, bathtime, play or sleep/nap	Routine-Based Observation Log	Page 9
A coaching visit: what was modeled for the caregiver, what the caregiver tried	Caregiver Coaching Notes	Page 10
Something to share with the family, in plain words	Family Update Note	Page 11
Any outcome, across the quarter	Tracker and graph, then the quarterly family summary	Pages 12, 13, 14

What this file is not

Not a curriculum, not a screening or eligibility tool, and not a developmental-norms chart. No page states an age at which a skill should appear. The outcomes are the ones the family's own IFSP already names; this file only makes sure whoever watches writes it down the same way, visit to visit.

The three habits the file assumes

- ☐ The level codes and setting codes are agreed on page 5 before the first visit, and every adult uses the same ones.
- ☐ The level from each visit goes from the routine log or checklist onto the tracker (page 12) every week.
- ☐ A coaching note (page 10) is written the same day as the visit, while what was modeled is still exact.

How the paper moves

WHEN	WHAT
First visit	IFSP caseload roster (6) and alignment sheet (7) filled in, level and setting codes (5) agreed by the whole team
Every visit	A row on the routine log (9) or the coaching notes (10); the checklist (8) rated again if it has been a while
Every week	Levels onto the tracker (12), one point per domain on the graph (13), the family update note (11) for whoever needs one
Every quarter	The IFSP-outcome alignment sheet (7) reviewed against the actual IFSP, the quarterly family summary (14) written from the tracker

IFSP-Outcome Alignment Sheet

The outcome in the family's own words, from the IFSP already on file — this page does not write one. Three rows per domain; leave a domain blank if it has no outcome yet.

CHILD (INITIALS)

IFSP DATE

NEXT REVIEW DATE

DOMAIN	OUTCOME, IN THE FAMILY'S OWN WORDS, FROM THE IFSP	ROUTINE(S) IT SHOWS UP IN	BASELINE (DATE, PRESENT LEVEL)	CURRENT LEVEL (DATE)
Communication				
Communication				
Communication				
Motor				
Motor				
Motor				
Social-Emotional				
Social-Emotional				
Social-Emotional				
Adaptive / Self-Care				
Adaptive / Self-Care				
Adaptive / Self-Care				

This page copies the IFSP; it does not write one

Every outcome, and the words it is written in, come from the family's own IFSP and the family's own priorities. If a domain has no outcome yet, leave its rows blank. Three rows per domain is a starting size; a child with more outcomes in one domain gets a second copy of this page.

Family priorities for this quarter, in their own words

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Birth–3 Developmental Skills Checklist

Twenty-one observable behaviors across four domains, rated from what was seen, not from an age chart. Not a screening or eligibility tool.

CHILD (INITIALS)

DATE(S) RATED

RATED BY

DOMAIN	OBSERVABLE BEHAVIOR	NOT YET	EMERGING	INDEPENDENT	DATE OBSERVED
Communication	Turns toward a familiar voice or sound				
Communication	Uses sounds, gestures or signs to get attention				
Communication	Points to request or show something				
Communication	Follows a simple direction with a gesture cue				
Communication	Imitates a sound, word, sign or approximation				
Motor	Rolls from back to stomach or stomach to back				
Motor	Sits without support				
Motor	Pulls to stand				
Motor	Takes steps holding on or independently				
Motor	Reaches for and grasps a toy				
Motor	Uses a pincer grasp to pick up a small item				
Social-Emotional	Calms with a familiar caregiver's voice or touch				
Social-Emotional	Smiles or vocalizes with a familiar face				
Social-Emotional	Engages in back-and-forth play (peekaboo, rolling a ball)				
Social-Emotional	Shows a preference for a familiar caregiver				
Social-Emotional	Shows an emotion through face, sound or gesture				
Adaptive / Self-Care	Brings hand or object to mouth to self-soothe or explore				
Adaptive / Self-Care	Cooperates with a diapering or dressing routine (holds still, lifts arm or leg)				
Adaptive / Self-Care	Drinks from a cup with support				
Adaptive / Self-Care	Feeds self a finger food				
Adaptive / Self-Care	Indicates a want or discomfort (hungry, wet, tired)				

What this checklist is, and is not

Twenty-one behaviors across four domains, rated from something actually watched, not a feeling or an age chart. This is not a screening or eligibility tool, and no row states an age at which a behavior should appear; it only records what was seen and when. A behavior that stays “not yet” over several ratings is worth an outcome on page 7, written by the team, not a longer wait.

DATA

Routine-Based Observation Log

One row per time you watched a routine happen: a meal, bathtime, play or sleep/nap. Early Intervention lives in the routine, not a pulled-out session.

CHILD (INITIALS)

ROUTINES THIS QUARTER (MEAL, BATHTIME, PLAY, SLEEP/NAP, DRESSING, DIAPERING, ARRIVAL, OUTING)

WHO USUALLY THERE

DATE	ROUTINE (TYPE IT)	SKILL / OUTCOME TARGETED	WHAT YOU SAW (THE CHILD'S OWN ACTIONS)	LEVEL	WHO WAS THERE

Write what happened, not what should happen next

The outcome comes from page 7; this row is only what was actually seen during the routine, in the child’s own actions. Early Intervention data lives inside the routine that already happens — nothing on this page asks a family to add a session.

Materials or setup that stay the same every visit (which cup, which toy, which step of the routine)

One quarter, one row per domain. The level or count from each data sheet, copied here weekly so all four domains sit on one line.

CHILD (INITIALS)

QUARTER

REVIEWED BY

DOMAIN	1	2	3	4	5	6	7	8	9	10	11	12
Week of												
Communication												
Motor												
Social-Emotional												
Adaptive / Self-Care												

Which level to copy, by domain

DOMAIN	COPY THE LEVEL FROM
Communication	Highest level seen that week: routine log (9), checklist (8) or a coaching note (10)
Motor	Highest level seen that week: routine log (9), checklist (8) or a coaching note (10)
Social-Emotional	Highest level seen that week: routine log (9), checklist (8) or a coaching note (10)
Adaptive / Self-Care	Highest level seen that week: routine log (9), checklist (8) or a coaching note (10)

One quarter, four domains, one line each

Twelve weeks is one quarter for most Part C programs. Copy the level from the data sheet the same day each week; a domain with no visit that week stays blank rather than guessed. Save one copy of this page per quarter, and start a fresh copy at the next IFSP review.

Changes made (setup, support, setting), with the week number

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Progress Graph

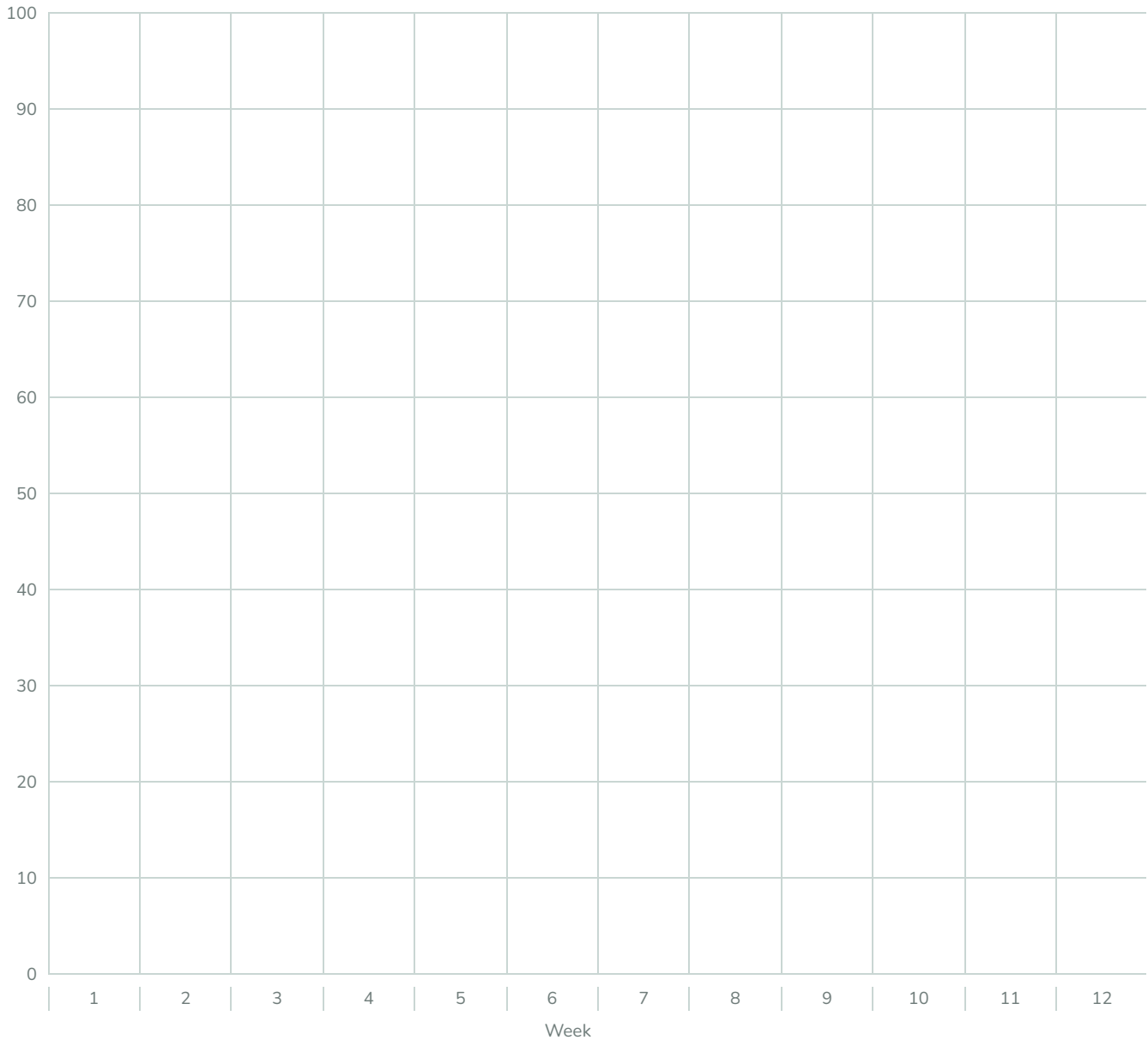
Plot one line per domain on the same grid; label each with the symbol used. A flat line for several visits in a row is worth a look, not a longer wait.

