**SPED 772: Observation and Participation with Children and Youth with Autism Spectrum Disorder**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

*Observation Data Collection Record*

**Part I: Observation Background**

1. Location/Dates/times observed (attach observation log)

Pioneer Middle School, Dupont, WA. Observation dates 4/1 through 4/5. Observations occurred between 8:30AM and 2:00

PM (when the student was present).

1. Total time spent (minimum of 30 minutes) 15hrs
2. What did you see and hear the teacher and student doing? The student would (when present and in a frame of mind that facilitated compliance of demands) engage in academics, but only in short or brief windows of time before requesting to leave for a preferred or isolated space. When AAI was implemented, the student remained in the classroom for the duration of the day. This did not always translate to academics being completed, but the student has an IEP that focuses on self-regulation and social skills development which is greatly facilitated by the implementation of AAI.
3. Evidence of student learning? The student, through the introduction and implementation of AAI, has learned how to engage with other peers with whom he is not familiar with, and he has spent long spans of time interacting and communicating and sharing space and information and dialogue with those students in a manner not typical for the student when AAI is not present.

**Part II: Evidence/Examples of Student Outcomes & Guiding Questions**

*Examples of student outcome data can include student actions such as responding to prompts or directions (verbal/nonverbal), writing down answers (correct/incorrect), posing/responding to questions, interacting with others, etc.*

**Data Analysis Report: Academic Supports**

|  |  |
| --- | --- |
| **Guiding Questions** | **Evidence/Examples from Observation** |
| * How is instruction designed or adapted to meet the learner's unique learning abilities? * Are there specific strategies or accommodations in place to support their learning? * Are visual supports, such as visual schedules or communication boards, used to aid the learner's understanding and participation in academic activities? | The resource environment is designed as an environment conducive to the distinctly different learning needs of students in the room. Some students require headphones, some require speech-to-text, some require a quiet isolated space, some require one-on-one engagement. The instruction tends to be scaffolded to accommodate intellectual and academic ability and meet IEP goals and student needs. These tend to be individualized, and in many cases flexible.  Some students need work requirements modified to create a more reachable goal. Other students needs extended and/or flexible deadlines. Some students need unique interventions such as AAI which allows students to meet IEP goals related to the development of social skills by the use of Avian-Assisted Intervention. In some cases, the use of AAI facilitates students reaching academic goals as well due to the AAI reducing academic-based anxiety and motivating the student to remain in class and seated and working on coursework.  Visual supports are helpful, but typically are used in classrooms with LFA students versus HFA. This classroom does have a visual schedule with identifiers for each class period which help students recognize what each period has set for its agenda and allows them to self-direct when applicable to their chromebooks or book work independently. |
| * How do these visual supports enhance the learner's engagement and comprehension? * Are there sensory supports in the classroom to help the learner regulate sensory sensitivities? * How do these supports facilitate the learner's focus and participation in academic tasks? | Visual supports, including schedules provide a rigid defining agenda for each student that helps them to self-direct and independently achieve expectations by relying a minimal guidance protocol that teaches them to be independent and follow directions.  Sensory supports in this classroom are minimal (although I have had classrooms with a considerable amount of sensory supports available). This particular classroom has lights that dim, and earphones available for noise sensitivity or sound reduction. There is a quiet room. There are fidgets. Students in this class have a limited need for sensory supports but a few are available.  All supports available are intended to facilitate student learning and focus and maintain their participating in academic tasks. Earphones for example can help quiet the environment to allow for better focus. A calm down space is available to support students who need quiet time to redirect and/or self-regulate. The dimming of lights helps to minimize the drone of the lights that tend to increase anxiety and mood in ASD students because they can hear the drone or humming that we cannot. |
| * How is the learner's communication style supported, especially if they have limited verbal communication? * Are there augmentative and alternative communication (AAC) devices or strategies in place? * Are there any assistive technology tools or devices used to enhance the learner's academic skills? | This classroom has no students with limited verbal communication. I have been in classrooms with students who were non-verbal or who had limited verbal communication skills, and supports in those classrooms included PECs and AAC devices and engagement in lessons that prompted or facilitated speech and repetition and sound development.  Not in this specific classroom but in other classrooms I have been in, the AAC device is used perpetually and must be accessible and follow the student to any other locations in order to align with IEP and BIP protocols.  The only assistive technology tools or devices used to enhance the academic skills of learners with ASD are chromebooks or laptops and sometimes a touchscreen TV. |
| * How do these technologies support the learner's access to the curriculum? * Are academic tasks modified or simplified to meet the learner's needs? * How are these modifications individualized to address the learner's specific challenges? | Given the fact that many of the student have flexibility in their deadlines as an accommodation, or work parameters are modified to facilitate success, each individual student has access to lessons and curriculum through their chromebooks and can complete required assignments through google classroom and the canvas or blackboard systems in place.  100%. Based upon the student’s individual academic ability and intellectual level all assignments are typically modified or simplified to facilitate student engagement at that student’s level and ability to aid success.  The modifications are personalized based upon student need and adapted to minimize the challenges they each face academically. |
| * Are behavior support plans in place to address any challenging behaviors that may interfere with the learner's academic engagement? * How are these plans implemented and monitored? * How do peers and adults in the academic setting provide support and inclusion for the learner? | Some of the students have behavior support plans to address challenging behaviors but for the most part those plans simply keep them in resource or the pirate cove which is directly adjacent to resource and is supported by a dedicated para who helps students de-escalate or redirects them back to class after a clam down or gives them a quiet place to work on academics.  They are put into action based upon student need and antecedents that trigger specific behaviors. Monitoring is done by both instructional staff and paraeducator support.  Most of the students attend general education classes and come in for academic support for one period during the day, or pull out of general education when the need arises for additional academic support. |
| * What supports or interventions might you recommend which might enhance the individual’s ability to be more fully engaged and included in the setting? | The supports needed are all individually-based upon each student’s distinct need. Students receive considerable supports and interventions and recommending more may complicate current supports and interventions. Some students may benefit from fewer supports and interventions in an effort to facilitate self-efficacy and independence, while other students benefit greatly from unique supports and interventions such as AAI. |