

ARTICLE

## **A case study of a 1-to-1, TA-led, push-in, ASD Intervention for Grade 8 Students in an International School in Hong Kong**

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### **Abstract**

This case study investigates a 1-to-1, teaching assistant-led, push-in intervention for Grade 8 students with Autism Spectrum Disorder (ASD) in an International School in Hong Kong. The research question focuses on the intervention's effectiveness in improving language skills and enhancing task understanding for students with ASD. Data collection includes semi-structured interviews, classroom observations, and assessment data. Findings indicate positive outcomes in language skill improvement for Grade 8 students with ASD through the intervention. Implications highlight the importance of addressing specific challenges, such as perspective understanding, conversational skills, sensory overload, and social interaction. The study underscores the significance of inclusive education and the school's responsibility in ensuring academic and social success for students with ASD. Recommendations include hiring additional Inclusive Education Specialist (IES) staff, increasing intervention sessions, and offering professional development for all teachers.

### **Introduction**

This case study will investigate a language intervention put in place to aid students on the Autism Spectrum Disorder (the acronym ASD used from here). The investigation will explore the efficacy of this intervention, the benefits and disadvantages and will conclude why this method was chosen.

Students can receive additional support via medical diagnosis, self-referral, or teacher referral. Teachers use internal assessments and classroom observations to identify students with ASD symptoms, followed up by an Inclusive Education Specialist (IES) joining for classroom observations to see if the student might be displaying symptoms of ASD.

The intervention takes place in the classroom, with the class, twice a week. The students are aged 13-14. A lesson's duration is forty minutes, but double lessons are common. The intervention uses the same class materials as everyone else but the IES will help with tasks through beneficial structured and predictable aid (Sellman 2012). The aim of the intervention is to assist students in keeping up with work and assist with task understanding.

The intervention school is a fee-paying International School in Hong Kong that caters to Early Years Learners through Grade 12. The school follows the Ontario curriculum with an emphasis on STEM and technological integration. The school has a diverse student body, including students from India, Japan, and the UK.

The intervention is a push-in run by a teaching specialist with collaboration from the classroom teacher. The specialist(s) have varying degrees of qualifications. The school has 3 IES for grades 6-12.

The school follows the Hong Kong Education Bureau policies and the Ontario Ministry of Education mandates around student safeguarding, inclusivity and SEN requirements. The OSSD defines their approach to SEN as (OSSD, 2022) 'a plan containing specific objectives and an outline of the educational services that meet the needs of the exceptional pupil.'

This case study will focus on students with ASD in grade 8 in their English lessons. ASD is a unique disorder which has a plethora of symptoms, from not understanding other perspectives, to what students do to self-regulate behaviour (Quill 2002). ASD students can struggle with conversational skills, thus they can lack

connectivity and societal lessons (Kauffman 2014). Sufferers can also react to sensory overload or appear unresponsive (Jones et al., 2010). It is important to acknowledge that ASD can lead to challenging behaviour but this behaviour shouldn't be confused as the core issue (Donahue and Crassons, 2020).

These implications can lead to underachieving, a lack of social skills and interaction and demotivation (Ranson et.al 2014). Schools have a responsibility to make sure students do not (Roberts et.al 2022) 'fail to successfully participate and achieve'.

This case study will explore three data streams, two semi-structured interviews, classroom observations and assessment data from before and during the intervention to answer the core research question; How effective is a 1-on-1, TA-led, push-in, ASD intervention for Grade 8 students in improving their language skills in an International School in Hong Kong. This research will explore multiple areas of literature; the efficacy of a case study as a valid method of research, why an intervention is necessary, case study research into similar interventions with some being Hong Kong specific and finally explore the merits of the 1-to-1 push-in modality.

## **Literature review**

### **Why have an intervention?**

Effective communication skills are critical for social and academic success, and this is especially true for children with Autism Spectrum Disorder (ASD), who often experience significant difficulties in this area (Kasari et al., 2011). Communication deficits are a core feature of ASD, and interventions that specifically target language and social communication skills have been shown to be effective in improving the functioning of children with ASD (National Research Council, 2001). In fact, language and social communication interventions are considered the most effective treatments for children with ASD and have been shown to improve academic engagement, participation, and achievement, as well as social interaction and relationships (Leyfer et al., 2006). Given the importance of communication skills for both social and academic success, language interventions at school are essential for ensuring that children with ASD are able to reach their full potential and achieve positive long-term outcomes. Mundy (1993) further described that students with ASD can also suffer with depression and concentration problems.

### **1-to-1 interventions**

There is a branch of academic findings that suggest that 1-to-1 language interventions may be more effective than group interventions for improving language and social communication skills in children with Autism Spectrum Disorder (ASD) (Schertz et al., 2013). Specifically, individualised language interventions that focus on joint attention, mediated learning strategies, and behavioural approaches have been found to be particularly effective for younger children with ASD (Yoder & Stone, 2006). These findings suggest that personalised and tailored interventions may be necessary to address the specific needs and learning styles of individual children with ASD in order to achieve more desirable academic achievements (Vismara & Rogers, 2010).

