



Project Core

A Stepping-Up Technology Implementation Grant
 Directed by the Center for Literacy and Disability Studies at UNC Chapel Hill

INDEPENDENT READING: SELF-REFLECTION & OBSERVATION

Adult(s): _____ **Book Type:** *standard book* *adapted book*
Student: _____ *computer book:* *Tar Heel Reader* *other*
Date: _____ **Time:** _____ **Observer:** _____
Teacher: _____ **Other Adults:** _____

Evidence	Yes	No	Comments
ALL students have an individual communication system that meets their access needs (e.g., Universal Core with partner-assisted scanning layout) to use while reading.			
Each student has a small collection of age and ability-appropriate books that are adapted for independent access (could include books on the computer etc.)			
The student is given the opportunity to select a book to start and the freedom to select other books when desired.			
The student is encouraged to explore the books independently.			
When an adult interacts with the student, the adult uses a communication system that is similar to the student's individual system to comment, label, respond and otherwise communicate with the student.			
Adults recognize, respond to, and expand on student's efforts to communicate.			

Summary and Additional Comments: