



Tip Sheet for Data Collection

Regular Positive Communication Attendance, Behavior and Academic Performance

If your Vital Behavior is: “Family and student will track ongoing conversation by using a calendar and conversation starters for attendance, behaviors and academics related to individual needs, reporting comments, questions and concerns to teacher or other IEP member.” E2P Graduation Guide Vital Behavior #6

If your Vital Behavior is: “Family and student will review behavior strategies listed on a behavior chart to guide ___ weekly conversations/activities and share progress and comments with a teacher once a month. E2P Graduation Guide Vital Behavior #3

Conversation Starters

From education.com: <http://www.education.com/magazine/article/talking-school/>

From a parenting blog site: Below you will find some conversation starters and the link to the article: <http://www.simplesimonandco.com/2014/08/25-ways-ask-kids-school-today-without-asking-school-today.html/>

1. *What was the best thing that happened at school today? (What was the worst thing that happened at school today?)*
2. *Tell me something that made you laugh today.*
3. *If you could choose who would you like to sit by in class? (Who would you NOT want to sit by in class? Why?)*
4. *Where is the coolest place at the school?*
5. *Tell me a weird word that you heard today. (Or something weird that someone said.)*
6. *If I called your teacher tonight what would she tell me about you?*
7. *How did you help somebody today?*
8. *How did somebody help you today?*
9. *Tell me one thing that you learned today?*
10. *When were you the happiest today?*

Hint: Parents could choose to rotate questions and track the answers. Mentors can print out the list and offer with training.

Weekly Progress Report

Name: _____ Date: _____

Behavior: <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory	Study/Work Habits: <input type="checkbox"/> Works independently and completes all work. <input type="checkbox"/> Needs some assistance but completes work. <input type="checkbox"/> Needs much assistance and takes too long to complete work. <input type="checkbox"/> Gets distracted easily and does not complete work. <input type="checkbox"/> Puts forth much effort and does work neatly. <input type="checkbox"/> Does not put forth effort and does work carelessly.
Math: <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory	Reading: <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory
Writing: <input type="checkbox"/> Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Needs improvement <input type="checkbox"/> Unsatisfactory	<hr/> <i>Parent Signature</i> Comments:

The chart above is a sample of a communication log that mentors can use to help parents keep track of academic goals and attendance.