

An individual session sheet, a group session sheet, a daily check-in / check-out log, a skill practice trial sheet and a coping strategy use log. Print and go.

COUNSELLING DATA

How to Use These Five Pages

Ninety seconds. Which sheet fits which goal, the anchors and marks all five sheets use, and the weekly habit that turns a column of selections into a sentence for the progress report.

Which sheet fits which goal?

THE GOAL SAYS

- "will use a coping strategy when frustrated, rated ... or better"
- "... quality, not a count"
- "will take turns," "will contribute to a group discussion," "will stay with the group activity"
- A Tier 2 check in / check-out student, or a goal about how the day starts and ends
- "will use ... or ... opportunities" ... something you can count

The situation and the outcome matter as much as the count

USE

- Individual session sheet
- Group session sheet
- Check-in / check-out log
- Skill practice trial sheet
- Coping strategy use log

PAGE

- 4
- 5
- 6
- 7
- 8

- 1 Write the criterion from the IEP at the top of the sheet before the first rating, and write what each rating band looks like for THIS goal (sheet). The same anchors are yours; nothing on these pages says what a 7 should be.
- 2 One goal, one sheet, the same sheet every session. Decide once whether a prompted response occurs as correct and whether a decision is in place. The anchor will change every session on your content.
- 3 Every week, read down the column. Four sessions at the same rating is a reason to change what you are doing, not a reason to wait for the quarter. The number you would quote in a progress report is already on the page.

Marks used on all five sheets

- + Used the skill when the chance came up
- The chance came up and the skill was not used
- 1 Independent — no reminder
- After a verbal reminder
- After the adult modeled or walked through it
- 0-6 No chance came up this session
- 0-6 Not observed (write why in the notes)

Percent = pluses + chances given. Prompted trials count as correct only if the goal says so. Two adults rating the same session should land within two points of each other, if they do not, the anchors need reworking, not the rating.

Rating anchors: write them once, before the first session

RATING	WHAT IT LOOKS LIKE FOR THIS GOAL (WRITE IT)
0-2	
3-5	
6-8	
9-10	

BRIGHT PATH SPED

Individual Session Data Sheet

One student, one session, every goal. The target, the skill practiced, a rating against your anchors or a trial count, the prompt level, and one line of notes.

STUDENT

DATE

LENGTH

SETTING CODE (PAGE 3)

GOAL / TARGET (SHORT)	SKILL PRACTICED (AS THE PLAN SAYS)	RATING 0-10	TRIALS + / -	PROMPT (I / V / M)	NOTES

Activity / materials

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Student response, in one line

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Next session

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DAILY Daily Check-In / Check-Out Log

Twelve rows for the students you see at arrival and dismissal. A morning rating, an afternoon rating, whether the day's goal was met, and who saw the student.

WEEK OF _____ ADULT(S) RUNNING CHECK-IN _____ RATING SCALE (PAGE 3 ANCHORS, OR THE PROGRAM'S) _____ GOAL MET MEANS (WRITE IT) _____

DATE	STUDENT	MORNING RATING	AFTERNOON RATING	GOAL MET? (Y / N)	ADULT INITIALS	ONE LINE (WHAT WAS DIFFERENT TODAY)

Same scale, same adult, same time

A morning rating from the counselor and an afternoon rating from a substitute are two different numbers. Write who rates, when, and against which anchors at the top, and keep it for the whole week. Goal met is whatever you wrote in the last header, not a feeling about the day.

Who was out, who covered, and what changed this week

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STUDENT

STRATEGY TAUGHT, AS WRITTEN IN THE PLAN

GOAL (USES PER OPPORTUNITIES, OR RATING)

[illegible]

“Asked for the break card, sat in the hall two minutes, came back and finished the page” is data. “Calmed down” is a guess. Write what happened after, even if it was not what the plan hoped. A chance that came up and was not taken gets a row too, with – in the prompt column.