

# Case Study 4

## Student Information

Eli Kaplan

Age: 11, fifth grade

## Caregiver Interview

We'd like for Eli to be with his general education peers more. We know he seems to benefit from some pull-out time in special education for introducing and practicing academic skills, but he wants to be with his peers and feels like he's inferior when he's not doing the same thing they are doing. We're happy to hear that he's going to be getting some help with social skills and emotional regulation—this seems to be the greatest barrier to increasing his time in general education. He doesn't seem to recognize signals of stress or frustration in time to do anything about them. He's learned self-calming routines and can show us the steps backwards and forwards but doesn't seem to know how to use them when he needs them. See pages 2-5 for the Caregiver/Teacher Interview Form.

## Direct Observation in General Education

I worked with Eli in my room today to coach him through problem-solving skills with multi-digit multiplication involving decimals. Because he's been getting upset easily with these multi-step math problems, I've shortened the times we work before he gets a short break. I ask him before we start what he wants to do during his break. I also give him a choice of which problem he wants to solve and a choice of supports he wants to use (if he wants me to write or if he wants to write the problem and answer). He has gotten very good at "self-talking" through the problem, and I'm careful to use questioning rather than corrections with him. He did great and even thanked me for "reminding" him as we worked in my room today before going into his general education class for the rest of math. When we got there, the class was working on long division, and the general education teacher, Mr. Kolari, suggested that Eli just practice his multiplication. I knew Eli wanted to do what his class was doing, so I asked if we could do the long division. Eli had been introduced to long division, but it's been a few days since we've looked at it. Eli got out the problems as the class was dialoging with Mr. Kolari. Their discussion was fast paced, and kids were mixing conversational topics in with the problem-solving steps. I could see Eli's body tense up, and his voice began to reflect tension. Soon he kicked over the trashcan and started to flip his desk. See Frequency Data from a classroom observation on page 6.

## Information from IEP

Eli benefits from specially designed instruction in terms of how content is introduced and broken down, but with this support he is able to access grade level content. He also has access to special education for behavior support. He has made progress in self-regulation skills as Ms. Zander has taught him some self-calming routines, and he can demonstrate the steps of the routines when he is calm. His area of growth in this area is in applying these self-calming skills once he has become stressed or agitated.

# 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	<b>3.1 Voice Level and Tone</b> <ul style="list-style-type: none"> <li>• Identifies and uses appropriate voice level</li> <li>• Identifies and uses appropriate voice tone</li> </ul>			
	<b>3.2 Refusing Requests</b> <ul style="list-style-type: none"> <li>• Identifies appropriate times to say no</li> <li>• Uses a refusal strategy to say no when appropriate</li> </ul>			
FRIENDSHIP	<b>3.3 Compromising</b> <ul style="list-style-type: none"> <li>• Identifies situations where compromise is needed</li> <li>• Compromises to solve peer conflicts</li> </ul>			
	<b>3.4 Being a Good Sport</b> <ul style="list-style-type: none"> <li>• Participates in games</li> <li>• Encourages others</li> <li>• Accepts losing</li> <li>• Exhibits appropriate behavior when winning</li> </ul>			
	<b>3.5 Tattling and Correcting Others</b> <ul style="list-style-type: none"> <li>• Identifies examples of tattling on others</li> <li>• Identifies examples of reporting on others</li> <li>• Identifies examples of correcting others</li> </ul>			

