Deaf and Hard of Hearing (D/HH) Observation Form

Observer: Student: Date of Observation:

Remember to consider systematic observation styles such as time sample, narrative, etc. based on student need. This form can be used with any or alone.

**This form is from the Minnesota Department of Education, 2008 DHH manual, Appendix E*

A. How does the learner who is D/HH participate in the general education setting when compared to their peers?			
	Yes	**No**	**Notes**
1. Does student participate in class activities at a similar rate to peers?			
2. Does student use strategies to facilitate access and participation?			
3. Does student advocate for their needs?			
4. Does student respond to directions?			
5. Does student use strategies or accommodations to seek assistance?			
B. How does the learner who is D/HH access information?			
	Yes	**No**	**Notes**
1. Does student respond to directions given by the teacher?			
2. Does student use accommodations to access auditory information?			
3. Does student contribute relevant comments during a discussion?			
4. Does student respond to information or comments offered to him/her by peers?			
C. What student and teacher factors influence the learner's academic progress?			
	Yes	**No**	**Notes**
1. Is the language of the lesson accessible to the student?			
2. Does the student have strategies for requesting clarification?			
3. Does the student communicate directly with the teacher?			
4. Does the teacher communicate directly with the student?			

5. Does the teacher repeat or rephrase information?			
C. What student and teacher factors influence the learner's academic progress? *(Continued)*			
	Yes	**No**	**Notes**
6. Does the teacher check for the student's understanding?			
7. Does the teacher ensure that the student can see and hear optimally?			
8. Does the teacher use visual instructional aids?			
9. Does the teacher have adequate information regarding the role of the interpreter/transliterator/noteaker (if relevant)			
D. What settings and acoustical conditions influence the learner's understanding?			
	Yes	**No**	**Notes**
1. Is the student using the recommended amplification system?			
2. Does the student advocate for their amplification needs?			
3. Is the amplification used appropriately in group activities, seatwork, and during class discussions?			
4. Is the noise level of the classroom within the functional listening levels for the student?			
5. Are instructional visuals and accessible educational technology used during the lesson?			
E. How does the learner who is D/HH respond to their peers?			
	Yes	**No**	**Notes**
1. Does the student have direct communication opportunities with peers?			
2. Does the student engage in appropriate social conversations?			
3. Does the student use alternative strategies when peers don't understand them?			
4. Do the peers use alternative strategies to communicate with the student?			