|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Steps of Routine** | **Date** | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **4321S** | **4321S** | **4321S** | **4321**  **S** | **4321S** | **4321**  **S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321**  **S** | **4321**  **S** | **4321**  **S** |
|  | **4321**  **S** | **4321S** | **4321**  **S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321**  **S** |
|  | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321**  **S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321**  **S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** |
|  | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** |
|  | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321**  **S** |
|  | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** |
|  | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** |
|  | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** |
|  | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** | **4321S** |

**STUDENT INDEPENDENCE DATA**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Routine: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**KEY (definitions on back):**

**4=Independent 3=Visual / Gestural 2=Verbal 1= Physical S=Step not completed by student**

**Instructions:**

* Select a daily routine to observe that is challenging for the student (e.g., arrival, putting away materials, lunch, dismissal, toileting, task completion)
* Task-analyze the routine (i.e. indicate the steps necessary for completing the routine) and list in the left column of the data sheet (e.g. Arrival: get off the bus, come into the school, go to the locker, get materials needed for first period, go to class).
* Observe the routine, and for each step, circle all prompts needed for the student to complete the step
* Collect independence data on the same routine for 3 days across two consecutive weeks
* After every third data point, analyze the data; determine if independence is improving, staying the same, or declining; and then, based on your analysis of the data, make a corresponding plan
* For easier analysis, draw a line connecting each day and insert a phase line when intervention is implemented or is changed

**KEY Definitions:**

4= student did the step on his own (visual prompt such as a schedule is acceptable)

3=student needed an adult to present a visual or gestural prompt to complete the step

2= student was reminded or told how to complete the step (after initial instruction)

1= partial or full physical assistance was provided to complete the step such as hand over hand or initiation

S= student did nothing to complete step, no prompt was provided, and/or step was completed by staff

**Data analysis:**

Based on the past 3 data points, independence on this routine is:

Not independent with all steps or declining

Improving or independent with all steps

Observe the routine and determine possible problems

Excellent! Maintain routine and target a new routine

* Task needs to be broken down into smaller steps
* Prompting is occurring too quickly
* Prompting is occurring too frequently
* Prompting is too delayed
* Current prompt is not effective at getting step to occur
* Step is dependent on a prompt (prompt dependency)
* Step seems like it could occur without a prompt
* Reinforcer is not motivating enough
* Reinforcer was not delivered following completion of routine

**Plan of Action based on the assessment:**

* Break down the task into smaller steps
* Wait to provide a prompt on steps: \_\_\_\_\_\_\_\_\_\_\_
* Remember to provide only one prompt for steps: \_\_\_\_\_\_\_\_\_\_\_
* Provide a more immediate prompt on steps: \_\_\_\_\_\_\_\_\_\_\_
* Need to start with higher level of assistance on steps: \_\_\_\_\_\_\_\_\_\_\_
* Need to fade level of prompt on steps: \_\_\_\_\_\_\_\_\_\_\_
* Provide no prompt on steps: \_\_\_\_\_\_\_\_\_\_\_
* Find a new reinforcer
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_