CLASSROOM OBSERVATION CHECKLIST

©2008 – Please feel free to make copies of this checklist for each school that you visit

Listed below are general guidelines for what to look for when observing a child's program. All children have different needs and are functioning at different levels. Some items on the list may not apply or may be counterproductive for your child's progress. When reviewing the list, please keep the above information in mind, as some points may not be relevant. Programs should be based upon what your child's needs; therefore your child can have a successful program without addressing everything on this list.

Name of Program: _____

Address: _____

Phone: _____ Fax: _____

Contact: _____

PROGRAM DESCRIPTION

Days/Hours

		Other Questions
Monday	_____	Is the program a full day _____ Year Round_____
Tuesday	_____	Do they have a Summer Component _____ # of weeks _____
Wednesday	_____	Is the program integrated, partially integrated, or substantially separate?
Thursday	_____	
Friday	_____	What is the student to staff ratio: _____ to _____

Services Offered:

Speech Therapy _____   Occupational Therapy _____   Physical Therapy _____   Social Skills _____
Adjustment Counseling _____   Social Worker _____   Home-Based Education _____   Music _____
Adaptive Phys Ed. _____   Movement _____   Dance _____   Art _____

Other: _____

NOTES:

Basic Components
- ❒ Staff is familiar with student's disability?
- ❒ Staff has opportunity to attend workshops throughout the year? (All staff? Just the teacher?)
- ❒ Staff has the ability to meet on a regular basis?   All staff _____ just classroom staff _____
- ❒ School has a consultant (they may have one "in house")? How often does the consultant observe? _____
- ❒ Is the consultant available to go to offer suggestions about the child at home? _____

How is progress measured?
- ❑ Children are given a baseline when first entering the program to determine what their current skill level is
- ❑ How often is data kept?
- ❑ How is progress measured? (Daily / Monthly / Quarterly / every 6mos / Annually)
- ❑ Measurement is through: observation data collection   observation/data   video taping
- ❑ Does the same person collect data or does the person vary? If the person varies, how is consistency accounted for?
- ❑ What happens with the data?_____
- ❑ Is there a contingency plan if the data doesn't reflect progress? _____
- ❑ Does the family have copies of data sheets? _____

Parent participation / Information
- ❒ Parent participation in program _____   Can come into the classroom? _____
  School/home notebook _____   Home component _____
- ❒ How is information generalized to different locations? (services – OT/Speech?, home, community?)

Classroom Structure
- ❒ Are the activities are highly structured?
- ❒ Is the classroom organized and neat? Is the classroom over stimulating visually or auditorally?
- ❒ If the child is not fully included, the school has a "level system" to determine where student should be transitioned to – potential for child to change classes once he/she meets the goals?
- ❒ Teacher appears in control of the classroom
- ❒ School has the capacity for integration
- ❒ Are staff members monitoring all children, or only the child being observed? Is the child being observed given equal amounts of attention?
- ❒ Do the classroom activities offer a variety of input (i.e., sitting, standing, tactile, music, etc.)
- ❒ Are activities modified for each student depending upon their needs and level of functioning?
- ❒ Is the classroom equipped with appropriate materials? Is there a budget if more materials need to be purchased?

Curriculum
- ❒ As an observer, you know what the goals of each activity are or are they posted somewhere?
- ❒ Does each staff member know what the goals are?
- ❒ How are the goals evaluated? How is it determined which goals will be worked on at what time?
- ❒ Children are both receiving instruction and giving instruction (i.e., students have the opportunity to "run" a circle activity or give their peers directions, etc.) – Reciprocal teaching

Behavior Management
My child has difficulty with:

❑ Tantrums	❑ Pinches	❑ Self Injures	❑ Head Bang
❑ Kicks	❑ Scratches	❑ General Non-Compliance	❑ Rocking
❑ Hits	❑ Bites		❑ lapping

Are the behaviors directed towards anyone in particular: _____

How often do the behaviors occur: _____

- ❑ Is there a daily schedule that children can comprehend and follow? Is there an individual schedule if needed?
- ❑ Is the schedule predictable?
- ❑ Are the activities highly structured, leaving little down time?
- ❑ Does the child have complete access to communication? (i.e., if the child is using Mayer-Johnson cards, are the cards with the child at all times?)
- ❑ Are the expectations for activities clearly communicated by either verbal or visual directions?
- ❑ Procedures for atypical behavior (aggression / tantrums / perseveration) are posted and all staff know what the protocol is / Are behavior plans hanging up in the classroom so there isn't any confusion about what consequences to the child's inappropriate actions are?

