

# TASK ANALYSIS DATA SHEETS

Three task analysis layouts — 12 steps by 8 sessions, 6 by 12, or 20 by 5 — a chaining tracker that turns one row per step into a sessions-to-independent count, the daily living routine checklist, a prompt code key with a step-writing guide, and a filled example. Fillable PDF.

**DATA Task Analysis Data Sheet: 12 Steps by 8 Sessions**

One routine broken into up to twelve steps, eight sessions across. Write the most help each step needed. The bottom rows count the I's.

| STUDENT | ROUTINE                                 | CRITERION FROM THE IEP | PROMPTS THAT COUNT AS CORRECT |    |    |    |    |    |    |
|---------|-----------------------------------------|------------------------|-------------------------------|----|----|----|----|----|----|
| #       | STEP (IN THE ORDER IT HAPPENS, TYPE IT) | S1                     | S2                            | S3 | S4 | S5 | S6 | S7 | S8 |
| 1       |                                         |                        |                               |    |    |    |    |    |    |
| 2       |                                         |                        |                               |    |    |    |    |    |    |
| 3       |                                         |                        |                               |    |    |    |    |    |    |
| 4       |                                         |                        |                               |    |    |    |    |    |    |
| 5       |                                         |                        |                               |    |    |    |    |    |    |
| 6       |                                         |                        |                               |    |    |    |    |    |    |
| 7       |                                         |                        |                               |    |    |    |    |    |    |
| 8       |                                         |                        |                               |    |    |    |    |    |    |
| 9       |                                         |                        |                               |    |    |    |    |    |    |
| 10      |                                         |                        |                               |    |    |    |    |    |    |
| 11      |                                         |                        |                               |    |    |    |    |    |    |
| 12      |                                         |                        |                               |    |    |    |    |    |    |

**DATA Task Analysis Data Sheet: 6 Steps by 12 Sessions**

Six steps by twelve sessions, for the routines that are short and happen often: hanging up a coat, setting a place, clocking in. Same codes, longer line.

| STUDENT           | ROUTINE (SIX STEPS OR FEWER) | CRITERION FROM THE IEP | PROMPTS THAT COUNT AS CORRECT |   |   |   |   |   |   |   |    |    |    |
|-------------------|------------------------------|------------------------|-------------------------------|---|---|---|---|---|---|---|----|----|----|
| #                 | STEP (TYPE IT)               | 1                      | 2                             | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1                 |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |
| 2                 |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |
| 3                 |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |
| 4                 |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |
| 5                 |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |
| 6                 |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |
| Date              |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |
| Setting           |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |
| Steps independent |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |
| Percent           |                              |                        |                               |   |   |   |   |   |   |   |    |    |    |

CRITERION FIRST REACHED (SESSION) HELD FOR ... SESSIONS IN A ROW HELD INDEPENDENT THROUGH THE

**DATA Task Analysis Data Sheet: 20 Steps by 5 Sessions**

Twenty small steps, five sessions across, for the routine a six- or twelve-column grid would crowd: full outdoor gear, a longer hygiene or meal sequence.

| STUDENT | ROUTINE (UP TO TWENTY STEPS) | CRITERION FROM THE IEP | PROMPTS THAT COUNT AS CORRECT |    |    |    |
|---------|------------------------------|------------------------|-------------------------------|----|----|----|
| #       | STEP (TYPE IT)               | S1                     | S2                            | S3 | S4 | S5 |
| 1       |                              |                        |                               |    |    |    |
| 2       |                              |                        |                               |    |    |    |
| 3       |                              |                        |                               |    |    |    |
| 4       |                              |                        |                               |    |    |    |
| 5       |                              |                        |                               |    |    |    |
| 6       |                              |                        |                               |    |    |    |
| 7       |                              |                        |                               |    |    |    |
| 8       |                              |                        |                               |    |    |    |
| 9       |                              |                        |                               |    |    |    |
| 10      |                              |                        |                               |    |    |    |
| 11      |                              |                        |                               |    |    |    |
| 12      |                              |                        |                               |    |    |    |
| 13      |                              |                        |                               |    |    |    |
| 14      |                              |                        |                               |    |    |    |
| 15      |                              |                        |                               |    |    |    |
| 16      |                              |                        |                               |    |    |    |
| 17      |                              |                        |                               |    |    |    |
| 18      |                              |                        |                               |    |    |    |
| 19      |                              |                        |                               |    |    |    |
| 20      |                              |                        |                               |    |    |    |

**TRACKING Chaining Tracker**

One routine, twelve step rows. Not a session across the columns — a step down the rows, with the sessions it took to reach independence and whether it held.

| STUDENT | ROUTINE                                 | PROMPTS THAT COUNT AS CORRECT | HOW OFTEN MAINTENANCE IS CHECKED (WEEKLY, MONTHLY) |                         |                  |                                     |
|---------|-----------------------------------------|-------------------------------|----------------------------------------------------|-------------------------|------------------|-------------------------------------|
| #       | STEP (IN THE ORDER IT HAPPENS, TYPE IT) | DATE TAUGHT                   | PROMPT AT START                                    | SESSIONS TO INDEPENDENT | DATE INDEPENDENT | MAINTENANCE CHECK (DATE / STILL IT) |
| 1       |                                         |                               |                                                    |                         |                  |                                     |
| 2       |                                         |                               |                                                    |                         |                  |                                     |
| 3       |                                         |                               |                                                    |                         |                  |                                     |
| 4       |                                         |                               |                                                    |                         |                  |                                     |
| 5       |                                         |                               |                                                    |                         |                  |                                     |
| 6       |                                         |                               |                                                    |                         |                  |                                     |
| 7       |                                         |                               |                                                    |                         |                  |                                     |
| 8       |                                         |                               |                                                    |                         |                  |                                     |
| 9       |                                         |                               |                                                    |                         |                  |                                     |
| 10      |                                         |                               |                                                    |                         |                  |                                     |
| 11      |                                         |                               |                                                    |                         |                  |                                     |
| 12      |                                         |                               |                                                    |                         |                  |                                     |

One row per step, not per session Maintenance means checked again later, not just

**DATA Daily Living Routine Checklist**

Two routines that happen every day in the same place: arrival, hygiene, a meal, clean-up. Type the steps once; write a prompt code per step per day.

| STUDENT                           | WEEK OF                                    | SETTING (S / H / C / W) |                               |     |     |     |
|-----------------------------------|--------------------------------------------|-------------------------|-------------------------------|-----|-----|-----|
| ROUTINE A                         | ROUTINE (ARRIVAL, HYGIENE, MEAL, CLEAN-UP) | TIME OF DAY / PLACE     | PROMPTS THAT COUNT AS CORRECT |     |     |     |
| #                                 | STEP (TYPE IT)                             | MON                     | TUE                           | WED | THU | FRI |
| 1                                 |                                            |                         |                               |     |     |     |
| 2                                 |                                            |                         |                               |     |     |     |
| 3                                 |                                            |                         |                               |     |     |     |
| 4                                 |                                            |                         |                               |     |     |     |
| 5                                 |                                            |                         |                               |     |     |     |
| 6                                 |                                            |                         |                               |     |     |     |
| 7                                 |                                            |                         |                               |     |     |     |
| Steps independent (count the I's) |                                            |                         |                               |     |     |     |
| Initials                          |                                            |                         |                               |     |     |     |
| ROUTINE B                         | ROUTINE (ARRIVAL, HYGIENE, MEAL, CLEAN-UP) | TIME OF DAY / PLACE     | PROMPTS THAT COUNT AS CORRECT |     |     |     |

**EXAMPLE A Lunch Routine, Filled In**

Key is invented, fifth grade, and so is every mark. The chaining tracker rows on the right were read straight off the twelve sessions on the left, not estimated.

**Task analysis sheet (page 7 layout) — 1st, fifth grade, lunch routine (invented)**

Criterion from the IEP: 6 of 6 steps independent, held for two sessions in a row. Prompts that count as correct: none, only I counts

| #                   | STEP                             | 1   | 2   | 3   | 4   | 5   | 6   | 7    | 8    | 9    | 10   | 11   | 12   |
|---------------------|----------------------------------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| 1                   | Get lunch box from the cubby     | G   | I   | I   | I   | I   | I   | I    | I    | I    | I    | I    | I    |
| 2                   | Carry lunch box to the table     | V   | V   | I   | I   | I   | I   | I    | I    | I    | I    | I    | I    |
| 3                   | Open the lunch box               | PP  | M   | M   | G   | V   | V   | I    | I    | I    | I    | I    | I    |
| 4                   | Unwrap or open each food item    | PP  | PP  | PP  | PP  | PP  | M   | M    | G    | V    | V    | I    | I    |
| 5                   | Put trash in the bin             | G   | G   | V   | I   | I   | I   | I    | I    | I    | I    | I    | I    |
| 6                   | Return lunch box to the backpack | V   | I   | I   | I   | I   | I   | I    | I    | I    | I    | I    | I    |
| Date                |                                  | 8/3 | 8/3 | 8/4 | 8/5 | 8/8 | 8/9 | 9/10 | 9/11 | 9/12 | 9/15 | 9/16 | 9/17 |
| Steps independent   |                                  | 0   | 2   | 3   | 4   | 4   | 5   | 5    | 5    | 5    | 6    | 6    | 6    |
| Percent independent |                                  | 0   | 33  | 50  | 67  | 67  | 67  | 83   | 83   | 83   | 100  | 100  | 100  |

**Chaining tracker (page 9) — the same twelve sessions, read by step instead of by column**

| STEP                         | DATE TAUGHT | PROMPT AT START | SESSIONS TO INDEPENDENT | DATE INDEPENDENT | MAINTENANCE CHECK |
|------------------------------|-------------|-----------------|-------------------------|------------------|-------------------|
| Get lunch box from the cubby | 8/2         | G               | 2                       | 8/3              | 9/17, #881        |
| Carry lunch box to the table | 8/2         | V               | 3                       | 8/4              | 9/17, #881        |
| Open the lunch box           | 8/2         | PP              | 7                       | 9/10             | 9/17, #881        |

# Which Layout for Which Routine

Match the routine to a sheet once, and stop deciding. The steps are yours to write; this file only records the prompt level.

| IF THIS IS THE ROUTINE                                                                                                        | USE                                         | WHERE   |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------|
| A routine with roughly ten to twelve steps, probed about once a week                                                          | Task analysis sheet, 12 steps by 8 sessions | Page 6  |
| A short routine, six steps or fewer, that happens more than once a day: hanging up a coat, clocking in, wiping down a station | Task analysis sheet, 6 steps by 12 sessions | Page 7  |
| A long routine, up to twenty small steps, probed less often                                                                   | Task analysis sheet, 20 steps by 5 sessions | Page 8  |
| You want to see, step by step, how many sessions each one took to reach independence, and whether it held                     | Chaining tracker                            | Page 9  |
| A routine that happens every school day in the same place: arrival, hygiene, a meal, clean-up                                 | Daily living routine checklist              | Page 10 |

## What this file is not

Not a curriculum and not a prompting procedure. Nothing here says which prompt to use, when to fade it, or what a student should be doing at any age; the team writes the prompt hierarchy in, on page 5. **The steps are yours to write, this file only records the prompt level** — typed once, in the order the routine actually happens.

## One set of codes, five sheets

All five sheets in this file use the same six prompt codes, set on page 5 before the first session and used the same way by every adult. Write the code that describes the most help a step needed, not a check mark: an I in a cell is not the same thing as a blank one.

## How the paper moves

| WHEN                           | WHAT                                                                                  |
|--------------------------------|---------------------------------------------------------------------------------------|
| Every session                  | A column on a task analysis sheet (6, 7 or 8), or a day on the routine checklist (10) |
| Once a step reaches criterion  | Its row on the chaining tracker (page 9) gets a date independent                      |
| On the interval your team sets | The maintenance check column on the tracker (page 9) gets a date and a result         |

## Three habits that make the tracker worth keeping

- ☐ The prompt hierarchy on page 5 is written before the first session, and every adult who runs the routine uses the same codes.
- ☐ Every session gets a column, even the ones where nothing changed — a flat line of the same prompt is data too, not a session to skip.
- ☐ A step that reaches independent gets its date written on the chaining tracker (page 9) the same day, not from memory at the end of the week.

# Task Analysis Data Sheet: 12 Steps by 8 Sessions

One routine broken into up to twelve steps, eight sessions across. Write the most help each step needed. The bottom rows count the I's.

