

## School Data Tracking Sheet

Date: \_\_\_\_\_

Person Recording: \_\_\_\_\_

	In Class am	Recess	In Class	Lunch	Afternoon
	Time: _____	Time: _____	Time: _____	Time: _____	Time: _____
<p><b><u>Co-Regulation</u></b></p> <p>Is he calm enough and settled to attend to an interaction? Are you 'tuning in' to hear where he is emotionally to help him join in?</p> <p>Examples of not regulated: stretching, distracted, staring off, eyes not on the group/activity, over/underactive for the situation</p>					
<p><b><u>Engagement</u></b></p> <p><b><i>Does he have that 'Gleam in the eye'?</i></b></p> <p><i>Is he "on the same page", paying attention to the same thing the "group" is? -eye gaze to peers and eye gaze to activity/items that the group is interacting with...visually and/or verbally referencing peers</i></p>					
<p><b><u>Social Reciprocity (Circles, Flow)</u></b></p> <p>True Back and Forth in speaking and listening interactions -opening (initiating) and closing (ending) circles of communication verbally or nonverbally</p>					

\*\*Fill in #minutes/15 minute sample for tracking **co-regulation** and **engagement**

\*\*Use hash marks to count number of times the child initiates or responds appropriately for **social reciprocity**

\*\*Complete one data sheet per week during circle time, free choice, recess, and lunchtime

Comments:

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