

PT GROSS MOTOR AND MOBILITY DATA SHEETS

Seven PT-specific data sheets (gait training log, balance and range-of-motion trial data, functional mobility skills tracking, session, task analysis, and consultation log), attendance and make-up log, adaptive equipment and mobility device log, tracker and graph, quarterly summary, home program note, and a filled example. No OT content. Fillable PDF.

PT GROSS MOTOR / MOBILITY Which Sheet for Which Goal

Match the goal's wording to a sheet once, in September, and write the page number on the roster. After that nobody has to think about it.

DATA Gait Training Log

Distance or time, assistance level, device and surface, session by session. Define the assistance scale once, then log every trial against it.

DATA Balance and Range of Motion Trial Data Sheet

Top: static or dynamic balance trials, timed or scored. Bottom: a joint range-of-motion table for the same student, filled in by the therapist who measured it.

DATA Functional Mobility Skills Tracking Sheet

One session, seven functional skills. Rate against the four levels you defined on page 5, and note the surface, the device and the assistance given.

TRACKING Cumulative Tracker

One goal, thirty-six sessions. The date, the level or prompt, and the number from each data sheet, copied here so the trend is on one line.

TRACKING Progress Graph

Plot the tracker. The aim line is the criterion from the IEP; the dots are the sessions. Three dots below the line in a row is a conversation, not a wait.

EXAMPLE A Gait Log and a Balance Sheet, Filled In

An invented fourth grader and an invented PT. Every mark is made up. Notice how little writing it took and how much the note still says.

Gait training log (page 10) — Malik T., grade 4 (invented)

Criterion from the IEP: ambulates 75 feet with a single-point cane at stand-by assist, on three consecutive sessions.

Device: walker, wearing to cane.

DATE	SURFACE	DEVICE	DISTANCE / TIME	ASSISTANCE LEVEL	REST BREAKS	NOTES
9/3	Hallway, tile	Walker	40 ft	Mod A	1, mid-point	
9/9	Hallway, tile	Walker	50 ft	Mod A	1, mid-point	
9/16	Ramp, carpet	Walker	60 ft	Min A	1, mid-point	
9/23	Hallway, tile	Walker	70 ft	Min A	1, mid-point	
9/30	Playground, blacktop	Cane	75 ft	CSA	1, mid-point	
10/7	Hallway, tile	Cane	85 ft	SBA	1, mid-point	

Distance rose every session, 40 to 85 feet, and assistance moved across the block, from moderate assist in September to contact-guard by 9/30, when the device also changed from walker to cane. Session 6 (10/7) is the first to reach 85 feet with the cane at stand-by assist, meeting the criterion's distance, device and assistance level all at once for the first time — one session toward the three in a row the criterion asks for, not met yet.

Balance and ROM trial data (page 11) — two rows, 9/16

DATE	TASK	1	2	3	BEST	ASSISTANCE
9/16	Single-limb stance, right	6 sec	9 sec	8 sec	9	CGA
DATE	JOINT / MOTION	RIGHT	LEFT	TYPICAL RANGE NOTED ON THE EVAL	NOTES	
9/16	Ankle dorsiflexion	8°	6°	0-20°	-	

Every sentence above came from a cell that was already written: the device and assistance columns show the wearing plan is working, the distance column shows the number is climbing, and the balance and range rows show the two measures a therapist would check before dropping a device further. The quarterly summary in November is a copying job.

Why this is enough

Every sentence above came from a cell that was already written: the device and assistance columns show the weaning plan is working, the distance column shows the number is climbing, and the balance and range rows show the two measures a therapist would check before dropping a device further. The quarterly summary in November is a copying job.

Functional mobility skills tracking (page 12) — two rows, 9/30

SKILL AREA	WHAT WAS OBSERVED	RATING	SURFACE / DEVICE	ASSISTANCE
Ascends stairs	6 steps, one hand on rail, paused at step 4	2	Stairwell, no device	CSA
Sit to stand	From a standard chair, no push-off with arms	3	Classroom chair	SBA

Fillable PDF

21 Pages

Type or Print

Filled Example

Which Sheet for Which Goal

Match the goal's wording to a sheet once, in September, and write the page number on the roster. After that nobody has to think about it.