STUDENT

ROUTINE

CRITERION FROM THE IEP

PROMPTS THAT COUNT AS CORRECT

| #  | STEP (IN THE ORDER IT HAPPENS; TYPE IT) | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 |
|----|-----------------------------------------|----|----|----|----|----|----|----|----|
| 1  |                                         |    |    |    |    |    |    |    |    |
| 2  |                                         |    |    |    |    |    |    |    |    |
| 3  |                                         |    |    |    |    |    |    |    |    |
| 4  |                                         |    |    |    |    |    |    |    |    |
| 5  |                                         |    |    |    |    |    |    |    |    |
| 6  |                                         |    |    |    |    |    |    |    |    |
| 7  |                                         |    |    |    |    |    |    |    |    |
| 8  |                                         |    |    |    |    |    |    |    |    |
| 9  |                                         |    |    |    |    |    |    |    |    |
| 10 |                                         |    |    |    |    |    |    |    |    |
| 11 |                                         |    |    |    |    |    |    |    |    |
| 12 |                                         |    |    |    |    |    |    |    |    |
|    | Date                                    |    |    |    |    |    |    |    |    |
|    | Setting (S / H / C / W)                 |    |    |    |    |    |    |    |    |
|    | Steps independent                       |    |    |    |    |    |    |    |    |
|    | Percent independent                     |    |    |    |    |    |    |    |    |

## Write the prompt code, not a check mark

An I is independent; V, G, M, PP or FP is the most help that step needed (codes on page 5). The bottom rows count the I's. A step that sits at the same prompt for four sessions is a step to look at: split it, change the setup, or change where it is taught, and write the change on the chaining tracker (page 9) with the session number.

## Setup and materials that must be the same every time (which sink, which cart, which cue to start)

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# Task Analysis Data Sheet: 6 Steps by 12 Sessions

Six steps by twelve sessions, for the routines that are short and happen often: hanging up a coat, setting a place, clocking in. Same codes, longer line.

STUDENT

ROUTINE (SIX STEPS OR FEWER)

CRITERION FROM THE IEP

PROMPTS THAT COUNT AS CORRECT

| # | STEP (TYPE IT)    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| 1 |                   |   |   |   |   |   |   |   |   |   |    |    |    |
| 2 |                   |   |   |   |   |   |   |   |   |   |    |    |    |
| 3 |                   |   |   |   |   |   |   |   |   |   |    |    |    |
| 4 |                   |   |   |   |   |   |   |   |   |   |    |    |    |
| 5 |                   |   |   |   |   |   |   |   |   |   |    |    |    |
| 6 |                   |   |   |   |   |   |   |   |   |   |    |    |    |
|   | Date              |   |   |   |   |   |   |   |   |   |    |    |    |
|   | Setting           |   |   |   |   |   |   |   |   |   |    |    |    |
|   | Steps independent |   |   |   |   |   |   |   |   |   |    |    |    |
|   | Percent           |   |   |   |   |   |   |   |   |   |    |    |    |

CRITERION FIRST REACHED (SESSION)

HELD FOR \_\_ SESSIONS IN A ROW (DATES)

HELD INDEPENDENT THROUGH THE MAINTENANCE CHECK (PAGE 9) ON

## When to use this layout

A routine that happens three times a day fills the eight columns on page 6 in three days. This page holds twelve sessions of a short routine, so a week and a half sits on one line and the twelve columns carry straight onto the chaining tracker on page 9. Two half-steps are still two steps; if the routine grows past six, move it to page 6.

## Steps that stalled, and what was changed (with the session number)

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# Task Analysis Data Sheet: 20 Steps by 5 Sessions

Twenty small steps, five sessions across, for the routine a six- or twelve-column grid would crowd: full outdoor gear, a longer hygiene or meal sequence.

STUDENT

ROUTINE (UP TO TWENTY STEPS)

CRITERION FROM THE IEP

PROMPTS THAT COUNT AS CORRECT

| #  | STEP (TYPE IT)          | S1 | S2 | S3 | S4 | S5 |
|----|-------------------------|----|----|----|----|----|
| 1  |                         |    |    |    |    |    |
| 2  |                         |    |    |    |    |    |
| 3  |                         |    |    |    |    |    |
| 4  |                         |    |    |    |    |    |
| 5  |                         |    |    |    |    |    |
| 6  |                         |    |    |    |    |    |
| 7  |                         |    |    |    |    |    |
| 8  |                         |    |    |    |    |    |
| 9  |                         |    |    |    |    |    |
| 10 |                         |    |    |    |    |    |
| 11 |                         |    |    |    |    |    |
| 12 |                         |    |    |    |    |    |
| 13 |                         |    |    |    |    |    |
| 14 |                         |    |    |    |    |    |
| 15 |                         |    |    |    |    |    |
| 16 |                         |    |    |    |    |    |
| 17 |                         |    |    |    |    |    |
| 18 |                         |    |    |    |    |    |
| 19 |                         |    |    |    |    |    |
| 20 |                         |    |    |    |    |    |
|    | Date                    |    |    |    |    |    |
|    | Setting (S / H / C / W) |    |    |    |    |    |
|    | Steps independent       |    |    |    |    |    |
|    | Percent independent     |    |    |    |    |    |

## For the routine with a lot of small steps

Twenty rows fit a routine a narrower grid would crowd: full outdoor gear, a longer hygiene or meal sequence, a multi-item checklist. Five sessions is still enough to catch a step that will not move.

## A step that sits at the same prompt for all five sessions

Split it into two steps, change the setup, or change where it is taught, and start a new row for that step on the chaining tracker (page 9) with today's date.

One routine, twelve step rows. Not a session across the columns — a step down the rows, with the sessions it took to reach independence and whether it held.

STUDENT

ROUTINE

PROMPTS THAT COUNT AS  
CORRECTHOW OFTEN MAINTENANCE  
IS CHECKED (WEEKLY,  
MONTHLY)

| #  | STEP (IN THE ORDER IT<br>HAPPENS; TYPE IT) | DATE<br>TAUGHT | PROMPT<br>AT START | SESSIONS TO<br>INDEPENDENT | DATE<br>INDEPENDENT | MAINTENANCE CHECK<br>(DATE / STILL I?) |
|----|--------------------------------------------|----------------|--------------------|----------------------------|---------------------|----------------------------------------|
| 1  |                                            |                |                    |                            |                     |                                        |
| 2  |                                            |                |                    |                            |                     |                                        |
| 3  |                                            |                |                    |                            |                     |                                        |
| 4  |                                            |                |                    |                            |                     |                                        |
| 5  |                                            |                |                    |                            |                     |                                        |
| 6  |                                            |                |                    |                            |                     |                                        |
| 7  |                                            |                |                    |                            |                     |                                        |
| 8  |                                            |                |                    |                            |                     |                                        |
| 9  |                                            |                |                    |                            |                     |                                        |
| 10 |                                            |                |                    |                            |                     |                                        |
| 11 |                                            |                |                    |                            |                     |                                        |
| 12 |                                            |                |                    |                            |                     |                                        |

### One row per step, not per session

The task analysis sheets (pages 6 to 8) run a session across the columns; this page runs a step down the rows — when it was taught, how much help it needed the day teaching started, how many sessions to reach independence, and the date that happened. A row with no date independent after many sessions is a step to split or re-teach, not to leave blank.

### Maintenance means checked again later, not just once

A step is not finished because it was independent yesterday. Come back after the interval your team set above and write the date and whether it still holds. A step that slips gets a new row on a task analysis sheet with today's date, not an eraser.

### Reading this page next to the sheet it came from

**Date taught** and **prompt at start** come from the first session column on pages 6 to 8; **sessions to independent** is how many session columns it took before that row read I and stayed I; **date independent** is the date on that column. The prompt codes themselves are defined on page 5.

# Daily Living Routine Checklist

Two routines that happen every day in the same place: arrival, hygiene, a meal, clean-up. Type the steps once; write a prompt code per step per day.

STUDENT

WEEK OF

SETTING (S / H / C / W)

## ROUTINE A

ROUTINE (ARRIVAL, HYGIENE, MEAL, CLEAN-UP)

TIME OF DAY / PLACE

PROMPTS THAT COUNT AS CORRECT

| # | STEP (TYPE IT)                    | MON | TUE | WED | THU | FRI |
|---|-----------------------------------|-----|-----|-----|-----|-----|
| 1 |                                   |     |     |     |     |     |
| 2 |                                   |     |     |     |     |     |
| 3 |                                   |     |     |     |     |     |
| 4 |                                   |     |     |     |     |     |
| 5 |                                   |     |     |     |     |     |
| 6 |                                   |     |     |     |     |     |
| 7 |                                   |     |     |     |     |     |
|   | Steps independent (count the I's) |     |     |     |     |     |
|   | Initials                          |     |     |     |     |     |

