

Observational Record of Behavior of Deaf or Hard of Hearing Students

Student _____ School _____ Date _____ Observer _____

Observe the student during an interactively-rich period. Time(s) of observation: _____ Rank as follows:

0 – Not observed/NA, 1 – No/Missed opportunities observed, 2 - Minimally/some evidence observed, 3 – Yes/Observed

A. How does the student participate in the general education setting when compared to peers? DOES THE STUDENT...	Rank	Comments
1. Participate in class activities a rate similar to peers?		
2. Use strategies to facilitate access and participation?		
3. Advocate for his needs?		
4. Respond to directions?		
5. Use strategies or accommodations to seek assistance?		
B. How does the student access information? DOES THE STUDENT ...	Rank	Comments
1. Respond to directions given by the teacher?		
2. Use accommodations to access auditory information?		
3. Contribute relevant comments during discussion?		
4. Respond to information or comments offered by peers?		
C. What student and teacher factors influence the student's academic progress?	Rank	Comments
1. Is the language of the lesson accessible to the student?		
2. Does the student use strategies for requesting clarification?		
3. Does the student communicate directly with the teacher?		
4. Does the teacher communicate directly with the student?		
5. Does the teacher repeat/rephrase information?		
6. Does the teacher check for the student's understanding?		
7. Does the teacher ensure that the student can see and hear optimally?		
8. Does the teacher use visual instructional aids?		
9. Does the teacher understand the role of the educational interpreter/transliterators/note taker/CART/C-Print?		
D. What setting and acoustical conditions influence the student's understanding?	Rank	Comments
1. Is the student using the recommended amplification?		
2. Does the student advocate for amplification needs?		
3. Is the amplification used appropriately during group activities, seat work, and during class discussions?		
4. Is the noise level in the classroom appropriate?		
5. Are instructional visuals and educational technology accessible and used during the lesson?		
E. How does the student respond to peers?	Rank	Comments
1. Does the student have direct communication opportunities with peers?		
2. Does the student engage in appropriate social conversations?		
3. Does the student use alternative strategies when peers don't understand him/her?		
4. Do peers use alternative strategies to communicate with him/her?		

Sherry Landrud & Karen Anderson, 2011, In *Building Skills for Success in the Fast-Paced Classroom*, pg. 42.

Supporting Success for Children with Hearing Loss. www.successforkidswithhearingloss.com