

Observational Overview for Programs with Students with Deaf-blindness

ENVIRONMENTAL ANALYSIS/ADAPTATIONS				
	Achieved	Nearly Achieved	Making Progress	Emerging
Classroom & School Adaptation	Lighting/Illumination is adapted in all environments (shades, glare, supplemental/ focused lighting)	Lighting/Illumination is adapted in most environments; most aspects are adapted to meet student needs	Lighting/Illumination is adapted in some environments; additional modifications would further support the student	Lighting/Illumination is modified based on class needs rather than individual student sensory needs
	Sound Adaptations: All key environments are controlled for sound (carpet, acoustical tiles, auditory loop/ personal FM system, tennis balls/felt on chairs)	Sound Adaptations: Most key environments are controlled for sound. Adaptations meet most of the student's needs	Sound Adaptations: Some environments demonstrate aspects of sound control and meet some student needs.	Sound Adaptations: The environment is modified for class rather than individual student acoustic needs.
	Visual clutter is minimized in all environments	Visual clutter is reduced in most environments	Visual clutter is evident in some environments	Environments are visually overwhelming
	Safety measures are evident to protect the student from harm	Safety measures are evident in most environments	Safety measures are evident in some environments	Safety measures account for the general safety of most students
	Mobility: All key environment (school and classroom) support mobility (safe, clear, labeled)	Mobility: Most key environment support mobility (safe, clear, labeled)	Mobility: Environments supports mobility in some ways.	Mobility: Many environments are difficult for mobility
	Seating arrangements support student needs (proximity, safety, interaction, access to instruction)	Seating arrangements support student needs in most key aspects/ most environments	Seating Arrangement: Student needs are somewhat considered in selecting seating arrangement	Seating arrangements support the needs primarily of the class rather than the individual
	Accessibility: All key environments are accessible and foster independence (materials, environment, personal space)	Accessibility: Most environments are accessible and foster independence	Accessibility: Some environments are accessible and fosters independence	Accessibility: Environments have limited accessibility and limits independence
	Stairwell/hallways are well-lit and clearly labeled	Stairwell/hallways are well-lit and labeled	Stairwell/hallways provide some lighting	Stairwell/hallways provide limited illumination
INSTRUCTIONAL STRATEGIES				
Meaningful Activities & Skills	Student is provided ongoing opportunities to engage in enjoyable and preferred activities	Student is provided opportunities to engage in enjoyable and preferred activities during some activities	Student is provided opportunities to engage in enjoyable and preferred activities at least 1X/day	Student is provided opportunities to engage in activities primarily selected based on classroom focus
	The student spends most of his/her time engaged in active learning activities , with "down-time" comprising no more than a few minutes at a time between activities.	The student spends time engaged in active learning activities, with some "down-time" time between activities.	The student spends specific time engaged in active learning activities, but classroom demands result in extended "down-time"	Classroom demands result in reduced activities of active learning and considerable time spent in passive activity.
	Students are engaged in meaningful IEP-related learning activities supported by necessary adaptations for full participation	Students are engaged in meaningful IEP-related learning activities supported by adaptations for participation	Students are engaged in IEP-related learning activities that have limited level of meaning or generalization to real environments.	Students are engaged in activities. Activities are based on classroom focus and may not have meaning/understanding to the student now or in future environments.
	All skills (therapeutic and educational) are taught in naturally occurring activities with natural cues, embedded in daily routines, to promote generalization.	Most skills (therapeutic and educational) are taught in naturally occurring activities with natural cues, embedded in daily routines, to promote generalization.	Some skills (therapeutic or educational) are embedded in daily routines, and generalized to different situations/environments	Many skills are taught in isolation and occur primarily in one setting or one situation.

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INSTRUCTIONAL STRATEGIES				
	Achieved	Nearly Achieved	Making Progress	Emerging
Sensory Needs	The student's instructional programming demonstrates effective strategies and approaches that teach missing environmental information to the student	The student's instructional programming demonstrates some strategies and approaches that teach missing environmental information to the student	The student is provided some means to access missing environmental information although gaps result in student involvement/ understanding	Instructional strategies focus on group needs. This practice results in the student missing key information and key concepts.
	Devices are selected to increase a child's use of sensory information are consistent with their needs and abilities, and have ongoing use throughout the day.	Devices are selected to increase a child's use of sensory information are consistent with their needs and abilities, and have ongoing use throughout the day.	Devices are selected to increase a child's use of sensory information are consistent with their needs and abilities, and have ongoing use throughout the day.	Devices are selected to increase a child's use of sensory information are consistent with their needs and abilities, and have ongoing use throughout the day.
O&M	The student's instructional programming demonstrates ongoing student involvement in orientation and mobility (establishing a destination, recognizing a route, use of calendar conversation, time to explore route, etc.)	The student's instructional programming demonstrates some strategies and approaches that teach orientation and mobility techniques to the student	The student is provided some involvement in their orientation and mobility. Student involvement in orientation and mobility is not always meaningful to the student.	The student is provided full support for movement and orientation and is often involved in this process at a level that is not understood.
Data-Driven	The student's instructional program demonstrates ongoing use of a data system that measures student progress on IEP objectives. The data system is linked to Alternate Assessment.	Data is collected on some IEP objectives. Data focuses on the IEP only and does not appear to link to Alternate Assessment	The student's instructional program demonstrates some use of a data system. Data is collected on a sporadic basis.	Data collection is not evidenced.
	Data is reviewed on a regular basis to make programmatic and instructional changes to meet the student's needs.	Although data is collected, instructional changes are frequently made in isolation of data analysis	Data is reviewed on some occasions. Programmatic and instructional changes are sometimes made based on data analysis.	Instructional changes occur without any analysis of data.
PRESERVATION OF DIGNITY				
Dignity	Staff talks with students at an age-appropriate and respectful manner. Student-first terminology is used. Issues discussed in the student's presence reflect student involvement.	Most staff talks with the student in an age-appropriate and respectful manner. Most issues discussed in the student's presence reflect student involvement.	Staff converses with the student in a respectful manner but often use language or mannerisms of a student much younger.	Staff demonstrates interactions that are not age appropriate or respectful of student's dignity.
	All care-giving and personal management routines are carried out in a chronologically, age-appropriate way that is respectful of student dignity.	Most care-giving and personal management routines are carried out in a chronologically, age-appropriate way that is respectful of student dignity.	Care-giving and personal management routines are provided to the student. The environment, procedures, or staff do not always support student dignity.	Care-giving and personal management routines are provided to the student with limited support for student dignity.

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POSITIVE BEHAVIORAL SUPPORT					
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Preventative Strategies		Student is given ongoing opportunities to make choices. Minimum “down-time” provides student with active engagement throughout the day. Social skills and leisure skill training is evident on a regular basis.	Student is given opportunities to make choices. “Down-time” is evident although the student is actively involved during most of the day. Social skills and leisure skills are evidenced.	Student is given limited opportunities to make choices. Student spends considerable time in passive activity.	Activities are directed by staff during most of the school day. Student spends most of the day in passive involvement.
		Student is involved in their “schedule” on an ongoing basis. The schedule provides a balance of preferred and non-preferred activities, is age appropriate, and reflects the student’s level of understanding.	Student is provided involvement in their “schedule” . The schedule uses both preferred and non-preferred activities, is age appropriate, and reflects the student’s general level of understanding.	During some activities, the student is given information on the progression of their day. The information is either infrequent or does not consider the student’s level of understanding.	The schedule of the day is directed by the teacher, based on the class, and not shared each individual student regularly.
		A student’s behavior is considered communication . Staff shows ongoing reflection of the student’s behavior, attempt to teach appropriate means to communicate, and redirects and supports the student before and during a crisis.	A student’s behavior is considered communication . Staff show some reflection of the student’s behavior, attempt to teach appropriate means to communicate and redirects and supports the student during a crisis.	Negative behavior is considered the student’s responsibility . Staff attempts to change the behavior without considering the student’s perspective. Redirection occurs primarily during a crisis.	Student behavior is “managed” by staff on a group basis.
Functional Analysis		A complete functional assessment is conducted by the team. The assessment analyzes target behaviors, functions, setting events, early triggers, communication, and consequences.	A functional assessment is conducted. It analyzes most of the following: target behaviors, functions, setting events, early triggers, communication, and consequences.	A brief assessment is conducted that attempts to determine the cause of negative behavior. The assessment involves a limited number of staff and environments.	Decisions regarding negative behaviors are made “on-the-spot” with no in-depth analysis of the behavior.
		Based on the functional assessment, the team identifies replacement skills and instructional strategies that can effectively teach the skill. Instruction is consistent and used by all staff members.	Based on the functional assessment, the team identifies replacement skills and instructional strategies to teach the skills. Instruction is somewhat inconsistent, or inconsistently used by staff.	Instructional strategies are identified to reduce negative behaviors. The strategies are inconsistently used by staff.	Few instructional strategies are evident to reduce and prevent negative behaviors.

