Physical Structure Data Sheet

| *TASN |
|---------------------------------------|
| Autism and Tertiary Behavior Supports |

| tiary Behavior Supports | Reinforcer: | |
|-------------------------|---------------|--|
| .ksdetasn.org | Location: | |
| Student: | Criteria for | |
| Staff Initials: | Mastery: | |
| Month: | | |

| lden | tify Prompt Hierarchy |
|------|-----------------------|
| 1) | |
| 2) | |
| 3) | |

Skill

- + = Independently completes the skill. No prompting required. (Prompts include verbal, gestural, and physical)
- = Student requires prompts to complete the skill. (Prompts include verbal, gestural, and physical)

| | | | Week 1 | | | | Week 2 | | | | | | | 1 | Week 4 - Choose 1 | | | | | | | | |
|---|---|----------|--------|------------|------|----|-------------|---|---|---|----|------------------|---------------------------------|-------|-------------------------------|-------------------------|----|---------------------------------|---|---|---|----|---|
| | | Independ | | | nden | nt | Independent | | | | t | | Restructure/Continue Daily Data | | | | | Restructure/Continue Daily Data | | | | | |
| | | + | | | • | | | | • | | | | Next Steps for | 2. Ge | c1 | 2. Generalization Week2 | | | | | | | |
| | | ō | | Daily Data | | | Daily Data | | | | | Restructuring or | Loca | | 3. Independent Probe - 2 days | | | | | | | | |
| | Skill | Pri | M | T | W | Th | F | М | T | W | Th | F | Generalization* | M | T | W | Th | F | M | T | W | Th | F |
| | Demonstrates understanding of | | + | + | + | + | + | + | + | + | + | + | | + | + | + | + | + | + | + | + | + | + |
| 1 | boundaries for activities in each area of the classroom | | - | - | ı | - | - | • | • | • | - | - | | - | - | - | - | - | - | - | - | - | - |
| 2 | Movement during transitions is | | + | + | + | + | + | + | + | + | + | + | | + | + | + | + | + | + | + | + | + | + |
| | appropriate and deliberate | | - | - | - | - | - | - | - | - | - | - | | - | - | - | - | - | - | - | - | - | - |
| 3 | Maintains focus during activities in | | + | + | + | + | + | + | + | + | + | + | | + | + | + | + | + | + | + | + | + | + |
| | each area of room | | • | - | - | • | - | - | - | - | - | - | | - | - | - | - | - | - | - | - | - | - |
| 4 | Student accesses, uses, and returns | | + | + | + | + | + | + | + | + | + | + | | + | + | + | + | + | + | + | + | + | + |
| | materials and supports during activities and routines | | - | - | - | - | - | • | • | - | - | - | | - | - | - | - | - | - | - | - | - | - |

*See "Strategies for Restructuring" Form for considerations on moving forward.

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