

CLASSROOM OBSERVATIONS



Student's Name _____

Time of Observation _____

Classroom Teacher _____

Class Observed _____

School _____

Clinician _____

PRESENTATION OF INFORMATION

Where does the teacher stand to present information?

- front of room
- side of room
- walks around
- lecture
- drill
- hands-on activities
- oral reading by various students in class
- other _____

PRESENTATION OF ASSIGNMENTS/HOMEWORK

How are the assignments presented?

- written on board
- verbally presented
- both
- other _____

SEATING ARRANGEMENT

Where is the student sitting?

- front
- back
- center of room
- by window
- group
- table

ENVIRONMENT – OVERALL

- Relaxed – time to do things at an even pace
- Fast – pushed for time

Noise level

- noisy
- quiet
- moderate

Comments _____

DISTRACTIONS

- Is the child distracted by other children?
- noise
- other _____

- Does the child distract others?

Describe: _____



HOW DOES THIS CHILD INDICATE WHAT HE OR SHE KNOWS? HOW DOES THE TEACHER DETERMINE COMPETENCY LEVEL?

Worksheets

- Are worksheets used a great deal?
- What skills must student possess to complete the worksheets?
- Written essays/papers

TESTS

Type of tests given

- worksheets
- multiple choice
- fill in blank
- other

Does the student have option of taking test?

- orally
- written
- both

TEXTBOOKS

Look at

- vocabulary
- language complexity
- concepts presented
- concepts needed to understand
- other _____

TEXTBOOK FORMAT

- topic headings
- summary at end of chapter
- other _____

HOW DOES THE CHILD PARTICIPATE IN CLASS?

- Raises hand appropriately
- Shouts out

Does the child have time to respond when called upon?

Does the child respond

- immediately
- need more time to respond

Comments: _____

TRANSITION

When class moves from one subject or task to another, how does the teacher cue children into transition?

- physically (with body movements)
- verbally
- bell
- other _____

Does the student pick up on this cue? yes no

STUDY SKILLS

Does the child know how to study?

- to remember only important information
- scan chapter first to review headings
- read chapter summary first
- get clues by looking at worksheet first to determine how to do an then read directions
- how to take notes
- how to outline

Comments _____

REQUESTS FOR ASSISTANCE

When the student has difficulty with a task, he or she

- requests assistance
- gives up
- other (describe) _____

GENERAL

Does the child seem to exhibit skills comparable to other children in the class or does the student stand out? Describe how the student "stands out" from the group. Give examples of specific situations when the student "stands out" and also when he/she "fits in."

Updated from: Holzhauser-Peters and Husemann, 1988 (From Blosser, J. & Neidecker, B. (2002). *Speech-Language Pathology in Schools: Organization and Service Delivery*, Allyn & Bacon.)
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CHILD'S ORGANIZATIONAL SKILLS

Does the child remember?

- homework assignments
- books needed to take home
- what books and materials to take to next class
- schedule of classes and daily events

Comments: _____

VERBAL ORGANIZATIONAL SKILLS

Student:

- answers simple questions requiring a one word or 1-2 sentence response
- relates information in an understandable cohesive manner
- during conversation with adults
- during conversations with friends
- during class discussions through
- written assignments
- oral presentations
- communicates wants and needs
- relates the sequence of events in the proper order
- communicates something that has happened recently
- in the distant past
- will happen in the future
- relates feelings
- relates thoughts
- relates opinions

Comments: _____

TEACHER CHAT



Teacher's observation and impressions of student's communication performance in the classroom.

INSTRUCTIONS

Through conversations with teachers, develop a profile of the student's communication skills and performance within the classroom setting. Highlight strengths as well as problem areas. These questions can guide the discussion. Analyze the information gathered and use it to formulate recommendations and strategies for services.



