

Independent Writing Self-Reflection and Observation

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).				
The student has access to a standard pencil, pen, keyboard, or appropriate alternate pencil that includes all 26 letters.				
Adults support students in selecting topics from a broad range of choices.				
Each student chooses a topic. If not, the adult encourages each student and attributes meaning to settle on a topic.				
Each student is encouraged to communicate ideas about the topic using his/her personal communication system.				
Each student uses an appropriate pencil to write by selecting letters or making marks on the paper.				
The adult "reads" the letters as the student writes or selects them.				
Each student is given the opportunity to indicate when s/he is finished.				
The adult makes an effort to connect the written product back to the topic.				

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