

OBSERVATIONS

Student 1.

General data

- Observation Date: October 15th, 2024
- Student Name (Optional): Santiago Cabrera
- Age: 12
- Specific Diagnosis: Autism Spectrum Disorder (ASD)
- School Grade: 5th
- Observation Setting: Regular bilingual classroom

Observation Areas

1. Social interaction

- Santiago initiates interactions with his peers primarily in Spanish, but shows interest in practicing English during games or guided activities.
- His interactions are mostly positive, showing greater willingness and enthusiasm when participating in activities that include English.
- Responds well to attempts at interaction from others, especially when approached in Spanish, but is open to interactions in English.
- He does not seek isolation; however, he shows a preference for activities or groups where more English is spoken.

- His peers are not always willing to follow his lead, as he still shows child-like behaviors, such as the use of toys and pretend play, and his classmates have different interests.

2. Communication and language

- His use of Spanish is fluent, with clarity and relevance; His English is developing, with basic phrases and simple structures.
- Non-verbal communication is adequate in both languages, using gestures and facial expressions to complement your communication in English.
- Understands and follows instructions in Spanish with ease and strives to understand and apply instructions in English.
- Expresses needs, desires, and feelings appropriately in Spanish and is learning to do so in English with basic vocabulary.

3. Behavior and Conduct

- Santiago displays minimal repetitive behaviors and they are less present when he is engaged in bilingual activities.
- Reactions to changes in routine are manageable, showing greater flexibility when anticipated or explained in Spanish.
- Disruptive behaviors are rare, and he shows self-control strategies, especially with visual supports and established routines, however he might get frustrated sometimes and feel in the need to step out of the classroom and walk around the school.

4. Cognition and Learning

- His attention and concentration are good during activities in Spanish and he shows interest and curiosity during lessons in English.
- Santiago's specific interests, such as dinosaurs, are used to motivate learning in both languages, showing enthusiasm for related vocabulary in English.
- Memory is strong in Spanish and he is developing skills to remember and use vocabulary and concepts in English.
- He tends to read a lot, specially about the topics he likes, such as dinosaurs.
- Demonstrates problem-solving skills in Spanish and is beginning to apply these in English contexts with visual and practical support.
- **In the bilingual learning environment**, it is crucial to observe how Santiago uses his strong foundation in Spanish to support his learning of English, showing progress and enthusiasm for second language acquisition. It is preferable to use specific interests to promote vocabulary and understanding of it in English.

5. **Motor and Sensory Skills**

- Coordinates well in both fine and gross motor activities, actively participating in sports and arts.
- Reacts to intense sensory stimuli by seeking quiet spaces or using headphones during noisy activities.
- Prefers soft textures and uses sensory adaptations in situations that require it, especially in more challenging contexts in English.

6. **Autonomy and Independence**

- He carries out daily activities independently, using visual lists to organize his tasks and transitions, especially useful in managing both languages.
- Shows initiative to begin tasks and projects, particularly those that involve their interests or are presented in English with visual support.

7. Adaptations and Supports

- They benefit significantly from visual and technological supports, which facilitate their understanding and participation in both languages.
- Curriculum adaptations that incorporate their interests increase their engagement and understanding, especially effective when new English vocabulary is introduced.
- Interaction with educational and therapeutic support staff is positive, fostering an inclusive and bilingual learning environment.

General comments

- **Student Strengths:** Good communication in Spanish, growing interest and participation in English, effective use of visual aids.
- **Areas for Development:** Deepen skills in English, emotional expression in a second language, adaptation to intense sensory stimuli.
- **Recommendations for Pedagogical Strategies:** Utilize Santiago's interest in specific topics to increase his English vocabulary, integrate sensory accommodations into the classroom, and provide structured opportunities for social interaction that foster his bilingualism and sensory coping.

Student 2.

General data

- Observation Date: October 15th, 2024
- Student Name (Optional): Maria José Carrera
- Age: 10
- Specific Diagnosis: Down Syndrome
- School Grade: 3rd
- Observation Setting: Regular bilingual classroom

Observation Areas

1. Social interaction

- o Friendly and outgoing; enjoys being close to her peers, especially if they have toys, dolls, or engaging materials.
- o Often initiates physical proximity with classmates (e.g., sitting close, holding hands) to show interest and connect, displaying affection and curiosity.
- o Responsive to peer interactions and gestures, smiling or clapping when engaged by classmates.

2. Communication and language

- Limited verbal communication; primarily uses facial expressions, gestures, and occasional vocalizations to express emotions or needs.
- Points or reaches towards objects or people to communicate interest or request participation.
- Understands simple instructions and visual cues but may require repeated prompts or demonstrations.
- Enjoys visual communication aids, such as picture cards or gestures, to enhance comprehension of classroom routines.

3. Behavior and Conduct

- Generally positive and cooperative, especially during structured activities and routines.
- Shows enthusiasm by clapping, smiling, or vocalizing when engaging in enjoyable activities or when her peers include her.
- Can become fidgety or distracted during longer activities, occasionally needing redirection to stay focused.
- He presents minimal repetitive behaviors, most noticeable when he feels anxious
- Responds well to praise and encouragement; positively affected by verbal or physical affirmation from the teacher or classmates.

4. Cognition and Learning

- Their attention is variable, being more focused on activities that capture their interest or are initially presented in Spanish.

- Sofia's specific interests, such as art and nature, are used to encourage her participation and learning in English.
- Demonstrates strong memory skills in Spanish, with an increasing ability to recall English vocabulary and concepts when they relate to his interests.
- His ability to solve problems is observed in both languages, although he benefits from concreteness and visual support in English.

