

HI Services  
Classroom Observation

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

School: \_\_\_\_\_ Classroom Teacher: \_\_\_\_\_

Hearing Status & Type of Loss: \_\_\_\_\_ Middle Ear Status: \_\_\_\_\_

Reason for Observation: \_\_\_\_\_

Observed By: \_\_\_\_\_

Physical Aspects					
Walls	<input type="checkbox"/> plaster	<input type="checkbox"/> wood	<input type="checkbox"/> brick	<input type="checkbox"/> cinder block	<input type="checkbox"/> other
Ceiling	<input type="checkbox"/> acoustical tile	<input type="checkbox"/> plaster	<input type="checkbox"/> wood	<input type="checkbox"/> other	
Flooring	<input type="checkbox"/> carpet	<input type="checkbox"/> wood	<input type="checkbox"/> tile	<input type="checkbox"/> other	
Windows	<input type="checkbox"/> complete wall	<input type="checkbox"/> individual	<input type="checkbox"/> number of windows		
Window Covering	<input type="checkbox"/> drapes ( ) none ( ) scanty ( ) full		<input type="checkbox"/> blinds ( ) none ( ) venetian ( ) shades		
Blackboards	<input type="checkbox"/> on one side of room		<input type="checkbox"/> on two sides of room	<input type="checkbox"/> on 3 sides of room	
Lighting	<input type="checkbox"/> satisfactory		<input type="checkbox"/> unsatisfactory		
Room Size	<input type="checkbox"/> large	<input type="checkbox"/> medium	<input type="checkbox"/> small		
Type of seating	<input type="checkbox"/> desks	<input type="checkbox"/> tables & chairs	<input type="checkbox"/> other		

Environmental Aspects				
Room location	<input type="checkbox"/> quiet location	<input type="checkbox"/> in proximity to noise source		
External Noise Sources	<input type="checkbox"/> traffic	<input type="checkbox"/> adjacent room	<input type="checkbox"/> corridor	<input type="checkbox"/> other
# of students in classroom	<input type="checkbox"/> 30 or more	<input type="checkbox"/> 20 to 29	<input type="checkbox"/> 19 or less	
# of Special Needs Students	<input type="checkbox"/> None	<input type="checkbox"/> 1 to 3	<input type="checkbox"/> 3 or more	
Internal noise level	<input type="checkbox"/> low	<input type="checkbox"/> moderate	<input type="checkbox"/> high	
Constant noise sources	<input type="checkbox"/> students	<input type="checkbox"/> radiator/fan/A/C	<input type="checkbox"/> chairs	<input type="checkbox"/> pipes
	<input type="checkbox"/> by product of media		<input type="checkbox"/> other	
Noise Treatment	<input type="checkbox"/> carpeting	<input type="checkbox"/> drapes	<input type="checkbox"/> acoustic tile	<input type="checkbox"/> other

Comments:

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\_\_\_\_\_

\_\_\_\_\_

Amplification Implemented					
Student	<input type="checkbox"/> Hearing Aid(s)	<input type="checkbox"/> Cochlear Implant	<input type="checkbox"/> Soundfield FM	<input type="checkbox"/> Personal FM	<input type="checkbox"/> None
Consistency of Use	<input type="checkbox"/> Always	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Seldom	<input type="checkbox"/> N/A	
Teacher	<input type="checkbox"/> Personal FM	<input type="checkbox"/> Soundfield FM	<input type="checkbox"/> None		
Consistency of Use	<input type="checkbox"/> Always	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Seldom	<input type="checkbox"/> N/A	

Comments:

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\_\_\_\_\_

\_\_\_\_\_

Description of classroom instruction observed (ex. Reading-Decoding, Math- Trialblazers, etc.):

Teaching Presentation			
Type of Instruction	<input type="checkbox"/> individual work	<input type="checkbox"/> whole class	<input type="checkbox"/> small group
Teacher's Voice	<input type="checkbox"/> louder than room noise	<input type="checkbox"/> equal to noise	<input type="checkbox"/> softer than noise
Teacher's Speech	<input type="checkbox"/> well articulated	<input type="checkbox"/> under/over articulated	<input type="checkbox"/> accent present
Speech Rate	<input type="checkbox"/> too fast	<input type="checkbox"/> appropriate	<input type="checkbox"/> too slow
Language Level*	<input type="checkbox"/> complex	<input type="checkbox"/> appropriate	<input type="checkbox"/> too simple
Mobility	<input type="checkbox"/> faces students	<input type="checkbox"/> moves around room	<input type="checkbox"/> faces board

\*compared to child's language level

Teaching Strategies & Style Observed	
<input type="checkbox"/> repeats responses of other students	<input type="checkbox"/> redundant teaching style (theme/vocab presented in different ways)
<input type="checkbox"/> uses repetition	<input type="checkbox"/> multi-sensory teaching approach
<input type="checkbox"/> uses paraphrasing	<input type="checkbox"/> some lecture
<input type="checkbox"/> identifies speakers in discussions	<input type="checkbox"/> mostly lecture
<input type="checkbox"/> checks for understanding of verbal directions	<input type="checkbox"/> hands on opportunities
<input type="checkbox"/> provides visual and written information	<input type="checkbox"/> little hands on opportunities
<input type="checkbox"/> stands close to student to aid in audition	<input type="checkbox"/> allows other students to use FM microphone

Comments:

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Student Characteristics			
Participation	<input type="checkbox"/> volunteers information	<input type="checkbox"/> answers direct questions	<input type="checkbox"/> rarely participates
Attention to speaker	<input type="checkbox"/> always	<input type="checkbox"/> usually	<input type="checkbox"/> rarely
Speech	<input type="checkbox"/> intelligible	<input type="checkbox"/> audible	<input type="checkbox"/> Other _____
Behavior	<input type="checkbox"/> appropriate	<input type="checkbox"/> withdrawn	<input type="checkbox"/> very physical
<b>Check all that apply</b>			
<input type="checkbox"/> wears amplification consistently	<input type="checkbox"/> does not wear amplification consistently		
<input type="checkbox"/> demonstrates comprehension of verbal directions	<input type="checkbox"/> requests clarification / repetition of directions		
<input type="checkbox"/> uses vision to supplement auditory cues	<input type="checkbox"/> uses visual cues inappropriately (copies other's answers)		
<input type="checkbox"/> turns around to follow comments from classmates	<input type="checkbox"/> completes assignments independently		
<input type="checkbox"/> follows directions <input type="checkbox"/> 1 <sup>st</sup> time <input type="checkbox"/> 2 <sup>nd</sup> time	<input type="checkbox"/> interacts with peers		
<input type="checkbox"/> seated near speaker away from noise sources	<input type="checkbox"/> other _____		

Comments:

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