

# BATH COUNTY SCHOOLS

## Behavior Observation –Speech/Language

Student \_\_\_\_\_ Observer/Title Date \_\_\_\_\_

**Directions:** During the observation, place a check mark next to the behaviors that are observed from the list below. These checklists are not exhaustive, so please include notes regarding additional behaviors observed, including strengths and behaviors which may interfere with the student's learning. In order to obtain a full and accurate picture of the student's performance, it may be necessary to observe the student more than once in different settings/times of day.

### Social Environment

- Large Group  One other person
- Small Group  By self (no interaction)

### Physical Environment

- Classroom  Playground  Cafeteria
- At a table  At a desk  On the floor
- Gym  other \_\_\_\_\_

**Task/Activity which the teacher has defined for the student:**

**In the teacher/supervisor/caregiver's judgment, was the student's behavior/performance typical for the student?**  YES  NO (please explain)

**Observation based on student's**  **Instructional Level**  **Current Grade Level**

### Articulation

<input type="checkbox"/> Speech differs from peers in conversation	<input type="checkbox"/> Peers unable to understand student's speech in conversation
<input type="checkbox"/> Teacher cannot understand student when answering questions	<input type="checkbox"/> Peers do not accept student's speech as normal
<input type="checkbox"/> Speech patterns distracting in conversation	<input type="checkbox"/> Teacher asks to repeat utterances
<input type="checkbox"/> Frustrated if not understood or asked to repeat	<input type="checkbox"/> Words not understood when reading aloud
<input type="checkbox"/> Makes frequent articulation errors	
<b>Language</b>	
<input type="checkbox"/> Difficulty re-telling what has just been said	<input type="checkbox"/> Difficulty understanding instructions or directions
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Does not follow directions during or transitioning between activities
<input type="checkbox"/> Does not exhibit appropriate knowledge of concepts as compared to peers	<input type="checkbox"/> Difficulty staying on topic
<input type="checkbox"/> Does not ask for clarification when he/she does not understand information	<input type="checkbox"/> Sentence structure is less complex compared to peers
<input type="checkbox"/> Does not engage in social interaction/discussion activities	<input type="checkbox"/> Difficulty explaining (e.g., feelings, ideas) due to use of imprecise language and limited vocabulary
<input type="checkbox"/> Does not provide appropriate answers to questions	<input type="checkbox"/> Requires more time to respond to or react to questions and conversational comments
<input type="checkbox"/> Refrains from answering questions in class	<input type="checkbox"/> Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, blending sounds, phoneme segmentation, phoneme deletion, rhyming)
<input type="checkbox"/> Difficulty recalling information from a book or paragraph read aloud	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., eye contact, greeting, turn-taking, initiating, terminating or participating in conversational exchanges; understands the relationship between speaker and listener, staying on topic, making inferences based on a speaker's verbal and nonverbal cues)
<input type="checkbox"/> Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, blending sounds, phoneme segmentation, phoneme deletion, rhyming)	



Describe Observed behavior (**REQUIRED**): Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Attach student work sample:

