

Observation Report

**BS in Middle/Secondary Mild/Moderate
Special Education**

EXAMPLE- TARGET

April 6, 2010

SPED 427

Observation Report (Artifact)

Date and Time of Observation:

On Thursday March 25th 2010 at 9:30am, the observation in the work place of Fred, (the students name has been changed for confidentiality and purpose for this paper) a students at the Cranston Transition Program, took place at the “Cookie Place Café” on 280 Washington Street in Providence, RI.

Description of the agency/school and the services being offered:

The Cranston Transition Program is a life skill program to help students with special needs meet educational, vocational, and career needs. This program is partnered with the Cranston Arc to provide students with job opportunities that coincide with the student’s abilities and interests. The program emphasizes on age appropriate activities related to functional life academics, daily living skills, and community, pre-vocational, and work site experiences. The purpose of the Cranston Transition Program (CTP) is to help students meet transition and life skill goals in preparation to leave school or age out at 21 years of age. Eligibility to enter this program determines if the student has completed all of the academic graduation requirements in high school. Students who enter this program are between the ages of 18 to 21. Students who attend this program had to have attended Cranston High School East or West. The students have the opportunity to participate in activities as a high school senior if they choose too.

The students at CTP access community resources such as RIPTA for transportation to and from work place settings. The Cranston School Department offers bus transportation to and from the school building. Office of Rehabilitation Services, ORS, is also a resource that the students have limited

support to. ORS provides the students with vocational evaluations in high school. While the students are in the Cranston Transition Program, ORS provides limited help to the students. It is the job of the teachers at CTP to connect the students with these services when they exit the program.

Students visit various work place settings such as Accucut, Ace Hardware, Walgreens, Sam's Club, The Cookie Place Café, Botanical Gardens, The Recycling Center, The Food Bank, and the Cranston Public library. There is also an in house business that the students manage to experience different work place and community settings selling and packaging goods. Current events are researched by looking for ads in the newspaper or online and sharing their ideas as a class. The LCCE and 10 Sigma are two methods used for curriculum. The 10 Sigma aids to writing goals and objectives for the students and the LCCE aids in teaching household and nutrition topics. Food Safety and Sanitation is a subject that is very important for the students to learn.

The students measure their own progress by completing several types of self assessments and evaluations. Examples of this include a vocational self evaluation checklist, an interview conducted with peers based on their workplace placement, an observation of the workplace checklist, and a self evaluation performance checklist. The evaluator uses informal assessments such as observations and checklists while the students are doing a particular task to make sure they are following procedure and acting appropriately. Notes from observations are taken and recorded to document the student's progress on the job. This information is kept and referred back to when determining the student's future job placements. A formal assessment used while the students are being evaluated by the job coach is an on-site assessment profile. This formal assessment includes evaluations on areas such as attendance and punctuality, appearance, work attitude and motivation, functioning skills, concentration, flexibility, and public relationships.

Description of the Student Being Observed:

Fred is a senior at Cranston High School West. He is twenty years of age and has been in the Cranston Transition Program for two years. Fred has autism. He was referred to CTP by his high school teacher at Cranston West High School. Now being nineteen and 10 months, Fred has had some formal work experiences at the Cookie Place Café bagging and making cookies. Although this is one of a few work place experiences that Fred has had, he expresses that he is determined to find the right place for him. Next year will be Fred's third year in the CTP. The goal for his teachers and himself, in the upcoming year, is to find the proper work place environment for his needs and wants. In addition to the Cookie Place Café, Fred has experienced working at the Rhode Island Food Bank, the Cranston Public Library, Botanical Gardens, and the newest placement at Sensational Child.

Fred lives at home with his parents. His major responsibilities at home include cleaning/organizing his room, sorting the laundry, and helping out with household chores. Fred is a funny and respectful individual. Sometimes, Fred becomes easily bored with tasks given to him which results in a negative attitude. It is evident that Fred can become frustrated on the topic of his future work plans but is focused on finding one that he enjoys the best. Fred does need to work on proper hygiene and appropriately communicating with individuals of the opposite sex. There are days when Fred does not shower or brush his teeth. Brushing his teeth is a skill that is worked on in class.

In the work place site observed, Fred has a few responsibilities in the workplace. He is in charge of bagging cookies for market and scooping cookies onto a cookie sheet. These tasks require certain skills and knowledge before completing. According to Fred's teacher, his strengths are in reading, writing, counting, following directions, cognitive functioning, and physical capability. He especially likes reading newspaper articles. The current events projects conducted in the classroom are his favorite. Fred has good relationships with his teachers and peers and the other workers at the café. He is very

verbal is expressing his thoughts and feelings. Fred is usually very literal when describing things out loud. Sometimes distractions defer Fred's attention away from the task he is working on. He is not afraid to ask for help or for a new task when he gets bored with the current task. The evaluator expressed that Fred is a great worker!

