Case Study 2

Student Information

Alexis W.
Age: 9

Caregiver Information

We're so happy that Alexis has made so much progress in communication and academics! There are some areas where we just don't know how to help her like making friends and to managing her emotions. Alexis loves going to ABA therapy after school, and her team there has been working well with her teacher to help with these skills. See pages 2-6 for the Teacher/Caregiver Interview Form.

Direct Observation in General Education

Alexis learns subjects of interest rapidly. It can be difficult to get her attention, and she prefers learning on her own rather than being taught by others. She is extremely curious and intense when allowed to learn by exploration or with technology, but she engages in what looks like avoidance behavior when asked to complete an assigned task. She is interested in her peers, and she is beginning to respond more to her peer buddy. I observed Alexis in the general education setting and took data. See page 7 for the Frequency Data Form.

Information from IEP

Alexis has strengths in visual and auditory memory, but she is not yet using these strengths in response to teacher directions. She scripts movies and cartoons that she has seen, and it can be difficult to interrupt her. When she is interested in an activity, she eagerly jumps into it and learns rapidly on her own. She becomes bored quickly when working on teacher-provided tasks and demonstrates escape behavior such as falling to the floor and going under the table. It is difficult for her to sit for instruction for more than 15 minutes unless she is interested in the activity. She has been making progress sitting in group activities when paired with her peer buddy. Her peer buddy has been helping Alexis at recess as well. Before having a peer buddy, Alexis wandered away from her peers and would script during recess. She has begun following her peer buddy at recess and attempting to talk and play with her.

Present Levels from IEP
Academic areas—at traditional level of instruction (accessing general education curricula with accommodations) except for reading comprehension.

Accommodations include shortened work assignments, visual sequence strips for organization, remaining on-task, and for multi-step math problems.

Alexis has access to a self-calming area, but she has difficulty using self-calming routines.

SOLER Caregiver/Teacher Interview
Unit 2: Intermediate

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 **2.1 Conversations** • Responds to questions or comments with a comment or question • Initiates conversation with a basic comment or question • Shows appropriate communication skills of attending to speaker (e.g., nodding and smiling) and remaining quiet when others are speaking			

2.2 Staying on Topic
• Maintains conversation on a single topic for at least four exchanges
• Demonstrates previously learned skills:
  • Attending behaviors (e.g., looks at speaker, waits for turn, nods, smiles)
  • Makes comments, asks questions, and answers questions			

2.3 Starting and Ending a Conversation • Identifies that a person is available to talk • Initiates conversation with a greeting, question, or comment • Identifies signals that it's time to end the conversation • Ends conversation with an appropriate closing statement			

Lesson skill targets	Yes	No	Comments
COMMUNICATION			
2.4 Changing Topics • Asks question on new topic that might be of interest to conversation partner(s) • Uses a transition phrase to change the topic • Uses a compliment/question strategy to change the topic • Invites another person to join in conversation			
2.5 Greetings and Small Talk • Greets and responds to greetings typically used with less familiar people • Asks and responds to questions that are appropriate for small talk • Ends conversation appropriately			
2.6 Using Manners • Says, "Please," "Thank you," and "You're welcome" • Says, "Excuse me" • Says, "I'm sorry"			
2.7 Body Language • Identifies and demonstrates body language that is open and comfortable • Identifies and demonstrates body language that is closed and uncomfortable			
FRIENDSHIP			
2.8 Playing With Friends • Participates in an activity that others have chosen • Follows the rules of the game/activity			
2.9 Friendship Characteristics • Identifies characteristics of friends • Identifies the difference between kind and unkind words • Identifies the difference between kind and unkind actions			
2.10 Asking for and Offering Help • Identifies a need and asks for help • Identifies another's need and offers help			

	Lesson skill targets	Yes	No	Comments
FRIENDSHIP	**2.11 Giving and Receiving Compliments** • Gives compliments • Receives compliments			
	2.12 Borrowing and Lending Possessions • Borrows others' belongings appropriately • Lends own belongings appropriately			
	2.13 Accepting and Rejecting Play Invitations • Accepts play invitations • Rejects play invitations			
SELF-AWARENESS	**2.14 Expressing Emotions in Context** • Identifies the following emotions: joyful, worried, frustrated, calm, furious, and bored • Describes situations that cause these emotions • Identifies personal experiences involving these emotions			
	2.15 Expressing Thoughts • Identifies what a thought is • Demonstrates the skill of stopping and thinking • Identifies a thought that would make a person feel uncomfortable and keeps it a thought • Identifies a thought that would make a person feel comfortable and says it aloud			
	2.16 Strengths and Opportunities • Describes strengths and lists at least three personal examples • Describes opportunities for growth and lists at least three personal examples			
	2.17 Positive Thoughts and Self-Confidence • Identifies positive thoughts or positive self-talk (e.g., recalls own strengths, having open and comfortable body language, and receiving compliments) to gain confidence • Demonstrates positive self-talk			

Lesson skill targets	Yes	No	Comments
SELF-MANAGEMENT			
2.18 Self-Monitoring 2 • Identifies group rules • Describes behaviors necessary to know to follow group rules • Sets appropriate target for following group rules (e.g., number of times to speak within a specific time frame) • Selects and uses a self-monitoring form to track behaviors • Self-reinforces when the goal has been met			
2.19 Accepting Being Told No • Identifies when it is appropriate to listen to an adult or friend • Demonstrates the three steps of accepting no			
2.20 Using Free Time • Participates in free-time activities • Joins and allows others to join during free-time activity			
2.21 Accepting When Things Change • Recognizes that change has occurred • Uses a stress management tool (e.g., self-talk, calming, seeking help) • Participates in the change			
2.22 Dealing With Making Mistakes • Identifies different categories of mistakes • Demonstrates behaviors to correct mistakes on school assignments • Demonstrates behaviors to correct mistakes during social interactions			
PERSPECTIVE-TAKING			
2.23 Interpreting Others' Feelings • Identifies a variety of feelings in others • Identifies nonverbal clues that portray a variety of feelings			
2.24 Predicting Others' Plans • Predicts what someone is going to do • Identifies the clues that lead to the predictions			

	Lesson skill targets	Yes	No	Comments
PERSPECTIVE-TAKING	**2.25 Thinking About Thoughts** • Identifies thoughts based on observations • Identifies thoughts based on beliefs • Identifies thoughts based on false beliefs			
	2.26 Thoughts and Feelings: Part 1 • Identifies ways specific behaviors can impact others' thoughts and feelings • Labels thoughts and feelings as either pleasant or unpleasant			
	2.27 Thoughts and Feelings: Part 2 • Demonstrates behaviors that cause positive thoughts and feelings in others • Explains how causing positive thoughts and feelings in others has a personal impact			
PERSPECTIVE-TAKING	**2.28 Opinions** • Describes the difference between facts and opinions • Identifies common words used in opinion statements			
	2.29 Learning About Others' Interests • Asks questions to learn about others' interests during a conversation • Retells information about others' interests			
CONNECTIONS	**2.30 Stranger Safety** • Identifies expected, potentially safe strangers • Identifies unexpected strangers and potentially unsafe situations with strangers • Demonstrates what should be done in an unsafe situation with a stranger			

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

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