

REACHING THE HARD TO TEACH

INTERVENTION CHECKLIST FOR CONTENT AREA CLASSROOM

Name of Classroom/Teacher _____

Person Completing Checklist _____

Date _____

Socio-Emotional and Behavioral Environment

Please evaluate the characteristics of the classroom setting by using the following rating system:

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

Note: If a characteristic is not applicable, leave it blank. It is not necessary to use all parts of the intervention checklist for content area classroom. Use only what is pertinent to the classroom being evaluated.

Socio-Emotional and Behavioral Environment

Peer-to-Peer Social Skills

	R	S	M
making new friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
showing respect for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respecting cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helping others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expressing appreciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sharing and taking turns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading social environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
joining in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
disagreeing in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apologizing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
refusing to engage in gossip and rumor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication

interpreting facial cues and body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
making eye contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adjusting language to situational demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using greetings and farewells	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interrupting appropriately in urgent situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expressing needs and wants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
initiating conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintaining conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
joining ongoing conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ending conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talking on the telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School-Related Social Skills

understanding student/teacher roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respecting others' space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ignoring distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requesting permission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requesting assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requesting clarification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	R	S	M
participating in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepting responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transitioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using free time wisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working cooperatively in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-control

adapting to changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
controlling anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepting disappointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepting criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepting praise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
coping with rejection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
responding to threats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
coping with embarrassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
asking for time-out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rules and Behavior Management

understanding rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adhering to unstated rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepting consequences for noncompliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dress

complying with dress code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presenting neat appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Physical Environment and Related Environments

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

Physical Environment

Instructional Grouping

	R	S	M
working in large group activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working in small group activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working in varied grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Seating Arrangement

	R	S	M
working with traditional seating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working with circular or horseshoe seating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working with cubicle/carrel seating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working with varied seating arrangements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Chalkboard Use

	R	S	M
working from chalkboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
copying from chalkboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Center Use

	R	S	M
working in learning center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bulletin Board Use

	R	S	M
working with bulletin boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sound

	R	S	M
working silently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working with minor distractions (some interaction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working with many distractions (open interaction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working with varied sound levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attendance

	R	S	M
attending daily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
arriving on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
making it through the whole day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Related Environments

Transportation

	R	S	M
walking or riding with parent/hired driver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
riding bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using assisted transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cafeteria

	R	S	M
entering cafeteria unsupervised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following lunch ticket purchasing and use procedure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following lunch line procedure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following cafeteria rules/routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
finding assigned seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
choosing own seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
returning tray after eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using snack machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in after-lunch activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physical Education

	R	S	M
wearing uniform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bringing clean uniform weekly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
changing within time limit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using P.E. locker combination lock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
showering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following locker room rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following class rules and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding game rules given orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
notetaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in large group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in small group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exhibiting sportsmanship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exhibiting team playing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assemblies/School Programs

	R	S	M
following irregular daily schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
finding assigned seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
choosing own seat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sitting quietly during program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Between Classes

	R	S	M
lockers			
finding assigned locker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using combination lock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following locker area rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using locker within time limit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
halls			
moving from class to class using written schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
moving from class to class using memorized schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Related Environments

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

	R	S	M		R	S	M
following rules for hall conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	grading system used			
following pay phone rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	letter/numerical grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following drinking fountain rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	pass-fail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting along with other children in halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	using equipment/materials			
finding correct classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
changing buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Before and After School			
staying in specified halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	behaving unsupervised outside on school grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting to class on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	behaving unsupervised inside school buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				following procedures (passes, etc.) to enter buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms				staying in assigned/designated areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following restroom procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
using restroom independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	In-School Suspension			
				conforming to "no talking" rule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library				bringing class materials for each subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following check-out and return procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	reporting directly to in-school suspension room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
finding materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	following in-school suspension rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working quietly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	completing work assigned for in-school suspension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using "browsing time"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
completing teacher/librarian planned activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other Services			
appreciating literature/information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	tutoring program available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				honors/advanced placement program available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offices/Clinic				gifted and talented program available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requesting permission to go to office/clinic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Chapter 1 program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
going and returning promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	speech and language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding services provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	occupational therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interacting with secretarial staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	physical therapy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				orientation and mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fire/Tornado Drills							
following drill rules/procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	AREAS SPECIFIC TO ELEMENTARY			
completing drill with minimal supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Before and After School Placement			
				on-campus large group care provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substitute Teacher/ Instructional Assistant				on-campus small group care provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding procedures with substitute teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	adjusting to different adults rotating among groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working with substitute teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
working with instructional assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Snack Break			
				bringing own snacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field Trips				eating school-provided snacks (unrestricted diet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following rules/procedures for field trip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
adapting to change in routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Playground			
behaving appropriately (bus, guides, museum, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	participating in large group play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				participating in small group play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Labs				playing alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following lab rules/procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
completing guided activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
completing independent activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
Music/Art							
moving to class independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				
following rules/procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

