

Program/ Teacher:

School Year:

SOLS Pacing Guide 2020-2021

| Classroom Set-Up/Pre-intervention knowledge: | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enter one option on the left column below from numbers 0-3: (0) Not yet started, (1) Partially Implemented (up to 60%), (2) Mostly Implemented (up to 80%), (3) Fully Implemented (80-100%) | | | |
| Entry Date 1 | Entry Date 2 | Entry Date 3 | |
| | | | Setting Up for Remote Learning Sessions |
| | | | Creating a daily and weekly schedule to include remote learning sessions. |
| | | | Completing the Strand Selection Guide for two target students. |
| | | | Navigating the SOLS system to find SOLS resources, lesson plans, and rotating content. |
| | | | Creating and sharing a REEL during a remote learning session. |
| | | | Gathering and organizing materials (e.g. in folders on your computer) to include lesson plans, data forms, supplemental materials, reinforcement inventory, and visual supports. |
| | | | Assessing Skills and Monitoring Progress |
| | | | Completing the Skills Assessment accurately to include baseline data on at least two target students. |
| | | | Collecting participation data using the Student Participation Data Form during remote learning sessions. |
| | | | Updating the Skills Assessment regularly and using progress data to choose new target skills, lesson sets, and sub- strands. |
| | | | Using the Student Participation Summary Data Form to monitor progress. |
| | | | Completing the Reinforcement Inventory with the caregiver to identify motivators to be used during remote learning sessions. |
| | | | Explaining progress to caregivers, as needed, in an easily understandable format. |
| Total Points: | Total Points: | Total Points: | |

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| Entry Date 1 | Entry Date 2 | Entry Date 3 | |
|----------------------|----------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Implementing Remote Learning Sessions |
| | | | Coaching and preparing the caregiver before and during SOLS sessions. |
| | | | Using positive reinforcement to increase desired behaviors (e.g. tangible rewards, token boards, and/or verbal praise) throughout the session. |
| | | | Implementing teaching time lessons based on the student's identified strand and sub-strand. |
| | | | Coaching the caregiver during play time to address goals in natural communication and engaging in diverse activities (Primary only). |
| | | | Using the Routines at Home Form (Primary) or the Routine Planning Form (Secondary) to identify target routines and steps to teach. |
| | | | Recommending visual supports and identifying where to find visual supports on to increase independence in home routines. |
| | | | Implementing visual or written schedules during the session. |
| | | | Accessing Additional Tools |
| | | | Choosing activities for Greeting/Circle to engage target students and provide opportunities for generalization. |
| | | | Identifying academic lessons to teach a variety of skills on the student's instructional level. |
| | | | Providing independent work activities during the session or recommending at-home independent work for generalization after the session. |
| | | | Selecting supplemental activities on the student's instructional level. |
| | | | Locating and providing REEL supplements to support instruction when appropriate. |
| | | | Accessing example videos and additional tools, like the teacher guide, to support teaching as needed. |
| | | | I have analyzed the data and customized supports, visuals, etc. to support my student's growth in PRT for each area. |
| Total Points: | Total Points: | Total Points: | |