

GLOBAL PARADIGM ENGLISH SCHOOL INCLUSIVE LEARNING & SUPPORT POLICY

Policy Statement:

The Inclusive Education Policy reflects the importance of the well-being of all students and the impact it has on their achievements. Inclusive schools are equitable, and culturally, linguistically, and socially responsive. They have structures, processes, and practices that are student-centered, appropriate, and collaborative.

Purpose: We value student diversity and respect individual learning abilities, working to meet students where they are and helping them grow through scaffolded support. This policy applies to Global Paradigm English School and is to be communicated to, and understood by, all continuing and new teachers, students, parents, and administrators.

To achieve this purpose, Global Paradigm English School supports and provides a counselor and stage principals who guide teachers in identifying the students with learning requirements and removing barriers to meet students learning diversity in the classroom.

Students with identified learning needs A student is considered for Inclusion if he / she has difficulty in learning compared to the other students of the same class or age, or has a condition that hinders in making use of the educational facilities and supported system provided to students generally in school.

Global Paradigm English School seeks to:

- ensure that all members of the community understand the principles of inclusion
- promote confidence and self-esteem in all students
- develop independence and resourcefulness and to nurture creativity in all students
- provide students with every opportunity to develop the knowledge, skills, and abilities they need to demonstrate their potential and to make sure that they are challenged and motivated in their learning
- support students in their social, moral, and emotional development
- identify as early as possible students who have additional and/or specific learning needs
- encourage parents/guardians and students to be fully involved in additional and specific learning decisions, in development and regularly review of personal learning targets
- guide and develop best inclusive practice in our specialist support team
- provide inclusive learning training and guidance for teachers and ensure that time is available to liaise with our specialist support team and to develop inclusive learning activities and materials
- ensure access to an extensive range of extracurricular activities for students to develop individual strengths and talents
- To provide staff training as appropriate

Additional Educational Needs at *Global Paradigm English School*

Additional Needs are experienced by students who do not necessarily have a specific learning difficulty but who are faced with additional challenges. These challenges may arise, for example, when students have:

- transferred from a different curriculum or language of instruction system
- a different length of prior schooling
- fallen behind in their learning or find themselves underachieving
- high potential abilities, gifts or talents that will benefit from individualized learning targets

Special Educational Needs (SEN) at *Global Paradigm English School*

Special Educational Needs are experienced for a variety of reasons and may be because of a physical, intellectual, social and/or emotional difficulty.

Following are the examples of certain specific learning support requirements:

1. Attention deficit disorder/ attention deficit hyperactivity disorder (ADD / ADHD)
2. Autism
3. Dyscalculia
4. Dyslexia
5. Dyspraxia (developmental coordination difficulties (DCD), motor learning difficulties)
6. Vision or hearing difficulties
7. Other general difficulties in all learning areas.
8. Social, emotional and behavior challenges.

Identifying a Special Educational Need

Before arriving at a conclusion about a particular student, referred to by any teacher, staff member of school or parent, as someone who requires learning support, he/she will be kept under observation for a time period decided collaboratively by the concerned teachers, parents, special Ed specialist and stage principals. During this period, relevant teachers, and the school counselor will closely monitor and document the student's progress and share the information with the school principal, and C&I. Based on the collective information, a decision will be made.

A child is deemed to have a Special Educational Need if he or she:

- has significantly greater difficulty in learning than is expected for a child of his or her age
- has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of his or her age.
- is under the age and would be likely to fall within the definitions above, if special educational provision was not made for him or her. A learning difficulty may originate from interruption to a student's physical, intellectual, emotional and/or social development.

It is recognized that many students will not neatly fit into one single category of need and that many areas will be interrelated.

