

PreK Self-Help

SECTION 2 · TAKE THE DATA

PREK SELF-HELP DATA

DATA

Structured Self-Help Opportunity Trial Log

Set up the opportunity, then write down exactly what the child did before marking it — the mark only says how much support that response needed.

CHILD

EXAMINER

DATE / SETTING (CODE)

OPPORTUNITIES BELOW ARE A WORKING BANK — SWAP IN YOUR OWN

Routine-area codes (DR, FD, TH, CT) are defined on page 6.

#	OPPORTUNITY PRESENTED	TARGET RESPONSE (WHAT YOU'RE WATCHING FOR)	WHAT THE CHILD ACTUALLY DID (WRITE IT)	ROUTINE AREA (CODE)	MARK (I/M/P/NR)
1	A coat is handed to the child before going outside	Puts it on, or asks help with just the zipper			
2	Shoes are set out, untied, after naptime or arrival	Puts both shoes on the correct feet			
3	A pullover shirt or pants are set out during a change	Pulls the garment on or off with little help			
4	A zipper or large button is started for the child	Finishes zipping or buttoning			
5	A snack container with an easy-open lid is on the table	Opens it, or asks for help opening it			
6	A spoon or fork is placed by the child's plate	Uses the utensil to self-feed			
7	A small pitcher of water is placed within reach	Pours into own cup without spilling most of it			
8	A napkin is placed beside the plate at the end of a meal	Wipes own mouth or hands with it			
9	The child needs, or is taken to, the bathroom	Manages clothing at the toilet (pants down and up)			
10	Hands are wet at the sink with soap given	Follows the posted handwashing steps in order			
11	A paper towel or hand dryer is available after washing	Dries own hands			
12	A cleanup cue (song or timer) ends an activity	Puts materials away in the labeled spot			
13	A transition cue is given to move to the next activity	Moves on without a second prompt			
14	The class lines up to leave the room	Hangs up coat/backpack and joins the line			

THIS PAGE RECORDS WHAT HAPPENED, NOT A SCORE

Write down exactly what the child did before marking it — the mark only says how much support that response needed, never whether the child "can" or "cannot" do something. Add the session totals to the frequency tally (page 10) when the log is done.

PreK Self-Help and Adaptive Skills Progress Monitoring Data Sheets

Page 11 of 21

BRIGHT PATH SPED

PREK SELF-HELP DATA

PreK Daily Self-Help Snapshot

across every routine area, best filled at the end of each day in a few seconds — the detail is on this one.

WEEK OF

SETTING MOST DAYS

TUE	WED	THU	FRI	NOTES

ON THIS PAGE (TRIAL LOG)

Support level that day - NOT given - NOT that day.

QUICK, NOT DETAILED

The frequency tally (page 10) and the opportunity trial log (page 11) carry the detail; this page is a fast whole-week glance across every routine area on a day there is no time for either.

PAGE 11) WHEN

or NOT OBSERVED for most of a week in a row.

Reduce the support level for a routine.

coming up and the team wants real trial-by-trial detail behind the

and the team wants to watch it closely at first.

ta Sheets

Page 12 of 21

BRIGHT PATH SPED

BRIGHT PATH SPED



What Is Inside, and Where

21 pages: three sections, a worked example and a back page. Nothing here states an age a skill “should” appear by, names a condition, or describes a physical-prompt technique; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE **4**

