

LIFE SKILLS AND DAILY LIVING DATA SHEETS

Two task-analysis layouts with a prompt code in every cell, a daily living routine checklist, self-care inventory, domestic and classroom jobs, community outings, work tasks, money and time probes, generalization check, tracker, graph, quarterly summary, home practice note. Fillable PDF.

DATA Task Analysis Data Sheet

One routine broken into up to twelve steps, eight sessions across. Write the most help each step needed. The bottom rows count the %.

STUDENT	ROUTINE	CRITERION FROM THE IEP								PROMPTS THAT COUNT AS CORRECT							
#	STEP (IN THE ORDER IT HAPPENS, TYPE IT)	S1	S2	S3	S4	S5	S6	S7	S8	#	STEP (TYPE IT)	S1	S2	S3	S4	S5	S6
1																	
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12																	

DATA Daily Living Routine Checklist

Two routines that happen every day in the same place: arrival, hygiene, a meal, clean-up. Type the steps once, write a prompt code per step per day.

STUDENT		WEEK OF		SETTINGS (S / H / C / W)							
ROUTINE A											
ROUTINE (ARRIVAL, HYGIENE, MEAL, CLEAN-UP)		TIME OF DAY / PLACE			PROMPTS THAT COUNT AS CORRECT						
#	STEP (TYPE IT)	MON	TUE	WED	THU	FRI					
1											
2											
3											
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6											
7											
Steps independent (count the T's)											
Initials											
ROUTINE B											
ROUTINE (ARRIVAL, HYGIENE, MEAL, CLEAN-UP)		TIME OF DAY / PLACE			PROMPTS THAT COUNT AS CORRECT						
#	STEP (TYPE IT)	MON	TUE	WED	THU	FRI					
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Which Sheet for Which Life Skills Goal

The wording of the goal tells you how to measure it. Match each routine to a sheet once, write the page number on the roster, and stop deciding.

IF THE GOAL SAYS	USE	WHERE
"will complete the ___ routine with no more than ___ prompts" / "will complete ___ of ___ steps independently" — a routine with steps	Task analysis sheet, twelve steps by eight sessions	Page 7
A short routine (six steps or fewer) that is probed often: hanging up a coat, setting one place, clocking in	Task analysis sheet, six steps by twelve sessions	Page 8
A routine that happens every school day in the same place: arrival, hygiene, a meal, clean-up	Daily living routine checklist, two routines a page, five days across	Page 9
"Where is the student now?" — many self-care skills at once, once a quarter	Self-care skills inventory: not yet, with help, independent	Page 10
A classroom or domestic job with a quality standard: wipe the tables, sort the laundry, load the cart	Domestic and classroom jobs data: steps, prompt, quality, time	Page 11
A skill practiced in the community: ordering, paying, crossing, riding, asking for help	Community outing data sheet: opportunities, independent, prompted	Page 12
A work task at a worksite, the school store or the job bench: units, time, accuracy, work behavior	Vocational / work task data sheet	Page 13
Money or time skills probed with your own materials: coins, bills, prices, clocks, schedules	Money and time skills probe log: items given, correct, setting	Page 14
"across ___ settings" / "with ___ different adults" — the goal asks for generalization	Generalization check, three settings across	Page 15
Any goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 16, 17, 18

What this file is not

Not a curriculum, not a list of routines, and not a prompting procedure. Nothing here says which prompt to use, when to fade it, or what a student should be doing at any age; the team writes those in, from the IEP and its own judgment. The steps of every routine are yours to type. The sheets only make sure the prompt level gets written down the same way in every setting.

The three habits the file assumes

- ☐ The prompt codes and the independence levels are defined on page 5 before the first session, and every adult uses the same ones.
- ☐ The steps-independent count goes from the data sheet to the tracker (page 16) every Friday.
- ☐ A routine at criterion in one setting goes on the generalization check (page 15) before it is called done.

How the paper moves

WHEN	WHAT
Every session	A column on the task analysis (7 or 8) or a day on the routine checklist (9); a row on the jobs (11), outing (12), work task (13) or probe (14) sheet
Every week	Steps independent onto the tracker (16), one point on the graph (17), the home practice note (19) for whoever needs one
Every quarter	Generalization check (15) run in a second and third setting, self-care inventory (10) rated again, quarterly summary (18) written from the tracker

Task Analysis Data Sheet

One routine broken into up to twelve steps, eight sessions across. Write the most help each step needed. The bottom rows count the I's.

STUDENT

ROUTINE

CRITERION FROM THE IEP

PROMPTS THAT COUNT AS
CORRECT

#	STEP (IN THE ORDER IT HAPPENS; TYPE IT)	S1	S2	S3	S4	S5	S6	S7	S8
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
	Date								
	Setting (S / H / C / W)								
	Steps independent								
	Percent independent								

Write the prompt code, not a check mark

An I is independent; V, G, M, PP or FP is the most help that step needed (codes on page 5). The bottom rows count the I's. A step that sits at the same prompt for four sessions is a step to look at: split it, change the setup, or change where it is taught, and write the change on the tracker (page 16) with the session number.

Setup and materials that must be the same every time (which sink, which cart, which cue to start)

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Daily Living Routine Checklist

Two routines that happen every day in the same place: arrival, hygiene, a meal, clean-up. Type the steps once; write a prompt code per step per day.

STUDENT

WEEK OF

SETTING (S / H / C / W)

ROUTINE A

ROUTINE (ARRIVAL, HYGIENE, MEAL, CLEAN-UP)

TIME OF DAY / PLACE

PROMPTS THAT COUNT AS CORRECT

#	STEP (TYPE IT)	MON	TUE	WED	THU	FRI
1						
2						
3						
4						
5						
6						
7						
	Steps independent (count the I's)					
	Initials					

ROUTINE B

ROUTINE (ARRIVAL, HYGIENE, MEAL, CLEAN-UP)

TIME OF DAY / PLACE

PROMPTS THAT COUNT AS CORRECT

#	STEP (TYPE IT)	MON	TUE	WED	THU	FRI
1						
2						
3						
4						
5						
6						
7						
	Steps independent (count the I's)					
	Initials					

Community Outing Data Sheet

One row per skill per outing: where you went, what was targeted, how many chances came up, how many were independent, how many were prompted, and what was noticed.

STUDENT

DATE

STAFF PRESENT / RATIO

DESTINATION	SKILL TARGETED (TYPE IT)	OPPORTUNITIES	INDEPENDENT	PROMPTED	PROMPT LEVEL	SAFETY NOTES, IN OBSERVABLE WORDS (WAITED AT THE CURB, STAYED WITH THE GROUP)

Opportunities are the denominator

Three chances to pay and one independent is 1 of 3; write both numbers, not a feeling about the trip. Independent plus prompted should equal the opportunities; if it does not, a chance was skipped, and that is worth a word in the notes. The safety column records what was seen, not what should be done; the plan says that.

Your district's rule for outings (permission form, ratio, who must be present), and where the form lives

STUDENT

JOB COACH / SUPERVISOR

WEEK OF

Progress Graph

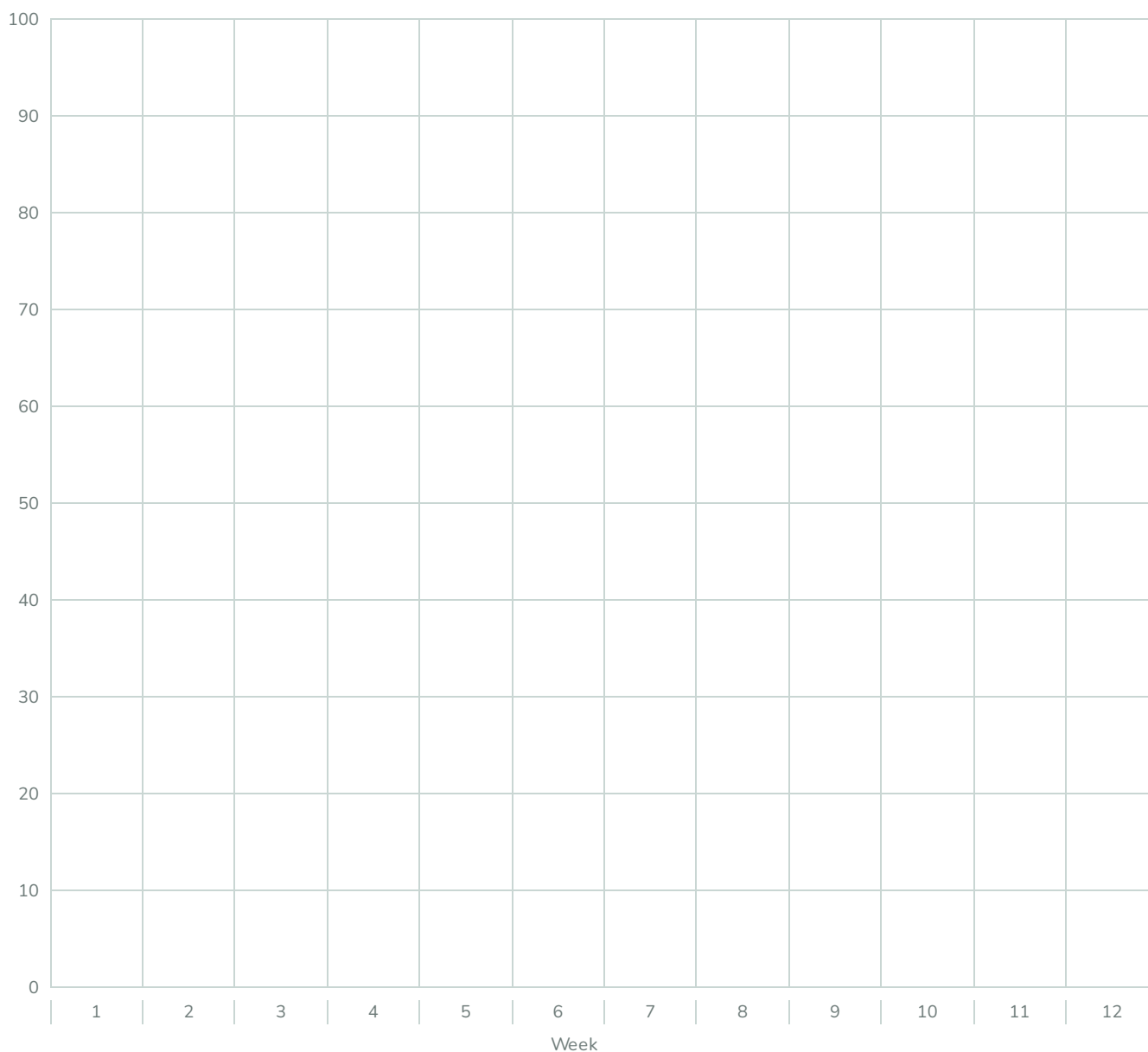
Plot the tracker. Draw the aim line at the criterion first. Three points in a row under it is a change (page 16 notes), not a longer wait.

STUDENT

GOAL (SHORT)

CRITERION / AIM

PERCENT OF STEPS INDEPENDENT, UNITS, MINUTES — LABEL IT



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

EXAMPLE

A Task Analysis and an Outing Row, Filled In

Dev is invented, and so is every mark. Notice that the decisions at the bottom came from cells that were already written, not from a feeling about the month.

Task analysis sheet (page 7) — Dev, grade 6, hand washing at the classroom sink (invented)

Criterion from the IEP: 6 of 7 steps independent on three sessions in a row · **Prompts that count as correct:** none (only I counts) · the steps are Dev's teacher's for this sink

#	STEP	S1	S2	S3	S4	S5	S6	S7	S8
1	Turn on the water	V	V	I	I	I	I	I	I
2	Wet both hands	I	I	I	I	I	I	I	I
3	Get soap (one pump)	G	G	V	V	I	I	I	I
4	Rub hands, front and back	FP	PP	PP	PP	M	G	V	I
5	Rinse until the soap is gone	V	I	I	I	I	I	I	I
6	Turn off the water	G	G	V	I	I	I	I	I
7	Dry hands, towel in the trash	PP	PP	G	V	V	I	I	I
–	Date	9/8	9/10	9/15	9/17	9/22	9/24	9/29	10/1
–	Setting	S	S	S	S	S	S	S	S
–	Steps independent	1	2	3	4	5	6	6	7
–	Percent independent	14	29	43	57	71	86	86	100

Step 4 (rubbing) is the work: FP, three sessions at PP, then M, G, V, and I on 10/1. Sessions 6, 7 and 8 have 6, 6 and 7 of 7 independent, three in a row at or above 6: criterion met on 10/1, tracker (page 16) week 4.

Community outing row (page 12) — 9/26

DESTINATION	SKILL	OPP.	IND.	PROMPTED	LEVEL
Grocery store	Pay with a card	3	1	2	V

1 independent + 2 prompted = 3 opportunities. Safety note: stayed beside the para in the lot. Paying stays at V.

Generalization check (page 15) — 10/3 and 10/6

SKILL	CLASSROOM	LIBRARY RESTROOM	HOME	ALL THREE?
Hand washing	I	PP (step 3)	I (family)	N

Observed by the para and the family. Two of three sinks; the library dispenser is a different shape, so step 3 needed PP.

The decisions that followed, written on the tracker (page 16) with the week number

Hand washing: criterion met at the classroom sink, not yet generalized; the quarterly summary (page 18) gets status SP and the sentence “7 of 7 steps independent at the classroom sink; step 3 at a partial physical prompt at a second sink; two more sinks scheduled.” **Paying:** 1 of 3 at V is a start, not a trend; two more outings on page 12 first.