

# Independent Reading Self-Reflection and Observation Form

**Teacher:** \_\_\_\_\_ **Other Adults:** \_\_\_\_\_ **# of Students:** \_\_\_\_\_

**Brief Description of Activity:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Observer:** \_\_\_\_\_

**Types of Core Vocabulary Systems Used:**  Printed Core Board  3D Symbols  Communication App or device  Other:

**Directions:** Observe or reflect on practice with **all** students for whom AAC is appropriate.

Evidence	Consistently	Occasionally	Never	Comments & Examples
ALL students have access to their own personal communication system with core vocabulary.				
Adults recognize and respond to student’s efforts to communicate.				
Adults tell students very clearly what they did to communicate.				
Adults show students how to use core vocabulary using each student’s personal communication system (or a system that is very similar).				
Adults encourage students to communicate in any way they can.				
Adults provide wait time for students to initiate and respond.				
Adults do <u>not</u> provide students with physical support (e.g., hand-over-hand) to communicate.				
Each student is encouraged to select from a collection of age and ability-appropriate books that are adapted for independent access (could include books on the computer etc.)				
Each student is given the opportunity to select a book to start and the freedom to select other books when desired.				
Each student is encouraged to explore the books independently.				
When an adult interacts with each student, s/he uses a communication system that is similar to the student’s personal communication system to comment, label, respond and otherwise communicate <u>with</u> the student.				

**Summary and Additional Comments (continue on back as needed):**