

Classroom Observation

| I. Classroom- Physical Environment | YES | NO |
|---|-------|-------|
| 1. Is the room size conducive to learning? (A large room/high ceiling can distort sound; a small room may be noisier.) | _____ | _____ |
| 2. Is the room adequately lit? (Lighting and shadows may affect speechreading and signing abilities.) | _____ | _____ |
| 3. Is the ambient noise level for the classroom within recommended standards (noise ≤ 35 dbA and reverberation $\leq .6$ sec, ANSI S12.60.2002)? | _____ | _____ |
| 4. Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)? | _____ | _____ |
| 5. Are noise sources in the classroom minimized (e.g., fish tanks, ventilation/heater fans, computers)? | _____ | _____ |
| 6. Does noise from adjacent spaces (hallways, outside the building) spill over into classroom? | _____ | _____ |
| Comments _____ | | |
| _____ | | |

| II. General Learning Environment | YES | NO |
|---|-------|-------|
| 7. Does teacher(s)/adult(s) use a variety of techniques to elicit positive behavior from students? | _____ | _____ |
| 8. Are there a variety of centers (fine motor, art, manipulatives, science, music, dramatic play, sensory, literacy) or opportunities for demonstrating learning? | _____ | _____ |
| 9. Is there a schedule identifying daily routines? | _____ | _____ |
| 10. Is there a behavior management system that provides clear structure for the class and consistent rules? | _____ | _____ |
| 11. Is the curriculum standards-based including a variety of themes, topics, and children's literature? | _____ | _____ |
| 12. Does the teacher use lesson plans to guide daily activities? | _____ | _____ |
| 13. Are activities modified to meet a variety of students' needs? | _____ | _____ |
| Comments _____ | | |
| _____ | | |

| III. Instructional Style | YES | NO |
|---|-------|-------|
| 14. Classroom Discourse and Language | | |
| a. Are the teacher(s) and other adults good language models for the student? | _____ | _____ |
| b. Is language consistently accessible to this student? (If sign is used, do all adults in the classroom consistently sign, including their communications with other adults?) | _____ | _____ |
| c. Are peer responses repeated? | _____ | _____ |
| d. Is vocabulary and language expanded by an adult? | _____ | _____ |
| 15. Teacher's Speaking Skills | | |
| a. Is enunciation clear? | _____ | _____ |
| b. Is rate appropriate? | _____ | _____ |
| c. Is loudness appropriate? | _____ | _____ |

- d. Is facial expression used to clarify the message? _____
- e. Are gestures used appropriately? _____
- f. Are teacher's (or other speaker's) lips available for speechreading? _____
- g. Is teacher's style animated? _____
- h. Is a buddy system available to provide additional assistance or clarification? _____
16. Use of Visual Information
- a. Are props or other visual materials used for stories and activities? _____
- b. Are appropriate attention-getting strategies utilized? _____
- c. Are overhead projectors, VCRs and other equipment to provide visual supplements utilized? _____
- d. Is computerized notetaking, or a comparable procedure, utilized to support access to course content, instruction, and discourse amongst the class? _____
17. Oral Discussion/Small Group/Circle Time
- a. Are all students encouraged to share and participate? _____
- b. Does the teacher face the students when speaking? _____
- c. Do the students face one another when speaking? _____
- d. Does the teacher lead group activities in an organized and child-friendly manner? _____
- e. Is appropriate wait time utilized to encourage students to think and participate? _____
- f. Are students seated within the teacher's "arc of arms"? _____
- g. Does teacher obtain eye contact prior to and while speaking? _____
- h. Is the FM microphone passed around to all speakers? _____
18. Use of Sign _____ Not Applicable
- a. If an educational interpreter is assigned to the student, does the interpreter promote student self-advocacy yet assure full access to all communication in the classroom? _____
- b. Is the interpreter familiar with the student's IEP, and does s/he know their role in its implementation? _____
- c. Is sign consistently used by all adults in the class? _____
- d. Are teachers and paras proficient in the sign mode of the child? _____
- e. Is sign consistently used by all students in the class? _____
- f. Does the type of sign used in the classroom match the signs used by this student? _____
- g. Is fingerspelling used? _____
- h. Are there opportunities for parents and peers to learn to sign? _____
- i. Do they take advantage of them? _____
19. Opportunities for Hands-on Experience
- a. Are a variety of materials available?
Check those used: books visual props audio tapes video tapes
 objects for dramatic play manipulatives
- b. Are stories experienced in a variety of ways? _____
- c. Are there field trips? _____
- e. Are art and sensory activities conducted? _____
20. Amplification/Equipment _____ Not Applicable
- a. Are personal amplification (hearing aids/cochlear implant) and assistive devices (FM, infrared) checked at school each day? _____

b. Is amplification used consistently in all learning environments? _____

Comments _____

Reflection

IV. Individual Student Considerations

YES

NO

21. Communication Considerations & Student's Language Abilities

Think about how this student communicates thoughts, ideas, and needs. Think about how this student communicates and interacts with other students. Will his/her communication needs be nurtured in this classroom environment? Does this student have sufficient language abilities to benefit from instruction in the classroom (generally within 2 years of most students in the class)? Will this student develop English language competency in this environment?

22. Social Interactions, Self-Concept, and Self-Advocacy

Think about how this student plays alone and in groups. Think about how this student interacts with other students. Will this student's social skills and self-concept be nurtured in this classroom environment? Will this student be encouraged to develop self-advocacy skills?

23. Auditory Skills

Does this student attend well? Is this student able to listen in noise? Think about what this student does when he/she cannot hear? Does this student take responsibility for his/her hearing aids? Will this student's auditory needs be supported in this classroom, lunchroom and all other school environments? Is the staff qualified and able to support the student's auditory needs?

Comments _____

V. School Culture

YES

NO

24. Is there evidence that the school administration supports students with disabilities?

25. Is the school/district administrator knowledgeable about hearing loss?

26. Is the school committed to making the necessary accommodations for students with hearing loss?

27. Is the teacher open to consultation with other professionals or specialists?

28. Does the teacher provide opportunities for individualized attention?

29. Is the teacher welcoming of students with special needs?

30. Is the teacher willing to use amplification technology (hearing aids, FMs, cochlear implants)?

31. Are the extra-curricular (sports, drama, clubs) staff and settings going to assure communication access for this student?

Comments _____