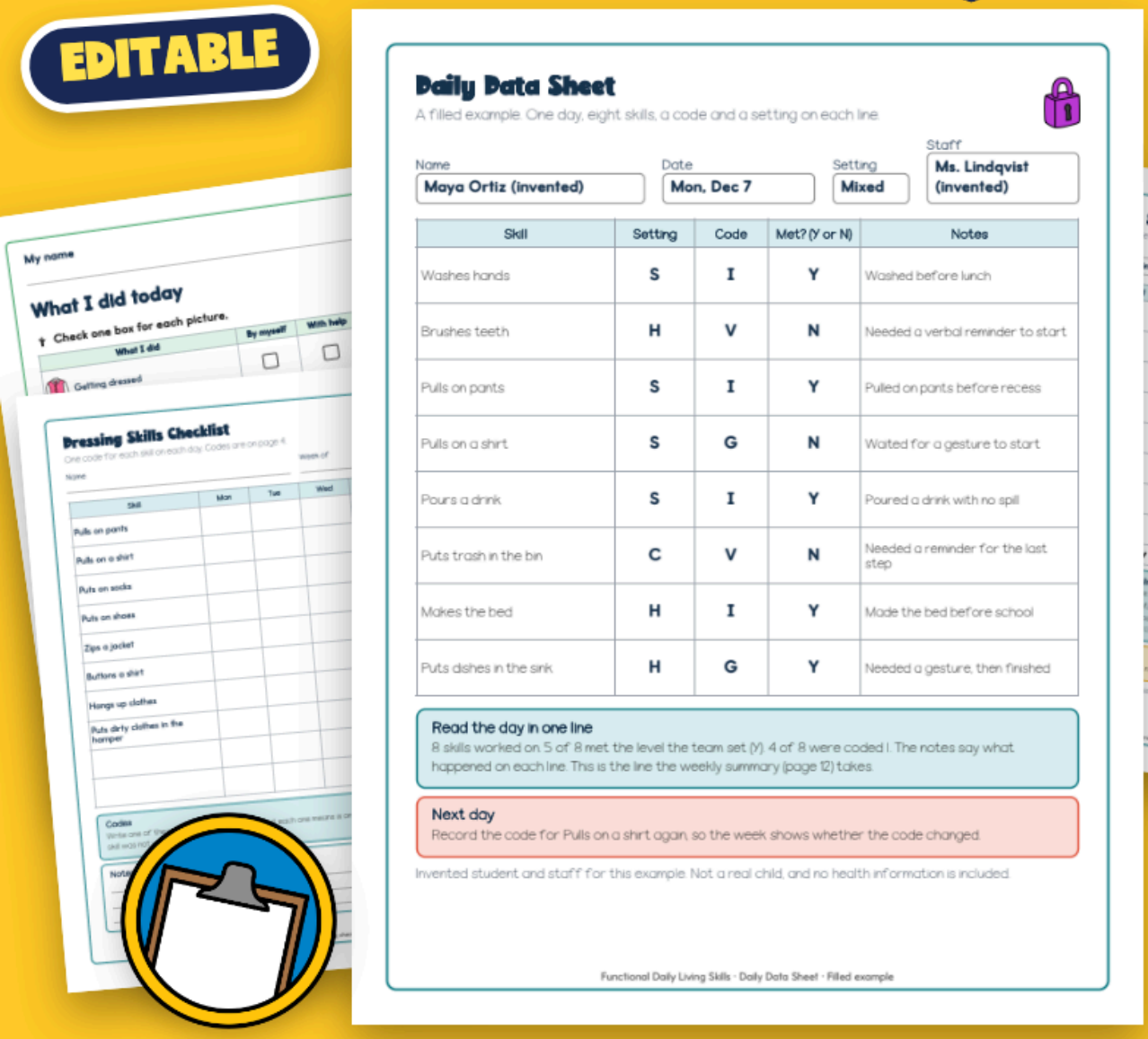
FUNCTIONAL DAILY LIVING SKILLS

Checklists, data sheets and a goal tracker

EDITABLE

21 PAGES



Daily Data Sheet

A filled example. One day, eight skills, a code and a setting on each line.

Name	Date	Setting	Staff
Maya Ortiz (invented)	Mon, Dec 7	Mixed	Ms. Lindqvist (invented)

Skill	Setting	Code	Met? (Y or N)	Notes
Washes hands	S	I	Y	Washed before lunch
Brushes teeth	H	V	N	Needed a verbal reminder to start
Pulls on pants	S	I	Y	Pulled on pants before recess
Pulls on a shirt	S	G	N	Waited for a gesture to start
Pours a drink	S	I	Y	Poured a drink with no spill
Puts trash in the bin	C	V	N	Needed a reminder for the last step
Makes the bed	H	I	Y	Made the bed before school
Puts dishes in the sink	H	G	Y	Needed a gesture, then finished

Read the day in one line
8 skills worked on. 5 of 8 met the level the team set (Y). 4 of 8 were coded I. The notes say what happened on each line. This is the line the weekly summary (page 12) takes.

Next day
Record the code for Pulls on a shirt again, so the week shows whether the code changed.

Invented student and staff for this example. Not a real child, and no health information is included.

Functional Daily Living Skills · Daily Data Sheet · Filled example

Bright Path Sped

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Turn off fit to page and shrink to fit. The lines and boxes are dark, so the pages photocopy in black and white.

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Your school's rules are yours to set

Your school decides how daily living data is recorded and reported. Write that rule on page 3, in your own words.

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PREVIEW

Code Key

The team writes what each code means for this student, in the team's own words.



Code	What it means for this student
I	
V	
G	
P	

Setting	Where the step happened
S	School
H	Home
C	Community

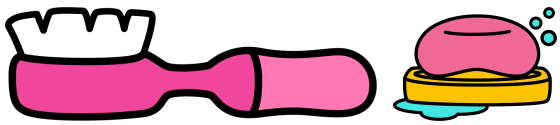
How the codes are used

- The checklist pages (pages 5 to 8) take one code for each skill on each day.
- The daily sheet (page 9) takes a code, a setting and a yes or no for the level the team set.
- No code is a judgment of the student. A code is a record of what happened at the step.

Your team's notes

PREVIEW

Hygiene Skills Checklist



One code for each skill on each day. Codes are on page 4.

Name _____ Week of _____

Skill	Mon	Tue	Wed	Thu	Fri
Washes hands					
Dries hands on a towel					
Brushes teeth					
Combs hair					
Washes face					
Uses a tissue					
Washes hands after the bathroom					
Takes a bath or shower					

PREVIEW

Codes

Write one of these in each box: I, V, G or P. What each one means is on page 4. Leave a box blank if the skill was not worked on that day.

Notes for this skill

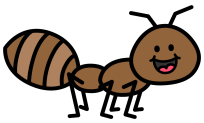
_____

_____

_____

Chores Skills Checklist





One code for each skill on each day. Codes are on page 4.

Name _____ Week of _____

Skill	Mon	Tue	Wed	Thu	Fri
Makes the bed					
Puts toys away					
Sweeps the floor					
Waters a plant					
Puts dishes in the sink					
Loads the laundry					
Takes out the trash					
Puts shoes away					

PREVIEW

Codes

Write one of these in each box: I, V, G or P. What each one means is on page 4. Leave a box blank if the skill was not worked on that day.

Notes for this skill

_____

_____

_____

Preview · Bright Path Sped

Daily Data Sheet

A filled example. One day, eight skills, a code and a setting on each line.



Name: **Maya Ortiz (invented)**

Date: **Mon, Dec 7**

Setting: **Mixed**

Staff: **Ms. Lindqvist (invented)**

Skill	Setting	Code	Met? (Y or N)	Notes
Washes hands	S	I	Y	Washed before lunch
Brushes teeth	H	V	N	Needed a verbal reminder to start
Pulls on pants	S	I	Y	Pulled on pants before recess
Pulls on a shirt	S	G	N	Waited for a gesture to start
Pours a drink	S	I	Y	Poured a drink with no spill
Puts trash in the bin	C	V	N	Needed a reminder for the last step
Makes the bed	H	I	Y	Made the bed before school
Puts dishes in the sink	H	G	Y	Needed a gesture, then finished

PREVIEW

Read the day in one line

8 skills worked on. 5 of 8 met the level the team set (Y). 4 of 8 were coded I. The notes say what happened on each line. This is the line the weekly summary (page 12) takes.

