**Regression Tracking Form (See Page 2 for “Summary”)** School age guidance reg track Revised 11-2015

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| Student: | | | | DOB: | | | | | Age: |
| School District: | | | | Provider Agcy. | | | | | Discipline: |
| Treatment Interruption Dates: 2/18/11-2/28/11 (5 School Days) | | | | Therapist Name: | | | | Freq./Dur. | |
| IEP Goal or problem behavior (Particularly if there is a Behavior Plan) | Target Step/Date Began (From Current Quarter) | Pre-Break Data | Post Break Data | | Days until Pre break data reached | Skill Attainment Post treatment Interruption?\* | Notes/Supporting Info. | | |
| Select 3-5 current IEP goals and select target’s that are recently worked on or recently mastered. Target’s that have been mastered for a while will be resistant to regression because they have been practiced over a long period of time. Don’t select goals or targets with variable performance because it will be difficult to prove regression. |  | Use actual score | Use actual score | | May not be reached. list “ongoing” | Use codes from key at bottom of page | Indicate child’s scores and difficulties. For example (non-response, incorrect/low data, requires prompting etc) | | |
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| Johnny will label 10 pictures with 80% accuracy | Ball | 80 | 50 | | ongoing | NP | Demonstrates Regression-Do not write this, explain the data and progress | | |
| Cat | 80 | 20 | | 7 | MP | Demonstrates Regression | | |
| House | 60 | 30 | | 2 | SP | Does not demonstrate regression, don’t use this target. | | |
| For the “Cat” example, the child regained the skill, but it took longer than the treatment interruption constituting “regression”. In the “notes” section, you may want to describe the data pattern or difficulties the child is having. For example, Johnny in now calling the ball “apple” when asked to label and has required a verbal prompt. This is currently at 70% with a verbal prompt. | | | | | | | | |

**\*Codes for Skill Attainment Post-Treatment Interruption:** (NP)-No Progress, (MP)-Minimal Progress, (IP)-Inconsistent Progress, (MODP)-Moderate Progress, (SP)-Significant Progress. The grid can be expanded to include more goals/targets by hitting the “tab” button in the box in the bottom right corner.

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**Regression Data Summary:**

Provide a brief narrative summarizing the data collected above. Please note that you will probably need to expand the grid in order to address the usual 3-5 goals.