



WATI Classroom Observation Guide

Classroom(s) _____

Teacher _____

Student _____

Date _____ Time _____ Observer _____

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

<p>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</p>	<p>General students response: How does the rest of the class respond to the directions, how do they complete their work</p>	<p>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?</p>	<p>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.</p>	<p>Potential Adaptations: What pops into your head as a solution that you might bring to the brain storm session during the ASNAT meeting?</p>	<p>Questions: What information do you need? What questions do you have for the teacher/student/parent?</p>
<p>Task: Directions: Time:</p>					
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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>