Classroom Observation Worksheet

Student Name:	Time of Day:
Number of Students:	Your Name:
Name of Class:	Name of Teacher:
Date of Observation:	

This worksheet is designed to help the observer attend to:

1) the presence or absence of specific student behaviors relevant to the referral concern
2) student response in the classroom environment
3) the degree to which the student's behavior impacts or limits their own participation, learning and performance, or that of other students
4) to determine the relationship between the student's behavior and any relevant environmental, cultural, or linguistic factors.

Use the worksheet to guide your observation and to use as a template when writing the summary of your observation. A text box is available under each of the three broad behavioral categories to record specific observations and examples, or to record behaviors not listed.

Reason for Referral:

Specific student behaviors considered for observation (Target Behavior):

Describe Classroom Setting (i.e., large group, small group, lecture, activity, etc.)

Classroom Variables

Observation
Describe the format by which instruction/directions were presented (i.e., orally, visually, lecture, film, Smartboard, overheads, etc.
Describe the student's response to classroom management strategies
Describe relevant environmental variables (i.e., temperature, seating assignment, noise level)
Describe the student's level of participation.
Describe the student's response to the pacing of instruction.

Notes:

Social Behavior

Age Appropriate	Mild Problem	Significant Problem	Observation
☐	☐	☐	Socializes appropriately
☐	☐	☐	Socializes at appropriate times
☐	☐	☐	Student articulates well and is easily understood
☐	☐	☐	Atypical behavior patterns
☐	☐	☐	Atypical demonstration of emotion (low or high levels)
☐	☐	☐	Awkward, offensive or intrusive behaviors
☐	☐	☐	Appears anxious, sad, or withdrawn
☐	☐	☐	Impulsive Behavior (interrupting, blurting out)
☐	☐	☐	Inattentive Behavior
☐	☐	☐	Verbally or Physically Aggressive
☐	☐	☐	Follows school and classroom rules
☐	☐	☐	Demonstrates respect for staff and students

Notes:

Academic Behavior

Age Appropriate	Mild Problem	Significant Problem	Observation
☐	☐	☐	Advocates for needs (asks questions, elicits help)
☐	☐	☐	Brings Needed Materials
☐	☐	☐	Follows Directions
☐	☐	☐	Initiates Tasks Independently
☐	☐	☐	Completes Tasks within given timelines
☐	☐	☐	Approaches tasks in an organized manner
☐	☐	☐	Limited endurance or stamina
☐	☐	☐	Understands Classroom Routines
☐	☐	☐	Appears to grasp presented material
☐	☐	☐	Responds to prompts or questions in a timely manner
☐	☐	☐	Heightened or diminished alertness (attention)
☐	☐	☐	Off-task or Off-topic (Distractibility)
☐	☐	☐	Maintains effort and accuracy
☐	☐	☐	Actively Participates
☐	☐	☐	Any evidence of processing concerns (expression, memory, etc.)

Notes:

Interpretation

Comment on the student's response to classroom variables and classroom activities (i.e., lecture, note taking, independent seatwork, peer interactions, noise level, seating assignment, small group work, etc).

Notes:

To what degree do the student's behaviors interfere with their own academic/social success or that of other students?

Notes:

Do any of the student's behaviors appear to be influenced by cultural, socioeconomic, environmental or linguistic factors?

☐ Yes ☐ No

Notes:

Peer Comparison: How is the target student's behavior and learning similar to and/or different from that of classroom peers?

Notes:

Describe the relationship between the student's behavior, the referral concern, and the area of suspected disability.

Notes:

In what way did the suspected disability limit the student's social or learning opportunities? (Or the learning activities of others).

Notes:

Post-Observation: Does the teacher indicate that the behavior documented in the observation was typical for the student?

☐ Yes ☐ No

Notes: