

SECTION 2 • LOG THE WEEK'S PRACTICE

One student, one skill, one week. A code for whether it happened, the time and length, and an engagement number — not a paragraph.

STUDENT

SKILL OR STRATEGY

WEEK OF

CODES USED ON THIS PAGE

Y Practiced N Not practiced A Adapted (different way, same skill)
1 Resisted, needed a lot of encouragement 2 Went along with it, neutral 3 Engaged, asked to keep going

DAY	PRACTICED (CODE)	TIME OF DAY	LENGTH (MINUTES)	ENGAGEMENT (1-3)	NOTE
Mon					
Tue					
Wed					
Thu					
Fri					
Sat					
Sun					

TOTAL DAYS PRACTICED THIS WEEK (COUNT THE Y AND A ROWS) — AGAINST THE TARGET ON THE SKILLS LIST

A CODE AND A FACT, NOT AN IMPRESSION

The code says whether it happened; the note is one fact, not a feeling — “after dinner, read three of five minutes” is a note. A blank row at the end of a busy week is information too. Print this page again for a fresh week; there is no reason to erase last week’s.

Parent-Implemented Home Intervention and Skills Practice Tracking Log

Page 9 of 23

✦ BRIGHT PATH SPED

LEBRATE, AND ROLL UP

Practice Consistency Summary

HOME PRACTICE LOG

days targeted, counted straight off the weekly grid — the page a check-in or an IEP

MONTH

UPDATED

[illegible]

A rows
or daily log
"observed"
ome-versus
not
e two
e meeting

WHERE THIS PAGE GOES NEXT

The page to bring to a check-in or an IEP meeting: one row per student, a straight count of how much practice actually happened against how much was targeted, for the period being reported on.

Tracking Log

Page 19 of 23

† BRIGHT PATH SPED

♦ BRIGHT PATH SPEED

What Is Inside, and Where

23 pages: three sections, a worked example and a back page. Nothing here decides which skill to practice at home, how it is taught, or how much practice is enough; those are blanks you fill in from the IEP and your own judgment.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Name the Skill and Set Up

PAGES 6–7



**Target Skills and
Home Strategy
List**
SETUP

6



**Family and Home
Practice Setup
Sheet**
SETUP

7

02 Log the Week's Practice

PAGES 9–15



**Weekly Home
Practice Log,
Monday Through
Sunday**
LOG

9



**Daily Practice
Detail Log**
LOG

10



**Two-Per-Page
Quick Weekly
Check-In**
LOG

11



**Caseload Practice
Consistency
Snapshot**
TRACKER

12



**Parent Notes:
What Worked,
Barriers,
Questions**
NOTES

13



**Practice Barriers
and
Troubleshooting
Checklist**
CHECKLIST

14



**Skill at Home
Versus Skill at
School**
LOG

15

03 Support, Celebrate, and Roll Up

PAGES 17–22



**Parent Resource
and Tip Space**
REFERENCE

17



**Encouragement
and Celebration
Tracker**
TRACKER

18



**Monthly Practice
Consistency
Summary**
TRACKER

19



**Home Practice
Family Update**
NOTES

20



**Practice Update
Phrase Bank**
REFERENCE

21



**A Month of Home
Practice, Filled In**
EXAMPLE

22

Reading the tags: **Setup** is typed once at the start; **Log** is written in every day or week it is used; **Tracker** rolls several weeks or a caseload onto one page; **Notes** is ready to send or read back to a family; **Checklist** is worked through when practice stalls; **Reference** is a bank of language or tips to pull from; **Example** is the worked, invented sample.

☆ START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the setup sheet once per skill; the daily codes themselves are faster with a pen.



1

Name the skill, once

Write the skill or strategy on the target list (page 6) and fill the family setup sheet (page 7) — not every student on a caseload has a home-practice piece.



2

Log every week

Give the family the weekly grid (page 9) or the quick check-in (page 11); log each day with a code, not a paragraph.

Check the caseload snapshot (page 12) once a week, not once a quarter.



3

Celebrate and roll up

Note a success on the celebration tracker (page 18) whenever there is one, and copy the month's totals onto the summary (page 19) at month's end.

The phrase bank (page 21) and the family update (page 20) are ready to use as soon as the grid has a week of data.

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 percentage or draw a 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 the **Parent Communication Log and Home School Notes** — the year-round record of every call, email, text and note home — and it does not replace it; use that file for the phone call and the concern conversation. Also not the **Family Engagement and IEP Goal Implementation at Home Tracking Log**, which records one specific, formally written IEP goal's home activity and its assignment history. This file has one narrower job: for a skill or strategy named in plain words, a week-by-week Monday-through-Sunday record of whether it was practiced, for how long, and how the student seemed — the reading-log or home-practice-calendar shape, kept simple on purpose. Also not **IEP Goal Tracking Editable**, the classroom side of a goal (trial data, tracker, graph). A caseload can use more than one of these at once, for different purposes.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a therapy program and not a set of home exercises. Nothing here says how a skill is taught, what technique to use, or how much practice a goal needs; you and the team write that in.

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 log holds. Print that page again and number the sheets.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.



Weekly Home Practice Log, Monday Through Sunday

One student, one skill, one week. A code for whether it happened, the time and length, and an engagement number — not a paragraph.

STUDENT

SKILL OR STRATEGY

WEEK OF

CODES USED ON THIS PAGE

Y Practiced N Not practiced A Adapted (different way, same skill)
1 Resisted, needed a lot of encouragement 2 Went along with it, neutral 3 Engaged, asked to keep going

DAY	PRACTICED (CODE)	TIME OF DAY	LENGTH (MINUTES)	ENGAGEMENT (1-3)	NOTE
Mon					
Tue					
Wed					
Thu					
Fri					
Sat					
Sun					

TOTAL DAYS PRACTICED THIS WEEK (COUNT THE Y AND A ROWS) — AGAINST THE TARGET ON THE SKILLS LIST

A CODE AND A FACT, NOT AN IMPRESSION

The code says whether it happened; the note is one fact, not a feeling — “after dinner, read three of five minutes” is a note. A blank row at the end of a busy week is information too. Print this page again for a fresh week; there is no reason to erase last week’s.

TRACKER

Monthly Practice Consistency Summary

Days practiced against the days targeted, counted straight off the weekly grid — the page a check-in or an IEP meeting actually uses.

CASE MANAGER / TEACHERMONTHUPDATED

#	STUDENT	SKILL	TARGET DAYS/WEEK	DAYS PRACTICED THIS MONTH	DAYS TARGETED THIS MONTH	CARRYOVER OBSERVED AT SCHOOL (COUNT)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

WHERE THESE NUMBERS COME FROM

“Days practiced” is the count of Y and A rows straight off that student’s weekly grid or daily log (pages 9, 10) for the month; “carryover observed” is the count of Y rows on the skill-at-home-versus-school page (page 15). This page does not calculate a percentage for you; write the two counts and do the division by hand if the meeting wants one.

WHERE THIS PAGE GOES NEXT

The page to bring to a check-in or an IEP meeting: one row per student, a straight count of how much practice actually happened against how much was targeted, for the period being reported on.

 NOTES

Home Practice Family Update

Goes home with the week's practice plan, ready to send as printed or typed. No jargon — the grid already has the codes.

STUDENT	SKILL	FROM

THIS WEEK WE ARE PRACTICING AT HOME

In plain words, no codes.

.....

.....

.....

.....

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

SOMETHING TO CELEBRATE THIS WEEK

.....

.....

.....

A TIP THAT MIGHT HELP (FROM THE RESOURCE PAGE)

.....

.....

.....

QUESTIONS, OR ANYTHING THAT IS NOT WORKING

.....

.....

.....

.....

QUESTIONS? BEST WAY TO REACH ME	SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Month of Home Practice, Filled In

SAMPLE · INVENTED STUDENT

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

PRIYA S., SECOND GRADE (INVENTED) — SKILL (PAGE 6)

Skill: practice the target speech sound in words for 5–10 minutes, at least 5 days a week (invented) · **Family:** Mr. and Mrs. Osei, invented · **Case manager:** J. Alvarez, invented · set up on the family setup sheet (page 7)

WEEKLY HOME PRACTICE LOG, WEEK OF 9/14 (PAGE 9)

#	DAY	PRACTICED (CODE)	TIME	MINUTES	ENGAGEMENT	NOTE
1	Mon 9/14	Y	After dinner	8	3	Asked to read a second page.
2	Tue 9/15	Y	After dinner	7	2	Tired; finished anyway.
3	Wed 9/16	N	—	0	—	Practice game ran long.
4	Thu 9/17	Y	Before school	8	3	Tried a new set of words.
5	Fri 9/18	A	Car ride	5	2	Practiced out loud instead of the worksheet.
6	Sat 9/19	Y	Morning	9	3	Best session of the week.
7	Sun 9/20	N	—	0	—	Family travel.

SKILL AT HOME VERSUS SKILL AT SCHOOL (PAGE 15)

#	DATE	SETTING	WHAT WAS SEEN	OBS.
1	9/15	Small group	Used the target sound unprompted twice.	Y
2	9/17	Small group	Used the sound in one word during a game.	Y
3	9/18	Small group	Same sound, once, with one reminder.	Y

WHY THESE NUMBERS HOLD UP

Target was 5 days; the grid shows 4 full practices (Mon, Tue, Thu, Sat) and 1 adapted (Fri) — 4+1=5 days practiced out of 7 in the week, meeting the 5-day target with 2 days off. Three carryover checks fall on 9/15, 9/17 and 9/18, each the school day right after a practice session, and all three show the sound observed at school: 3 of 3. Nothing here says why 9/16 and 9/20 were skipped — that is what the troubleshooting page (page 14) is for if it becomes a pattern rather than an ordinary busy week.