

Receiving Consultation/Integrated Therapy

Teacher(s)¹: _____ Classroom: _____

Observer: _____ Date: _____

Observation Start Time: _____ Observation End Time: _____

Did the teacher(s)

1. Welcome the specialist ² into activities?	
2. Watch the specialist (moving to see him or her better, if necessary)?	
3. Make sure to find out what the specialist was doing with the child?	
4. Summarize what he or she got out of the session, before the specialist left?	
5. Make sure at least one teacher was available to talk to the specialist?	
6. Discuss the child's goals, thereby indicating knowledge of goals?	
7. Discuss any strategies, thereby indicating knowledge of strategies previously discussed with a specialist?	
8. Ask to have terms explained, if necessary?	
9. Discuss child progress since the last visit by the specialist?	
10. Discuss problems occurring since the last visit by the specialist?	
11. Discuss successes occurring since the last visit by the specialist?	
12. Tell the specialist whether interventions are likely to work or not?	
13. Convey an accepting attitude about the specialist's ideas?	
14. Pay attention when the specialist was talking, making eye contact with the specialist and reframing what the specialist said?	
15. Tell the specialist about themes, lesson plans, the schedule, tub materials, etc.?	
16. Ask the specialist if adaptations to an activity should be made?	
17. Ask the specialist for suggestions for programming for generalization of the child skill (across people, places, times, materials, etc.)?	

<u>Key</u>			
+	±	-	NA
most of the time	some of the time	little of the time	no opportunity/not expected

Notes:

Teaching Partner Signature: _____

¹ Teachers are any member of the teaching team—lead teacher or teaching partners.

² Specialists are anyone visiting the classroom to provide services and consultation. They can be occupational therapists, physical therapists (including assistants), speech-language pathologists, special educators, vision specialists, and so on.