



SOLS Breakout Packet

Workshop Handout

Information in this handout should not be copied without permission from Star Autism Support. This handout is to be accompanied with a live training; it is not intended to be a stand-alone document.

Lesson Sets

Primary

	Natural Communication	Receptive and Expressive Language	Functional Academics	Engaging in Diverse Activities
A1	Initial requesting <ol style="list-style-type: none"> Increasing sounds Requesting with sounds Requesting using imitation Requesting using spontaneous words 	Modeling, matching, and responding to basic safety instructions <ol style="list-style-type: none"> Modeling object use Modeling motor actions Matching similar objects Basic safety instructions: walking Basic safety instructions: come when called 	Matching <ol style="list-style-type: none"> Matching colors and shapes Matching numbers Matching letters 	Basic play skills <ol style="list-style-type: none"> Initial play: turn taking
A2		Learning about nouns <ol style="list-style-type: none"> Matching similar pictures Matching objects to similar pictures Identifying functional objects Identifying functional pictures 	Beginning functional academics <ol style="list-style-type: none"> Identifying colors and shapes Beginning to draw with a marker 	
A3	Beginning requesting <ol style="list-style-type: none"> Requesting using spontaneous words (expanded) Requesting using "I want X" 	Beginning vocabulary <ol style="list-style-type: none"> Identifying and labeling functional nouns Body concepts Recognizing familiar people and naming people Identifying and labeling functional verbs 	Beginning math <ol style="list-style-type: none"> Counting functional objects (1-10) Identifying and labeling numbers (1-10) Matching objects to numbers (1-10) Counting groups of objects (1-10) 	Play imitation <ol style="list-style-type: none"> Initial play: imitation Following multiple imitations during play
B1		Following directions <ol style="list-style-type: none"> Following one-step directions Following two-step directions Finding items when requested 	Beginning reading <ol style="list-style-type: none"> Identifying and labeling alphabet letters Recognizing first name 	

Lesson Sets

Primary

	Natural Communication	Receptive and Expressive Language	Functional Academics	Engaging in Diverse Activities
B2	Intermediate requesting <ol style="list-style-type: none"> 1. Requesting in a variety of ways 2. Requesting in a variety of ways (expanded) 	Information ordering and understanding 1 <ol style="list-style-type: none"> 1. Building vocabulary and expressive nouns 2. Grouping items by name 3. Understanding and describing 3-part picture sequences 	Beginning writing <ol style="list-style-type: none"> 1. Drawing lines and shapes 2. Drawing a picture 	Play directions <ol style="list-style-type: none"> 1. Following play directions 2. Following multiple-step play directions
B3		Book use <ol style="list-style-type: none"> 1. Identifying items in a book and describing functional items in a book 2. Identifying and describing multiple functional items in a book 	Intermediate math <ol style="list-style-type: none"> 1. Counting from memory (1-30) 2. Identifying and labeling numbers (11-30) 3. Counting groups of objects (expanded) 	
C1	Intermediate play communication <ol style="list-style-type: none"> 1. Describing Play 2. Describing play (expanded) 	Social communication <ol style="list-style-type: none"> 1. Recognizing and naming emotions 2. Labeling people's actions 	Intermediate reading <ol style="list-style-type: none"> 1. Matching word to picture 2. Matching word to picture (expanded) 	Playing with others <ol style="list-style-type: none"> 1. Playing with teacher and caregiver 2. Playing with adult and peer
C2		Advanced language concepts 1 <ol style="list-style-type: none"> 1. Identifying and labeling functions of objects 2. Identifying and describing locations with prepositions 3. Identifying adjectives and describing size, shape, and differences 	Intermediate writing <ol style="list-style-type: none"> 1. Tracing lines, name, and numbers 2. Copying words 	
C3		Information ordering and understanding 2 <ol style="list-style-type: none"> 1. Identifying the order of items 2. Understanding and describing a 4-part functional picture sequence 	Advanced math 1 <ol style="list-style-type: none"> 1. Math manipulative concepts 2. Adding 1-digit numbers 3. Subtracting 1-digit numbers 	

	Natural Communication	Receptive and Expressive Language	Functional Academics	Engaging in Diverse Activities
C4	Advanced play communication <ol style="list-style-type: none"> 1. Responding to questions (what, who, how many) 2. Expanded use of language concepts 	Advanced language concepts 2 <ol style="list-style-type: none"> 1. Identifying and describing opposites 2. Identifying possessives and labeling pronouns 	Advanced reading <ol style="list-style-type: none"> 1. Identifying and labeling letter sounds 2. Identifying and labeling written words 3. Reading a simple book 	Play variety <ol style="list-style-type: none"> 1. Play in a variety of ways 2. Play with peers and share toys 3. Pretend play with peers
C5		Answering questions <ol style="list-style-type: none"> 1. Answering personal and safety questions 2. Answering personal safety questions (expanded) 3. Answering yes and no questions 	Advanced writing <ol style="list-style-type: none"> 1. Writing words from dictation 2. Writing a short story from memory 3. Drawing a picture to express ideas 	
C6		Understanding and asking questions <ol style="list-style-type: none"> 1. Discriminating of questions 2. Describing when actions occurred 3. Describing prior activities 4. Commenting about items and actions 5. Asking questions 	Advanced math 2 <ol style="list-style-type: none"> 1. Money concepts 2. Time concepts 3. Sequencing patterns (3) 	

	Receptive and Expressive Language	Functional Academics
A1	<p>Imitation, matching, and safety commands</p> <ol style="list-style-type: none"> 1. Modeling object use 2. Modeling motor actions 3. Matching similar objects 4. Responding to basic safety instructions: walking 5. Using sounds or partial words to make a request 	<p>Matching</p> <ol style="list-style-type: none"> 1. Matching numbers 2. Matching survival signs and other symbols 3. Matching letters
A2	<p>Learning about nouns</p> <ol style="list-style-type: none"> 1. Matching similar pictures 2. Matching objects to similar pictures 3. Identifying functional objects 4. Identifying functional pictures 5. Verbal imitation of functional words 	<p>Beginning functional academics</p> <ol style="list-style-type: none"> 1. Identifying colors and shapes 2. Finding locations with pictures
A3	<p>Beginning vocabulary</p> <ol style="list-style-type: none"> 1. Identifying and labeling functional nouns 2. Recognizing familiar people and naming people 3. Identifying and labeling functional verbs 4. Requesting using spontaneous words 	<p>Beginning math</p> <ol style="list-style-type: none"> 1. Counting functional objects (1-10) 2. Differentiating between numbers and labeling numbers (1-10) 3. Matching objects to numbers (1-10) 4. Understanding sets of objects
B1	<p>Following directions</p> <ol style="list-style-type: none"> 1. Following one-step directions 2. Following one-step directions (Expanded) 3. Following two-step directions 4. Using pictures to obtain objects 5. Requesting using phrases 	<p>Beginning reading</p> <ol style="list-style-type: none"> 1. Identifying and labeling alphabet letters 2. Recognizing first and last name 3. Matching words to pictures

	Receptive and Expressive Language	Functional Academics
B2	Information ordering and understanding 1 <ol style="list-style-type: none"> 1. Building vocabulary and expressive vocabulary 2. Understanding an icon-based daily schedule 3. Grouping items by name 4. Understanding and describing functional picture sequencing 5. Using various words and phrases to make a request 	Beginning writing <ol style="list-style-type: none"> 1. Picking-up, open and learning to mark 2. Tracing lines, shapes, and name 3. Copying name
B3	Verbs <ol style="list-style-type: none"> 1. Identifying and labeling verbs (expanded) 2. Understanding verbs in context 3. Using various words and phrases to make a request (expanded) 	Intermediate math <ol style="list-style-type: none"> 1. Counting from memory (1-30) 2. Identifying and naming numbers (11-30) 3. Counting various groups of functional objects and matching to numbers
C1	Social communication <ol style="list-style-type: none"> 1. Identifying and naming emotions 2. Understanding social rules 3. Demonstrating appropriate social behavior 	Intermediate reading <ol style="list-style-type: none"> 1. Matching words to pictures (expanded) 2. Identifying and describing functional items in a book or manual 3. Identifying and describing multiple functional items in a book or manual
C2	Advanced language concepts 1 <ol style="list-style-type: none"> 1. Identifying and labeling the function of objects and community members 2. Understanding prepositions in context and using prepositions to describe locations 	Intermediate writing <ol style="list-style-type: none"> 1. Typing words 2. Tracing and copying words
C3	Information ordering and understanding 2 <ol style="list-style-type: none"> 1. Following two-step directions (expanded) 2. Identifying the order of items 3. Understanding and describing 4-part sequence activities using pictures 	Advanced math 1 <ol style="list-style-type: none"> 1. Understanding math manipulative concepts 2. Adding 1-digit numbers 3. Subtracting 1-digit numbers

Lesson Sets

Secondary

	Receptive and Expressive Language	Functional Academics
C4	Advanced language concepts 2 <ol style="list-style-type: none"> Understanding adjectives in context and using adjectives to describe size, shape, and differences Using possessives in context 	Advanced reading <ol style="list-style-type: none"> Identifying and labeling letter sounds Reading a simple set of instructions Understanding sight words on a daily schedule
C5	Answering questions <ol style="list-style-type: none"> Answering personal questions Answering personal questions (expanded) Answering yes and no questions 	Advanced writing <ol style="list-style-type: none"> Writing from dictation Writing a note
C6	Understanding and asking questions <ol style="list-style-type: none"> Answering questions about objects, people, and activities Describing when actions occurred Describing prior activities Commenting about items and actions Asking simple questions 	Advanced math 2 <ol style="list-style-type: none"> Identifying and labeling money Understanding the value of money Telling time Sequencing patterns

Strand B1: Teaching Time

Language – Following Directions

Materials (at home):	Provided materials:	Additional materials (if available):
<ul style="list-style-type: none"> Reinforcers Token board (optional) Common items used in the household 	<ul style="list-style-type: none"> Strand B1 lesson plan Strand B1 REEL Data collection sheet 	

Goal: The student will follow one- or two-step directions and find items when requested.

Progression of skills:

Work on each phase until the student meets the criteria for mastery, and then move on to the next phase.

Phase 1: Following one-step directions

Target skill goal: The student will follow 5 one-step directions needed during functional routines in one location by responding to a verbal request to “X [direction]” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Following two-step directions

Target skill goal: The student will follow 5 two-step directions needed during functional routines by responding to the verbal request to “X [direction] and Y [direction]” in 90% of trials across 2 consecutive weekly probes.

Phase 3: Finding items when requested

Target skill goal: The student will find 5 items in specific locations needed during functional routines by responding to the cue “go to X [location] and get Y [item]” in 90% of trials across 2 consecutive weekly probes.

Embedded skills:

During this lesson, continue to work on embedded skills such as attending and social communication (see the teacher guide for more information).

Notes:

- The caregiver will provide direct instruction with guidance and coaching from the teacher. If the student is able to attend to instruction from the teacher, modify the following lesson plan accordingly.
- See the teacher guide regarding errorless learning if the student has challenges with a specific language concept.

Phases 1 and 2: Following one-step directions and following two-step directions

- Explain the activity using the following script to coach the caregiver:
 - “We are going to work on following one-step and/or two-step directions. You will give the student a one-step direction like ‘stand up’ or a two-step direction like ‘give me the book and sit down.’”
 - “Say, ‘X [direction]’ (i.e. ‘Stand up’) or say, ‘X [direction] and Y [direction]’ (i.e. ‘Give me the book and sit down’).”
- If the student responds correctly, direct the caregiver to label the action and provide reinforcement (i.e. “Standing up! Good job! Here is your [reinforcer]”).
- If the student responds incorrectly or does not respond, direct the caregiver to:
 - Repeat the cue “X [direction]” one time (i.e. “Stand up”).
 - Help the student perform the action and provide social praise.
 - Try again without prompting.

Strand B1: Teaching Time

Language – Following Directions

Phase 3: Finding items when requested

Note: With the caregiver, select locations and items that are helpful to the student and household. Before beginning, guide the caregiver to place common objects in familiar locations.

1. Explain the activity using the following script to coach the caregiver:
 - a. “We are going to work on following directions to locate an item.”
 - b. “Say, ‘Go to X [location] and get Y [item]’ (i.e. ‘Go to the kitchen and get cup’).”
2. If the student responds correctly, direct the caregiver to label the location and item and provide reinforcement (i.e. “Going to kitchen and getting cup! Good job! Here is your [reinforcer]”).
3. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “go to X [location] and get Y [item]” (i.e. “Go to the kitchen and get cup”).
 - b. Walk with the student and help them perform the actions and provide social praise.
 - c. Try again without prompting.

Suggested directions to use in this lesson:

Phase 1

1. Sit down
2. Stand up
3. Clap hands
4. Stack blocks
5. Open book

Phase 2

1. Stand up and give me a high five
2. Sit down and clap your hands
3. Pick up the block and put it in the cup
4. Get the book and open it
5. Get the container and put the lid on it

Phase 3

1. Go to the kitchen and get a cup
2. Go to the bathroom and get your toothbrush
3. Go to the closet and get your shoes
4. Go to the table and get a pencil
5. Go to your bedroom and get a toy [name a specific item]

Strand B1: Teaching Time

Language – Following Directions

Materials (at home):	Provided materials:
<ul style="list-style-type: none"> • Reinforcers • Token board (optional) • Common items used in the household • Preferred toys or activity options 	<ul style="list-style-type: none"> • Strand B1 lesson plan • Strand B1 REEL • Data collection sheet

Goal: The student will follow one- and two-step directions, use pictures to obtain objects, make requests using phrases, and reject items using “no X.”

Progression of skills:

Work on each phase until the student meets the criteria for mastery, and then move onto the next phase.

Phase 1: Following one-step directions

Target skill goal: The student will follow 5 one-step directions needed during functional routines in one location by responding to a verbal request to “X [direction]” in 90% of trials across 2 consecutive weekly probes.

Phase 2: Following one-step directions (expanded)

Target skill goal: The student will follow 5 additional one-step directions needed during functional routines in one location by responding to a verbal request to “X [direction]” in 90% of trials across 2 consecutive weekly probes.

Phase 3: Following two-step directions

Target skill goal: The student will follow 5 two-step directions needed during functional routines by responding to the verbal request to “X [action] and Y [direction]” in 90% of trials across 2 consecutive weekly probes.

Phase 4: Using pictures to obtain objects

Target skill goal: The student will use 5 pictures to obtain objects needed during functional routines by finding the correct object when given the cue “get X [object]” and presented with a picture of the object in 90% of trials across 2 consecutive weekly probes.

Phase 5: Requesting using phrases

Target skill goal: The student will request 10 items using phrases by stating (verbally or with an augmentative communication system) “I want X” or “No X” when a desired or undesired item is presented in 90% of trials across 2 consecutive weekly probes.

Embedded skills:

During this lesson, continue to work on embedded skills such as attending and social communication (see the teacher guide for more information).

Notes:

1. The caregiver will provide direct instruction with guidance and coaching from the teacher. If the student is able to attend to instruction from the teacher, modify the following lesson plan accordingly.
2. See the teacher guide regarding errorless learning if the student has challenges with a specific language concept.

Phases 1-3: Following one-step directions and following two-step directions

Note: Choose one- or two-step directions that the student uses during functional routines.

1. Explain the activity using the following script to coach the caregiver:
 - a. “We are going to work on following one-step and/or two-step directions. You will give the student a one-step direction like ‘stand up’ or a two-step direction like ‘give me the book and sit down.’”

Strand B1: Teaching Time

Language – Following Directions

- b. “Say, ‘X [direction]’ (i.e. ‘Stand up’) or say, ‘X [direction] and Y [direction]’ (i.e. ‘Give me the book and sit down’).”
2. If the student responds correctly, direct the caregiver to label the action and provide reinforcement (i.e. “Standing up! Good job! Here is your [reinforcer].”)
3. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “X [direction]” one time (i.e. Stand up).
 - b. Help the student perform the action and provide social praise.
 - c. Try again without prompting.

Phase 4: Using pictures to obtain objects

Note: Place the following items in their corresponding locations in the house: fork (kitchen), toothbrush (bathroom), shoes (closet), pencil (on table), book (bedroom).

1. When the student is attending to the screen, direct the caregiver to say, “Get X [item on screen]” (e.g. “Get fork”).
2. If the student gets the correct item from the location, direct the caregiver to label the item and provide reinforcement (i.e. “Fork. Good job! Here is your [reinforcer].”)
3. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “get X [object]” one time.
 - b. Walk with the student and help them perform the action and provide social praise.
 - c. Try again without prompting.

Phase 5: Requesting using phrases

Note: The caregiver will provide preferred items for this lesson.

1. Tell the caregiver to hold up a preferred item in front of the student but out of reach.
2. When the student is attending to the item, say, “What do you want?”
3. If the student responds correctly by saying, “I want X [item],” label the item and provide reinforcement (e.g. “iPad. Good job! Here is your [reinforcer].”)
4. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “what do you want?” one time.
 - b. Immediately say the phrase “I want X”) and wait for the student to imitate (e.g. “What do you want? I want iPad!”). Then provide social praise.
 - c. Try again without prompting.
5. If the student continues to get the correct answer, try using non preferred items to encourage student to say, “No X [item].”
6. If the student continues to get correct responses, coach the caregiver to increase the number of objects to a field of 3-5.
7. During the activity, remind the caregiver to select different targets on the top row and to randomly rotate objects on the bottom row. The bottom row should have no more than five items at one time.

Phase 4: Basic safety commands

1. Explain the activity by saying, “The purpose of this lesson is to teach your student to follow basic safety instructions that will be needed when out in the community or in an emergency.”
2. Begin instruction:
 - a. “You will start by standing next to the student and holding a reinforcer.”
 - b. “When your student is attending say, ‘X [walk with me].’”
 - c. “If the student responds correctly by following the command, say the name of the command and provide immediate reinforcement. For example, say, ‘Walking with me. Good job!’ and provide immediate reinforcement.”
 - d. “If the student responds incorrectly or does not respond:
 - i. Repeat the command ‘X [walk with me]’ one time.

Strand B1: Teaching Time

Language – Following Directions

- e. “If the student responds correctly by following the command, say the name of the command and provide immediate reinforcement. For example, say, ‘Walking with me. Good job!’ and provide immediate reinforcement.”
 - f. “If the student responds incorrectly or does not respond:
 - i. Repeat the command X [walk with me]’ one time.
 - ii. Assist the student with following the command and provide social praise.
 - iii. Try again without prompting.”
 - g. “You will be providing all the cues, prompting the student, and giving them reinforcement. I will coach you and tell you exactly what to do.”
 - h. “Do you have any questions? Let’s get started.”
3. As the student responds correctly, add in additional commands (e.g. stop, wait, etc.) or change the location of instruction.

Phase 5: Making requests using sound or partial words

Note: The caregiver will supply 1-3 preferred items and provide all the cues for this lesson. Prior to starting, choose items that the student shows preference for (i.e. items identified in the Reinforcement Inventory).

1. Explain the activity, by saying, “The purpose of this activity is to teach the student to request an item using sounds or partial words.”
2. Begin instruction:
 - a. “Hold the preferred item out of reach and label the item using one, simple word.”
 - b. “When the student communicates with a sound or partial word, give them the preferred item or activity that they want.”
 - c. “If the student doesn’t say anything, say the name of the item and wait for the student to respond before giving them access to the item.”
 - d. “If the student does not repeat the sound or word, tell the student what to do using a previously learned skill. For example, say, ‘Look at me,’ and provide access to the item. If needed, try holding the item up by your eyes to increase eye contact.”
 - e. “You will be providing all the cues, prompting the student, and giving them reinforcement. I will coach you and tell you exactly what to do.”
 - f. “Do you have any questions? Let’s get started.”
3. As the student responds correctly, coach the caregiver to gradually increase the preferred items the student is requesting.

Suggested directions to use for this lesson:

<p>Phase 1</p> <ol style="list-style-type: none"> 1. Sit down 2. Stand up 3. Take out 4. Put away 5. Open book 	<p>Phase 2</p> <ol style="list-style-type: none"> 1. Pick up 2. Go to X [location] 3. Get X [item] 4. Open 5. Close 	<p>Phase 3</p> <ol style="list-style-type: none"> 1. Stand up and give me the headphones 2. Sit down and pick up pencil 3. Get the book and open it 4. Get the container and put the lid on it 5. Get the X [item] and turn it on
<p>Phase 4:</p> <ol style="list-style-type: none"> 1. Get fork 2. Get toothbrush 3. Get shoes 4. Get pencil 5. Get book 	<p>Phase 5</p> <ol style="list-style-type: none"> 1. Activities/preferred items 2. Food 3. Sensory items 	

SOLS Quick Guide Checklist

Activity	Completed	To-do	Action Plan
1 Complete the Strand Selection Guide on identified students. Optionally, fill out the skills assessment in order to collect baseline data			
2 Review lesson plans based on strand selection for each identified student. Download lesson plans to have them easily accessible during instruction.			
3 Create the REEL for your identified students based on the strand selection guide. Review REEL prior to instruction.			
4 Determine which reinforcement system will be most effective for each student.			
5 Create a daily schedule to accommodate in-person and/or remote learning opportunities. See E-scheduler.			
6 Identify a visual or written schedule for each student. to use at home. See Home Supports.			
7 Identify additional materials needed for each student. Include visual strips, behavior supports, and Independent Work Activities.			
8 Review the SOLS Pre-Session Checklist and schedule time to contact caregivers to discuss remote learning.			



Teaching During COVID-19

Safe and Healthy Classroom Action Plan

School: _____ Teacher: _____ Classroom: _____ Date of plan: _____

Establishing a safe and healthy classroom environment is a crucial component of teaching during the COVID-19 crisis. Use the considerations below to create an action plan for in-class instruction. Consider the following resources as you complete your action plan: public health guidance from state and local health authorities, guidance from your state's education department, and operational guidelines provided by your district and administrators.

General Health Precautions		
Complete?	Considerations	Action Plan
<input type="checkbox"/>	Increased hand-washing Implement measures for frequent washing with soap and water and/or alcohol-based hand sanitizer	
<input type="checkbox"/>	Ensure social distancing Implement measures for minimizing extended close contact (less than 6 feet) and maintaining adequate distance between adults and/or students	
<input type="checkbox"/>	Limit co-mingling, establish cohorts Conduct activities and routines in small groups that remain together over time to avoid co-mingling of students	

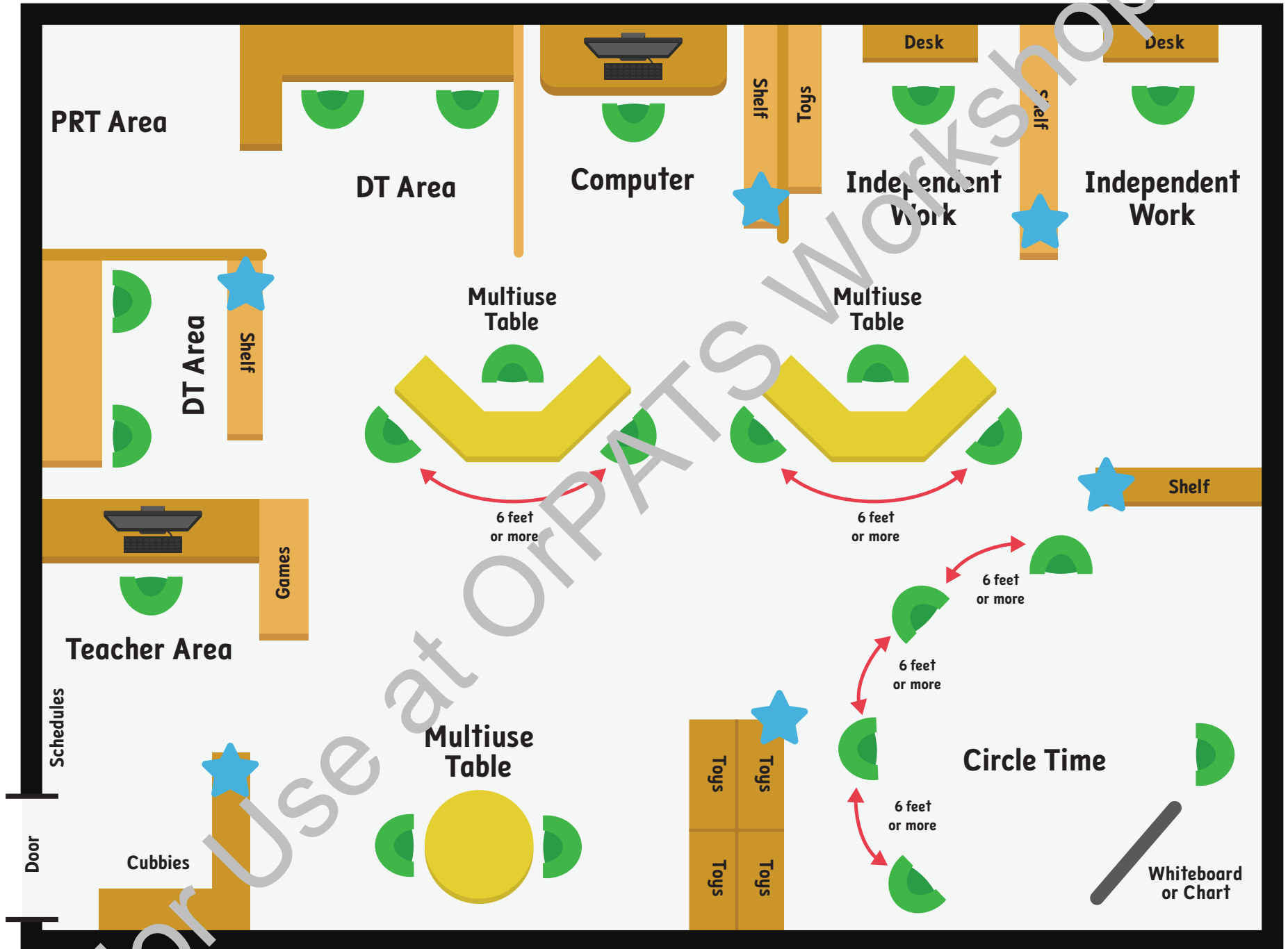


Teaching During COVID-19

Safe and Healthy Classroom Action Plan

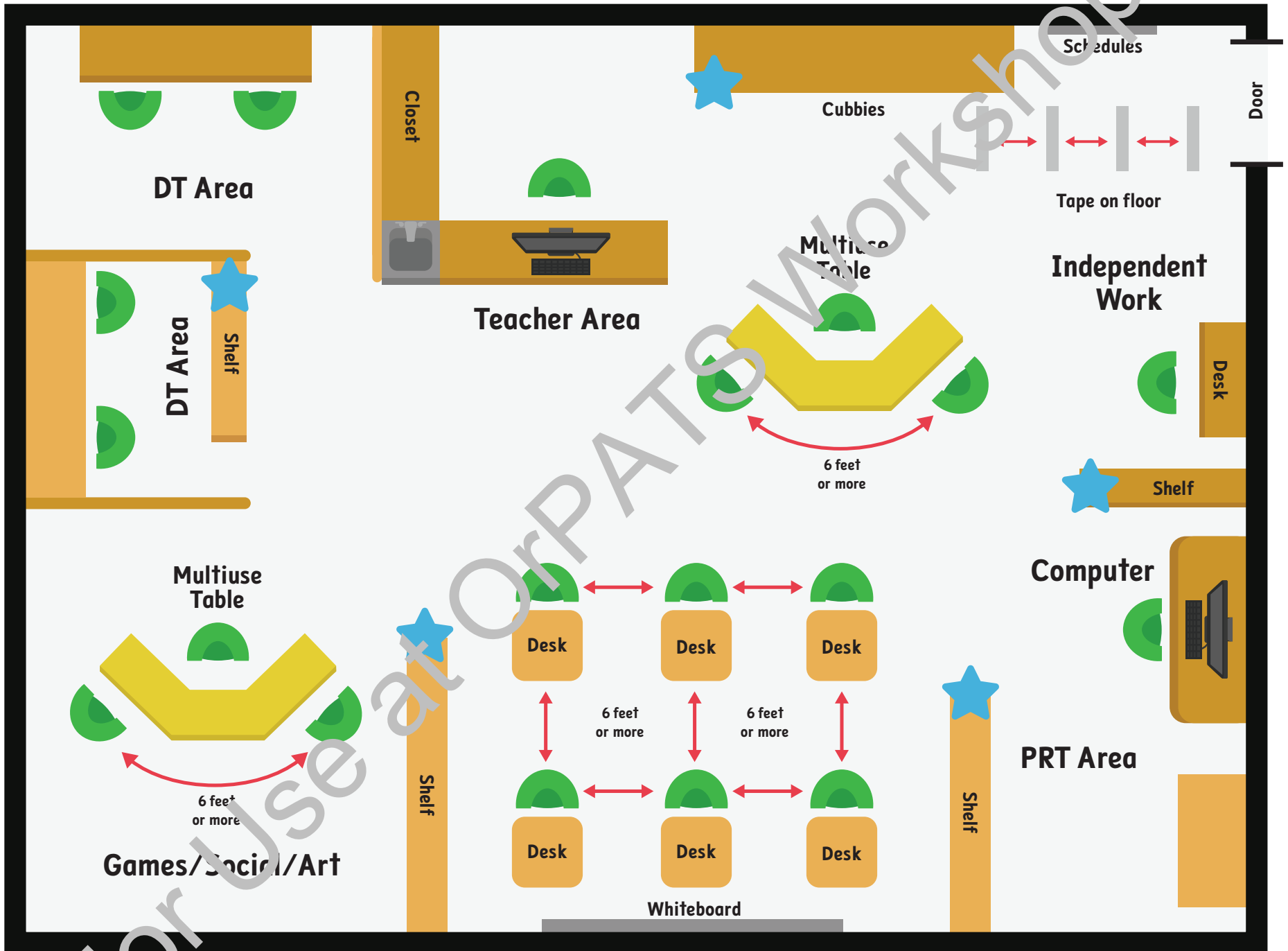
General Health Precautions		
Complete?	Considerations	Action Plan
<input type="checkbox"/>	<p>Protective equipment</p> <p>Establish guidelines for using face coverings, face shields, gloves, and/or protective barriers</p>	
<input type="checkbox"/>	<p>Cleaning and disinfection</p> <p>Implement measures for increased cleaning and disinfection of classroom environment and materials, especially shared materials and high-touch surfaces</p>	
<input type="checkbox"/>	<p>Health screening for symptoms of illness</p> <p>Establish procedures for frequent health checks and/or screenings and protocols when symptoms are detected</p>	

Classroom - STAR Program - Early Childhood



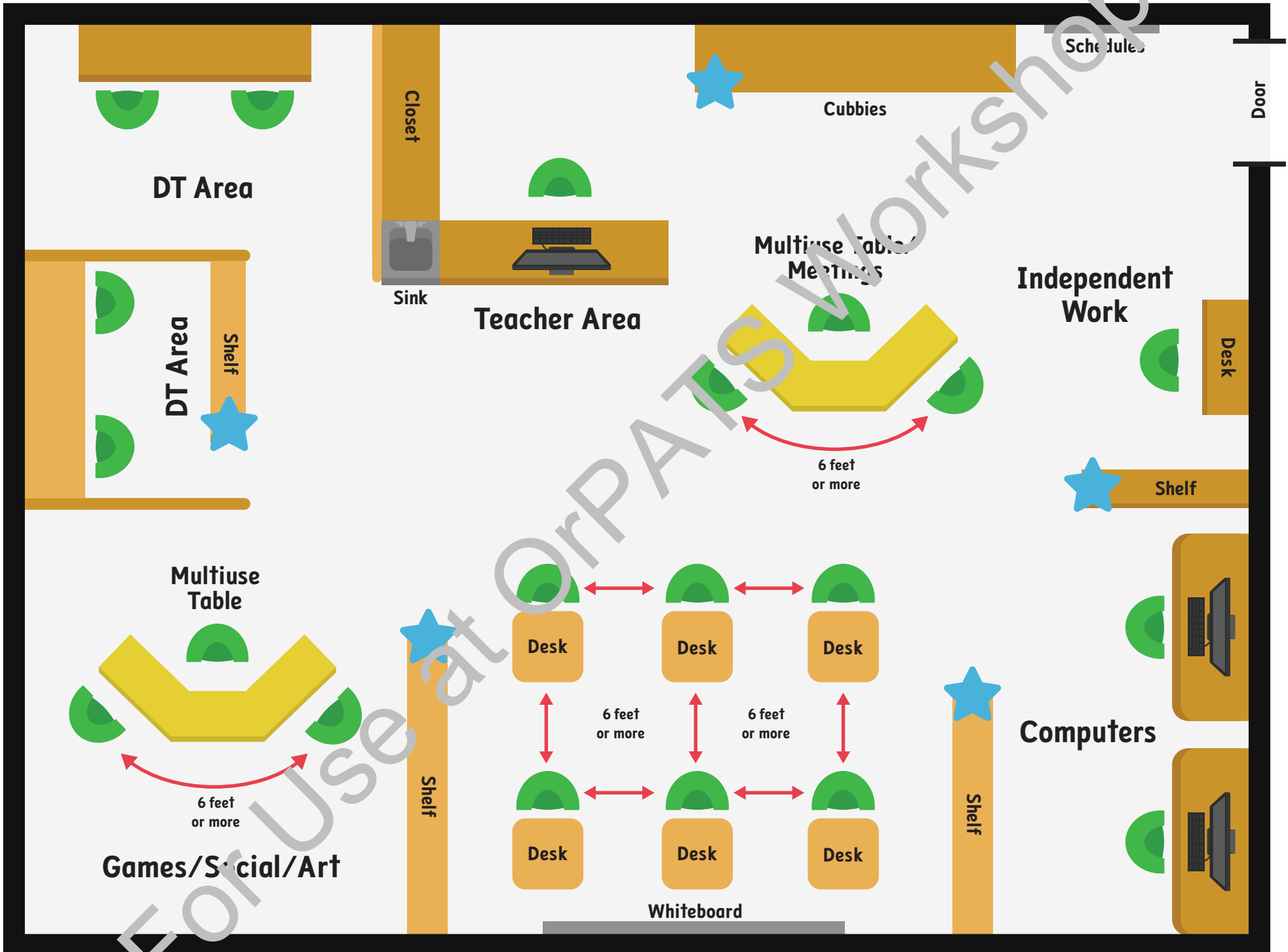
★ = Hygiene Bucket

Classroom - STAR Program Primary



★ = Hygiene bucket

Classroom - Links Curriculum - Secondary



★ = Hygiene Bucket



Breakout Behavior Packet

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Breakout 1: Discussion

<p>What challenging behaviors affect the learning of your students?</p>	<p>What behaviors would you like your student “to do” in their place?</p>

Participant Activity 1: Video Observation

<p>Observe the student</p> <ul style="list-style-type: none"> • Identify the behaviors • Identify the environmental supports 	<p>Observe the teacher</p> <ul style="list-style-type: none"> • Identify what strategies they use to decrease the off-task behaviors and increase the desired behaviors

Breakout 2: Practice

Example Scenario

At snack time, Sarah's mom arranges two clear containers: one is filled with cookies and the other is filled with grapes, on the table and out of Sarah's reach. The teacher asks Sarah, "What do you want?"

Sarah says, "Grapes." Sarah's mom places a grape on Sarah's plate.

Antecedents: _____

Consequences: _____

Is this an example of positive reinforcement, negative reinforcement, or extinction?

What are some next steps? _____

Scenario #1

Annie's dad tells Annie iPad time is finished. Annie runs to get the iPad and starts playing. Annie's dad says, "No more iPad." **Annie drops to the floor screaming and crying.** Her dad, quite frustrated, allows Annie to play the iPad and she immediately stops screaming.

Antecedents: _____

Consequences: _____

Is this an example of positive reinforcement, negative reinforcement, or extinction?

What should you do in the moment? _____

What are some next steps? _____

Scenario #2

The teacher instructs Katie's mom to put a cup and a spoon in front of Katie. The mom says, "Give me the cup." **Katie hands the cup to the mom.** The teacher says, "Cup! That's the cup," and instructs Katie's mom to give Katie a small piece of pretzel.

Antecedents: _____

Consequences: _____

Is this an example of positive reinforcement, negative reinforcement, or extinction?

What are some next steps? _____

Scenario #3

Tyler is playing dinosaurs near his brother. Tyler's brother reaches for the dinosaur and says, "My turn." **Tyler screams and begins to cry.** Tyler's brother lets Tyler play for awhile longer and Tyler stops crying.

Antecedents: _____

Consequences: _____

Is this an example of positive reinforcement, negative reinforcement, or extinction?

What should you do in the moment? _____

What are some next steps? _____

Scenario #4

After using the restroom, Pablo is washing his hands. He has finished rinsing his hands but continues to play and splash in the water. His mom says, "Turn off the water." **Pablo continues to play in the water.** Pablo's mom repeats the direction to turn off the water several times.

Antecedents: _____

Consequences: _____

Is this an example of positive reinforcement, negative reinforcement, or extinction?

What should you do in the moment? _____

What are some next steps? _____

Primary Strand Selection Guide

Strand A	Strand B	Strand C
<p>Choose this strand if the student:</p> <ul style="list-style-type: none"> Sits and attends for less than 5 minutes Needs prompting to follow simple instructions (i.e. “come here,” “sit down,” etc.) Uses gestures and sounds to communicate needs 	<p>Choose this strand if the student:</p> <ul style="list-style-type: none"> Sits and attends for 5 minutes or more Requests using one or two words, either verbally or with the use of an alternative communication system Follows simple one-step directions 	<p>Choose this strand if the student:</p> <ul style="list-style-type: none"> Sits and attends for 15 minutes or more Follows complex (2-3 step) directions independently Uses a variety of ways to request, either verbally or with the use of an alternative communication system
<ol style="list-style-type: none"> Identify the student’s main strand (A, B, or C). Review the skills within the corresponding sub-strands (i.e. A1, A2, A3, etc.). If the student is not yet displaying the skills within a sub-strand, choose that sub-strand to teach. Once you have selected a sub-strand for the student, find the corresponding sub-strand section on the Primary Skill Assessment to record scores. 		

Strand A

Choose one sub-strand for instruction	
<input type="checkbox"/> Strand A1	Identify the set of emerging skills the student needs to learn:
Teaching Time	<p>Language (Receptive): Modeling, matching, and responding to basic safety instructions Modeling simple actions; matching objects; responding to basic safety instructions</p>
	<p>Functional Academics: Matching Matching basic colors and shapes; matching numbers; and matching letters</p>
Play Time	<p>Natural Communication: Initial requesting Increasing sounds; requesting using sounds, imitation, or spontaneous single words</p>
	<p>Engaging in Diverse Activities: Basic play skills Taking turns</p>

Primary Strand Selection Guide

☐ Strand A2	Identify the set of emerging skills the student needs to learn:
Teaching Time	Receptive Language: Learning about nouns Matching pictures of nouns; matching objects to pictures; and identifying objects and pictures
	Functional Academics: Beginning functional academics Identifying basic colors and shapes; beginning to draw
Play Time	Natural Communication: Initial requesting Increasing sounds; requesting using sounds, imitation, or spontaneous single words
	Engaging in Diverse Activities: Basic play skills Taking turns
☐ Strand A3	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language (Receptive and Expressive): Beginning vocabulary Identifying body parts; identifying and labeling pictures of nouns and verbs; and identifying and naming people
	Functional Academics: Beginning math Counting up to 10 objects; identifying and labeling numbers 1-10; counting groups of objects; and matching objects to numbers 1-10
Play Time	Natural Communication: Beginning requesting Requesting using spontaneous words; requesting using "I want X"
	Engaging in Diverse Activities: Play imitation Imitating play actions

Primary Strand Selection Guide

Strand B

Choose one sub-strand for instruction	
<input type="checkbox"/> Strand B1	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language (Receptive and Expressive): Following directions Following directions; finding items when requested
	Functional Academics: Beginning reading Identifying letters; labeling letters; and recognizing first name
Play Time (Skills repeated from Strand A3)	Natural Communication: Beginning requesting Requesting using spontaneous words; requesting using "I want X"
	Engaging in Diverse Activities: Play imitation Imitating play actions
<input type="checkbox"/> Strand B2	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language (Receptive and Expressive): Information ordering and understanding 1 Identifying nouns; labeling nouns; sorting pictures of items by category; ordering sequences; and describing three-part picture sequences
	Functional Academics: Beginning writing Drawing lines and shapes; drawing pictures
Play Time	Natural Communication: Intermediate requesting Requesting in a variety of ways
	Engaging in Diverse Activities: Play directions Following play directions

Primary Strand Selection Guide

<input type="checkbox"/> Strand B3	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language (Receptive and Expressive): Book use Identifying items in books; labeling items in books
	Functional Academics: Intermediate math Counting from memory; identifying and labeling numbers 11-30; and counting sets of objects
Play Time (Skills repeated from Strand B2)	Natural Communication: Intermediate requesting Requesting in a variety of ways
	Engaging in Diverse Activities: Play directions Following play directions

Primary Strand Selection Guide

Strand C

Choose one sub-strand for instruction	
<input type="checkbox"/> Strand C1	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language (Receptive and Expressive): Social communication Recognizing emotions; labeling emotions; and describing actions of people
	Functional Academics: Intermediate reading Matching words to pictures
Play Time	Natural Communication: Intermediate play communication Describing play
	Engaging in Diverse Activities: Playing with others Playing appropriately with an adult and peer
<input type="checkbox"/> Strand C2	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language (Receptive and Expressive): Advanced language concepts 1 Identifying and describing functions of objects; describing locations of objects with prepositions; identifying and describing objects using adjectives (size, shape, and differences)
	Functional Academics: Intermediate writing Tracing lines, names, and numbers; copying words
Play Time (Skill repeated from Strand C1)	Natural Communication: Intermediate play communication Describing play
	Engaging in Diverse Activities: Playing with others Playing appropriately with an adult and peer

Primary Strand Selection Guide

<input type="checkbox"/> Strand C3	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language (Receptive and Expressive): Information ordering and understanding 2 Identifying the order of items; ordering four-part sequences; describing four-part picture sequences
	Functional Academics: Advanced math 1 Adding and subtracting using objects; addition and subtraction of two one-digit numbers
Play Time (Skills repeated from Strand C1 and C2)	Natural Communication: Intermediate play communication Describing play
	Engaging in Diverse Activities: Playing with others Playing appropriately with an adult and peer
<input type="checkbox"/> Strand C4	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language (Receptive and Expressive): Advanced language concepts 2 Identifying and describing opposites; identifying possessives
	Functional Academics: Advanced reading Identifying and labeling letter sounds; identifying and labeling written words; and reading simple books
Play Time	Natural Communication: Advanced play communication Responding to “wh-” questions; and asking and answering questions with prepositions, pronouns, and adjectives
	Engaging in Diverse Activities: Play variety Playing independently and appropriately in a variety of ways; playing appropriately with peers; and engaging in pretend play

Primary Strand Selection Guide

<input type="checkbox"/> Strand C5	Identify the set of emerging skills the student needs to learn:
Teaching Time	<p>Language (receptive and expressive): Answering questions</p> <p>Answering personal questions; answering safety questions; answering yes and no questions</p>
	<p>Functional Academics: Advanced writing</p> <p>Writing words from dictation; writing a short story from memory; and drawing pictures to express ideas</p>
Play Time (Skills repeated from Strand C4)	<p>Natural Communication: Advanced play communication</p> <p>Responding to “wh-” questions; and asking and answering questions with prepositions, pronouns, and adjectives</p>
	<p>Engaging in Diverse Activities: Play variety</p> <p>Playing independently and appropriately in a variety of ways; playing appropriately with peers; and engaging in pretend play</p>
<input type="checkbox"/> Strand C6	Identify the set of emerging skills the student needs to learn:
Teaching Time	<p>Language (receptive and expressive): Understanding and asking questions</p> <p>Discriminating between questions; describing when actions occurred; describing prior activities; commenting about items or actions; and asking questions</p>
	<p>Functional Academics: Advanced math 2</p> <p>Demonstrating understanding of money; stating the time; and sequencing patterns</p>
Play Time (Skills repeated from Strand C4 and C5)	<p>Natural Communication: Advanced play communication</p> <p>Responding to “wh-” questions; and asking and answering questions with prepositions, pronouns, and adjectives</p>
	<p>Engaging in Diverse Activities: Play variety</p> <p>Playing independently and appropriately in a variety of ways; playing appropriately with peers; and engaging in pretend play</p>

STAR Online Learning System

Skills Assessment - Primary

For Use at Orpington Workshop

SOLS Skills Assessment: Table of Contents

Introduction1

Strand A.....2

Strand B.....9

Strand C..... 16

For Use at

OrPAT'S Workshop

Instructions for SOLS 2.0 Skill Assessment

Student Name: _____ Student Age: _____

Strand Selected for This Student: A1 A2 A3 B1 B2 B3 C1 C2 C3 C4 C5 C6

Teacher Name: _____ Date: _____

School District: _____ School Name: _____

How to conduct a baseline assessment and monitor progress:

1. Go to the corresponding sub-strand section (i.e. A1, A2, etc.) of the assessment depending on the strand chosen using the [Strand Selection Guide](#).
2. Identify the target skills appropriate for the student (based on their IEP goals or their developmental level).
3. Enter the baseline data by recording the number of skills the student has mastered for each item. Choose one option below:
 - a. Use previous data from the STAR Learning Profile, classroom program data, and your knowledge of the student.
 - b. Conduct a direct assessment.
 - Make the caregiver aware of the needed materials to conduct the baseline assessment:
 - Strand A: Books, toys, paper, crayons or markers, small objects and a container, sets of items of the same color (i.e. two red blocks, two green blocks, two yellow blocks, two blue blocks), and motivators
 - Strands B and C: Books, toys, paper, crayons or markers, small objects for counting, worksheets with letters for tracing, coloring sheets or file folder tasks, and motivators
 - When conducting a direct assessment:
 - Greet the student and caregiver.
 - Either engage the student by doing something fun (i.e. blowing bubbles, using a puppet, etc.) or provide a greeting depending on the ability of the student.
 - Ask the caregiver to sit next to the student and provide assistance when needed.
4. Monitor progress at least quarterly.

STRAND A

Skills Assessment

Primary Strand A

Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
 - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand A1									
Teaching Time	Language: Modeling, matching, and responding to basic safety instructions	Models actions with objects	0-5						
		Models motor actions	0-5						
		Matches objects	0-5						
		Walks with an adult or instructor (e.g. "walk with me," "stop," and "wait")	0 - 3						
		Comes to a familiar adult when given cue "come here"	0: 0 ft 1: 5 ft 2: 10 ft 3: 15 ft						

Skills Assessment

Primary Strand A

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Functional Academics: Matching		Matches 5 shapes and 5 colors	0-10						
			Matches numbers 1-10	0-10						
			Matches letters	0-26						
Play Time	Natural Communication: Initial requesting (Choose one requesting skill to score)		Makes babbling sounds	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
			Requests using sounds							
			Requests using imitation of words							
	Engaging in Diverse Activities: Basic play skills		Requests using single spontaneous words							
			Takes turns							
Strand A2										
Teaching Time	Language: Learning about nouns		Matches pictures of nouns	0-5						
			Matches objects to pictures	0-5						
			Identifies objects	0-5						

Skills Assessment

Primary Strand A

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Learning about nouns		Identifies pictures	0-5						
	Functional Academics: Beginning functional academics		Identifies 5 shapes and 5 colors	0-10						
			Colors using a marker or crayon for 10 consecutive seconds	0-10						
Play Time (Skills repeated from Strand A1)	Natural Communication: Initial requesting (Choose one requesting skill to score)		Makes babbling sounds	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
			Requests using sounds							
			Requests using imitation of words							
			Requests using single spontaneous words (5)							
	Engaging in Diverse Activities: Basic play skills		Takes turns							

Skills Assessment

Primary Strand A

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand A3									
Teaching Time	Language: Beginning vocabulary	Identifies pictures of nouns	0-10						
		Labels pictures of nouns	0-10						
		Identifies body parts	0-5						
		Identifies people in pictures	0-5						
		Names people in pictures	0-5						
		Identifies pictures of verbs	0-5						
		Labels pictures of verbs	0-5						
	Functional Academics: Beginning math	Counts objects	0-10						
		Identifies numbers	0-10						
		Labels numbers	0-10						
		Matches objects to numbers	0-10						
	Counts sets of objects	0-10							

Skills Assessment

Primary Strand A

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time	Natural Communication: Beginning requesting (Choose one requesting skill to score)	<input type="checkbox"/>	Requests using single spontaneous words (10)	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
		<input type="checkbox"/>	Requests using "I want X"							
	Engaging in Diverse Activities: Play imitation	<input type="checkbox"/>	Imitates play actions							
		<input type="checkbox"/>	Imitates multiple play actions (2 steps or more)							

Skills Assessment

Primary Strand A

Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	1-4 (4 = independent)						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	1-4 (4 = independent)						
Playing independently with toys (expand and ask what type of toys the student likes to play with)	1-4 (4 = independent)						
Playing with other children or family members	1-4 (4 = independent)						
Bedtime	1-4 (4 = independent)						
Academic/work tasks at a table or desk	1-4 (4 = independent)						
Bath-time/hand-washing/dressing	1-4 (4 = independent)						
Restroom use	1-4 (4 = independent)						
Completing a chore	1-4 (4 = independent)						

STRAND B

For Use at OrPATs Workshop

Skills Assessment

Primary Strand B

Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
 - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand B1									
Teaching Time	Language: Following directions	Follows one-step directions	0-5						
		Follows two-step directions	0-5						
		Finds items when requested	0-5						
	Functional Academics: Beginning reading	Identifies letters	0-26						
		Labels letters	0-26						
		Identifies first name	0-1						

Skills Assessment

Primary Strand B

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time (Skills repeated from Strand A3)	Natural Communication: Beginning requesting (Choose one requesting skill to score)		Requests using single spontaneous words (10)	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
			Requests using "I want X"							
	Engaging in Diverse Activities: Play imitation		Imitates play actions							
			Imitates multiple play actions (2 steps or more)							
Strand B2										
Teaching Time	Language: Information ordering and understanding 1		Identifies pictures of nouns	0-15						
			Labels pictures of nouns	0-15						
			Sorts pictures into categories	0-3						
			Puts 3-part picture sequences in order	0-3						
			Describes 3-part picture sequences	0-3						

Skills Assessment

Primary Strand B

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Functional Academics: Beginning writing		Draws lines and shapes (circles and squares)	0-3						
			Draws a picture (includes a person, shape, and item)	0-3						
Play Time	Natural Communication: Intermediate requesting (Choose one requesting skill to score)		Requests in a variety of ways (e.g. "I would like X," "Can I have?" and rejects using "No X")	Never: 0						
			Requests using age-level vocabulary and expanded phrases	Rarely: 1						
	Engaging in Diverse Activities: Play directions		Follows single directions during play	Sometimes: 2						
			Follows 2 or more step directions during play	Usually: 3						

Skills Assessment

Primary Strand B

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand B3									
Teaching Time	Language: Book use	Identifies items in a book (1 item per page for 10 pages)	0-3						
		Labels items in a book (1 item per page for 10 pages)	0-3						
		Identifies multiple items in a book (2 items per page for 10 pages)	0-3						
		Labels multiple items in books (2 items per page for 10 pages)	0-3						
	Functional Academics: Intermediate math	Counts from memory	0-30						
		Identifies numbers	0-30						
		Labels numbers	0-30						
		Counts sets of objects	0-30						

Skills Assessment

Primary Strand B

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time (Skills repeated from Strand B2)	Natural Communication: Intermediate requesting (Choose one requesting skill to score)		Requests in a variety of ways (e.g. "I would like X," "Can I have?" and rejects using, "No X")	Never: 0 Rarely: 1						
			Requests using age level vocabulary and expanded phrases	Sometimes: 2 Usually: 3						
Play Time (Skills repeated from Strand B2)	Engaging in Diverse Activities: Play directions		Follows single directions during play	Never: 0 Rarely: 1						
			Follows multi-step directions during play	Sometimes: 2 Usually: 3						

Skills Assessment

Primary Strand B

Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	1-4 (4 = independent)						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	1-4 (4 = independent)						
Playing independently with toys (expand and ask what type of toys the student likes to play with)	1-4 (4 = independent)						
Playing with other children or family members	1-4 (4 = independent)						
Bedtime	1-4 (4 = independent)						
Academic/work tasks at a table or desk	1-4 (4 = independent)						
Bath-time/hand-washing/dressing	1-4 (4 = independent)						
Restroom use	1-4 (4 = independent)						
Completing a chore	1-4 (4 = independent)						

STRAND C

For Use at OrPATs Workshop

Skills Assessment

Primary Strand C

Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
 - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C1									
Teaching Time	Language: Social communication	Identifies emotions in pictures	0-5						
		Labels emotions in pictures	0-5						
		Describes actions of self and others	0-5						
	Functional Academics: Intermediate reading	Matches words to pictures	0-5						
		Matches words to pictures	0-10						

Skills Assessment

Primary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time	Natural Communication: Intermediate play communication (Choose one commenting skill to score)		Describes actions of self and others during play	Never: 0						
			Describes actions of self and others using age level vocabulary and expanded sentences during play	Rarely: 1 Sometimes: 2 Usually: 3						
	Engaging in Diverse Activities: Playing with others		Plays appropriately with an adult for 10 or more minutes	Never: 0 Rarely: 1						
			Plays appropriately with a peer (with adult facilitation) for 10 or more minutes	Sometimes: 2 Usually: 3						

Skills Assessment

Primary Strand C

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C2									
Teaching Time	Language: Advanced language concepts 1	Identifies functions of objects	0-5						
		Describes functions of objects	0-5						
		Performs preposition actions with objects (e.g. "Put the block in the container")	0-5						
		Describes locations of objects with prepositions	0-5						
		Identifies objects based on adjectives	0-5						
		Describes size, shape, and differences using adjectives	0-5						

Skills Assessment

Primary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Functional Academics: Intermediate writing		Traces name, lines, and numbers (name, vertical line, horizontal line 1-5)	0-8						
			Copies words	0-5						
Play Time (Skills repeated from Strand C1)	Natural Communication: Intermediate play communication (Choose one commenting skill to score)		Describes actions of self and others during play	Never: 0						
			Describes actions of self and others using age-level vocabulary and expanded sentences during play	Rarely: 1 Sometimes: 2						
	Engaging in Diverse Activities: Playing with others		Plays appropriately with an adult for 10 or more minutes	Usually: 3						

Skills Assessment

Primary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time (Skills repeated from Strand C1)	Engaging in Diverse Activities: Playing with others		Plays appropriately with a peer (with adult facilitation) for 10 or more minutes	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
Strand C3										
Teaching Time	Language: Information ordering and understanding 2		Identifies the order of items (e.g. responds to "first," "next," and "last")	0-3						
			Puts pictures in 4-part sequences	0-3						
			Describes 4-part picture sequences	0-3						
	Functional Academics: Advanced math 1		Adds to and takes away objects to make a new number (5 for addition, 5 for subtraction)	0-10						

Skills Assessment

Primary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Functional Academics: Advanced math 1		Adds two numbers	0-5						
			Subtracts two numbers	0-5						
Play Time (Skills repeated from Strand C1 and C2)	Natural Communication: Intermediate play communication (Choose one commenting skill to score)		Describes actions of self and others during play	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
			Describes actions of self and others using age-level vocabulary and expanded sentences during play							
	Engaging in Diverse Activities: Playing with others		Plays appropriately with an adult for 10 or more minutes							
			Plays appropriately with a peer (with adult facilitation) for 10 or more minutes							

Skills Assessment

Primary Strand C

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C4									
Teaching Time	Language: Advanced language concepts 2	Identifies opposites	0-5						
		Describes opposites	0-5						
		Identifies possessives	0-4						
	Functional Academics: Advanced reading	Identifies letter sounds	0-26						
		Labels letter sounds	0-26						
		Identifies written words	0-5						
		Labels written words	0-5						
		Reads a simple book (2-3 words per page for 5 pages)	0-2						

Skills Assessment

Primary Strand C

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time	Natural Communication: Advanced play communication (Choose one answering questions skill to score)	Answers “what is this?”; “who is this?”; and “how many?” during play	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
		Asks questions using prepositions, pronouns, and adjectives							
	Engaging in Diverse Activities: Play variety	Plays independently and appropriately with different toys and activities for 10 or more minutes							
		Plays appropriately with a peer for 10 or more minutes							
		Engages in pretend play with a peer for 10 or more minutes							

Skills Assessment

Primary Strand C

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C5									
Teaching Time	Language: Answering questions	Answers personal and safety questions	0-5						
		Answers personal and safety questions (additional)	0-5						
		Answers yes and no questions	0-5						
	Functional Academics: Advanced writing	Writes words from dictation	0-5						
		Writes a short story (2-3 word phrases) from memory	0-3						
		Draws pictures to express ideas or topics	0-4						

Skills Assessment

Primary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time (Skills repeated from Strand C4)	Natural Communication: Advanced play communication (Choose one answering questions skill to score)		Answers “what is this?”; “who is this?”; and “how many?” during play	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
			Asks questions using prepositions, pronouns, and adjectives							
	Engaging in Diverse Activities: Play variety		Plays independently and appropriately with different toys and activities for 10 or more minutes							
			Plays appropriately with a peer for 10 or more minutes							
		Engages in pretend play with a peer for 10 or more minutes								

Skills Assessment

Primary Strand C

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C6									
Teaching Time	Language: Understanding and asking questions	Answers "wh-" questions (e.g. who, what, and where)	0-5						
		Answers simple questions about an event that occurred recently	0-5						
		Describes prior activities (e.g. "I saw X" or "I went to X")	0-6						
		Comments about items or actions	0-4						
		Asks questions about objects, people, and locations	0-3						
	Functional Academics: Advanced math 2	Identifies money, such as pennies, nickels, dimes, quarters, dollars, and 5-dollar bills; correctly exchanges money	0-5						

Skills Assessment

Primary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Functional Academics: Advanced math 2		Answers "what time is it?" correctly	0-12						
			Sequences patterns	0-3						
Play Time (Skills repeated from Strands C4 and C5)	Natural Communication: Advanced play communication (Choose one answering questions skill to score)		Answers "what is this?"; "who is this?"; and "how many?" during play	Never: 0						
			Asks questions using prepositions, pronouns, and adjectives	Rarely: 1						
	Engaging in Diverse Activities: Play variety		Plays independently and appropriately with different toys and activities for 10 or more minutes	Sometimes: 2 Usually: 3						

Skills Assessment

Primary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Play Time (Skills repeated from Strands C4 and C5)	Engaging in Diverse Activities: Play variety		Plays appropriately with a peer for 10 or more minutes	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
			Engages in pretend play with a peer for 10 or more minutes							

Skills Assessment

Primary Strand C

Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	1-4 (4 = independent)						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	1-4 (4 = independent)						
Playing independently with toys (expand and ask what type of toys the student likes to play with)	1-4 (4 = independent)						
Playing with other children or family members	1-4 (4 = independent)						
Bedtime	1-4 (4 = independent)						
Academic/work tasks at a table or desk	1-4 (4 = independent)						
Bath-time/hand-washing/dressing	1-4 (4 = independent)						
Restroom use	1-4 (4 = independent)						
Completing a chore	1-4 (4 = independent)						

Routines at Home

1. Select a routine to target at home.

Selected routine: <i>(Example: Leaving the house)</i>	
---	--

2. List the general steps of the routine as it occurs for your child. See below for an example.

Example routine Leaving the house	Your routine
Step 1: Put on shoes	Step 1:
Step 2: Put on coat	Step 2:
Step 3: Put on backpack	Step 3:
Step 4: Open door	Step 4:
Step 5: Walk outside	Step 5:
Step 6: Close door	Step 6:

3. Think about the steps you listed. Which steps are most difficult for your child? Circle steps that are most difficult or steps you want your child to be more independent at.

