

Shared Reading 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.				
Content and complexity of book is appropriate for age/grade/ability level of students.				
Before reading, the adult connects book to previously taught information or experiences.				
Core-based comments have been preplanned and are used in the lesson.				
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 comment while reading using each student's personal communication system (or a system that is very similar).				
Adults provide wait time and ask or encourage students to participate page-by-page in any way they can.				
Adults recognize, respond to, and expand on student's efforts to participate and communicate.				
The adult reads with enthusiasm in a way that fosters a joy for reading				
Adults do not provide students with physical support (e.g., hand-over-hand) to communicate.				

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