

A task analysis data sheet with a prompt code in every cell, a daily living routine checklist, a self-care skills inventory, a community outing data sheet, and a generalization check across three settings. Print and go.

LIFE SKILLS DATA

How to Use These Five Pages

Ninety seconds. Which sheet fits which goal, the prompt codes every sheet uses, and the weekly habit that turns a column of codes into a decision.

Which sheet fits which goal			
THE GOAL SAYS	USE	PAGE	
"Will complete...at...thru independently," with no more than _____ prompts" — a routine with steps	Task Analysis Data Sheet	4	
A routine that happens every school day in the same place: arrival, hygiene, a meal, clean-up.	Daily Living Routine Checklist	5	
"Where is the student now?" — many self-care skills at once, once a quarter	Self-Care Skills Inventory	6	
A skill practiced in the community: ordering, paying, crossing, riding, asking for help	Community Outing Data Sheet	7	
"_____ settings," with _____ different adults" — the goal asks for generalization	Generalization Chart	8	

- Write the steps of the routine first**, in the order they happen in this sheet, this table or this bus stop, one action per line. Add a substitute code not find a two steps. The steps are yours, nothing on these pages says what they should be.
- Pick the sheet whose wording matches the goal** (table above). One routine, one sheet, the same sheet every session; the same with three routines gets three sheets.
- Agree on the codes before the first session** (table below) and decide, in the header, whether a prompted step counts as correct for the goal. The codes record the most help a step gets, they do not say which prompt to use or when to fade it. The team decides this.
- Keep the steps the same:** the same skill, the same start, the same goal, to start, written in the card at the foot of the

BRIGHT PATH SPEED

Task Analysis Data Sheet

One routine broken into up to twelve steps, eight sessions across. Write the most help each step needed, with the codes on page 3. The bottom rows count the I's.

STUDENT

ROUTINE

CRITERION FROM THE IEP

PROMPTS THAT COUNT AS CORRECT

#	STEP (IN THE ORDER IT HAPPENS; WRITE 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 3). 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, with the session number, in the card beside this one.

Setup and materials kept the same every time (which sink, which cart, which cue to start), and any change made, with the session number

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Daily Living Routine Checklist

Two routines that happen every day in the same place: arrival, hygiene, a meal, clean-up. Write 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 (WRITE 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 (WRITE IT)	MON	TUE	WED	THU	FRI
1						
2						
3						
4						
5						
6						
7						
	Steps independent (count the I's)					
	Initials					

STUDENT

QUARTER

Different sink, different adult, different day

Settings and adults available this quarter (which restroom, which store, which bus, which para)