01 Set Up the Caseload

PAGES 6–8



**Code Key: Routine
Areas, Support
Levels and
Settings**
SETUP **6**



**PreK Self-Help
Caseload Roster**
ROSTER **7**



**Binder Cover and
Divider Tabs**
SETUP **8**

02 Take the Data

PAGES 10–13



**Daily / Weekly
Self-Help
Frequency Tally**
DATA **10**



**Structured Self-
Help Opportunity
Trial Log**
DATA **11**



**Quick Daily Self-
Help Snapshot**
CHECKLIST **12**



**Paraprofessional
and General
Education Self-
Help Form**
DATA **13**

03 Track, Report and Share

PAGES 15–20



**Cumulative Self-
Help Tracker**
TRACKER **15**



Progress Graph
TRACKER **16**



**Quarterly
Progress
Summary**
REPORTING **17**



**Family Update —
Self-Help and
Adaptive Skills**
NOTES **18**



**Progress Note
Phrase Bank**
REFERENCE **19**



**A Week of Data,
Filled In**
EXAMPLE **20**

QUICK LEGEND — ROUTINE-AREA CODES USED THROUGHOUT

DR Dressing (Putting on or taking off a coat, shoes, or pullover clothing; managing a zipper or large button) · **FD** Feeding / mealtime (Opening a container, using a utensil, pouring, and cleaning up after eating) · **TH** Toileting / hygiene routine (Managing clothing at the toilet, following the handwashing steps, and drying hands) · **CT** Cleanup / transition (Putting materials away, moving between activities, and the cubby or line-up routine). Full code key, including support-level and setting codes, on page 6.



START HERE

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the marks themselves are faster with a pen.



1

Set up once

Define the routine-area, support-level and setting codes (page 6) as a team before the first session, 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

Collect every session

Pick the form that fits the moment: the weekly tally, the opportunity trial log, the quick daily snapshot, or the para/gen-ed form (pages 10–13).

The snapshot is the fast version for a day with no time for detail; the trial log is the detailed version for a planned routine.



3

Roll up and share

Copy the percent onto the tracker (page 15) the same week, and plot the graph (page 16) regularly.

The family update (page 18) and the phrase bank (page 19) are ready to use as soon as a week 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

Not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not compute a percent or decide what counts as a routine being completed. 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 single shared self-care log inside **Preschool and Early Childhood Progress Monitoring Data Sheets Editable** — one 8-row table, half a shared page among four developmental areas. This is the self-help-only, deeper companion: a weekly tally, a trial log, a daily snapshot and a para/gen-ed form, across four routine areas. Also not **Functional Living Skills and Adaptive Behavior Data Sheets Editable**, the school-age sibling built around six broader domains (household, community, money/safety, leisure), and not **Life Skills and Daily Living Data Sheets Editable**, which is curriculum/task-analysis planning content, not a data file. Use this one for a PreK self-help goal written in terms of dressing, feeding, toileting/hygiene, or cleanup/transition.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark records only what the adult actually saw — never a score, a condition name, or a referral rule, and never a physical-prompt technique (a “P” mark just shows a prompt was given; the team notes what kind). No page states an age a routine “should” appear by; the team writes every criterion 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 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

Take the Data

Four different ways to collect the same kind of data — a weekly frequency tally by routine area, a structured opportunity trial log, a fast daily snapshot across every routine, and a plain-words form for whoever is in the room who is not the case manager.

IN THIS SECTION

Daily / Weekly Self-Help Frequency Tally	10
Structured Self-Help Opportunity Trial Log	11
Quick Daily Self-Help Snapshot	12
Paraprofessional and General Education Self-Help Form	13



DATA

Structured Self-Help Opportunity Trial Log

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CHILD

EXAMINER

DATE / SETTING (CODE)

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Routine-area codes (DR, FD, TH, CT) are defined on page 6.

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7	A small pitcher of water is placed within reach	Pours into own cup without spilling most of it			
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THIS PAGE RECORDS WHAT HAPPENED, NOT A SCORE

Write down exactly what the child did before marking it — the mark only says how much support that response needed, never whether the child “can” or “cannot” do something. Add the session totals to the frequency tally (page 10) when the log is done.



CHECKLIST

Quick Daily Self-Help Snapshot

A fast whole-week glance across every routine area, best filled at the end of each day in a few seconds — the detail lives on the two pages before this one.

