

Specific Learning Disabilities Classroom Observation Form

Student Name:	Observer Name:	Teacher Name:
Observation Date: Time:	Setting:	Check all that apply: <input type="checkbox"/> Large group <input type="checkbox"/> Small group <input type="checkbox"/> Independent work

Area of academic concern(s): Check ALL that apply based on referral concerns.

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|---|---|--|--|
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Basic Reading Skill | <input type="checkbox"/> Reading Fluency | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Math Calculations | <input type="checkbox"/> Math Problem Solving | <input type="checkbox"/> Oral expression | <input type="checkbox"/> Listening Comprehension |

Describe the activity/task where student experiences the greatest difficulty. This should be the target of the observation.

What supports are currently in place that supports the student? (i.e. para support, reading recovery, math tutor)

**Area of basic psychological processing concern(s) that impact ability to complete academic tasks:
Check ALL that apply based on referral concerns.**

- ☐ Acquisition of Information - ability to acquire and hold information and use it within a few seconds
- ☐ Organizational Skills - planning, self-monitoring, solving problems and completing complex tasks
- ☐ Planning & Sequencing - processing information in sequential or specific order
- ☐ Working Memory (including verbal, visual, or spatial) -ability to store information temporarily while attending to another task
- ☐ Visual Processing - ability to perceive, analyze and synthesize patterns among visual stimuli
- ☐ Auditory Processing - ability to perceive, analyze and synthesize patterns among auditory stimuli
- ☐ Processing Speed - ability to perform cognitive tasks fluently and automatically that requires concentration and focused attention
- ☐ Verbal expression - ability to express ideas based on acquired knowledge (orally or written)
- ☐ Nonverbal expression - ability to express ideas based on acquired knowledge (orally or written)
- ☐ Transfer of Information on to paper (expressing acquired information, concepts and ideas)
- ☐ Motor Control for written tasks - pencil and paper assignments, drawing and copying

Observed behaviors in relation to academic tasks	Yes	No	Not Observed	Example/Explanation
Student easily locates information and assignments within texts and workbooks without prompts. <i>(acquisition of information; organization; planning/sequencing; speed of processing)</i>				
Student demonstrates ability to function within the provided curriculum without modifications. <i>(working memory; visual/auditory processing; verbal/nonverbal expression)</i>				
Student initiates and completes work at a rate comparable to peers. <i>(planning/sequencing; transfer of information; speed of processing; motor control)</i>				

Student follows the routine and expectations established by the teacher (<i>organization; planning and sequencing; working memory</i>)				
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Observed behaviors in relation to academic tasks	Yes	No	Not Observed	Example/Explanation
Student appears to be listening and participates orally to demonstrate understanding of knowledge acquired. (<i>working memory; transfer of information; visual/aud processing; verbal/nonverbal exp;</i>)				
Student responds appropriately to any visuals presented (<i>i.e. map reading, understanding geometry, using margins</i>) (<i>acq. of info, visual process, motor control</i>)				
Student demonstrates adequate fine motor skills necessary to complete assignments. (<i>motor control for written tasks</i>)				
Other				

<p>Describe any general observations that relate to the area(s) of difficulty:</p>
<p>Note the extent to which this observation is representative of this student's typical performance in this setting?</p>
<p>What was not observed that typically occurs?</p>

What modifications and supports were most beneficial to increase this student's academic performance?
Additional recommendations: