



SLD Observation Form

(Performed in the context of the **area of suspected disability**)

Student's Name _____ Grade _____

General Education Teacher _____ Date _____

Class _____ Student/Teacher Ratio _____

Observer _____ Beginning Time _____ Ending Time _____

Reason (s) for Referral _____

Setting (describe) _____

Task (describe) _____

Check the observed level of the student's functioning. Please use the space provided on the reverse side for more specific comments or relevant dialogue.

Academic Area	Strength	Typical	Weakness	Comments
Basic reading skills				
Reading comprehension				
Mathematical calculation				
Mathematical reasoning				
Written expression				
Oral expression				
Listening Comprehension				

Behavior	Strength	Typical	Weakness	Comments
Hyperactive				
Hypoactive				
Impulsive				
Distractible				
Perseverative				
Disruptive				
Uncooperative				
Impaired social interaction				
Overly compliant				
Other relevant behavior				

Acquisition of Information	Strength	Typical	Weakness	Comments
Comprehends directions presented orally				
Understands information when presented the first time				
Works despite distractions				
Organization	Strength	Typical	Weakness	Comments
Keeps class work organized				
Locates appropriate materials for assignments				
Takes needed materials to activities/classes				
Planning and Sequencing	Strength	Typical	Weakness	Comments
Follows a schedule				
Turns in assignments on time				
Manages time well				
Working Memory	Strength	Typical	Weakness	Comments
Follows two to three step directions				
Recalls sequential steps to tasks				
Remembers facts, names, labels, etc.				
Visual and Auditory Processing	Strength	Typical	Weakness	Comments
Follows directions presented visually (e.g., demonstrations)				
Immediately recalls information presented vocally				
Understands questions and directions without needing them repeated				
Processing Speed	Strength	Typical	Weakness	Comments
Responds in an acceptable amount of time				
Completes tasks efficiently				
Follows and participates in discussions/conversations				
Expression (Verbal/Nonverbal)	Strength	Typical	Weakness	Comments
Demonstrates oral fluency (no difficulty finding words, typical pace)				
Responds appropriately to verbal/nonverbal communication				
Participates in class				
Transfer of Information	Strength	Typical	Weakness	Comments
Copies information from the board				
Copies information from books to paper (i.e. math problems)				
Motor Control for Written Tasks	Strength	Typical	Weakness	Comments
Has good hand-eye coordination (e.g., can use a scissors, button clothes, catch a ball)				
Prints/writes letters/numbers neatly and legibly				
Spaces letters, words, sentences, or numbers appropriately				

Does the general education teacher think the observation period is representative of typical behavior for this student in the classroom? Yes No

Other comments and observations: _____

