

Step 1: Clarify the student(s) goal/objective/benchmark for instruction.

(Jay Hiller, 10-17-19 working with 18 year old deaf-blind student)

Student A goal/benchmark/objective(s): By April 2020, given direct instruction, a group of peers and a structured activity, CAL, G. will effectively negotiate with peers with decreasing amounts of adult support in 3 out of 5 opportunities.

Note: I use the playing with words technique to practice skills that the student can use later in the week during group instruction in her English Language Arts class. The specific way I work on the goal in the 1:1 sessions is I engineer situations in which the story characters will have to negotiate.

Step 2: Determine whether or not each of the six essential components is included in your plans. Note: if not, why is it not included?

Six Essential Components	How is the component included in the planned activity?
	1. Builds on student's strengths and interest, opportunity for choice-making
	2. Includes peers in the interaction
	3. Creates an atmosphere of play (social and/or symbolic) with modeling and encouragement
	4. Provides a context for activity through predictable routines, consistent and accessible locations, adequate space for enactment and story creation
	5. Includes the use of props and actions and physical enactment

		between me and G., she tried to pass the computer to me, and I made a silly face and passed it back to her. We did this two or three times. I remember this clearly because of the way she looked at me. I think at first she didn't understand and then (I think) she understood that I was playing with her.
	6. Adult is flexible and supportive and provides scaffolding between highly directive and participatory role and non-directive encourager and scribe.	It's hard to be objective about yourself, which is why videoing is a good idea. My opinion is that most of the time I strike a good balance between these things.