CHILD (INITIALS)

DOMAINS BEING PLOTTED (LIST THE
SYMBOL USED FOR EACH)

OUTCOME CRITERION, FROM THE IFSP

LEVEL OR COUNT, PER DOMAIN — PLOT ONE LINE PER DOMAIN AND LABEL EACH



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

EXAMPLE

An Outcome, a Routine and a Tracker, Filled In

Nora, 18 months, is invented, and so is every mark on this page. Notice the decision at the bottom came from cells already written, not a feeling about the visit.

Routine-based observation log (page 9) — Nora, 18 months, invented, requesting “more” at meals and during play

Domain: Communication · **Outcome, from the IFSP (invented):** “Nora will let us know when she wants something during play and mealtime.”

DATE	ROUTINE	SKILL / OUTCOME	WHAT YOU SAW	LEVEL	WHO WAS THERE
9/2	Meal	Reaches / vocalizes to request more food	Reached without a sound; mom offered a verbal model	S	Mom, home visitor
9/5	Play	Reaches / vocalizes to request more (bubbles)	Vocalized before reaching; no model given	E	Mom
9/9	Meal	Reaches / vocalizes to request more food	Reached and vocalized clearly, no prompt	I	Mom
9/12	Play	Reaches / vocalizes to request more (bubbles)	Vocalized and reached immediately	I	Mom, home visitor
9/16	Meal	Reaches / vocalizes to request more food	Vocalized before mom offered more	I	Dad

3 of 5 sessions independent, the last three (9/9, 9/12, 9/16) in a row.

Tracker excerpt (page 12) and IFSP-outcome alignment row (page 7)

WEEK	1	2	3	4	5
Week of	9/2	9/5	9/9	9/12	9/16
Communication	S	E	I	I	I
Motor	NY	—	—	—	—

Communication moved from S to E to I and held for two more visits. Motor has no data yet this quarter — a blank week is honest, not a guess.

DOMAIN	OUTCOME (FROM IFSP)	BASELINE	CURRENT LEVEL
Communication	Let us know when she wants something during play and mealtime	9/2: needs a verbal model most times	9/16: vocalizes independently, 2 routines

The decision that followed, written on the tracker with the week number

Requesting “more”: 3 of 5 sessions independent, three in a row across two routines (meal and play) — the team’s note for week 5: try the same request at bathtime next, and send the family update note (page 11) home the same day. A coaching note (page 10) from the 9/9 visit records that mom, not the home visitor, modeled the vocalization that session. **Motor:** no visit logged this quarter; scheduled before it is rated on the checklist (page 8).