







Reflecting on Instruction: Hand-Brain Rhyme

Six Essential Components		Examples of 6 essentials observed in video of activity	Reflection notes to adjust Instruction
	1. Builds on student's strengths and interest, opportunity for choice-making	Katrina did not develop the hand brain, but she enjoyed the rhyme that was developed by a fellow student.	
	2. Includes peers in the interaction	She accepted and enjoyed a peer-developed mantra, even though she wasn't directly responsible for writing it.	<i>Encourage her to share this mantra with others, including the student who wrote it.</i>
	3. Creates an atmosphere of play (social and/or symbolic) with modeling and encouragement	Symbolic play--the hand as a model of the brain. Social play--the silly words, stretching to find a rhyme for "tuck my feelings in."	
	4. Provides a context for activity through predictable routines, consistent and accessible locations, adequate space for enactment and story creation	The rhyme itself and the sequence of movements provides a predictable context.	
	5. Includes the use of props and actions and physical enactment	The sequence of hand movements supports the repetition of the rhyme, and I observed Katrina and the other student using the movements to self regulate ("tucking their feelings in") both with and without prompting in other situations.	<i>Continue to encourage "tucking feelings in" when she encounters emotionally challenging situations.</i>

Six Essential Components		Examples of 6 essentials observed in video of activity	Reflection notes to adjust Instruction
	<p>6. Adult is flexible and supportive and provides scaffolding between highly directive and participatory role and non-directive encourager and scribe.</p>	<p>Adult role as a mediator between the authoring peer and Katrina was highly directive. I taught her the mantra directly through modeling and reinforcement.</p>	<p><i>Note other times when Katrina "tucks her feelings in," labeling and reinforcing her self-control--model my own self-control using the hand movements--assume a more participatory role.</i></p>