# Environmental Observation Guide

Student's name:_____

School:_____

Observer:_____

Date of Observation: _____

Type of class: _____

**Directions**: Complete this Environmental Assessment Checklist before beginning

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

| | |
|---|---|
| Special or general education classroom? | |
| Specialty classroom (Specify: e.g., P.E., computer lab) | |
| Therapy room? (Specify) | |
| Number of teachers in class? | |
| Number of aides in class? | |
| Number of volunteers in class? | |
| Number of students in the class? | |
| How many days per week is the program? | |
| How many hours/day? | |
| Is the atmosphere busy or quiet? | |
| Are there large open areas or small divided sections? | |
| How are the desks arranged? | |
| Is the furniture sized for students? | |
| Are materials accessible, appropriate, varied, interesting? | |
| Is special equipment available (i.e., chairs with arm supports)? | |
| Where is the classroom located in relationship to the cafeteria, therapy, outdoor play areas, etc.? | |
| Are bathrooms located in or outside the classroom? | |

**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 | | | | | |
| Hallway | | | | | |
| Street | | | | | |
| Other classrooms | | | | | |
| Other students | | | | | |
| Instructional media | | | | | |
| Teacher aides/volunteers | | | | | |
| Other (specify): | | | | | |

**Sensory Stimulation: continued**

|  | **Excessive** | **Balanced** | **Reduced** | **Comments** |
|---|---|---|---|---|
| Visual |  |  |  |  |
| Color |  |  |  |  |
| Clutter/busy |  |  |  |  |
| Art/decorations |  |  |  |  |
| Visual information |  |  |  |  |
| Lighting |  |  |  |  |
| 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 |  |  |  |
| Special Educator |  |  |  |
| General Educator |  |  |  |
| Peer Tutors (How many? _____) |  |  |  |
| Instructional Assistant #1 |  |  |  |
| Instructional Assistant #2 |  |  |  |
| Instructional Assistant #3 |  |  |  |
| Personal Attendant |  |  |  |
| Speech-Language Pathologist |  |  |  |
| Occupational Therapist |  |  |  |
| Physical Therapist |  |  |  |
| School Psychologist |  |  |  |
| Parent |  |  |  |
| Volunteer |  |  |  |
| Administrator |  |  |  |
| AT Specialist |  |  |  |
| Other (specify): |  |  |  |

**Notes:**

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

# Chapter 1 - Assistive Technology Assessment

## WATI Classroom Observation Guide

Classroom(s) _____

Teacher _____

Student _____

Date _____ Time _____ Observer _____

(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 Auditorally 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: Directions: Time: | | | | | |
| Task: Directions: Time: | | | | | |
| Task: Directions: Time: | | | | | |

*Assessing Students' Needs for Assistive Technology (2009)*

WATI

# Environmental Observation Summary

| |
|---|
| Activity/Task(s) observed: |
| Ways that typical students participated: |
| Ways the target student participated: |
| Barriers to target student's participation: |

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