

Predictable Chart 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 beyond completing a sentence for the chart.				
Adults invite students to use their core vocabulary system, without requiring use.				
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.				
Chart title is related to something students are learning or have experienced.				
The sentence stem is age and ability appropriate.				
The sentence stem includes one or more core words.				
Choices to complete the sentence stem have been prepared.				
An adult introduces the chart and models completing the first sentence.				
Each student completes a sentence given adequate wait time and a set of choices.				

Each predictable chart writing lesson should also include one or more of the following:

Evidence	Consistently	Occasionally	Never	Comments & Examples
An adult reads the chart showing students the core words on their communication systems (or a system that is very similar).				
An adult clearly states one or more purposes for rereading or working with the chart.				
Each student is supported in reading and rereading their sentence using their communication system.				
Each student participates actively in cutting the sentence into individual words.				
Students (individually or as a group) build and compare the sentence with the chart.				
Each student selects an image, object or tactual to illustrate their sentence.				
A book is compiled and shared with the students.				

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