The five areas are:

- 1. Communication and Interaction (C&I)**
For example, speech and language delay, impairments or disorders, selective mutism, autistic spectrum.
- 2. Cognition and Learning (C&L)**
For example, moderate, severe and profound learning difficulties, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia.
- 3. Social, Emotional and Mental Health Difficulties (SEMH)**
For example, emotional difficulties, disruptive behaviors, hyperactivity, eating disorders, inefficient concentration, social skills.
- 4. Sensory and/or Physical Needs (S&P) Visual Needs (VI)**
For example, visual impairment, hearing impairment, physical disability, medical conditions such as cerebral palsy, heart disease, spina bifida.
- 5. The Inclusive Learning (IL) Register and Levels of Support**
A student is placed on the IL register when he or she is receiving support from the inclusive learning team. Information on the IL register is confidential and includes the following:
 - Student name, date of birth, class teacher/ tutor group
 - Level of support
 - Nature of support

The decision may be:

- Student doesn't require any learning/testing support. **See Annex**
- Student requires learning and/or testing support/accommodation
- Student requires learning support and the special educator along with teachers and
- Counselor will draw appropriate Individual Action plan.
- Student requires additional testing (psychological tests) for making the decision.

Evidence needed from the parents or the admission office:

- Student's psychological / psycho-educational / medical reports/Damg. (Reports taken within last two years)
 - ✓ Psychological report
 - ✓ Areas assessed may be in line with the learning support requirement
 - ✓ Official "Damg" documents from the ministry of education.
 - ✓ Official learning support recommendation documentation from an authorized entity.
- Educational evidence
 - ✓ Teachers' observations from previous schools (if any)
 - ✓ Teachers & Special ED. Observations.
 - ✓ Sample of work
 - ✓ Previous report cards

Recording & Assessment

Monitoring, recording, and assessment is in line with the whole school policy and systems of recording pupil's progress and achievement. Assessment is a continuous process used throughout the school. The following is a list of assessments currently used within the school:

- Bury Infant Check
- SNAP Infant
- Suffolk Reading Scale 2
- New Salford Sentence Reading Test
- Single Word Spelling Test
- Aston Index
- SNAP Assessment (Weedon & Reid)
- SNAP Behavior Assessment (Weedon & Reid)
- AFASIC checklist
- Dyslexia Portfolio
- Basic Number Screening Test

(The above tests are administered by the Senior member of the Learning Support team.)

The Learning Support Specialist has access to Target Tracker, EYFS/kindergarten Assessment Profile and all test results, teacher assessments and internal examination results to help inform and update the Identified Needs & Provision plan.

The Identified Needs & Provision plan records the current state of all those students within the school who are under the responsibility of the Learning Support specialist. The plan is reviewed at least 4 or 5 times annually. It includes the nature of the student's difficulties, as well as what support s/he is receiving, both in and out of school. Furthermore, it provides details of any assessments (completed or in progress) and identifies the stage of support each child is at (phase 2 or 3).

The Learning Support specialist follows the Assess, Plan, Do Review model, along with all its associated documentation.

Global Paradigm English School learning support is provided at three graduated leveled phases that aim to maximize inclusive learning while also supporting the additional and/ or special education needs.

Phase 1	Initially a child is simply identified as a possible cause for concern, usually by the class teacher. At this stage, a senior member of the Learning Support team will work with the class teacher in an advisory role. The class teacher will be directed to the Waves of Intervention document to ensure effective strategies, resources and motivation techniques are being employed to overcome any potential barriers to learning.
Phase 2	<p>If the child continues to experience difficulty, despite Phase 1 accommodations, there are a variety of procedures that may take place, known as Phase 2 Interventions.</p> <ul style="list-style-type: none"> ● Screener carried out by the Learning Support Specialist. ● An observation may take place by a LSS. ● The Learning Support Specialist may provide support for that child including a specific intervention ● Parents will be informed of the support their child is receiving ● Consideration will be given to the child’s Date of Birth to ensure s/he is in an appropriate year group to match his/her social development and academic abilities ● Specialist resources may be provided <p>At this stage each child is carefully monitored to see that appropriate progress is being made. The child will be placed on the Identified Needs & Provision register. The school acknowledges that the child is underachieving, and parents will be informed. Support at this stage may be short-term and the student may exit the support programme after a review with the relevant members including the LSS. The cycle of Assess, Plan, Do, Review will be put into practice.</p>
Phase 3	<p>Where possible we will try to meet every child’s needs within the classroom or within the supportive environment of small group withdrawal. However, where we determine that a child is not making adequate progress (either academic, emotional or behavior), we will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is available within the school, we may recommend the following options:</p> <ul style="list-style-type: none"> ● Formal Diagnostic Assessment referral by qualified assessor in school ● SLT Assessment (assessments to assess all areas of speech, language and communication) ● OT Screener / Assessment ● Child Psychotherapist referral ● Behavioral Psychologist referral ● Centre of Neuro-Developmental Optometry referral ● C.A.P.D. Assessment (Age 7 and above) ● Correcting the academic year due to age ● Specific 1:1 Interventions ● Exam accommodations (such as extra time, scribe etc.) (an appropriate diagnostic report and DAMG are required) <p>At this stage, the child’s progress will be monitored carefully and reviewed regularly (Assess, Plan, Do, Review). The support being provided by the school will continue, if still appropriate to the child’s learning needs. Parents will be fully consulted at this stage. We maintain strong links with outside agencies to ensure a strong continuity of development and learning for the child.</p> <p>At such a time as any student is no longer able to access the curriculum despite all stages of support having been followed, the parents will be advised to move the child to a school that is able to cater to his/her learning needs.</p>

Provision

Currently Global Paradigm English School provides for a range of mild to moderate learning difficulties (not necessarily a Sp.L.D.). This includes support for students with:

- Literacy Difficulties & Dyslexia
- Fine/Gross Motor Skills & Visual/Motor Integration
- Dysgraphia
- Dyscalculia
- Central Auditory Processing Disorder (CAPD)
- Speech and Language Difficulties
- Attention and Hyperactivity Difficulties
- Working Memory Difficulties (Auditory & Visual)
- Processing Speed Difficulties
- Language Disorder
- Language Delay
- Hearing Impaired

The school also provides support for some students who have English as an additional language and who have not reached the expected levels of fluency. It is recognized that most of our students do in fact speak English as an additional language. All staff within their planning and teaching, especially in the Early years/Foundation Stages give appropriate consideration of this. Finally, pupils may need learning support if they have had an extended period of absence.

For some children in school, difficulties in their emotional and social development may mean they require different or additional provision, in order for them to achieve. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging or disruptive behavior. A wide range of Social Emotional and Mental Health (SEMH) problems may require adjustments to be made in school. To reduce the likelihood of such difficulties arising or becoming more severe, the school will develop and maintain:

- Effective teaching and learning across the curriculum
- A fully inclusive school ethos
- The development of emotional literacy skills
- A positive learning environment
- Systems that foster positive relationships with children, parents, and the wider community

Referral Process

Referral process for the above:

Staff member is concerned about a learner	
Staff member refers concern to Learning Support Specialist	
Learning strategies are put in place and monitored to assess if strategies support learner to make adequate progress	
Adequate learning progress Learning strategies continued	Progress not Adequate HOD submits 'cause for concern' form with supporting evidence to school counselor
	Assessments, classroom observations, work sampling, teacher, student and parental consultation will lead to agreed actions

Roles and Responsibilities

The Learning Support specialist is responsible for the coordination of Learning Support working with internal and external stakeholders. The Learning Support specialist works with teachers in all stages to ensure an inclusive transition.

The Learning Support specialist works with the School Leadership Team (Senior Pedagogical Team) to meet training requirements in-house and up skill relevant staff. All staff at Global Paradigm English School are responsible for meeting the needs of all students. The Learning Support specialist works with the School Leadership Team to promote the value of inclusion in the school community.

School Principal

- Ensure all School Leadership Team (Senior Pedagogical Team) fully support and actively implement the SEN Policy.
- Ensure the School Leadership Team actively promotes and implements students' inclusivity.
- Ensure SEN is adequately resourced and provide SEN professional developmental opportunities.

Curriculum office

- Help develop the Unit planning of inclusive teaching and learning methods with the Learning support specialist.
- Help coordinate SEN professional developmental opportunities.
- Participate in the IEP process: developing and reviewing.
- Ensure resources are available for Learning Support.

