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## Case Study

### Background Information

In this paper I will discuss one student I spent more time working with. For the purpose of protecting the student's identity I am going to call him Sam. Sam is in 1<sup>st</sup> grade. He was diagnosed with Autism Spectrum Disorder. He does not take any medication and his IEP is more focused on behaviors and promoting social growth. He lives with his dad and older sister.

### Academic

Sam is behind academically with most of his lessons at the Kindergarten level. Since this school is high on inclusion he is in the general education classroom most of the day with some pullouts. I didn't have the chance to observe him in the general education classroom but got to work with him and the special education teacher. I've noticed that he does very well in math and had more problems with reading. Despite struggling he is willing to work and I did not see a lot of behavior issues most of the time.

### School Programming

As I mentioned before Sam is fully included in the general education classroom with pullouts. He gets pullouts for time working with the special education teacher, SLP, and sensory breaks with an aide. He does not have a full time aide in the classroom, however, one will come in and out to check on him and another student and see if there is anything she can help the teacher out with. He does not need assistance on any homework although sometimes it is modified to a Kindergarten level in math and reading. His IEP goals are for behaviors and working on social growth. I do not know the specific goals for privacy reasons but the special education teacher told me the general idea.

### Community/Home Supports

He is part of the school walking program. In this program students walk around in the gym instead of going out for recess in the morning before school starts. This helps Sam out because there are fewer kids which creates less of a distraction and helps him focus. It also gives him a chance to have a walking buddy and to talk and walk to help his social growth.

Another school program he is a part of is a reading program. This is for students who want extra time reading. It helps develop reading comprehension as it is a small group and this allows for individual reading time with the librarian. As he is behind in reading this is a great way to get him involved with many different peers at all reading levels and helps further his reading ability.

At home the special education teacher told me that his father makes sure to have one of Sam's friends over after school a lot so they can play and work on homework together. This is something Sam needs to help with his social growth. Since he has only one older sibling his father felt it necessary to have someone his own age over so he could practice social skills.

#### Recommendations

There are some things that I noticed which could enhance the student's academic and social growth in the school setting. The first is having a buddy system. In his classroom he said that they did not do a lot of work with the same student, which is something he needs, as he likes routine and change can upset him. Having the same buddy for at least a week could really help him get to know the students. The second would be to cut back on pullouts time. From what I've observed he doesn't seem to need that high level of support but then again I haven't been with this student long enough to know for sure. Third is having the student work on a work-system. He is capable of completing this but may need prompts to stay on task by the instructor. Fourth, the student could have a recess buddy or separate activity outside since most of the behaviors have arisen at recess because the student can't handle all the noise and confusion in the playground. Fifth could be giving the student fidgets to use in the classroom to help him stay focused. It seemed to me that if he had a fidget it could help direct his attention more as long as that itself didn't become the distraction.