

Student \_\_\_\_\_

Date \_\_\_\_\_

**CPRT Data Record: Semi-Structured**

To use this data record, record data during natural pauses in the activity every 3-5 minutes. **Before you begin CPRT:** Enter the targeted skills to be addressed with CPRT in the spaces provided and define maintenance and acquisition skills or targets for the student. **During the activity:** After each interval, record the materials and the type of support used *most often* to elicit the *acquisition skill(s)*. Record sample student responses for the acquisition skills at the support level indicated. At each interval, rate the student's performance of maintenance skills for that goal based on the scale below.

**Support Level:**

F: Full or P: Partial

**Support Type:**

Ph: Physical, V: Verbal

Vs: Visual G: Gestural

I: Independent (no support)

**KEY:**

+ = Responds independently to all or almost all (at least 80%) opportunities

√ = Responds independently to most opportunities (50%), but requires support for some opportunities

- = Requires support to respond to all or almost all opportunities

Target skill: Use single-word labels to make requestsMaintenance Targets: known words - spoon Acquisition Targets: new word - watermelon

Initials	Material/Activity	Support					Acq. + / √ / -	Sample Student Response/Notes	Maintenance + / √ / -
		F / P	Ph	V	Vs	G	I		
		F / P	Ph	V	Vs	G	I		
		F / P	Ph	V	Vs	G	I		
		F / P	Ph	V	Vs	G	I		
<b>SUMMARY</b>	Most frequent level of response:							Most frequent support level:	

Target skill: Perform 1-step pretend play actionsMaintenance Targets: known action - feeding teacher Acquisition Targets: feed baby

Initials	Material/Activity	Support					Acq. + / √ / -	Sample Student Response/Notes	Maintenance + / √ / -
		F / P	Ph	V	Vs	G	I		
		F / P	Ph	V	Vs	G	I		
		F / P	Ph	V	Vs	G	I		
		F / P	Ph	V	Vs	G	I		
<b>SUMMARY</b>	Most frequent level of response:							Most frequent support level:	

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