# Case Study 3

## Student Information

Kane Smith
Age 10

## Caregiver Interview

Kane has made so much progress in school, but we are worried about him making friends. He doesn't have trouble with academic content unless he gets bored or feels stressed. At home, he seems to get stressed easily if he has too many things he thinks he needs to do. He tries to talk with the other kids in his class, but he doesn't know how to adjust what he's saying to their interests. He just walks up to a group and starts talking about what he likes—then he goes on and on. He doesn't ever seem to be interested in what they want to talk about. We thought he just wasn't tuned in to the other kids, but if one of them trips or drops something, he's the first to ask if they're okay or to show concern!

Kane's mother completed the following form with his special education teacher, Ms. Brown. See pages 2-5.

## Direct Observation in General Education

Kane enjoys interacting with his peers, but he has difficulty maintaining friendships. He's such a kind-hearted kid and gets upset if one of the kids says something that's not nice to another, but he just won't tolerate differences of opinion or losing. I observed him twice today in his general education class and took data. See page 6.

## Information from IEP

Kane accesses traditional instruction at grade level, but he has difficulty staying on task if he gets bored or if he thinks he has too much to do. He gets overwhelmed quickly when he has multiple assignments.

**Present Levels from IEP**
Academic areas—at traditional level of instruction for all subjects (accessing general education curricula with accommodations).

Accommodations include shortened work assignments and a visual support for organizing his desk and his backpack.

Kane has access to a behavior support room when he needs to self-calm. He has been using some self-calming strategies successfully.

# SOLER Caregiver/Teacher Interview
## Unit 3: Advanced

**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** | **3.1 Voice Level and Tone**<br>• Identifies and uses appropriate voice level<br>• Identifies and uses appropriate voice tone | | | |
| | **3.2 Refusing Requests**<br>• Identifies appropriate times to say no<br>• Uses a refusal strategy to say no when appropriate | | | |
| **FRIENDSHIP** | **3.3 Compromising**<br>• Identifies situations where compromise is needed<br>• Compromises to solve peer conflicts | | | |
| | **3.4 Being a Good Sport**<br>• Participates in games<br>• Encourages others<br>• Accepts losing<br>• Exhibits appropriate behavior when winning | | | |
| | **3.5 Tattling and Correcting Others**<br>• Identifies examples of tattling on others<br>• Identifies examples of reporting cut others<br>• Identifies examples of correcting others | | | |

| Lesson skill targets | Yes | No | Comments |
|---|---|---|---|
| **SELF-AWARENESS** | | | |
| **3.6 Consequences of Actions**<br>• Identifies possible choices (i.e., words and actions) to use in response to a situation<br>• Identifies potential consequences of choices (e.g., positive/fun and negative/not fun)<br>• Predicts the effect of potential consequences on their feelings and others' feelings | | | |
| **3.7 Self-Advocacy**<br>• Self-advocates by asking for assistance when needed<br>• Self-advocates by speaking up when uncomfortable<br>• Identifies sources of support in school and the community | | | |
| **3.8 Writing a Story About Self**<br>• Develops outline or word web with details for writing self-reflection story<br>• Writes a short (i.e., four to six sentences) self-reflection story using ideas from the outline or word web | | | |
| **3.9 Self-Monitoring: Personal Goals**<br>• Identifies a personal goal<br>• Lists the steps required to reach the goal<br>• Uses a self-monitoring form to track progress toward goal<br>• Self-reinforces once goal is met | | | |
| **3.10 Dealing With Stress**<br>• Identifies triggers for stress<br>• Identifies and uses tools when stressed | | | |
| **3.11 Getting Organized**<br>• Keeps work area and materials organized<br>• Manages and finishes assignments<br>• Completes homework | | | |
| **3.12 Managing Emotions in Context**<br>• Defines the following emotions: anxious, angry, and calm<br>• Identifies situations that can cause these emotions<br>• Identifies physical signals that indicate they are beginning to feel anxious, angry, or calm<br>• Identifies tools that can self-calm at the first signs of feeling anxious or angry | | | |

*(Self-awareness section: 3.6, 3.7, 3.8. Self-management section: 3.9, 3.10, 3.11, 3.12)*

| Lesson skill targets | Yes | No | Comments |
|---|---|---|---|
| **PERSPECTIVE-TAKING**<br><br>**3.13 Personality Traits**<br>• Identifies a variety of personality traits<br>• Gives examples of behaviors that correspond with personality traits<br>• Describes personality traits of friends and family members | | | |
| **3.14 Discovering Differences**<br>• Uses questions to gain information about interests, opinions, and life experiences<br>• Identifies similarities and differences between self and others | | | |
| **3.15 Responding to Differences**<br>• Demonstrates behaviors that show tolerance and acceptance<br>• Explains why tolerance and acceptance are important | | | |
| **3.16 Indirect Language and Body Language**<br>• Interprets indirect language<br>• Interprets body language | | | |
| **3.17 Perceptions**<br>• Identifies ways people can perceive the same situation differently<br>• Explains why people have different perceptions | | | |
| **CONNECTIONS**<br><br>**3.18 Figurative Language**<br>• States whether a comment is literal or figurative<br>• Identifies the meaning of common figurative language phrases or idioms<br>• Uses figurative language in context | | | |
| **3.19 Sarcasm**<br>• Describes sarcasm<br>• Uses clues to identify sarcastic comments<br>• Responds appropriately to sarcasm | | | |

| Lesson skill targets | Yes | No | Comments |
|---|---|---|---|
| **3.20 Apologizing**<br>• Identifies mistakes and choices that can cause unpleasant feelings<br>• Practices saying, "I'm sorry," or writing a note of apology during role-play activities | | | |
| **3.21 Effective Planning**<br>• Creates a plan<br>• Follows a plan | | | |
| **3.22 Boundaries**<br>• Demonstrates advocating for their own personal boundaries<br>• Identifies and demonstrates recognition of others' personal boundaries | | | |
| **3.23 Collaboration**<br>• Defines collaborating<br>• Identifies phrases used when collaborating<br>• Collaborates during an activity | | | |
| **3.24 Adjusting Behavior to Social Settings**<br>• Identifies the parts of a social setting<br>• Identifies behaviors to use in various social settings<br>• Demonstrates awareness of social settings | | | |
| **3.25 Empathy**<br>• Identifies what another person might feel in a situation or scenario<br>• Uses an empathetic frame to identify others' feelings<br>• Demonstrates an empathetic response | | | |
| **3.26 Resolving Conflict**<br>• Defines conflict and gives examples<br>• Identifies alternative ways to resolve conflict<br>• Follows a five-step action plan to respond to conflicts | | | |

CONNECTIONS

# 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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|      |                    |              |                       |                                |                                  |             |                    |

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|      |                    |              |                       |                                |                                  |             |                   |
|      |                    |              |                       |                                |                                  |             |                   |