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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 when  presented in another form, size, or color | | | | | | | |  | | Has to use fingers to add or subtract  Has 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: | | | | | | | | | | | | | | | | | | |