Description of the students' transition experience to date including activities that were undertaken to prepare for the current vocational experience:

Before entering the Cranston Transition Program, Fred did not have any formal transition experiences. Despite this, he does like to watch his mom cook and helps her out in the kitchen. When Fred was in the high school he participated in culinary. There, he had limited practice with making, buying, and selling of goods at a school store. When Fred entered the CTP, he was able to put his knowledge of these tasks to use through the in house business and classroom experiences. Prior to entering the workplace, Fred's teacher spoke with him about proper behavior, appropriate conducts, and positive ways of communication.

Besides the placement at the Cookie Place Café, Fred has had experiences at the Food Bank and Sensational Child Organization. Fred's teacher expressed that he works the best at his placement at the Food Bank. Fred's placement at the Sensational Child Organization in North Kingstown is new but one that he enjoys the best. At this placement, Fred helps deliver diapers to homes of individuals with disabilities. He works three hours a shift and gets paid minimum wage. Sensational Child is a place where individuals with autism and other disabilities are given opportunities to socially interact with the community in conjunction with practicing important work and life skills. Individuals can also experience valuable work placements through their vocational training program. Fred's teacher is currently looking into getting support from ORS to help enter Fred into the 6 week training program that allows him to be

trained to work in retail. This would broaden Fred's opportunities for employment at retail stores or places like Sensational Child.

Description of the vocational assessments conducted to date including formal and informal assessments, other work experiences, related course to current placement:

Fred was exposed to both formal and informal assessments during his evaluations at the Cranston Transition Program. His teacher, who is also his evaluator, conducts mostly informal assessments such as interviews with Fred and observations of Fred. Since Fred's teacher is his evaluator, she already knows who he is as a person. Therefore, the interview process involves her asking questions about his task and comfort in the workplace. When asked how he was doing with completing the bagging of the cookies, Fred answered, "Good, but my shoes are fitting to my feet like a glove." This indicated afterwards that Fred was tired of standing. Eventually, he asked if he could sit to finish the bagging. Fred's teacher's patient ways, aided to Fred's actions and behavior in the workplace. Since Fred can become impatient and bored with tasks, he tends to respond better to patient people.

The formal assessment used to evaluate Fred in the work place setting at the Cookie Place Café was the On-Site Assessment Profile sheet. The student did meet most of the requirements as "good" but got an "ok" in the area of following sanitary rules. Fred would often touch the chairs and tables with his gloves on his hands. Fred is well aware of the sanitation rules but needed to be reminded several times to change his gloves and that hi gloves should only touch the cookies.

Description of the instructional methods and materials being utilized to teach vocational skills in the current placement:

Fred learns many of the skills implemented in the work place in the classroom. General topics learned in the classroom reflect safety and sanitation, nutrition, use of a time card, money exchange,

managing a business, current events and making goods. More specific skills relating to Fred include use of appropriate communication with others and personal hygiene. In the classroom, Fred also learns personal skills such as how to communicate properly with people in the work place and work ethics such as attire, behavior, and punctuality. Utilizing public transportation on the RIPTA bus is something that was learned on the spot and developed as a routine. Fred is able to recognize land marks on the way to determine how far or close he is to the "Cookie Place Café". He knows what to do when a bus is missed and where to go to get onto the bus whether it is to the workplace or back to school.

Since the Cranston Transition Program follows the Cut Above approach, the students in this program started an in house business called Shack Attack. Fred has become familiar with a variety of job skills needed such as buying, selling and making goods. He and his classmates operate the Shack Attack station three times a week. He does not like that name of the business and wishes to hold a vote on a new name for it. He thinks it should be called the "Snack Cart".

Recently, Fred's class has been cooking and preparing foods for the adults in the building and the staff at Highland Elementary school. This operation called the "Corner Deli" is newly established. Lastly, Fred's class has also taken the responsibility of making sandwiches for Rhode Elementary school once a week. In addition, a tool used by the CTP is the Accucut die machine. This machine produces a wide variety of shapes, alphabet letters, numbers, and seasonal items. Fred and his classmates manufacture these items in large quantities for resale at the RI Recycling Center for Education. The students take orders from the center and produce the products. This operation started in May of last year and is a growing business. The teacher at the CTP hopes that the student produced catalog of the materials will help in publicizing the company to local Cranston elementary and secondary schools.

Reflection on the student's experiences and suggestions for improvement in transition assessment practices, vocational assessment practices and community based on instruction options for the student:

Fred has completed many hours in the work place related to the food industry and in retail. It is stated and recorded that Fred is able to complete skills for tasks due to his physical capabilities. Fred's strengths are holding the ability to follow directions, completing assigned tasks, and cooperating with peers/co-workers. At this point Fred has only had experiences in different industries but mostly the food industry. With this new placement at Sensational Child, my personal opinion is that Fred enjoys working in retail more than in the food industry. I would suggest for him to venture off into other areas in retail to see what setting he enjoys best. Formal and informal assessments should be used as a form of evaluation to see if Fred appropriately fits in the setting.

Overall, Fred is a good worker. He does enjoy working at the "Cookie Place Café" but it is not his favorite placement. He complains that the bagging of cookies is monotonous and his feet start to hurt from standing. These issues can be resolved for Fred by allowing him to sit while bagging the cookies or take short breaks. Fred can also be assigned to a variety of tasks to keep them from being repetitive. Fred has gotten some practice riding on the RIPTA bus and has a bus pass. Fred is going to have to work on finances such as budgeting money once he starts to get paid for work.

Identify areas of further training needed and relate to one or more of the LCCE competencies:

Before discussing areas of further training, Fred must first establish the importance of personal hygiene. (LCCE: 1-10-43) It is very important for Fred to learn and have good personal hygiene. Fred needs to learn the understanding of how important hygiene is at the workplace. Since Fred understands the concept of sanitation in the food industry, sanitation in content to personal hygiene can be explored in the classroom. Fred also expresses that he does not want to be alone in life. He would like to find a

girl friend and someday marry. Good personal hygiene will aid to help finding a girl friend or meeting people of the opposite sex.

Right now Fred uses the RIPTA bus as his means of transportation from his school to the “Cookie Place Café”. Even though Fred has memorized his route by routine, he may not recognize the route if he was to take the RIPTA bus from his house. Also, Fred’s teacher directs him on the bus and rides with him to the work place. Fred will need to learn how to retrieve and ride the bus independently. Once this is established Fred needs to become more familiar with the routes of the bus system to and from his home and surrounding areas so that transportation to the workplace will be possible after leaving school.

(LCCE: 3-9-39)

Once Fred establishes his work interests and finds a job, he will begin to make money. Fred is going to need to manage his money by allowing himself a savings and allowance. To manage his finances Fred will need to use bank services for his finances. Skills for this will need to be determined ahead of time before Fred enters the real world. Fred will need to determine his hourly rate and how many hours he will be working per week. Then Fred will be able to manage his finances according to how much he will need to save weekly and how much he can spend. (LCCE: 1-1-3, 6)

Reference an activity from the LCCE Curriculum or the Transition Curriculum to continue the development of critical transition and/or vocational skill(s) for the student observed:

Personal Hygiene is a very important skill that an individual needs to learn before exiting the transition program. With all of the goals Fred has set for himself, personal hygiene will determine if he is able to reach these opportunities. This lesson plan and activity will aid to learning and acquiring skills needed to understand the concepts of personal hygiene and why it is important. Fred will be able to determine what aspects of daily life routines connect to having good personal hygiene through the activity work sheet. The activity worksheet will resemble the checklist that Fred will use as a daily guide.

Fred will be encouraged to practice personal hygiene skills in order to find a girlfriend and to seek employment. (LCCE: 1-3-13)

Source: Life Centered Career Education, 2004, Arlington VA: The Council for Exceptional Children

Connect the suggested instructional activity to the RI Grade Level/ Grade Span Expectations:

OC–12–1 In oral communication, students demonstrate interactive listening by ...

- OC–12–1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)

Develop a sample IEP goal and objective for the skill area identified with method by which the goal is measured:

Annual goal: Fred will improve his personal hygiene skills by using a daily checklist.

Objectives:

- When Fred wakes up, he will look at his daily checklist 3 out of 4 times to make sure he followed the four procedures on his personal hygiene checklist before starting his day.
- When Fred wakes up, he will look at his daily checklist 2 out of 4 times to make sure he followed the four procedures on his personal hygiene checklist before starting his day.
- When Fred wakes up, he will look at his daily checklist 1 out of 4 times to make sure he followed the four procedures on his personal hygiene checklist before starting his day.
- When Fred wakes up, he will independently complete the four procedures on his personal hygiene checklist before starting his day.

Report Components	UNACCEPTABLE		ACCEPTABLE		EXEMPLARY
Descriptive Details of Observation					
Date/Time, descriptions of School/Agency, Student Community Observation	Descriptive details lacking or missing. Descriptions unclear, student not presented respectfully or objectively. 0	Some descriptive details included, not enough to clearly understand setting, student and situation. Student description relatively objective, technical details not clearly explained. 1 2	All descriptive details included; description draws a clear picture of the student and current situation. Student description objective, technical details explained. 3 4	All descriptive details included; concise description of student and current situation. Clear explanation of only important and relevant details. Student description objective and technical details clearly explained. 5	
Review of transition practices					
Transition Assessments, transition planning, vocational assessments and sequence of student's program from early planning to current placement(s)	Minimal review of evaluations (including vocational and transition evaluations) and transition planning. Shows some connection between evaluations and processes. Little evidence of a chronology of student's program . 0	Includes some review of evaluations (including vocational and transition evaluations) and transition planning. Minimally explains chronology of student's program, through to current situation . 1 2	Includes complete review of evaluations (including vocational and transition evaluations) and transition planning. Clearly explains chronology of student's program in concise narrative . Reflective on effective practices and detailed on relevant areas to student's program . 3 4	Includes complete review of evaluations (including vocational and transition evaluations) and transition planning. Clearly explains chronology of student's program in concise narrative . Reflective on effective practices, detailing relevant areas of student's program ; includes observations on areas for improvement. 5	
Review of transition related instructional practices					

<p>Review of instructional program and intervention to assist the student in meeting the transition goals</p>	<p>Minimal review of instruction related to student's transition goals.</p> <p style="text-align: center;">0</p>	<p>Includes some review of instructional intervention toward transition planning.</p> <p style="text-align: center;">1 2</p>	<p>Includes complete review of instructional program to address student's transition goals.</p> <p style="text-align: center;">3 4</p>	<p>Includes complete review of instructional program to address student's transition goals and is reflective on practices to improve the supports for achieving the transition goals.</p> <p style="text-align: center;">5</p>
<p>Total Page 1</p>				<p style="text-align: center;">15</p>
<p>Reflection</p>				
<p>Reflection of student observation with recommendations for improvement</p>	<p>Minimal reflection on student observation. Lack of detail of student's areas of need with comment on strategies for improvement.</p> <p style="text-align: center;">0</p>	<p>Includes some reflection on student observation. Minimal detail of student's areas of need and comment on strategies for improvement.</p> <p style="text-align: center;">1 2</p>	<p>Includes reflection on student observation. Provides some detail of student's areas of need and strategies for improvement.</p> <p style="text-align: center;">3 4</p>	<p>Includes comprehensive review of the student's areas of need with strategies for improvement.</p> <p style="text-align: center;">5</p>

Reference to LCCE and GLE/GSEs				
Connection between the student's areas of need and the LCCE and GLE/GSEs. Clear and relevant IEP goal and objectives. Lesson design to address area of need.	Lacks relevant details and connection to LCCE competencies and sub-competencies and GLE/GSEs. Little or no reference IEP goals and objectives. No or minimal lesson presented.	Minimal reference to LCCE competencies and sub-competencies and GLE/GSEs. Reference to IEP goal and objectives without detail. Lesson ideas suggested without adequate detail.	Reference to LCCE competencies and sub-competencies and GLE/GSEs is made with clear rationale to student need. IEP goal and objectives clear and connected to the student's needs. Lesson ideas suggested or attached with clear connection to student's need.	Detailed connection of the LCCE competencies and sub-competencies and GLE/GSEs to the student's area of need. IEP goal and objectives clear and measurable and related to student's area of need. Lesson provided with complete detail and related to student's area of need.
	0	1 2	3 4	5
Professionalism of the Paper				
Writing Mechanics And	<input type="checkbox"/> Writing skills require significant improvement 0	<input type="checkbox"/> Writing Skills require some improvement 1	<input type="checkbox"/> Good Writing Skills with few errors noted 2 3	<input type="checkbox"/> Excellent writing skills 4 5
	<input type="checkbox"/> Acronyms are not defined <input type="checkbox"/> Errors of format	<input type="checkbox"/> errors of spelling <input type="checkbox"/> Font is difficult to read	<input type="checkbox"/> errors of grammar <input type="checkbox"/> Headers not used	<input type="checkbox"/> non-professional language used <input type="checkbox"/> Pages not numbered <input type="checkbox"/> Not concisely worded <input type="checkbox"/> Ideas are difficult to follow in some areas
Presentation of Paper				

Standards: KNOWLEDGE: General Education, Human Learning & Development; Areas of Specialization/*Domain-Specific*, PEDAGOGY: Theory & Practice of Teaching & Learning, Assessment as an Aid to Practice/*PRACTICE: Reflective Problem-Solving, Professional Practice, DIVERSITY: Cultural & Multicultural Education, Special Needs & Inclusion/Individual & Cultural Differences* RIBTS: 2.7, 4.2, 7.2, 7.3, 7.4, 9.2

Name _____

Grade: 30 /30 – **EXEMPLARY**

██████████, Excellent paper. You provided good detail on the student and the current transition experience. Your observations were good and you made a strong connection to the areas of need, LCCE, GSEs, the lesson and the IEP. Good job.