

Steps of Routine	Date															
1. When teacher says “it’s time to wash your hands for snack”, child goes to stand in line by the sink	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S
2. Child steps onto the stool	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S
3. Child turns on cold water	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S
4. Child places both hands under running water	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S
5. Child pushes soap dispenser and dispenses soap on her hands	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S
6. Child rubs hands together	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S
7. Child rinses hands under water	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S
8. Child turns off water	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S
9. Child pulls paper towel from dispenser	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S	4 3 2 1 S

### STUDENT INDEPENDENCE DATA

Student Name: Callie

Observer 1: Brandon D.

Class/Teacher: Mrs. Kane

Routine: Washing hands

#### 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

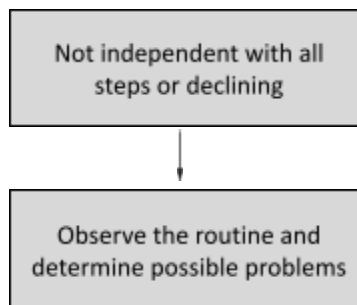
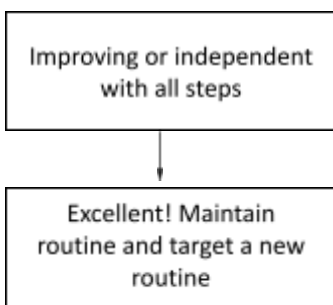
2= student was reminded or told how to complete the step (after initial instruction)

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:



- 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: \_\_\_\_\_