

# Visual Processing Progress Monitoring

SECTION 2 · COLLECT VISUAL PROCESSING DATA

VISUAL PROCESSING SKILLS

**Visual Discrimination Task Trials**

Matching shapes or letters, finding differences, visual search — task-based, not a test.

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_ PROMPT \_\_\_\_\_ TASK \_\_\_\_\_

| TRIAL                   | WHAT THE STUDENT WAS ASKED TO DO (OR SAW) | CORRECT? (Y/N) | NOTES |
|-------------------------|-------------------------------------------|----------------|-------|
| Trial 1                 |                                           |                |       |
| Trial 2                 |                                           |                |       |
| Trial 3                 |                                           |                |       |
| Trial 4                 |                                           |                |       |
| Trial 5                 |                                           |                |       |
| Trial 6                 |                                           |                |       |
| TOTAL CORRECT out of 6: |                                           |                |       |

**TASK DEFINITION — WRITE IT BEFORE THE FIRST TRIAL**

What counts as a match, what counts as finding a difference, what counts as correct. Example: "Match the shape to the one in the box. Correct if the student points to or touches the identical shape (ignore color)."

**NOTES: WHAT HAPPENED, WHERE, AND WHY THE SCORE IS RIGHT**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TASK IDEAS TO GET STARTED**

- ☐ Match a shape or letter to its identical twin among several lookalikes
- ☐ Find what is different between two near-identical pictures
- ☐ Sort a mixed pile of objects or cards by one shared feature
- ☐ Find a target letter or shape hidden in a busier field (visual search)
- ☐ Discriminate easily confused letter pairs: b/d, p/q, m/w, 6/9

**RESPONSE PATTERNS WORTH NOTING**

- ☐ Correct, first try, no hesitation
- ☐ Correct after a self-correction
- ☐ Incorrect — chose a visually similar item
- ☐ Incorrect — no response within the time given
- ☐ Needed the direction or the model repeated

Visual Processing and Perception Skills Progress Monitoring Editable

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✦ BRIGHT PATH SPED

PREPARE

Sheet for Which Goal

Visual Processing Skills

Once in September, write the page number on the roster.

| USE                                                      | WHERE            |
|----------------------------------------------------------|------------------|
| Visual discrimination task trials                        | Page 10          |
| Visual memory trials and sequences                       | Page 11          |
| Spatial relationships concepts                           | Page 12          |
| Visual-motor coordination tasks                          | Page 13          |
| Cumulative tracker and graph, then the quarterly summary | Pages 15, 16, 18 |

**THE FOUR HABITS THE FILE ASSUMES**

- ☐ The task definition and scoring rules are written at the top of every data sheet before the first trial.
- ☐ The correct count goes from the data sheet to the tracker (page 15) the same day.
- ☐ The graph (page 16) is plotted once a week, aim line first.
- ☐ A student with more than one visual processing goal gets one sheet per goal, but shares the same tracker page for both.

SKILL

Once — for example, "will copy a shape after finding it in a busy picture" on and visual discrimination. Pick the sheet for the skill the goal is the other skill in that sheet's notes column.

set (10–13), the task given clean and untouched, attendance ticked

to the tracker (page 15); home note (page 19) for whoever needs one

6) plotted, quarterly summary (page 18) written from it

g Editable

Page 7 of 23

✦ BRIGHT PATH SPED

23 PAGES

FOUR TASK SHEETS

FAMILY UPDATE

FILLABLE PDF



CONTENTS

# What Is Inside, and Where

23 pages, four task-based data sheets, tracker and graph, family update, one skill from start to finish.

## Before you begin

PAGES 4–5



**Start Here —  
Three Steps**  
START HERE

**4**



**Binder Cover and  
Divider Tabs**  
SETUP

**5**

## 01 Plan and Prepare

PAGES 7–8



**Which Sheet for  
Which Goal**  
REFERENCE

**7**



**How the Type-In  
Fields Work**  
REFERENCE

**8**

## 02 Collect Visual Processing Data

PAGES 10–13



**Visual  
Discrimination  
Task Trials**  
DATA

**10**



**Visual Memory  
Trials and  
Sequences**  
DATA

**11**



**Spatial  
Relationships  
Concepts**  
DATA

**12**



**Visual-Motor  
Coordination  
Tasks**  
DATA

**13**

## 03 Track and Graph

PAGES 15–16



**Cumulative  
Tracker**  
TRACKER

**15**



**Progress Graph**  
GRAPH

**16**

## 04 Report and Share

PAGES 18–22



**Quarterly  
Progress  
Summary**  
SUMMARY

**18**



**Home Program  
and Family Note**  
NOTES

**19**



**Family Update —  
This Skill's  
Progress**  
NOTES

**20**



**Progress Note  
Phrase Bank**  
REFERENCE

**21**



**A Filled-In  
Discrimination  
Sheet and Tracker**  
EXAMPLE

**22**

### READING THE TAGS

**Data** — a task sheet. **Tracker / Graph** — where a session's number gets copied and plotted. **Summary** — the quarterly roll-up. **Notes** — the family update and the phrase bank. **Reference** — set up once, not weekly.

# Start Here — Three Steps

Ninety seconds of reading; the weekly routine takes about five.



1

## Set up the sheet and the task

Choose which data sheet matches the goal (page 7). Write the goal text, the scoring rules, and the task definition.

Try the task yourself at the difficulty level the student will face. The data is only as good as the task is clear.



2

## Run and record the task

Give the task, count correct trials, mark the level of prompt used, write the date (page 10–13).

Copy the number to the tracker every session (page 15); draw the aim line first (page 16).



3

## Decide and report

Three data points above the aim line: raise the target or teach something new. Three below: change the task or the teaching.

The family note (page 19) and phrase bank (page 21) write the quarterly report in one sitting.

### WHAT THIS FILE IS

A data-collection clipboard for visual processing skills. Each sheet matches a goal wording and records trials and accuracy. It is a fillable PDF — type the goal, the task, the date, and the correct count; print the form pages clean and run the task.

### WHAT THIS FILE IS NOT

Not a vision exam, not a screening, and not a standardized or norm-referenced test. It carries no benchmark; your team sets the criterion from the IEP and the baseline data.

### TASK-BASED SCORING

A correct count is an observable, repeatable measure. What counts as correct and what the prompt means (independent, verbal, modeled, hand-over-hand) are yours to define before the first trial.

### CONFIDENTIALITY

A filled-in data sheet is a student record. It stays in the data folder, never on a shared table. Use initials on pages that leave the room; the family note carries a first name only.

### PRINT AND PREP

- ☐ Print one clean copy of the task sheet per session; the student reads from it and writes nothing (except on the field page itself).
- ☐ Keep the goal and tracker pages for each student in the front of the data folder; type or write into them.
- ☐ The graph is one grid per goal per student; print it once a month and plot all four.

### IF SOMETHING DOES NOT WORK

**Text disappears when I close it.** It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

**Anything else** — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

## REFERENCE

## Which Sheet for Which Goal

Match the goal to a sheet once in September; write the page number on the roster.

| IF THE GOAL SAYS                                                                                                                             | USE                                                      | WHERE            |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------|
| "will match shapes / letters with ___% accuracy" / "will find the differences between two pictures"                                          | Visual discrimination task trials                        | Page 10          |
| "will recall a sequence of ___ symbols in order" / "will recognize objects by sight with ___ cues"                                           | Visual memory trials and sequences                       | Page 11          |
| "will follow directions using positional words (up, down, left, right, over, under)" / "will copy positional arrangements with ___ accuracy" | Spatial relationships concepts                           | Page 12          |
| "will copy a design / letter / word with ___ accuracy" / "will trace a line and stay within ___ inches of the path"                          | Visual-motor coordination tasks                          | Page 13          |
| 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 an evaluation, not a clinical finding. Nothing here says which prompt to use, when to fade it, what equipment or visual aid a student should have, or what a result means about the student's vision or brain. You write those in from your judgment, the IEP, and the evaluation. The sheets only make sure the number gets written down.

## THE FOUR HABITS THE FILE ASSUMES

- ☐ The task definition and scoring rules are written at the top of every data sheet before the first trial.
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## IF A GOAL NAMES MORE THAN ONE SKILL

Some IEP goals blend two skills at once — for example, "will copy a shape after finding it in a busy picture" touches both visual-motor coordination and visual discrimination. Pick the sheet for the skill the goal is measuring the change in, and note the other skill in that sheet's notes column.

## HOW THE PAPER MOVES

| WHEN          | WHAT                                                                          |
|---------------|-------------------------------------------------------------------------------|
| Every session | One data sheet (10–13), the task given clean and untouched, attendance ticked |
| Every week    | Numbers onto the tracker (page 15); home note (page 19) for whoever needs one |
| Every quarter | Graph (page 16) plotted, quarterly summary (page 18) written from it          |

DATA

# Visual Discrimination Task Trials

Matching shapes or letters, finding differences, visual search — task-based, not a test.

|         |      |        |      |
|---------|------|--------|------|
| STUDENT | DATE | PROMPT | TASK |
|         |      |        |      |

| TRIAL                   | WHAT THE STUDENT WAS ASKED TO DO (OR SAW) | CORRECT? (Y/N) | NOTES |
|-------------------------|-------------------------------------------|----------------|-------|
| Trial 1                 |                                           |                |       |
| Trial 2                 |                                           |                |       |
| Trial 3                 |                                           |                |       |
| Trial 4                 |                                           |                |       |
| Trial 5                 |                                           |                |       |
| Trial 6                 |                                           |                |       |
| TOTAL CORRECT out of 6: |                                           |                |       |

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What counts as a match, what counts as finding a difference, what counts as correct. Example: “Match the shape to the one in the box. Correct if the student points to or touches the identical shape (ignore color).”

**NOTES: WHAT HAPPENED, WHERE, AND WHY THE SCORE IS RIGHT**

**TASK IDEAS TO GET STARTED**

- ☐ Match a shape or letter to its identical twin among several lookalikes
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**RESPONSE PATTERNS WORTH NOTING**

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- ☐ Needed the direction or the model repeated

 TRACKER

## Cumulative Tracker

One goal, thirty sessions. The date, the prompt level, and the correct count from each session, copied to see the trend.

STUDENT

**SKILL (AS THE GOAL WORDS IT)**

## BASELINE

[illegible]

 **NOTES**

# Family Update — This Skill's Progress

Confidence, curiosity, and independence with visual tasks

**STUDENT**

**FAMILY CONTACT**

**DATE**

**WHAT WE ARE WORKING ON**

Visual \_\_\_\_\_ (complete with the skill name from the goal)

**HOW IT IS GOING**

| # | SESSION | DATE | CORRECT | NOTES |
|---|---------|------|---------|-------|
| 1 |         |      |         |       |
| 2 |         |      |         |       |
| 3 |         |      |         |       |
| 4 |         |      |         |       |
| 5 |         |      |         |       |
| 6 |         |      |         |       |

**WHAT THIS MEANS FOR HOME**

Something to try: \_\_\_\_\_

**WHAT THIS UPDATE IS NOT**

Not a clinical finding, and not a comparison to other students. It is one skill, one family’s student, and the sessions since the last update — nothing more.

**QUESTIONS? (MESSAGE ME OR SEND A NOTE BACK IN THIS FOLDER)**

 **EXAMPLE**

# A Filled-In Discrimination Sheet and Tracker

 **SAMPLE · INVENTED STUDENT**

An invented third grader and a visual processing data sheet with a tracker row, filled in.

**VISUAL DISCRIMINATION SHEET (PAGE 10) AND TRACKER ROW — MAYA L., GRADE 3 (INVENTED)**

**Goal:** Maya will match capital letters to their lowercase pairs with 80% accuracy across three sessions. **Task:** 6 trials, each trial shows one capital letter and four lowercase options; Maya points to the match.

**THE DISCRIMINATION TASK, FILLED IN WITH 5 OF 6 CORRECT**

| TRIAL                   | WHAT THE STUDENT WAS ASKED TO DO                          | CORRECT? | NOTES                             |
|-------------------------|-----------------------------------------------------------|----------|-----------------------------------|
| A                       | A / a mismatch (capital A, lowercase options: b, c, a, d) | ✓        |                                   |
| B                       | C / c (capital C, lowercase options: a, c, b, d)          | ✓        |                                   |
| C                       | H / h (capital H, lowercase options: b, n, h, m)          |          | Hesitated 3 seconds, then guessed |
| D                       | P / p (capital P, lowercase options: p, b, d, q)          | ✓        |                                   |
| E                       | M / m (capital M, lowercase options: n, m, w, v)          | ✓        |                                   |
| F                       | R / r (capital R, lowercase options: p, b, r, n)          | ✓        |                                   |
| TOTAL CORRECT out of 6: |                                                           | 5        |                                   |

**ONE ROW FROM THE TRACKER (PAGE 15)**

| DATE | LEVEL | CORRECT | TOTAL | NOTES       |
|------|-------|---------|-------|-------------|
| 9/24 | Ind   | 5       | 6     | 83%, steady |

**WHY THIS IS ENOUGH**

The sheet says what Maya did: five out of six, one hesitation, one wrong. It does not say why (fatigue, confusion, a tough pair of letters). That is the teacher’s judgment. On the tracker, one row says Maya is at 83% — close to the 80% goal but not yet there. Three more sessions will tell whether the teaching is working or whether the task needs to shift.

**HOW THIS LINE WOULD READ ON THE QUARTERLY SUMMARY (PAGE 18)**

Goal: match capital to lowercase letters, 80% accuracy across three sessions. Baseline: \_\_%. Current: 83% (9/24). Status: “Close to criterion, not yet three sessions in a row — continuing the same task.” Every word in that sentence traces back to the two tables above it.