Next day

Record the code for Pulls on a shirt again, so the week shows whether the code changed.

Invented student and staff for this example. Not a real child, and no health information is included.

Weekly Summary

A filled example for an invented student. Dressing, one week.



Name: **Maya Ortiz (invented)**

Week of: **Dec 7 to Dec 11**

Domain: **Dressing**

Skill	Mon	Tue	Wed	Thu	Fri	Days I
Pulls on pants	I	I	I	I	I	5
Pulls on a shirt	V	V	G	I	I	2
Puts on socks	G	G	V	V	I	1
Puts on shoes	V	V	V	G	V	0
Zips a jacket	P	P	V	G	I	1
Buttons a shirt	G	V	V	V	G	0
Hangs up clothes	I	I	V	I	I	4
Puts dirty clothes in the hamper	I	I	I	I	I	5
Independent (I) each day	3	3	2	4	6	18

PREVIEW

Read the week in three lines

- Independent on all 5 days: 2 skills. Independent on no day: 2 skills.
- Each Days I number counts the I codes across one row. The totals row counts them down each day.
- All 8 skills together: 18 I codes out of 40 boxes. The goal numbers on page 14 are the team's own measure, written as a percent.

Team note

Goals on the goal tracker can name a skill from any checklist.

Invented student and staff for this example. Not a real child, and no health information is included.

Goal Tracker

A filled example for an invented student. Four goals over eight weeks.



Name: **Maya Ortiz (invented)**

Team meeting date: **Jan 12**

Goal	Start	Aim	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Met?
Pulls on pants	40	80	40	50	55	60	70	75	80	85	Y
Washes hands after the bathroom	30	70	30	35	40	45	50	55	60	65	N
Puts dishes in the sink	20	60	20	30	40	45	50	60	60	60	Y
Makes the bed	50	90	50	55	60	60	65	70	75		N

Snapshot for the meeting

Pulls on pants: baseline 40, latest 85, change 45 points, target 80. Met: Y.

2 of 4 goals are at target on their latest week. The goal with no week 8 recorded has 7 weeks on the sheet.

What the sheet shows

Goal 1 rose from 40 to 85 over 8 weeks. Goal 2 is 5 points short of its target.

Goal 3 reached its target in week 6 and held it through week 8.

Goal 4 has 7 weeks recorded, so its week 8 box is blank.

Team next steps

Invented student and staff for this example. Not a real child, and no health information is included. Goals are written by the team; these four are examples of the format.

PREVIEW

My name

What I did today

Check one box for each picture.

What I did	By myself	With help	Not yet
 Getting dressed	☐	☐	☐
 Washing my hands	☐	☐	☐
 Brushing my teeth	☐	☐	☐
 Eating lunch	☐	☐	☐
 Cleaning up	☐	☐	☐
 Making my bed	☐	☐	☐

I did this too

PREVIEW

Family Update



For the family of the student. Fill in what applies, and leave the rest blank.

Student _____ Week of _____

This week at school we worked on

_____

_____

_____

Done on their own

_____

_____

_____

_____

Still practicing

_____

_____

_____

_____

Something to try at home

_____

_____

_____

Your home copy

The home checklist is on page 16. Send it home with this note, and it comes back with the boxes checked.

Questions or a note from you

_____

_____

_____

_____

From _____ Date _____

PREVIEW

Teacher prep: print on cardstock. The wide panel goes into the front cover pocket, the tall strip into the spine pocket of a binder.

FUNCTIONAL DAILY LIVING SKILLS

Checklists and Data



Student _____

Teacher _____

School year _____

DAILY LIVING

PREVIEW