

THE LISTENING PROGRAM[®]

Observations Checklist

Behavioral observations are key indications of change. This checklist offers a structure within which to frame listener change. Designed for either regular or occasional use, it should be completed by someone who regularly interacts with and observes the listener, and/or by the listener him/herself.

Name: _____ **Observer:** _____

Listening Schedule: **Extended** **Base** **Condensed** **Individualized** **Preparatory**

CD#: _____ **Cycle#:** _____ **Today's Date:** _____

SOCIAL/EMOTIONAL

- ___ Increase/decrease in eye contact
- ___ Increase/decrease in motivation
- ___ More/less emotional
- ___ More/less animated
- ___ Increase/decrease in self confidence
- ___ More/less responsible
- ___ Increase/decrease in independence
- ___ Increase/decrease in frustration tolerance
- ___ Increase/decrease in flexibility
- ___ Increase/decrease in relationships with peers/adults
- ___ More/less sensitivity to voice tone, facial or body messages
- ___ Increase/decrease in affection, touching or hugging
- ___ Increase/decrease in sense of humor

LANGUAGE

- ___ Increase/decrease in talking/communication
- ___ Quicker response to verbal directions/questions
- ___ Increase/decrease in vocabulary
- ___ Increase/decrease in phonological awareness
- ___ Increase/decrease in sentence structure
- ___ Increase/decrease in sight word recognition
- ___ Increase/decrease in recognition of phonemes auditory/visual-auditory
- ___ Increase/decrease in initiation of reading
- ___ Increase/decrease in reading aloud
- ___ Increase/decrease in silent reading skills
- ___ Increase/decrease in spelling skills
- ___ Increase/decrease in asking questions
- ___ Increase/decrease in initiating verbal participation
- ___ Increase/decrease in vocal quality
- ___ Increase/decrease in speaking quality
- ___ Increase/decrease in reading comprehension
- ___ Increase/decrease in ability to create a story
- ___ Increase/decrease in ability to tell a story

PHYSICAL/MOTOR

- ___ Increase/decrease upright posture
- ___ More/less restlessness
- ___ Increase/decrease physical coordination
- ___ Increase/decrease in energy level
- ___ Increase/decrease in sense of rhythm
- ___ Less confusion of left and right on self
- ___ Less confusion of left and right on others
- ___ Improvement/decline in handwriting
- ___ Increase/decrease in reversals
- ___ Increase/decrease of awareness of self related to environments/objects/others
- ___ Change in sleep patterns
- ___ Change in eating habits
- ___ Increase/decrease in sound sensitivity
- ___ Increase/decrease in touch sensitivity

ATTENTION/ORGANIZATION

- ___ Increase/decrease in visual attention
- ___ Increase/decrease in auditory attention
- ___ Increase/decrease in impulse control
- ___ Increase/decrease in task initiation
- ___ Increase/decrease in on task performance
- ___ Increase/decrease in ability to sequence steps of an activity
- ___ Increase/decrease with task completion
- ___ Increase/decrease in ability to gather needed materials
- ___ Increase/decrease in ability to organize materials for task
- ___ Increase/decrease in goal directness in unstructured activities
- ___ Increase/decrease in ability to follow familiar classroom routines

Comments: _____
