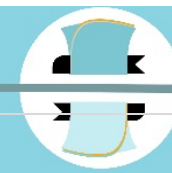


PEDAGOGICAL OBSERVATION SHEET
FOR PUPILS WITH ASD
(SECONDARY SCHOOL)

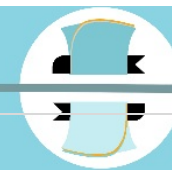


September 2, 2017 | Melanie Schwarz

Pedagogical observation sheet for pupils with autism (secondary school)¹

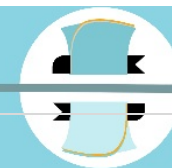
| Observe, if possible, with a concretization based on an example | Consequences of the observed behavior for the child concerned | Effect/s of the observed behavior on the classmate/s | Effect/s of the observed behavior on the teacher |
|--|---|--|--|
| 1. Strengths of the pupil (e.g. loyalty, honesty, fairness, reliability, conscientiousness, conscientiousness, detailed perception, accuracy, special interests, imagination, ...): | | | |
| 2. Perception (e.g., seeing, hearing, feeling, smelling, tasting ...): | | | |
| 3. Motor skills (e.g., in sports and writing, coordination.): | | | |

¹ German Version → Schaefer, Schwarz, Steib (2017) Praxishilfe Autismus am Gymnasium Tübingen



| | | | |
|---|--|--|--|
| 4. Cognition (e.g., ability to engage in alternative solution strategies, ability to classify individual results into the overall context, ability to take up perspectives ...): | | | |
| 5. Communication and language (e.g., communicative use of language, expressiveness, understanding of metaphors and irony, monologues, adequate verbal participation, ...): | | | |
| 6. Social behavior / emotionality / integration (e.g., reactions to / dealing with pupils and teachers, understanding of "unwritten" rules, expression of emotions and needs, dealing with difficult situations, contact with peers, friendships within / outside the class, bullying ...): | | | |
| 7. Learning and working behavior (e.g., concentration, attention, organizational and planning skills, dealing with open forms of teaching / group work / partner work, working environment, dealing with complex work orders, striving for perfection ...): | | | |





| | | | |
|--|--|--|--|
| 8. Special behavior in the classroom (e.g., dealing with changes / routines, dealing with rules ...): | | | |
| 9. Dealing with unstructured situations (e.g., activities in break times, in free time, during events such as excursions, excursions, class trips ...): | | | |
| 10. Dealing with assessments (e.g. tests...): | | | |
| 11. Other (e.g., peculiarities relevant to a specific subject): | | | |