

# "Lets Face It!" Student Record and Reflections with Prompts Student Name: .....

*Instructions to teacher /EA: Use the "Retell, Relate and Reflect" Framework format to prompt child for their reflections. Teach this RRR Framework scaffolding for thinking and writing beforehand at a separate time. The child may dictate, write or type their thoughts. Save this doc in student's file for updating social communication goals in their IEP.*

Date & Duration of session:	.....'s Actions towards achieving his/her goal, and daily reflections	Teacher notes
<p><i>The Date is very important to track the child's progress over time.</i></p> <p><i>Record (roughly) the minutes spent playing (it will also be recorded in their data file).</i></p> <p><b>***Note any situation or factor that may have affected the child for example they may not feel well physically, or be dysregulated that day for other reasons. (helps weed out confounding variables)</b></p> <p><i>It is especially important to track the TIMING OF sudden leaps in social cognition over time (this</i></p>	<p><b>Retell: I played LFI! Activity: write game name here Identity / Expression</b> (circle one)  <b>Domain: 1 2 3</b></p> <p><i>Prompt in a neutral tone with kind eyes/kind face expression (model interest)</i>  <b>NEVER attempt to "FORCE " A RESPONSE from a child! (their negative feelings will be associated with playing this game.)</b></p> <p><i>PROMTS: Tell me what you did, what you saw, what you noticed,</i></p> <p><b>Write "NULL Response" in notes if child cannot respond within a reasonable time (the child would if they could, so the fact that they cannot is important data!)</b></p> <p><i>Tell me about the most important parts of the game...what did you have to do?</i>  <i>Did you get to a higher level today? Was it easier or harder than yesterday? *</i>  <i>Did you get a better score than yesterday? - draws the child's attention to their own progress</i>  <i>Did you see a new face expression today? Did you notice anything new or different?</i></p> <p><b>Relate: Connect what you did today to your own life: Write "NULL Response" in notes if child cannot respond within a reasonable time</b></p> <p><i>PROMPTS:</i>  <i>Where have you seen faces like this before?</i>  <i>Who or what does it remind you of?</i>  <i>What do you like or not like about this game?</i>  <i>This is the same as .... This is different to.....</i></p> <p><b>Reflect (Unpack thinking or feelings to guide higher order thinking and analytic reasoning) Write "NULL Response" in notes if child cannot respond within a reasonable time</b></p> <p><i>PROMPTS:</i>  <i>What do you wonder about this game or what you did today?</i>  <i>Do you have a question about what you did?</i>  <i>Would you recommend it to our friends? If not, why not?</i>  <i>Was there anything that confused or frustrated you?</i>  <i>How do you think it could be made better (improved)?</i>  <i>*Why do you think it was easier or harder than yesterday?</i>  <i>I noticed you played that game for a long / short time. Can you tell me why?</i></p>	<p><i>Important for providing quick access to examples for reporting on IEP goals.</i></p> <p><i>Note any improvements or regressions in social communication IN THE CHILD lfor example: eye contact, Aha moments, animated or emotional face expression, any behaviour that expresses feelings (eg. grinding teeth in frustration).***</i></p> <p><i>Allow child access to visual prompts for "feelings" words or visuals of their own facial expressions if expressing emotions in words is too challenging, but note the prompt type and number of prompts before getting an appropriate response.</i></p> <p><i>Refer to sentence starter prompts to get the child thinking if they cannot think of a response.</i></p> <p><i>NB: If you prompted a response, Write a capital "P" in front of the response (so teacher can track prompt dependence).</i></p> <p><i>Scribe responses if necessary (accessing emotions and writing simultaneously may be too challenging), but note it here</i></p> <p><i>Make a note here if child is unable to produce any reflections once prompted, and allowed adequate processing time (a NULL response</i></p>

NOT to be sold

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<p><i>may not progress evenly)</i></p> <p><i>Great for providing examples for reporting on acquisition of IEP goals.</i></p>		<p><i>is important data!). Don't just leave this space blank!</i></p> <p>Recorded by: Recorder should <b>initial</b> the comment. As teacher, I often needed to know more and follow up on a comment, but there were 9 different adults working in the room with my 20 students at different times. It is important to know who wrote the notes so one can follow up if one needs to get more information</p>
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