# Navigating Through STAR Online Learning System (SOLS)

1. Once you've logged-in to the STAR Media Center and clicked on the STAR Online Learning System (SOLS) box, you can freely navigate through the SOLS system.

2. This is what the main SOLS page looks like. There are important and helpful supports in the Extension Activities, SOLS Professional Development Webinars, Home Supports Extended, (and sometimes in the SOLS Archive), but the place that you will likely want to get started is either SOLS – Primary or SOLS – Secondary:
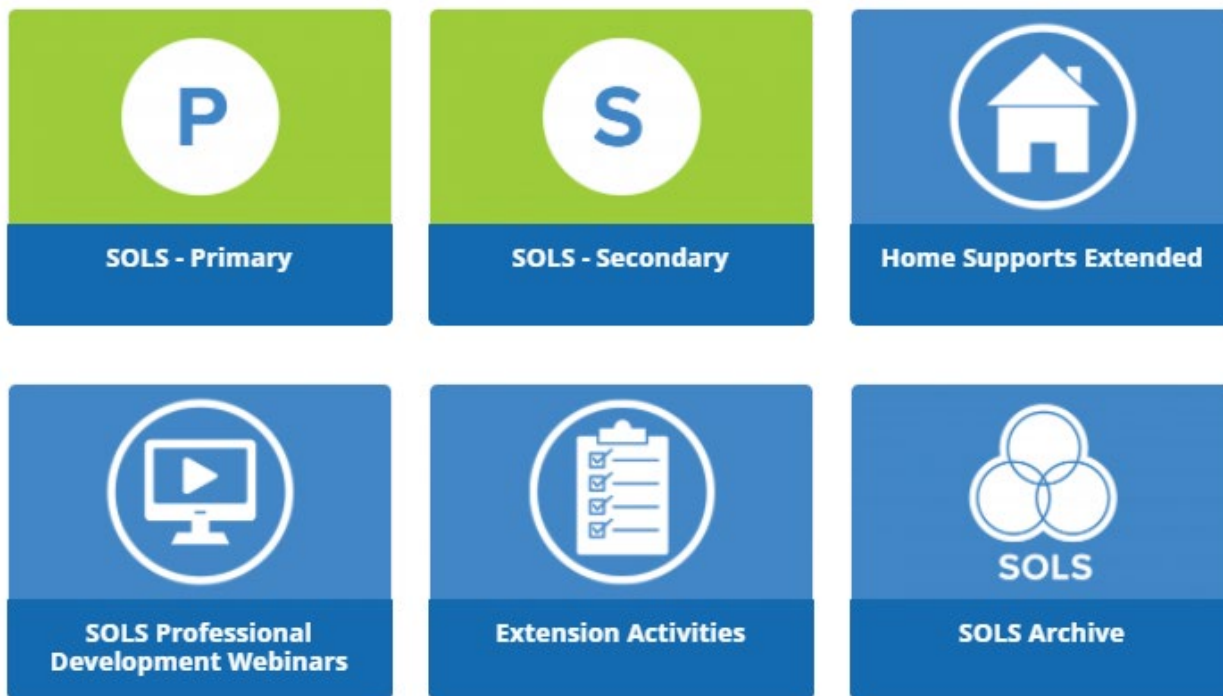
3. For this example, we will navigate into the SOLS – Primary box (helpful tip: navigating within the SOLS – Primary and SOLS – Secondary boxes is an almost identical experience except for the content of the resources and materials):
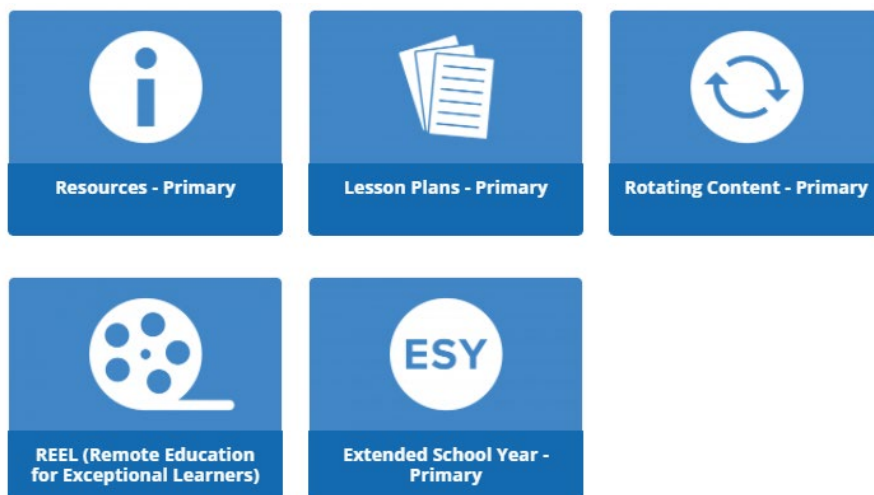
4. Within those five boxes, there are many resources to support robust remote learning for students who have a wide range of strengths and needs. Starting with Resources – Primary, let's explore a few resources that might be most helpful to get started! Shown below is a brief excerpt of the many resources available within the Resources – Primary box. Strand Selection Guide, Skills Assessment, Lesson Sets, IEP Goal Alignment, and Teacher Pre-Session Checklist, all circled in red, are among the resources that might be helpful in getting started with SOLS. Don't forget to explore the other resources available here, but these five documents are a good starting point:

LESSON PLANS

GETTING STARTED
Get to know the STAR Online Learning System (SOLS) with the SOLS Overview, find the strand that best suits your student with the Strand Selection Guide and Skills Assessment, and use the IEP Goal Alignment to organize your session.

DATA COLLECTION
Use the Student Participation Data Form to rate the student's level of participation in each activity session and the Phase Progression Form to identify when a phase is mastered.

GENERAL INFORMATION
Use this general information to get a big picture view of what caregivers and teachers will need to know to implement the SOLS curriculum.

RESOURCES

- SOLS Overview
- SOLS Overview (Español)
- Strand Selection Guide
- Strand Selection Guide (Español)
- Skills Assessment
- Skills Assessment (Español)
- Lesson Sets
- IEP Goal Alignment

- Student Participation Data Form
- Student Participation Data Form (Español)
- Student Participation Summary Data Form
- Student Participation Summary Data - EXAMPLE
- Phase Progression Data Form

- Caregiver Information
- Caregiver Information (Español)
- Caregiver Pre-Session Checklist
- Caregiver Presession Checklist (Español)
- Caregiver Quick Guide
- Caregiver Quick Guide (Español)
- Teacher Pre-Session Checklist
- Teacher Pre-Session Checklist (Español)
- Teacher Guide
- Teacher Guide (Español)

5. Lesson Plans – Primary is another important place (box) to visit while preparing to teach using SOLS. When you click on Lesson Plans – Primary, you will see four boxes (SOLS - Primary - Strand A, SOLS – Primary – Strand B, SOLS – Primary – Strand C, and SOLS – Primary – Group). For this example, we'll select SOLS – Primary – Strand B (helpful tip: you'll know which box to click to access the appropriate lesson plans based on the Strand Selection Guide for each student). Here, you'll find all the lesson plans necessary to get started:

LESSON PLANS	RESOURCES
PRESENTATION Use the Remote Education for Exceptional Learners (REEL) tool to create individual lesson presentations based on each student's strand and skill level. This remote session builder supports individual student learning targets and IEP goals.	• **CLICK HERE TO BUILD A REEL**
STRAND B GREETING AND ROUTINE LESSON PLANS The greeting/circle lesson plan provides a guide and schedule to offer students a consistent introduction to daily lessons and routines, providing structure and predictability to home-based instruction. Use the functional routine lesson plan to support students in practicing and gaining independence during daily routines.	• Greeting/Circle • Greeting/Circle (Español) • Functional Routines • Functional Routines (Español)
STRAND B1 TEACHING AND PLAY TIME LESSON PLANS Play time, functional academic, and language lessons for students working on skills in the B1 sub-strand.	• Play Time - Engaging in Diverse Activities - Play Imitation • Play Time - Engaging in Diverse Activities - Play Imitation (Español) • Play Time - Natural Communication - Beginning Requesting • Play Time- Natural Communication - Beginning Requesting (Español) • Teaching Time - Functional Academics - Beginning Reading • Teaching Time- Functional Academics- Beginning Reading (Español) • Teaching Time - Language - Following Directions • Teaching Time- Language - Following Direction (Español)
STRAND B2 TEACHING AND PLAY TIME LESSON PLANS Play time, functional academic, and language lessons for students working on skills in the B2 sub-strand.	• Play Time - Engaging in Diverse Activities - Play Directions • Play Time - Engaging in Diverse Activities - Play Directions (Español) • Play Time - Natural Communication - Intermediate Requesting • Play Time - Natural Communication (Español) • Teaching Time - Functional Academics - Beginning Writing • Teaching Time - Functional Academics - Beginning Writing • Teaching Time - Language - Information Ordering and Understanding 1 • Teaching Time - Language - Information Ordering and

6. Finally, after again navigating from the SOLS main page by clicking on the REEL (Remote Education for Exceptional Learners) box, we'll show an example of creating a REEL (that's what the student(s) and caregiver will see at home, or the student(s) will see in school if used to supplement in-person instruction). This is the page you'll see when you click on that REEL box on the main SOLS page. To start creating a REEL, select Primary or Secondary, then click next. For this example, we'll use Primary:

7. After you've selected Primary or Secondary and clicked next, you select your theme and click next (helpful tip: the themes in SOLS match up with the themes that are release monthly for the Links Curriculum (Routine Teaching Units) and STAR Program (Themes First!):

8. Once you have selected your theme, you'll choose the strand. This will be pre-determined by the Strand Selection Guide that you filled out prior to creating the REEL. You can also do a quick determination of the strand by clicking the drop-down of each strand (Strand B example below) and reading the information there:

Create Your REEL

| CATEGORY: PRIMARY | THEME: All Around Town | STRAND | SET | PREVIEW |

Select a strand below based on your student's current developmental level and needs, click on the accordion for more detail on each strand.

For further information on how to select a strand consult the Strand Selection Guide found at www.starautismsupport.com.

○ Strand A

◉ Strand B

  - Sits and attends for 5 minutes or more
  - Requests using one or two words, either verbally or with the use of an alternative communication system
  - Follows simple one-step directions

○ Strand C

○ Strand D - Group

NEXT ≫

9. After you've selected the strand, you'll select a lesson set. Like the selection of the strand, the set will be determined by the Strand Selection Guide, but you can also read the drop-down information if you need to decide "on-the-fly":

Create Your REEL

CATEGORY: PRIMARY → THEME: All Around Town → STRAND: Strand B → SET → PREVIEW

Select a set below based on your student's current developmental level and needs, click on the accordion for detail of the emerging skills to be taught in each set.

For further information on how to select a set consult the Strand Selection Guide found at www.starautismsupport.com.

○ Set 1

◉ Set 2

- **Primary**
  - Language: Identifying nouns; labeling nouns; sorting pictures of items by category; ordering sequences; and describing three-part picture sequences
  - Functional Academics: Drawing lines and shapes; drawing pictures
  - Natural Communication: Requesting in a variety of ways
  - Engaging in Diverse Activities: Following play directions
- **Secondary**
  - Language: Learning to identify and label pictures of nouns; identifying icons from a picture schedule; grouping pictures of items by name; understanding and describing 3-part pictureosequences; and requesting using words and phrases
  - Functional Academics: Making marks with a pen; tracing lines, shapes, and name; and copying name

○ Set 3

NEXT ››

10. Next, you'll see a preview of your REEL. At the bottom of this page, you can click the "Begin Session" button to get started, or you can also reorganize REEL, create a caregiver session link, or create a paraprofessional session link:
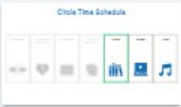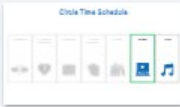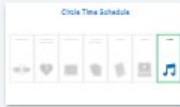
11. This is the REEL that we created through this example. This is the student-facing (and caregiver, if applicable) side of SOLS, and once you have this, you'll be ready to get started. Navigate using the top row of buttons (red rectangle), the second row of buttons (green rectangle), or the "BACK" or "NEXT" buttons (blue circles).