CAPTAIN Classroom Observation Form

Classroom Structure	2 (80 - 100% proficiency)	1 (60 - 80% proficiency)	0 (less 60%)
Classroom is clean, well organized and clutter free			
Areas of the classroom are clearly labeled and/or structured so that students and staff know what expectations are within each area			
Students are seated in a way that minimizes distractions and maximizes focus			

Visual Supports			
Prominently displayed overall classroom schedule that indicates both staff and student activities is posted where anyone can view			
Individual student schedules are created to support transitions and work completion			
Schedule is used in a way that reduces dependence on adult prompts and unnatural cues			
Schedule use is consistent throughout the day and in a variety of settings (where appropriate)			
Changes in schedule are taught and implemented when necessary			
Visual supports are matched to the student's ability and skills			
Work systems are used to teach students how to begin, work through, complete and then transition to next task independently			
Number and type of work/tasks increase with student's ability to stay on task and follow the work system			

Functional Communication and Positive Behavior Supports			
Functional communication systems are set up to provide opportunities for student to make requests, express choice, and respond to adult instructions (without substantial prompting)			
Classroom routine promotes opportunities for student to communicate using his/her "own" communication system			
Student communication is responded to promptly by staff in an appropriate manner			
Functional communication systems are conventional so peers and "untrained" listeners can comprehend the student			
Help, Wait an Break are being taught systematically			
Prevention strategies such as choice, pre-warning/pre-teaching, opportunities for movement, selection of rewards by student and use of student specific accommodations are used to prevent behavior problems			
A sufficient ratio of positive feedback to correction feedback is used (4:1)			
Response interruption/redirection is used to address behavior problems early in the escalation cycle			

Teaching Strategies			
A variety of evidenced based instructional strategies are used and are based on the skills being taught and the individual needs of the student (list EBPs below)			
Systematic and planned instruction is linked to the student's IEP goals and areas of identified need and skills are consistently taught across instructors and settings			
Reinforcement is being delivered in a timely manner and is based on student preference assessments			
Reinforcement systems are visually mediated (token systems, behavior contracts, first/then structure, etc.) when appropriate			
Prompt hierarchies are being correctly implemented and responses are documented to reduce prompt dependence			
Data is being collected and is used to inform instruction and monitor student outcomes			

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EBPs Being Used: