Data Sheet: Reading/Literature

Procedure: Show the student 2 books and allow him to choose which one to read. After he chooses a book, place the communication template on the table/desk. Before reading the story, say each of the vocabulary words aloud and have the student point to them. If the student can, have the student repeat the word back to you. After going through each word, begin the story. Staff should point to each word slowly, giving the student time to point to the corresponding word on the communication sheet. As the student points to the words, staff should read it aloud. *If the student points to the incorrect word, it is important to read what they point to, not the correct answer. This will allow you to correct them and reinforce focus and reading carefully.* Continue with each page until the story is complete.

Correction Procedure: If the student points to the incorrect word, read what he points to. Staff should then say "Look again, what is this word". If the student can successfully point to the correct word, continue reading the story. If the student points to the incorrect term, staff should model the appropriate word on the communication sheet.

Verbal students: If the student is verbal, have them repeat the words back to you after pointing to each picture. This will reinforce the idea of reading and vocabulary development.

Data Collection:

Staff Initials/ Date	Book Title	Accuracy and Prompt Level (I=Independent, V=Verbal Prompt, P=Point Prompt)									
		+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P
		+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P
		+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P
		+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P
		+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P	+ - I V P