

TERMS OF USE

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Sharing these materials illegally increases prices for everybody, so please take a moment to review (and abide by) our Terms of Service.

I truly hope you find immense value in our materials. If so, please refer your friends, colleagues and coworkers to our Website and/or provide a review of our products!

Sincerely,

Connie Persike

CP Consulting



YOU CAN...

- ✓ Print these materials.
- ✓ Upload materials to private, secured places on the Web.
- ✓ Print these documents to share with your student's team members and parents. For example, you may give printed copies of these materials to special education teachers, paraprofessionals or occupational therapists for the purpose of sharing information or the student's plan.

If a district-wide purchase:

- ✓ Districts can use materials for all students and professionals across their district.
- ✓ Districts can share completed forms with families of students enrolled in their district
- ✓ Districts can store the documents in their student records (both online and paper).
- ✓ Districts can add their logo to the documents.

YOU CANNOT...

- ✓ Store any of these files in places that can be Googled or accessed by others.
- ✓ Upload these to any type of shared document drive on the internet.
- ✓ Remove author information.
- ✓ Share with other districts or staff/families from other districts.
- ✓ Make changes to the original document in way manner.



Connie Persike, M.S. SLP/CCC Educational and Behavioral Consultant | Speech & Language Pathologist

CP Consulting

2623 Dublin Avenue, Waunakee, WI | 608-333-4464 | info@cpconsulting.us | www.cpconsulting.us

SOCIAL INITIATION AND RESPONSE RATE

Date: _____ Student: _____ Grade: _____

Class/Teacher: _____ Observer: _____

Length of Observation: _____

STUDENT OF FOCUS

Social Initiations	
Social Responses	
Opportunities to Respond	Response Percentage

PEER COMPARISON

Social Initiations	
Social Responses	
Opportunities to Respond	Response Percentage

“If something exists, it exists in some amount. If it exists in some amount, then it is capable of being measured.”

-Rene Descartes

A-B-C OBSERVATION FORM

Date: _____

Student: _____

Grade: _____

Class/Teacher: _____

Observer: _____

Length of Observation: _____

Other relevant information:

Time	Setting	Antecedent	Behavior	Consequences

“If something exists, it exists in some amount. If it exists in some amount, then it is capable of being measured.”

-Rene Descartes

FREQUENCY RECORDING

Date: _____

Student: _____

Class/Teacher: _____

Grade: _____

Observer: _____

STUDENT OF FOCUS

Behavior/ Skill	Time Started	Time Ended	Tally Marks	Length of Observation	Rate

PEER COMPARISON

Behavior/ Skill	Time Started	Time Ended	Tally Marks	Length of Observation	Rate

“If something exists, it exists in some amount. If it exists in some amount, then it is capable of being measured.”

-Rene Descartes

INTERVAL RECORDING

Date: _____

Student: _____

Class/Teacher: _____

Length of Observation: _____

Grade: _____

Observer: _____

Length of Interval: _____

STUDENT OF FOCUS

Behavior/ Skill	Tally Marks	Add'l Notes/Observations

PEER COMPARISON

Behavior/ Skill	Tally Marks	Add'l Notes/Observations

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DURATION RECORDING

Date: _____

Student: _____

Class/Teacher: _____

Length of Observation: _____

Grade: _____

Observer: _____

STUDENT OF FOCUS

Behavior/Skill	Start Time	End Time	Duration

PEER COMPARISON

Behavior/Skill	Start Time	End Time	Duration

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-Rene Descartes

LATENCY RECORDING

Date: _____

Student: _____

Class/Teacher: _____

Length of Observation: _____

Grade: _____

Observer: _____

STUDENT OF FOCUS

Behavior/Skill	Start Time <i>(Time of request)</i>	End Time <i>(Behavior was initiated)</i>	Latency

PEER COMPARISON

Behavior/Skills	Start Time <i>(Time of request)</i>	End Time <i>(Behavior was initiated)</i>	Latency

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