

Concepts sheets instructions

Download and print out the example data sheet (one that has actual data from therapy. It is under the blank one on my Google Docs page—The name at the top is Hallan—K student – ESL and low functioning parents).

- Materials:
- 1) Basic Concept Sheet (list of concepts broken down by age and type)
 - 2) Concepts data sheet
 - 3) Counting bears and cups (or other items for them to manipulate)
 - 4) Long/Short Concept sheet off of Google Docs
 - 5) Concept sheet of Large/Small you make yourself (see example on Google Docs) OR objects that are the same and you have in different sizes.
 - 6) Picture of lines that are “THICK” and “THIN”

STEP 1:

Get the Basic Concept Sheet (list) and start going through them with your student. Mark columns next to each list “E” (expressive) and “R” (receptive) and document whether they know the concept exp or rec. Then, you can take the concepts they missed (and there are usually a lot) and transfer them over to the Concepts Data Sheet. Then, you begin drilling on concepts and it really works!

STEP 2:

On the left side of the form, you will see Expressive and the right is for receptive. I will typically target RECEPTIVE first and move onto Expressive after they have mastered the receptive side of a certain concept. You can see this by the dates at the top. Most of the receptive dates will be earlier and then when they have almost mastered or mastered the right side (receptive), I will move onto the expressive side for that particular concept.

There is a box at the top for the date and the DAILY data you collect will be documented in columns. So, you put the date at the top. On Hallan's form, you can see the date 12/2 on the Expressive Side. Under that, the first concept I wrote in was "away from". I left three spaces for each concept because I like to have multiple opportunities for them to demonstrate the concept in a session. On the right side of the form, you can see I marked an "X" in the "away from" row because he did not need to target these concepts receptively, so we started with expressive FOR THE TOP HALF ONLY. You can see ½ way down the page that I added more concepts that he needed to work on receptively (those dates are actually earlier than the top half of the page) and that he has just mastered some of them recently.

EXPRESSIVE

So, back to "away from". On 12/2, he could not express this concept when it was demonstrated, so I gave him an 'o'. (I use 'o' for missed and 'x' for correct that I learned from one of my grad school supervisors--use whatever you feel comfortable with). The next time I demonstrated it (later in the session) he was able to express it. However, the last time I did it, he was not. During the session, I am moving from that concept to "in front", "next to", "forward", "some", "thin", "large", "different", "left" and "near" in a random order. When I first started doing concepts this way, it was hard to keep the pace I have now, so don't worry if you only get one or two demonstrations each session for only a couple of concepts. It's about the data and exposure. You will get better at getting more during the session as time goes on. I now work on the entire page and can get three targets for each concept on both sides of the page. However, this is in a group of 2 and we are moving fast!!!!

The next concept was "in front" (remember, I am targeting about 10-20 concepts a session, but I am breaking them down on here to show HOW I do it and keep the data). On 12/2, he did the same thing. He couldn't express it on the first try, but he got it on the second. However, he missed it again on the third try.

Note: It's important to remember what you are trying to get them to do (they have to express it when you demonstrate it OR they will model it when you say it)

Looking at both “away from” and “in front”, you can see his progression from not knowing how to express the concepts to mastery of “away from” on 1/13 and improvement of “in front” to 1/13. I typically considered a concept mastered if they have either modeled (receptive) or expressed it (expressive) consistently over 2-3 sessions. Looking at this sheet, you can see how quickly Hallan was able to grasp these concepts and use them expressively. You can also see how difficult some of the receptive concepts were (and still) are for him.

RECEPTIVE

Look at the concept “thin” which is the 6th concept listed. He did not know this concept receptively, so we started there first. On 11/10, he did get all three opportunities to select which line was “thin” correct. He mastered it fairly quickly by 12/1 and you can see that on 12/2 we moved onto expressive for that concept.

Look down the page at “beginning”. You can do this concept in so many ways and it is a widely used concept in the K classroom. For kids that do not know what it means, this is a serious problem!!!! I typically use a line of the bears and talk about the “beginning” of the line. I will also use a book and talk about the “beginning” of the book since they target this in class as well. You can see how much Hallan struggled with concept at the beginning 😊. However, on 1/8, 1/12, and 1/13 he was able to get all attempts correct. Given the struggle with this concept, I will spend probably one more session on it before moving over to the expressive side.

STEP 3:

Data Collection. After all, that is what we are doing all of this for, right? To report a percentage for the day, I would total all of the

marks in the column. So, if we did 12/2 (I only worked on expressive that day because there is no 12/2 date in the receptive column) you would get a total of 27 opportunities (you might have less and that's okay). Out of those 27, he missed 6 so we have 21/27 which will give us 78% for the day.

On a day where I did both sides of the sheet (12/16) will would have 27 on the left and 30 on the right for a total of 57. He missed 19 so he got 38 right. $38/57=67\%$ for that day. Of course, you can break them down into receptive %age and expressive %age if you want to.

After they master a concept (on either side), you can see I write "Mastered" across it, but I also HIGHLIGHT it with a highlighter—pink is my favorite. The kids LOVE to see me do that and it's an easy way to show the parents in the meeting all their children have accomplished. Parents and teachers are amazed at my data while I am amazed at the progress my kids show drilling these concepts in a structured way. It's not the most fun therapy, but it produces the best results I have seen and I have been using these sheets for over 5 years now.

THERAPY STRUCTURE

While one child is working on their concepts, the other child (or two) is playing with a bag of toys, the other counting bears, doing puzzles, or drawing. It's a very loose therapy approach, which is odd for me (I am a very structured person and chaos is not my strong suit), but it has worked great for the kids because they know they will work for about 5-10 minutes (depending on group size) and get a break to play and then do another 5-10 minutes of work.