

Functional Living Skills and Adaptive Behavior





What Is Inside, and Where

23 pages: three sections, a worked example and a back page. Nothing here decides what counts as independent for a given skill or sets an age or milestone; every one of those is a blank you fill in from your own team's judgment.

Before you begin

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**Start Here —
Three Steps**
START HERE

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01 Set Up the Caseload

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**Code Key:
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**Functional Skills
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**Binder Cover and
Divider Tabs**
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02 Rate and Take the Data

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Checklist — Self-
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**Monthly Skill-
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**Data-Collection
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**Whole-Caseload
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**Paraprofessional
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03 Track, Report and Share

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**Cumulative
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Progress Graph
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**Quarterly
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**Family Update —
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**Progress Note
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**A Month of Data,
Filled In**
EXAMPLE

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The six domains this file tracks: Self-Care · Household Tasks · Community Skills · Money and Resource Management · Safety and Health Decision-Making · Leisure and Recreation, split across the two checklist pages in Section 2.



Start Here — Three Steps

Ninety seconds of reading. Type the roster and the scale once; the level codes themselves are faster with a pen.



1

Set up once

Define the independence and support-level scale (page 6) as a team before the first rating, 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

Rate and log every month

Rate each domain on the monthly checklists (pages 10–11), and log individual sessions on the data grid (page 12) as they happen.

The caseload snapshot and the paraprofessional form are the quick versions; use them when a full session log is not what the moment calls for.



3

Roll up and share

Copy the level onto the tracker (page 17) monthly and plot the graph (page 18) the same day.

The family update (page 20) and the phrase bank (page 21) are ready to use as soon as a month 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 calculate a percent or draw the graph 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 **Life Skills and Daily Living Data Sheets Editable** — that file is a curriculum and planning pack: task-analysis layouts built to TEACH a routine step by step. This file is the ongoing progress-monitoring companion: how independent a student is getting across six functional/adaptive-behavior domains, tracked month to month and rolled up for a report. Also not **IEP Goal Tracking Editable**, the general classroom trial-data file for any goal. Use this one when the goal is written in terms of independence in a daily-living or community domain.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a curriculum, not a therapy program, and not a statement of what a student should be able to do at any age. Nothing here sets a milestone, names a condition, or states an eligibility rule; the team writes every criterion in, from the IEP and its own judgment.

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

Rate and Take the Data

The monthly skill checklist across all six domains, a detailed session-by-session data grid, a quick whole-caseload snapshot, a generalization check across settings, and a simplified form for the paraprofessional or the general education teacher.

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DATA

Monthly Skill-Development Checklist — Self-Care, Household, Community

Rated once a month, or on the schedule your team sets. Type the skill; the examples below each domain are illustrative, not a required list.

STUDENT

RATED BY

MONTH / QUARTER

SELF-CARE

Examples (illustrative, not a required list): handwashing, toothbrushing, dressing, toileting routine, grooming

#	SKILL (TYPE IT)	INDEPENDENCE LEVEL (CODE)	DATE	SETTING	NOTES
1					
2					
3					
4					

HOUSEHOLD TASKS

Examples (illustrative, not a required list): making a bed, wiping a table, sorting laundry, setting a table, taking out trash

#	SKILL (TYPE IT)	INDEPENDENCE LEVEL (CODE)	DATE	SETTING	NOTES
1					
2					
3					
4					

COMMUNITY SKILLS

Examples (illustrative, not a required list): crossing at a signal, waiting in line, ordering at a counter, asking an employee for help

#	SKILL (TYPE IT)	INDEPENDENCE LEVEL (CODE)	DATE	SETTING	NOTES
1					
2					
3					
4					

RATE WHAT WAS SEEN, NOT WHAT IS EXPECTED

Mark the level from something actually observed, on the date it was observed, not from a general impression of the student. A skill that reaches Independent moves to the generalization check (page 14); a skill that stays at the same level for two rating periods gets a closer look at the data grid (page 12).

DATA

Data-Collection Grid: Session Log

One row per session or observation. Performance level says how well the activity went; support level says how much help it took — two different numbers, on purpose.

STUDENT

DOMAIN (FROM PAGE 6 EXAMPLES)

ACTIVITY / TARGET

#	DATE	OBSERVER	DOMAIN (SHORT)	ACTIVITY (TYPE IT)	PERFORMANCE (1-4)	SUPPORT (CODE)	NOTES
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							

TWO NUMBERS, KEPT APART, ON PURPOSE

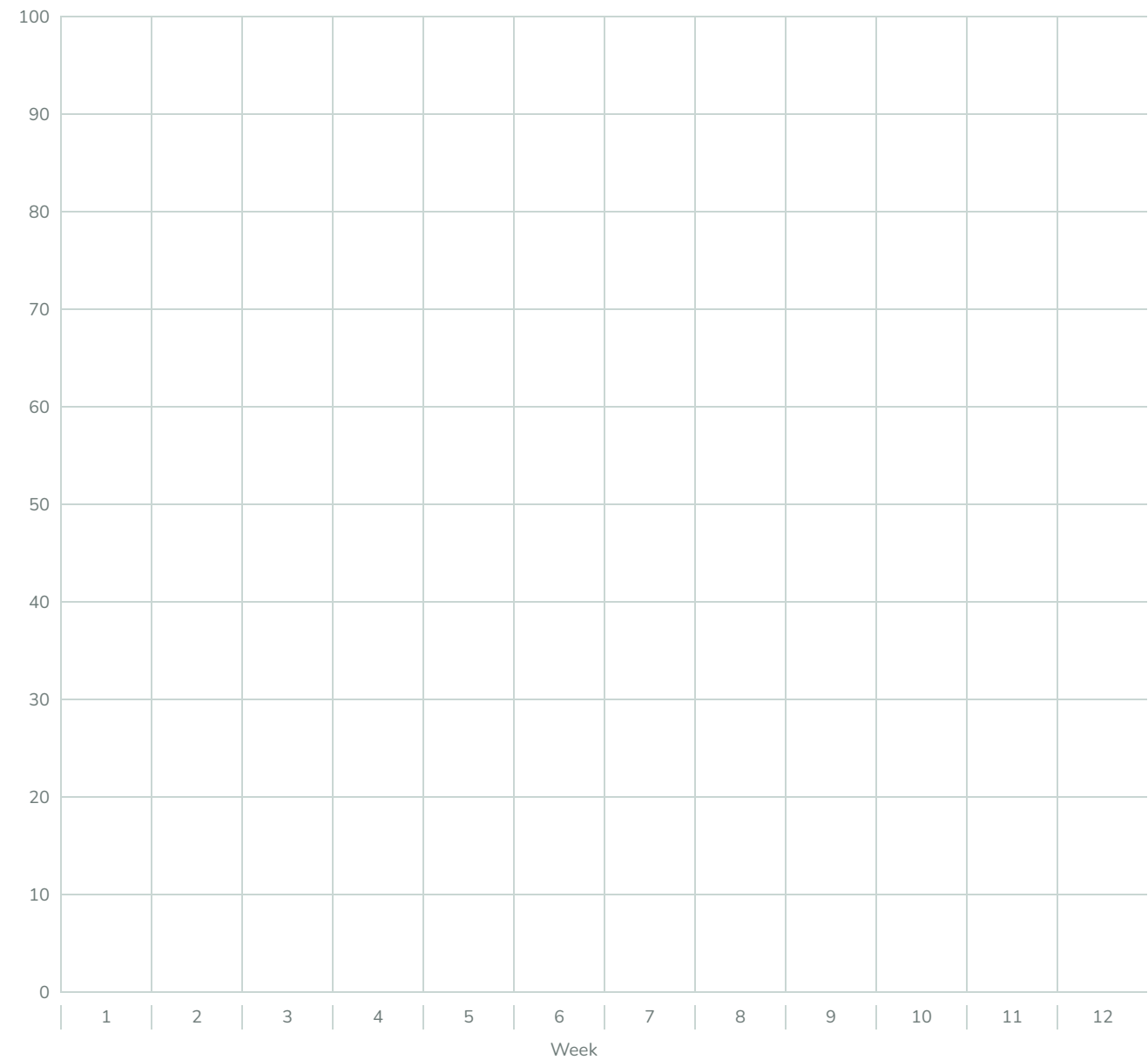
Performance level says how well the activity went; support level says how much help it took to get there. A student who is fast and accurate with a partial prompt and a student who is slow and accurate alone need different next steps, and one number would hide that. Copy the levels onto the tracker (page 17) the same week.

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM

PERCENT INDEPENDENT, OR A SUPPORT-LEVEL SCORE — LABEL IT



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

Reading it: a line climbing toward Independent is increasing independence. Three points flat or falling in a row: check the data grid (page 12) for what changed.

EXAMPLE

A Month of Data, Filled In

SAMPLE · INVENTED STUDENT

Jayden is invented, and so is every mark on this page. Every number in the summary can be re-counted from the rows above it.

MONTHLY CHECKLIST, SELF-CARE DOMAIN (PAGE 10) — JAYDEN, GRADE 5, INVENTED

SKILL	LEVEL	DATE	SETTING
Washes hands after using the restroom	I	9/5	S
Brushes teeth in the morning	NR	9/5	H
Selects weather-appropriate clothing	MS	9/8	H
Combs hair without being asked twice	I	9/8	S
Packs backpack for the next day	FS	9/10	H

2 of 5 self-care skills rated Independent as of 9/10; the remaining three sit at Needs Reminding, Needs Minimal Support and Needs Full Support.

DATA GRID (PAGE 12) — HAND WASHING ROUTINE, SIX SESSIONS

DATE	OBSERVER	DOMAIN	ACTIVITY	PERF.	SUPP.
9/2	Ms. Alvarez	Self-Care	Hand washing routine	2	FS
9/5	Ms. Alvarez	Self-Care	Hand washing routine	2	MS
9/9	Ms. Alvarez	Self-Care	Hand washing routine	3	MS
9/12	Mr. Cole (para)	Self-Care	Hand washing routine	3	NR
9/16	Ms. Alvarez	Self-Care	Hand washing routine	4	NR
9/19	Ms. Alvarez	Self-Care	Hand washing routine	4	I

Support level moved full support → minimal support → minimal support → needs reminding → needs reminding → independent across the six sessions dated 9/2–9/19; performance rating rose from 2 to 4 over the same six sessions.

GENERALIZATION CHECK (PAGE 14) — 10/2

SKILL	SCHOOL	HOME	COMMUNITY	DATE(S)	ALL THREE?
Hand washing	I	NR	–	9/19; 10/2	N

Independent at school, needs reminding at home; not yet checked in the community. Two of three settings started; not generalized yet.

CASELOAD SNAPSHOT ROW (PAGE 13)

STUDENT	PRIMARY DOMAIN(S)	SUPPORT LEVEL	LAST RATED	TREND
Jayden	Self-Care, Household	NR	9/19	Up

What the case manager sees in one pass before the next review, without opening the full data grid.

THE DECISION THAT FOLLOWED, WRITTEN ON THE TRACKER (PAGE 17) WITH THE WEEK NUMBER

Hand washing: independent at school as of 9/19, six sessions in three weeks; not yet checked at home or in the community. Moved to the generalization check (page 14) for week 3, and now needs a third setting before it counts as generalized. **Packing the backpack:** still at full support after one rating; the data grid will start a session log on this skill next month before it goes on the checklist again.