

Sign In: Supporting Name Writing

WHAT AND WHY: Name writing is a classic goal that sometimes stays on the IEP for decades! Students typically practice name writing by copying and tracing, which leads to little or no generalization. Signing our name is a very important goal, as it is a part of who we are, so it is very important – but we need to address it using strategies that work!

HOW DO WE SUPPORT NAME WRITING THROUGH SIGN IN:

'Sign In' refers to have students sign in each day, and tracking their name writing as data across a semester or year. Students can sign in for: school, therapy, afterschool activity, Scouts, etc.

Essential Name Writing Strategy: Give Correct Model AFTERWARDS

(Erickson & Koppenhaver, 2003)

Step 1: Make sure the student has an easy way to write! Most of the student's focus should be on thinking about their name—and not to the physical act of making it. (See May, 2009 Tip at www.aacintervention.com). CD with templates & strategies for using alternative pencils: <http://www.med.unc.edu/ahs/clds/products/available-for-purchase>

Step 2: Student makes a name writing attempt with their alternative pencil. Below are several examples:

Mary uses an alphabet flip chart with partner assisted scanning to write QBC;



- Ramon uses a labeler to write R

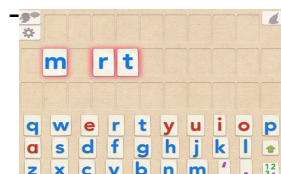
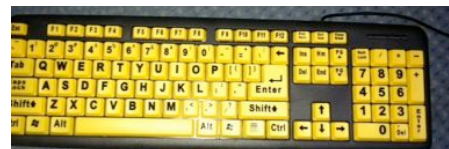


Ellie uses an AlphaBoard to write ABCD



- Gloria uses the alphabet page on her AAC device to write GL

- Nadia uses THE EZ Eyes Keyboard attached to his iPad to write QWERTY



Mai-Ling uses the *Word Wizard* app on her iPad to write m rt

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Step 3: Give instructional feedback. The adult follows up by telling the student what they wrote. Then the adult provides the correct model. The adult spells the student's name out loud and writes it using the student's alternative pencil. For example:

- Ramon: "You wrote R. Here's how I write your name (spells it out loud while typing letters on the labeler).
- Nadia: "You wrote QWERTY. Here's how I write your name"(spells it out loud while typing letters on the EZ Eyes keyboard);

Providing the model AFTERWARDS gives a cognitive structure for the NEXT time the student writes. It also ensures that students are thinking about how to make their names, rather than just copying a model.

DOES IT WORK??

Godt, Hutinger, Robinson & Schneider (1999) used a sign-up sheet strategy to support name writing skills for young children with disabilities. See a sample of success below!

Ernestine Speech/Language 4 years old	Sarah Speech/Language Physical/Vision 4.11 years old	Jeremy Speech/Language 3.7 years old	Melody Speech/Language 4.1 years old
			
			
			
			
			