

PARA DAILY DATA SHEETS

Built for the person holding the clipboard: daily sheet, trial grid, behavior tally, prompt levels, home note and the Friday hand-off. Fillable PDF.

DAILY Daily Data Sheet

One student, one day. The teacher fills the left two columns once; the para fills the rest every day.

STUDENT (INITIALS) _____ DATE _____ PARA _____

GOAL IN PLAIN WORDS (TEACHER)	WHAT COUNTS (TEACHER)	TALLY / TRIALS / MINUTES	TOTAL	SETTING / NOTES

A good moment today _____

Something the teacher should know _____

Absent / partial day / schedule change _____

DAILY Quick Trial Grid

Six goals, ten trials each. Write + or - as it happens. Total at the end of the session, not at the end of the day.

STUDENT (INITIALS) _____ DATE _____ PARA _____

GOAL (PLAIN WORDS)	1	2	3	4	5	6	7	8	9	10	+	-	TOTAL

Marks
+ did it without help -- did not, or needed help - 0
no response - X trial not given - "-" column is the

What was different today (materials, mood, time, who was there) _____

DAILY Behavior Tally by Time Block

Up to three behaviors, defined in the box first. One tick per occurrence in the block it happened. The last column is for what was going on right before.

STUDENT (INITIALS) _____ DATE _____ PARA _____

BEHAVIOR, IN WORDS ANYONE COULD WATCH FOR (TEACHER FILLS)

A _____

B _____

C _____

TIME BLOCK	A	B	C	WHAT WAS GOING ON RIGHT BEFORE

DAILY Prompt Level Sheet

For routines and multi-step tasks. Write the most help the student needed for each step. The goal is a column of 1's.

STUDENT (INITIALS) _____ ROUTINE OR TASK _____ PARA _____

STEP (TEACHER FILLS)	DATE	DATE	DATE	DATE	DATE	DATE

DAILY Daily Home Note

Filled in by the para, checked and signed by the teacher, sent home. Positive first, one specific thing, no codes.

STUDENT _____ DATE _____ WRITTEN BY _____

Something that went well today
Specific: "Read the whole book about sharks to me" beats "good day."

What we worked on
In plain words. No goal numbers, no codes.

Something to know (optional)
A hard moment, a missing item, a question. If it needs a phone call, say so here and the teacher will make it.

Ate / drank _____ Bathroom / hygiene, if tracked _____ Teacher checked and signed _____

WEEKLY Friday Hand-Off to the Teacher

The sheets leave the clipboard here. Ten minutes on Friday: what was collected, what stood out, what the para needs.

PARA _____ TEACHER _____ WEEK OF _____

STUDENT (INITIALS)	SHEETS HANDED IN (PAGES, DATES)	ONE THING THAT STOOD OUT	TEACHER ENTERED ON TRACKER (DATE)

Fillable PDF

16 Pages

Big Cells

Code Key on Every Page

Before You Hand These to a Para

Five minutes of setup makes the data usable. Skipping it makes it decoration.

A paraprofessional can collect excellent data on anything that has been defined in observable words and shown to them twice. The sheets in this file assume the case manager has done a few things first.

- 1 **Write the goal on the sheet in the para's words, not the IEP's.** "Count how many times he calls out without raising his hand" collects better data than "will reduce verbal disruptions."
- 2 **Define what counts and what does not, on the sheet.** Every sheet has a box for it. A tally with no definition is a mood.
- 3 **Show it twice.** Collect side by side for one session, then watch them collect for one session. Compare. If you are more than one mark apart, the definition needs work.
- 4 **Name the window.** Same time block every day, same length. Eight call-outs in twenty minutes and eight in a morning are different numbers.
- 5 **Collect the sheets on a schedule.** The Friday hand-off (page 13) is the moment the data leaves the clipboard and reaches the goal tracker. Without it, the sheets pile up in a drawer.
- 6 **Say thank you, specifically.** "Your Tuesday tally is why we changed his seat" is the sentence that keeps a para collecting.

What this file is not

Not a training manual (that is the Paraprofessional Handbook) and not the case manager's tracking system (that is IEP Goal Tracking). It is the clipboard layer between them: what a para writes on during the day, and how it gets to the teacher on Friday. The example on page 15 is an invented student.

Paras can collect

Counts, tallies, plus-and-minus trials, prompt codes, start and stop times, and what was going on right before. Anything on pages 6 to 12, once shown twice.

Paras should not be asked to

Score a rubric alone the first month, decide what a behavior means, write the progress report, or talk to the family about the data. That is the teacher's side of the Friday hand-off.

How the paper moves

WHEN	WHAT
Every day	Daily sheet (6) or the trial grid (7); tally (8), prompt sheet (9), work log (10), regulation log (11) as assigned; home note (12)
Friday	Hand-off (13): sheets to the teacher, one line per student, what the para needs
Teacher, Friday	Numbers onto the goal tracker and the weekly summary; back to the para with one specific thank-you

One student, one day. The teacher fills the left two columns once; the para fills the rest every day.

STUDENT (INITIALS)

DATE

PARA

GOAL, IN PLAIN WORDS (TEACHER)	WHAT COUNTS (TEACHER)	TALLY / TRIALS / MINUTES	TOTAL	SETTING / NOTES

A good moment today

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Something the teacher should know

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Absent / partial day / schedule change

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Up to seven goals, ten trials each. Write + or – as it happens. Total at the end of the session, not at the end of the day.

STUDENT (INITIALS)

DATE

PARA

GOAL (PLAIN WORDS)	1	2	3	4	5	6	7	8	9	10	+	TOTAL

Marks

+ did it without help · – did not, or needed help · 0 no response · X trial not given. “+” column is the count of pluses; “Total” is the number of trials actually given, so 7/9 is honest and 7/10 is not.

What was different today (materials, mood, time, who was there)

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Behavior Tally by Time Block

Up to three behaviors, defined in the box first. One tick per occurrence in the block it happened. The last column is for what was going on right before.

STUDENT (INITIALS)

DATE

PARA

BEHAVIOR, IN WORDS ANYONE COULD WATCH FOR (TEACHER FILLS)				
A				
B				
C				

TIME BLOCK	A	B	C	WHAT WAS GOING ON RIGHT BEFORE

A TOTAL	B TOTAL	C TOTAL	MINUTES OBSERVED

One tick, one time

Make the mark when it happens, not from memory at the end of the block. If two behaviors happen at once, tick both. If you were out of the room, draw a line through the block rather than guessing.

WEEKLY

Friday Hand-Off to the Teacher

The sheets leave the clipboard here. Ten minutes on Friday: what was collected, what stood out, what the para needs.

PARA

TEACHER

WEEK OF

STUDENT (INITIALS)	SHEETS HANDED IN (PAGES, DAYS)	ONE THING THAT STOOD OUT	TEACHER: ENTERED ON TRACKER (DATE)

What I need from you next week (materials, a clearer definition, a schedule fix)

Teacher: one specific thank-you, and one thing to change