







## Reflecting on Instruction: A Visit to the Drum Store

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>	Jarv loved drumming but we had never tried it in the community or an environment that was new or novel.	We built a repertoire of outing "explorations". Eventually he would select which outing he wanted to go on. He would schedule them on his calendar a month in advance.
	2. Includes <b>peers in the interaction</b>		Eventually Jarvis would share experience stories of outings with adults and peers.
	3. <b>Creates an atmosphere of play</b> (social and/or symbolic) with modeling and encouragement	Lots of joyful turn-taking around a topic of shared interest.	The shared emotion (joy and fear) was essential in creating a meaningful experience. One in which he was intrinsically motivated to share.
	4. <b>Provides a context for activity</b> through predictable routines, consistent and accessible locations, adequate space for enactment and story creation	Outing occurred 1 x per week on the same day and consistent time.	The story was created through sound and movement and shared affective involvement. Repetition of both was provided to support memory storage.
	5. <b>Includes the use of props and actions and physical enactment</b>	Drums, rhythm, big movements with big sounds!	

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	<p>6. <b>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>Had limited expectations for real-time participation due to stress level. (this was the first trip)</p>	<p>Believed that his participation would increase during reporting sessions, outside of the stressful context.</p>