

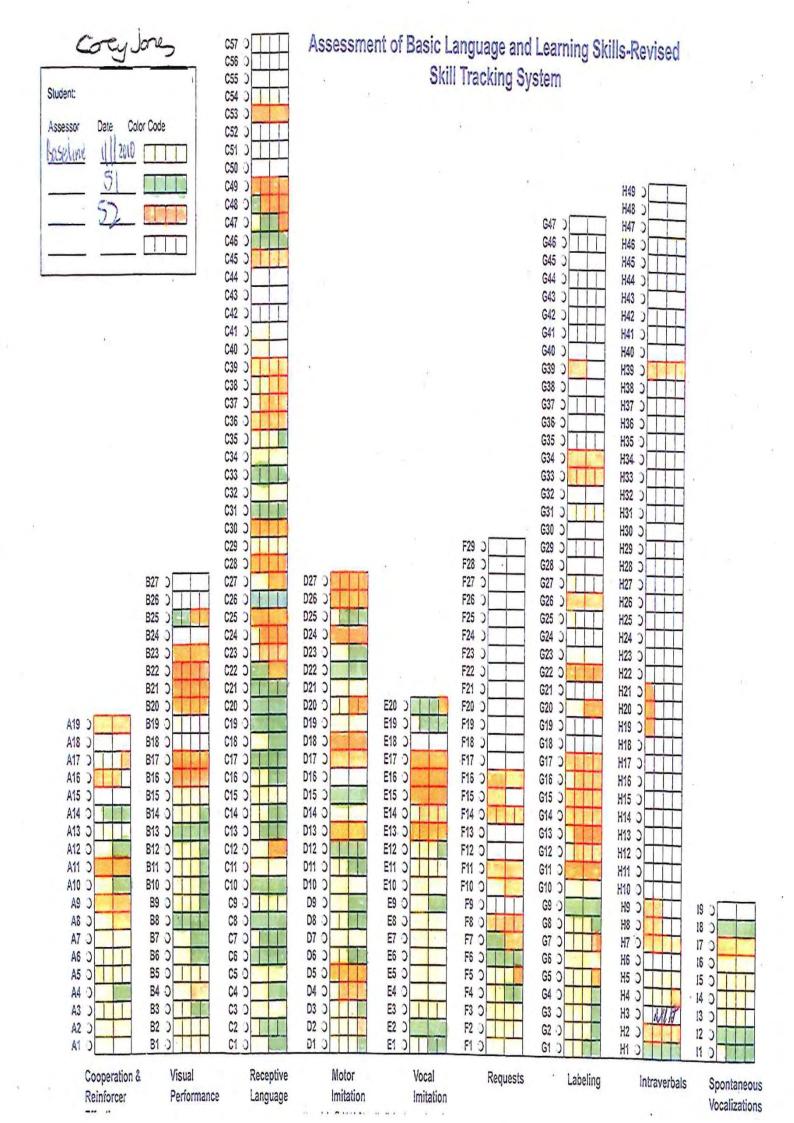
## Interprofessional Learning with a School Case Study

Speech Pathology and Occupational Therapy
IPL Tutorial

## ASSESSMENT OF BASIC LEARNING SKILLS

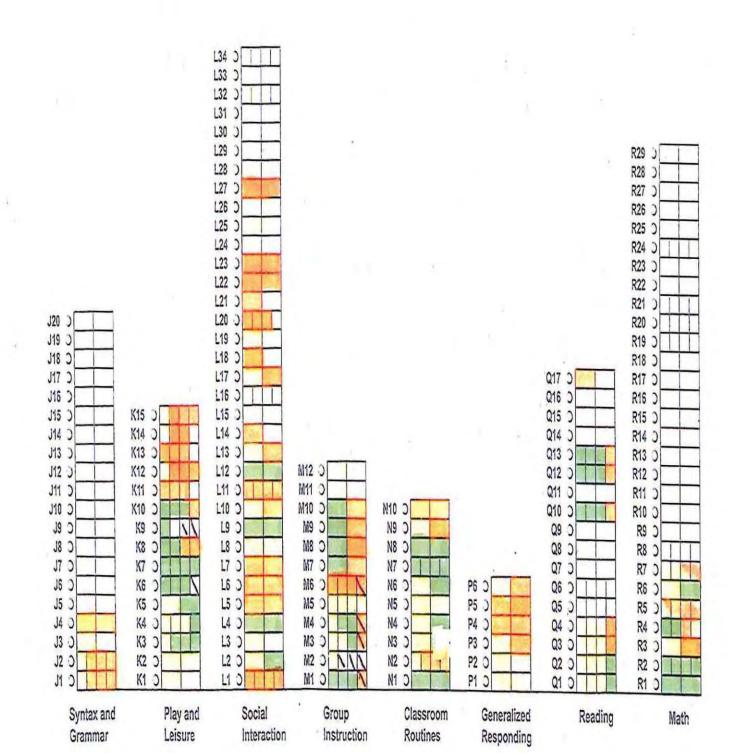
This original documentation is an Assessment of Basic Learning Skills, assessed by a Speech Pathologist.





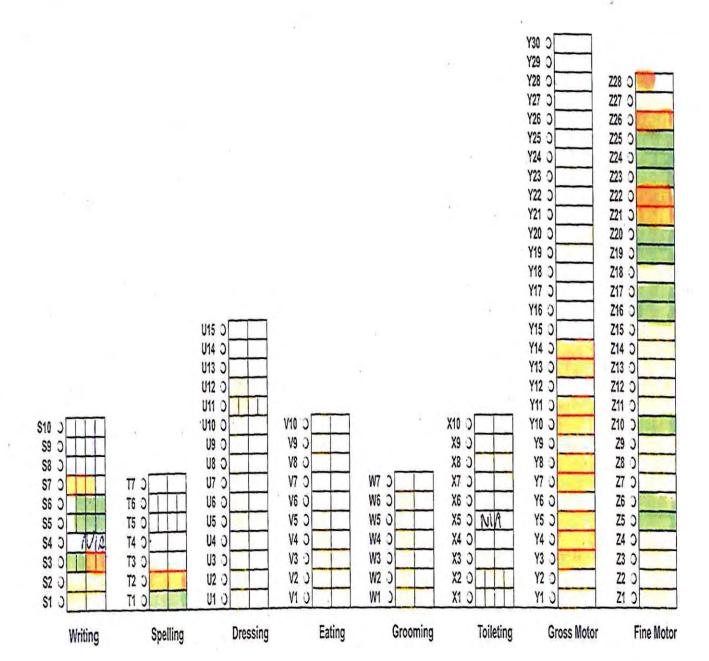
## Assessment of Basic Language and Learning Skills-Revised Skill Tracking System

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

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TEACHING AREA	TASK OBJECTIVE
Discrete Trial	<ul> <li>Identify and label a range of colours</li> </ul>
Disciere irrai	<ul> <li>Identify and label a range of shapes</li> </ul>
	Imitate two step gross motor movements
	<ul> <li>Follow a range of two step instructions</li> </ul>
	<ul> <li>Identify and label a range of community places</li> </ul>
	· Identify and label gender
	<ul> <li>Answer a range of social question</li> </ul>
i.	<ul> <li>Imitate three part gross motor movements</li> </ul>
*	<ul> <li>Follow a range of three step instruction</li> </ul>
	<ul> <li>Sequence three pictures in order and tell the story</li> </ul>
	<ul> <li>Identify and label objects that are 'alive' and 'not alive'</li> </ul>
	<ul> <li>Identify and label a range of advanced verbs</li> </ul>
	Identify and label a range of advanced attributes
	Completes a range of sentences logically
	● Identify and label ordinal numbers 1 <sup>st</sup> – 10 <sup>th</sup>
	Sequence four pictures in order and tell the story
	Predicts outcomes when shown a picture
	A server a server of the server time
	Describe objects not in view
	<ul> <li>Identify 'before' and 'after' in a range of contexts, eg. numbers, days</li> </ul>
	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
	<ul> <li>Understand and use a range of comparative and superlative terms</li> </ul>
	<ul> <li>Asks 'wh' questions when provided with vague information</li> </ul>
	<ul> <li>Identify others emotions when presented with a scenario</li> </ul>
-	<ul> <li>Identify own emotions when presented with a scenario</li> </ul>
Incidentals	Sit in chair independently
Round Table	Reciprocate information about the actions of a doll.
	<ul> <li>Prepositions - in, on and under, eg. "Put the ball in the cup".</li> </ul>
	<ul> <li>Imitate one step actions with objects, eg. The teacher says, "Alex</li> </ul>
	do this" whilst simultaneously waving a flag.
	<ul> <li>Reciprocate social information, eg. I say, "I live in</li> </ul>
	Morley", Alex says, "I live in Ballajura".
	<ul> <li>Prepositions - In front, behind, next to, eg. "Put the dog next to the</li> </ul>
	car".
	<ul> <li>Role play with a puppet, eg. "My name is Bertie Bear"</li> </ul>
	<ul> <li>Imitate two step gross motor instructions as part of a group, eg. The</li> </ul>
	teacher says, "Do this" (then claps hands then waves).
	• Two step instructions as part of a group, eg. "Everybody stand up then jump".
	<ul> <li>States wants within a group situation, eg. "I do", "Not me"</li> </ul>
	Outdoor instructions as part of a group, eg. "Everybody, run around
	gataoor mondonons as part of a group, eg. Everybody, run around

