

Observational Profile of Classroom Communication

The purpose of this nonstandardized, observational profile is to assist teachers in observing functional communication variables within the speaker, listener, content, and context. It examines ongoing communication in a classroom setting utilizing a procedure developed by the SPERS model (Lasky, 1983, 1985). The questionnaire asks about the signal and presentation, the environment, the response of the student, and the learning strategies used in the classroom.

Student: _____ **Date/Time:** _____

Teacher: _____ **Class Observed:** _____

INSTRUCTIONS: The teacher will observe the student for two weeks and report whether the following variables seem to affect the student's learning. Check YES if the statement appears to be true in enough instances to affect the student's learning and NO if it does not.

Signal and Presentation

	YES	NO
1. The student displays difficulty using stress patterns to interpret the speaker's intent.	<input type="checkbox"/>	<input type="checkbox"/>
2. The student is often confused by complex and embedded information.	<input type="checkbox"/>	<input type="checkbox"/>
3. The student has difficulty following multistage directions.	<input type="checkbox"/>	<input type="checkbox"/>
4. The student misunderstands what is said, especially if the signal is presented at a fast rate.	<input type="checkbox"/>	<input type="checkbox"/>
5. The student displays more difficulty understanding the teacher when she moves around the room than when she is stationary.	<input type="checkbox"/>	<input type="checkbox"/>
6. The student frequently requires redundancy of auditory information.	<input type="checkbox"/>	<input type="checkbox"/>
7. The student appears to have trouble picking up new information and may require several repetitions in order to understand the material.	<input type="checkbox"/>	<input type="checkbox"/>
8. The student has difficulty understanding information presented at a normal level.	<input type="checkbox"/>	<input type="checkbox"/>
9. The student has difficulty attending to information which is academically challenging.	<input type="checkbox"/>	<input type="checkbox"/>
10. The student often requires additional clues to understand information presented in class. Is this true in contexts other than class?	<input type="checkbox"/>	<input type="checkbox"/>
11. The student frequently requires visual cues in addition to auditory information.	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Environment

	YES	NO
12. The student displays more difficulty learning when 2+ speakers participate in the conversation.	<input type="checkbox"/>	<input type="checkbox"/>
13. The student appears inattentive or distracted when significant background noise is present.	<input type="checkbox"/>	<input type="checkbox"/>

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| 14. The student's learning seems to be affected by where he/she is seated in relation to the teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. The student learns better in one-to-one situations than small group or classroom situations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. The student tends to have difficulty learning in an environment with several visual distractions. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

Response	YES	NO
17. The student often gives inappropriate or unrelated responses to questions or commands.	<input type="checkbox"/>	<input type="checkbox"/>
18. The student produces intermittent and inconsistent responses.	<input type="checkbox"/>	<input type="checkbox"/>
19. The student has difficulty recalling auditory information. Can the student recall auditory information if given special cues (choice, association cues)?	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
20. The student displays difficulty recalling sequences of information such as telling a story or talking about an event.	<input type="checkbox"/>	<input type="checkbox"/>
21. The student displays difficulty formulating or generating expressive language.	<input type="checkbox"/>	<input type="checkbox"/>
22. The student displays language problems (evidenced in the usage of inappropriate "wh" questions, pronouns, word order, possessiveness, etc.	<input type="checkbox"/>	<input type="checkbox"/>
23. The student displays problems with articulation (phonology) consisting of substitutions, distortions, or omissions of sounds in words (especially when producing words which are similar auditorily). Explain: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
24. Does the student often give inappropriate or delayed responses? Explain: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
25. Does the student have difficulty in providing complex explanations to questions? Explain: _____ _____	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Strategies**YES NO**

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| 26. The student does not tend to paraphrase information when having difficulty understanding information. | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. The student rarely rehearses information as a strategy for remembering it. | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. The student infrequently asks questions when uncertain of information. | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. The student is general unaware of errors in processing information and does not attempt to get clarification of information. | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

Behaviors**YES NO**

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| 30. The student displays some behavior problems (i.e. out of seat, short attention span). | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. The student appears unmotivated to learn (i.e. is not persistent in trying to understand information he/she is having difficulty with, quits easily). | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. The student shows irritability and hostility toward others, especially if he/she is having difficulty learning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. The student becomes frustrated when trying to learn auditory information | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

General Impressions

For more information concerning the use of this checklist, see:

Sanger, D., Keith, R., & Maher, B. (1987). An assessment technique for children with auditory language processing problems. *Journal of Communication Disorders, 20*, 265-279.

From: *Clinical Connection*, Winter, 1988.