

Aloha Pat,

I have gotten so many great ideas and activities from your site that I thought it was time I submitted something that has worked for me.

I am submitting a "Self Data Sheet" that I use with my students to help in data collection. This is especially valuable when working in groups. I spend a few sessions teaching my students how to keep their own data. We write a brief description of what they are working on at the top (e.g., "s" at the beginning of words, answering "who" questions, using easy onset, etc.) and after each opportunity I tell them whether they can place a mark in the "correct" or the "needs more practice" column and why. At the end of the session, we count the number of "correct" and the number of "needs more practice" and figure out the percentages. Within a few weeks, they are taking their own data (often they are harder on themselves than I would be). These sheets can be used as is, over multiple sessions, or can be cut apart into 4 individual sheets.

I've found that the "Self Data Sheet" helps to increase my students' awareness of their individual goals and improves their ability to self-correct. It also allows me to group students with a variety of goals (e.g., articulation, language, fluency, etc.) because each student knows what they are working on. Another added benefit of grouping students this way is they become excellent models for the other students in the group. The SLP is free to focus on the activity (and manage the behavior of the group) because data collection is in the students' hands.

Sincerely,

Janine Williams, M.S., CCC-SLP
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