

Case Study 5

Student Information

Kaleisha Burrell-Pryce

Age: 6, first grade

Caregiver Interview

Kaleisha has been having difficulty following our directions at home and following the rules in her outside activities—she takes dance and swim classes, and the teachers there have expressed concern. She likes to do what she wants to do and when she wants to do it! We don't know if it's because she doesn't understand what to do or if it's because she just doesn't see the point in doing it. We're so glad she's going to receive instruction in social skills and self-regulation. Her older brother is in a social skills/affective needs class in his school, so maybe she's just learned some habits from him. See pages 3-5 for the Teacher/Caregiver Interview Form.

Direct Observation in General Education

Kaleisha brings a lot of energy to our classroom! She laughs easily and loves to sing and dance. It can be difficult for her to follow directions and class rules. Using visual behavior supports and a token reinforcement system have been helpful, and she has caught on fast! I went with her to her specials class (music) today and observed. See page 6 for the Frequency Data Collection Form.

Information from IEP

Kaleisha benefits from specially designed instruction in ELA-R and math. She also benefits from behavior support and instruction in social skills and self-regulation.

Present Levels from IEP

ELA-R

Reading:

- Reads sight words and matches to picture
- Reads from simple books containing cvc words and high frequency sight words
- Identifies adjective + noun or verb + adverb pictures in books upon request (e.g., "Point to the cat with the big hat" or "Point to the dog running fast")

Writing:

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

Math

- Adds single digit numbers with sums to 10

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Kaleisha attends general education for morning meeting, lunch, specials, and recess. She is in general education with the support of Ms. Crane for Science and Social Studies. She has access to special education class for ELA-R, math, and behavior support.

Accommodations include:

- shortened work assignments in Science and Social Studies
- visual supports for behavior expectations and self-calming

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