

Following Directions

SECTION 2 · TAKE THE DATA

FOLLOWING DIRECTIONS DATA

Direction-Following Probe — Spatial and Positional Concepts

Every direction below uses exactly one spatial or positional concept word. Record which object moved where, not only whether the direction "worked."

STUDENT _____ EXAMINER _____ DATE / SETTING (CODE) _____

CONCEPT WORDS USED THIS PROBE (TEN DIFFERENT WORDS — SWAP IN YOUR OWN)
in · on · under · behind · between · beside · in front of · next to · through · around

#	DIRECTION (SAY IT ONCE)	CONCEPT WORD	MARK (+/-/SC/NR)
1	Put the pencil in the box.	in	
2	Put the eraser on the book.	on	
3	Put the crayon under the chair.	under	
4	Stand behind your chair.	behind	
5	Put the book between the two folders.	between	
6	Stand beside the door.	beside	
7	Put the paper in front of your folder.	in front of	
8	Stand next to the window.	next to	
9	Walk through the doorway, then stop.	through	
10	Walk around your desk, then sit down.	around	

A MISSED ITEM NAMES THE CONCEPT, NOT JUST THE DIRECTION
Mark whether the object or the student ended up in the place the concept word named — a direction with "under" followed by the object going on top of something is a different error than not moving the object at all. Add the totals to the frequency chart (page 15).

Page 11 of 24

♦ BRIGHT PATH SPED

FOLLOWING DIRECTIONS DATA

One- and Four-Step Direction Checklist

OBSERVED as the student attempts it. This page tracks which steps were completed, in order.

EXAMINER _____ DATE / SETTING (CODE) _____

ONCE)	COMPLETED CORRECTLY, IN ORDER?	NOTES (WHICH STEP, IF ANY, WAS MISSED)
Put it in the box, and sit	☐ Y ☐ N ☐ NO	
Put it to the window, and	☐ Y ☐ N ☐ NO	
Touch your knees,	☐ Y ☐ N ☐ NO	
and sit back down,	☐ Y ☐ N ☐ NO	
Open inside, close	☐ Y ☐ N ☐ NO	
Put it to a clean	☐ Y ☐ N ☐ NO	
and write your	☐ Y ☐ N ☐ NO	
worksheet,	☐ Y ☐ N ☐ NO	
Open folder, walk	☐ Y ☐ N ☐ NO	

CHOOSING WHERE TO START, AND WHEN TO ADD A STEP

STEP COUNT	CRITERION FOR MOVING TO THE NEXT STEP COUNT (WRITE IT IN)
1-2	
3	
4	

Page 13 of 24

♦ BRIGHT PATH SPED



What Is Inside, and Where

24 pages: three sections, a worked example and a back page. Nothing here scores a trial against a published norm 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:
Recording Marks
and Direction
Types**
SETUP

6



**Following
Directions
Caseload Roster**
ROSTER

7



**Binder Cover and
Divider Tabs**
SETUP

8

02 Take the Data

PAGES 10–16



**Direction-
Following Probe
— One- and Two-
Step, No Concept
Words**
DATA

10



**Direction-
Following Probe
— Spatial and
Positional
Concepts**
DATA

11



**Direction-
Following Probe
— Temporal and
Sequential Words**
DATA

12



**Three- and Four-
Step Direction
Checklist**
CHECKLIST

13



**Quick Daily
Direction-
Following Check**
DATA

14



**Frequency Correct
/ Incorrect Chart**
TRACKER

15



**Paraprofessional
and General
Education
Classroom
Observation Form**
DATA

16

03 Track, Report and Share

PAGES 18–23



**Cumulative
Accuracy Tracker**
TRACKER

18



Progress Graph
TRACKER

19



**Quarterly
Progress
Summary**
REPORTING

20



**Family Update —
Following
Directions at
Home**
NOTES

21



**Progress Note
Phrase Bank**
REFERENCE

22



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

23

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the trial marks themselves are faster with a pen.



