## WE PLAY-Autism <br> Supervisor/Peer Observation Checklist: Unstructured 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 unstructured active play time with their students, complete this checklist, and provide them with feedback.

## *****To be completed by the WE PLAY-Autism user******

Name: $\qquad$ 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.

| ************To be completed by the Observer ${ }^{* * * * * * * * * * * * ~}$ |  |
| :---: | :---: |
| Name: | osition: ________ |
| 1. Educator uses equipment/toys that promote physical activity. | Yes No Comments: |
| 2. Educator comments on students' play, narrating their actions as a sportscaster. | Yes No Comments: |
| 3. Educator moves throughout the playspace. | Yes No Comments: |
| 4. Educator monitors safety. | Yes No Comments: |
| 5. Educator joins in play as a collaborator,allowing students to take the lead. | Yes No Comments: |
| 6. Educator uses strategies to include students with Autism in active play (see manual p. 9). | Yes No Comments: |
| 7. Educator provides verbal or physical prompts to refocus children throughout play. | Yes No Comments: |
| 8. Educator provides reinforcement (e.g.,verbal praise) for students' effort and engagement in active play. | Yes No Comments: |

Feedback: We reviewed this checklist together and discussed areas of strength and areas for growth. Please use the back for additional comments. $\square$ Yes $\square$ No