However, there is previous literature that argues on the contrary, suggesting that while 1-to-1 language interventions can be effective in improving specific language and communication skills for many children with ASD, they may not be sufficient for addressing the complex social challenges and academic demands that secondary school students with ASD face (Wong et al., 2015). In addition, these interventions can be resource-intensive, time-consuming, and difficult to generalise to other settings, which may limit their overall effectiveness in improving academic achievement or social functioning. Therefore, group interventions may be necessary to provide students with opportunities to practise social communication skills in a more naturalistic and reciprocal setting, and to achieve broader improvements in academic and social outcomes (Kasari et al., 2014).

## **TA-led interventions**

Teaching assistants (TAs) can provide more individualised and intensive support than teachers in supporting students with Autism Spectrum Disorder (ASD), according to studies (Logan, 2006). TAs may have specialised training and experience working with ASD students, making them better equipped to provide a higher level of support (Cullen et al. 2020). Leaving ASD student support solely to teachers in the classroom may not meet the needs of all students. This is further supported by Simpson's findings (2019) that the demands of providing appropriate support for students with ASD can be challenging for teachers, leading to emotions such as frustration, stress, and burnout. Teachers may also experience a sense of guilt regarding the potential neglect of other students in the classroom, which can cause tension and conflict among students and between teachers and parents. TAs can be critical in providing individualised support, facilitating social interactions, and improving academic outcomes. However, appropriate training and support for TAs are crucial for the effective delivery of interventions (Kasari & Smith, 2013). Students with ASD require individualised and intensive support, and TAs can be particularly effective in reducing anxiety, facilitating social interactions, and improving academic outcomes (Humphrey & Lewis, 2008). Students value the individualised attention and support they receive from TAs.

One theory that may be attributed to the success of the TA model for delivering interventions to ASD students could be the lack of training offered to teachers in the classroom. While the prevalence of Autism Spectrum Disorder (ASD) is on the rise, (Zager et al., 2017) research indicates that teachers in secondary schools may not possess the necessary specialised knowledge and skills required to effectively support students with ASD. This lack of training can be a source of frustration and stress for both students and teachers, resulting in missed opportunities for learning and socialisation (Deckers et al., 2014). This literature is further supported by the research conducted by Conn (2019) that found while teachers identify as strong educators they lack expertise in the ASD field. Also to note that a further drawback may be the limitations that TAs face in access to curriculum change, teacher's ultimately choose lesson content and at times this may create challenges for TAs (Ford, 2012).

Lastly, (Symes & Humphrey, 2011) research has found that students who are assigned a teaching assistant (TA) may experience academic underperformance, reduced attention from their teachers, and social isolation from their peers. These findings are further supported by the notion that those ASD students under a TA's supervision can be over reliant on their help and development of their self-regulatory skills can suffer (Gillespie-Lynch et al., 2017). Also of note are Blatchford's (Blatchford et al. 2009) findings that those students receiving TA support can lead to reduced attention from the teacher.

## **Push-in vs Pull-out**

Push-in language interventions are often used to provide language support to English language learners in a secondary school context. This type of intervention involves a language specialist or a language support teacher working with students within their regular English class, providing support during regular classroom activities or co-teaching with the classroom teacher. Research has shown that a push-in service delivery model can be particularly effective for promoting inclusion and academic success of students with ASD in the general education setting (Barton, 2016). By embedding interventions within the natural classroom environment, students with ASD can receive instruction and support that is more closely aligned with the general education curriculum (Odom et al., 2009). This can increase opportunities for social interaction and peer engagement, as well as promote generalisation of skills across settings (Hannes et al., 2017). By providing instruction and support within the regular classroom environment, push-in models can also provide greater opportunities for practice and feedback, which can further support the academic and social success of students with ASD. This can be supported by previous research (Rea et al. 2002) that compared the academic outcomes of two grade 8 focus groups, the group that received push-in support outperformed the pull-out group.

Research suggests that some special education students may require separate environments for instruction, individualised teaching approaches, limited distractions, and a more supportive community. Self-contained classrooms are often recommended for students with disabilities as they provide a more protective environment and offer a sense of belonging and safety. A seven-year qualitative study by Causton-Theoharis

et al. (2011) evaluated the experiences of students with disabilities in self-contained classrooms and found that these settings serve as their own supportive community and cannot be replicated in a mixed-ability, general education classroom. The study also revealed that the self-contained classroom was always purposefully designed to create a supportive community. Wilson et. al, (2011) have suggested that special education is a service and not a place, and these findings support the idea that self-contained classrooms are a necessary service for some students with disabilities that require a more protective and supportive environment.

### **Techniques for supporting ASD students**

There are several techniques that can be effective for supporting students with ASD in the classroom. Scaffolding is one such technique that can help bridge the gap between a student's current level of functioning and the expectations of the classroom (Hume et. al 2009). By breaking tasks down into manageable steps and providing support and feedback, students can develop new skills and strategies. Establishing routines can also be helpful, as it provides predictability and structure that can reduce anxiety, improve comprehension, and foster independence (Denning and Moody 2013). Finally, using personalised rewards can be a powerful tool for motivating students with ASD, establishing clear expectations, and gradually phasing out the need for rewards as desired behaviours become more natural (Koegel et al., 2013).

### **Previous research done in Hong Kong**

Previous research in Hong Kong specifically about TA-led push-in interventions have found push-in language support and TA-led interventions to be effective in enhancing language and communication skills in students with ASD, promoting social interactions and generalisation of language skills (Chung et al 2019).

Collaboration between TAs, teachers, and support staff can facilitate individualised support and inclusion for students with ASD, reducing stigma and promoting social communication and language development (Wong and Wong 2016).

However, the lack of resources and support for individuals with ASD and their families in Hong Kong remains a significant challenge despite growing awareness of the condition. This may hinder access to diagnosis, intervention, and education, creating difficulties in their social and emotional development. (Cheung & Yeung, 2021). In Hong Kong, the cultural value of conformity can be a barrier for individuals with ASD to fit in and be accepted by their peers, leading to social isolation and exclusion. This can have a detrimental impact on their mental health and well-being. (He et al., 2018).

## **Methodology**

### **Case study**

A case study is a reliable and popular methodology used to conduct academic research on an occurrence in a real-world situation (Baxter & Jack, 2015). A case study has been conducted here as multiple data streams were involved in order to offer a more comprehensive understanding of the language intervention in place. A case study is a popular methodology for educational research as the model is adaptable. It can be used for a variety of instances whether that be groups, individuals, policies, teaching methods or whole schools (Merriam & Tisdell, 2016).

Case studies offer detailed and adaptable data collection methods using a mix of qualitative and quantitative approaches (Cohen et al., 2018). They are commonly used in social science and can describe or explain complex phenomena with numerous variables (Watts, 2007; Flyvbjerg, 2006; Bell & Waters, 2014).

Case studies can be limited by contextual dependence, making it difficult to extrapolate their findings (Brown, 2008). They can also be expensive and time-consuming, leading to an emphasis on more cost-effective methods (Cohen et al., 2018). In language interventions for ASD, immaterial or relevant variables such as motivation or learning methods may impact the findings (Gass & Mackey, 2017). Additionally, research bias can occur as the researcher is often integrated into the institution being studied (Petersen et al., 2018).

For this case study, a male grade 8 student who is not a native English speaker was selected as the sole participant. The choice was based on the fact that he consistently received IES support, as per the recommendation of education professionals at the school, and was one of the few ASD students with a medical diagnosis. The seating plan can be found in the appendices.

This case study will use a mixed-method approach to collect quantitative and qualitative data. Non-verbal communication may be affected by the optional use of masks due to the lifting of COVID-19 restrictions in Hong Kong as of June 2023. The study has received approval from The University of Sunderland and will comply with the BERA 2018 guidelines. Both education professionals have agreed to be interviewed.

As Cohen (et. al 2018) suggest validity for quantitative can come in the form of consistent and predictable data. As for qualitative data (Ayr et.al 2002;Flick 2009) it has been characterised that qualitative validity can come in the form of a typical setting that is rich in social and cultural description.

### **Assessment data**

Assessment data will be collected twice in this case study. The first round will use the average score from grade 7 summative assessments conducted at the beginning of the school year (September 2022). The second round will use the most recent score as grade 8 concludes. Although one summative assessment will not be available at round 2, it is not expected to affect the outcome. Assessment data is a useful method of collecting numerical data, but it has limitations. These include potential errors in marking and factors such as the social/emotional state of the student or teacher, test conditions, lack of scaffolding, and question readability/complexity, which can impact the accuracy of data collection for ASD students (Cohen et al., 2018).

### **Observations**

Second, this case study will use four unstructured observations, observations have been chosen as they pair well with interviews, as interviews only give information and what is perceived to happen, observations can show what actually happened (Nisbet and Watt 1978). Two observation sessions are of the intervention taking place, two of the students alone in class. These will be once weekly. Unstructured observations are being used as the research question is already clearly outlined and thus the purpose is clear (Bell 2005). Observations will take place once a week and observations will take place in a passive manner, the research will not intrude or become part of the intervention. Notes will be taken and interpreted for themes. Observations can be subjective, biased and not precise (Cohen et. al 2018). In spite of its drawbacks, observations can give valuable data which can analyse human actions (Bell 2005:May 2001).

