

Physical Listening Observation Overview

Teacher:

Observer:

Date:

Start Time	Stop Time	Activity/lesson observed	Use of Verbal/Nonverbal Instructions or Explanations	Use of Verbal/Nonverbal Feedback	Use of nonverbal time management strategies	Use of road maps, visualization strategies, and multi-sensory teaching methods	Use of classroom environment to empower self-regulation

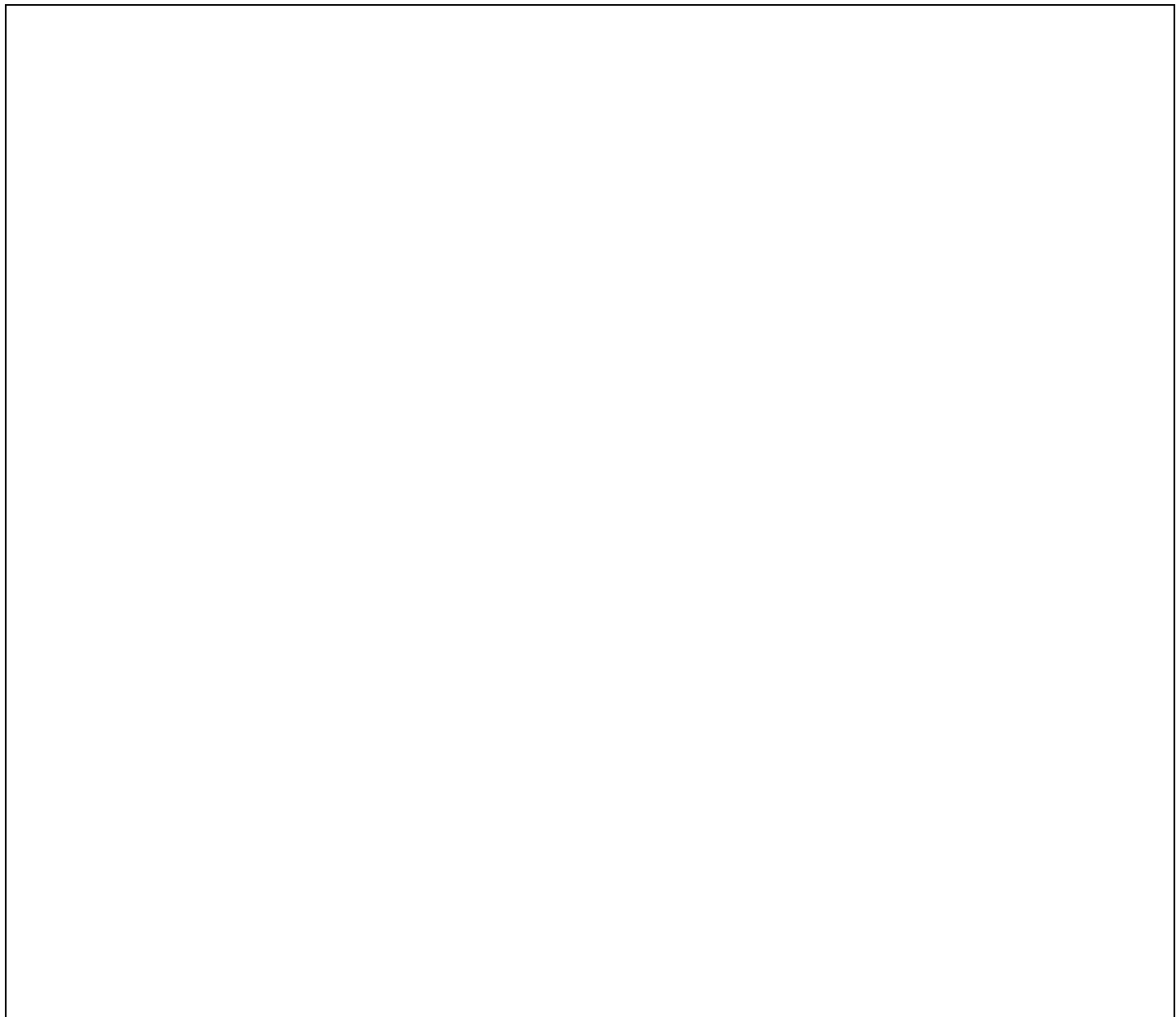
Summary of Executive Functioning Strategies Observed:

Other Observations:

Continuous Interval Observation of On-Task Behavior
(adapted from Anita Archer)

Date: _____ **Teacher:** _____

Observer: _____ **Start:** _____ **Stop:** _____

A large, empty rectangular box with a thin black border, occupying the majority of the page below the header and form fields. It is intended for recording the results of the continuous interval observation.

Summary of Data

of positive verbal interactions per student: _____

of negative verbal interactions per student: _____

of positive nonverbal interactions per student: _____

of negative nonverbal interactions per student: _____

% of positive verbal interactions overall: _____

% of negative verbal interactions overall: _____

% of positive nonverbal interactions overall: _____

% of negative nonverbal interactions overall: _____

Observations regarding interactions (teacher-student, student-teacher, student-student):

How many times did each student get up and move around during the lesson?

Was the movement purposeful? Undesired? Did the movement add to learning or detract from it?

How many times did the teacher move around during the lesson?

Was the movement purposeful? Distracting? Did the movement add to the learning or detract from it?

Overall takeaways/questions for further thought:

Continuous Interval On-Task Behavior Observation

Directions

1. Fill in top of form.
2. Draw in student desks if you are observing whole group instruction. OR
3. Draw in small group table.
4. If you know the students' names or a few of their names, add to the diagram.
5. Draw an x for the teacher's position at the beginning of the observation
6. Record the start time.

During the observation:

1. Record +V each time a student receives positive verbal feedback from teacher or another student, -V for negative verbal feedback, +NV for positive nonverbal feedback, -NV for negative nonverbal feedback
2. Draw an arrow with a solid line from the student's seat to their destination each time a student gets up and moves around the classroom during the class. If they stay in a new location for a period of time, put their initials in that new location.
3. Draw an arrow with a dotted line from the teacher's position each time they move to a new location. If they remain in the new location for a period of time, put an x in the new location.
4. At the end of the observation, determine totals and % of verbal vs nonverbal positive and negative verbal/nonverbal communication
5. Record observations about which students received the most feedback and why you think that might be, which feedback seemed most effective for which students, etc..
6. Record observations about movement in the classroom.