

Progress Record Sheet Overview

Provide brief descriptions of the behaviors you want to accelerate (happen more often) and decelerate (happen less often), usually corresponding to "corrects" and "errors"

The name of the person who's behavior is to be monitored and (possibly) changed.

The age of the person who's behavior is being monitored or targeted for change

Any brief label that will help describe the behavior (e.g., "LD", "5th grade", "son")

Progress Record Sheet

Accelerate Name of behavior to accelerate to Acceleration frequency aim /min. by Date for reaching acceleration aim Manager Name of person responsible for the daily management of the program

Decelerate Name of behavior to decelerate to Acceleration aim ar by Date for reaching deceleration aim Advisor Name of person helping the manager plan and evaluate the program

Behavior Name of person who's behavior is monitored Age of behavior Label Any brief label that describes the behavior

Day	Date	Count Time	# Opp.	Accel Count	Decel Count	Comments	Day	Date	Count Time	# Opp.	Accel Count	Decel Count	Comments
S							S						
M							M						
T							T						
W							W						
T							T						
F							F						
S							S						
S							S						

Any brief comments about significant or interesting events or conditions that might have influenced the assessment results (e.g., changes in the program, days when the learner was not feeling well).

The name of anyone who provides regular assistance or advice to the manager. It is usually expected that this person will review the program on at least a weekly basis, but that is not necessarily definitive of the position.

The project manager is the person responsible for running the program on a daily basis. In a "teacher-manager" program, the manager is someone other than the behavior; in a "learner-manager" project, the manager is the same as the behavior, that is, the behavior/manager is trying to change their own behavior.

Specify the dates by which you hope to reach the performance aims. They can be set at the same or different dates. If different, the aim date for the acceleration target is usually set first, with more time allowed to reach the deceleration aim, if necessary.

The performance aims for the acceleration and deceleration targets. Acceleration aims are always specified in the number of behaviors per minute; deceleration aims can be specified in behaviors per minute OR as accuracy ratios (the number of corrects for each error; e.g., x10 would indicate that the aim is to have 10 times more corrects than errors). Circle either "/min" or "ar" to indicate which approach is being used to specify the deceleration aim.

Lines are provided for each day of the week. If no data are collected on a given day, leave that line blank. that way it will be easy to tell at a glance when assessments were actually conducted.

Maximum # of times the behavior could have occurred. If there was no set limit, leave blank.
 # of times the acceleration target occurred during the assessment
 # of times the deceleration target occurred during the assessment

The date when the assessment was conducted

Number of minutes spent counting the behavior