

Student Independence Data

Student: Arianna Martinez	Data Collector: Mrs. Connors
Class/Teacher: Mr. Hyde	Routine: Navigating hallway to bathroom
Prompting Key - Definitions and Instructions on the back 4 - Independent 3 - Visual/Gestural 2 - Verbal 1 - Physical X - Step not completed by student	

Steps of Routine	Date											
Step 1: Ask permission to go to the bathroom	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X
Step 2: Once given permission, quietly get up from seat and walk to the classroom door	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X
Step 3: Turn in the direction of the bathroom	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X
Step 4: Walk directly to the bathroom	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X
Step 5: Enter into the bathroom and complete bathroom routine	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X
Step 6: Leave bathroom and turn in direction towards the classroom	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X
Step 7: Walk directly back to the classroom	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X
Step 8: Walk into classroom	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X
Step 9: Quietly walk to seat and sit down	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X	4 3 2 1 X
# of Steps Independent/Total Steps												

Preparation

- Select a meaningful daily routine for the student to learn that will lead to greater independence.
- List the steps necessary for completing the routine on the left column of the data sheet. This is a task analysis.
- Review the prompting key for collecting the data.

Collecting Baseline Data

- Observe the student as they complete the routine and collect data.
 - Use a least-to-most prompting approach to allow the student to be as independent as possible. (When teaching, you may use an errorless/most-to-least prompting approach.)
 - For each step, circle the prompt needed for the student to complete the step.
- Collect at least 3 data points for the routine within a 2-week time period, all on different days.
- Draw a line to connect each data point (circle) to create a graph of your data.
- Use the data analysis process below to analyze the baseline data and create an action plan.

Ongoing Data Collection

- As you implement the plan, continue to collect data at least once per week. Connect each data point with a line.
- After every third data point, determine next steps using the data analysis process.
- If changes are made to the intervention, draw a thick vertical line on the form before adding the next data point.

Prompting Key

- 4 - Student did the step on their own (visual support used independently, such as a schedule is acceptable).
- 3 - Student needed an adult to present a visual or provide a 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 direct physical guidance.
- X - Student did nothing to complete the step and no prompt was provided and/or the step was completed by staff.

Data Analysis

Based on the last 3 data points:

- **If:** Independence is improving or the student completes all steps independently.
 - **Then:** Celebrate! Maintain this routine and consider starting a new routine.
- **If:** Independence is declining or there is no progress in completing the steps independently.
 - **Then:** Observe the routine, identify possible barriers, and make a plan of action.

Based on your observation, indicate any barriers to independence you noticed and choose the plan of action.

Barriers	Plan of Action
<input type="checkbox"/> Task needs to be broken down into smaller steps	<input type="checkbox"/> Break down the task into smaller steps
<input type="checkbox"/> Prompting is occurring too quickly	<input type="checkbox"/> Wait to provide a prompt on steps: _____
<input type="checkbox"/> Prompting is occurring too frequently	<input type="checkbox"/> Remember to provide only one prompt for steps: _____
<input type="checkbox"/> Prompting is too delayed	<input type="checkbox"/> Provide a more immediate prompt on steps: _____
<input type="checkbox"/> Current prompt not effective at getting step to occur	<input type="checkbox"/> Need higher level of assistance on steps: _____
<input type="checkbox"/> Step is dependent on a prompt	<input type="checkbox"/> Need to fade level of prompt on steps: _____
<input type="checkbox"/> Step seems like it could occur without a prompt	<input type="checkbox"/> Use time delay on steps: _____
<input type="checkbox"/> Reinforcer is not motivating enough	<input type="checkbox"/> Find a new reinforcer or use a choice board
<input type="checkbox"/> Reinforcer not provided after routine completion	<input type="checkbox"/> Provide reinforcer following completion of routine
<input type="checkbox"/> Environment is distracting or overstimulating	<input type="checkbox"/> Provide visual cues in the environment
<input type="checkbox"/> Environmental cues are not available to support independence (e.g., visual cues)	<input type="checkbox"/> Individualized strategies may include dividing tasks into smaller steps, teaching "Where and When" to access a preferred item, or offering sensory tools.
<input type="checkbox"/> Other:	<input type="checkbox"/> Other: