

Name of Observer: Amanda Dennis

Date and Time of Observation: October 3, 2006

Length of Observation: 12:00 to 1:00

Person and/or Event Observed: Isaiah

Grade Level and/or Subject: Kdg

Objective of Observation: To see how this child behaves during the allotted time

Isaiah is diagnosed with autism. He is five years old and is currently enrolled in kindergarten. He attends school on Tuesday, Thursday, and every other Friday. The student is in the general classroom most of the day with an Instructional Assistant. He is pulled out of the general classroom during rest period and part of free play for one-on-one instruction with the resource teacher and then to go to speech. According to the teacher the student is not completely potty trained, has communication difficulties, and lacks most social skills.

The resource teacher picked the student up from the general education classroom at 12:00. They then walked quietly back to the resource room and sat at the teacher's table. The student is an average looking kindergartener. His clothes were typical attire of most students, jeans and a t-shirt. The student is average height and weight; he has brown hair that is buzzed along with dark brown eyes. There is nothing about his appearance that makes him stand out or seem different.

Once they were seated at the table the teacher asked the student to read the book, "I Can Read" out loud. The student completed the task with ease; however he comprehended very little of what he read. The teacher then had the student to move over to the computer. She asked the student to type his name. The student was not focused on the task. He continued to push just one letter and watch with excitement as he saw that letter quickly fill the row. The teacher realized that the task was not being met and asked

the student to sit at the table. The student was very squirmy, and was rarely sitting on his pockets. He was also easily distracted by crayons, pencils, papers, and cards that were sitting on the table.

At 12:20 it was time for speech. The teacher walked the student down the hall to the speech room, where the student was asked to sit and wait for directions from the speech teacher. The speech teacher pulled out a picture book and asked the student to talk about what was happening in each picture. This activity did not work very well. The student would not make comments on his own. The teacher had to ask questions, and even then the student only responded with yes and no. The speech teacher then tried using flash cards to help with words. She had to student name the object that was on each card and worked on pronunciation.

At 12:45 it was time to return to the general classroom. At this time free play is going on. The observed student has trouble picking an activity due to so much going on. He would frequently walk up to the CD player and push buttons. The teacher in the room would then yell, "NO," and he would roam around the room in search of something to do. The student's interaction with others was nonexistent, unless they had something he wanted in which he would proceed to just take it from them. The student also displayed very poor communication skills. He rarely asked for permission and often just left his seat and grabbed what he wanted, with no consideration about whether it was allowed or not. His favorite activity was to look and rummage through the crayon bin. The student liked to look at all the different colors and read the names of each color. He would then make a quick scribble on piece of paper before picking up a new crayon. This continued until free play was over at 1:00.

