

# SYSTEMATIC OBSERVATION

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Setting: \_\_\_\_\_

Levels of Support <u>in each area</u> :	
1. Pervasive 2. Extensive/Frequent 3. Limited 4. Intermittent	<b>Circle One</b>

<u>Check one:</u>  <b>AD</b> = Adequate <b>AA</b> = Adequate with accommodations <b>CO</b> = Area of Concern
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AD	AA	CO	<b>1. Alertness</b>
___	___	___	Prioritizing environmental stimuli
___	___	___	Maintaining focus/sustaining effort
___	___	___	Accuracy of completed task
___	___	___	Other _____
Level of Support	1	2	3      4

**Comments:**

AD	AA	CO	<b>2. Organization Skills</b>
___	___	___	Has needed materials/well organized
___	___	___	Locates/turns to correct page in book
___	___	___	Tells thoughts/stories in sequential order
___	___	___	Written work is organized in sequential order
___	___	___	Writing is legible
___	___	___	Other _____
Level of Support	1	2	3      4

**Comments:**

AD	AA	CO	<b>3. Work Completion</b>
___	___	___	Self-initiates (begins tasks independently)
___	___	___	Displays on-task behavior
___	___	___	Follows directions
___	___	___	Keeps track of assignments
___	___	___	Completes and turns in work on time
___	___	___	Participates in group activities
___	___	___	Work completion (unassisted)
___	___	___	Other _____
Level of Support	1	2	3      4

**Comments:**

AD	AA	CO	<b>4. Peer Interaction</b>
___	___	___	Initiates/responds to peers
___	___	___	Peers initiate/interact with student
___	___	___	Other _____
Level of Support	1	2	3      4

**Comments:**

AD	AA	CO	<b>5. Interfering Behaviors</b>
___	___	___	Distracting to self
___	___	___	Distracting to others
___	___	___	Impulsive
___	___	___	Other _____
Level of Support	1	2	3      4

**Comments:**

# Observation of Behavior Chart

The Observation of Behavior Chart collects engaged time on-task and off-task behaviors within various school settings. Classroom observations provide information about the child’s behavior compared to the classroom norm by gender.

**Step 1:** Prior to the observation, choose a same-gender comparison peer (C), preferably sitting near the referred student being observed.

**Step 2:** Using a timer, record the behavior of the student and comparison peer when the behavior is observed for more than 3 continuous seconds. Mark the appropriate 15 second interval box with an “X”.

**Step 3:** Following the observation, count the number of off-task behaviors observed for the referred student and for the comparison peer. A total of 40 intervals are possible on one observation chart.

**Step 4:** Divide the number of intervals marked with an “X” by the total number of intervals to obtain a percentage of time off-task for each behavior. Determining the time on task is then possible by subtracting the student’s percentage off task from 100.

Code	Term	Examples of Behavior
<b>O</b>	On-task	Student is performing the expected activity
<b>M</b>	Motor off-task	Out of seat, fidgeting or playing with objects, tapping pencils/hands on desk, throwing objects, hitting
<b>V</b>	Verbal off-task	Making noises, humming, singing, blurting out, talking without being called upon, talking to someone when prohibited
<b>P</b>	Passive off-task	Looking away from work or the teacher during direct instruction, staring off, looking around the classroom or out the window, delay initiation of assigned task

		1				2				3				4				5				
Behaviors		15	30	45	60	15	30	45	60	15	30	45	60	15	30	45	60	15	30	45	60	
<b>O</b>	S																					
	C																					
<b>M</b>	S																					
	C																					
<b>V</b>	S																					
	C																					
<b>P</b>	S																					
	C																					

		6				7				8				9				10				
Behaviors		15	30	45	60	15	30	45	60	15	30	45	60	15	30	45	60	15	30	45	60	
<b>O</b>	S																					
	C																					
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