

**REQUEST FOR OCCUPATIOAL THERAPIST CLASSROOM OBSERVATION**

**School:** \_\_\_\_\_ **Grade/Program:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Room Number:** \_\_\_\_\_

**Type of classroom:** **General Education**    **SAI/RSP**    **SAI/Mild-Severe**

The purpose of an Occupational Therapy classroom observation is to explore concerns regarding a group of students' ability to access the curriculum in the classroom. This observation is a function of RTI as a tier 1 and tier 2 interventions and can be requested by both general and special education teachers to look at either an entire classroom or a group of students. Upon request, the school occupational therapist will schedule a time with the teacher to observe the classroom. Based on the teacher's potential concerns, the therapist will analyze the classroom environment, tasks, and routines. The therapist and teacher will then meet at a scheduled time to review observation notes and potential accommodations, strategies, and tools that may facilitate student involvement and access to curriculum. This classroom observation is not meant to evaluate any single person, student nor staff. Please do not identify any specific student in completing this request. If you would like to refer a single child, please meet as an IEP team to make an OT referral. If the therapist sees a child that may require further testing, the therapist will discuss this with the teacher in the post observation meeting.

**Specify concerns you believe are inhibiting the students' ability to access their curriculum. (Cutting skills, handwriting, time management/following routines, organizational skills, posture, fatigue/attention, etc.)**

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**What strategies have you attempted to use to improve or accommodate for these concerns? What strategies worked and what didn't?** \_\_\_\_\_

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**Additional Comments:** \_\_\_\_\_

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**Best time to observe to see concerns: Day(s) of Week/Time:** \_\_\_\_\_

**You may contact your School's OT if you have any questions.**

Date received by OT: \_\_\_\_\_