CHILD (INITIALS)

WEEK OF

SETTING MOST DAYS

ROUTINE AREA	MON	TUE	WED	THU	FRI	NOTES
DR · Dressing	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
FD · Feeding / mealtime	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
TH · Toileting / hygiene routine	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
CT · Cleanup / transition	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	

WHAT Y / N / NOT OBSERVED MEANS ON THIS PAGE (A QUICKER CODE SET THAN THE TRIAL LOG)

Y completed with the child's typical support level that day ·
 N not completed, though an opportunity was given · **NOT OBSERVED** no real opportunity came up that day.

QUICK, NOT DETAILED

The frequency tally (page 10) and the opportunity trial log (page 11) carry the detail; this page is a fast whole-week glance across every routine area on a day there is no time for either.

MOVE TO THE DETAILED TRIAL LOG (PAGE 11) WHEN

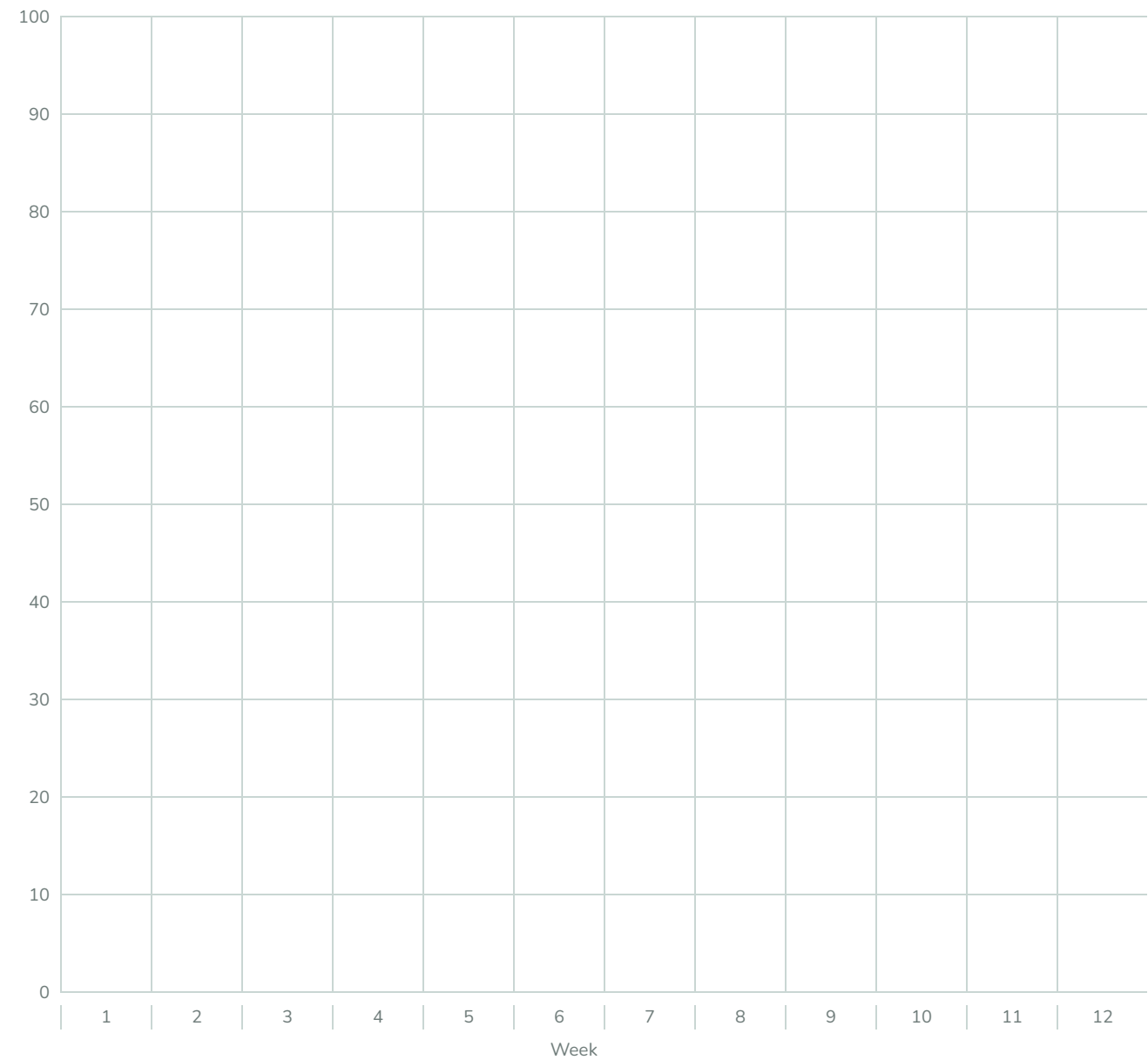
- ☐ A routine area has been marked N or NOT OBSERVED for most of a week in a row.
- ☐ The team is deciding whether to reduce the support level for a routine.
- ☐ A quarterly summary or a meeting is coming up and the team wants real trial-by-trial detail behind the snapshot.
- ☐ A new routine step is being introduced and the team wants to watch it closely at first.

