

Interprofessional Learning with a School Case Study

*Speech Pathology and Occupational Therapy
IPL Tutorial*

ASSESSMENT OF BASIC LEARNING SKILLS

This original documentation is an
Assessment of Basic Learning Skills,
assessed by a Speech Pathologist.

Corey Jones

Student: _____

Assessor: Baseline Date: 1/1/2010

Color Code:

<u>51</u>	
<u>52</u>	

Assessment of Basic Language and Learning Skills-Revised Skill Tracking System

Cooperation & Reinforcer	Visual Performance	Receptive Language	Motor Imitation	Vocal Imitation	Requests	Labeling	Intraverbals	Spontaneous Vocalizations
A19	B19	C19	D19	E19	F19	G19	H19	19
A18	B18	C18	D18	E18	F18	G18	H18	18
A17	B17	C17	D17	E17	F17	G17	H17	17
A16	B16	C16	D16	E16	F16	G16	H16	16
A15	B15	C15	D15	E15	F15	G15	H15	15
A14	B14	C14	D14	E14	F14	G14	H14	14
A13	B13	C13	D13	E13	F13	G13	H13	13
A12	B12	C12	D12	E12	F12	G12	H12	12
A11	B11	C11	D11	E11	F11	G11	H11	11
A10	B10	C10	D10	E10	F10	G10	H10	10
A9	B9	C9	D9	E9	F9	G9	H9	9
A8	B8	C8	D8	E8	F8	G8	H8	8
A7	B7	C7	D7	E7	F7	G7	H7	7
A6	B6	C6	D6	E6	F6	G6	H6	6
A5	B5	C5	D5	E5	F5	G5	H5	5
A4	B4	C4	D4	E4	F4	G4	H4	4
A3	B3	C3	D3	E3	F3	G3	H3	3
A2	B2	C2	D2	E2	F2	G2	H2	2
A1	B1	C1	D1	E1	F1	G1	H1	1
B27	C27	D27	E27	F27	G27	H27		
B26	C26	D26	E26	F26	G26	H26		
B25	C25	D25	E25	F25	G25	H25		
B24	C24	D24	E24	F24	G24	H24		
B23	C23	D23	E23	F23	G23	H23		
B22	C22	D22	E22	F22	G22	H22		
B21	C21	D21	E21	F21	G21	H21		
B20	C20	D20	E20	F20	G20	H20		
C57	D57	E57	F57	G57	H57			
C56	D56	E56	F56	G56	H56			
C55	D55	E55	F55	G55	H55			
C54	D54	E54	F54	G54	H54			
C53	D53	E53	F53	G53	H53			
C52	D52	E52	F52	G52	H52			
C51	D51	E51	F51	G51	H51			
C50	D50	E50	F50	G50	H50			
C49	D49	E49	F49	G49	H49			
C48	D48	E48	F48	G48	H48			
C47	D47	E47	F47	G47	H47			
C46	D46	E46	F46	G46	H46			
C45	D45	E45	F45	G45	H45			
C44	D44	E44	F44	G44	H44			
C43	D43	E43	F43	G43	H43			
C42	D42	E42	F42	G42	H42			
C41	D41	E41	F41	G41	H41			
C40	D40	E40	F40	G40	H40			
C39	D39	E39	F39	G39	H39			
C38	D38	E38	F38	G38	H38			
C37	D37	E37	F37	G37	H37			
C36	D36	E36	F36	G36	H36			
C35	D35	E35	F35	G35	H35			
C34	D34	E34	F34	G34	H34			
C33	D33	E33	F33	G33	H33			
C32	D32	E32	F32	G32	H32			
C31	D31	E31	F31	G31	H31			
C30	D30	E30	F30	G30	H30			
C29	D29	E29	F29	G29	H29			
C28	D28	E28	F28	G28	H28			
G47	H47							
G46	H46							
G45	H45							
G44	H44							
G43	H43							
G42	H42							
G41	H41							
G40	H40							
G39	H39							
G38	H38							
G37	H37							
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G9	H9							
G8	H8							
G7	H7							
G6	H6							
G5	H5							
G4	H4							
G3	H3							
G2	H2							
G1	H1							

TEACHING AREA	TASK OBJECTIVE
Discrete Trial	<ul style="list-style-type: none"> • Identify and label a range of colours • Identify and label a range of shapes • Imitate two step gross motor movements • Follow a range of two step instructions • Identify and label a range of community places • Identify and label gender • Answer a range of social question • Imitate three part gross motor movements • Follow a range of three step instruction • Sequence three pictures in order and tell the story • Identify and label objects that are 'alive' and 'not alive' • Identify and label a range of advanced verbs • Identify and label a range of advanced attributes • Completes a range of sentences logically • Identify and label ordinal numbers 1st – 10th • Sequence four pictures in order and tell the story • Predicts outcomes when shown a picture • Answer a range of 'if' questions • Describe objects not in view • Identify 'before' and 'after' in a range of contexts, eg. numbers, days of the week • Use the correct tense when responding • Provide explanations about scenes • Retell a short story that has been told • Explain a range of impossibilities • Understand and use a range of comparative and superlative terms • Asks 'wh' questions when provided with vague information • Identify others emotions when presented with a scenario • Identify own emotions when presented with a scenario
Incidentals	<ul style="list-style-type: none"> • Sit in chair independently
Round Table	<ul style="list-style-type: none"> • Reciprocate information about the actions of a doll. • Prepositions - in, on and under, eg. "Put the ball in the cup". • Imitate one step actions with objects, eg. The teacher says, "Alex, do this" whilst simultaneously waving a flag. • Reciprocate social information, eg. I say, "I live in Morley", Alex says, "I live in Ballajura". • Prepositions - In front, behind, next to, eg. "Put the dog next to the car". • Role play with a puppet, eg. "My name is Bertie Bear" • Imitate two step gross motor instructions as part of a group, eg. The teacher says, "Do this" (then claps hands then waves). • Two step instructions as part of a group, eg. "Everybody stand up then jump". • States wants within a group situation, eg. "I do", "Not me" • Outdoor instructions as part of a group, eg. "Everybody, run around

