

Integrated-Therapy Checklist (Observing Specialists¹)

Specialist: _____ Classroom: _____ Date: _____

Observer: _____ Activity: _____

Observation Start Time: _____ Observation End Time: _____

NECESSARY ON EVERY VISIT

Did the specialist:

1. Show up when scheduled?	
2. Show awareness of the classroom schedule (e.g., prepared to work in the context of the ongoing classroom activities)?	
3. Talk to the teacher about what interventions might work?	
4. Talk to the teacher about whether previous solutions (e.g., suggestions) are working?	
5. Show awareness of goals other than those pertaining to the specialist's area of training?	
6. Join the child, without removing him or her from what he or she was interested in?	
7. Include other children in the interaction?	
8. Use classroom materials or leave those brought to the classroom (i.e., not use materials from outside the classroom and then remove them)?	
9. Tell teachers what he or she is doing with the child and why?	
10. Ask the teacher a question to elicit what the teachers ² need (e.g., "How have things been going? Is there anything in particular you need me to pay attention to today?")?	
11. Give feedback on teachers' interactions with children (e.g., how interactions begin, what's being reinforced, eliciting more sophisticated behavior from children, maintaining the child's interest, timing prompts appropriately, rate of incidental teaching)?	

NOT NECESSARY ON EVERY VISIT (USE FOR FEEDBACK ONLY)

Did the specialist:

1. Explain what's involved in addressing the child's goals? (Previously No. 2)	
2. Talk to the teacher about why the child can't perform a skill on the list of goals? (Previously No. 3)	
3. Use "group activity" (i.e., interacting with a group of children as a way to address an individual child's needs)? (Previously No. 4)	
4. Give feedback on the classroom environment (e.g., classroom arrangement, materials, schedule, policies)? (Previously No. 5)	
5. Give feedback on the activities or routines? (Previously identified)	
6. Tell teachers they can contact him or her at nontherapy times (e.g., by phone, by e-mail)?	

<u>Key</u>			
+	±	-	NA
most of the time	some of the time	little of the time	no opportunity/not expected

Notes:

Therapist Signature: _____

¹ Specialists are anyone visiting the classroom to provide services and consultation. They can be occupational therapists, physical therapists (including assistants), speech-language pathologists, special educators, vision specialists, and so on.

² Teachers are any member of the teaching team—lead teacher or teaching partners.