







## Reflecting on Instruction: Alex and the “Do Book”

Six Essential Components		Examples of 6 essentials observed in video of activity	Reflection notes to adjust Instruction
	1. Builds on <b>student’s strengths and interest, opportunity for choice-making</b>	I responded to Alex's rejection of the photo from past week, and gave him an opportunity to choose a new photo to share.	<i>“Do Book” activity was meaningful for A. In future sessions, it's important for him to always have a chance to preview Do Book page before Friday Circle. We added more time in the “Do Book” center for him make more experience stories.</i>
	2. Includes <b>peers in the interaction</b>	The peers each looked at his pictures. They did not ask questions or engage in verbal interaction. Alex has very little language, so I had not encouraged question-answer exchanges as I did with the other students.	<i>Will encourage peers to MODEL vocabulary when they see A's picture, and give A more time to imitate words</i>
	3. <b>Creates an atmosphere of play</b> (social and/or symbolic) with modeling and encouragement	Alex chose a picture that reflected his interest in play (hanging from monkey bars outside). His topic was play, and I gesturally acknowledged it.	
	4. <b>Provides a context for activity</b> through predictable routines, consistent and accessible locations, adequate space for enactment and story creation	The routine is well established, and his rejection of last week's picture shows that he wants to use the routine consistently from week to week. Writing table and circle are established, accessible locations.	

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	<p><b>5. Includes</b> the use of <b>props</b> and <b>actions</b> and <b>physical enactment</b></p>	<p>The pictures themselves support meaning in the activity. Not enough time devoted to enactment/ gesture use.</p>	<p><i>When possible, bring in objects as well as pictures to encourage nonverbal dialogue and turn-taking.</i></p>
	<p><b>6. Adult is flexible and supportive</b> and <b>provides scaffolding</b> between highly directive and participatory role and non-directive encourager and scribe.</p>	<p>I modified routine to allow A. time to create a journal entry during circle time. I got too rushed with the change in <i>my</i> routine, and tended to be too directive and physically controlling with Alex. On several occasions, I tugged him by the wrist, or was too hurried to allow him time to visually connect with me. My signing was too fast, and I didn't always wait for him to focus on me. Probably part of this is due to being in a group and concern about losing attention of peers.</p>	<p><i>Reduce signing speed. Allow more wait time. Maybe let him choose just two peers to share with so I can slow pace and give them time to use their sign modeling skills to comment on picture, giving him time to imitate.</i></p>