



**Observation & Action Planning Form**

Location:

Date:

Mentee(s):

Mentor / Observers:

Describe what the child / children are doing well (e.g., how the child or children communicate, soothe, cope, and engage with the environment)

Do you think the learners know...		What supports are working? How have partners effectively supported the learners	What are some next steps? Action Plan
Social Communication	<ul style="list-style-type: none"> <li><b>Why they have to do something?</b> (the desirability of the task); <i>hands-on materials / purposeful end-points / tied to special interests or real-life events / role-play / humor</i></li> <li><b>When to take part (when to initiate)?</b> <i>the activity includes opportunities for participation, responsive partners, a range of communication functions (e.g., requesting, commenting, and asking questions).</i></li> <li><b>How to communicate (what to do)?</b> <i>visuals such as objects, photos, pictures, written words / sentence starters to remind the child how to ask for help, comment, respond to questions, e.g., modeling and visuals indicating expectations.</i></li> </ul>		
Emotional Regulation	<ul style="list-style-type: none"> <li><b>What is happening next?</b> (the sequence of activities); <i>objects of reference, activity baskets, photo/picture schedules, written day planner</i></li> <li><b>What the steps are within the activity?</b> <i>Materials laid in sequence, count-down strips, visual timers, and written help boxes</i></li> <li><b>That others are responsive and a source of emotional support?</b> <i>Interactive partners who adjust tone of voice, expectations, and the environment to soothe or engage.</i></li> <li><b>How to soothe or engage by themselves?</b> (how to regulate their emotions); <i>access to sensory supports, visual choices of coping strategies</i></li> </ul>		