

Academic Engagement Observation

Student: _____ Grade: _____ Date: _____

Setting: _____ Teacher: _____

Start Time: _____ End Time: _____

1. Target behavior of concern from referral: _____

2. Physical environment: _____

Interval Recording Observation

Interval Length:

☐ 10 seconds ☐ 15 seconds ☐ 20 seconds (row=8 min) ☐ 30 seconds (row=12 min)

Student and Peer Key (alternate between 2-4 same-sex peers):

A = Active academic engagement (e.g., writing; doing physical movement for learning; raising hand; answering questions; academic conversation with peer, reading with EVIDENCE of moving through text such as tracking finger, writing while reading, etc.)

P = Passive academic engagement (e.g., eyes on teacher/SmartBoard during lecture; eyes on text w/o EVIDENCE of tracking or moving through text, evidence of listening to teacher even if body is moving, etc.)

X = Academic Disengagement (e.g., eyes and/or body oriented away from teacher/instructional materials; engagement with materials other than those needed for immediate lesson/learning objective; etc.)

Teacher Key:

Ta = Talking Academic (e.g., giving directions, providing information, lecturing, etc.)

Tn = Talking non-academic (e.g., providing praise, social talk, etc.)

La = Listening Academic (e.g., actively listening to student response; attending to instr. media)

Ms = Monitoring-stationary (e.g., staying in one place observing student independent work)

Mm = Monitoring-mobile (e.g., moving around class, actively checking student work, offering specific feedback, etc.)

O = Other

Student																						
Peer																						
Teacher																						
Setting																						

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Setting																						

Student																						
Peer																						
Teacher																						
Setting																						

Student	Peer(s)	Teacher	Setting
# A ____, # P ____, #X__	# A ____, # P ____, #X__		
% A ____, % P ____, %X__	% A ____, % P ____, %X__		

Analyze student's performance in terms of Basic Psychological Processing requirements:

Attention		Compared to Peers
E.g., Orients attention; Sustains attention; Shifts attention – between tasks, classes, board to desk, book to paper; Filters distractions; inhibitory control This student:		Strength Average Weakness
Short Term/Working Memory		
E.g., Follows multi-step directions; Does mental math; Rote memorizes; Quickly connects new to existing information; Remembers names of familiar people (e.g., classmates); Retells what was heard/read; holds verbally- or visually-presented information in memory then formulates a response This student:		Strength Average Weakness
Processing Speed		
E.g., Performs tasks automatically/fluent; Quickly responds/completes tasks; compares visual representations, manipulates, and deals with numbers or info rapidly and accurately; copying, searching, comparing fluently and without re-do's; starts tasks right away This student:		Strength Average Weakness
Fluid Reasoning		
E.g., Applies learned info to new tasks; Reasons deductively (general to specific); Reasons inductively (specific to general); Makes predictions; Draws inferences; Interprets charts/graphs; Generalizes; Problem solves in novel situations; Understands cause/effect; forms and recognizes concepts This student:		Strength Average Weakness
Visual/Orthographic Processing		
E.g., Creates mental picture of concepts; Good with visual patterns/representations; Sees spaces between words; lining/spacing of letters/numbers in written work This student:		Strength Average Weakness
Crystallized Intelligence		
Needs to re-read to gain meaning; repeats learned facts/learning without further application This student:		Strength Average Weakness
Auditory Processing		
E.g., Prioritizes and filters out unrelated sounds; Resists auditory distractions; Perceives auditory patterns; Discriminates auditory patterns; Remains academically engaged when extraneous noise level changes. This student:		Strength Average Weakness
Long-Term Retrieval		
E.g., Quickly/fluent; recalls information; Recalls previously learned information; Recalls facts; applies prior knowledge This student:		Strength Average Weakness
Phonological Processing		
E.g., Rhymes; Identifies syllables heard; Blends syllables; Segments syllables; Manipulates phonemes; Understands sound-symbol relationship This student:		Strength Average Weakness
Executive Functioning		
E.g., Organizing; planning; self-monitoring; meta-cognition; Sets goals; Problem solves; Adjusts plan as needed; Manages emotions; Delays response; Sustains effort/attention; Selectively attends (filters out excess); Listens & takes notes simultaneously This student:		Strength Average Weakness
Motor Coordination		
E.g., Has body control for classroom requirements, i.e., handwriting, manipulating materials, etc; Eye-hand coordination; Large motor – runs, jumps, skips; Fine motor – draws, writes, cuts, buttons, zips This student:		Strength Average Weakness

Qualitative Observations

According to the teacher/supervisor/caregiver, was the student's behavior/performance typical? Y / N

Please explain: _____

Please rate the student in comparison to other students in the classroom:

1. Intelligibility of speech <input type="checkbox"/> Easy to understand <input type="checkbox"/> Difficult to understand <input type="checkbox"/> Unintelligible <input type="checkbox"/> Other: _____	2. Approach to activities <input type="checkbox"/> Methodical and orderly <input type="checkbox"/> Impulsive and poorly planned <input type="checkbox"/> Erratic or variable across tasks <input type="checkbox"/> Other: _____	3. Motor Activity <input type="checkbox"/> Normal <input type="checkbox"/> Hyperactive <input type="checkbox"/> Hypoactive <input type="checkbox"/> Other: _____
4. Following directions <input type="checkbox"/> No difficulty observed <input type="checkbox"/> Evidenced some difficulty <input type="checkbox"/> Evidences great difficulty <input type="checkbox"/> Other: _____	5. Expressive Language <input type="checkbox"/> Oral language adequate <input type="checkbox"/> O.L. somewhat inadequate <input type="checkbox"/> O.L. inadequate <input type="checkbox"/> Other: _____	6. Attitude <input type="checkbox"/> Cooperative <input type="checkbox"/> Passive <input type="checkbox"/> Guarded <input type="checkbox"/> Other: _____
7. Attention Span <input type="checkbox"/> Average ability to concentrate <input type="checkbox"/> Slightly distractible <input type="checkbox"/> Easily distractible <input type="checkbox"/> Other: _____	8. Relationship with Peers <input type="checkbox"/> Related Well <input type="checkbox"/> Interacted less than others <input type="checkbox"/> Did not interact <input type="checkbox"/> Other: _____	9. Task Completion <input type="checkbox"/> Completed as much as peers <input type="checkbox"/> Completed less than peers <input type="checkbox"/> Significantly less than peers <input type="checkbox"/> Other: _____

Notes about participation

Student actively participates in classroom activity, e.g., volunteers to answer questions, takes notes, participates in discussion	Yes / No
Student responds to corrective feedback from teacher in an appropriate way	Yes / No
Student received/required teacher attention at a level commensurate with peers	Yes / No
Student participates in responsible behavior routines of the classroom, e.g., has required materials, follows classroom rules, follows directions, cooperates with peers.	Yes / No
Student appears able to ignore external stimuli, e.g., auditory and visual distractions.	Yes / No
Student asks for/accepts help when needed.	Yes / No
Student begins and completes assigned tasks at a <i>rate</i> similar to peers.	Yes / No
Student is able to complete the same <i>quantity</i> of work as peers.	Yes / No
Student's accuracy of work is at an acceptable level.	Yes / No
Student is able to transition from one activity to another.	Yes / No
Other:	Yes / No

Summary Notes:

Student's Responses	In response to... (teacher, task, setting, processing demands)
Active Engagement:	
Passive Engagement:	
Disengaged:	
<input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness <input type="checkbox"/> Strength <input type="checkbox"/> Normatively Typical <input type="checkbox"/> Weakness	Attention Short-Term/Working Memory Processing Speed Fluid Reasoning Visual/Orthographic Processing Crystallized Intelligence Auditory Processing Long-Term Retrieval Phonological Processing Executive Functioning Motor Coordination Other: