

A chooser, a caseload roster, and three simple data sheets across four developmental areas — communication, fine and gross motor, self-care and adaptive, social-emotional and play — plus a tracker, a graph and a family update note. Fillable PDF.

[illegible]

EXAMPLE A Data Sheet and Tracker, Filled In

Remi is inverted, and so is every mark on this page. Notice the decision at the bottom came from cells already written, not a feeling about the work.

Communication data sheet (page 5) — Remi, invented four-year-old, requesting “more” with an AAC picture card

Area: Communication Model(s) used: AAC. Setting: most days: Classroom, snack and circle time

DATE	SKILL	MODE	LEVEL	PROMPT (if P)	NOTES
9/8	Points to a picture to request “more”	AAC	P	model	Two models, then pointed
9/9	Points to a picture to request “more”	AAC	I	—	First independent try
9/11	Points to a picture to request “more”	AAC	I	—	—
9/15	Points to a picture to request “more”	AAC	I	—	During snack
9/18	Points to a picture	AAC	I	—	—

Tracker (page 8), same five sessions

WEEK	1	2	3	4	5
Week of	9/8	9/9	9/11	9/15	9/18
Level	P	I	I	I	I
Setting	C	C	C	C	C

4 of 5 weeks show I; only week 1 needed a model.

All five sessions in the classroom — not yet checked at home or in a pull-out session, so the next step is a try in a second setting, not a new skill.

Two minutes of reading. Shorter than the school-age data files on purpose: one page to choose the sheet, one page to fill in every field.

IF YOU ARE WATCHING	USE	WHERE
A communication skill: requesting, commenting, following directions, imitating sounds, using words, gestures, sign or an AAC system	Communication Skills Data Sheet	Page 5
A fine motor skill (grasp, cutting, stacking, drawing) or a gross motor skill (walking, climbing, catching, balance)	Motor Skills Data Sheet	Page 6
A self-care or daily-routine skill: washing hands, putting on a coat, using utensils, a toileting routine step	Self-Care and Social-Emotional / Play Checklist (top half)	Page 7
A social-emotional or play skill: turn-taking, joining play, following a group routine, calming with support	Self-Care and Social-Emotional / Play Checklist (bottom half)	Page 7
Any area, across the term	Tracker and graph	Pages 8, 9

- 1 Open this file in a PDF reader**, not a browser preview pane. Adobe Acrobat Reader is free and behaves best; Preview on a Mac works.
- 2 Click any dotted rule, shaded box or empty cell and start typing.** Tab moves to the next field. Type the child, the skill and the headers once; the level codes are faster with a pen during the day.
- 3 Use Save As, once per child.** The original file stays blank.
- 4 Print at Actual size**, not Fit to page.

What this file is

A fillable PDF. The fields are built into the document, so it works offline with no account 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 or draw the graph. It is not a screening tool or a developmental checklist tied to an age; the skills watched are the ones on the IEP or plan, typed in by the team.

Confidentiality, in one paragraph

A filled-in sheet is a student record. Keep it in the classroom, the therapy room, or a program-approved folder — never on a table in the hallway, never photographed, never in a group text. Use initials on any page that leaves your hands; the family update note carries a first name only.

First time through: the order that works

1. Fill the Caseload Roster (page 4), one row per area.
2. Match each area to a sheet above and write the page number in.
3. Collect on the sheet; copy the weekly number onto the Tracker (page 8) and plot it on the Graph (page 9).
4. Send a Family Update Note (page 10) whenever there is something to share.

DATA

Communication Skills Data Sheet

Requesting, commenting, following directions, imitating sounds or signs, using words, gestures, sign or an AAC system — write the skill in, watch what happens.

CHILD (INITIALS)

MODE(S) USED (VERBAL, AAC, GESTURE, SIGN)

SETTING MOST DAYS

WHO IS WATCHING

DATE	SKILL (TYPE IT)	MODE (V / AAC / G / S)	LEVEL (I / P / NY)	PROMPT (IF P)	NOTES

Marking every sheet

I independent, no help needed · P with a prompt (write the prompt: gesture, model, verbal, physical) · NY not yet seen · – not attempted today. A skill at P for several weeks in a row is worth a look at the setup, not a longer wait.

Communication: skills this room is watching, and who watches each

Motor Skills Data Sheet

Fine motor (grasp, cutting, stacking, drawing) and gross motor (walking, climbing, catching, balance) on one sheet; mark which is which.

CHILD (INITIALS)

FINE (F) OR GROSS (G)
MOTOR, OR BOTH

SETTING MOST DAYS

WHO IS WATCHING

DATE	SKILL (TYPE IT)	TYPE (F / G)	LEVEL (I / P / NY)	PROMPT (IF P)	NOTES

Marking every sheet

I independent, no help needed · P with a prompt (write the prompt: gesture, model, verbal, physical) · NY not yet seen · – not attempted today. A skill at P for several weeks in a row is worth a look at the setup, not a longer wait.

Motor: skills this room is watching, and who watches each

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Self-Care and Social-Emotional / Play Checklist

Two short logs on one page: daily-routine and self-care skills, and social-emotional or play-based learning skills.

CHILD (INITIALS)

WEEK OF

SETTING MOST DAYS

SELF-CARE / ADAPTIVE

SKILL (TYPE IT: WASHING HANDS, COAT, UTENSILS, A ROUTINE STEP)	MON	TUE	WED	THU	FRI

SOCIAL-EMOTIONAL / PLAY

SKILL (TYPE IT: TURN-TAKING, JOINING PLAY, GROUP ROUTINE, CALMING WITH SUPPORT)	MON	TUE	WED	THU	FRI

Same marks as every sheet

I independent · P with a prompt (write which kind in the notes) · NY not yet seen · – not attempted that day. Two short logs, one page, so a snapshot of both areas is always next to each other; a skill can move from the top log to the bottom one, or back, and the page still reads the same way.

Progress Graph

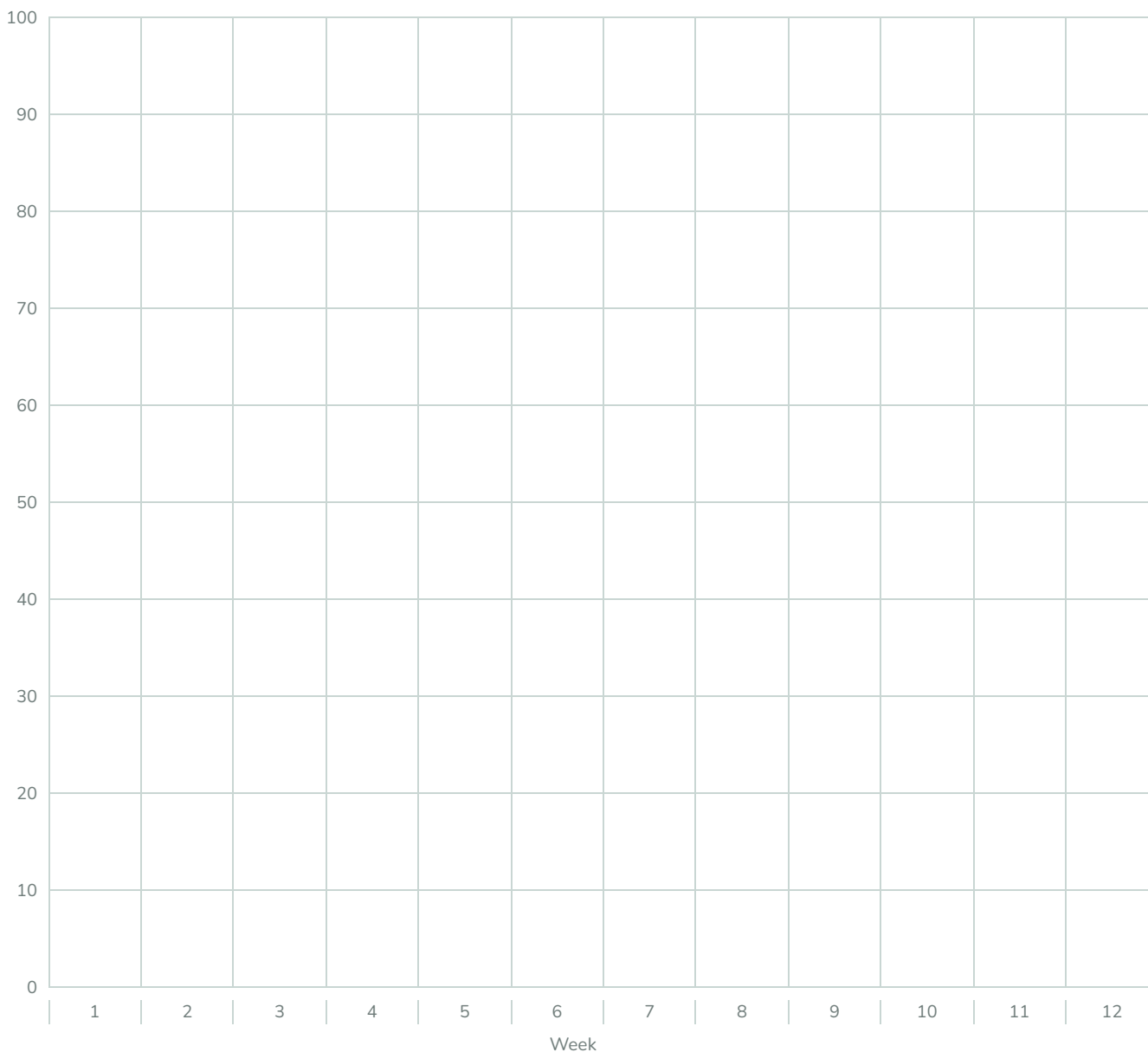
Plot the tracker. Draw the aim line first. A flat line for several weeks in a row is worth a look, not a longer wait.

STUDENT

GOAL (SHORT)

CRITERION / AIM

LEVEL OR COUNT, BY WEEK — LABEL IT



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

EXAMPLE

A Data Sheet and Tracker, Filled In

Remi is invented, and so is every mark on this page. Notice the decision at the bottom came from cells already written, not a feeling about the week.

Communication data sheet (page 5) — Remi, invented four-year-old, requesting “more” with an AAC picture card

Area: Communication · Mode(s) used: AAC · Setting most days: Classroom, snack and circle time

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9/18	Points to a picture to request “more”	AAC	I	–	–

First try (9/8) needed a model; every try after that (9/9 through 9/18) is I. 4 of 5 sessions independent on the sheet.

Tracker (page 8), same five sessions

WEEK	1	2	3	4	5
Week of	9/8	9/9	9/11	9/15	9/18
Level	P	I	I	I	I
Setting	C	C	C	C	C

4 of 5 weeks show I; only week 1 needed a model. All five sessions in the classroom — not yet checked at home or in a pull-out session, so the next step is a try in a second setting, not a new skill.

The decision that followed, written on the tracker with the week number

Requesting “more” with the AAC card moved from a model to independent in one session and held for four more. The team’s note for week 5: “try the same card at home” — sent on the family update note (page 10) — and add a second AAC target once a home or therapy-room check confirms it generalized. No new skill was added before that check.