

10/21/2019: 3.1: On Monday, my instructor and I visited a 7 year old boy at school. Upon our arrival, the school secretary informed us that he was autistic and asked if his aid could join him. Per policy, we are required to speak to the child alone. However, since the secretary insisted, my instructor and I felt it would be best if his aid accompanied him. This proved to be the best decision. This young boy had difficulty concentrating and sitting still. Since he wasn't familiar with us, he was reluctant to make eye contact much less speak to us directly. It quickly became clear that this whole situation made him very uncomfortable and his aid ended up answering most of our questions. Since she is with him for the entire day, she was able to give us valuable information pertaining to his behavior and potential factors that might be disrupting it. I was able to recognize an overlooked need of a diverse population within my agency: autistic children. DCS employees are not taught how to effectively engage and interview them. Although DCS employees with certain backgrounds might be familiar with the characteristics of autistic children, how to effectively interview them is not part of DCS employee training. Since children with both behavioral and intellectual disabilities are children we see quite frequently, I think that incorporating some kind of training on how to effectively interact with them would be of great benefit. I plan to discuss this with my supervisor during weekly supervision.