Hannah Davis

Field Notes #1

February 17, 2013

Arrive at 8:40 am. G is working on a note for mom about how much he loves her. “Where is the send button.” Mrs. K is a reading specialist and either goes to classrooms of other groups or brings students in individually.

-G works on lesson 3 in workbook. He picks out words that Mrs. K reads and then and types them out: “where” “have” “girl” “give”

-New classroom. Some artwork on the walls from students, 3 computers, some toys/props, many binders with workbooks, stories & books.

-Point to word on paper; multiple choice: “sing,” then same word in different settings. “cake,” followed by a picture of the cake “which one is the cake?”

-At the end of session(30 minutes) , Mrs. K writes a short write-up for the parents and other teachers

 From what I’ve seen from parent/child interactions with children with autism, this could mean a lot to his mom. A type of ‘thinking’ that is social.

A lot of teaching/learning seems to be done in this type of ‘setting’- in a workbook or on a computer program

How long did it take for G to learn his words for this week? I remember G from last time and it could be that he has been working on the word cake for a year

Teachers focus is providing information for the rest of community around child. Relates to class last week.

Theme of the week is ‘mail.’ Between 9-930 some free time for organizing and getting ready for groups.

Mrs. K does one on ones in her room and groups in their classrooms or the library.

Music/Reading Class is a type of music therapy. Schedule- welcome, song, word of the week, reading story, goodbye- most in song!

First class in music/reading is really hectic. One student throwing chairs and flailing- teachers don’t seem to mind, just act quickly to get him under control and safely away from other students. I was taken aback

Other individuals are also uptight today- getting up, screaming, lying on the floor, etc.

Reading the Biography of Dr. Seuss with the older kids (all boys) in the library.

Mrs. K reads from book, then look through the binders and cut out pictures to put in their binders. Teachers sit around the table with students, Mrs. K stands and reads.

Work on binders and write names on front.

T comes from one on one time. Comes in excited and turns off the light and shuts the door- scares me!

He is fixated on Mrs. K’s glasses and continues calling her Doctor. Mrs. K says if he works until 1:05 he can get a break.

He also continues to say “come on T” many times.

Good time to write field notes

Easier for me to write notes during one on one time as opposed to group time.

The teachers move so quickly to get things under control- even before I know what is going on they have reacted to a child acting out.

They really like to read ‘Green Eggs and Ham’

Mrs. K is great with going with the flow- she answers all of T’s questions and reacts very calmly when he isn’t doing what he is supposed to do.

Fill in the blank and write in:

Pat can \_\_\_ in the sand (dig)

Mrs. K is really excited for him because he is doing a great job reading.

Actual working only lasts in 5-minute spurts with many breaks.

T works on writing an email to his friend. If T bangs on keyboard, he can’t do ‘Edmark,’ his computer game. Email to his friend is useful to practice typing skills and social skills. He writes to S- his friend from another class.

Mrs. K wonders why keyboards are made of capital letters- because it confuses kids when they are trying to learn how to type.

“spelling in 2 minutes T”- giving plenty of warning and sticking to a schedule. “We have two things done, and two more things to do before Edmark”

Spelling practice- “am, at, tap”

“You aren’t thinking because I know you know your letter sounds”

Edmark computer game is used to learn directions, spelling and reading.

Mrs. K gives a lot of encouragement but also knows their reading levels and expects a lot.

Wonder how the brain works- does learning and working work best for everyone in short spurts?

“thinking” about being social, teaching these sorts of skills.

\*Schedules are important at this school.

Knows her students well.