

PROGRESS MONITORING

➤ DATA SHEETS

➤ BEHAVIOR BASED

➤ OBSERVATION

➤ IEP GOALS



Classroom Observation Form: Frequency Analysis of Academic Engagement		Name: _____		Date: _____		Start time of observation: _____											
		Observer: _____		Subject observed: _____		Student/teacher ratio: _____											
		Instructions: Observe the student for the targeted behavior of following directions. Place a tally in the box with the corresponding time interval if the student demonstrates this behavior. Select the assumed reason that reflects the effect of the behavior. Leave the box blank if the student is exhibiting appropriate behavior. Total the tallies after 10 minutes. Use the totals to report progress monitoring.															
		Behavior Being Observed		Assumed Reasons for the Behavior													
		Following Directions		None or lack of attention	Attention spanned side	Challenging task	Getting distracted	Getting stressed or overwhelmed	Self-stimulation	Not "top" of mind	Unfamiliar problem	Responding to someone	Using appropriate materials	Positive reinforcement	Working independently	Working with a partner or group	Notes
Activity	Intervals	30 seconds															
	1 minute																
	1 minute 30 seconds																
	2 minutes																
	2 minutes 30 seconds																
	3 minutes																
	3 minutes 30 seconds																
	4 minutes																
	4 minutes 30 seconds																
	5 minutes																
	5 minutes 30 seconds																
6 minutes																	
6 minutes 30 seconds																	
7 minutes																	
7 minutes 30 seconds																	
8 minutes																	
8 minutes 30 seconds																	
9 minutes																	
9 minutes 30 seconds																	
10 minutes																	
Totals																	
Notes:																	

A Reflection of Using My Skills

by _____

People have many feelings during each day. Feelings I have felt lately are

☐ happy	☐ loving	☐ angry	☐ shy	☐ smart
☐ bored	☐ confused	☐ hurt	☐ nervous	☐ sorry
☐ angry	☐ frustrated	☐ guilty	☐ overwhelmed	☐ scared

Other feelings I've had _____

Strategies to enjoy life and cope with stress are helpful. Strategies I've used lately are

☐ counting	☐ deep-breaths	☐ drawing	☐ drinking water	☐ exercise
☐ fidget	☐ hugging my body	☐ making my favorite phone	☐ managing my breath	☐ positive self-talk
☐ stress ball	☐ stretching	☐ taking a break	☐ taking a walk	☐ talking my day

Other strategies I've used _____

There are different ways to use strategies. I've been using these strategies by

☐ myself	☐ talking with an adult	☐ talking with a friend	☐ with help from an adult	☐ with help from a friend
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[illegible]



Independent Work Monitor



I can work on my own!

Name: _____ Date: _____

I'm getting started on my work. I have

☐ read the directions. 
☐ tried on my own. 
☐ asked a Friend who understands. 
☐ broken the work down to smaller steps. 
☐ completed parts of the work I understand. 

If I need help, I can have 3 teacher check-in times.



5-minute
teacher time



5-minute
teacher time



5-minute
teacher time

I've finished my assignment. I have

☐ checked my work. 
☐ turned in my work or put it in my folder. 
☐ helped others. 

[illegible]

Caroline Koehler

PROGRESS MONITORING OF IEP GOALS

[illegible][illegible][illegible]

PROGRESS MONITORING OF IEP GOALS

Classroom Observation Form: Frequency Analysis of Academic Engagement

Name: _____ Date: _____ Start time of observation: _____
 Observer: _____ Subject observed: _____ Student/teacher ratio: _____

Directions: Observe the student for off task behavior. Place a tally in the box with the corresponding time interval if the student demonstrates this behavior. Select the assumed reason that reflects the effect of the behavior. Leave the box blank if the student is exhibiting appropriate behavior. Total the tallies after 10 minutes. Use the totals to report progress monitoring.

Activity	Intervals	Off task	Assumed Reasons for the Behavior												Notes	
			Not ready to start	Not ready to start	Not ready to start	Not ready to start	Not ready to start	Not ready to start	Not ready to start	Not ready to start	Not ready to start	Not ready to start	Not ready to start	Not ready to start		
	30 seconds															
	1 minute															
	1 minute 30 seconds															
	2 minutes															
	2 minutes 30 seconds															
	3 minutes															
	3 minutes 30 seconds															
	4 minutes															
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	7 minutes															
	7 minutes 30 seconds															
	8 minutes															
	8 minutes 30 seconds															
	9 minutes															
	9 minutes 30 seconds															
	10 minutes															
	Totals															

Notes: _____

Independent Work Monitor
 I can work on my own!

Name: _____ Date: _____

I'm getting started on my work. I have

- ☐ read the directions.
- ☐ tried on my own.
- ☐ asked a friend who understands.
- ☐ broken the work down to smaller steps.
- ☐ completed parts of the work I understand.

If I need help, I can have 3 teacher check-in times.

5-minute teacher time 5-minute teacher time 5-minute teacher time

When I'm working, I can calm myself.

Take deep breaths.	Slowly count to 10.	Use a fidget.
Take a 1-minute break.	Tell yourself, "I'm trying my best. I'm okay."	Remember that mistakes show I'm learning.
Take a drink of water.	Stop talking and think in pictures and words only.	Circle your wrists and ankles 5 times.



Caroline Koehler