Secondary Strand Selection Guide

Strand A	Strand B	Strand C
<p>Choose this strand if the student:</p> <ul style="list-style-type: none"> Sits and attend for less than 10 minutes Needs prompting to follow simple instructions (i.e. “get your coat,” “look at the teacher,” etc.) Uses gestures and sounds to communicate needs Not yet able to point to the correct survival sign (e.g. “stop” or “restroom”) when shown two or more flashcards Needs prompting to complete simple independent work tasks (i.e. matching objects, etc.) 	<p>Choose this strand if the student:</p> <ul style="list-style-type: none"> Sits and attends for 10 or more minutes Requests using one or two words, either verbally or with the use of an alternative communication system Follows simple one-step directions Identifies survival signs when shown flashcards Identifies coins and bills Completes simple independent work tasks independently (e.g. matching, file folder, etc.) 	<p>Choose this strand if the student:</p> <ul style="list-style-type: none"> Sits and attend for more than 15 minutes Follows complex (2-3-step) directions independently Uses a variety of ways to request, either verbally or with the use of an alternative communication system Reads simple sets of instructions Completes a simple project Completes academic worksheets and school jobs with some assistance
<ol style="list-style-type: none"> Identify the student’s main strand (A, B, or C). Review the skills within the corresponding sub-strands (e.g. A1, A2, A3, etc.). If the student is not yet displaying the skills within a sub-strand, choose that sub-strand to teach. Once you have selected a sub-strand for the student, find the corresponding sub-strand section on the Secondary Skill Assessment to record scores. 		

Strand A

Choose one sub-strand for instruction:	
<input type="checkbox"/> Strand A1	Identify the set of emerging skills the student needs to learn:
Teaching Time	<p>Language: Imitating, matching, and safety commands</p> <p>Modeling simple actions; matching objects; responding to basic safety instructions; and requesting using spontaneous sounds or partial words</p>
	<p>Functional Academics: Matching</p> <p>Matching numbers 1-10, survival signs, letters, and other symbols</p>

Secondary Strand Selection Guide

<input type="checkbox"/> Strand A2	Identify the set of emerging skills the student needs to learn:
Teaching Time	<p>Language: Learning about nouns</p> <p>Matching pictures; matching objects to pictures; identifying objects and pictures; and requesting using verbal imitation of words</p>
	<p>Functional Academics: Beginning functional academics</p> <p>Identifying colors and shapes; finding locations with pictures</p>
<input type="checkbox"/> Strand A3	Identify the set of emerging skills the student needs to learn:
Teaching Time	<p>Language: Beginning vocabulary</p> <p>Identifying and labeling pictures of nouns and verbs; recognizing and naming people; and requesting using spontaneous words</p>
	<p>Functional Academics: Beginning math</p> <p>Counting up to 10 objects; identifying and labeling numbers up to 10; matching objects to numbers 1-10; and understanding sets of objects 1-10</p>

Secondary Strand Selection Guide

Strand B

Choose one sub-strand for instruction	
<input type="checkbox"/> Strand B1	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language: Following directions Following simple and multi-step directions; using pictures to obtain objects; and requesting with phrases “I want X” and “No X”
	Functional Academics: Beginning reading Identifying and labeling letters; recognizing own name, and matching words to pictures
<input type="checkbox"/> Strand B2	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language: Information ordering and understanding Learning to identify and label pictures of nouns; identifying icons from a picture schedule; grouping pictures of items by name; understanding and describing 3-part picture sequences; and requesting using words and phrases
	Functional Academics: Beginning writing Making marks with a pen; tracing lines, shapes, and name; and copying name
<input type="checkbox"/> Strand B3	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language: Verbs Identifying and labeling pictures of verbs; understanding verbs in context; and requesting using various words and phrases
	Functional Academics: Intermediate math Counting to 30 from memory; identifying and labeling numbers 1-30 in different fonts; and counting sets of objects and matching to numbers 1-30

Secondary Strand Selection Guide

Strand C

Choose one sub-strand for instruction	
<input type="checkbox"/> Strand C1	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language: Social communication Identifying and naming emotions in pictures; understanding social roles in pictures; and demonstrating appropriate social behaviors
	Functional Academics: Intermediate reading Matching words to pictures; identifying and describing items in books or manuals
<input type="checkbox"/> Strand C2	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language: Advanced language concepts 1 Identifying and describing functions of objects and community members; understanding prepositions in context and using prepositions to describe locations
	Functional Academics: Intermediate writing Typing; tracing and copying words
<input type="checkbox"/> Strand C3	Identify the set of emerging skills the student needs to learn:
Teaching Time	Language: Information ordering and understanding 2 Following more multi-step directions; identifying the order of items; and understanding and describing 4-part picture sequences
	Functional Academics: Advanced math 1 Adding and subtracting using objects; adding and subtracting 1-digit numbers

Secondary Strand Selection Guide

<input type="checkbox"/> Strand C4	Identify the set of emerging skills the student needs to learn:
Teaching Time	<p>Language: Advanced language concepts 2</p> Identifying possessives; understanding adjectives in context; and using adjectives to describe size, shape, and differences
	<p>Functional Academics: Advanced reading</p> Identifying and labeling letter sounds; reading simple instructions; and understanding sight words on a daily schedule
<input type="checkbox"/> Strand C5	Identify the set of emerging skills the student needs to learn:
Teaching Time	<p>Language: Answering questions</p> Answering yes and no questions; answering personal questions
	<p>Functional Academics: Advanced writing</p> Writing words from dictation; writing simple notes
<input type="checkbox"/> Strand C6	Identify the set of emerging skills the student needs to learn:
Teaching Time	<p>Language: Understanding and Asking Questions</p> Answering questions about objects, people, and activities; describing when actions occurred; describing prior activities with “I saw X” and “I went to X”; commenting about items and actions; and asking simple questions
	<p>Functional Academics: Advanced math 2</p> Identifying, labeling, and understanding the value of money; telling time; and sequencing patterns

STAR Online Learning System

Skills Assessment - Secondary

For Use at Orpington Workshop

SOLS Skills Assessment: Table of Contents

Introduction1

Strand A.....2

Strand B.....9

Strand C..... 16

For Use at OrPATS Workshop

Instructions for SOLS 2.0 Skill Assessment

Student Name: _____ Student Age: _____

Strand Selected for This Student: A1 A2 A3 B1 B2 B3 C1 C2 C3 C4 C5 C6

Teacher Name: _____ Date: _____

School District: _____ School Name: _____

How to conduct a baseline assessment and monitor progress:

1. Go to the corresponding sub-strand section (i.e. A1, A2, etc.) of the assessment depending on the strand chosen using the [Strand Selection Guide](#).
2. Identify the target skills appropriate for the student (based on their IEP goals or their developmental level).
3. Enter the baseline data by recording the number of skills the student has mastered for each item. Choose one option below:
 - a. Use previous data from the STAR Learning Profile, classroom program data, and your knowledge of the student.
 - b. Conduct a direct assessment.
 - Make the caregiver aware of the needed materials to conduct the baseline assessment:
 - Strand A: Books, toys, paper, crayons or markers, small objects and a container, sets of items of the same color (i.e. two red blocks, two green blocks, two yellow blocks, two blue blocks), and motivators
 - Strands B and C: Books, toys, paper, crayons or markers, small objects for counting, worksheets with letters for tracing, coloring sheets or file folder tasks, and motivators
 - When conducting a direct assessment:
 - Greet the student and caregiver.
 - Either engage the student by doing something fun (i.e. blowing bubbles, using a puppet, etc.) or provide a greeting depending on the ability of the student.
 - Ask the caregiver to sit next to the student and provide assistance when needed.
4. Monitor progress at least quarterly.

STRAND A

For Use at OrPATS Workshop

Skills Assessment

Secondary Strand A

Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
 - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand A1									
Teaching Time	Language: Imitating, matching, and safety commands	Models actions with objects	0-5						
		Models motor actions	0-5						
		Matches objects	0-5						
		Walks with an adult or instructor (e.g. "walk with me," "stop," and "wait")	0-3						

Skills Assessment

Secondary Strand A

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Imitating, matching, and safety commands		Requests using sounds or partial words	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
		Functional Academics: Matching	Matches numbers 1-10	0-10						
	Matches survival signs and other symbols		0-5							
	Matches letters		0-26							
Strand A2										
Teaching Time	Language: Learning about nouns		Matches pictures of nouns	0-5						
			Matches objects to pictures	0-5						
			Identifies objects	0-5						

Skills Assessment

Secondary Strand A

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Learning about nouns		Identifies pictures	0-5						
			Requests using imitation of words	Never: 0 Rarely: 1 Sometime: 2 Usually: 3						
	Functional Academics: Beginning functional academics		Identifies 5 colors and 5 shapes	0-10						
		Finds locations with pictures	0-5							

Skills Assessment

Secondary Strand A

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand A3									
Teaching Time	Language: Beginning vocabulary	Identifies pictures of nouns	0-10						
		Labels pictures of nouns when asked, "What is this?"	0-10						
		Identifies pictures of people	0-5						
		Names people in pictures	0-5						
		Identifies pictures of verbs	0-5						
		Labels verbs in pictures when asked "What is the person doing?"	0-5						

Skills Assessment

Secondary Strand A

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Beginning vocabulary		Requests using single spontaneous words (10)	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
	Functional Academics Beginning math		Counts objects	0-10						
			Identifies numbers	0-10						
			Labels numbers	0-10						
			Matches objects to numbers	0-10						
			Gives sets of objects when requested	0-10						