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COMMUNICATION				
	Achieved	Nearly Achieved	Making Progress	Emerging
Form	<p>Access to Communication Student has access to appropriate & age-matched communications systems in all environments. The system allows the student independence to the maximum extent possible.</p>	Student has access to appropriate communication systems in most environments.	Student has limited access to communication systems. Systems chosen do not match all of child's communication needs or their age.	Student's needs are met without the need for a formalized communication system. Familiar staff understands some of child's needs.
Function	<p>Communication Functions: The communication system reflects a balance and variety of communicative functions including those that are important to the student.</p>	The communication system reflects some balance and variety of communicative functions including some that are important to the student.	The communication system meets the needs of a few communication functions but does not evidence a broad variety.	The communication system reflects provides primarily one communication function.
	<p>Expressive/Receptive Communication The communication system provides the student with both receptive and expressive ways to access people/changes in the environment on an ongoing basis.</p>	The communication system provides the student with both receptive and expressive ways to access people/changes in the environment during specific times of the day.	The communication system matches the child's needs and levels of understanding in either receptive or expressive areas but not both. The system may not allow the student to interact with a variety of people.	The student's receptive and expressive system is based on class needs. The student is not provided information receptively in a manner that is understood by the student.
	<p>Response time. Student is provided adequate response time with all partners.</p>	Student is provided adequate response time on most occasions or with most communicative partners.	Student is provided adequate response time with specific communicative partners. Communication is often overlooked due to its delay.	Student is expected to respond quickly. Many communications are overlooked or rushed.
Comm. Partners	<p>Communication Partners: Key individuals in the environment (teachers, staff, peers) are competent & use the student's various modes of communication in both instructional and in natural settings</p>	Most key individuals in the environment (teachers, staff, peers) are competent in the various modes of communication used by the student. These individuals use the systems in most instructional and natural settings.	Individuals in the environment (teachers, staff, peers) are aware of the various modes of communication used by the student, although only a few actually communicate with the student.	Teachers and staff are aware of the various modes of communication used by the student. Some paid staff do not use the systems.
	<p>Expressive/Receptive Communication The communication system provides the student with both receptive and expressive ways to access people/changes in the environment on an ongoing basis.</p>	The communication system provides the student with both receptive and expressive ways to access people/changes in the environment during specific times of the day.	The communication system matches the child's needs and levels of understanding in either receptive or expressive areas but not both. The system may not allow the student to interact with a variety of people.	The student's receptive and expressive system is based on class needs. The student is not provided information receptively in a manner that is understood by the student.
	<p>Social Skills Student is taught communication and social skills necessary to interact with peers and make friends.</p>	Student is taught some social skills and is given some opportunities to use these skills with peers.	Student is taught some social skills and is given some opportunities to use these skills with peers	Student is expected to respond quickly. Many communications are overlooked or rushed.

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EDUCATIONAL PROGRAM					
		Achieved	Nearly Achieved	Making Progress	Emerging
Program Content	Access to General Education Curriculum Student's program reflects the general education curriculum. Although different, student is provided this curriculum in a way that is useful and understandable to the student	Student's program reflects some access to the general education curriculum. Although different, student is provided this curriculum in a way that is somewhat useful and understandable to the student	Student's program reflects minimal access to the general education curriculum. The general curriculum is provided in a generic way that is often not relevant to/ not understood by the student.	Student's program is separate from the general curriculum.	
	Ecological Inventory: A full analysis of the student's environment (tasks, responsibilities, curriculum, expectations) is conducted. This analysis identifies and plans for areas of discrepancy.	An analysis of the student's environment (tasks, responsibilities, curriculum, expectations) is conducted. A plan is developed to address some areas of discrepancy	The student's environment is observed to identify areas of difficulty in some environments.	Student's educational program is based on classroom needs. The educational program is based on a set content.	
Social Connections	Variety of Instruction: Student participates in independent work, 1:1, small group, and large group settings throughout the school day.	Student participates in some of the following instructional settings (independent work, 1:1, small group, large group) during the school day.	Student participates primarily in one of the following settings (independent work, small group, large group, 1:1).	Student participates in large group settings only based on class demands rather than individual student educational needs.	
	Extra-Curricular Activities Student has access to instructional environments shared by peers without disabilities. This includes access to extra-curricular activities (band, drama, chorus, clubs, sports)	Student has access to instructional environments shared by peers without disabilities including access to some extra-curricular activities. Student has access on most school days.	Student has access to instructional environments shared by peers without disabilities primarily during instructional periods at least once per week	Student has no access to instructional environments shared by peers without disabilities on a regular basis (once per week).	