

Transcript for Progress Line Example

This is the handout “Progress Line Example”, or Worksheet 1, Step 2 of the Environment Pilot (pg. 6). This form has a table with 14 columns and 5 rows. In the first column, guidance is provided for adding the names of the individuals completing the form and for recording up to three activities or routines that fall into the red zone (from Step 1). The names of the individuals completing this form are Paul (Bea’s Dad) and Jamie (Occupational Therapist). The three activities or routines that fall into the red zone are mealtime, getting dressed, sitting in cart at store. In the last column, Column F asks “Are there physical environment features and/or items that if taken away would prevent the child from participating in this activity?” and provides a place to list items or features that should be part of the child’s service record. For mealtime, placemat is listed. For getting dressed, changing table with safety bars and clothes within reaching distance beside Bea for holding/helping. For sitting in cart at store, shopping cart fabric cover with additional straps to support positioning in front of cart, fidgets attached to cart handle, and mirror attached to cart handle are listed.

Columns C, D, and E list criteria for data collection points for baseline and three additional data points for each activity or routine listed. C asks “Typically, how often does the child have a chance to participate in the activity?” Criteria: once each week, a few times each week, more than once each day, D asks “Typically, how involved is the child during this activity?” Criteria: Not very involved, Somewhat involved, Very Involved, E asks “Typically, how is the child’s participation in this activity meeting your expectations?” Criteria: Does not meet, occasionally meets, meets, exceeds,

Rows record the criteria and features/items for baseline and each additional data point for each activity or routine listed. For mealtime, under Column C (typically how often does the child have a chance to participate in the activities), baseline data and data point 1 & 2 indicate “Once or More Each Day”, data point 3 indicates “A few times each week”. For getting dressed, under Column C, baseline data: “a few times each week” and data point 1,2,3: once or more each day. For sitting in shopping cart at store, under Column C, baseline data and data point 1,2,3: a few times each week.

For mealtime, under Column D (typically how involved is the child during this activity), baseline and data point 1: somewhat involved; data point 2 & 3: not very involved. For getting dressed, baseline: not very involved, data point 1,2,3: somewhat involved. For sitting in cart at store, baseline: not very involved; data point 1 & 2, somewhat involved; data point 3: very involved.

For mealtime under Column E (how is the child’s participation in this activity meeting your expectations), baseline and data point 1: occasionally meets; data point 2 & 3: does not meet. For getting dressed, baseline and data point 1: does not meet; data point 2 & 3: occasionally meets. For sitting in cart at store, baseline: does not meet; data point 1 & 2: occasionally meets; data point 3: meets.

Using the data in Columns C, D, and E for each routine or activity, starting with the baseline and for each additional data point, print out and draw a line (or trace with your fingers) from the

previous check mark to the current check mark to make the progress line. On this example, a line drawn straight down (|) indicates no change and is highlighted in yellow; a line drawn toward the bottom right corner of the page (\) indicates improvement and is highlighted in green; a line drawn toward the bottom left of the page (/) indicates a red flag and should be examined and is highlighted in red.

Under Column C, mealtime, there is a yellow line between baseline, data point 1 & 2, indicating no change; there is a red line between data point 2 & 3, indicating a red flag. Getting dressed, there is a green line between baseline and data point 1, indicating improvement, and a yellow line from data point 1, 2 & 3, indicating no change. Sitting in cart at store, there is a yellow line between baseline and data point 1, 2, & 3, indicating no change.

Under Column D, mealtime, there is a yellow line between baseline and data point 1; a red line between data point 1 & 2; a yellow line between data point 2 & 3. Getting dressed, there is a green line between baseline and data point 1; a yellow line between data point 1, 2, & 3. Sitting in cart at store, there is a green line between baseline and data point 1; yellow line between data point 1 & 2; green line between data point 2 & 3.

Under Column E, mealtime, there is a yellow line between baseline and data point 1; a red line between data point 1 & 2; a yellow line between data point 2 & 3. Getting dressed, there is a yellow line between baseline and data point 1; green line between data point 1 & 2; yellow line between data point 2 & 3. Sitting in cart at store, there is a green line between baseline and data point 1; yellow line between data point 1 & 2; green line between data point 2 & 3.