Supporting Name Writing: Data Collection

WHAT AND WHY: Name writing is a classic goal that sometimes stays on the IEP for decades! Add more about…how they should-authentic, keep perspective of role, Students' name writing attempts may appear to be unclear and full of random letters, however, within the letter scramble there may be subtle changes that occur over time. Some of these changes may not be recognized or may not be seen as growth. This rating scale is an attempt to help capture and quantify the progress students make with name writing *before* their name is spelled correctly.

**Based on assessing the students' errors. Students' errors are very valuable as they offer a window in to what they know.

*This rating scale was developed by informally looking at a group of students name writing samples across a year. Patterns and features that were seen across students' attempts were identified as possible indicators for this rating scale. When looking at these samples, students' writing did <u>NOT</u> develop in a strict, linear, sequential way. Students' writing attempts fluctuated from day to day.

- This informal rating scale is <u>not</u> research based.
- The informal rating scale is <u>not</u> a sequence of name writing development.
- The scale is meant to give a general snapshot of the characteristics of name writing attempts over time.

DIRECTIONS FOR USING THIS DATA FORM: After each authentic name writing opportunity, record the student's attempt, the purpose of the name signing, the alternative pencil used & any other observations. During name signing, **DO NOT** give the student suggestions about what letters to select. Do not have them copy. These will make the data invalid. In order to assess progress and to teach, data is needed about the types of <u>mistakes</u> students make. Score the student's writing attempt using the key below. Circle the appropriate number on the form.

- **0**-No attempt.

- **1**-Random letters with no name letters present.
    Example: Alice used the paper based alphabet flip chart to write: fffffghhhhhhhhh

- **2**-One letter from name present; can be positioned anywhere within overall attempt.
    Example: Mike used the labeler to write: pppssiqqqqqqq

- **3**-Two or more letters from name present but not next to each other; letters can be positioned anywhere within overall attempt.

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Example: Molly used a paper based eye gaze frame to write: aaxxyppor

- **4**-First letter of name in correct position
    Example: Carrie used an enlarged keyboard to write: ccuyyklmbbb

- **5**-Cluster of two or more letters from name next to each other; cluster can be positioned anywhere within overall attempt
    Example: Amanda used the keyboard on her AAC device to write: brtam

- **6**-Last letter of name in correct position.
    Example: Aiden used a light paper keyboard to write: gogmpn

- **7**-All letters from name present but in wrong order; can be positioned anywhere within overall attempt & mixed with other letters.
    Example: Hank used an iPad keyboard app to write: kltamnhi

- **8**-Spells name correctly.
    Example: Susan used an onscreen keyboard with switches to write: susan

Sample Scoring for One Student: Samantha

Date	Helper	Name Attempt	Purpose	Circle Attempt Using Scoring Key									Alternative Pencil Used & Other Observations
9/15/14	GH	oiuoiupoiupioupio	Signed up for ipad	0	①1	2	3	4	5	6	7	8	Print alphabet flip chart using 2 switches
9/17/14	MB	jjllllkjklmmqrtuv	Signed out library book	0	1	2	③3	4	5	6	7	8	Print alphabet flip chart using 2 switches
9/18/14	GH	ooo	Signed get well card to janitor	0	①1	2	3	4	5	6	7	8	Print alphabet flip chart using 2 switches Distracted.
9/19/14	JS	y	Signed art work	0	①1	2	3	4	5	6	7	8	Print alphabet flip chart using 2 switches Not into it.
9/22/14	JS	iicen	Signed book she wrote	0	1	②2	3	4	5	6	7	8	Print alphabet flip chart using 2 switches Very proud of self
9/23/14	GH	---------	Vote for lunch	⓪0	1	2	3	4	5	6	7	8	Was hard to motivate

Note: It is difficult to understand the meaning of students' writings when there are only a few samples. It is important for the student to have many different opportunities.

Reminder: after recording the student's attempt, whether right or wrong, provide a correct model of how to write their name using their alternative pencil and method of access (strategy from Erickson & Koppenhaver, 2003). After providing the model, the student should <u>not</u> write their name again.

ADD:*To see more about Alternative Pencils…reference cLDS and AAC tip

WARNING Name signing should **NOT** be considered the student's writing program. **DANGER**

Name: **Dates:** Name Writing Data Form

<u>**Directions:**</u> Complete this log to track student's name writing attempts using the full alphabet. Record the purpose of name signing, the alternative pencil & any other observations. Please **DO NOT** give the student suggestions about what letters to select; this will make the data invalid. In order to assess progress and to teach, data is needed about the types of mistakes students make. ****Reminder:** after recording the student's attempt, whether right or wrong, provide a correct model of how to write their name using their alternative pencil and method of access. After providing the model, the student should <u>not</u> write their name again.

Date	Helper	Name Attempt	Purpose	Circle Attempt Using Scoring Key									Alternative Pencil Used & Other Observations
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				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	

<u>**Scoring Key:**</u> <u>0</u>-No attempt; <u>1</u>-Random letters with no name letters present, <u>2</u>-One letter from name present; can be positioned anywhere within overall attempt, <u>3</u>-Two or more letters from name present but not next to each other; letters can be positioned anywhere within overall attempt, <u>4</u>-First letter of name in correct position, <u>5</u>-Cluster of two or more letters from name next to each other; cluster can be positioned anywhere within overall attempt, <u>6</u>-Last letter of name in correct position, <u>7</u>-All letters from name present but in wrong order; can be positioned anywhere within overall attempt & mixed with other letters, <u>8</u>-Spells name correctly

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				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
				0	1	2	3	4	5	6	7	8	
Scoring: Total the number of name attempts and enter them in the denominator. Record the number of times that each rating occurred and record in numerator. Example: The student wrote 10 name attempts. Out of those attempts, 2 attempts were random and each scored "1." The score written in the bottom box of the 1 column should be: 2/10.				/	/	/	/	/	/	/	/	/	

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Gretchen Hanser PhD, draft, 10/17/14