

Case Study 1

Student Information

Lufti Musa

Age: 7

Grade: 1

Caregiver Interview

Lufti's parents reported that they are pleased that he has settled into school so quickly this year! He's always been shy and every year has been anxious about the beginning of school, but this year he seems excited to go to school in the morning! They're eager for help with his social and emotional skills, because they are a little concerned about his tendency to walk away from groups. They reported, "He doesn't stay at the table with us, and his teacher says he has a hard time remaining in group instruction. At home, he gets overwhelmed with his brothers and cousins and goes off by himself." See the Caregiver/Teacher Interview form on pages 3-5 for more information.

Direct Observation in General Education

Ms. Golver, the Resource teacher, observed Lufti in his general education classroom to gather baseline data for the SOLER Curriculum Assessment. The general education teacher expressed concerns about him getting up and leaving morning meeting. See Frequency Data Form on page 6 for more information.

Information from IEP

Lufti made significant progress in his receptive and expressive language skills during the last school year. He names many foods, animals, and functional objects. He also names actions in books and when others are doing them. He follows two-step directions and also follows directions to bring items back from other locations to his task area. These skills have supported his independence in some of our classroom routines including transitions between activities and school locations, independent work, and classroom jobs. His teachers are focusing on working in a small group this year because group work has been difficult for him.

Present Levels from IEP

Academic areas—Lufti requires specially designed instruction for English Language Arts and Math. He benefits from systematic, incremental instruction that minimizes the opportunity for error.

ELA

Reading:

- Reads sight words and matches to picture
- Knows letter sounds and decodes cvc words
- Identifies adjective + noun or verb + adverb pictures in books upon request (e.g., "Point to the blue ball" or "Point to the one running fast")

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Writing:

- Writes name, letters, and numbers legibly
- Writes cvc words from dictation

Math

- Adds single digit numbers with sums to 10

Lufti attends general education for morning meeting, lunch, specials, and recess. He is in general education with the support of Ms. A for Science and Social Studies.

Accommodations include shortened work assignments in Science and Social Studies.

SOLER Caregiver/Teacher Interview

Unit 1: The Basics



Student name: _____

Date: _____

Person interviewed: _____

Grade: _____

Instructions

- Mark “Yes” or “No” in the appropriate column indicating whether the student can perform the target skills most of the time.
- Estimate whether the student demonstrates the skills/concepts at least 80% of the time (e.g., four out of five opportunities) independently.

Lesson skill targets		Yes	No	Comments
COMMUNICATION	1.1 Paying Attention <ul style="list-style-type: none"> • Looks at adult/peer calling their name • Looks where adult points/gazes • Shares where they want another person to look by pointing, gazing, or saying, “Look” 			
	1.2 Listening <ul style="list-style-type: none"> • Uses a quiet voice • Keeps body and hands still • Looks at the person talking or at materials being referenced • Waits until the person is done talking to answer questions or talk 			
	1.3 Greetings <ul style="list-style-type: none"> • Responds to a greeting from a familiar person • Initiates a greeting with a familiar person • Responds to a greeting from an unfamiliar person • Initiates a greeting with an unfamiliar person 			
	1.4 Comments and Questions <ul style="list-style-type: none"> • Identifies question words • Labels spoken sentences as comments or questions • Asks a question and makes a comment about pictures and/or activities 			

Lesson skill targets		Yes	No	Comments
FRIENDSHIP	1.5 Sharing and Turn-Taking <ul style="list-style-type: none"> • Shares items with others • Initiates sharing items • Waits during others' turns 			
	1.6 Asking and Inviting Others to Play <ul style="list-style-type: none"> • Asks to join others in play • Joins others in play for at least four turns • Invites others to play 			
	1.7 Imaginative Play <ul style="list-style-type: none"> • Engages in imaginative play scenarios by following the steps in a visual sequence • Creates and engages in an imaginative play sequence with peers 			
SELF-AWARENESS	1.8 Emotions <ul style="list-style-type: none"> • Identifies six emotions (i.e., happy, sad, surprised, scared, angry, and embarrassed) shown in illustrations • Identifies these six emotions in photos, picture books, and videos • Imitates these six emotions in photos, picture books, and videos 			
	1.9 Identifying Emotions in Context <ul style="list-style-type: none"> • Identifies emotions in pictures • Shows appropriate facial expression for happy, sad, surprised, scared, and angry • Describes situations that have made them feel these emotions 			
SELF-MANAGEMENT	1.10 Self-Monitoring 1 <ul style="list-style-type: none"> • Defines and gives examples of behaviors • Uses a self-monitoring form to record when engaging in the specific behavior • Counts frequency of engaging in the behavior within a specific time frame • Self-reinforces when target has been met 			

	Lesson skill targets	Yes	No	Comments
SELF-MANAGEMENT	1.11 Following Rules <ul style="list-style-type: none"> Identifies different types of rules (e.g., safety, school, home, and game rules) Describes the specific behavior(s) needed to follow a rule Demonstrates the specific behavior(s) needed to follow a rule Uses a self-monitoring form to record when engaging in the behavior 			
	1.12 Following Group Rules <ul style="list-style-type: none"> Identifies and demonstrates the rules of working in a group Works as part of a team to reach a group target/goal 			
	1.13 Staying on Task <ul style="list-style-type: none"> Identifies behaviors needed to complete a task Identifies and selects tools to help stay on task Uses a task completion chart 			
	1.14 Controlling Emotions <ul style="list-style-type: none"> Identifies different emotional zones Identifies tools to use to manage or control emotions Demonstrates self-control by following the four steps for self-control 			
PERSPECTIVE-TAKING	1.15 Similarities and Differences <ul style="list-style-type: none"> Identifies similarities Identifies differences 			
	1.16 Visual Perspectives <ul style="list-style-type: none"> Identifies what another person sees Identifies what another person cannot see 			
	1.17 Thoughts <ul style="list-style-type: none"> Describes and gives examples of thoughts Differentiates between feelings and thoughts Predicts what someone might be thinking 			

SOLER Frequency Data



Student's name: _____ Recorder: _____

Date: _____

Instructions

- Frequency data is collected to determine the number of times a student engages in a behavior.
- It is suggested that high frequency behaviors be observed in 15-minute increments. Low frequency behaviors will need extended observation periods.
- Mastery of a skill target in the SOLER curriculum is when the student demonstrates the skill/concept independently at least 80% of the time (e.g., 4 out of 5 opportunities).

Date	Lesson # and title	Target skill	Length of observation	a. Number of correct responses	b. Number of total opportunities	% (a ÷ b)	Activity/Comments