

Student Observation Case Study

ESE 510

Classroom Information

The observed class consisted of pre-teen and teenagers with developmental disabilities and varying levels of functioning. It is a self-contained 8th grade class. Ages of students varied from 12 to 16 years. The class was composed of five males and two females (seven total students). As a self-contained class, all subject areas were taught within the classroom. There was no teachers aide in the classroom during observations.

Student Observation Information

The student observed, Cinder Ella, is a fifteen-year-old female with an exceptionality of autism spectrum disorder (ASD). Based on information provided by her teacher, when not in school Cinder enjoys watching television and especially likes to watch *Friends*. She currently reads at the 4th grade level, and her math skills are at the 5th grade level. Cinder was observed in her classroom on three occasions, each lasting approximately an hour. Followig is information observed in each session.

Session 1: September 24, 20??, 9:00 a.m.

At the beginning of this session, Cinder was quiet and remained sitting at her desk. She did not appear really engaged however. As time passed, Cinder became restless and further disengaged from the instruction being delivered by Mr. Charming, the classroom teacher. She began making comments to those sitting near her and, when this behavior was ignored, she began calling out louder comments, some of them rude, to Mr. Charming. He continued to ignore most comments, but when they persisted, he addressed Cinder, requesting that she get

back on task and be quiet. This did not seem to deter the behavior. At the end of the observation, Cinder had completed none of her classwork.

Session 2: September 27, 20??, 1:00 p.m.

This observation occurred immediately after the students' lunch period. Cinder was off task from the beginning of the time the observation started. She had her head down on her desk, was humming loudly to herself, refused to follow teacher directions, and would not even write her name on the math worksheet she was given. Mr. Charming attempted numerous times to engage Cinder, all with no success. She became more and more agitated as he did so, so finally he just stopped his efforts. Then Cinder began interrupting his instruction by calling out inappropriate, off-topic comments. As with the first observation, Cinder completed no classwork during the observation.

Session 3: October 2, 20??, 10:30 a.m.

During this third observation, the classroom set up had been modified. (In the prior two observations, student desks were placed in a U-shape with Mr. Charming teaching from the middle.) Today the student desks were removed from the U-shape and paired off, with two students sitting together face-to-face in clusters around the room. The lesson being taught during that particular session centered on the concept of conflict-resolution. The assignment provided to the students was to be completed in pairs. Cinder and her partner finished their work before most of the other students as if they had just rushed through it. With no more work to complete, Cinder began tearing pieces of paper out of her notebook, rolling them into small shapes, and throwing them at the other students as they continued their work. Mr. Charming finally walked over to Cinder, asking her to stop. She complied, but as soon as Mr. Charming walked away, Cinder once again engaged in the same behavior. She appeared bored and disengaged, so it

appeared that she was looking to keep herself busy. She also appeared to like the attention she was receiving from Mr. Charming and the other students, and this seemed to further escalate her behavior. It also appeared that Mr. Charming walking over and just telling Cinder to stop was not strong enough to extinguish the behavior she exhibited.

Teacher Feedback and Observations

According to Jane's teacher, Mr. P. Charming, Cinder frequently engaged in disruptive behavior in class. It appears that the disruptive behavior has been increasing during the past few months. He commented that the behavior observed in the three sessions was very typical for Cinder. Beyond that, he also reported that Cinder may physically touch other students if her calling out does not bring her sufficient attention. Naturally, the other students do not like being touched and appear very tired of Cinder's behavior. He also explained that Cinder sometimes throws her materials on the floor when she is pushed to complete work. Mr. Charming does not currently collect ABC data, but he believes that Cinder's behaviors are mostly attention seeking or have to do with the times she is bored and disengaged. He further states that he usually spends at least an hour each day dealing with Cinder's behavior.

Mr. Charming also reported that he has tried proximity control with Cinder and found that, as long as he remains standing next to her, Cinder will attempt her classwork. As soon as he walks to another student or focuses on someone else, the observed behavior start again, intensifying as long as he remains away from her desk.