

Post Brain Injury Re-Integration School Ecological Observation Form

Student Name:		DOB:		Grade:	
Name of Observer:		Date of Observation:			
Date(s) of Injury:		School:			

Part I.

Less Positive → More Positive

ATTENTION SUBTYPE	1	2	3	4	5
SELECTIVE/FOCUSED	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average
Focuses on teacher lecture					
Attends to detail					
Orients to speaker/staff					
Looks at and focuses on board appropriately					
Responds to questions with on-topic answers					
Tunes out subtle classroom distractions-noise, lights					
SUSTAINED					
Focuses for long periods of time (K-6 15-30 min. / 7-12 th 30+ min.)					
Completes 80% of in-class assignments					
Looses train of thought when talking or writing					
Looses place when working on task or when reading					
SHIFTING/DIVIDED					
Can multitask- takes notes while listening					
Can attend to more than one task at a time appropriately					
Switches from activity to activity appropriately					
Responds when watching audio or video activities					
OTHER					
Overall attention capacity					
Energy level when performing long academic tasks/tests					
Organization of materials					
Organized thoughts - written					
Organized thoughts - verbal					
Initiates tasks without prompts					
Time management (e.g. keeps schedules /dates) age appropriately					

Impulsivity					
Talking / Verbal interruptions					

Post Brain Injury Re-Integration Observation Form Cont'd.

Part II.

Less Positive → More Positive

MEMORY	1	2	3	4	5
SHORT TERM MEMORY (When student appears to be paying attention rank the following)	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average
Can repeat back simple information just presented age appropriately					
Can copy from board without frequently looking up					
Asks for statements to be repeated					
Can complete simple 2-step problems					
Follows verbal directions age appropriately					
Follows written directions age appropriately					
Can repeat/explain simple activities previously learned on same day					
WORKING MEMORY					
Completes thought process in Writing narrative assignments					
Summarizes story/text (names characters, setting, details)					
Multi-tasks with accuracy (2+)					
Completes multistep problems- especially in math/science					
Copy from board/note-taking while being taught					
LONG TERM MEMORY					
Explains previously learned material / facts					
Recalls school events from previous week					
Recalls school events from previous day					
Remembers where classroom materials are stored					
Remembers routines					
Remembers vocabulary words					
Draws / recognizes previously learned pictures or diagrams					
OTHER					
Auditory: short term-is able to repeat back 4 words in order (>8 years old)					
Working Memory: is able to repeat back 3 given numbers in reverse order (>7 years old)					
Visual: student can name pictures / objects that are exposed for a 5-6					

seconds					
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Post Brain Injury Re-Integration Observation Form Cont'd.

Part III.

Less Positive → More Positive

PROCESSING SPEED	1	2	3	4	5
PROCESSING SPEED / COGNITIVE EFFICIENCY	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average
Responds to verbal directions/questions quickly					
Keeps pace with class					
Slow reading (control for comprehension)					
Completes tests/tasks on time					
Quickly finishes timed tasks accurately					
Recalls simple information quickly					
Writing or drawing speed					
Speech rate					
Physical movement					
Sometimes seems confused after simple information is provided-not due to attention or memory					
Other:					
PHYSICAL SYMPTOMS/COGNITIVE FATIGUE **Note change of ranking criteria**	Observed Frequently	Observed sometimes	Average Compared To Peers	Not Observed Often	Never Observed
Completes morning / earlier academic tasks easier than later tasks					
Simple word retrieval consistent throughout day					
Attention capacity consistent throughout day					
Behavioral changes after moderately difficult test/task					
Cognitive changes after moderately difficulty test/task					
Reports of fatigue/physical complaints after long tasks					
Blank starrng					
States feeling in a "fog" or feeling "sluggish"					
Sensitive to lights / noise after moderate exposure					
Other:					

Post Brain Injury Re-Integration Observation Form Cont'd.

Part IV.

Less Positive → More Positive

EXECUTIVE FUNCTIONS (EF)	1	2	3	4	5
PLANNING, ORGANIZATION, COMPREHENSION, FLEXIBILITY	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average
Organization of materials					
Organization of thoughts in writing / speech					
Shifts appropriately from subject to subject					
Is able to keep and utilize planner or schedule					
Transitions well to different activities					
Writes or draws a basic outline of process (ex. logical paragraph)					
Difficulty learning new concepts					
Difficulty understanding simple stories or concepts					
Can explain plans to meet an assignment, task, deadline, or activity					
After a short assigned problem, can explain logic used in problem solving					
Focuses for appropriate period of time					
When engaged in a problem solving task, uses feedback to help in the process (monitors progress)					
Can quickly adjust to changes in routine					
Keeps track of place when working on task or when reading					
EXECUTIVE FUNCTIONING RELATED BEHAVIOR					
Motivation					
Impulsivity					
Transitions from school activity to activity appropriately					
Common sense/judgment					
Perspective taking/empathy					
Follows rules					
Overall attention					
Emotional/behavioral regulation					
Creativity/concept formation					

Post Brain Injury Re-Integration Observation Form Cont'd.

Part V.

Less Positive → More Positive

SENSORY/TACTILE/VISUAL-MOTOR	1	2	3	4	5
SENSORIMOTOR	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average
Posture					
Walking / running difficulties					
Fine motor (pencil grip / graphomotor) Picking up small pieces					
Gross motor					
Balance / muscle tone					
Touches each finger separately					
Mimics simple body movements (hand gestures, knock and taps)					
Traces or copies figures					
Identifies simple objects placed In hand with eyes closed					
If clumsy , awkward, unusual movements mark box					
VISUAL-SPATIAL / PERCEPTUAL					
Skills puzzles / blocks					
Understands right vs. left and Up vs. Down					
Ignores one side of paper while writing or drawing/coloring					
Grossly distorted drawings that are directly copied					
Spatial breaks in drawing					
TACTILE/AUDITORY/VISUAL					
Light Sensitivity					
Noise Sensitivity					
Touch Sensitivity					
Color Blindness					
Hearing (ex. Responds to name)					
Sees details/writing on board from back of room					
Sensitive to temperature					
Complains of numbness or odd Sensations					
Other:					

Post Brain Injury Re-Integration Observation Form Cont'd.

Part VI.

Less Positive → More Positive

COMMUNICATION	1	2	3	4	5
PRAGMATIC LANGUAGE/SOCIAL SKILLS	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average
On-topic reciprocal dialog					
Use of figurative language					
Demonstrates a sense of humor					
Maintains appropriate social space when interacting with others					
Initiates topics with peers					
Maintains conversations with peers					
Follows language rules/takes turns / reciprocal conversations					
Use of language for different purposes					
Changes language according to needs of situation					
Active listening					
Other					
RECEPTIVE LANGUAGE					
Responds to oral questions					
Understands synonyms					
Understands inferences					
Understands categories of items					
Comprehends figurate spoken language					
Responds to written questions					
Auditory processing (same, different, faster, slower, etc.)					
Other					
EXPRESSIVE LANGUAGE					
Communication of words and ideas					
Wording finding when communicating thoughts					
Recalls words and phrases					
Fluent oral language (appropriate pace and flow)					
Use of appropriate syntax					
Use of semantic language					
Speech articulation /phonological production					
Grammar usage					
Appropriate respiration					
Sound production					
Voice					

Spoken language is sensible and meaning is appropriate to situation					
Other					

Post Brain Injury Re-Integration Observation Form Cont'd.

Part VII.

Less Positive → More Positive

SOCIAL-EMOTIONAL/ BEHAVIOR/ HEALTH	1	2	3	4	5
SOCIAL-EMOTIONAL	Significantly Below Average	Slightly Below Average	Average	Slightly Above Average	Significantly Above Average
Responds positively to correction or constructive criticism from adult					
Manages frustration or disappointment- coping strategies					
Anger management					
Is able to function in typical classroom social settings with 20 or more peers					
Makes and maintains friendships					
Interacts with peers in non-structured settings (does not withdraw or isolate)					
Displays positive demeanor					
Appears to be socially adjusted to school					
Other					
BEHAVIOR					
Delays gratification without displaying anger					
Engages in turn taking					
Honest					
Verbal self control					
Physical self control					
Other					
HEALTH	Yes	No	Sometimes	Comments	
Note change of ranking criteria					
Experiences fatigue (if yes, indicate symptoms, frequency, etc.)					
Is alert					
Headaches (if yes, frequency)					
Other physical pain (if yes, explain)					
Seizure (if yes, type and frequency)					
Vision difficulties (if yes, explain)					
Other					