

The behavior of a nonverbal student with autism

[Education](#)



Assignment General Info & The program will target the behavior a nonverbal with autism who is in second grade. Sam*, who is ethnically black, is 7 and half years old and lives in Long Beach with his parents. The child started receiving his special education services on March, 2010 when he was diagnosed with autism. He attended Tincher Preparatory School last year then was transferred to Lamar* Elementary School. The child has extremely low academic performance. He does not know general concepts such as animals, fruits, and modes of transportation. Although the student cannot recognize his name and colors, he knows the alphabets from A to H. He needs assistance to write or read, and he does not draw in a steady direction. He knows the geometric shape of the circle only; he cannot distinguish the rest of the shapes. He does not draw in a steady direction. The child also has behavior and communication problems. He does not communicate with his teacher unless he needs cookies. If he is denied something, he becomes very aggressive. Furthermore, in public places and in the classroom, the child screams and cries very loudly when he wants to get certain things or wants to do a specific activity whether the thing is important or not. He has extremely aggressive behavior toward his peers and hits, bites, or kicks them.

Setting:

Sam studies at Lamar Elementary, which is in a middle-class community in Long Beach Unified School District, California, United States. The school is an urban public school serving 467 students in kindergarten through fifth grades. The school site currently has 6% Black, 58% White, 3% Filipino, 21% Hispanic, and 12% Asian. About 3.4% of the Lamar Elementary Schools students are English Language learners, and 9.6% of them are students with <https://assignbuster.com/the-behavior-of-a-nonverbal-student-with-autism/>

disabilities. While a majority of students at Lamar Elementary School come from middle socio-economic status backgrounds, a small number come from poor backgrounds. The percentage of students who are in the reduced price meals program is 17%. According to 2013 Adequate Yearly Progress (AYP) the Lamar Elementary School met 14 of 17 AYP criteria. In 2013, the school also earned API of 940, and the 2012-13 API Growth was -9.

Sam is enrolled in an instructed classroom in which routine and visual structure are provided. A new program called SUCCESS is applied in the classroom, and the classroom is divided into four areas: 1: 1, I. W. S., Group Area, and Small Group. In 1: 1 area, an Intensive Behavior Interventionists (IBI) works with the students on their individual behavior goals. The students at the Independent Work Station (I. W. S.) are assigned tasks that they already know how to do. Moreover, the goal is for the student to come to the station, sit down, go through the tasks, and do so all independently and without needing reminders to stay on task. At Group Area, the teacher does whole group activity at the table where the purpose is mostly acquiring social skills, such as learning to sit in a group, waiting for their turn, and staying attended to the task. The teacher works with his students to cover Early Literacy Skills Building, Math curriculum, Handwriting without Tears, and the students' IEP academic goals. Eight students are grouped for instructions based on behaviors and how the adults can best manage the students as well as their station. The overall classroom management has been more so based on behaviors of the individual students. In addition to their behavior support plans, the teacher uses token boards to reinforce desired/correct behaviors.