

## ABSTRACT

OBSERVATIONS ON THE ON-TASK ACTIVITIES,  
SELF-SELECTED ACTIVITIES, AND SOCIAL  
INTERACTIONS OF A CHILD WITH DOWN SYNDROME  
IN A NON-CATEGORICAL PRESCHOOL.

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A child with Down Syndrome in a non-categorical preschool was observed to determine the extent to which her on-task activities, her self selected activities and her social interactions were such as to make her placement in the preschool environment disadvantageous to her. These were the areas of functioning that the literature on educational provision in mainstream settings suggest as potentially problematic.

The child's activities and relationships in the preschool were observed then videotaped during a three month period. The records

of observation and the tapes were then continuously reviewed to determine the extent to which the trends identified in the literature were manifested.

The child's performance of tasks was not significantly below that of her age appropriate peers. Her self-selected activities were more reflective of her response to conditions in the immediate environment rather than the innate predisposition of Down Syndrome as identified by the literature. Her social interactions reflected a range of relationships of different emotional intensity - from bonding with the teacher assistant, to friendships, to casual contact.

The implications of the case for educational provision for children with mental retardation in preschool settings are discussed.