Related Environments and Lesson Plans

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

	R	S	M
equipment			
using slide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using play escape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using monkey bars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using balance beams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using fire truck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using swings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using jumping stumps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
behavioral expectations			
lining up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independently playing on equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interacting with classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requesting assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
answering questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relating thoughts completely and sequentially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taking turns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in and understanding recess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AREAS SPECIFIC TO SECONDARY

Study Hall

bringing study materials and supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
following "no talking" rule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting passes to go to other permitted activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extracurricular Activities

participating in athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in band/orchestra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in choir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in pep squad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in dance team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in cheerleading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in academic competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in drama productions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tutoring

tutoring provided by adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tutoring provided by peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vocational/Technical Education

vocational/technical education classes provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Lesson Plans

Lesson Objective(s)

understanding lesson objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Strategies/Procedures For Lesson Cycle

introduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
acquisition of new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
retention of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transfer of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
summary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Materials/Resources

using materials/resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Evaluation

evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Techniques

Class Structure

structured class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
student self-structure required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Variables

lecture			
notetaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explanation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
audio-visual presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
asking questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independent study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
constructing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
small group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
varied teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptual Styles

visually-oriented instruction/work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
auditorily-oriented instruction/work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kinesthetically-oriented instruction/work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Written Expression

completing written expression activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Collaborative Learning

learning from collaborative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Format of Content, Media and Evaluation

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

Format of Content

Directions	R	S	M
oral directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
written directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary Study			
understanding/learning vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework			
homework listed on chalkboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
homework shown on overhead projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
homework listed on calendar/checklist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
homework assigned orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
homework filed in notebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independent work required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
homework turned in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notebooks			
required notebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintaining notebook independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintaining notebook with guidance and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Guides			
acquisition outlines provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
summative (test) study guide provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptations of Assignments			
no modifications made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
some modifications made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
extensive modifications made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
peer tutors used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
resource teacher used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Procedure			
oral presentations:			
reading aloud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presenting projects/reports orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completing labs:			
following safety procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
performing multi-step process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assembling and storing equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completing lab individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completing lab with partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completing lab with small group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Transition			
making transitions without guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
making transitions with guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Media

Media Used:	R	S	M
overhead projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
audio-visual:			
films	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VCR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
filmstrip projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
slide projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tape recorder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials			
textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handouts/worksheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Evaluation

Test Format:	R	S	M
true-false	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
small lists of matching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
long lists of matching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fill-in-the-blank with word bank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fill-in-the-blank without word bank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
multiple choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
open book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
typed test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handwritten test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modified test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Test Administration

study guide provided prior to test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
timed tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oral tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tests are copied from:			
text/handout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
chalkboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
overhead projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modified test administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
retesting for minimum mastery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Projects

completing projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---------------------	-----------------------	-----------------------	-----------------------

Standardized Tests

taking standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---------------------------	-----------------------	-----------------------	-----------------------

Evaluation and Grading

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

Curriculum-based Assessment
exhibiting minimum mastery on CBA

R S M

Portfolio
completing portfolio

Grading

Grading System(s) Used:

letter/numerical grades

checklist

contract

point system

pass-fail

portfolio

varied grading systems used

REACHING THE HARD TO TEACH

INTERVENTION CHECKLIST FOR STUDENT

Student _____

Person Completing Checklist _____

Date _____

Socio-Emotional and Behavioral Environment

Please evaluate the characteristics of the classroom setting by using the following rating system:

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

Note: If a characteristic is not applicable, leave it blank. It is not necessary to use all parts of the intervention checklist for content area classroom. Use only what is pertinent to the classroom being evaluated.

Socio-Emotional and Behavioral Environment

Peer-to-Peer Social Skills

	R	S	M
makes new friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shows respect for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respects cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expresses appreciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shares and takes turns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reads social environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
joins in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
disagrees in appropriate manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apologizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
refuses to engage in gossip and rumor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication

interprets facial cues and body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes eye contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adjusts language to situational demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
uses greetings and farewells	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interrupts appropriately in urgent situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expresses needs and wants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
initiates conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintains conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
joins ongoing conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ends conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
talks on the telephone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School-Related Social Skills

understands student/teacher roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respects others' space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ignores distractions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
follows directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requests permission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requests assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requests clarification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	R	S	M
participates in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
solves problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepts responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
uses free time wisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
works cooperatively in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Self-control

adapts to changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
controls anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepts disappointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepts criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepts praise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cope with rejection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
responds appropriately to threats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cope with embarrassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
asks for time-out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rules and Behavior Management

understands rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
follows rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adheres to unstated rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accepts consequences for noncompliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dress

complies with dress code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presents neat appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Physical Environment and Related Environments

