

Observation Checklist

Sensory Responses

Observer name: _____

Student name: _____

Date: _____

SIGHT

- _____ Scrutinizes visual detail for prolonged periods of time
- _____ Regards own hands for prolonged periods of time
- _____ Regards reflection for prolonged periods of time
- _____ Stares
- _____ Looks out of peripheral vision
- _____ Attends to changing levels of illumination
- _____ Squints or covers eyes in natural light
- _____ Closely regards spinning objects
- _____ Fails to blink at bright lights
- _____ Is fascinated with shiny objects

HEARING

- _____ Hums or vocalizes to block noise
- _____ Sometimes acts as though deaf
- _____ Closely attends to self-induced sounds
- _____ Closely regards own screaming
- _____ Lacks startle response to loud noise
- _____ Delayed response to verbal directions
- _____ Covers ears
- _____ Places fingers in ears
- _____ Bangs objects repetitively
- _____ Behavioral changes with noise
- _____ Inability to tolerate group noise
- _____ Sensitivity to daily noises (phone ring, cough, dog bark)

BALANCE

- _____ Has poor balance
- _____ Seeks movement
- _____ Avoids activities that challenge balance
- _____ Whirls body
- _____ Walks on toes

TOUCH

- _____ Flinches or gives other exaggerated response when touched
- _____ Does not seem to notice extreme temperature change such as when going outdoors in cold
- _____ Rubs surfaces for prolonged periods of time
- _____ Examines surfaces with fingers
- _____ Removes clothing frequently
- _____ Is very aware of different textures
- _____ Rubs body where touched by another
- _____ Withdraws from possibility of being touched
- _____ Avoids getting messy
- _____ Needs excessive personal space

Taste

- _____ Has strong food preferences
- _____ Has strong texture preferences
- _____ Likes only a limited number of foods
- _____ Existence of pica

SMELL

- _____ Smells food items before eating
- _____ Is intensely aware of smells
- _____ Smells many objects
- _____ Smells parts of the body

PAIN

- _____ Delayed response to pain
- _____ Lacks response to injuries
- _____ Does not seem to feel pain normally

BODY

- _____ Makes darting-lunging movements
- _____ Rolls fingers
- _____ Flips hands
- _____ Rocks
- _____ Paces
- _____ Runs in circles
- _____ Jumps repetitively
- _____ Bangs head repetitively
- _____ Hits/bites self
- _____ Has facial grimaces
- _____ Grinds teeth
- _____ Has stiff posture
- _____ Has flaccid body posture
- _____ Has unusual body posture
- _____ Lacks motor coordination

Observation Checklist

Behavior

- ☐ Strongly dislikes changes in routine
- ☐ Excessively tidy or precise
- ☐ Repetitive gestures
- ☐ Repetitive movements
- ☐ Becomes upset when his/her things are moved
- ☐ Cannot problem solve in active social situation
- ☐ Understands only from his/her own viewpoint
- ☐ Unable to empathize with others
- ☐ Reads for information only
- ☐ Difficulty generalizing skills learned
- ☐ Does not handle criticism/correction well
- ☐ Invades the personal space of others
- ☐ Perfectionist
- ☐ Difficulty stopping mid-task
- ☐ Rigid thinking
- ☐ One track mind
- ☐ Does not learn from mistakes

During the student's spare/free time he/she:

- ☐ Watches television
 - ☐ Usually game shows
 - ☐ Usually credits
 - ☐ Usually preschool shows
 - ☐ Usually specific videos
- ☐ Plays video games
- ☐ Moves about
- ☐ Manipulates objects repetitively
- ☐ Lines things up
- ☐ Holds specific/familiar objects
- ☐ Reads
- ☐ Plays with building toys
- ☐ Plays with infant toys
- ☐ Plays alone
- ☐ Watches others

Student is fascinated/preoccupied with:

- ☐ Television commercials
 - ☐ Game shows
 - ☐ Dates of the calendar
 - ☐ Clock times
 - ☐ People's watches
 - ☐ Numbers
 - ☐ Reading
-

Student shows a strong interest in:

- ☐ Phone numbers
- ☐ Vacuums
- ☐ Trains
- ☐ Vehicles
- ☐ Biology
- ☐ Weather
- ☐ Science fiction
- ☐ Has a special interest area not listed

Student shows exceptional talent in:

- ☐ Decoding
- ☐ Memorization
- ☐ Music
- ☐ Knowledge of calendar/dates
- ☐ Math
- ☐ History

Student reacts to approach from peers by:

- ☐ Ignoring
- ☐ Moving away
- ☐ Directing
- ☐ Tantrums
- ☐ Yelling
- ☐ Increase in repetitive behavior

Student reacts to approach by a familiar adult by:

- ☐ Ignoring
- ☐ Moving away
- ☐ Directing
- ☐ Tantrums
- ☐ Yelling
- ☐ Increase in repetitive behavior

Student reacts to approach from stranger by:

- ☐ Ignoring
- ☐ Moving away
- ☐ Directing
- ☐ Tantrums
- ☐ Yelling/Screaming
- ☐ Increase in repetitive behavior
- ☐ Is overly friendly

Observation Checklist

Social Skills

- | | |
|---|---|
| <p>_____ Does not use objects or toys in the same way as other children his/her age do</p> <p>_____ Uses objects or toys in unusual ways (peculiar or perseverative)</p> <p>_____ Does not typically imitate other children in play</p> <p>_____ Does not typically initiate play with other children</p> <p>_____ Does not try to engage others in play by bringing them toys, etc.</p> <p>_____ Engages in sensuous play rather than using toys symbolically</p> <p>_____ Will imitate pretend play when it has been taught to him/her</p> <p>_____ Engages in imaginative play but is quite repetitious</p> <p>_____ Will respond to game or play session if approached by others</p> <p>_____ Seems to enjoy interactions with others, but remains passive</p> <p>_____ Has developed some relationships but more with adults than peers</p> <p>_____ Relates to adults in more immature fashion than intellectual ability would suggest</p> <p>_____ Enjoys rough physical play primarily</p> <p>_____ Does not have a 'best friend' in the community</p> <p>_____ Lacks the skills for initiating and maintaining long term relationships</p> <p>_____ Has difficulty understanding the concept of taking turns</p> <p>_____ Often does not look at people when they talk to him/her</p> <p>_____ Seems to deliberately refuse to look at people sometimes</p> <p>_____ When he/she looks at people he/she often 'looks through' them</p> <p>_____ Face often does not show emotion</p> | <p>_____ Fails to seek comfort when distressed</p> <p>_____ Often does not smile back when people smile back at him/her</p> <p>_____ Sometimes smiles or laughs 'for no known reason'</p> <p>_____ Frequently looks frightened or anxious 'for no known reason'</p> <p>_____ Becomes irritable 'for no known reason'</p> <p>_____ Prefers working alone</p> <p>_____ Prefers being alone</p> <p>_____ Difficulty working in cooperative groups</p> <p>_____ Is aloof when around other people</p> <p>_____ Is indiscriminately friendly</p> <p>_____ Is perceived as being odd or peculiar by others</p> <p>_____ Lacks awareness of other people's feelings</p> <p>_____ Is frequently inadvertently rude</p> <p>_____ Seems unaware of normal social conventions</p> <p>_____ Frequently does not respond when his/her name is called</p> <p>_____ Is very independent, seeking very little help from others</p> <p>_____ Often rejects affection</p> <p>_____ Accept affection only when he/she feels like it</p> <p>_____ Is preoccupied with non-living things</p> <p>_____ Forms attachments to unusual objects</p> |
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Observation Checklist

Speech and Language

_____ Non-verbal

_____ Minimal speech

Typically makes needs known by:

_____ a vague distress sound

_____ a vague gesture

_____ a well-defined gesture

_____ signing

_____ other alternative communication system

_____ words

_____ phrases or sentences

_____ Repeats words he/she hears immediately after hearing them

_____ Repeats commercials almost word for word

_____ Speech frequently lacks meaning

_____ Utters words, phrases, or sentences which appear to have no meaningful connection to situation in which they are said

_____ Talks to self

_____ Makes non-communicative sounds

_____ Frequently uses personal pronouns incorrectly

_____ Communication limited to requesting and/or protesting

_____ Usually cannot answer 'who, where, what, why' questions

_____ Speech is repetitive

_____ Speech lacks spontaneity

_____ Seems to have many ideas which he/she is unable to express verbally

_____ Has difficulty initiating conversations

_____ Conversation is repetitive

_____ Has a limited number of preferred conversation topics

_____ Is not able to productively contribute to conversation initiated by another

_____ Does not use social greetings flexibly

_____ Has difficulty understanding causality

_____ Language has little evidence of imagination or symbolism

_____ Often interprets words literally

_____ Uses aberrant behavior as a form of communication

_____ Understands and enjoys slap stick humor but fails to get the point of verbal humor

_____ Talks at others rather than engaging in reciprocal conversation

_____ Has difficulty understanding the 'point of view' of others

_____ Voice is overly loud or soft

_____ Uses monotonous intonation