Program/ Teacher:

School Year:

SOLS Pacing Guide 2021-2022

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:**	

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	
			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:	