	the red slide".
	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.
	Interestive singing on Twinkle twinkle
	Respond in a sentence to questions about the position of objects, eg.
4	"Where is the car?" Thomas replies, "On the table". presented.
	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".
	<ul> <li>Demonstrate an ability to pretend with unrelated objects, eg, "Pretend you're talking on the phone".</li> </ul>
	<ul> <li>Reciprocate appropriate information when describing attribute</li> </ul>
	blocks, eg. Shapes, size, colour.
Arrival	<ul> <li>Respond to parent farewell</li> </ul>
	Initiate parent farewell
	Responds to greetings from staff
	Initiate greetings to staff    Discontinuous in the correct rooms in a dolla house (and verbalise)
Play	<ul> <li>Place furniture in the correct rooms in a dolls house (and verbalise the names of the rooms)</li> </ul>
	Duran un in a vanca of each unan during play
	Ask a peer to play with visual support say:
Fine Motor	Manipulate playdoh with hands; rolling, squeezing, pinching.
rine motor	pressing
4	Colour within a picture
	<ul> <li>Construct and cut out shapes in playdoh to use in imaginative play</li> </ul>
	<ul> <li>Use different colours to complete a picture</li> </ul>
	<ul> <li>Engages in imaginative play with playdoh</li> </ul>
	Use a ruler to draw a line
	<ul> <li>Write a range of letters, numbers, words from a model provided on a blackboard</li> </ul>
-	Copy a range of three letter words
mt t tmt .t	<ul> <li>Shares pencils, glue and scissors with peers during a group session</li> </ul>
Physical Education	Imitate a sequence of outdoor gross motor movements on
	equipment, ie. Obstacle course
	Participate in a running race     Walk independently on pilits
9	Walk independently on stilts
	<ul> <li>Demonstrate hopping on one foot for 5 seconds</li> </ul>
	Throw beanbags into a hoop from a distance
Independent	Line up with peers     Complete independent work using a four part COMPIC / picture
	schedule
Schedule Work	<ul> <li>Complete independent schedule work using a 5 – 7 part COMPIC</li> </ul>
	<ul> <li>Access choice as part of independent schedule work</li> </ul>
Independent Schedule Work	<ul> <li>Complete independent schedule work using a 5 – 7 part COMF schedule</li> <li>Follow a seven part number schedule of activities independently</li> </ul>

1	<ul> <li>Access the language master as part of independent schedule work</li> </ul>
	to initiate social comment to staff and peers
-2)	CONTENT OBJECTIVES
	<ul> <li>Independently complete a range of fine motor activities, eg. pegging, threading.</li> </ul>
	Independently sort items based on colour, shape or category
3	Independently complete a range of age-appropriate puzzles (see ABLLS objectives in play)
	Independently match picture to picture
	<ul> <li>Independently match COMPIC to COMPIC</li> </ul>
14	to the control of the
	<ul> <li>Independently match number to number</li> <li>Independently follow a sequence pattern of pictures</li> </ul>
	<ul> <li>Independently sequence numbers 1 – 10</li> </ul>
	<ul> <li>Independently match the days of the week</li> </ul>
14	Sequence the days of the week independently
	<ul> <li>Construct a picture of a body from assorted pieces</li> </ul>
	<ul> <li>Independently match animals and their homes</li> </ul>
	Independently match animals and their homes     Independently sequence pictures to make a story
	Match picture to a sentence
	Sequence months of the year independently
4	Independently match coin to coin
	Independently match money value to coin
	Sequence numbers on a clock face
Mat	Participate in interactive stories during mat time, eg. 5 Little Ducks
MIGIE	Sing a range of school-age songs as part of a group
	Participate in musical games with peers, eg. musical chairs, musical
	bobs.
	<ul> <li>Recite age appropriate information in unison with peers, eg. months</li> </ul>
	of the year, alphabet
	<ul> <li>Participate in pretend games, eg. "Guess what I am?" When the</li> </ul>
	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 suing the word
	'because', eg. He is crying because he dropped his icecream
	Participate in a dramatisation of a familiar story
Reading	COMPIC readers
iteaunig	Turns pages of a book
	Develop a bank of sight words(Beginner readers)
	Lower / Non verbal:
	Match word to word to construct sentences from an individualised
	reading book.
	<ul> <li>Match word to pictuire to construct sentences from an individualised</li> </ul>
	reading book.
Writing	<ul> <li>Independently trace name using Victorian Modern Cursive</li> </ul>
	<ul> <li>Independently copy name using Victorian Modern Cursive</li> </ul>
	<ul> <li>Independently write name using Victorian Modern Cursive</li> </ul>
	<ul> <li>Imitate a range of advanced drawings, eg. house, person</li> </ul>
Fluency	• Stars
	<ul> <li>Fine Motor movements –only 1/term pincer/openshut them</li> </ul>