Observation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_ \_\_\_Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Location\_\_\_\_\_\_\_\_

Class & Teacher: TA/Support:

Independent; carpet time; with adult support; within small group; pair of children

*This is an observation to try to identify and think about underlying need. Steer clear of writing about behaviour but think why. Think about communicative function of behaviour*

Area of focus\_\_\_\_\_\_\_\_\_\_\_\_

Additional information provided by CT during the observation

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Class room environment – How is it laid out. Do they have a specific space? What additional information do they need? Have they got adaptions? Now/next; visuals; fiddle toys etc?

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Routines – What routines did they have? How were they able to follow routine? .

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Attention - What was their attention? What attention did they receive?

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Interactions – Were they looking? What social interactions did they have? Were they working, engaged? Did they interact with the CT/TA or vice versa? Did they put their hand up? Etc.

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Cognitive and learning – How did they find the work? Was the work scaffolded, differentiated? Were they able to complete the task? Could they follow what they were asked to do? Did you notice anything specific?

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Any transitions? How did the child manage?

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Sensory? Did they need input or where they over stimulated or both?

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Emotional?

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Other notes

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Strategies for the future/Next steps

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Observation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_ \_\_\_Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Location\_\_\_\_\_\_\_\_

Class & Teacher: TA/Support:

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*This is an observation to try to identify and think about underlying need. Steer clear of writing about behaviour but think why. Think about communicative function of behaviour*

Area of focus\_\_\_\_\_\_\_\_\_\_\_\_

Sometimes a time line off what took place is helpful

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Strategies for the future/Next steps

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