	<p>the red slide".</p> <ul style="list-style-type: none"> Extend reciprocation of social information, eg. I say "What's your name?" (looking at the student to my right) The student looks at me and says, "Alex" He then turns to the person on his right and says, "What's your name?" and waits for the answer. Interactive singing, eg. Twinkle, twinkle Respond in a sentence to questions about the position of objects, eg. "Where is the car?" Thomas replies, "On the table". <small>requires element presented.</small> Participate in progressive reciprocal language drills with peers, eg. Alex says, "I did the washing and I washed some socks", Casey says, "I did the washing and I washed some socks and some shorts". Demonstrate an ability to pretend with unrelated objects, eg. "Pretend you're talking on the phone". Reciprocate appropriate information when describing attribute blocks, eg. Shapes, size, colour.
Arrival	<ul style="list-style-type: none"> Respond to parent farewell Initiate parent farewell Responds to greetings from staff Initiate greetings to staff
Play	<ul style="list-style-type: none"> Place furniture in the correct rooms in a dolls house (and verbalise the names of the rooms) Dress up in a range of costumes during play Ask a peer to play <small>with visual support</small>
Fine Motor	<ul style="list-style-type: none"> Manipulate playdoh with hands; rolling, squeezing, pinching, pressing Colour within a picture Construct and cut out shapes in playdoh to use in imaginative play Use different colours to complete a picture Engages in imaginative play with playdoh Use a ruler to draw a line Write a range of letters, numbers, words from a model provided on a blackboard Copy a range of three letter words Shares pencils, glue and scissors with peers during a group session
Physical Education	<ul style="list-style-type: none"> Imitate a sequence of outdoor gross motor movements on equipment, ie. Obstacle course Participate in a running race Walk independently on stilts Demonstrate hopping on one foot for 5 seconds Throw beanbags into a hoop from a distance Line up with peers
Independent Schedule Work	<ul style="list-style-type: none"> Complete independent work using a four part COMPIC / picture schedule Complete independent schedule work using a 5 – 7 part COMPIC schedule Follow a seven part number schedule of activities independently Access choice as part of independent schedule work

	<ul style="list-style-type: none"> • Access the language master as part of independent schedule work to initiate social comment to staff and peers <p>CONTENT OBJECTIVES</p> <ul style="list-style-type: none"> • Independently complete a range of fine motor activities, eg. pegging, threading. • Independently sort items based on colour, shape or category • Independently complete a range of age-appropriate puzzles (see ABLLS objectives in play) • Independently match picture to picture • Independently match COMPIC to COMPIC • Independently match number to number • Independently follow a sequence pattern of pictures • Independently sequence numbers 1 – 10 • Independently match the days of the week • Sequence the days of the week independently • Construct a picture of a body from assorted pieces • Independently match animals and their homes • Independently sequence pictures to make a story • Match picture to a sentence • Sequence months of the year independently • Independently match coin to coin • Independently match money value to coin • Sequence numbers on a clock face
Mat	<ul style="list-style-type: none"> • Participate in interactive stories during mat time, eg. 5 Little Ducks • Sing a range of school-age songs as part of a group • Participate in musical games with peers, eg. musical chairs, musical bobs. • Recite age appropriate information in unison with peers, eg. months of the year, alphabet • Participate in pretend games, eg. "Guess what I am?" When the teacher is pretending to be a bird • Feel an object in a bag and without looking tell the group what it is. • Explain what's happening in a simple picture using the word 'because', eg. He is crying because he dropped his icecream • Participate in a dramatisation of a familiar story
Reading	<ul style="list-style-type: none"> • COMPIC readers • Turns pages of a book • Develop a bank of sight words(Beginner readers) <p>Lower / Non verbal:</p> <ul style="list-style-type: none"> • Match word to word to construct sentences from an individualised reading book. • Match word to picture to construct sentences from an individualised reading book.
Writing	<ul style="list-style-type: none"> • Independently trace name using Victorian Modern Cursive • Independently copy name using Victorian Modern Cursive • Independently write name using Victorian Modern Cursive • Imitate a range of advanced drawings, eg. house, person
Fluency	<ul style="list-style-type: none"> • Stars • Fine Motor movements –only 1/term pincer/openshut them