

Environmental Observation Guide

Student's name: Sophia

School: William Mason Elementary

Observer: OT

Date of Observation: 11/10/2011

Type of class: circle time, general education kindergarten classroom

Directions: Complete this Environmental Assessment Checklist before beginning

Describe the environment: Record short responses in the space provided.

Special or general education classroom?	general education
Specialty classroom (Specify: e.g., P.E., computer lab)	no
Therapy room? (Specify)	no
Number of teachers in class?	2
Number of aides in class?	1
Number of volunteers in class?	0
Number of students in the class?	17
How many days per week is the program?	5
How many hours/day?	6.5
Is the atmosphere busy or quiet?	busy
Are there large open areas or small divided sections?	both
How are the desks arranged?	tables that seat 5-6 students
Is the furniture sized for students?	yes
Are materials accessible, appropriate, varied, interesting?	yes
Is special equipment available (i.e., chairs with arm supports)?	modified chairs, bean bags, carpet squares
Where is the classroom located in relationship to the cafeteria, therapy, outdoor play areas, etc.?	adjacent to the cafeteria, three rooms from the OT/PT/SLP, play area visible from classroom
Are bathrooms located in or outside the classroom?	inside

Sensory Stimulation: Judge the level of sensory stimulation and record it with a check in the corresponding box. Enter comments or notes that clarify your responses if needed.

	Excessive	Balanced	Reduced	N/A	Comments
Auditory					cafeteria outside classroom
Hallway			X		
Street				X	
Other classrooms		X			
Other students		X			
Instructional media		X			
Teacher aides/volunteers			X		
Other (specify):	X				

Sensory Stimulation: continued

	Excessive	Balanced	Reduced	Comments
Visual				walls covered with posters and student artwork; bookshelves are full and lack organization; toys and manipulatives in full view; filters on lighting reduces flicker
Color	X			
Clutter/busy	X			
Art/decorations	X			
Visual information	X			
Lighting			X	
Other (specify):				

Persons Present During Observation: For each person on the list, put a check in the appropriate column indicating their level of participation.

Persons	Participating	Observing	Not Present
Student		X	
Special Educator	X		
General Educator	X		
Peer Tutors (How many? _____)			
Instructional Assistant #1	X		
Instructional Assistant #2			
Instructional Assistant #3			
Personal Attendant			
Speech-Language Pathologist			
Occupational Therapist		X	
Physical Therapist			
School Psychologist			
Parent			
Volunteer			
Administrator			
AT Specialist			
Other (specify):			

Notes: Student sat in circle but did not participate or respond during the activities.

Access to Assistive Technology: Record the presence or absence of **EACH TYPE** of assistive technology by placing a check in the corresponding box. Record the AT found in the classroom as a whole, not just the AT used by the target student.

Types	Present-Not Used	Present-Used	Not Present
Communication cards/boards		x	
Digitally recorded communication devices	x		
Electronic communication devices			x
AT for activities of daily living	x		
Adjustable seating (not a wheelchair)		x	
Positioning equipment		x	
Amplification			x
Visual signaling devices			x
Braille/brailled materials			x
Magnifiers			x
Notetaking devices/keyboards			x
Speech output devices/computers	x		
Handwriting aids	x		
Alternate/adapted keyboards			x
Alternate/adapted mouse			x
Computer switch interface			x
Touch window	x		
Talking word processor			x
Word prediction			x
Text or screen reader			x
Portable word processor			x
Transfer aids - Hoists/lifts			x
Mobility aids (not wheelchairs)			x
Adapted environment (e.g., doors, fixtures, furniture)			x
Electronic equipment for instruction (calculator, e-books)			x
Adapted instructional materials	x		
Instructional software	x		
Computer stations	x		
Adapted art/craft materials	x		
Adapted sports/recreation equipment			x
Adapted toys			x
Wheelchair – Manual or Power			x
Other (specify):			

Chapter 1 - Assistive Technology Assessment



WATI Classroom Observation Guide

Classroom(s) Kindergarten, William Mason Elementary

Teacher Jennifer James

Student Sophia

Date 11/10/2011 **Time** 10:45 **Observer** OT

(J. Gierach, 2009, Wisconsin Assistive Technology Initiative)

Task: Ex. Writing a report, working on SMART Board, aligning mat problems, researching topic in media center. Directions: Were they given: Visually Auditorially Time: For task completion	General students response: How does the rest of the class respond to the directions, how do they complete their work	Target Student Response: Do you notice any difference in how the target student handles the directions? How do they begin, maintain, and end the task? Was the time for the activity sufficient?	Barrier to task completion: What do you notice about the environment that might affect the target student's work? Ex. Manner that the directions were delivered, time to complete the task, different learning style.	Potential Adaptations: What pops into your head as a solution that you might bring to the brain storm session during the ASNAT meeting?	Questions: What information do you need? What questions do you have for the teacher/student/parent?
Task: calendar activity; days of week, months, weather Directions: auditorily Time: 7 minutes	verbal response choral response	does not respond	calendar days/date are in text, student does not assign meaning to text	Picture supported text for calendar; communication system for participation	Are there AAC deices and picture supported software available?
Task: story time Directions: auditorily Time: 10 minutes	verbal response when called upon by teacher	student not called on	student does not have verbal skills to respond	Could correct answers be pre-programmed into a switch or AAC device?	Has Sofia initiated use of a speech out-put switch or device? Does teacher need training?
Task: Directions: Time:					



Environmental Observation Summary

Activity/Task(s) observed:

Calendar activity and story time during morning circle time

Ways that typical students participated:

Individual verbal and choral responses when cued or called upon

Ways the target student participated:

Did not participate in verbal responses, but sat in designated area and appeared to be attending to the story

Barriers to target student's participation:

lacks verbal skills
opportunities to respond are limited
picture-based supports not provided

Adapted from:

Wirkus-Pallaske, M., Reed, P., & Stokes, S. (2000). *Wisconsin Assistive Technology Initiative*. Oshkosh, WI: Wisconsin Assistive Technology Initiative.

Center for Instructional Development and Research. (1998). Classroom observation. *CIDR Teaching and Learning Bulletin*, 1(4), Available online: <http://depts.washington.edu/ObsTools.htm>

Pearson, L. (no date). *Apraxia guide: Classroom observation checklist*. Available online: <http://hometown.aol.com/lynetteprs/myhomepage/profile.html>