

Receiving Consultation

Teacher(s): _____

Classroom: _____

Observer: _____

Date: _____

Observation Start Time: _____

Observation End Time: _____

When a specialist was in the classroom, did the teacher(s)

1. Welcome the specialist into activities?	
2. Make sure at least one teacher was available to watch and talk to 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. Discuss the child's goals, thereby indicating knowledge of goals?	
5. Discuss any strategies, thereby indicating knowledge of strategies previously discussed with a specialist?	
6. Discuss child progress and successes occurring since the last visit by the specialist?	
7. Discuss problems occurring since the last visit by the specialist?	
8. Collaborate with the specialist to determine strategies that should be implemented?	
9. Convey an accepting attitude about the specialist's ideas?	
10. Pay attention when the specialist was talking, making eye contact with the specialist and reframing what the specialist said?	
11. Ensure someone wrote down (a) what was done in the session, (b) what teachers or therapist will do between this and the next session, and (c) what the next session will focus on.	

Optional—Not expected in every observation

12. Show visitor what <i>child</i> does?	
13. Show visitor what <i>teacher</i> does?	

When a specialist was not in the classroom, did the teacher(s)

14. Address children's individualized goals in the appropriate routines (i.e., those listed in the IEP/IFSP or behavior plan or those discussed with a specialist or coach)?	
15. Use strategies suggested by specialists or coaches?	
16. Discuss strategies with other adults in the classroom, if necessary (e.g., clarification, feedback about successes or problems)?	

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

Notes: