



Autism Spectrum Disorders Classroom Observation

Teacher Name:			Program:			
Instructional Content: (indicate date observed)	Date:	Date:	Date:	Date:	Date:	Date:
Reading Small Group						
Math Small Group						
Writing Small Group						
Individual Intervention						
Other:						
	Domain: Curriculum, Instruction & Methodology	Emerging	On Target	Exceeds	Dates observed & Comments:	
Environment						
1	Classrooms have defined areas that provide clear visual boundaries for specific activities.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
2	Environmental supports (e.g. visual schedules) are provided & implemented: to assist students to predict activities, to anticipate change, to understand expectations, to conceptualize the beginning & end to an activity, class, school day etc. & to transition to new activities & environments in a calm & safe manner.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
General Instruction and Engagement						
3	Observed instruction included: meaningful, active engagement of the students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
4	Activities are appropriately paced to eliminate unnecessary “break-time, free-time” by keeping students actively engaged.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		
5	A variety of instructional formats utilized: direct instruction (1:1), small group, student-initiated interactions, teacher-directed interactions, play, & peer-mediated instruction.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		



6	Observed instruction included: education in the general education environment with typical peers whenever possible & appropriate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
7	Curriculum/Teaching observed: Academic skills to meet the content standards	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Communication					
8	Functional communication (both receptive & expressive) systems being used for students who are nonverbal or have emerging verbal skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
9	Observed instruction included: Opportunities for initiating & responding to communication	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Social Skills					
10	Curriculum/Teaching observed: social relationships (peer & adult)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
11	Curriculum/Teaching observed: self-regulation & self-monitoring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
12	Curriculum/Teaching observed: symbolic play, imagination & creativity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Teacher responsiveness					
13	Teacher shows evidence of implementing suggested changes after feedback is given.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Domain: Review & Monitoring of Progress & Outcomes		Emerging	On Target	Exceeds	Dates observed & Comments:
1	Progress monitoring is used to document academic growth	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
2	Progress monitoring is used to document social growth	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
3	Progress monitoring is used to document behavioral growth	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Domain: Behavior		Emerging	On Target	Exceeds	Dates observed & Comments:
1	Proactive approaches are used to manage behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	



2	Environmental accommodations & adaptations are used to prevent or minimize occurrences of the problem	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
3	Instruction in replacement behaviors is observed when teaching students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
4	Reinforcement is based on positive supports & strategies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
Additional Comments:					