5. Motor and Sensory Skills

- Follows simple instructions and routines with some prompting, especially when tasks are visually structured or broken into steps.
- Shows interest in hands-on and visually engaging activities (e.g., arts and crafts, blocks, toys), often staying focused for longer when these materials are involved.
- Learns through imitation; watches peers or the teacher closely before attempting an activity, suggesting she benefits from modeling.
- Requires additional time and repeated exposure to new concepts or vocabulary, as well as ongoing reinforcement.
- Maria shows signs of dyspraxia, as she often experiences difficulty with tasks that require fine or gross motor skills, such as writing, using utensils, riding a bike, or participating in sports. Her coordination, balance, and movement planning, can often be challenging.

6. Autonomy and Independence

- Manages some self-care tasks independently, such as eating by herself and opening her notebooks or school materials, showing a degree of independence with familiar routines.
- Requires assistance for certain tasks, like going to the bathroom and fixing her uniform, indicating that she may still need support for daily living skills in the classroom setting.
- Initiates simple, familiar tasks independently, such as joining in on activities she recognizes, but often looks to peers or adults for guidance with new or complex tasks.
- Shows resilience and effort to participate on her own in preferred activities, though she benefits from regular support and encouragement in other areas to reinforce independence.

7. Adaptations and Supports

- She benefits greatly from visual supports (e.g., picture schedules, visual cues) and curricular adaptations, which facilitate his understanding and participation in bilingual learning.
- Requires consistent prompts and modeling from the teacher or peers to fully participate in activities.
- Prefers structured and predictable activities, where routines are clear and tasks are repeated regularly.
- Assistance from peers and teacher enhances her ability to participate meaningfully in group tasks.

General comments

- Demonstrates joy in social and interactive contexts; thrives when included in group activities and shows affection towards her classmates.
- Responds well to inclusive and patient environments; shows noticeable enthusiasm and calmness in response to familiar faces, routines, and supportive interactions.
- Shows progress over time with repeated, routine activities, and benefits from consistent structure and reinforcement.
- Very motivated by peer interactions, toys, and sensory materials, which are effective incentives to keep her engaged and learning.
- Areas for Development: Although Maria is making progress in her learning process, she still benefits from a focus on expanding her vocabulary and fluency in this language. It would be beneficial to strengthen her coping strategies with changes in routine and the bilingual learning environment, as well as improve her ability to express complex emotions and needs in English.

Student 3.

General data

- Observation Date: October 15th, 2024
- Student Name (Optional): Geronimo Castaño
- Age: 10
- Specific Diagnosis: Autism Spectrum Disorder (ASD)
- School Grade: 4th
- Observation Setting: Regular bilingual classroom

Observation Areas

1. Social interaction

- Geronimo shows little to no interest in interacting with his classmates, especially in guided activities in English.
- Participates in interactions when activities are of interest to him. However, he prefers to observe his classmates from afar.

- He is receptive to attempts at interaction from both adults and children, with a marked preference for Spanish. However, he does not usually do visual contact with anyone.

2. Communication and language

- His communication is mostly non-verbal, using gestures and facial expressions to complement.
- Nonverbal communication is an important tool for Geronimo, especially when trying to communicate in English.
- Follows instructions more easily in Spanish and needs visual support or repetitions in English. For visual support, he has some cards pasted on his desk, to which he can signal, for instance when he has to go to the bathroom.

3. Behavior and Conduct

- He is very sensitive to strong auditory stimuli, preferring quieter environments or the use of hearing protectors at noisy times.
- He has specific preferences regarding the texture of materials, choosing those that are most comfortable for him, regardless of the language of instruction
- Shows reasonable adaptability to changes, although he prefers previously announced transitions, especially in his native language.
- He has specific routines that he prefers to follow, showing anxiety about unexpected changes, especially if these changes are communicated in English, which adds an extra layer of complexity.

- Exhibits some repetitive behaviors, such as lining up objects, especially during times of stress or uncertainty, rocking or turning small objects in his hands, particularly in stressful situations These behaviors are less frequent during activities that interest you.
- Could have some disruptive, aggressive behaviors in situations of high frustration or linguistic confusion.

4. Cognition and Learning

- Geronimo's concentration improves with activities that capture his interest, especially when he is presented with new content in the subjects.
- He uses his interest in animals to facilitate his learning processes, showing enthusiasm for acquiring related vocabulary.
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5. Motor and Sensory Skills

- Exhibits inadequate motor coordination, needs help to perform his daily actions.
- Geronimo shows sensitivity to intense sensory stimuli, preferring environments with moderate levels of noise and light.

6. Autonomy and Independence

- Utilizes visual reminders to organize his day.
- On his desk, he has the common commands cards pasted to his desk, as well as some petitions graphed.

7. Adaptations and Supports

- He benefits significantly from the use of visual and technological supports, which help him follow the class and participate actively, both in Spanish and English.

General comments

- **Student Strengths:** Geronimo shows great enthusiasm and a positive openness towards learning. His personal interests, such as animals, are effective catalysts for his participation and motivation in the bilingual classroom.
- **Areas for Development:** Build Geronimo's confidence in his communication skills and improve his adaptability to intense sensory stimuli.
- **Recommendations for Pedagogical Strategies:** Incorporate his interests to increase his motivation and participation. Use visual aids and repetition to facilitate their understanding and expression in the second language. Provide a learning environment that addresses their sensory needs to maximize their comfort and concentration.