



EMERGENT WRITING SELF-REFLECTION & OBSERVATION

Adult(s):		Type(s) of Pencil: <i>pen, pencil, keyboard, eye gaze, alphabet flip chart, other (describe):</i>
Student(s):		
Date:	Time:	Observer:

Evidence	Yes	No	Comments
The student has access to all 26 letters using either a standard pencil, pen, keyboard, or appropriate alternate pencil ¹ .			
Individual communication systems are available to use to communicate while writing for <u>each</u> student with limited speech.			
Adults support students in selecting topics from a broad range of possibilities.			
The student chooses a topic. When additional assistance is needed to choose, the adult encourages the student and attributes meaning ² to settle on a topic.			
The student is supported in communicating ideas about the topic using his/her individual communication system.			
The student uses an appropriate pencil to write by selecting letters or making marks on the paper.			
The adult “reads” the letters as the student writes or selects them.			
The student is given the opportunity to indicate when s/he is finished writing.			
The adult makes an effort to connect the written product back to the selected topic.			
Adults recognize, label, respond to, and expand on student’s efforts to communicate.			

1. To learn more about alternate pencils, download resources and review the module *Writing with Alternate Pencils* at <http://dlmpd.com>
2. Attributing meaning is the act of assigning meaning to all student behaviors even when the intended meaning is not entirely clear and/or the behavior is not intentionally used to communicate.

Summary and Additional Comments: