Classroom Observation

Michael was observed in his preschool classroom. There were 11 children and 3 adults present during the observation. Upon arrival, it was choice time where children were playing in the dramatic play area, with play dough, shapes, blocks or a game. Michael and his teacher were playing a shape game. When his teacher asked him what shape, Michael said “red” and “square”. He had difficulty labeling a triangle and the colors blue and green. While playing he labeled the colors yellow and red and put the shapes in his form board. During this time, his peers were some of his peers played cooperatively with other children in the sand and the dramatic play area. When asked if he wanted to play again, he said “yeah”. A peer said “Hi” to Michael. With a verbal prompt, he said “hi” back. His peer sat down to play with him and the teacher. The teacher facilitated playing the game and assisted both children with identifying shapes, colors and taking turns. Michael was distracted by a toy hammer on the table and was prompted to put it in a box. He followed directions with multiple prompts. When given a choice to play again or be all done, he told the teacher “All done”.

In the dramatic play area, five boys were playing by engaging in reciprocal conversation using phrases and sentences. Michael watched the boys, put on reindeer antlers, and pretended to poke a peer in the body with the antlers. Two of the boys played aggressively in the dramatic play area as Michael watched. He followed them around as they played, but did not interact with them. Another teacher came over and facilitated play in the kitchen area. Some of his peers talked about the pretend food, while he swung the food around in his hands and poked a peer with it. Michael did not join in the other children’s play. Instead, he watched them, hid under the cabinets in the kitchen. His teacher tried to encourage him to join play, but Michael only poked a child with his finger and antler while being next to them. At one point, he looked at a peer, shrugged his shoulders, and walked away.

Next, Michael hid behind the chalkboard and looked at this evaluator. One of the teachers encouraged him to write on the chalkboard. Instead, he followed a teacher’s direction to put a toy away that was near the chalkboard and went to the craft table. Michael sat down at the table and independently drew with crayons. When a peer gave him a piece of pretend food, he pushed it on the floor and colored the page while attempting to use a tripod grasp with his right hand. Michael colored one paper completely, and then drew a green and blue circle on another piece of paper. As a peer gave him another piece of pretend food, Michael looked at him, the food, shrugged his shoulder and gave it back to the child.

Michael followed directions to clean up when the timer went off. He puts the crayons and materials away at the craft table. His peers also assisted cleaning up their materials. When asked to help put the pretend fruit in a bin, Michael stood there looking around as if he didn’t understand what was expected of him. As his peers completed cleaning up, they went to carpet to sit for morning meeting. When asked twice what it was time for, Michael did not respond. However, he followed directions to sit on the carpet square with like his peers for morning meeting. The children sang the song “If You’re Happy and You Know It” and completed movements to the song. Michael clapped his hands and completed the movement, but did not sing. Afterwards, as the teacher greeted each child and they were expected to say “Good morning Miss B”. Michael independently said “Good Morning”, but needed prompting to say “Miss B”. The teacher then used visuals to tell the children a rhyme about a bunny that ate at
snowman’s nose. Michael sat quietly like his peers and attended to the activities. When the teacher passed out bells, he waited patiently to receive his. Both Michael and his peers followed directions to shake the bells and imitate movements of the teacher with the bells such as jump, turn around, touch toes, and sit down.

While sitting down Michael gently touched a peer’s head. He and his peers all looked at the pictures and listened to the book on tape about an old lady who swallowed a bell. As he listened to the story, he touched a peer’s ears and pushed a peer. His teacher instructed him to keep his hands to himself.