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM

PERCENT INDEPENDENT ON THE TRACKED ROUTINE AREA — LABEL IT



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

Reading it: a line climbing across sessions is increasing independence. Three points flat or falling in a row: check the frequency tally (page 10) for what changed.

EXAMPLE

A Week of Data, Filled In

PERSON

SAMPLE · INVENTED STUDENT

OPPORTUNITY TRIAL LOG (PAGE 11) — MATEO, INVENTED FOUR-YEAR-OLD

OPPORTUNITY	WHAT THE CHILD DID	MARK
A coat is handed to the child before going outside	Zipped the coat after putting both arms in, no help with the zipper	I
Shoes are set out, untied, after naptime or arrival	Put both shoes on the correct feet without a model	I
A snack container with an easy-open lid is on the table	Opened it after watching an adult open an identical one first	M
A paper towel or hand dryer is available after washing	Dried hands after watching an adult dry theirs first	M
A cleanup cue (song or timer) ends an activity	Put the blocks away in the labeled bin without being asked twice	I
The class lines up to leave the room	Walked past the cubby and joined the line without stopping	NR

3 of 6 opportunities marked independent (I); 2 modeled; 1 with no response — 50 percent independent this session.

FREQUENCY TALLY (PAGE 10), ONE WEEK

AREA	MON	TUE	WED	THU	FRI	WEEK TOTAL
DR	3	3	4	3	4	17
FD	2	1	2	2	1	8
TH	1	1	1	0	1	4
CT	2	2	1	2	3	10

39 total self-help opportunities completed this week across all four routine areas; dressing (17) and cleanup/transition (10) were the most frequent.

QUICK DAILY SNAPSHOT (PAGE 12), SAME WEEK

AREA	MON	TUE	WED	THU	FRI
DR	Y	Y	Y	Y	Y
TH	Y	Y	N	Y	Y
CT	N	Y	Y	N	Y

Cleanup/transition dipped Monday and Thursday — the same two lower-opportunity days visible on the frequency tally above. Dressing was marked Y every day, matching the highest count on that same chart; nothing on this quick page contradicts the detailed forms it summarizes.

TRACKER EXCERPT (PAGE 15), DRESSING (DR)

#	WEEK	1	2	3	4
1	Week of	9/2	9/9	9/16	9/23
2	% independent	30%	40%	45%	50%
3	Setting	C	C	C	C

Four weeks shown; week 4 (9/23) is the same session as the trial log at left — both read 50 percent.

THE DECISION, WRITTEN ON THE TRACKER WITH THE WEEK NUMBER

Dressing rose from 30 to 50 percent independent across four weeks — a rising trend, no change needed yet. Cleanup/transition stayed the most frequent routine observed; the team’s note for week 4: keep the current support level on toileting/hygiene and recheck in two weeks. The para/gen-ed form (page 13) will carry the same two weeks while the case manager is out of the room for part of each day, so nothing is missed between sessions.