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| **DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA****DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA**17800 HIGHWAY 18 • APPLE VALLEY, CA 92307(760) 552-6700 • (760) 242-5363 FAX**Checklist for Student Observation** |
| **STUDENT Information** |
| Student Name: |       | Date of Birth: |       | Date: |       |
|  |
| School Site: |       | District of Attendance |       | Grade: |       |
|  |  |  |
| Parent/Guardian: |       | Home Phone: |  | Work Phone: |       |
|  |
| Teacher: |       | Contact No: |       |
|  |  |  |  |
| Please complete only the section(s) below appropriate to the referral. |
| **Auditory** |
|  |  |  |  |
| [ ]  | Unable to hear the similarities in the initial sounds of words | [ ]  | Unable to name verbal opposites or complete analogies |
| [ ]  | Unable to break a word into syllables or into individual sounds | [ ]  | Inadequate recall of spoken language |
| [ ]  | Unable to recognize rhyming words | [ ]  | Unable to remember a sequence of commands when given directions |
| [ ]  | Unable to combine parts of words to form a whole word |  |  |
|  |  |  |  |
| **Visual** |
|  |  |  |  |
| [ ]  | Cannot match simple forms | [ ]  | Places head close to book or desk when reading or writing |
| [ ]  | Unable to discriminate parts from the whole (i.e., confuse beg with bog) | [ ]  | Unable to copy words or numbers from the chalkboard |
| [ ]  | Reversal tendencies (i.e., confuse dig with big) | [ ]  | Unable to discriminate between colors |
| [ ]  | Inversion tendencies (i.e., confuse “u” with “n”) | [ ]  | Inadequate recall of written language |
| [ ]  | Thrusts head forward/backward while looking at distant objects | [ ]  | Can read a word but cannot remember how to write it |
| [ ]  | Moves head rather than eyes when reading | [ ]  | Cannot keep place on a page |
|  |  |  |  |
| **Language** |
|  |  |  |  |
| [ ]  | Unable to understand prepositions: under, beside, around, on, etc. | [ ]  | Takes a long time before speaking and pauses often during conversation |
| [ ]  | Poor pronunciation of words | [ ]  | Responds only with single words and/or sentence fragments |
| [ ]  | Has a limited vocabulary | [ ]  | Always vague or confused about things |
| [ ]  | Speaks poor English (i.e., grammar) |  |  |
|  |  |  |  |
| **Conceptual** |
|  |  |  |  |
| [ ]  | Rate of processing information appears slow | [ ]  | Unable to look at groups of objects and tell which has the greater amount |
| [ ]  | Rate of perception is slow (i.e., knows answer but response is slow) | [ ]  | Does not understand coin value |
| [ ]  | A symbol learned in one form will look different whenpresented in another form, size, or color | [ ] [ ]  | Has to use fingers to add or subtractHas poor retention |
| [ ]  | Has difficulty with puzzles or abstract problem solving | [ ]  | Cannot classify or organize things into simple categories |
| [ ]  | Unable to tell time or acquire sense of time |  |  |
| [ ]  | Unable to distinguish differences in shapes and sizes |  |  |
|  |  |  |  |
| **Motor** |
|  |  |  |  |
| [ ]  | Always on the move | [ ]  | Cannot accurately throw or catch a ball |
| [ ]  | Manuscript or cursive handwriting appears to be difficult | [ ]  | Trembles or shakes |
| [ ]  | Cannot follow a rhythm pattern | [ ]  | Rocks or rotates body excessively |
| [ ]  | Does not appear to have a dominant hand | [ ]  | Inappropriate facial, hand, or body gestures when speaking |
| [ ]  | Walks or runs in a peculiar manner (i.e., trips over, bumps into things, knocks things over, etc.) |  |  |
|  |  |  |  |
| **Work Habits** |
|  |  |  |  |
| [ ]  | Does not follow directions | [ ]  | Paperwork is excessively messy |
| [ ]  | Easily distracted | [ ]  | Is disorganized and inattentive |
| [ ]  | Gives up before starting | [ ]  | Demands a lot of teacher attention (i.e., pestering) |
| [ ]  | Seldom completes work | [ ]  | Resists new learning tasks (i.e., rather be punished then fail) |
|  |  |  |  |
| **Personal Behavior Patterns** |
|  |  |  |  |
| [ ]  | Habitually moves lips without speaking or whispers to himself/herself | [ ]  | Changes moods easily and frequently |
| [ ]  | Excessive nail biting, thumb sucking | [ ]  | Takes things that don’t belong to him/her |
| [ ]  | Feelings are easily hurt | [ ]  | Resorts to temper tantrums to get own way |
| **Personal Behavior Patterns (continued)** |
|  |  |  |  |
| [ ]  | Uncommunicative, non-responsive | [ ]  | Pouts and sulks often |
| [ ]  | Undependable, unreliable | [ ]  | Tries to isolate, withdraws, daydreams |
| [ ]  | Impulsive | [ ]  | Shy and timid |
| [ ]  | Generally unhappy or depressed | [ ]  | Talks out or shouts without permission |
| [ ]  | Aggressive | [ ]  | Makes meaningless or animal noises |
| [ ]  | Unable to anticipate consequences of own behavior | [ ]  | Damages or destroys things |
| [ ]  | Has poor relations with peers | [ ]  | Complains of mistreatment |
| [ ]  | Cannot establish good relationships with adults | [ ]  | Manipulates others into inappropriate behavior |
| [ ]  | Frequently disobeys in a hostile manner | [ ]  | Exaggerated sense of capabilities |
| [ ]  | Frequently disobeys in a passive manner (i.e., ignores authority) | [ ]  | Cries easily and often |
| [ ]  | Appears tense or anxious | [ ]  | Avoids or resists physical contact |
|  |  |  |  |
| **General Description** |
|  |  |  |  |
| [ ]  | Physically small or large for age (circle one) | [ ]  | Poor personal hygiene |
| [ ]  | Prefers activities normal to younger children | [ ]  | Grade poorer than apparent ability |
| [ ]  | Appears to be sick all the time | [ ]  | Lacks average muscular strength to perform physical tasks |
| [ ]  | Appears to be sleepy and/or listless | [ ]  | Is easily out of breath, lacks stamina |
| [ ]  | Poor attendance (i.e., absent on the average of one day a week) |  |  |
|  |  |  |  |
|  |  |
| **Brief Narrative Summary** |
| Describe the location of observed behavior:       |