### **Interviews**

Interviews have advantages over questionnaires in terms of adaptability and the ability to recognize tone of voice, facial expressions, and hesitations (Bell 2005). However, they can be time-consuming, likened to a fishing trip (Wiseman & Aron 1972). This research will use 10 core questions to probe for useful insights and follow-up questions will be asked based on the participant's perspective. Yin (2014) recommends using open-ended questions in semi-structured interviews to allow for detailed follow-up questions. I will interview the class teacher and the IES support on the same day, separately without them conversing.

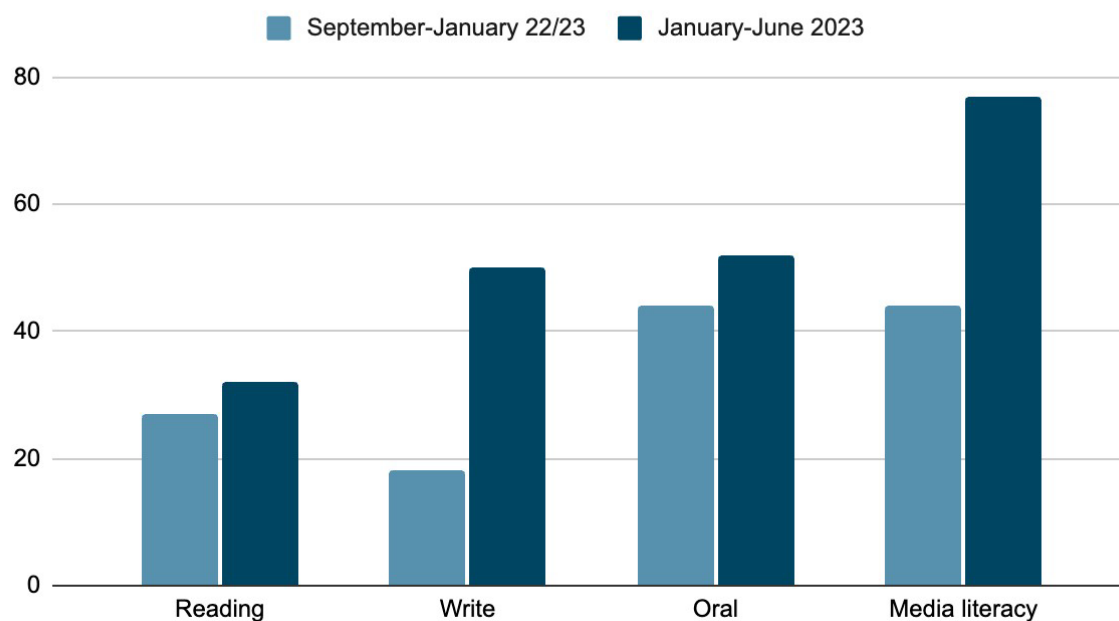
Triangulation is essential in a case study of ASD language intervention as it helps to increase the validity and reliability of the data. By using multiple methods such as observations, semi-structured interviews, and assessment data, researchers can cross-check the consistency of the results obtained. This approach can help to reduce any potential biases and provide a more comprehensive understanding of the intervention's effectiveness. Laws et al., (2003) point out that using multiple methods to view the same thing from different perspectives, known as triangulation, can confirm or challenge the findings of one method with those of another, leading to a more comprehensive understanding of the topic being studied.

## Data collection (results)

### Assessment Data

	September-January 22/23	January-June 2023
Reading	27	32
Write	18	50
Oral	44	52
Media literacy	44	77

### September-January 22/23 and January-June 2023

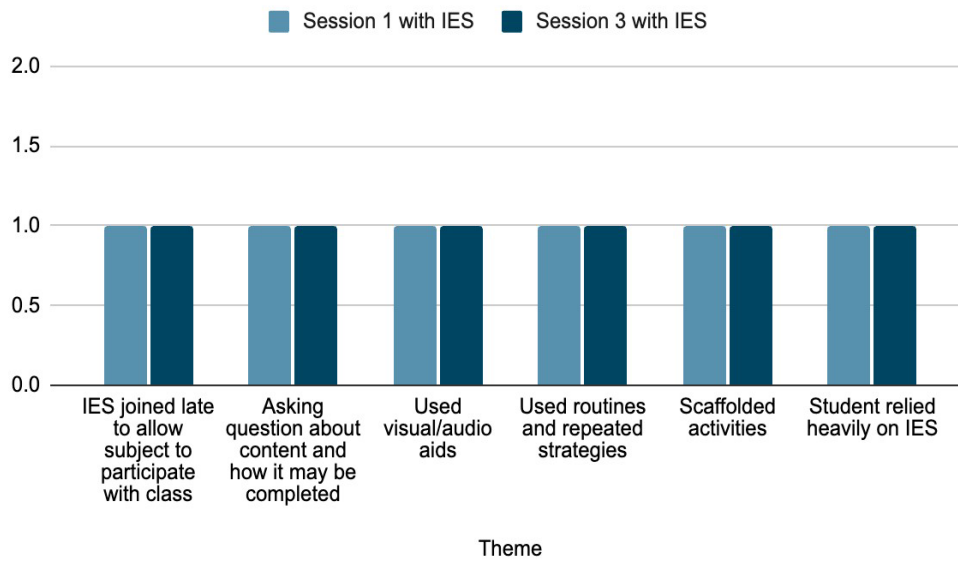


Data was collected from the teachers' existing records and compiled into a table. The data in the left side of the column is from term one when the student was not yet receiving IES support. The data in the column on the right was to the present day, May 2023. Teachers mark students in four main categories inline with the OSSD curriculum. The student has made progress in each area, some more significant than others.

### Observation Field Notes

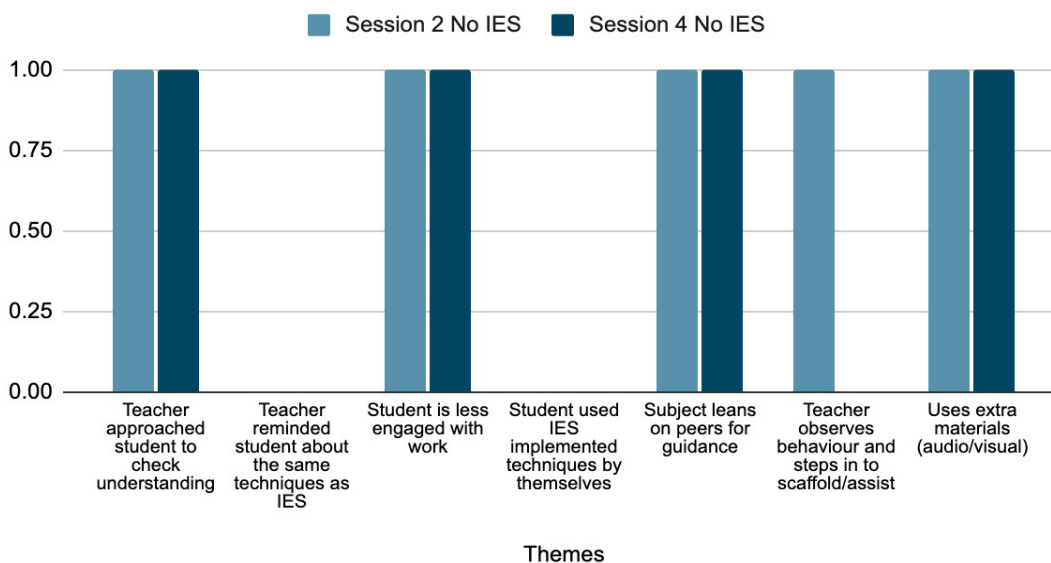
Theme	Session 1 with IES	Session 3 with IES
IES joined late to allow subject to participate with class	1	1
Asking question about content and how it may be completed	1	1
Used visual/audio aids	1	1
Used routines and repeated strategies	1	1
Scaffolded activities	1	1
Student relied heavily on IES	1	1

## Session 1 with IES and Session 3 with IES



Themes	Session 2 No IES	Session 4 No IES
Teacher approached student to check understanding	1	1
Teacher reminded student about the same techniques as IES	0	0
Student is less engaged with work	1	1
Student used IES implemented techniques by themselves	0	0
Subject leans on peers for guidance	1	1
Teacher observes behaviour and steps in to scaffold/assist	1	0
Uses extra materials (audio/visual)	1	1

## Session 2 No IES and Session 4 No IES



The first two tables and graphs focus on two push-in interventions using unstructured observations. A score of one indicates the appearance of a theme in that session. The results suggest that a consistent formula is followed, with emphasis on repetition.

