Quickly Improve Data for Following Directions

Educational plans often include goals that target understanding simple directions. A child needs to follow directions for her own safety as well as to reduce frustration. Unfortunately, children most frequently hear rapidly-fired commands in situations that demand an immediate response. These situations do not provide visual support and offer little time for teaching. While this is a necessary part of life for many students, other opportunities are needed to practice following directions in a more controlled setting. The events that take place throughout the day offer multiple chances to show a child how to properly follow directions. Most children enjoy participating in daily activities but can grow frustrated if they cannot participate or produce good work because they cannot follow directions.

Your plan to quickly improve how you collect speech therapy following directions data:

Directions can be easily described as having a number of 1) steps and 2) components. Our instructions increase in difficulty as one or both of these aspects increase in number. Look at this chart below. You can see steady growth of an instruction as you add components.

	1 Step	2 Steps	3 Steps
0 Components	Sit (or) Stand up	Stand up and get in line	Stand up, get in line, and don't move
1 Component	Touch your nose	Start walking and stop at the water fountain	Stop working, get in line and put on your coat
2 Components	Give me the blue square	Walk with your hands behind your back and stop in the hall	Stop working, put your things in your backpack, and get in line
3 Components	Touch the big red circle (from a group of red or big things)	Go to your table and sit in the yellow chair	Put your stuff in your desk, go to the door, and walk silently down the hall

BILINGUISTICS

Make a copy of this chart and observe a student in a handful of settings to see where he is having the most success and where he is having difficulty. Once you know his level of functioning, share the information with his teacher to make her life easier and the child more successful. We then chose to increase his average performance by adding one step or one component. Count your tick marks in these boxes to serve as your data collection.

We identify where the child is functioning and share that with the teacher. We then increase complexity (below move over or down one box) until the child demonstrates difficulty. Use the chart below or collect your own data in a similar fashion.
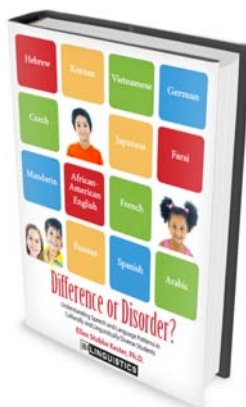
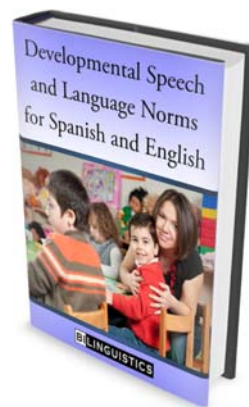|	1 Step	2 Steps	3 Steps
0 Components			
1 Component			
2 Components			
3 Components			

Great Resources for Evaluations!
Click below:

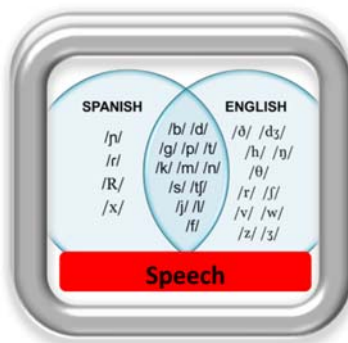**Bilingual Articulation and Phonology Assessment (BAPA)**

Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students

Developmental Speech and Language Norms for Spanish and English E-book

Test of Articulation and Phonology (iTap)

Difference or Disorder? Speech Course

Difference or Disorder? Language Course