

Narrative

Zac is an eight-year-old Caucasian student with short light brown hair and is average build for his age. Zac is a student with autism and attends Clear Horizons Academy, which is a private school located in Provo that specializes in autism. His teacher, Stephanie Nilsen, is in charge of the Level 1 & 2 Classroom. This classroom is for lower-functioning students. The students rotate to different stations throughout the day.

His grandma and grandpa are active members of The Church of Jesus Christ of Latter Days Saints and are the main caregivers for Zac. His Mom and Dad are separated but are on and off in their relationship, which does not help Zac's need for stability. They are currently trying to make their relationship work.

Inquiry

Zac's learning needs include learning to adapt to different sensory stimuli and improve transitioning to somewhere outside the classroom (where he does not have visual cues). Any type of simple language strategies would be beneficial to his learning, but generally the main concerns of the teacher have already been addressed by some sort of intervention.

His class does not focus on academics, but keeps a very structured schedule for every day. The focus is mainly on attention and engaging the students in different activities. Therefore, everything that he is participating in has to do with sensory stimulus.

They are in a 1 aid to 1 student classroom setting. They rotate stations for different activities every 15 minutes. Individual learning is the basis of this particular classroom.

After talking to the teacher and collaborating together, we decided to select something to help with transitions that deal with leaving the classroom (specifically to the bathroom and back).

Different things the teacher and aids use to specifically individualize learning for Zac include allowing him to use headphones because of audio stimulation. He also has a bucket (like all of the other students) where he keeps his notebook and other manipulatives he uses throughout the day. On top of the bucket he has a pictorial schedule to give him visual cues for where he needs to go next.

Using a pictorial base system to help with the transition to the bathroom will probably work well because he is familiar

with the idea of a pictorial system and it will give him visual cues to eliminate some anxiety linked to the transition. The system we will use is that he will take a picture of a toilet to the bathroom where he will place it on a Velcro strip. When he is done we will have him take a picture of the classroom from the bathroom back to class.

We will collect data through teacher interviews and direct observations. Miss Nilsen has also volunteered to take data on a sheet of paper for us. This will show us specific data on a daily basis. To analyze the data we will keep track of, through notes, times he is successful with the new technology as well as times he is unsuccessful, and the possibilities of why it was unsuccessful. At the end we can graph his ability to transition to the bathroom with little to no anxiety.

We will have been successful by the end if Zac will use our technology with little prompting and low anxiety. Zac's tantrums will also decrease in frequency and duration after implementation of the technology. We do not have permission to record him, but we will give examples and show how the technology will be used during our Powerpoint presentation.

Evaluation

After implementing the technology and collecting data, the strategy appears to be successful. All of the teachers concerns were addressed and the negative behaviors relating to transitions have also appeared to decrease.

We were able to talk with the teacher and come to an understanding of what we thought should happen. Unfortunately we did not foresee having miscommunication with the aides who were the ones helping Zac with the transitions. The first few times it depended heavily on who was helping Zac during the transition. Some aides were not aware of the technology or did not understand the importance of consistency while others were really helpful.

We all took turns going to visit him, instead of going all at once which could have been overwhelming for him. By doing this we also had the advantage of seeing him at different times of the day as well as seeing him and the aides working in their natural environment. With Sean working at the school we were also able to have him observe without anyone even noticing him. Also, we were able to implement the technology with little to no changes to his typical routine. In our opinion this allowed the technology to be more effective.

Reflection

Looking back we would have liked to personally explain the technology to each aide that would be working with Zac, instead of having the teacher do it. We all really enjoyed working together and working with Zac. It was still effective to use a simple technology rather than finding something more advanced. The technology contributed to the learning experience because Zac was able to use it generally without having a meltdown/tantrum. The technology contributed to the learning experience because it was simple enough for Zac to use it with little help from the aides.

Key
 ✓ = followed through bathroom routine
 ☺ = did it easily w/o prompting
 ☹ = anxious, uninterest takes prompt
 T = sat on toilet

Week of December 2nd
 1st time 2nd time 3rd time

Monday	1	✓☺	✓☺	✓☺	
Tuesday	2	✓☺	✓☺	✓☺	
Wednesday	3	✓☺	✓☺T	✓☺	
Thursday	4	✓☺	✓☺	✓☺	
Friday	5	✓☺			

Dec 8 - 12

Monday	8				
Tuesday	9				
Wednesday	10				
Thursday	11				
Friday	12				

~~Nov 17-21~~ Nov 17-21

Monday	17	✓☺	✓☺	✓☺	
Tuesday	18	✓☺	✓☺T	✓☺T	
Wednesday	19	✓☺T	✓☺	✓☺T	
Thursday	20	✓☺	✓☺T		
Friday	21	✓☺	✓☺		

Nov 24-25		
MON 24	TUES 25	wed - Fri
✓☺T	✓☺	No School
✓☺	✓☺	
✓☺		