

# Progress Monitoring Forms

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## PROGRESS MONITORING FORMS

## Form 1A: Emerging Skill Data Form

(Use to monitor emergence/acquisition of one skill during instruction)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and initials of the observer/recorder.
2. Observe and/or elicit the skill during an activity.
3. Record the presence or absence of the skill and any needed prompt using the following key.

Code skills as:	
Correct response; independent (no prompts)	+
If correct with prompt, note type of prompt	M: Model prompt V: Visual prompt S: Spoken/verbal prompt G: Gestural prompt
Incorrect or no response after prompts	–

4. Calculate the percentage (e.g., 4 of 10 = 40%) of correct skill use, both independent (+) and with prompts.
5. Provide any relevant comments about the individual's skill use.

Date	Opportunities to demonstrate skill										Total correct		Initials
	1	2	3	4	5	6	7	8	9	10	Independent	Prompts	

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

## Form 2A: Skill Mastery Data Form

(Use to monitor mastery of one skill across multiple instructional settings)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and initials of the observer/recorder.
2. Choose three different activities/natural settings targeted for instruction.
3. Write the name of the three activities/settings. Observe and/or elicit the skill by providing multiple opportunities during an activity.
4. Record the presence or absence of the skill and any needed prompts using the following key.

Code skills as:	
Correct response; independent (no prompt)	+
Correct response with prompt	P
Incorrect or no response after prompt	–

5. Calculate the percentage (e.g., 4 of 10 = 40%) of correct skill use, both independent (+) and with prompts (P).
6. Provide any relevant comments about the individual's skill use.

Activity	Date	Opportunities to demonstrate skill										Total correct		Initials
		1	2	3	4	5	6	7	8	9	10	Independent	Prompt	
1.														
2.														
3.														

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 3A: Skill Generalization Data Form**

(Use to monitor generalization of one skill across multiple noninstructional settings)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. List the names of the three observed noninstructional activities or settings.
3. Record the presence or absence of the skill and any needed prompts using the following key.

**Code skills as:**

Correct independent performance	+
Correct with prompt	P
Incorrect or no response after prompt	—

4. Total number and/or calculate the percentage (e.g., 4 of 10 = 40%) of correct skill use, both independent (+) and with prompts (P).
5. Provide any relevant comments about the individual's skill use.

Activity/setting	Date	Observe or elicit					Total correct		Initials
		1	2	3	4	5	Independent	Prompt	
1.									
2.									
3.									

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 4A: Multiple Skills Mastery Data Form**

(Use to monitor mastery of two to four target skills across multiple instructional settings)

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

Objective 3: \_\_\_\_\_

Objective 4: \_\_\_\_\_

**Data collection directions:**

1. Specify the target objectives (i.e., skills).
2. Provide the date and the initials of the observer/recorder.
3. Record the presence or absence of the skills when observed or elicited during a variety of natural instructional opportunities using the following key.

Code skills as:	
Correct independent demonstration of skill	+
Correct demonstration of skill after prompt	P
Incorrect or no demonstration of skill after prompt	–

4. Calculate the percentage (e.g., 4 of 10 = 40%) of correct skill use, independent of prompts (+).
5. Provide any relevant comments about the individual's spontaneous skill use.

Objectives	Date	Instructional opportunities to observe and/or elicit skill										Total independent	Initials
		1	2	3	4	5	6	7	8	9	10		
1.													
2.													
3.													
4.													

Comments: \_\_\_\_\_

## PROGRESS MONITORING FORMS

**Form 5A: Multiple Skills Mastery Data Form—Adult and Peer Partners**

(Use to monitor mastery of two target skills across multiple instructional settings, comparing skill use with adults and peers)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

**Data collection directions:**

1. Specify the target objectives (i.e., skills).
2. Provide the date, the activity targeted for instruction, and the initials of the observer/recorder.
3. During each instructional activity, monitor and record spontaneous, independent use of the skill using the following key.

Code skills as:	
Correct independent performance	+
Correct with prompt	P
Incorrect or no response after prompt	—

4. Total the number and/or calculate the percentage (e.g., 4 of 10 = 40%) of correct skill use, independent of prompts (+) and with prompts (P). Calculate and compare the skills demonstrated with adults and skills demonstrated with peers.
5. Provide any relevant comments about the individual's spontaneous skill use.

Date	Initials	Activity	Objective 1		Objective 2	
			Adult	Peer	Adult	Peer
<b>Total correct independently</b> Total no. of independently performed skills/Total no. of opportunities = percentage (%)						
<b>Total correct with prompts</b> Total no. of skills performed correctly with prompts/Total no. of opportunities = percentage (%)						

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 6A: Multiple Skills Generalization Data Form**

(Use to monitor generalization of two to four target skills in noninstructional settings)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

Objective 3: \_\_\_\_\_

Objective 4: \_\_\_\_\_

**Data collection directions:**

1. Specify the target objectives (i.e., skills).
2. Provide initials of the observer/recorder.
3. Record the presence or absence of the skills using the following key.

Code skills as:	
Correct independent demonstration of skill	+
Correct prompted demonstration of skill	P
Incorrect or no demonstration of skill after prompt	–

4. Total the number and/or calculate the percentage (e.g., 4 of 10 = 40%) of independent demonstration of skill without prompts (+).
5. Provide any relevant comments about the individual's spontaneous skill use.

Objectives	Date	Opportunities to observe or elicit skill										Total independent	Initials
		1	2	3	4	5	6	7	8	9	10		
1.													
2.													
3.													
4.													

Comments: \_\_\_\_\_

## PROGRESS MONITORING FORMS

**Form 7A: Multiple Skills Generalization Data Form—Adult and Peer Partners**

(Use to monitor generalization of two target skills across noninstructional settings, comparing skill use with adults and peers)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

**Data collection directions:**

1. Specify one or two target objectives (e.g., skills).
2. Provide the date, the activity, and the initials of the observer/recorder.
3. During each activity, observe and record spontaneous, independent use of the skill using the following key.

Code skills as:	
Correct independent demonstration of skill	+
Correct prompted demonstration of skill	P
Incorrect or no demonstration of skill after prompt	–

4. Total the number and/or calculate the percentage (e.g., 4 of 10 = 40%) of correct skill use, independent of prompts (+) and with prompts (P). Calculate the percentage of correct skill use relative to the number of opportunities observed. Compare the skills demonstrated with adults and skills demonstrated with peers.
5. Provide any relevant comments about the individual's skill use.

Date	Initial	Activity	Objective 1:		Objective 2:	
			Adult	Peer	Adult	Peer
<b>Total correct independently</b> Total no. of independently performed skills/Total no. of opportunities = percentage (%)						
<b>Total correct with prompts</b> Total no. of skills performed correctly with prompts/Total no. of opportunities = percentage (%)						

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 8A: DO-WATCH-LISTEN-SAY Social Task Analysis Form**

(Use to conduct a task analysis for an activity and to determine an individual's current performance challenges.)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and initials of the observer/recorder.
2. Write in the step-by-step skill sequence of the activity.
3. Check off whether cognitive (DO), social (WATCH), language (LISTEN), and/or communication (SAY) skills are required to complete the specific step of the activity under the column named DWLS components.
4. Observe an individual's actual performance and record the presence or absence of each step and the prompts needed using the following key.

<b>Code skills as:</b>	
Correct response; independent (no prompts)	+
If correct with prompt, note type of prompt	M: Model prompt G: Gestural prompt P: Physical prompt S: Spoken/verbal prompt V: Visual prompt
Incorrect or no response after prompts	–

5. Total the number and/or calculate the percentage (e.g., 4 of 10 = 40%) of correct skill use, both independent of prompts (+) and with prompts.
6. Provide any relevant comments about the individual's skill use.

<b>Activity:</b>		<b>DWLS components</b>				<b>Current performance</b>			
<b>Sequential steps in activity</b>		<b>DO</b>	<b>WATCH</b>	<b>LISTEN</b>	<b>SAY</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
<b>Total correct independently</b> Total no. of independent steps (no. independent/no. steps = percentage [%] correct)									
<b>Total correct with prompts</b> Total no. of steps completed with prompts (no. prompted steps/no. steps = percentage [%] correct)									
<b>Initials</b>									

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PROGRESS MONITORING FORMS

**Form 1B: Motor Imitation Progress Form**

(Use to collect skill samples and monitor spontaneous imitation across partners)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. Write in the spontaneous motor action (with or without objects) that was imitated and the natural context or activity in which the imitation occurred.
3. Check (✓) if an adult or peer was imitated.
4. Provide any relevant comments about the individual's skill use.

Date	Motor action	Activity or setting	Partner		Initials
			Adult	Peer	

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 2B: Verbal Imitation Progress Form**

(Use to collect skill samples and monitor spontaneous imitation across partners)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. Write in the exact verbal message (word or words) that was imitated.
3. List the natural context or activity where the imitation occurred.
4. Check (✓) if an adult or peer was imitated.
5. Provide relevant comments about the individual's skill use.

Date	Verbal message imitated	Activity or setting	Partner		Initials
			Adult	Peer	

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 3B: Solitary Play and Leisure Progress Form**

(Use to collect a running record of solitary play and leisure activities)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. List the individual's solitary play and leisure activities.
3. Indicate whether the play and leisure is independent (circle Yes or No) or requires prompting. If prompted, circle the level of prompt using the following key.

Physical assistance	P
Visual cue	V
Gestural prompt	G
Spoken verbal prompt	S

4. Provide relevant comments about individuals skill use.

Date	Initials	Solitary activity	Independent	Prompted
			Yes or No	P V G S
			Yes or No	P V G S
			Yes or No	P V G S
			Yes or No	P V G S
			Yes or No	P V G S
			Yes or No	P V G S
			Yes or No	P V G S
			Yes or No	P V G S
			Yes or No	P V G S
			Yes or No	P V G S

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 4B: Social Play and Leisure Progress Form**

(Use to collect a running record of social play and leisure activities.)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

Objective 3: \_\_\_\_\_

Objective 4: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. List specific social play and leisure activities that the individual is engaged in.
3. Rate the individual's ability to demonstrate the targeted skills with an adult or peer using the following rating scale.

Code skills as:	
Does not demonstrate skill after prompting or incorrect behavior	0
Demonstrates skill after a prompt the majority of the time	1
Independently demonstrates skill the majority of the time	2

4. Calculate the total number of independent skills (rating of 2) or calculate the percentage (e.g., 4 of 5 = 80%) relative to the number of activities observed.
5. Provide relevant comments about the individual's skill use.

Date	Activity or Setting	Adult				Peer				Initials
		Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 4	
	1.									
	2.									
	3.									
	4.									
	5.									
	Total no. or percentage (%) independent									

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 5B: Group Skills Progress Form**

(Use to collect a running record of group skills)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective 1: AttendsObjective 2: WaitsObjective 3: Takes turnsObjective 4: Follow directions**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. List specific group activities that the individual is engaged in.
3. Check if the individual independently attends, waits, take turns, and follows directions during the group activity using the following rating scale.

Rate skills as:	
Does not demonstrate skill after prompting or incorrect behavior	0
Demonstrates skill after a prompt the majority of the time	1
Independently demonstrates skill the majority of the time	2

4. Calculate the total number of independent skills or calculate the percentage (e.g., 4 of 5 = 80%) relative to the number of activities observed.
5. Provide relevant comments about the individual's skill use.

Date	Group activity	Attends	Waits	Takes turns	Follows directions	Initials
Total no. or percentage (%) independent						

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

## Form 6B: Communication Generalization Form

(Use to record a running record of spontaneous, functional use of one communication skill)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. List different messages communicated spontaneously by the individual.
3. Circle the means of communication using the following key.

Code means of communication as:	
Oral speech	O
Sign	S
Technology	T

4. Circle the communication partner (to whom the message was directed) using the key.

Code communication partner as:	
Adult	A
Peer	P

5. Calculate the totals and/or percentages of communicative means and partner (adult or peer).

Date	Spontaneous message/context	Means			Adult or peer		Initials
	1.	O	S	T	A	P	
	2.	O	S	T	A	P	
	3.	O	S	T	A	P	
	4.	O	S	T	A	P	
	5.	O	S	T	A	P	
	6.	O	S	T	A	P	
	7.	O	S	T	A	P	
	8.	O	S	T	A	P	
	9.	O	S	T	A	P	
	10.	O	S	T	A	P	
Total or percentage (means and partners)		O	S	T	A	P	

Comments: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

## PROGRESS MONITORING FORMS

## Form 7B: Communication Sample Form

(Use to record running record of spontaneous communication)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. Observe individual's spontaneous use of a communication system(s) (e.g., speech, sign, gestures, augmentative and alternative communication [AAC], technology) with a partner.
3. List each message communicated and the context in which the communication occurs.
4. Circle the means of communication, partner, and the communicative function of the message using the following key.

Means of communication		Partner		Communicative function	
Oral speech	O	Adult	A	Make request	R
Sign language	S	Peer	P	Basic response	B
Gestures	G			Comment	C
AAC—Low tech	A			Ask question	Q
Technology—High tech	T			Express feeling	F
				Prosocial skill	P

5. Calculate percentages for the means, partners, and functions for the total communicative samples listed (e.g., if 10 messages are recorded on the form, and 8 of those messages were directed toward an adult, then 8 of 10 = 80%).
6. Provide relevant comments about the individual's skill use.

Date	Message and context	Means					Adult or peer		Function						Initials
		O	S	G	A	T	A	P	R	B	C	Q	F	P	
		O	S	G	A	T	A	P	R	B	C	Q	F	P	
		O	S	G	A	T	A	P	R	B	C	Q	F	P	
		O	S	G	A	T	A	P	R	B	C	Q	F	P	
		O	S	G	A	T	A	P	R	B	C	Q	F	P	
<b>Totals</b> (divide number of each means, partner, or function by total communication samples recorded to yield percentage [%])		O	S	G	A	T	A	P	R	B	C	Q	F	P	

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 8B: Conversation Transcript Form**

(Use to document mastery and generalization of functional conversation abilities)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ Recorder: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. Record (e.g., capture audio) and then transcribe conversation.
3. Note if partner was adult or peer.
4. Provide relevant comments about the setting, topic, and conversation.

Turns	Individual's message	Partner's message	Partner	
			Adult	Peer
			Adult	Peer
			Adult	Peer
			Adult	Peer
			Adult	Peer
			Adult	Peer
			Adult	Peer
			Adult	Peer

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

**Form 9B: Social Skills Rating Scale**

(Use to monitor generalization of one social skill)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. List the activities or settings selected for observations.
3. Observe the individual throughout the activity.
4. When each activity is complete, rate the presence or absence of the target skill using one of the following coding options. (Option D: Write and define your own rating scale key.)

**Sample coding options:**

Code	2	1	0	Indicate choice
Option A	Skill spontaneous	Skill prompted	Skill absent	
Option B	Skill occurred mostly with peers	Skill occurred mostly with adult	Skill absent	
Option C	Skill observed most of the time	Skill observed some of the time	Skill rarely or never occurred	
Option D (specify)				

5. Calculate the total numbers each for 0, 1, and 2 and/or determine the percentage (e.g., 10 of 50 = 20%).
6. Provide any relevant comments about the individual's skill use.

Activity or setting	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:
1.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
2.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
3.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
4.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
5.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
6.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
7.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
8.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
9.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
10.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<b>Total</b> Calculate percentage (%) for 0, 1, and 2			<b>0:</b>	<b>1:</b>	<b>2:</b>

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

## Form 10B: Multiple Social and Communication Skills Rating Form

(Use to monitor generalization of multiple skills in noninstructional settings)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Social objective 1 (S1): \_\_\_\_\_

Communication objective 1 (C1): \_\_\_\_\_

Social objective 2 (S2): \_\_\_\_\_

Communication objective 2 (C2): \_\_\_\_\_

**Data collection directions:**

1. Provide the date and the initials of the observer/recorder.
2. Write in the natural context or activity observed.
3. Rate the individual's ability to demonstrate the skills in the activity or settings using the following rating scale.

Code skills as:	
Does not demonstrate skill after prompting or incorrect behavior	0
Demonstrates skill after a prompt the majority of the time	1
Independently demonstrates skill the majority of the time	2

4. Calculate the number and/or percentage (e.g., 3 of 5 = 60%) of recorded opportunities for 0, 1, and 2.
5. Provide any relevant comments about the individual's skill use.

Date	Activity or setting	S1			S2			C1			C2			Initials
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
		0	1	2	0	1	2	0	1	2	0	1	2	
Total no. or percentage (%) independent (2)														
Total no. or percentage (%) prompted (1)														
Total no. or percentage (%) absent (0)														

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## PROGRESS MONITORING FORMS

**Form 11B: Communication Skills Rating Scale**

(Use to monitor generalization of one skill in noninstructional settings)

Name: \_\_\_\_\_ Start date: \_\_\_\_\_ End date: \_\_\_\_\_

Objective: \_\_\_\_\_

**Data collection directions:**

1. Provide the date, the activity or setting, and the initials of the observer/recorder.
2. Rate the individual's ability to demonstrate the skill in different activities using the following rating scale. Circle the selected rating.

<b>Code skills as:</b>	
Did not communicate or used incorrect communication the majority of the time	0
Needed prompt to communicate message the majority of the time	1
Communicated message independently the majority of the time	2

3. Calculate the total number of 0, 1, and 2 scores and/or determine the percentage (e.g., 4 of 10 = 40%).
4. Provide any relevant comments about individual's skill use.

Activity or setting	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:	Date: Initials:
1.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
2.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
3.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
4.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
5.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
6.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
7.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
8.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
9.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
10.	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<b>Total</b> Calculate percentage (%) for 0, 1, and 2			<b>0:</b>	<b>1:</b>	<b>2:</b>

Comments: \_\_\_\_\_

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## PROGRESS MONITORING FORMS

## Form 12B: Community Planning Guide

- c. Does the individual understand what to say to others, as needed, in the setting?

- d. Does the individual understand how to wait, as needed, in that setting?

4. Does the individual have necessary communication skills:

- a. Does the individual have the skills to gain attention, if needed?

- b. Does the individual have the skills to make requests?

- c. Does the individual have the skills to ask for help, if needed?

- d. Does the individual have the skills to follow simple directions associated with the setting?

5. Is there a plan for the unexpected in the environment (e.g., fire drills, stores being closed, not having a desired item, novel people, change in plans)?

6. Does the individual have a way to calm or occupy self in the setting (e.g., a backpack of favorite toys, breathing exercises, calming scripts, sensory/fidget toys)?

- D. During the target activity, is the individual able to:

	Yes	No	Prioritize
1. Wait			
2. Attend to the activity through completion			
3. Make a transition to the next activity when directed			
4. Accept interruptions or unexpected change			
5. Follow directions			
6. Make choices when necessary			
7. Calm self or be comforted			
8. Make needs known in a socially appropriate manner			

## Part II: Goals and Objectives

- A. Using the information from the survey, identify the skills to be addressed in the target setting:

1. List the skills that need to be taught for success in the target setting.

2. Identify any environmental factors that can cause overstimulation.

## PROGRESS MONITORING FORMS

## Form 12B: Community Planning Guide

**Part III: Intervention Plan**

A. To assist the individual in the community, design instructional strategies in the following areas:

1. Design strategies to prepare the individual prior to the target activity.
  - a. Use strategies to help the individual understand where he or she is going prior to arrival.

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- b. Use strategies to prepare the individual for what is expected of him or her in the setting.

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- c. Use strategies to clarify for the individual when the activity will be over.

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2. Design strategies to compensate for environmental overstimulation.

- a. Use strategies that desensitize the individual to stimuli that provoke fear or discomfort.

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- b. Use strategies to keep the individual focused on the target activity.

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3. Design strategies to help the individual understand what is expected of him or her in the target activity.

- a. Use strategies to help the individual understand where he or she is supposed to be in the setting.

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- b. Use strategies to help the individual understand what he or she is supposed to do in the setting.

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- c. Use strategies to help the individual understand what he or she needs to say to others in the setting.

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- d. Use strategies to help the individual wait, as needed, in the setting.

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**Form 12B: Community Planning Guide**

4. Design strategies to provide the individual with the communication skills necessary for the target activity.
- a. Use strategies to teach the individual how to gain attention, if needed.

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- b. Use strategies to teach the individual how to make requests appropriately.

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- c. Use strategies to teach the individual how to ask for help, if needed.

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- d. Use strategies to help the individual follow simple directions associated with the setting.

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- B. Design intervention strategies to compensate for the unexpected.

1. Use strategies to help the individual remain calm when unexpected events occur during the target activity.

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2. Use strategies to provide the individual with a means of occupying self during the target activity.

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