1

Set up once

Define the recording marks and direction types (page 6) as a team before the first probe, 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

Probe and log every session

Run the probes that match the goal's wording (pages 10–14), and add the session up on the frequency chart (page 15) before moving on.

The paraprofessional form is the quick version for a day the case manager is not the one giving the directions.



3

Roll up and share

Copy the 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 phrase bank (page 22) are ready to use as soon as a session 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 trial against a published norm or compute a percent 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 **Following Directions Progress Monitoring Probes | 1, 2, 3 Step IEP Data** — that file is six fixed picture-grid probe forms built to score ONE written IEP goal, with its own goal and baseline page. And not **Following Directions Picture Sequence Cards | Special Education Visual Supports** — that file is a set of cut-apart picture cue cards a student is taught WITH, plus one practice log. This file is the caseload-wide data system: a code key, a roster, four kinds of direction-following trial run across a term, a frequency chart, a tracker and graph, a quarterly summary, a family update, and a phrase bank — built for however many students and goals are on the caseload, not one form set or one card deck.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark says only whether the student did what the direction asked, or which step was or was not done in order — never a score against a published norm, a condition name, or a referral rule. No age or milestone is stated; the team writes every criterion in.

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 sheets; the tracker only needs the totals.

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



02

Take the Data

Four kinds of direction-following trial in one file — basic one- and two-step directions, directions loaded with a spatial or positional concept word, directions loaded with a temporal or sequential word, and a three- and four-step checklist — plus a fast daily version, a within-session tally chart, and a simplified form for the paraprofessional or the general education teacher.

IN THIS SECTION

Direction-Following Probe — One- and Two-Step, No Concept Words	10
Direction-Following Probe — Spatial and Positional Concepts	11
Direction-Following Probe — Temporal and Sequential Words	12
Three- and Four-Step Direction Checklist	13
Quick Daily Direction-Following Check	14
Frequency Correct / Incorrect Chart	15
Paraprofessional and General Education Classroom Observation Form	16

DATA

Direction-Following Probe — Spatial and Positional Concepts

Every direction below uses exactly one spatial or positional concept word. Record which object moved where, not only whether the direction “worked.”

STUDENT

EXAMINER

DATE / SETTING (CODE)

CONCEPT WORDS USED THIS PROBE (TEN DIFFERENT WORDS — SWAP IN YOUR OWN)

in · on · under · behind · between · beside · in front of · next to · through · around

#	DIRECTION (SAY IT ONCE)	CONCEPT WORD	MARK (+/-/SC/NR)
1	Put the pencil in the box.	in	
2	Put the eraser on the book.	on	
3	Put the crayon under the chair.	under	
4	Stand behind your chair.	behind	
5	Put the book between the two folders.	between	
6	Stand beside the door.	beside	
7	Put the paper in front of your folder.	in front of	
8	Stand next to the window.	next to	
9	Walk through the doorway, then stop.	through	
10	Walk around your desk, then sit down.	around	

A MISSED ITEM NAMES THE CONCEPT, NOT JUST THE DIRECTION

Mark whether the object or the student ended up in the place the concept word named — a direction with “under” followed by the object going on top of something is a different error than not moving the object at all. Add the totals to the frequency chart (page 15).

CHECKLIST

Three- and Four-Step Direction Checklist

Mark each step Y / N / NOT OBSERVED as the student attempts it. This page tracks which steps were completed, in order — not why a step was missed.

STUDENT EXAMINER DATE / SETTING (CODE)

#	STEPS	DIRECTION (SAY IT ONCE)	COMPLETED CORRECTLY, IN ORDER?	NOTES (WHICH STEP, IF ANY, WAS MISSED)
1	3	Pick up the pencil, put it in the box, and sit down.	☐ Y ☐ N ☐ NO	
2	3	Point to the door, point to the window, and point to the clock.	☐ Y ☐ N ☐ NO	
3	3	Touch your shoulders, touch your knees, and touch your toes.	☐ Y ☐ N ☐ NO	
4	3	Stand up, turn around, and sit back down.	☐ Y ☐ N ☐ NO	
5	4	Get your folder, put the paper inside, close the folder, and hand it to me.	☐ Y ☐ N ☐ NO	
6	4	Take out your notebook, open it to a clean page, pick up your pencil, and write your name.	☐ Y ☐ N ☐ NO	
7	4	Line up at the door, take one worksheet, walk to your seat, and sit down.	☐ Y ☐ N ☐ NO	
8	4	Push in your chair, pick up your folder, walk to the shelf, and put it away.	☐ Y ☐ N ☐ NO	

THIS PAGE TRACKS STEPS, NOT WHY ONE WAS MISSED

Mark NOT OBSERVED for a direction not attempted this session rather than leaving it blank. Add the session totals to the frequency chart (page 15).

CHOOSING WHERE TO START, AND WHEN TO ADD A STEP

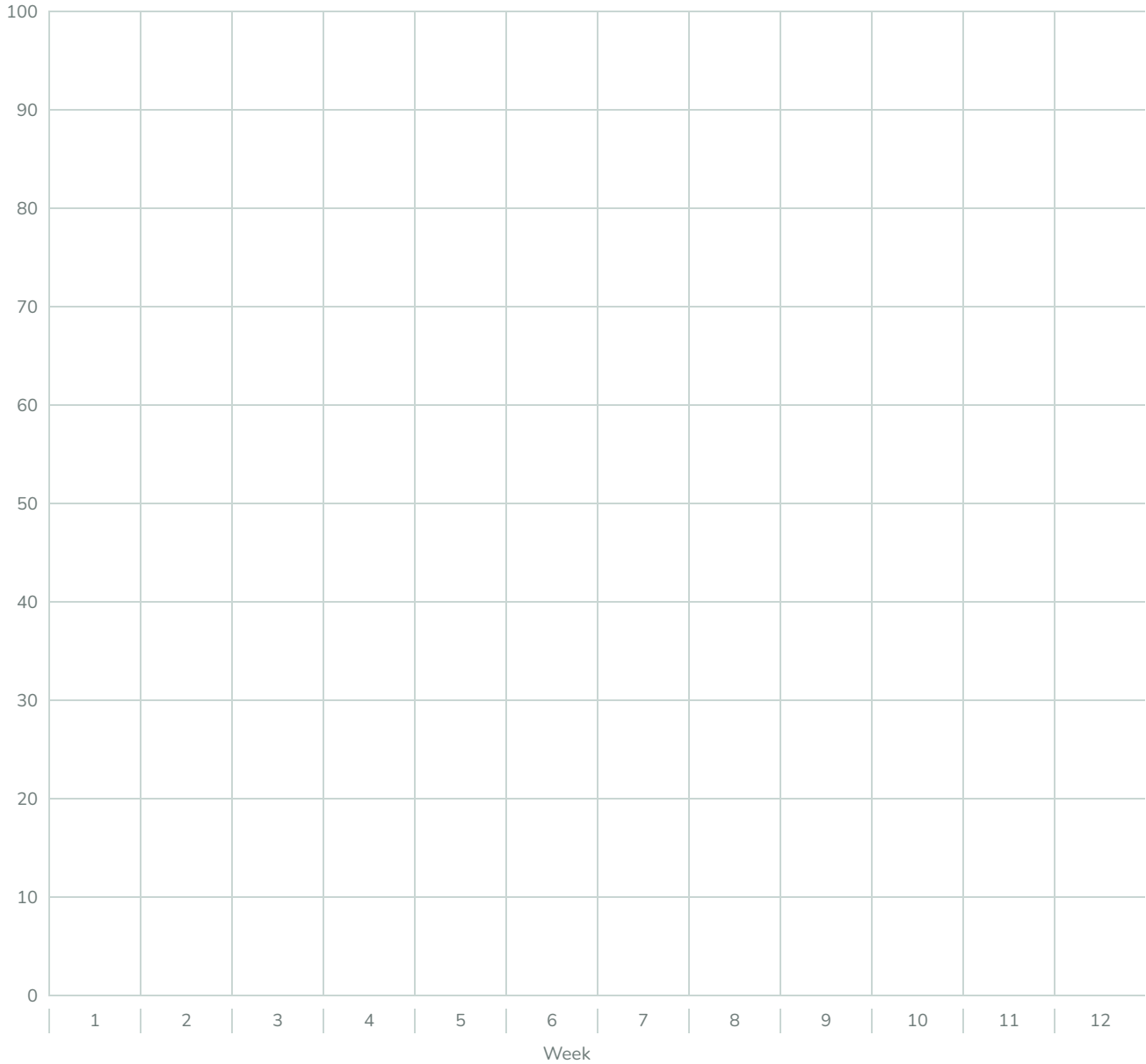
STEP COUNT	CRITERION FOR MOVING TO THE NEXT STEP COUNT (WRITE IT IN)
1–2	
3	
4	

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM
---------	--------------	-----------------

PERCENT CORRECT ON THE TRACKED DIRECTION TYPE — LABEL IT



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

Reading it: a line climbing across sessions is increasing accuracy. Three points flat or falling in a row: check the frequency chart (page 15) for what changed.

EXAMPLE

A Session of Data, Filled In

SAMPLE · INVENTED STUDENT

BASIC ONE- AND TWO-STEP PROBE (PAGE 10) — THEO, GRADE 1, INVENTED

DIRECTION	MARK
Stand up.	+
Clap your hands.	+
Stand up, then sit down.	+
Touch your nose, then clap your hands.	–
Pick up your pencil, then put it down.	SC
Clap your hands, then stomp your feet.	NR

3 of 6 directions marked correct (+); one incorrect, one self-corrected, one with no attempt.

SPATIAL/POSITIONAL CONCEPT PROBE (PAGE 11)

DIRECTION	CONCEPT	MARK
Put the pencil in the box.	in	+
Put the eraser on the book.	on	+
Put the crayon under the chair.	under	–
Stand behind your chair.	behind	SC
Stand beside the door.	beside	NR

2 of 5 concept words followed correctly; one direction placed the object in the wrong spot, one self-corrected, one not attempted.

TEMPORAL/SEQUENTIAL PROBE (PAGE 12)

DIRECTION	MARK
First touch your nose, then clap your hands.	+
Before you sit down, touch the door.	–
After you stand up, touch your chair.	+
First pick up the pencil, next put it in the box, then sit down.	SC

2 of 4 sequences performed in the order given; one performed out of order, one self-corrected.

THREE/FOUR-STEP CHECKLIST (PAGE 13)

STEPS	DIRECTION	COMPLETED	NOTE
3	Pick up the pencil, put it in the box, and sit down.	Y	–
3	Touch your shoulders, touch your knees, and touch your toes.	N	Skipped “touch your toes”
4	Get your folder, put the paper inside, close the folder, and hand it to me.	NOT OBSERVED	Not attempted this session

1 of 3 directions completed fully and in order; one completed partially (the last step was skipped); one not observed this session.

FREQUENCY CORRECT/INCORRECT CHART (PAGE 15) — ONE SESSION, EVERY PROBE TYPE

PROBE TYPE	PRESENTED	CORRECT	INCORRECT	SC	NR
1- and 2-step, no concepts	6	3	1	1	1
Spatial/positional concepts	5	2	1	1	1
Temporal/sequential words	4	2	1	1	0
3- and 4-step checklist	3	1	1	0	1
Quick daily check	4	2	2	0	0

Basic one- and two-step: 3 of 6 correct (50 percent), same session as the probe above.

THE DECISION, WRITTEN ON THE TRACKER (PAGE 18)

Basic directions: steady at 50 percent across sessions — the next session repeats the same level. **Concept words:** both misses used “under” and “beside”; next probe adds a recheck of those two words. **Multi-step:** the four-step direction is attempted again next session.