Teacher Interview
This interview was with Mr. Teach, Austin's health/physical education teacher at 4th period. Mr. Teach states that he has known Austin for about 6 months. He states that Austin has limited joint attention and use of facial expressions towards others. Mr. Teach states that Austin demonstrates difficulty relating to people, objects and events. Austin has significant vulnerability and safety issues due to social naivete. Mr.Teach states that Austin prefers isolated or solitary activities. He states that Austin misinterprets others' behaviors and social cues.

Mr. Teach states that Austin is able to interact with his peers, but he feels that Austin is looked at as a little sibling by some of his peers. He states that Austin does not respond appropriately to social cues and does not always display appropriate expressions. Mr. Teach states that Austin acts very immature for his age and is not taken seriously by his peers. Austin will holds a conversation if it is on a topic that interests him, he loses interest quickly if it is something that he does not find interesting. Austin misses cues such as if he is talking too much and the listener is bored or he will cut people off in a conversation and change the subject if it is something that does not interest him. Mr. Teach states that Austin talks sometimes like a small child and his peers treat him like he is a small child.

Mr. Teach states that Austin can demonstrate resistance to change or transition of an activity. He at times will over react or under react to sensory stimuli. Mr. Teach states that he believes that Austin understands classroom rules, but will tend to ignore some. He states that Austin will sleep through his class often. Mr. Teach states that Austin needs to have new rules or directions repeated more than once. He states that Austin has a very short attention span and often refuses to work. He feels that Austin does not want to be here at the Mesabi Academy and wishes he was at home. Mr.Teach states that he feels that one on one help is best suited for Austin, although Austin will try to take advantage at times and will want the teacher to do the work rather than try to do it himself.

Teacher Interview
This interview was with Mrs. Spec, Austin's Title I teacher at 3rd period. Mrs. Spec states that Austin has limited joint attention, does not show or bring things to others to indicate interest in activity, demonstrates difficulty relating to people, objects and events, gross impairment in ability to make and keep friends and has significant vulnerability and safety issues due to social naivete. She states that Austin may appear to prefer isolated or solitary activities and misinterprets others' behaviors and social cues.

Mrs. Spec states that Austin often chooses to put his head down and not interact

with peers and staff. She states that he shows intense facial expressions at times that are inappropriate. Mrs.Spec states that he does not have friends and that his peers will often tell him to stop talking or go away. She states that Austin is socially awkward and says inappropriate things. Mrs Spec states that Austin shows impairment in communication by demonstrating the following: using others' hand or body as a tool, limited understanding and use of nonverbal communication skills such as gestures, facial expressions, or tone of voice and odd production of speech, including intonation, volume, rhythm or rate.

Mrs. Spec states that Austin would rather avoid interacting with his peers. She states that Austin appears to talk at you rather than with you and misses cues such as the listener is not interested. Mrs. Spec states that Austin demonstrates the qualitative impairment on the following characteristics: demonstrates distress or resistance to change in activity and overreaction or under-reaction to sensory stimuli. She states that the student does not demonstrate motivation or interest while in class. Mrs. Spec states that Austin often feels he is being violated and wrongly accused.

Mrs. Spec states that she does not note Austin having repetitive behavior such as rocking, counting or spinning. She states that Austin has difficulty with transitions even when prompts are used. Mrs. Spec states that Austin needs directions repeated often and that he shuts down easily without one on one attention. Mrs. Spec states that she feels Austin would greatly benefit with the help of a one on one paraprofessional.