

PreK Communication

SECTION 2 · TAKE THE DATA

PREK COMMUNICATION DATA

Structured Communication Opportunity Trial Log

Set up the opportunity, then write down exactly what the child did before marking it — the mark only says how much support that response needed.

CHILD _____ EXAMINER _____ DATE / SETTING (CODE) _____

OPPORTUNITIES BELOW ARE A WORKING BANK — SWAP IN YOUR OWN
Function codes (REQ, COM, RN, RQ, IM, TT) are defined on page 6.

#	OPPORTUNITY PRESENTED	TARGET RESPONSE (WHAT YOU'RE WATCHING OR LISTENING FOR)	WHAT THE CHILD ACTUALLY DID (WRITE IT)	MODALITY (CODE)	MARK (I/M/P/NR)
1	Holds a favorite snack out of reach during snack time	Requests more or asks for help, in any modality			
2	Offers two snack or toy choices and waits	Requests one, in any modality			
3	A wind-up toy winds down mid-play	Requests help or more, in any modality			
4	Opens a surprising or funny page in a picture book	Comments on it (points, vocalizes, or signs), in any modality			
5	Points to something unexpected outside the window	Comments or points in response			
6	Says the child's name from across the room	Turns, looks, or orients toward the speaker			
7	Calls the child's name during a group activity	Turns, looks, or orients toward the speaker			
8	Asks "Where is the ball?" with the ball in view	Looks at, points to, or hands over the ball			
9	Asks "Do you want more?" holding a preferred item	Answers yes or no, in any modality			
10	Holds up a familiar object and asks "What is this?"	Names or labels it, in any modality			
11	Says "up" while modeling the AAC button or sign for up	Imitates the word, sign, or AAC selection			
12	Claps three times during a song and waits	Imitates the clapping pattern			
13	Rolls a ball to the child and waits	Rolls it back, or otherwise takes a turn			
14	Hands the child a toy, then holds out a hand for it back	Gives it back, taking the next turn			

THIS PAGE RECORDS WHAT HAPPENED, NOT A SCORE
Write down exactly what the child did before marking it — the mark only says how much support that response needed, never whether the child "can" or "cannot" do something. Add the session totals to the frequency tally (page 10) when the log is done.

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PreK Communication Skills Progress Monitoring Data Sheets

♦ BRIGHT PATH SPED

PREK COMMUNICATION DATA

PreK Daily Communication Snapshot

Across every function, best filled at the end of each day in a few seconds — the detail lives in one.

WEEK OF _____ SETTING MOST DAYS _____

	TUE	WED	THU	FRI	NOTES
	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	

ON THIS PAGE (AL LOG)
ity - N not seen, OBSERVED no

QUICK, NOT DETAILED
The frequency tally (page 10) and the opportunity trial log (page 11) carry the detail; this page is a fast whole-week glance across every function on a day there is no time for either.

AGE 11) WHEN
T OBSERVED for most of a week in a row.
a second modality for a function.
coming up and the team wants real trial-by-trial detail behind the
the team wants to watch it closely at first.

Page 12 of 21

♦ BRIGHT PATH SPED

♦ BRIGHT PATH SPED

What Is Inside, and Where

21 pages: three sections, a worked example and a back page. Nothing here states an age a skill “should” appear by, names a condition, or sets when a referral is warranted; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up the Caseload

PAGES 6–8



**Code Key:
Modalities,
Support Levels
and Functions**
SETUP

6



**PreK
Communication
Caseload Roster**
ROSTER

7



**Binder Cover and
Divider Tabs**
SETUP

8

02 Take the Data

PAGES 10–13



**Daily / Weekly
Communication
Frequency Tally**
DATA

10



**Structured
Communication
Opportunity Trial
Log**
DATA

11



**Quick Daily
Communication
Snapshot**
CHECKLIST

12



**Paraprofessional
and General
Education
Communication
Form**
DATA

13

03 Track, Report and Share

PAGES 15–20



**Cumulative
Communication
Tracker**
TRACKER

15



Progress Graph
TRACKER

16



**Quarterly
Progress
Summary**
REPORTING

17



**Family Update —
Communication
Skills**
NOTES

18



**Progress Note
Phrase Bank**
REFERENCE

19



**A Week of Data,
Filled In**
EXAMPLE

20

QUICK LEGEND — FUNCTION CODES USED THROUGHOUT

REQ Requesting · COM Commenting · RN Responding to name · RQ Responding to a question · IM Imitating · TT Turn-taking.
Full code key, including modality and support-level codes, on page 6.

Start Here — Three Steps

Ninety seconds of reading. Type the roster and the code key once; the marks themselves are faster with a pen.



1

Set up once

Define the modality, support-level and function codes (page 6) as a team before the first session, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Collect every session

Pick the form that fits the moment: the weekly tally, the opportunity trial log, the quick daily snapshot, or the para/gen-ed form (pages 10–13).

The snapshot is the fast version for a day with no time for detail; the trial log is the detailed version for a planned session.



3

Roll up and share

Copy the percent onto the tracker (page 15) the same week, and plot the graph (page 16) regularly.

The family update (page 18) and the phrase bank (page 19) are ready to use as soon as a week of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not compute a percent or decide what counts as a function being met. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not the single shared “Communication Skills Data Sheet” inside **Preschool and Early Childhood Progress Monitoring Data Sheets Editable** — that is one 13-row table among four developmental areas. This file is the communication-only, deeper companion: a weekly tally, a trial log, a daily snapshot and a para/gen-ed form, across six communicative functions and four modalities. Also not **AAC Data Collection Sheets Editable**, which is built around one device’s cue levels and vocabulary, and not **Functional Communication Across Multiple Settings and Modalities Log Editable**, the general, any-age, multi-setting sibling. Use this one for an early-childhood or PreK communication goal written in terms of requesting, commenting, responding to name or a simple question, imitating, or taking a turn.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A mark on any page here records only what the adult actually saw or heard — never a score against a published norm, a name for a condition, or a rule for when a referral is warranted. No page states an age a function “should” appear by; the team writes every criterion in, from the IEP or plan and its own judgment.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the sheets; the tracker only needs the totals.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

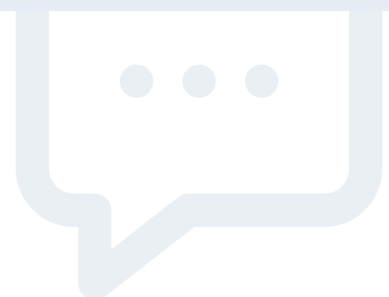
02

Take the Data

Four different ways to collect the same kind of data — a weekly frequency tally by function and modality, a structured opportunity trial log, a fast daily snapshot across every function, and a plain-words form for whoever is in the room who is not the case manager.

IN THIS SECTION

Daily / Weekly Communication Frequency Tally	10
Structured Communication Opportunity Trial Log	11
Quick Daily Communication Snapshot	12
Paraprofessional and General Education Communication Form	13



DATA

Structured Communication Opportunity Trial Log

Set up the opportunity, then write down exactly what the child did before marking it — the mark only says how much support that response needed.

CHILD

EXAMINER

DATE / SETTING (CODE)

OPPORTUNITIES BELOW ARE A WORKING BANK — SWAP IN YOUR OWN

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CHECKLIST

Quick Daily Communication Snapshot

A fast whole-week glance across every function, best filled at the end of each day in a few seconds — the detail lives on the two pages before this one.

CHILD (INITIALS)

WEEK OF

SETTING MOST DAYS

FUNCTION	MON	TUE	WED	THU	FRI	NOTES
REQ · Requesting	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
COM · Commenting	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
RN · Responding to name	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
RQ · Responding to a question	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
IM · Imitating	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	
TT · Turn-taking	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	☐ Y ☐ N ☐ NO	

WHAT Y / N / NOT OBSERVED MEANS ON THIS PAGE (A QUICKER CODE SET THAN THE TRIAL LOG)

Y seen at least once that day, in any modality · **N** not seen, though an opportunity was given · **NOT OBSERVED** no real opportunity came up that day.

QUICK, NOT DETAILED

The frequency tally (page 10) and the opportunity trial log (page 11) carry the detail; this page is a fast whole-week glance across every function on a day there is no time for either.

MOVE TO THE DETAILED TRIAL LOG (PAGE 11) WHEN

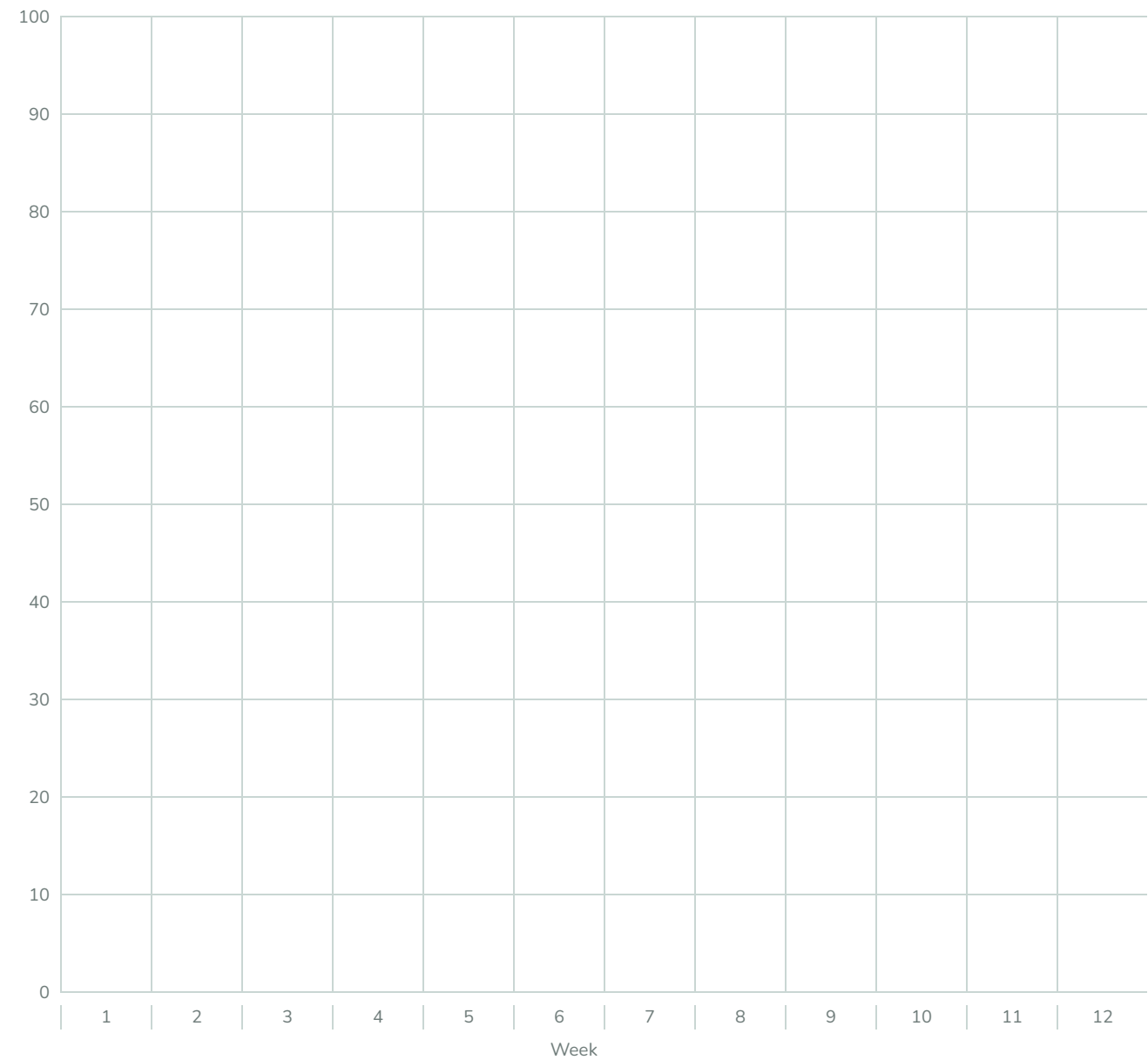
- ☐ A function has been marked N or NOT OBSERVED for most of a week in a row.
- ☐ The team is deciding whether to add a second modality for a function.
- ☐ A quarterly summary or a meeting is coming up and the team wants real trial-by-trial detail behind the snapshot.
- ☐ A new function is being introduced and the team wants to watch it closely at first.

 TRACKER

Progress Graph

STUDENT	GOAL (SHORT)	CRITERION / AIM

PERCENT INDEPENDENT ON THE TRACKED FUNCTION — LABEL IT



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across sessions is increasing independence. Three points flat or falling in a row: check the frequency tally (page 10) for what changed.

EXAMPLE

A Week of Data, Filled In

SAMPLE · INVENTED STUDENT

OPPORTUNITY TRIAL LOG (PAGE 11) — THEO, INVENTED FOUR-YEAR-OLD

OPPORTUNITY	MODE	WHAT THE CHILD DID	MARK
Holds a favorite snack out of reach during snack time	V	Pointed to the snack and said "mo"	I
Offers two snack or toy choices and waits	G	Looked at the juice without a sound	M
Says the child's name from across the room	—	Turned and looked within two seconds	I
Asks "Where is the ball?" with the ball in view	G	Pointed to the ball	I
Says "up" while modeling the AAC button or sign for up	AAC	Selected the "up" button on the AAC device after the model	M
Rolls a ball to the child and waits	—	Did not roll it back	NR

3 of 6 opportunities marked independent (I); 2 modeled; 1 with no response — 50 percent independent this session.

FREQUENCY TALLY (PAGE 10), ONE WEEK

FN	MON	TUE	WED	THU	FRI	WEEK TOTAL
REQ	3	2	3	2	3	13
COM	1	0	1	2	1	5
RN	2	2	3	2	2	11
RQ	1	1	0	1	1	4
IM	2	1	2	1	2	8
TT	0	1	1	0	1	3

44 total communicative acts this week across all six functions; requesting (13) and responding to name (11) were the most frequent.

QUICK DAILY SNAPSHOT (PAGE 12), SAME WEEK

FN	MON	TUE	WED	THU	FRI
REQ	Y	Y	Y	Y	Y
RN	Y	Y	Y	Y	Y
TT	N	Y	Y	N	Y

Turn-taking dipped Monday and Thursday — the same two lower-opportunity days visible on the frequency tally above. Requesting and responding to name were marked Y every day, matching the high counts on that same chart; nothing on this quick page contradicts the detailed forms it summarizes.

TRACKER EXCERPT (PAGE 15), REQUESTING (REQ)

#	WEEK	1	2	3	4
1	Week of	9/2	9/9	9/16	9/23
2	% independent	33%	40%	50%	50%
3	Setting	C	C	C	C

Four weeks shown; week 4 (9/23) is the same session as the trial log at left — both read 50 percent.

THE DECISION, WRITTEN ON THE TRACKER WITH THE WEEK NUMBER

Requesting rose from 33 to 50 percent independent across four weeks — a rising trend, no change needed yet. Responding to name stayed the most frequent act observed; the team's note for week 4: try adding a second modality (sign) alongside the AAC device for requesting, and recheck in two weeks. The para/gen-ed form (page 13) will carry the same two weeks while the case manager is out of the room for part of each day, so nothing is missed between sessions.