

DCD Observation Form - Narrative Format

Student:

Observer:

DOB:

School:

Date(s) & Time(s):

Record the observed level of support the student requires completing the assigned task. Describe the activity and the behavior of the student and staff for the areas observed.

Level of Support:

- 1) **Pervasive** – *No participation; Full Support; Does Not Perform; Physical Assistance (hand-over-hand) Individuals require pervasive or highly intense levels of support and supervision. This level of support is provided in all circumstances and requires highly intensive personal supervision and related levels of support at all times.*
- 2) **Extensive/Frequent** – *Moderate Participation; Moderate Support; Partial Performance; Physical Prompt/Gesture/Physical Cue Supports characterized by regular involvement (e.g. daily) in at least some environments and not time limited (e.g. long-term support and long-term home living support). Frequent or close supervision and support.*
- 3) **Limited** – *Moderate Participation; Moderate Support; Inconsistent Performance; Symbolic Prompt (visual, verbal, etc.) Supports characterized by limited but consistent support and supervision.*
- 4) **Intermittent** – *Full Participation; No Support; Consistent Performance; Independently Performs Skill Support on an as-needed basis, usually in advice, support, assistance, or supervision.*

____ Cognitive Skills

(Retains concepts taught; rate of learning; applies skills/concepts to new tasks)

____ Academic Skills

(Responds to teacher; manages time, calendars & schedules; basic reading, writing, math, science, social studies, and geography skills)

____ Communication

(Initiates/responds; follows directions; gestures; requests help; expresses feelings)

_____ **Social/Interpersonal Skills**

(Play skills; peer interactions; self-esteem; follows directions; initiate/responds to adults and peers; social judgement)

_____ **Daily & Independent Living**

(Transitions; dressing; personal care; preparation of materials; uses materials safely/appropriately; keeps schedules)

_____ **Community Participation**

(Knowledge of community resources; facilities and programs; travel skills to access resources; chooses socially appropriate activities)

_____ **Recreation and Leisure Skills**

(Choosing and initiating activities; turn-taking; follows safety guidelines; expands awareness of interests; mastery of steps for participation)

_____ **Work and Work-Related Skills**

(Completion of tasks; awareness of schedules; accepting direction; ability to work with others; independent work habits; knowledge of job options; career exploration)