

Caseload, schedule, attendance and make-up log, individual and group session sheets, a daily check-in / check-out log, skill practice trials, a coping strategy use log, consultation log, classroom check-in, tracker, graph, session notes, quarterly summary, family note. Fillable PDF.

[illegible]

BRIGHT PATH SPEED

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 use a coping strategy when frustrated, rated ___ or better" / "will demonstrate self-regulation" — quality, not a count	Individual session sheet, rated 0 to 10 against the anchors on page 5	Page 9
"will use ___ (the strategy on the plan) in ___ of ___ opportunities" — something you can count	Skill practice trial sheet; the coping strategy use log when the situation and the outcome matter	Pages 12, 13
"will take turns" / "will contribute to a group discussion" / "will stay with the group activity"	Group session sheet	Page 10
A Tier 2 check-in / check-out student, or a goal about how the day starts and ends	Daily check-in / check-out log	Page 11
"will ask for help in class" / "will use the break card in the classroom" — the goal lives in the room, not in your office	Classroom check-in for the teacher, one week at a time	Page 15
Consultation minutes, family calls, team meetings, outside contacts	Consultation and contact log	Page 14
Any goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 16, 17, 19

What this file is not

Not a counseling curriculum, not a lesson bank, not an assessment, and not a crisis plan. Nothing here says which strategy to teach, how to respond to a student, or what a rating should be; you write those in, from the IEP or the plan 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 rating.
- ☐ The rating or percent goes from the data sheet to the tracker (page 16) the same day.
- ☐ The make-up log (page 8) 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 (9 to 13), one half of a session-notes page (18), attendance ticked (8)
Every day	Check-in / check-out log (11) for the students on that program; consultation log (14) for any contact that happened
Every week	Ratings onto the tracker (16); classroom check-in (15) out to one teacher; family note (20) for whoever needs one
Every quarter	Graph (17) plotted, quarterly summary (19) written from it, make-up log totaled

STUDENT	DATE	LENGTH	SETTING CODE (PAGE 5)
---------	------	--------	-----------------------

[illegible]

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 5 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

STUDENT	STRATEGY TAUGHT, AS WRITTEN IN THE PLAN	GOAL (USES PER OPPORTUNITIES, OR RATING)
---------	---	--

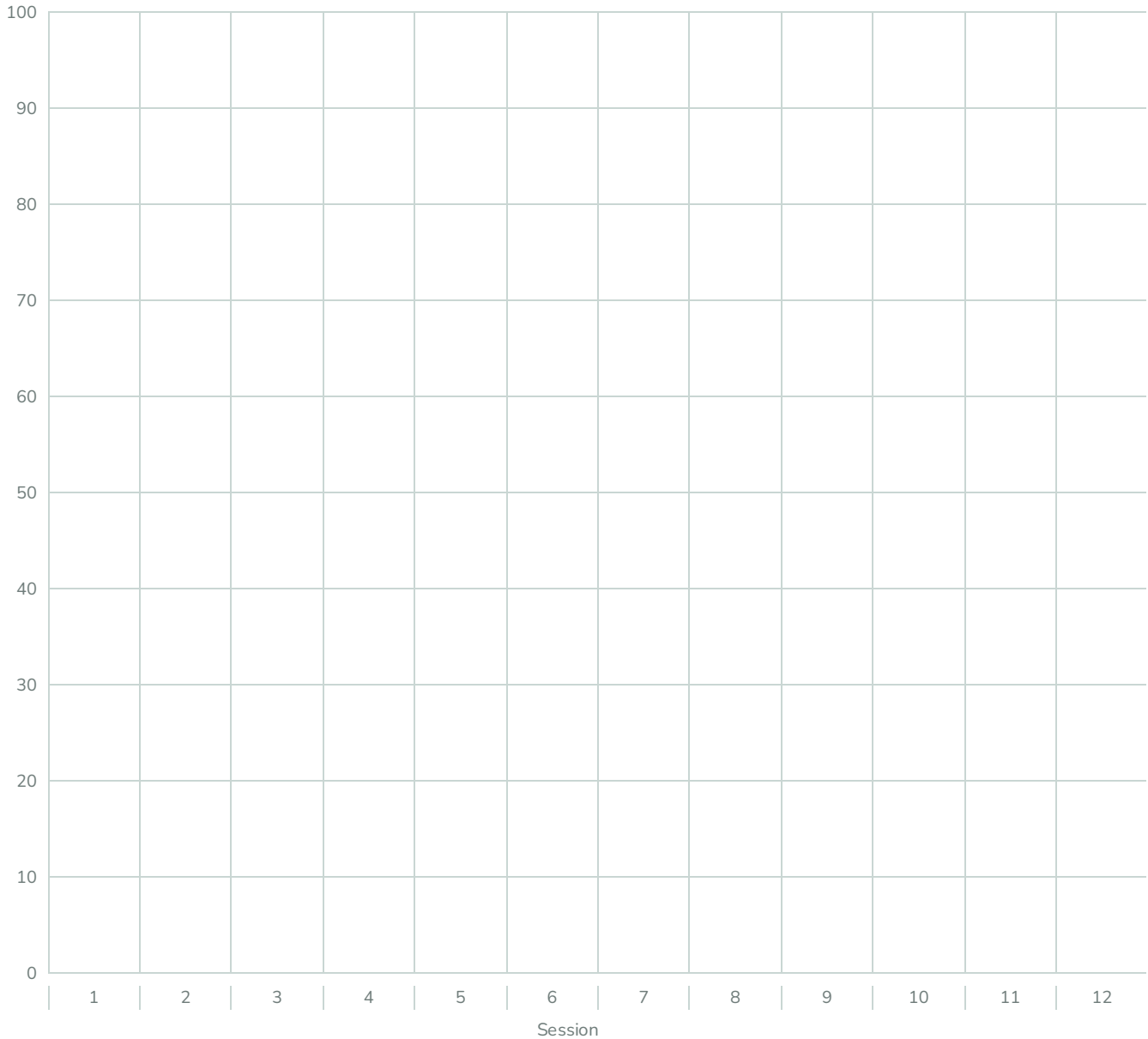
Progress Graph

Plot the tracker. Draw the aim line at the criterion first; a rating is plotted at ten times its value. The rules for what three points in a row mean are on page 16.

STUDENT

GOAL (SHORT)

CRITERION / AIM

RATING X 10, PERCENT, OR COUNT — LABEL IT


SESSION	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Rating / %												
Aim line												

EXAMPLE

Eight Rated Sessions and a Check-In Week, Filled In

Lena is invented, and so is every number. Notice that the status and the next step came from cells that were already written, not from how the sessions felt.

Tracker (page 16) — Lena, grade 5, coping-strategy goal (invented)

Goal (short): uses the break-card strategy written in her plan when frustrated, rated 0 to 10 against the anchors on page 5 · **Criterion from the IEP:** rated 7 or higher on four consecutive sessions · **Aim line:** 7 (plotted at 70 on page 17)

SESSION	1	2	3	4	5	6	7	8
Date	9/8	9/10	9/15	9/17	9/22	9/24	9/29	10/1
Setting	IND	IND	GRP	IND	GRP	IND	GRP	IND
Rating	3	4	4	6	5	7	7	8

Ratings add to 44 over 8 sessions, average 5.5. Sessions 6, 7 and 8 (7, 7, 8) are the first three in a row at or above the aim line; the criterion asks for four, so the status is SP, not MET. The page 16 rule for three at or above: check the skill in a second setting, so the classroom check-in (page 15) goes out for the week of 10/5. Session 5 dipped to 5 in a group session.

Check-in / check-out week (page 11), week of 9/28, and the quarterly summary row (page 19)

DAY	MORNING	AFTERNOON	GOAL MET (AFTERNOON 6 OR HIGHER)	ADULT	ONE LINE
Mon 9/28	5	6	Y	RM	Slow start; used the card once in math
Tue 9/29	4	5	N	RM	Substitute in homeroom; card stayed in the desk
Wed 9/30	6	7	Y	RM	Asked for the break before the test, no reminder
Thu 10/1	6	6	Y	RM	Group day; one reminder at recess
Fri 10/2	7	8	Y	RM	No reminders

Goal met 4 of 5 days (80%). Morning average $28 \div 5 = 5.6$; afternoon average $32 \div 5 = 6.4$, higher than the morning every day but Thursday, which tied. The one N is the substitute day (notes card, page 11).

GOAL (SHORT)	BASELINE (DATE)	CURRENT LEVEL (DATE)	STATUS	ONE SENTENCE FOR THE REPORT
Break-card strategy, rated 0–10	3 (9/8)	8 (10/1); last three sessions 7, 7, 8	SP	Three consecutive sessions at or above the criterion of 7; classroom check-in sent 10/5.

Session note (page 18) — 10/1

Targeted, and the data: break-card strategy, individual, 30 minutes, rated 8: asked for the break during a timed task with no reminder and came back on her own.

Response: the card is easier to use in math than at recess. **Plan:** keep it; classroom check-in for the week of 10/5; family note home.

Why this is enough

Every decision on this page came from a number that was already written: the status from three rows at or above 7, the check-in request from the rule on page 16. Nothing here says why Lena gets frustrated; it says whether the strategy on her plan was used, and how it was rated.