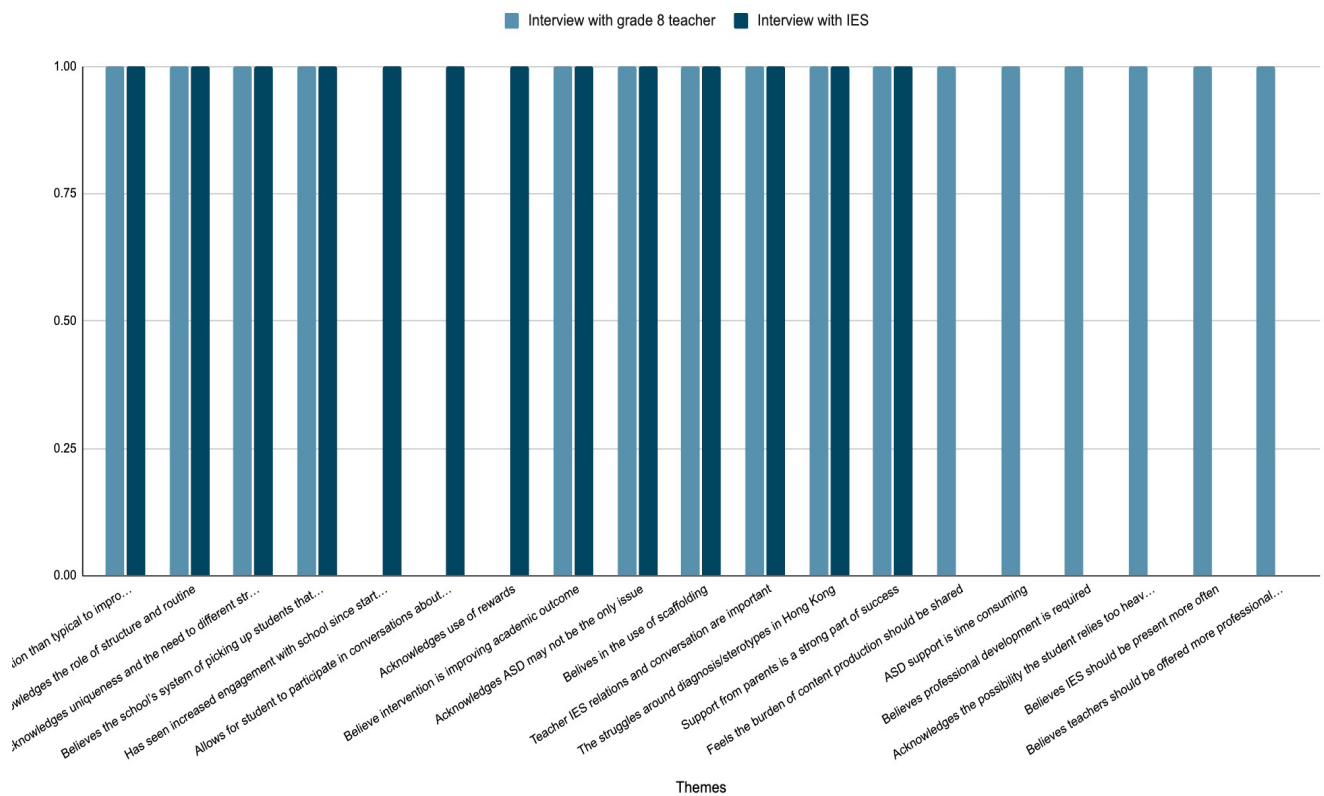
The second set of tables and graphs are from observations when the push-in intervention is not taking place. The data highlights inconsistencies in the student's engagement with the IES absent, with less use of the strategies learned and reliance on peers. The class teacher also provides inconsistent support.

### Interviews

Themes	Interview with grade 8 teacher	Interview with IES
Talk about giving more information than typical to improve understanding	1	1
Acknowledges the role of structure and routine	1	1
Acknowledges uniqueness and the need to use different strategies	1	1
Believes the school's system of picking up students that need help is comprehensive	1	1
Has seen increased engagement with school since starting the intervention	0	1
Allows for student to participate in conversations about how things will be done	0	1
Acknowledges use of rewards	0	1
Believe intervention is improving academic outcome	1	1
Acknowledges ASD may not be the only issue	1	1
Believes in the use of scaffolding	1	1
Teacher IES relations and conversation are important	1	1
The struggles around diagnosis/stereotypes in Hong Kong	1	1
Support from parents is a strong part of success	1	1
Feels the burden of content production should be shared	1	0
ASD support is time consuming	1	0
Believes professional development is required	1	1

Themes	Interview with grade 8 teacher	Interview with IES
Acknowledges the possibility the student relies too heavily on IES	1	0
Believes IES should be present more often	1	0
Believes teachers should be offered more professional development	1	0

Interview with grade 8 teacher and Interview with IES



The second table and graph display themes from two interviews conducted with the grade 8 teacher and IES support. Both agree on approaches, methods, and the importance of the teacher-IES relationship. They also acknowledge the student's improvement and the need for parental support. Challenges include stereotypes in Hong Kong.

The IES believed that engagement of the subject had increased during the intervention, saw the benefit of a rewards system and commented on the value of their communication being a two way street. The grade 8 teacher did not believe the students' engagement to be consistent.

The Grade 8 teacher from their perspectives raised themes around professional development, subjects over-reliance on the intervention and the time consuming nature of interventions. These themes did not arise when interviewing the IES.

## Analysis

Having collated data from various sources they converge to acknowledge that the language intervention for the subject is necessary. From the interviews with both members of staff and from observations the data shows that the student is able to communicate successfully and their use of language is reaching a more proficient level. This is supported by the literature from the National Research Council (2001) and Leyfer (et al., 2006) who state that interventions are necessary for improving the students' social well-being in the school and participation in education.

All three streams of data suggest that the student is improving due to the intervention. The students' summative data shows an increase in all areas of academic life, this is further supported by both interviewees acknowledging that the intervention is having a positive impact on scores. This suggests that the Intervention being TA-led and therefore specialised has supported the literature (Kasari & Smith, 2013) (Humphrey & Lewis, 2008) that intensive support can improve academic outcomes.

From the observation and interview themes we can see that the student is still a part of the classroom community. The IES not arriving immediately at the start of the lesson and students' social interactions (see appendix 4). This is supported by Barton (2016) who suggests push-in as a method for promoting inclusion. This pairs nicely back to the assessment data that a push-in intervention is further supported by Odom (et al 2009) who highlights the importance of ASD students studying the same content. Rea's (et.al 2002) study also showed that push-in students performed better than push-out students. The assessment data would seem to support that also.

Both interviewees in their interviews acknowledged the importance of the teacher/IES relationship which is supported by Hong Kong specific research into TA-led, push-in language interventions by Wong & Wong (2016). However it can be interpreted that this relationship isn't without its drawback, the teacher in their interview noted that they believe the IES members should play a bigger role in content creation which suggests that Conn's (2019) findings that teachers do not see themselves as experts are correct.

From the observations, the findings go against the literature (Symes & Humphrey, 2011) that found students receiving support from an IES go through social isolation. This may be because of changing attitudes or a positive school culture.

The use of scaffolding and routine was seen as necessary and successful by both interviews and observation data. The observations with the IES present showed a consistent use of routine with communication, comprehension checking and education strategies like adaptive learning methods. While the class teacher may not have been observed always doing these things, they did acknowledge their importance in their interview. These approaches are supported by previous literature (Hume et. al 2009; Denning and Moody 2013). While the IES spoke of the use of rewards in their practice, none were observed.

The assessment data does show limited improvement in the student oral assessment which suggests that while the students' communication skills have benefited from the intervention (Vismara & Rogers, 2010; Schertz et al., 2013; Wong et al., 2015) that seems limited to private, social interactions. This could be due to (Mundy 1993) ASD subjects suffering with concentration issues. Kasari (et al., 2014) suggests that maybe a pull-out intervention where similar subjects can practise in a more reciprocal setting.

From observations where the IES was not present and the interview with the teacher, learning techniques taught to the student are not implemented independently both streams concluded. This is supported by literature (Gillespie-Lynch et al., 2017) that concludes students receiving intensive support from the IES don't develop self-regulatory skills. Both of the data streams also found that the student was over reliant on the IES and interestingly some peers even seemed to act as the IES at times. This is supported by previous literature (Symes & Humphrey, 2011; Gillespie-Lynch et al., 2017) that students receiving TA-led interventions become over reliant on external help. However, behaviour surrounding ASD subjects should not be confused as the main issue (Donahue, K. and Crassons, K.2020).

Both interviewees noted the challenges around diagnosis and ASD stigma in Hong Kong. This topic came up naturally with the IES which influenced the second interview with the teacher (Yin 2014). The topic of

stigma in Hong Kong was previously brought up (He et al., 2018) and while I did not see any at student level it is interesting both brought it up at a societal level.

Interestingly, the teacher brought up some of the limitations of this intervention in their interview and their personal concerns. One theme was around the lack of funding the school has going into hiring IES staff and how overburdened they are. This is supported by other Hong Kong research (Cheung & Yeung, 2021), perhaps suggesting again that the stigma around ASD has meant it is yet to receive sufficient attention. Also in their interview the teacher acknowledged that teachers are not ASD experts and they generally would benefit from further training. Research (Zager et al., 2017; Deckers et al., 2014) would support that claim, teachers rarely receive specialist training once in employment and perhaps the TA-model therefore is the only viable one.

In summary, and with references to the literature on ASD language interventions, the findings from assessment data, observations and interviews show that TA-led, push-in interventions in this Hong Kong Secondary school is effective overall in supporting grade 8 students who were not engaging and performing well in school.

## Conclusion

In conclusion, this research benefited most from the two interviews that were conducted, as there were an interesting number of overlapping themes while both had some unique takes also. This case study found that the intervention is working well but the school would benefit from hiring more IES staff and students having more sessions with those staff. The teachers and the class as a whole would benefit from all teachers receiving professional development on how to best meet the needs of ASD students. The school should look into offering both pull-out and push-in interventions and produce a proper framework of learning and techniques that both the teachers and IES staff can communicate around.

As a previous case study into TA-led push-in interventions in Hong Kong found (Chung et al 2019) they are successful and meet the needs of students overall. As for recommendations for future research, a case study that uses more participants over a long period of time may produce more deep and transferable data.

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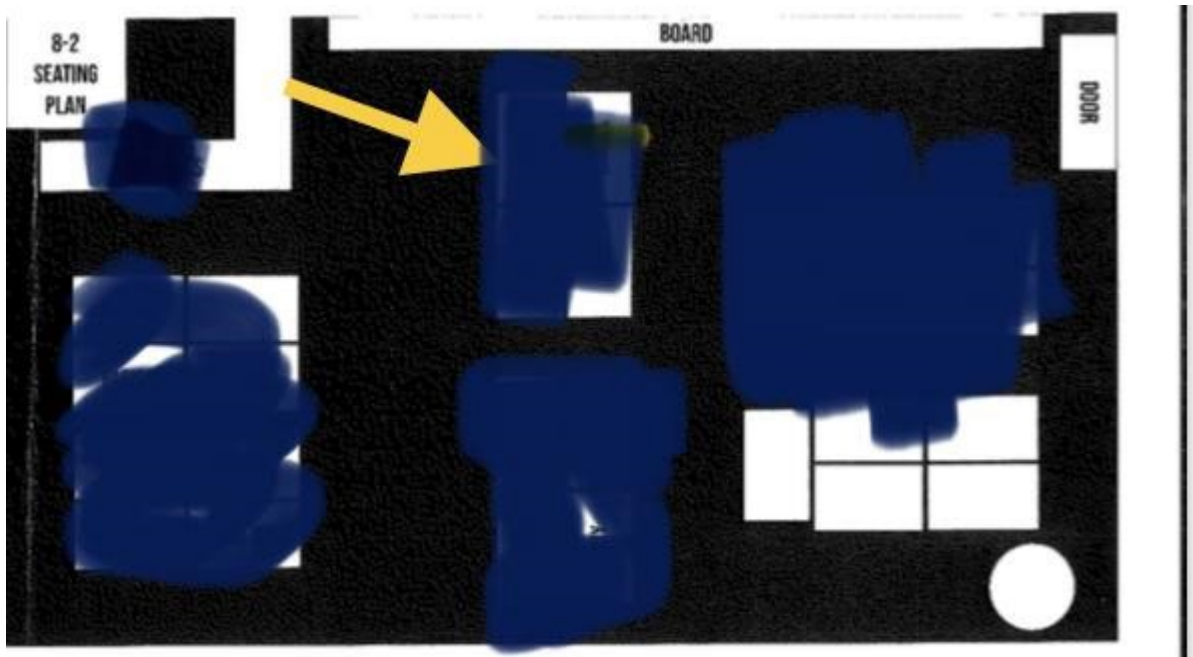
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## Appendices

### Appendix 1: Interview Questions

1. Can you tell me about the language intervention that was implemented for students with ASD in your classroom?
2. How did you identify the students who would benefit from the intervention?
3. How did the language intervention impact the students' participation and engagement in classroom activities?
4. What strategies were used during the intervention to support the language development of students with ASD?
5. How did the language intervention impact the academic progress of students with ASD?
6. What challenges did you face in implementing the language intervention, and how did you address these challenges?
7. What was the role of the IES in the language intervention, and how did they support the students with ASD in the classroom?
8. How did you involve the parents or guardians of the students with ASD in the language intervention?
9. What were your perceptions of the effectiveness of the language intervention, and what evidence did you use to support these perceptions?
10. What recommendations do you have for other teachers who may be implementing a similar language intervention for students with ASD?

### Appendix 2: Seating plan for student's class



### Appendix 3: Assessment data for subject

	Sept-Jan	Jan-June
	Term 1	Term 2
Read	27	32
Write	18	50
Oral	44	52
Media	44	77

### Appendix 4: Unstructured observation notes

2<sup>nd</sup> April  
 Observation session 1. w/IES

- IES joined 3 minutes into the lesson to allow student to settle and join peers in listening to teacher's opening.
- IES sat at table with subject (and other students) and asked what the task for today was, (they already knew).
- How're we going to do this?
- Used visual + audio aids
- I know that teacher and IES met and discussed lesson content.
- Spoke of routine about making notes of character and key events (reviewed previous).
- Student relied heavily on IES prompts.
- Scaffolding questions as comprehension check.
- Student distracted by peers slightly.

- Teacher checked with student once.  
 - Seems to have better relations with IES.

9<sup>th</sup> April  
 Observation 2. mo/IES

- Teacher asked student if they understood today's task and if they could help, student declined.
- Teacher didn't mention the note taking system that the IES did.
- Student seemed less engaged.
- Didn't use initiative to use tools previously observed.
- Peer group was leaned on heavily by subject, peer acting like IES?
- Teacher noticed and gave now, next instructions with time limits.
- Student used audiobook.

16<sup>th</sup> April  
 Observation 3. with IES

- IES entered the class as before and sat with student.
- Student was unclear what today's task was. "How can we work together to find out?" (co-operative)
- Student decided to check to make sure and previous work after IES listed these as outcomes.
- Student seems to be comfortable communicating with IES more than teacher.
- I noticed the teacher observing student/IES interactions but didn't join.
- IES encourage notes of key details.

23<sup>rd</sup> April

Observation 4 no IES

- Student seemed to know what the lesson content was, used initiative to open open lesson objectives slide.
- Student communicates with peers well.
- Didn't seem to understand content of book, didn't use notes from previous lesson.
- I observed a peer explaining the chapter to him
- Didn't use audiobook
- I walked past at one stage and saw little work produced 75% through lesson.