**SYSTEMATIC INTERVIEW/OBSERVATION WORKSHEET**

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| --- | --- | --- | --- | --- | --- |
| Student’s Name: |       | DOB: |       | School: |       |
| Medical Diagnosis: |       | Physician: |       | Diagnosis Date: |       |

* Information must be gathered from both **Interview (I)** and **Observation (O)**.
* For each item, place the appropriate number in the box:
1. **Grade appropriate**
2. **Grade appropriate with accommodations and/or interventions, e.g., per Multi-Tier System of Supports (MTSS) or 504 Plan. If rating of 2 or 3, please describe any current accommodations and/or interventions**
3. **Area of concern. If rating of 3, in addition to any accommodations and/or interventions being provided, please describe peer performance in any area of concern as well as the performance of the student being assessed for possible or continuing eligibility as other health impaired.**

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| --- | --- |
| Interview Date:       | Observation Date(s):       |
| Person(s) Interviewed:       | Observation Setting:       |
| Completed By:       | Completed By:       |
| Title:       | Title:       |

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| **PHYSICAL ABILITY** (Document accommodations and comparative discrepancies from peers) |
| I | O |  |
|       |       | **Limited physical strength** resulting in decreased capacity to perform school activities:Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Limited endurance** resulting in decreased stamina and decreased ability to maintain performance.Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Level of pain** results in decreased ability to perform or maintain performance.Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
| **ALERTNESS** Heightened or diminished alertness with respect to: (Document accommodations and significant discrepancies from peers) |
| I | O |  |
|       |       | **Prioritizing environmental stimuli:**Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Maintaining focus/sustaining effort**:Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Accuracy of work produced:**Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
| **ORGANIZATION SKILLS** (Document significant discrepancies from peers.)  |
| I | O |  |
|       |       | **Materials** (Has materials when needed, physical organization of space and materials):Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Written work** (Organized on page in sequential manner, i.e., name at top, items in logical order, capitalization, paragraphs, etc.):Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Thoughts** (Tells thoughts / stories sequentially – beginning, middle, end, stays on topic):Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
| **WORK COMPLETION WITHIN ROUTINE TIMELINES** (Document significant discrepancy from peers) |
| I | O |  |
|       |       | **Self-initiates** (Ability to independently begin a task):Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Displays on-task behavior** (Ability to continue working on a task): Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Follows directions** (Directions given to the entire class without individual assistance):Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Homework** (Independently keeps track of assignments, completes them and hands them in on time):Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Participates in group activities**:Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Number of**:**Assignments given:**  **Assignments turned in:** **Assignments late:** Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
| **INDEPENDENCE** (Document significant discrepancies from peers) |
| I | O |  |
|       |       | **Moves through school environment to get to destination**.Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Manages age appropriate self-care activities re clothing/bathroom/lunchroom**Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Able to physically manipulate school tools/materials** (books, notes, pencil, scissors, desk, locker):Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Grade appropriate self-advocacy** (Requests help when needed):Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
| **FUNCTIONAL LEVEL OF ACADEMIC PERFORMANCE** (Daily classroom performance in relation to peers) |
| I | O |  |
|       |       | **Reading**: **Comprehension**:      Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       |  **Fluency**:Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       |  **Decoding**:Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Math:** **Computation**:      Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       |  **Reasoning:**Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Written Language**: **Math:** Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Written Language** **Language**:      Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Other: (list)**Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
| **SOCIAL INTERACTION** (Document significant discrepancies from peers) |
| I | O |  |
|       |       | **Student initiates and interacts appropriately with peers**:Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
| **INTERFERING BEHAVIORS** (Document significant discrepancies from peers) |
| I | O |  |
|       |       | **Distracting to self or others**:Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
|       |       | **Impulsive behavior**:Accommodations:     Narrative description of peer:     Narrative description of student with suspected OHI:      |
| **MAIN STRENGTHS** |
| I | O |  |
|       |       | Parents:      |
|       |       | General education teacher/other staff:      |
| **MAIN CONCERNS** |
| I | O |  |
|       |       | Parents:      |
|       |       | General education teacher/other staff:      |