R (required Rarely) S (required Some of the time) M (required Most of the time)

Physical Environment

Instructional Grouping

- | | R | S | M |
|-------------------------------|-----------------------|-----------------------|-----------------------|
| works in large group activity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works in small group activity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works alone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works in varied grouping | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Seating Arrangement

- | | R | S | M |
|---|-----------------------|-----------------------|-----------------------|
| works well in traditional seating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works well in circular or horseshoe seating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works well in cubicle/carrel seating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works with varied seating arrangements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Chalkboard Use

- | | R | S | M |
|-----------------------------|-----------------------|-----------------------|-----------------------|
| works well from chalkboard | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| copies well from chalkboard | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Learning Center Use

- | | R | S | M |
|-------------------------------|-----------------------|-----------------------|-----------------------|
| works well in learning center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Bulletin Board Use

- | | R | S | M |
|---------------------------------|-----------------------|-----------------------|-----------------------|
| works well with bulletin boards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Sound

- | | R | S | M |
|---|-----------------------|-----------------------|-----------------------|
| works silently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works with minor distractions
(some interaction) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works with many distractions
(open interaction) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works with varied sound levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Attendance

- | | R | S | M |
|--------------------------------|-----------------------|-----------------------|-----------------------|
| attends daily | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| arrives on time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| makes it through the whole day | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Related Environments

Transportation

- | | R | S | M |
|---|-----------------------|-----------------------|-----------------------|
| walks or rides with parent/hired driver | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| rides bus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| uses assisted transportation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Cafeteria

- | | R | S | M |
|--------------------------------------|-----------------------|-----------------------|-----------------------|
| enters cafeteria unsupervised | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| purchases and uses lunch ticket | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows lunch line procedure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows cafeteria rules/routine | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| finds assigned seat | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| chooses own seat | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| returns tray after eating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| uses snack machines | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| participates in after-lunch activity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Physical Education

- | | R | S | M |
|--|-----------------------|-----------------------|-----------------------|
| wears uniform | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| brings clean uniform weekly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| changes within time limit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| uses P.E. locker combination lock | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| showers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows locker room rules | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows class rules and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| understands game rules given orally | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| takes adequate notes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| participates in large group activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| participates in small group activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| exhibits sportsmanship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| exhibits team playing skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Assemblies/School Programs

- | | R | S | M |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| follows irregular daily schedule | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| finds assigned seat | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| independently chooses own seat | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| sits quietly during program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Between Classes

- | | R | S | M |
|--|-----------------------|-----------------------|-----------------------|
| lockers | | | |
| finds assigned locker | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| independently uses combination lock | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows locker area rules | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| uses locker within time limit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| halls | | | |
| moves from class to class using written schedule | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| moves from class to class using memorized schedule | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Related Environments

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

- | | R | S | M |
|---|-----------------------|-----------------------|-----------------------|
| follows rules for hall conduct | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows pay phone rules | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows drinking fountain rules | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| gets along with other children in halls | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| finds correct classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| independently changes buildings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| stays in specified halls | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| gets to class on time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Restrooms

- | | | | |
|-----------------------------|-----------------------|-----------------------|-----------------------|
| follows restroom procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| uses restroom independently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Library

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| follows check-out and return procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| finds materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works quietly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| uses "browsing time" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| completes teacher/librarian planned activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| appreciates literature/information | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Offices/Clinic

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| requests permission to go to office/clinic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| goes and returns promptly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| understands services provided | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| interacts with secretarial staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Fire/Tornado Drills

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| follows drill rules/procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| completes drill with minimal supervision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Substitute Teacher / Instructional Assistant

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| understands procedures with substitute teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works well with substitute teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| works well with instructional assistant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Field Trips

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| follows rules/procedures for field trip | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| adapts to change in routine | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| behaves appropriately (bus, guides, museum, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Computer Labs

- | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| follows lab rules/procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| completes guided activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| completes independent activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Music/Art

- | | | | |
|------------------------------|-----------------------|-----------------------|-----------------------|
| moves to class independently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows rules/procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | R | S | M |
|---|-----------------------|-----------------------|-----------------------|
| successful under the following grading system(s): | | | |
| letter/numerical grades | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| pass-fail | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| uses equipment/materials | | | |

Before and After School

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| behaves unsupervised outside on school grounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| behaves unsupervised inside school buildings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows procedures (passes, etc.) to enter buildings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| stays in assigned/designated areas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In-School Suspension

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| conforms to "no talking" rule | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| brings class materials for each subject | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| reports directly to in-school suspension room | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| follows in-school suspension rules | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| completes work assigned for in-school suspension | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other Services

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| benefits from tutoring | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| qualifies for honors/advanced placement program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| qualifies for gifted and talented program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| qualifies for Chapter 1 program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| qualifies for speech and language | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| qualifies for occupational therapy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| qualifies for physical therapy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| qualifies for orientation and mobility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

AREAS SPECIFIC TO ELEMENTARY

Before and After School Placement

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| successful in on-campus large group care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| successful in on-campus small group care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| adjusts to different adults rotating among groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Snack Break

- | | | | |
|---|-----------------------|-----------------------|-----------------------|
| brings own snacks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| eats school-provided snacks (unrestricted diet) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Playground

- | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|
| participates in large group play | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| participates in small group play | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| plays alone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Related Environments and Lesson Plans

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

	R	S	M
equipment			
safely uses slide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
safely uses play escape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
safely uses monkey bars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
safely uses balance beams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
safely uses fire truck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
safely uses swings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
safely uses jumping stumps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
behavioral expectations			
lines up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independently plays on equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interacts with classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requests assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
answers questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relates thoughts completely and sequentially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes turns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in and understands recess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

AREAS SPECIFIC TO SECONDARY

Study Hall

brings study materials and supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
follows "no talking" rule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
works independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gets passes to go to other permitted activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extracurricular Activities

participates in athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in band/orchestra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in choir	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in pep squad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in dance team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in cheerleading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in academic competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in drama productions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tutoring

benefits from adult tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
benefits from peer tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vocational/Technical Education

benefits from vocational/technical education classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------

Lesson Plans

Lesson Objective(s)

understands lesson objective(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---------------------------------	-----------------------	-----------------------	-----------------------

Strategies/Procedures For Lesson Cycle

understands introduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands lesson development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
acquires of new information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
retains information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transfers information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands summary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Materials/Resources

uses materials/resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--------------------------	-----------------------	-----------------------	-----------------------

Evaluation

performs satisfactorily on evaluation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------

Techniques

Class Structure

works well with structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
student imposes self-structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Variables

retains materials from lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
takes adequate notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comprehends explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
retains audio-visual presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in class discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
responds adequately to questioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
studies independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
performs experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independently builds projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
works in small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapts to varied teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptual Styles

learns and performs visually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learns and performs auditorily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learns and performs kinesthetically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Written Expression

completes written expression activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Collaborative Learning

learns from collaborative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Format of Content, Media and Evaluation

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

Format of Content

Directions

	R	S	M
understands and follows oral directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands and follows written directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vocabulary Study

understands/learns vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Homework

copies accurately from chalkboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
copies accurately from overhead projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
follows calendar/checklist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands and retains oral directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accurately files homework in notebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completes homework independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
locates and turns in homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notebooks

brings required notebook to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
independently maintains notebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maintains notebook with guidance and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Study Guides

acquires information with acquisition outline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
benefits from summative (test) study guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Adaptations of Assignments

proficient without modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requires some modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requires extensive modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
benefits from peer tutor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
requires assistance of resource teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Class Procedure

oral presentations:			
reads aloud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presents projects/reports orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participates in panel discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completes labs:			
follows safety procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
performs multi-step process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assembles and stores equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completes lab individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completes lab with partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completes lab with small group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Transition

makes transitions without guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes transitions with guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Media

Media Used:

	R	S	M
overhead projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
audio-visual:			
films	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VCR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
filmstrip projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
slide projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tape recorder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Materials

reads textbook at grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands and completes handouts/worksheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Evaluation

Successful With Following Test Formats:

true-false	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
small lists of matching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
long lists of matching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fill-in-the-blank with word bank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fill-in-the-blank without word bank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
multiple choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
open book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
typed test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handwritten test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modified test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Test Administration

uses study guide provided prior to test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
finishes tests within time limit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understands and completes oral tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
accurately copies tests from:			
text/handout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
chalkboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
overhead projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
needs modified test administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
needs opportunity to retest for minimum mastery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Projects

completes projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Standardized Tests

takes standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Evaluation and Grading

R (required **R**arely) **S** (required **S**ome of the time) **M** (required **M**ost of the time)

Curriculum-based Assessment

exhibits minimum mastery on CBA

R S M

Portfolio

completes portfolio

Grading

Performs Satisfactorily Under These Grading Systems:

letter/numerical grades

checklist

contract

point system

pass-fail

portfolio

adapts to varied grading systems