Student's Name _____

Grade _____ Age _____ Speech-language Pathologist _____

Classroom Teacher _____ School _____

INTERACTIVE COMMUNICATION SKILLS/PERFORMANCE Observations & Recommendations	SKILLS TO TARGET FOR SERVICE
How would you describe the student's overall learning and communication performance in your class at this time?	
What are three successful communication interactions the student has experienced recently in your classroom?	
Now describe three communication problems and talk about how you handle them.	
Tell me about the student's ability to tell stories, relate events, or convey information.	
Describe the way the student begins, ends and maintains conversations. Is it appropriate for the situation?	
Explain how the student responds to humor, sarcasm and figures of speech.	
Do you feel the student recognizes and uses appropriate vocabulary considering the age and situation?	
Is the student's voice and intonation appropriately suited to the situation, place and intent?	
Can the student locate details and facts to answer questions and draw conclusions? How does he or she go about trying to do so?	

INTERACTIVE COMMUNICATION SKILLS/PERFORMANCE Observations & Recommendations	SKILLS TO TARGET FOR SERVICE
Is the student able to comprehend, summarize and recall main ideas from written material from a variety of sources (newspapers, magazines, subject area texts, reference materials)?	
Describe the student's performance when following written directions to complete a task (worksheets, recipes, problems).	
Characterize the student's written work (grammar, word choice, sentence structure, organization, appearance).	
Does the student's response time permit him or her to respond to questions, participate in discussions, complete assigned tasks?	
What motivates the student to change or improve his or her communication performance efforts?	
Identify communication behaviors that might be helping this student to do well.	
Now, identify behaviors that might be interfering with the student's success.	
Based on your knowledge of children and your experience in teaching, what steps do you think are necessary for helping this student at this time?	
What are three specific strategies you have tried to use to help this student? Why did they work or not work?	
PROFILE OF STUDENT'S INTERACTIVE COMMUNICATION AND ACADEMIC PERFORMANCE RECOMMENDED TARGETS FOR SERVICE AND SUMMARY OF RECOMMENDATIONS	RESPONSIBLE PROVIDERS



PROGRESSUS THERAPY RESOURCE GUIDE FOR WORKING WITH TEACHERS RESPONSE TO INTERVENTION (RTI)

USING THIS RESOURCE GUIDE

This guide provides an overview of RTI and communication strategies SLPs can recommend to teachers so that their communication with students during instructional activities will increase the potential for learning success.

WHAT IS RESPONSE TO INTERVENTION

School districts across the country are implementing a service delivery model called "Response to Intervention" (RTI). In a nutshell, it is a multi-tiered approach to providing services and interventions to struggling learners at increasing levels of intensity.

KEY CONCEPTS

- Prevention model, designed to prevent failing.
- Identification model, designed to determine if students will respond to evidence-based interventions or if they are eligible for special education.
- Targets students not performing at the same level and rate as their peers, especially those experiencing reading and learning problems.
- Gives therapists and teachers a problem-solving approach.
- Focuses on communication and instructional strategies teachers can use.

LEVELS OF INTENSITY OF INSTRUCTION NEEDED TO ACHIEVE GOALS

TIER 1

Evidence-based instructional strategies recommended by team (including SLP) based on screening and referrals are used in the general education classroom. Performance is monitored and decisions for next steps are based on documented performance and team recommendations.

TIER 2

Supplemental services are provided for the students who need more help. Students remain in general education classroom. Parents are informed and included in the planning.

TIER 3

Students who don't make adequate progress are enrolled in special education classes to receive more intensive services with adapted content, methodology or instructional delivery. The student has received a comprehensive evaluation using multiple sources.

RTI AND THE SLP – TIPS FOR SUCCESS

- ★ Acquire knowledge about the relationship among disabilities and reading problems, classroom instruction, and student performance.
- ★ Become knowledgeable about the curriculum standards for each grade.
- ★ Identify the impact of the disability on the skills necessary for reading.
- ★ Understand the requirements for school accountability, especially IDEA and NCLB.
- ★ Become familiar with test modifications and accommodations and alternative assessments.
- ★ Strive to be an active and effective member of the educational team.
- ★ Observe and work with the student in the classroom setting so you become familiar with expectations and instructional practices.

- Developed By Jean Blosser, Ed.D., CCC-SLP, Vice President, Therapy Programs and Quality -

WHAT SLPs HAVE TO OFFER

Speech and language skills form the foundation for literacy and learning. Following is a list of communication and instructional strategies that teachers can use while instructing students with communication impairments. This tool is based on the philosophy that teachers can assist students who struggle to learn by modifying their communication style and instructional approaches.

DIRECTIONS FOR USE

Based on the results of screening, observation and referral, select those communication and instructional strategies that are likely to lead to improved performance in the classroom, facilitate development of communication skills or elicit correct speech and language productions.

For example, when GIVING INSTRUCTIONS AND DIRECTIONS, it is recommended that the teacher modify his or her communication style by reducing the length of complexity of the utterance, reducing the rate of utterance, repeating the instructions, altering the mode of instruction delivery, and/or giving prompts and assistance. The teacher would then implement the recommended strategies and teacher tasks during a specified time in the general education curriculum, monitor the student's response and report findings to the team. Future educational plans would be made based on the student's performance in response to the strategies.

Prior to implementing the intervention strategy, identify and discuss the following key elements:

- How the strategy looks when implemented (SLP model, demonstrate, or provide written instructions)
- Academic subject areas or time period during the instructional day when the strategy is to be implemented
- Frequency during the day and/or week when the strategy is to be implemented
- Method for tracking implementation of the intervention and the student's response



STRATEGY AND TEACHER TASKS

STRATEGY	DATES IMPLEMENTED					MONITORING PROGRESS
GIVING INSTRUCTIONS AND DIRECTIONS <input type="checkbox"/> Reduce length of instructions <input type="checkbox"/> Reduce complexity of instructions <input type="checkbox"/> Reduce rate of delivery <input type="checkbox"/> Repeat instructions more than once <input type="checkbox"/> Alter mode of instruction delivery <input type="checkbox"/> Give prompts and assistance <input type="checkbox"/> Vary voice and intonation patterns to emphasize key words <input type="checkbox"/> Cue the student with words such as "first", "second", "next"						OBSERVATIONS
						ADMINISTER CURRICULUM-BASED PROBE
EXPLAINING NEW CONCEPTS AND VOCABULARY <input type="checkbox"/> Give definitions for terms <input type="checkbox"/> Show visual representations of concepts and vocabulary <input type="checkbox"/> Present only a limited number of new concepts at a given time <input type="checkbox"/> Ask questions to verify comprehension						OBSERVATIONS
						ADMINISTER CURRICULUM-BASED PROBE
READING TO THE STUDENT <input type="checkbox"/> Reduce rate <input type="checkbox"/> Reduce complexity <input type="checkbox"/> Reduce length <input type="checkbox"/> Determine comprehension through questioning <input type="checkbox"/> Redirect student's attention to important details and facts						OBSERVATIONS
						ADMINISTER CURRICULUM-BASED PROBE
TEACHING MEMORY SKILLS <input type="checkbox"/> Encourage the student to categorize information and make associations <input type="checkbox"/> Provide opportunities for rehearsing information <input type="checkbox"/> Encourage the student to visualize information						OBSERVATIONS
						ADMINISTER CURRICULUM-BASED PROBE
TEACHING HIGHER-LEVEL THINKING AND COMMUNICATING <input type="checkbox"/> Provide opportunities for problem solving, decision making, and making judgment <input type="checkbox"/> Elicit questions from the student <input type="checkbox"/> Ask probing questions to determine comprehension						OBSERVATIONS
						ADMINISTER CURRICULUM-BASED PROBE

STRATEGY	DATES IMPLEMENTED					MONITORING PROGRESS
<p>UNDERSTANDING THE STUDENT</p> <p>_____ Inform the student if the message is not understandable</p> <p>_____ Request repetition of utterances not understood</p> <p>_____ Provide feedback and guidance to increase understanding of why communication attempts were successful or unsuccessful</p> <p>_____ Use sentence completion strategies when you don't understand the student</p>						<p>OBSERVATIONS</p> <hr/> <p>ADMINISTER CURRICULUM-BASED PROBE</p>
<p>GENERAL STRATEGIES FOR INSTRUCTING AND COMMUNICATING WITH STUDENTS</p> <p>_____ Determine your expectations for successful communicative performance in your classroom by analyzing the communicative demands during classroom instructional activities and assigned tasks</p> <p>_____ State and clarify expectations for communicative performance to the student</p> <p>_____ Avoid sarcasm, idiomatic expressions, puns, humor, metaphors</p> <p>_____ Reduce rate, complexity, length of utterance</p> <p>_____ Use or reduce gestures dependent on student's responses and needs</p> <p>_____ Incorporate visual cues and imagery for clarification</p> <p>_____ Permit ample time for student response</p> <p>_____ Introduce alternative and/or augmentative communication systems</p> <p>_____ Arrange the physical environment to reduce distractions, eliminate barriers, and invite communication</p> <p>_____ Invite questions</p> <p>_____ Present lengthy amounts of information in clusters and groups</p> <p>_____ Help the student prioritize learning goals and tasks</p> <p>_____ Introduce important information at a level that is commensurate with the student's developmental, mental, and communicative capabilities.</p> <p>_____ Select materials appropriate for skills, age, interest levels</p> <p>_____ Individualize assignments and tests to accommodate special communicative needs (reduce the number of questions; alternative modes of response)</p> <p>_____ Avoid abrupt changes in topic during class discussions (use transitions from topic to topic)</p> <p>_____ Provide listening guides and outlines for lectures</p> <p>_____ Permit alternate response modes such as drawing, pantomime, selecting answers from choices</p>						<p>OBSERVATIONS</p> <hr/> <p>ADMINISTER CURRICULUM-BASED PROBE</p>
<p>CLASSROOM ADAPTATIONS AND MODIFICATION TECHNIQUES TO PROMOTE EFFECTIVE COMMUNICATION</p> <p>_____ Permit and encourage the use of assistive devices including calculators, computers, tape recorders, assistive listening devices, and more.</p> <p>_____ Formulate a system to help the child maintain organization (such as schedule books, assignment notebooks, "to do" lists)</p> <p>_____ Accompany textbooks and work pages and supportive materials (pictures, written cues, graphic illustrations)</p>						<p>OBSERVATIONS</p> <hr/> <p>ADMINISTER CURRICULUM-BASED PROBE</p>

RESPONSE TO INTERVENTION PLANNING GUIDE

DATE _____ STUDENT _____ AGE _____

SCHOOL _____

TEACHER _____ SLP _____

COMMUNICATION OR LEARNING PROBLEM _____

CLASSROOM PERFORMANCE _____

RESPONSES/BEHAVIORS TO BE IMPROVED _____

RECOMMENDED INTERVENTION STRATEGIES - Select from the list of intervention strategies and specific teacher tasks provided. Include the Intervention Strategy (i.e. Giving Instructions and Directions) and identify the specific tasks the teacher should implement (i.e. Reduce length and complexity; Reduce rate of delivery; Vary voice and intonation).

INTERVENTION STRATEGY	SPECIFIC TASKS
<i>Example</i> Giving Instructions and Directions	<i>Example</i> Reduce length and complexity Reduce rate of delivery Vary voice and intonation

RECOMMENDATIONS FOR IMPLEMENTING STRATEGIES WHILE TEACHING

Academic Subject/s
Time/s of Day
Number of Days, Weeks or Months
Probe to Determine Progress (Curriculum-based Speaking, Reading, Writing Tasks)
Methods for Administering Probes (Observe, Test, Interview)
Schedule for Administering Probes
Team Prepared to Implement Strategy (Model, Demonstrate, Written Guides)
Team Meeting to Review Progress

OBSERVATIONS OF PERFORMANCE (Administer the curriculum-based probe. Note level and rate of responsiveness. Discuss results with team.)

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