FRAME Log of Implementation

First Trial: 12/7/2022

What went well–why?	The students loved being able to touch the smart board and loved the pictures they had to choose from. They were motivated to wait their turn.
What was a challenge–why?	We have some students who are much higher than others. Some students weren't engaged at all either because they didn't understand the concept or because they already knew all the answers and became bored.
What will you do next time?	Add more open ended opportunities for students who need higher level thinking encouragement. Use alternative teaching style to pre-teach the main ideas so all students can participate in the activity.
What adjustments did you make?	We allowed students to add ideas other than the pictures shown.
What ideas did you generate about any issues you encountered?	Sometimes our young students give some pretty outrageous answers to questions such as "what makes you happy?". This happened a few times where we had to re-phrase what the student said in order to make it fit with the specific emotion being discussed.

Second Trial: 1/17/2023

What went well–why?	Students were motivated by seeing pictures of the teachers' dogs that they have grown to love. Students were able to wait their turn to come up to the smartboard.
What was a challenge–why?	Some of the pictures used this time were slightly confusing for what was being asked. For example the pictures where the dog appears to be happy, but the students were asked to figure out if the scenario (the dog made a mess) made the teacher feel happy or sad.
What will you do next time?	Next time I will incorporate new emotions and only use pictures that depict one emotion.
What adjustments did you make?	We allowed the students to watch the video again upon request when the activity was over.
What ideas did you generate about any issues you encountered?	Use simple pictures for the students to understand the expectations.

Third Trial: 2/27/2023

What went well–why?	We started by reading *It Looked Like Spilt Milk* because the students are constantly spilling drinks and we are teaching the difference between accidents and purposeful spilling. We then connected this story to the framing routine of feeling happy and sad. The students were able to make connections to what happened earlier that day to the photos in the framing routine.
What was a challenge–why?	Defining the words “accident” and “on purpose” is very difficult with young students.
What will you do next time?	Use the pictures from the actual story *It Looked Like Spilt Milk* so the students can make more purposeful connections.
What adjustments did you make?	I asked the students how the dog was feeling compared to how the teachers feel when the students spill milk on purpose vs on accident.
What ideas did you generate about any issues you encountered?	We taught the students with call and response modeling what to do when they accidentally spill a drink.

Fourth Trial: 3/7/2023

What went well–why?	Talking about rest time was a great way to incorporate a social story for a time of day that our students consistently need a reminder of the rules and expectations.
What was a challenge–why?	This time we did not use any visuals other than the happy and sad face that has been consistent with each implementation along with our visual of rest time that is reviewed daily on our schedule.
What will you do next time?	Use visuals paired with the hand writing to promote deeper understanding for all students.
What adjustments did you make?	Where it says “eat cookies” under the “Why” section, this was a feedback loop experience where the student said that eating the birthday cookies at snack time makes them feel happy. We steered the conversation toward helping the child understand that it is important to follow the rules at rest time so we can make our teachers happy and eat cookies as a reward.
What ideas did you generate about any issues you encountered?	We could make a social story for rest time that is read aloud to the class daily using visuals. We could take the visuals from this social story and use them in the framing routine as it will become familiar to the students.