Stage Principals

- Help supervise the implantation of the Unit planning of inclusive teaching and learning methods with the Learning support specialist.
- Participate in the IEP process: developing and reviewing.

Head of Department

- Ensure that practice and procedures within the department promote inclusive learning and teaching.
- Help subject teachers develop and provide targeted inclusive learning and teaching.
- Discuss Learning Support matters with subject teachers through departmental/subject meetings.
- Ensure Inclusion is evident in the collaborative planning of all Subjects.
- Differentiation must be inclusive of all learners.

Learning Support Specialist

- Screens, observe, record and assess all referred students
- Use relevant school data.
- Put LS provision into place to ensure progress of LS students.
- Liaise with staff, parents and external agencies to provide maximum support and ensure continuity of provision.
- Make full use of resources and facilities available; review and update these resources.
- Disseminate LS information appropriately.

Teachers

- Apply SEN Policy and procedures for identifying, assessing, and making provision for learning support students.
- Remain up to date with learning support students matters.
- Communicate to HOD and/or Learning Support Specialist for any SEN-related or suspected SEN-related concerns arising amongst any students.
- Devise strategies and identify appropriate methods for ensuring access to the curriculum and assess efficacy.

Formal Assessment & Examination Support

Access arrangements may be provided for students on the learning support register. The type of access arrangement provided varies according to the needs of the individual student, documentation provided and can take a variety of forms, such as additional time, use of a word processor, a computerized reader/reading pen, or a scribe. Access arrangements may be provided for both internal and external examinations or assessments, where historical and/or medical evidence of the special need is in place, and the access arrangement is appropriate. Any measure proposed must not give the student an unfair advantage over other students.

Parents may be advised to consult an educational psychologist or other relevant professional in order to prepare supporting documentation. Requests for access arrangements in external examinations are made according to the guidelines of the relevant body. Applications are made in advance of the candidate's first examination series so that the candidate has the chance to practice using the access arrangements. Where an application for special access arrangements needs to be submitted, the school will require a current specialist assessment and/or updated to be provided as supporting evidence of need, most typically an educational psychological assessment report. This report should be from a qualified, independent educational psychologist or other relevant specialist who has an established relationship with the school as a provider of external services.

The school counselor and the curriculum office are responsible for arranging access arrangements for students on the Inclusive learning Register in conjunction with the testing center supervisor. The curriculum office is responsible for communicating with parents any support that is given during any examination or assessment.

Record-keeping and data management

Electronic documentation is stored on the school staff server and in a confidential inclusive learning team drive. Hard copies of key documents and communications are made and stored in each student's confidential school file.

Related Policies:

- Curriculum Policy
- Assessment Policy

Review of Policy

This policy is monitored and reviewed on an annual basis.

Annex: 1

Practical guidance for ALN

Dyslexia

How to identify it:

1. **Reading problems.** Children will be below the average reading score and will have huge difficulties reading, decoding, and understanding texts. They will be below in their phonic skills and level. **Look out for:** losing their place, skipping lines, missing words, and letters out, slow reading speed than their peers, not recognizing repeated words
2. **Spelling mistakes.** Children will often misspell simple words, rely heavily on phonic sounds, and will create unusual spellings which are hard to decipher. **Look out for:** mixing up sequences of letters, leaving out letters (vowel sounds and double letters) adding extra letters (i.e. –e) spellings always phonetical, **sight words and homophones**, don't apply spelling tests.
3. **Writing difficulties:** Children may have these difficulties with formation, orientation of letters and distinguishing similar letters alongside above. **Look out for:** missing punctuation, long rambling sentence, unable to proofread effectively, unable to organize ideas and poor handwriting.
4. **Memory issues:** Children may show difficulties in memory, with their short term and working memory affected. May be visual memory or auditory memory affected or both. **Look out for:** children forgetting instructions and sequences; children forgetting what has been read to them, children needing repetitive support.
5. Possible knock-on effect to other subjects - number reversal, difficulty in sequencing step by step processes i.e., long division, mixing up left and right and directions, confidence, and behavior issues.
6. Discrepancy between potential outcomes and production/ assessment outcomes i.e., what they can do and what is shown in assessments.

Classroom Strategies		
Teaching Strategies	Communication Strategies	Behavior Strategies
<ol style="list-style-type: none"> 1. Don't force reading in front of the class as this can knock confidence. 2. Adapt questioning to build up the use of the left-hemisphere of the brain which deals with developing logic to support understanding. 3. Read one to one often/ daily (can be with a t/a). 4. Spelling interventions (don't give normal spelling lists, teach the spelling rules, use mnemonics and acronyms to aid learning). 	<ol style="list-style-type: none"> 1. Parents may need to read homework tasks aloud for the child to understand and respond with fuller potential. It is important to inform support staff and parents of the needs of the child in order to aid with their progress. 2. Discuss activities again after carpet input to make sure tasks are understood 3. Give written/visual instructions in addition to verbal instructions prior to task. 	<ol style="list-style-type: none"> 1. Do not dismiss 'silly answers', these are signs of the child trying to use their left hemisphere, draw on these answers and discuss in order to build on their understanding. 2. Give children thinking time and keep praise positive – motivation and encouragement is key/ 3. Expect less written work. 4. Don't give sanctions for forgetting sports kits or poor organization.

5. Provide word support tools in writing tasks 6. Keep lessons multisensory, with tasks chunked.		
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ADHD

How to identify this:

1. **Early in childhood.** Appears before 7 but can become more evident as the child gets older – does not affect intellectuality but can present itself as hyperactivity or difficulties in attention or self-focused behaviors.
2. **Hyperactivity.** Talks excessively, moves around constantly, often runs or climbs inappropriately. Can show difficult behaviors and high emotions.
3. **Inattention.** Forgets things frequently, short attention span, trouble organization and presentation of work, unfinished tasks. Avoidance of mental tasks and many mistakes.
4. **Impulsivity.** Blurts out answers, acts without thinking, cannot take turns.

Classroom strategies

Teaching Strategies	Communication strategies	Behavior Strategies
<ol style="list-style-type: none"> 1. Minimise distractions in the classroom (seating plan, displays). 2. Provide a clear structure of the school day and communicate any changes 3. as children with ADHD need consistency. (Quick discussion with teacher/form tutor each morning, visual timetable) 4. Break longer tasks down into shorter chunks with increased movement (brain breaks, multisensory tools) 5. Make specific and realistic goals for the child to reach. 6. Give children self-strategies to manage emotions or recognize when they need to take a break. Assign an activity/ space for this. 	<ol style="list-style-type: none"> 1. Parents should be aware of the importance of diet, exercise and home life as this can have a major impact on the severity of the case. 2. Make all communications with child clear and precise. 3. Set small goals together and reward child when these goals are met. 4. Create 'secret language' with child to decrease embarrassment in lessons whilst keeping communication frequent to encourage learning (e.g hand gestures or setting a child a 'task' outside the classroom, when it is clear they need alone time). 	<ol style="list-style-type: none"> 1. Become aware of what triggers bad behavior, signs should be noticed all the time, at home, at school and at play. Make child aware of these to self-support. 2. Set clear expectations for behavior. 3. Create a behavior plan, with clear behavior goals and daily positive reinforcement. 4. Give rewards/consequence directly following behavior otherwise they will forget.

Literacy Difficulties

How to identify this:

1. Lacking decoding skills. Children have trouble segmenting (breaking words into smaller chunks) and blending words (joining familiar sounds together).
2. Comprehension skills. Lacking the ability to listen, read and understand language.
3. Lacking phonological awareness. This is knowledge of how sounds are organized.
4. Limited vocabulary.

