

DATE OF OBSERVATION _____ TIME SPAN: FROM _____ TO _____

COMPLETED BY _____ POSITION _____

**STUDENT INTERVENTION TEAM
DOCUMENTATION OF: CLASSROOM OBSERVATION**

Student:	Grade:
Campus:	Classroom Teacher:

Please check as appropriate

Students Participation and response to instruction/activity when compared to other students in the classroom	Yes	No	Not Observed	Comments
Utilization of grade-level materials Students ability to utilize the grade level materials used within the lesson/activity is on level as evidenced by:				
• Oral Reading				
• Response to questions/written work				
• Independent response to math prompts				
Ability to follow directions/lecture/class discussions Student's ability to following directions/lecture/discussion is evidenced by:				
• Asking appropriate questions in response to the activity/lesson in progress				
• Responding to questions appropriately				
• Contributing to discussion and participation in classroom activities				
• Carrying out directions without further explanation				
Production of written work Student's written work indicates an ability to provide:				
• Complete responses to the questions/tasks				
• Accurate responses to the questions/tasks				
• Adequate handwriting				
• Adequate spelling				
• Ability to copy from board or out of book				
Ability to maintain attention to task Student's ability to maintain attention to task is evidence by:				
• Adequate organization of materials/supplies				
• Moving about room in an appropriate manner				
• Ability to work beside/with other children without disturbing them				
• Seeking teacher attention in an appropriate manner				
• Beginning and/or completing tasks on time				
Appropriate social interactions Student's social skills are evidenced by:				
• Shares supplies/equipment/materials appropriately				
• Participates in conversations without interrupting inappropriately				
• Play with others (if age/activity appropriate)				
• Interacts appropriately with peers				
• Participate in group play/interactions appropriately				
Conversation skills Student's ability to converse, either formally or informally, is evidenced by:				
• Use of age-appropriate vocabulary in primary language				
• Ability to formulate and express ideas in response to questions				
• Engagement in conversation with peers				
• Ability to answer oral questions spontaneously				

Additional comments to support observation: _____

VIPS			
PALS			
Credit Recovery			
Other (specify):			
INSTRUCTIONAL MODIFICATIONS ATTEMPTED	DATE BEGAN	DATE ENDED	RESULTS
Changed seat/seated near instruction			
Provided an alternative work space (e.g., study carrel)			
Changed schedule			
Allowed oral responses in lieu of written responses			
Allowed alternative assignments to limit writing demands			
Reduced items/use of crowded activity sheets			
Provided note-taking assistance			
Allowed extra time to complete work/assignments			
Allowed use of calculator			
Allowed use of spell checker			
Provided access to word processor			
Provided outline with key words or phrases			
Provided organizational assistance with organizers, checklists, highlighters, and/or color-coded paper			
Minimized transitions throughout school day			
Established a consistent routine with posed daily schedule			
Broke assignments/activities into smaller parts			
Provided lower-level materials for independent reading			
Allowed use of manipulatives for learning math concepts			
Reduced memory demands for factual information (e.g., matching, multiple choice, answer box)			
Provided hands-on activities in lieu of activity sheets			
Provided taped textbooks			
Provided highlighted textbooks			
POSITIVE BEHAVIORAL SUPPORTS ATTEMPTED	DATE BEGAN	DATE ENDED	RESULTS
Modeled desired behaviors			
Provided positive reinforcement of desired behavior			
Provided choices			
Reviewed classroom rules privately with student			
Provided private discussion of behavior with student			
Redirected as necessary			
Ignored negative behavior when possible			
Maintained proximity control of student			
Implemented behavioral contract with student			
Conference with parent			
Consulted with counselor			
Consulted with behavior specialist			
Provided daily/weekly reports to parents			
Direct teaching of social skills			
Direct teaching of problem-solving skills			
Sent positive notes home			
Changed class routine			
Prepared student in advance of changes in routine/schedule			
Paired student with positive peer influence			