Visuals / Transitions
My child has difficulty with:
- ❑ Any type of transition?
- ❑ Transitions from preferred activities?
- ❑ Transitions out of the classroom?
- ❑ Transitions to non-structured activities (lunch/recess)
- ❑ Transitions that involve sensory processing (removing clothes, lunch room, eating, etc.)

- ❑ There is a schedule board in place describing student's day?
- ❑ The schedule board accurately reflects activities?
- ❑ The schedule board is placed at eye level for the students
- ❑ The schedule board is available and used throughout the day?
- ❑ Directions are given in a manner student can understand (i.e., pictures or verbal)
- ❑ Transition warnings are used in a variety of modalities (i.e., verbal, visual such as turning off the lights, auditory such as using a timer, etc.)

Social Interaction
My child has difficulty with:
- ❑ Initiating
- ❑ Monitoring
- ❑ Maintaining
- ❑ Disengaging (from conversations)
- ❑ Joining a conversation already in progress
- ❑ Negotiating
- ❑ Interrupting
- ❑ Perspective Taking
- ❑ Interpreting Idioms
- ❑ Understanding Nonverbal Cues
- ❑ Flexibility

- ❑ If the child is not included, does the child have access to appropriate role models? Are at least some of the child's peers functioning at a similar level?
- ❑ Did the children spontaneously participate in group or individual activities?
- ❑ Did the teacher entice the child to participate in group or individual interactions?
- ❑ Were the children forced to participate in group or individual interactions?
- ❑ Did adults facilitate social interactions between peers?
- ❑ If necessary, were social stories are used to help students interact?
- ❑ Is there a specific curriculum or methodology used to teach social skills?
- ❑ Are social skills taught and incorporated into each activity?

❏ Is there is a specific time during the day dedicated to social lessons? Are the skills learned generalized throughout the day?

❏ If not integrated and appropriate, are children are given the opportunity to practice social skills with typical peers (i.e., on the playground, in the café, in the hallway, in another classroom)?

Communication
My child's primary method of communication is:

☐ Pull-to-get　　☐ Babbling　　☐ PECS Photo　　☐ Verbal
☐ Echolalic　　☐ Sign/Gesture　　☐ Mayer-Johnson

❏ Children have the opportunity to use a variety of methods at school
non-verbal　　verbal　　sign　　gesture　　picture　　augmentative

❏ Staff model alternative methods of communication such as using a picture-exchange system themselves when speaking with the child.

❏ Students are "made" to communicate? If the child can, using more then one-word answers?

❏ Staff capitalized on all opportunities to communicate

❏ If developmentally appropriate, a curriculum to teach nonverbal skills (such as body language, eye contact, tone of voice, etc.) is in place?

❏ This nonverbal curriculum is generalized outside of the actual activity (i.e., in the hallway the teacher reminds students to use eye contact when speaking with peers)

❏ Students' additional language disorders are being addressed: Stuttering, Articulation , Apraxia, etc.

Sensory Stimuli
My child has difficulty with:

☐ Over stimulation　　☐ Under -Stimulation　　☐ Regulation/Modulation

❏ The classroom is equipped to help a child cope with sensory stimulation?

❏ How is stimuli controlled?

❏ For younger students, various types of sensory activities are integrated into the curriculum such as t*rampoline, swing, rice*

❏ Does the teacher encourage "normalizing" sensory activities (such as taking a walk?) so the activities can be generalized to the community (i.e., in the grocery store, etc.)

❏ If the child becomes over stimulated, is there a place for the child to go to decrease stimuli? (i.e., refrigerator box, separate room, etc.)

❏ Does the occupational therapist have knowledge of sensory integration? Does the therapist have consultation time to the classroom?

Daily Living Skills
☐ Do the students hang up their own coat /bag, mittens, outer garments?

☐ Do students independently take out own lunch box, ask for assistance if they need help opening something, etc.?

☐ Is there a "freshen up" program where kids can learn to wash their own face/hands, brush their teeth and hair?

☐ Do the students have the opportunity to practice dressing?

☐ Does the student have the opportunity to travel independently out of the classroom?

☐ Is there a curriculum to teach students how to make their needs known (ie: I need a break? I need to use the bathroom?)

☐ Is there a curriculum for toilet training the children?

☐ Do students learn to select clothes sensibly for the weather (sweater = winter)?

☐ Is there a curriculum to expand food choices/preferences?

OTHER COMMENTS: