### Progress Record Sheet Overview

- **Behavior**: Name of the behavior you want to accelerate (happen more often) or decelerate (happen less often), usually corresponding to “corrects” and “errors”.
- **Name of person who’s behavior is monitored**: The name of the person whose behavior is to be monitored and possibly changed.
- **Age**: The age of the person who’s behavior is being monitored or targeted for change.
- **Label**: Any brief label that will help describe the behavior (e.g., “LD”, “5th grade”, “son”).
- **Manager/Advisor**: Name of person responsible for daily management of the program.
- **Comments**: 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).

### Progress Record Sheet

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Count Time</th>
<th># Opp.</th>
<th>Accel Count</th>
<th>Decel Count</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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.

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.

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.

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