## ROUTINE B

ROUTINE (ARRIVAL, HYGIENE, MEAL, CLEAN-UP)

TIME OF DAY / PLACE

PROMPTS THAT COUNT AS CORRECT

| # | STEP (TYPE IT)                    | MON | TUE | WED | THU | FRI |
|---|-----------------------------------|-----|-----|-----|-----|-----|
| 1 |                                   |     |     |     |     |     |
| 2 |                                   |     |     |     |     |     |
| 3 |                                   |     |     |     |     |     |
| 4 |                                   |     |     |     |     |     |
| 5 |                                   |     |     |     |     |     |
| 6 |                                   |     |     |     |     |     |
| 7 |                                   |     |     |     |     |     |
|   | Steps independent (count the I's) |     |     |     |     |     |
|   | Initials                          |     |     |     |     |     |

**EXAMPLE**

## A Lunch Routine, Filled In

Ivy is invented, fifth grade, and so is every mark. The chaining tracker rows on the right were read straight off the twelve sessions on the left, not estimated.

### Task analysis sheet (page 7 layout) — Ivy, fifth grade, lunch routine (invented)

**Criterion from the IEP:** 6 of 6 steps independent, held for two sessions in a row · **Prompts that count as correct:** none, only I counts

| # | STEP                             | 1   | 2   | 3   | 4   | 5   | 6   | 7    | 8    | 9    | 10   | 11   | 12   |
|---|----------------------------------|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| 1 | Get lunch box from the cubby     | G   | I   | I   | I   | I   | I   | I    | I    | I    | I    | I    | I    |
| 2 | Carry lunch box to the table     | V   | V   | I   | I   | I   | I   | I    | I    | I    | I    | I    | I    |
| 3 | Open the lunch box               | PP  | M   | M   | G   | V   | V   | I    | I    | I    | I    | I    | I    |
| 4 | Unwrap or open each food item    | FP  | FP  | PP  | PP  | PP  | M   | M    | G    | V    | V    | I    | I    |
| 5 | Put trash in the bin             | G   | G   | V   | I   | I   | I   | I    | I    | I    | I    | I    | I    |
| 6 | Return lunch box to the backpack | V   | I   | I   | I   | I   | I   | I    | I    | I    | I    | I    | I    |
| – | Date                             | 9/2 | 9/3 | 9/4 | 9/5 | 9/8 | 9/9 | 9/10 | 9/11 | 9/12 | 9/15 | 9/16 | 9/17 |
| – | Steps independent                | 0   | 2   | 3   | 4   | 4   | 4   | 5    | 5    | 5    | 5    | 6    | 6    |
| – | Percent independent              | 0   | 33  | 50  | 67  | 67  | 67  | 83   | 83   | 83   | 83   | 100  | 100  |

### Chaining tracker (page 9) — the same twelve sessions, read by step instead of by column

| STEP                             | DATE TAUGHT | PROMPT AT START | SESSIONS TO IND. | DATE IND. | MAINTENANCE CHECK |
|----------------------------------|-------------|-----------------|------------------|-----------|-------------------|
| Get lunch box from the cubby     | 9/2         | <b>G</b>        | 2                | 9/3       | 9/17, still I     |
| Carry lunch box to the table     | 9/2         | <b>V</b>        | 3                | 9/4       | 9/17, still I     |
| Open the lunch box               | 9/2         | <b>PP</b>       | 7                | 9/10      | 9/17, still I     |
| Unwrap or open each food item    | 9/2         | <b>FP</b>       | 11               | 9/16      | 9/17, still I     |
| Put trash in the bin             | 9/2         | <b>G</b>        | 4                | 9/5       | 9/17, still I     |
| Return lunch box to the backpack | 9/2         | <b>V</b>        | 2                | 9/3       | 9/17, still I     |

### What the two pages say, read together

Session 1 (9/2) is 0 of 6 independent, 0 percent; by session 11 (9/16) all 6 steps sit at I, and session 12 (9/17) holds there. The slowest step is “Unwrap or open each food item”, starting at FP on 9/2 and not reaching independent until session 11 (9/16) — the same date the tracker shows in its date-independent column, because the tracker is not a second observation, it is the same data read by row instead of by column. Nothing here says why unwrapping was the hardest step, only that it was.