Classroom Strategies	
Teaching Strategies	Communication Strategies
<ol style="list-style-type: none"> 1. General: Make learning accessible for examples provide a script when watching a video clip, pre teach vocabulary, provide written as well as oral directions. 2. Difficulties expressing themselves verbally: Provide prompts (start the sentence/picture ques), getting students to work in talk partners instead of larger groups, give time for student to respond. 3. Difficulty reading: Provide highlighted material, look for same content in another medium (video clip), provide experience before and after reading to develop understanding of new concepts. 4. Difficulties in spelling: Avoid traditional spelling lists, teach words by spelling patterns, provide constant visual ques, tactile/kinesthetic ques (foam/sand), get child to make flashcards and highlight difficult parts in the word. 5. Difficulties writing: Allow child to record ideas in lessons, children can dictate, and teacher can scribe, provide samples of what is expected and model achieving this. 	<ol style="list-style-type: none"> 1. Give explanations / directions in small, distinct steps. 2. Have child repeat instructions, to ensure clear understanding. 3. Be concise with verbal information. 4. Pause between speaking for child to gain an understanding of what is being said.

Autism Spectrum

What is ASD?

A condition that affects how children perceive and understand the world around them. It's lifelong and vary differently from child to child, therefore everyone is individual.

How to identify AS?

- 1. Social interaction difficulties.** Children may have a lack of understanding of the tone of your voice and body language.
- 2. Verbal or non-verbal communications.** Children may have a wealth of vocabulary, or they may be completely lacking in language skills, using only or mainly non-verbal communication.
- 3. Repetitive behavior, habits, and obsessions.** These may be consistent or change.
- 4. Find change difficult.** In routines and actions. Transitions or new activities may be difficult.
- 5. Sensory difficulties.** Tastes, smells, dislike being touched, may react to bright lights, colors or fast-moving environments.

Classroom Strategies		
Teaching Strategies	Communication Strategies	Behavior Strategies
<ol style="list-style-type: none"> 1. To create a visual concrete schedule and alert child of any changes to this. 2. Use visual aids when teaching new concepts. 3. Build on the 'Can Do' and not the 'Can't Do'. 4. Building on learning experiences in small steps. 5. Use age-appropriate material (even if child has certain obsessions – as you don't want to single out the child in future). 6. Adapt environment or routines to suit needs and minimize sensory triggers. 	<ol style="list-style-type: none"> 1. Use concrete language to avoid miscommunication. 2. Think of each behavior as an attempt to communicate (note these to gain a better understanding of the individual) 3. Use picture cards for non-verbal children. 4. Supervise social interaction with other students and re-in force positive social interactions. 5. Make students in the class aware of AS (e.g reading and discussing a book) so that they learn to support their classmate. 6. provide a 1:1 or additional adult for children to work with/ go to if needed. 	<ol style="list-style-type: none"> 1. Reward positive behaviors and try to notice cause of negative behaviors and avoid these interactions. 2. To avoid 'meltdowns' when attempting something new, gradually introduce the child to the idea over time – using pictures/taking small steps. 3. Notice antecedent, then behavior and then consequence, in order to develop an understanding of why the child behaves this way.

English as and additional language (EAL)

How to identify a child with EAL

1. **Slow progress.** May make little if any progress.
2. **Communication barrier.** May struggle to understand instructions, also may struggle with verbal communications.
3. **Reading and writing difficulties.** Below expected level.

Classroom Strategies	
Teaching strategies	Communication strategies
<ol style="list-style-type: none">1. Explicitly teach the technical subject specific language.2. Provide visual aids to help child interact with learning (multiplying – drawing or kinesthetic learning will help child link to any previous learning done in native language).3. Pre-teach vocabulary – give translations in native language.4. Differentiate appropriately (writing frames, images, word banks, assistance).5. Model what is expected in all lessons.6. Make learning culturally familiar to engage learners.	<ol style="list-style-type: none">1. Use clear concrete language.2. Face students when speaking and avoid covering mouth.3. Provide child with a buddy (confident English speaker who can help them develop vocabulary).4. Clarify key words, rephrase key content in a variety of ways, provide both written and oral forms of key words.

Annex: 2

GLOBAL PARADIGM English SCHOOL SPECIAL TESTING ACOMEDATION FORM

DATE:

Trimester:

PLEASE CIRCLE THE RECOMMENDED ACCOMODATIONS BASED ON EVIDENCE SUBMITTED.

Student Name	Grade	Recommendations
		1- 2-3 -4A -4B- 4C- 4D -4E - 5 - 6 - 7

TABLE KEY:

- 1. Use larger font
- 2. Use of different color paper
- 3. Leaves spaces between questions
- 4. Modified type of questions
 - A. More MC, matching, fill-in the banks questions
 - B. No open-ended questions
 - C. Split long passages
 - D. Use direct and simplified question instructions
 - E. More illustrative diagrams or pictures needed
- 5. Permit break for student if needed
- 6. Extend exam time for student if needed
- 7. Use of additional testing equipment

TEACHER REPORT FORM

To: Academic/Learning Support Teachers

Name of Student:

Name of Teacher:

Subject:

Grade Level:

1. Strengths:

2. Weaknesses:

3. Likes:

4. Dislikes:

5. Describe student's relevant learning characteristics (i.e. work habits), motivation and organizational skills, etc.

6. Describe student's instructional needs: (i.e. style of learning, accommodations needed; strategies to promote success, etc.)

7. Summarize supplemental aids and services:

8. Describe student's classroom attitude and behavior. Please be specific and provide examples.

9. Describe student's social interactions with peers. Please provide examples.

If you need more space, please use the back of the sheet indicating the question addressed.

Observation Form

Note: Observer should NOT be the teacher who is teaching at the time of observation

Student Name: _____ Date: _____
 Grade: _____
 Observed by: _____ Position: _____
 Subject/Topic Observed: _____
 Teacher: _____ No. of students: _____

Please describe the activity of the class during this observation:
 Type of activity (i.e., direct instruction, class discussion, small group, etc.) and materials:

Please describe this student’s academic performance during this observation (strength & weaknesses)

Please describe the student’s actions/behavior during this observation Successful strategies:

Additional comments:

On-task/off-task:

The following boxes may be used to note on-task/off-task behavior. At the conclusion of every 3 min. interval, mark the box **Y** for on-task, **N** for off-task. Notes may be added in larger boxes (describe off-task behavior, etc.)

3	6	9	12	15	18	21	24	27	30

Annex 5:

BEHAVIOR OBSERVATION CHECKLIST

CHILD'S NAME:

DATE

TIME

OBSERVER'S NAME:

AREA/S OF ROOM OBSERVED:

Behavior Intervals	1	2	3	4	5	6	7	8	9	10
Attentive										
Competing										
Cooperating										
Demanding										
Dependent										
Disruptive										
Exploring										
Helping Others										
Imitating										
In Transition/Changing										
Inappropriate										
Independent										
Recalls Routine										
Initiates Activity										
Intent										
Leading/Demonstrating										
Making Choices										
On-looker										
Participating										
Requesting Help										
Uncooperative										
Uninvolved/Wandering										
Unsafe Activity										
Using Materials Appropriately										
Using Appropriate Manners										
Waiting										

Comments: (Including changes in behavior, adult interactions, health concerns, etc.)

Annex 6:

Observation Checklist

Student Name:

Date:

Grade:

Observed by:

Position:

Please assess the following behaviors based on your interactions with the above-named student. Your feedback is very important.

	NEVER	SOMETIMES	OFTEN
1. participates in class	_____	_____	_____
2. attends tutoring	_____	_____	_____
3. asks questions/asks for assistance	_____	_____	_____
4. brings necessary materials to class	_____	_____	_____
5. completes assignments/homework	_____	_____	_____
6. appears to be organized	_____	_____	_____
7. stays on task	_____	_____	_____
8. self-advocates	_____	_____	_____
9. works well with peers	_____	_____	_____
10. needs extended time on tests	_____	_____	_____
11. appears to experience test anxiety	_____	_____	_____
12. is consistently tardy for class	_____	_____	_____
13. excessive absences affecting grade	_____	_____	_____
14. is disruptive/too talkative	_____	_____	_____
15. is resistant to following school rules	_____	_____	_____
16. is resistant to following teacher directives	_____	_____	_____

Additional Comments

Teacher Signature

