

WE PLAY-Autism

Supervisor/Peer Observation Checklist: Structured Active Play

The WE PLAY-Autism professional development training focuses on leading structured active group games and facilitating unstructured active play time. The training program includes practice with observation and feedback from a supervisor or peer. Please use this checklist as part of your observation. This will assist you with your observation and your colleague in attaining their professional development goals. Please observe your colleague leading 2 structured group games with their students, complete this checklist, and provide them with feedback.

*******To be completed by the Teacher*******

Name: _____ **Date:** _____

Goal: Please write your goals to help your students be more physically active here, so your colleague is aware of what you are working on.

1.

2.

Names of structured group games: _____

*******To be completed by the Observer*******

These items are completed after speaking with your colleague and observing them lead structured active group games.

1. Active play is planned every day. This can be one or multiple sessions of varied activities spread across the day.	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ Minutes
2. Structured active play is scheduled every day.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
3. Unstructured active play is scheduled every day.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
4. Educator provides clear directions about how to play the game in child friendly terms.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
5. Educator models or demonstrates how to play the game.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
6. Educator engages all participating students, providing prompts to refocus students throughout the game.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
7. Educator provides reinforcement (e.g., verbal praise) for students' effort and engagement in the activity.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
8. Educator uses strategies to include children with Autism in active play (see manual page 9).	<input type="checkbox"/> Yes <input type="checkbox"/> No Strategies used:
9. Educator moves throughout the play space.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
10. Educator leads games that promote high activity levels (including things like running, jumping, skipping, galloping, hopping, walking briskly).	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

11. Educator monitors safety.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
12. Educator comments on children's play,narrating their actions as a sportscaster.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Feedback: We reviewed this checklist together and discussed areas of strength and areas for growth.. <input type="checkbox"/> Yes <input type="checkbox"/> No	