Skills Assessment

Secondary Strand A

Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	1-4 (4 = independent)						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	1-4 (4 = independent)						
Engaging in purposeful leisure time (expand and ask what type of things the student likes to do in their free time)	1-4 (4 = independent)						
Playing with other adolescents or family members	1-4 (4 = independent)						
Bedtime	1-4 (4 = independent)						
Academic/work tasks at a table or desk	1-4 (4 = independent)						
Showering/hand-washing/dressing	1-4 (4 = independent)						
Completing a chore or job around the house	1-4 (4 = independent)						

STRAND **B**

For Use at OrPATS Workshop

Skills Assessment

Secondary Strand B

Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
 - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand B1									
Teaching Time	Language: Following directions	Follows one-step directions	0-5						
		Follows one-step directions (additional)	0-5						
		Follows two-step directions	0-5						
		Uses pictures to obtain objects	0-5						

Skills Assessment

Secondary Strand B

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Following directions		Requests using "I want X" and rejects using "No X"	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
	Functional Academics: Beginning reading		Identifies letters	0-20						
			Labels letters	0-26						
			Identifies written first name	0-1						
			Identifies written first and last name	0-2						
			Matches words to pictures	0-5						

Skills Assessment

Secondary Strand B

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand B2									
Teaching Time	Language: Information ordering and understanding 1	Identifies pictures of nouns	0-15						
		Labels pictures of nouns	0-15						
		Matches picture icons from a schedule (matches picture to picture)	0-5						
		Sorts pictures into categories	0-3						
		Puts 3-part picture sequences in order	0-3						
		Describes 3-part picture sequences	0-3						

Skills Assessment

Secondary Strand B

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Information ordering and understanding 1		Requests with various words and phrases	Never: 0						
				Rarely: 1						
		Sometimes: 2								
		Usually: 3								
Functional Academics: Beginning writing		Picks up a pen and makes a mark	0-2							
		Traces one line, two shapes, and name	0-4							
		Copies first and last name	0-1							
Strand B3										
Teaching Time	Language: Verbs		Identifies pictures of verbs	0-5						
			Labels verbs in pictures when asked, "What is the person doing?"	0-5						

Skills Assessment

Secondary Strand B

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Verbs		Identifies the actions of others	0-5						
			Requests with various words and phrases	Never: 0 Rarely: 1 Sometimes: 2 Usually: 3						
	Functional Academics: Intermediate math		Counts from memory	0-30						
			Identifies numbers in different fonts	0-30						
			Labels numbers in different fonts	0-30						
			Matches sets of objects to their corresponding numbers	0-30						

Skills Assessment

Secondary Strand B

Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	1-4 (4 = independent)						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	1-4 (4 = independent)						
Engaging in purposeful leisure time (expand and ask what type of things the student likes to do in their free time)	1-4 (4 = independent)						
Playing with other adolescents or family members	1-4 (4 = independent)						
Bedtime	1-4 (4 = independent)						
Academic/work tasks at a table or desk	1-4 (4 = independent)						
Showering/hand-washing/dressing	1-4 (4 = independent)						
Completing a chore or job around the house	1-4 (4 = independent)						

STRAND C

For Use at ORPATS Workshop

Skills Assessment

Secondary Strand C

Skill assessment instructions:

- Go to the sub-strand selected for this student.
- Identify target skills appropriate for the student (based on their developmental level or IEP goals).
- Record the initial baseline score.
 - Scores represent the number of skills the student has mastered, unless otherwise noted.
- Monitor the student's progress at least quarterly.

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C1									
Teaching Time	Language: Social communication	Identifies pictures of emotions	0-5						
		Labels emotions in pictures	0-5						
		Identifies appropriate social behaviors in pictures	0-3						
		Demonstrates appropriate social behaviors during role-play of social situations	0-3						
	Functional Academics: Intermediate reading	Matches words to pictures	0-10						

Skills Assessment

Secondary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Functional Academics: Intermediate reading		Identifies nouns in books or magazines (1 item per page for 10 pages)	0-3						
			Labels nouns in books or magazines (1 item per page for 10 pages)	0-3						
			Identifies multiple nouns in books or magazines (2-3 items per page for 10 pages)	0-3						
			Labels multiple nouns in books or magazines (2-3 items per page for 10 pages)	0-3						
Strand C2										
Teaching Time	Language: Advanced language concepts 1		Identifies the functions of objects	0-5						
			Identifies the titles (or functions) of community members in pictures	0-5						

Skills Assessment

Secondary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Advanced language concepts 1		Describes the functions of objects	0-5						
			Describes the titles (or functions) of community members in pictures	0-5						
			Performs preposition actions with objects (e.g. "Put the block in the container")	0-5						
			Describes locations of objects with prepositions	0-5						
	Functional Academics: Intermediate writing		Types words	0-5						
		Traces and copies words	0-5							

Skills Assessment

Secondary Strand C

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C3									
Teaching Time	Language: Information ordering and understanding 2	Follows two-step directions	0-5						
		Identifies the order of items (e.g. responds to "first," "next," and "last")	0-3						
		Puts pictures in 4-part sequences	0-4						
		Describes 4-part picture sequences	0-4						
	Functional Academics: Advanced math 1	Adds to and takes away objects to make a new number (5 for addition, 5 for subtraction)	0-10 (5 addition, 5 subtraction)						
		Adds two numbers	0-5						
		Subtracts two numbers	0-5						

Skills Assessment

Secondary Strand C

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C4									
Teaching Time	Language: Advanced language concepts 2	Identifies objects based on adjectives	0-5						
		Describes size, shape, and differences using adjectives	0-5						
		Identifies possessives	0-4						
	Functional Academics: Advanced reading	Identifies letter sounds	0-26						
		Labels letter sounds	0-26						
		Reads simple instructions	0-2						
		Identifies sight words from schedule (matches words to pictures)	0-10						

Skills Assessment

Secondary Strand C

Curriculum Area Content	Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
				Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Strand C5									
Teaching Time	Language: Answering questions	Answers personal questions	0-5						
		Answers personal questions (additional)	0-5						
		Answers yes and no questions	0-5						
	Functional Academics: Advanced writing	Writes words from dictation	0-5						
		Writes notes (2-3 word phrases)	0-3						
Strand C6									
Teaching Time	Language: Understanding and asking questions	Answers questions about objects, people, and activities	0-5						
		Describes when actions occurred	0-5						
		Describes prior activities (e.g. "I saw X" or "I went to X")	0-6						

Skills Assessment

Secondary Strand C

Curriculum Area Content		Target Skill for Student? (check below)	Skill	Number of Skills	Date	Date	Date	Date	Date	Date
					Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Teaching Time	Language: Understanding and asking questions		Comments about items and actions	0-4						
			Asks simple questions	0-3						
	Functional Academics: Advanced math 2		Identifies money such as pennies, nickels, dimes, quarters, dollars, and 5-dollar bills	0-5						
			Labels money such as pennies, nickels, dimes, quarters, dollars, and 5-dollar bills	0-5						
			Correctly exchanges money	0-5						
			Tell time quarter-hour increments	0-12						
			Sequences patterns	0-3						

Skills Assessment

Secondary Strand C

Functional Routines at Home

Ask the caregiver to rate the student on how they participate in daily home activities. On a scale of 1 to 4 with a rating of 4 meaning the student doesn't need help (independent) and a rating of 1 meaning they need a lot of help, how does the caregiver rate the student's participation? Follow-up if needed: What makes this activity difficult for the student?

Activity	Rating Scale	Date	Date	Date	Date	Date	Date
		Baseline Score	1st Assess.	2nd Assess.	3rd Assess.	4th Assess.	5th Assess.
Mealtime	1-4 (4 = independent)						
Transitioning from one activity to another (i.e. going from watching TV to dinner time)	1-4 (4 = independent)						
Engaging in purposeful leisure time (expand and ask what type of things the student likes to do in their free time)	1-4 (4 = independent)						
Playing with other adolescents or family members	1-4 (4 = independent)						
Bedtime	1-4 (4 = independent)						
Academic/work tasks at a table or desk	1-4 (4 = independent)						
Showering/hand-washing/dressing	1-4 (4 = independent)						
Completing a chore or job around the house	1-4 (4 = independent)						

Routine Planning Form

 Routine:

Teacher: _____ Student: _____ Date: _____ Level: _____

Instructions

The purpose of this form is to assist you in teaching routines in the natural environment.

Environmental Setup for this Routine

Items needed (e.g. money, schedule)	Environmental and visual supports needed	Reinforcement system
		Tangible Token Board 5 Social praise <i>Identify Reinforcers:</i>

Specific skills to target (e.g. commands ["Walk with me"]; objects [backpack, table, etc.]; concepts [numbers 1-10])	
1.	2.
3.	4.

Specific instructions related to this routine (e.g. use money template to verify change, prompt peer to obtain student attention)	
1.	
2.	
3.	
4.	

General Prompting Strategies

- Review the Links™ Instructional Cues and the Expected Student Behavior shown on the Links™ Observed Routine Assessment Form.
- After setting up the environment, provide the Instructional Cue and give the student time to complete the step independently (e.g. 5-10 seconds).
- If the student is unable to perform the expected behavior, follow the Least-to-Most Prompting Strategy outlined below:

Least-to-Most Prompting Strategy

1. Allow the student to complete step with only the cue
2. Use a gesture/visual/verbal prompt
3. Use an intermittent physical prompt
4. Use a continuous physical prompt

General Positive Behavior Strategies

- Provide the student with tangible reinforcement (e.g. tokens, preferred items) for difficult steps and skills.
- If needed, redirect or prompt the student before the student makes an error.
- If off-task behavior occurs:
 1. Use extinction (ignore the behavior) if the behavior does not compromise the safety of the student, peers, or adults in the environment.
 2. Direct the student to complete a simple part of the next step with a gesture, visual, or verbal prompt.
 3. Reinforce the appropriate skill as soon as it occurs.

Specific Behavior Strategies

Note: If the off-task behavior continues to occur, consider conducting a Functional Behavior Assessment and a Behavior Support Plan.