

Integrated-Therapy Checklist (Observing Specialists¹)

Specialist: _____

Classroom: _____

Observer: _____

Date: _____

Did the specialist

1. Show up when scheduled? Necessary.	
2. Ask the teacher a question to elicit what the teachers ² need (e.g., "How have things been going? Is there anything in particular you need me to pay attention to today?")? Not necessary on every visit.	
3. Show awareness of the classroom schedule (e.g., prepared to work in the context of the ongoing classroom activities)? Necessary.	
4. Explain what's involved in addressing the child's goals? Not necessary on every visit.	
5. Talk to the teacher about why the child can't perform a skill on the list of goals? Not necessary at every visit.	
6. Talk to the teacher about what interventions might work? Necessary on most visits.	
7. Talk to the teacher about whether previous solutions (e.g., suggestions) are working? Necessary.	
8. Show awareness of goals other than those pertaining to the specialist's area of training? Necessary.	
9. Use "group activity" (i.e., interacting with a group of children as a way to address an individual child's needs)? Not necessary on every visit.	
10. Join the child, without removing him or her from what he or she was interested in? Necessary.	
11. Include other children in the interaction? Not necessary on every visit, but necessary on most.	
12. Use classroom materials or leave those brought to the classroom (i.e., not use materials from outside the classroom and then removing them)? Necessary.	
13. Tell teachers what you're doing with the child and why? Necessary.	
14. Give feedback on the classroom environment (e.g., classroom arrangement, materials, schedule, policies)? Not necessary on every visit.	
15. Give feedback on the activities or routines? Not necessary on every visit.	
16. Give feedback on teachers' approach or beginnings of interactions (e.g., which child was spoken to, how interactions begin, what's being reinforced, rate of incidental teaching)? Necessary.	
17. Give feedback on interactions with children (e.g., eliciting more sophisticated behavior from children, maintaining the child's interest, timing prompts appropriately). Necessary.	
18. Tell teachers they can contact you at nontherapy times (e.g., by phone, by e-mail)? Not necessary at every meeting.	

Notes:

¹ 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.

² Teachers are any member of the teaching team—lead teacher or teaching partners.