	Lesson skill targets	Yes	No	Comments
SELF-AWARENESS	<b>3.6 Consequences of Actions</b> <ul style="list-style-type: none"> <li>Identifies possible choices (i.e., words and actions) to use in response to a situation</li> <li>Identifies potential consequences of choices (e.g., positive/fun and negative/not fun)</li> <li>Predicts the effect of potential consequences on their feelings and others' feelings</li> </ul>			
	<b>3.7 Self-Advocacy</b> <ul style="list-style-type: none"> <li>Self-advocates by asking for assistance when needed</li> <li>Self-advocates by speaking up when uncomfortable</li> <li>Identifies sources of support in school and the community</li> </ul>			
	<b>3.8 Writing a Story About Self</b> <ul style="list-style-type: none"> <li>Develops outline or word web with details for writing self-reflection story</li> <li>Writes a short (i.e., four to six sentences) self-reflection story using ideas from the outline or word web</li> </ul>			
SELF-MANAGEMENT	<b>3.9 Self-Monitoring: Personal Goals</b> <ul style="list-style-type: none"> <li>Identifies a personal goal</li> <li>Lists the steps required to reach the goal</li> <li>Uses a self-monitoring form to track progress toward goal</li> <li>Self-reinforces once goal is met</li> </ul>			
	<b>3.10 Dealing With Stress</b> <ul style="list-style-type: none"> <li>Identifies triggers for stress</li> <li>Identifies and uses tools when stressed</li> </ul>			
	<b>3.11 Getting Organized</b> <ul style="list-style-type: none"> <li>Keeps work area and materials organized</li> <li>Manages and finishes assignments</li> <li>Completes homework</li> </ul>			
	<b>3.12 Managing Emotions in Context</b> <ul style="list-style-type: none"> <li>Defines the following emotions: anxious, angry, and calm</li> <li>Identifies situations that can cause these emotions</li> <li>Identifies physical signals that indicate they are beginning to feel anxious, angry, or calm</li> <li>Identifies tools that can self-calm at the first signs of feeling anxious or angry</li> </ul>			

	Lesson skill targets	Yes	No	Comments
<b>PERSPECTIVE-TAKING</b>	<b>3.13 Personality Traits</b> <ul style="list-style-type: none"> <li>Identifies a variety of personality traits</li> <li>Gives examples of behaviors that correspond with personality traits</li> <li>Describes personality traits of friends and family members</li> </ul>			
	<b>3.14 Discovering Differences</b> <ul style="list-style-type: none"> <li>Uses questions to gain information about interests, opinions, and life experiences</li> <li>Identifies similarities and differences between self and others</li> </ul>			
	<b>3.15 Responding to Differences</b> <ul style="list-style-type: none"> <li>Demonstrates behaviors that show tolerance and acceptance</li> <li>Explains why tolerance and acceptance are important</li> </ul>			
	<b>3.16 Indirect Language and Body Language</b> <ul style="list-style-type: none"> <li>Interprets indirect language</li> <li>Interprets body language</li> </ul>			
	<b>3.17 Perceptions</b> <ul style="list-style-type: none"> <li>Identifies ways people can perceive the same situation differently</li> <li>Explains why people have different perceptions</li> </ul>			
<b>CONNECTIONS</b>	<b>3.18 Figurative Language</b> <ul style="list-style-type: none"> <li>States whether a comment is literal or figurative</li> <li>Identifies the meaning of common figurative language phrases or idioms</li> <li>Uses figurative language in context</li> </ul>			
	<b>3.19 Sarcasm</b> <ul style="list-style-type: none"> <li>Describes sarcasm</li> <li>Uses clues to identify sarcastic comments</li> <li>Responds appropriately to sarcasm</li> </ul>			

Lesson skill targets		Yes	No	Comments
CONNECTIONS	<b>3.20 Apologizing</b> <ul style="list-style-type: none"> <li>Identifies mistakes and choices that can cause unpleasant feelings</li> <li>Practices saying, “I’m sorry,” or writing a note of apology during role-play activities</li> </ul>			
	<b>3.21 Effective Planning</b> <ul style="list-style-type: none"> <li>Creates a plan</li> <li>Follows a plan</li> </ul>			
	<b>3.22 Boundaries</b> <ul style="list-style-type: none"> <li>Demonstrates advocating for their own personal boundaries</li> <li>Identifies and demonstrates recognition of others’ personal boundaries</li> </ul>			
	<b>3.23 Collaboration</b> <ul style="list-style-type: none"> <li>Defines collaborating</li> <li>Identifies phrases used when collaborating</li> <li>Collaborates during an activity</li> </ul>			
	<b>3.24 Adjusting Behavior to Social Settings</b> <ul style="list-style-type: none"> <li>Identifies the parts of a social setting</li> <li>Identifies behaviors to use in various social settings</li> <li>Demonstrates awareness of social settings</li> </ul>			
	<b>3.25 Empathy</b> <ul style="list-style-type: none"> <li>Identifies what another person might feel in a situation or scenario</li> <li>Uses an empathetic frame to identify others’ feelings</li> <li>Demonstrates an empathetic response</li> </ul>			
	<b>3.26 Resolving Conflict</b> <ul style="list-style-type: none"> <li>Defines conflict and gives examples</li> <li>Identifies alternative ways to resolve conflict</li> <li>Follows a five-step action plan to respond to conflicts</li> </ul>			

# 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