

## Reflecting on Instruction--Elevator Story with Heather and Clara

Six Essential Elements	Examples of six essentials observed in the video of activity	Reflection notes to adjust Instruction
<p>1. Builds on <b>student's strengths and interest, opportunity for choice-making</b></p>	<ul style="list-style-type: none"> <li>• Choices offered regarding characters, problems.</li> <li>• I added elevator because it had been a recent issue for Heather, refusing to get on it.</li> <li>• Clara added Levi, a staff member who she has a crush on.</li> </ul>	
<p>2. Includes <b>peers in the interaction</b></p>	<ul style="list-style-type: none"> <li>• Heather and Clara spend lots of time in 1:1 interactions with adults, so it was nice to try to include them both</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Positioning girls side-by-side would better support interaction.</i></li> <li>• <i>Also, give them scripted dialogue to practice without me as mediator.</i></li> </ul>
<p>3. <b>Creates an atmosphere of play</b> (social and/or symbolic) with modeling and encouragement</p>	<ul style="list-style-type: none"> <li>• Verbal encouragement to play "Let's make it funny."</li> <li>• Heather: "Oh, this is gonna be fun.," "I love making stories."</li> <li>• I encourage use of animals as characters, and talking/ singing/ rule-breaking elevator (highlighting the ridiculous playful elements</li> </ul>	
<p>4. <b>Provides a context for activity</b> through predictable routines, consistent and accessible locations, adequate space for enactment and story creation</p>	<ul style="list-style-type: none"> <li>• My scribing is the most predictable part of the activity. Not much routine, since it is the first time these girls have worked together,</li> </ul>	<p><i>Next session--begin with review of previous story/ beginning of story, then brainstorm, then adding written component with enactment, end with review</i></p>
<p>5. <b>Includes the use of props and actions and physical enactment</b></p>	<ul style="list-style-type: none"> <li>• No props or movement are included.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Add hats (visors or caps) to mark characters (frog, Levi, elevator.</i></li> <li>• <i>Add enactment in small "stage area" after segment is written, near the writing table, encouraging fluid movement from table to stage.</i></li> <li>• <i>Emphasize practice of scripted dialogue/ action to encourage direct peer interaction without adult mediation.</i></li> </ul>

<p>6. <b>Adult is flexible and supportive</b> (acknowledging, accepting, expanding on participant input) and <b>provides scaffolding</b> between highly directive and participatory role and non-directive encourager and scribe.</p>	<ul style="list-style-type: none"><li>• Supportive tone in general, also scribing ideas as they occur.</li><li>• Still, my continuous questioning creates adult-directed atmosphere</li></ul>	<ul style="list-style-type: none"><li>• <i>Reduce questions!!!</i></li><li>• <i>Increase wait time to allow them time to generate ideas</i></li><li>• <i>Use "yes, and..." rather than correcting responses or trying to add my own ideas (e.g. Clara says Levi is "angry" and I corrected with "impatient--could have said, "Yes, angry and also impatient."</i></li></ul>
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