IF THE GOAL SAYS	USE	WHERE
"will ambulate ___ feet / ___ minutes with ___ device and ___ assistance" / "will increase gait distance on ___ surface"	Gait training log	Page 10
"will complete the ___ transfer with no more than ___ prompts" / "will independently follow the steps to"	Task analysis sheet with prompt levels	Page 9
"will maintain single-limb stance for ___ seconds" / "will maintain balance during ___" / "will demonstrate ___ degrees of range at the ___"	Balance and range-of-motion trial data sheet	Page 11
"will ascend / descend stairs" / "will transfer wheelchair to mat or chair" / "will navigate uneven or varied surfaces"	Functional mobility skills tracking sheet	Page 12
Donning, doffing, fit or condition of a brace, walker, cane, gait belt or wheelchair	Adaptive equipment and mobility device log	Page 13
Consultation minutes, push-in visits, teacher requests	Consultation log	Page 14
Any goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 15, 16, 18

What this file is not

Not a therapy program, not a home exercise program, not goals, and not an evaluation. Nothing here says which prompt to use, when to fade it, what device or brace a student should have, or how to handle a student; you write those in, from the IEP and your own judgment. The sheets only make sure the number gets written down.

The three habits the file assumes

- ☐ The criterion from the IEP is written at the top of every data sheet before the first trial.
- ☐ The number goes from the data sheet to the tracker (page 15) the same day.
- ☐ The make-up log (page 7) is updated the day a session is missed, not at the end of the month.

How the paper moves

WHEN	WHAT
Every session	One data sheet (8 to 13) or the consultation log (14), one half of a session-notes page (17), attendance ticked (7)
Every week	Numbers onto the tracker (15); home note (19) for whoever needs one; equipment log (13) if anything moved
Every quarter	Graph (16) plotted, quarterly summary (18) written from it, make-up log totaled

MONTHLY Attendance and Make-Up Log

THERAPIST

**CODES: A ABSENT · S SCHOOL EVENT ·
T THERAPIST OUT · R REFUSED /
UNAVAILABLE**

Owed is the IEP's number for this month, not a guess

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Distance or time, assistance level, device and surface, session by session. Define the assistance scale once, then log every trial against it.

STUDENT

GOAL (SHORT)

DEVICE (IF ANY)

CRITERION

ASSISTANCE LEVEL		WHAT IT LOOKS LIKE FOR THIS GOAL (WRITE IT BEFORE THE FIRST TRIAL)				
I — independent						
SBA — stand-by assist						
CGA — contact guard assist						
Min / Mod / Max A — minimal, moderate or maximal assist						

DATE	SURFACE	DEVICE	DISTANCE / TIME	ASSISTANCE LEVEL	REST BREAKS	NOTES

Distance or time, pick one and hold it

Feet walked or minutes ambulating — write which one goes to the tracker at the top of this sheet in September and do not switch. The surface and device columns matter as much as the number: forty feet in a quiet hallway with a walker and forty feet on grass with no device are different students.

Surfaces and devices in rotation this quarter

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Balance and Range of Motion Trial Data Sheet

Top: static or dynamic balance trials, timed or scored. Bottom: a joint range-of-motion table for the same student, filled in by the therapist who measured it.

STUDENT

GOAL (SHORT)

POSITION (STATIC /
DYNAMIC)

CRITERION

DATE	TASK (SINGLE-LIMB STANCE, TANDEM, REACHING, ETC.)	1	2	3	BEST	ASSISTANCE

RANGE OF MOTION (DEGREES, MEASURED BY THE THERAPIST)

DATE	JOINT / MOTION	RIGHT	LEFT	TYPICAL RANGE NOTED ON THE EVAL	NOTES

Best, or average, but decide once

Some balance goals are written as a best trial, some as a typical one; write which one goes to the tracker at the top of this sheet. Range of motion is measured by the therapist with the tool your practice uses; this table only holds the number, it does not name a technique.

Conditions this sheet was run under

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Functional Mobility Skills Tracking Sheet

One session, seven functional skills. Rate against the four levels you defined on page 5, and note the surface, the device and the assistance given.

STUDENT

DATE

OBSERVER

CRITERION

LEVEL	WHAT IT LOOKS LIKE FOR THIS GOAL (WRITE IT BEFORE THE FIRST RATING)			
1				
2				
3				
4				

SKILL AREA	WHAT WAS OBSERVED (IN OBSERVABLE WORDS)	RATING (PAGE-TOP LEVELS)	SURFACE / DEVICE	ASSISTANCE (PAGE 5)
Sit to stand				
Wheelchair to chair or mat transfer				
Ascends stairs				
Descends stairs				
Floor to stand				
Navigates uneven or varied surfaces				
Community distance (hallway, cafeteria, playground)				
Other				
Other				

Seven skill areas, one page, one session

Rate only the rows this student's goals actually target; a dash in the rest is fine. These are grouped here because a single trip across the building usually touches several of them at once.

Route or task practiced this session

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EXAMPLE

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