



Navigating SEL:

Perspectives on Empowering Educators



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PRESENTED BY

Laura Seiferd M.Ed., BCBA
STAR Autism Support



STAR Autism Support

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Supports Included:

SOLER Curriculum Information.....	Page 1
SOLER Scope and Sequence.....	Page 2
SOLER Skills Worksheet: Paying Attention	Page 3
SOLER Fidelity Checklist	Pages 4-5
Sample Professional Development Plan	Page 6
District Data Examples	Page 7
Culturally Response Classroom Practices Checklist	Page 8

Resource List:

- **STAR Autism Support:** [SOLER Curriculum Rubric and Examples](#)
 - <https://starautismsupport.com/soler-curriculum-rubric>
- **STAR Autism Support:** [Learning More About SOLER: Video](#)
 - <https://starautismsupport.com/SOLER>
- **STAR Autism Support:** [Exploring Video Modeling: Newsletter](#)
 - <https://starautismsupport.com/february-newsletter-exploring-video-modeling>
- **Culturally Responsive Teaching: A Reflection Guide**
 - <https://www.newamerica.org/education-policy/policy-papers/culturally-responsive-teaching-competencies/>

Social Learning and Emotional Regulation Curriculum



The SOLER (Social Learning and Emotional Regulation) curriculum is a comprehensive social skills curriculum for students with autism and other social learning challenges. The curriculum can be used with elementary students and taught in small groups or one-on-one settings. Through evidence-based lessons and a scope and sequence that provides scaffolded learning opportunities, teachers can provide students targeted instruction in social skills. SOLER has three leveled units, moving from basic foundational social skills toward more complex social skills. Curricular areas within each unit include:

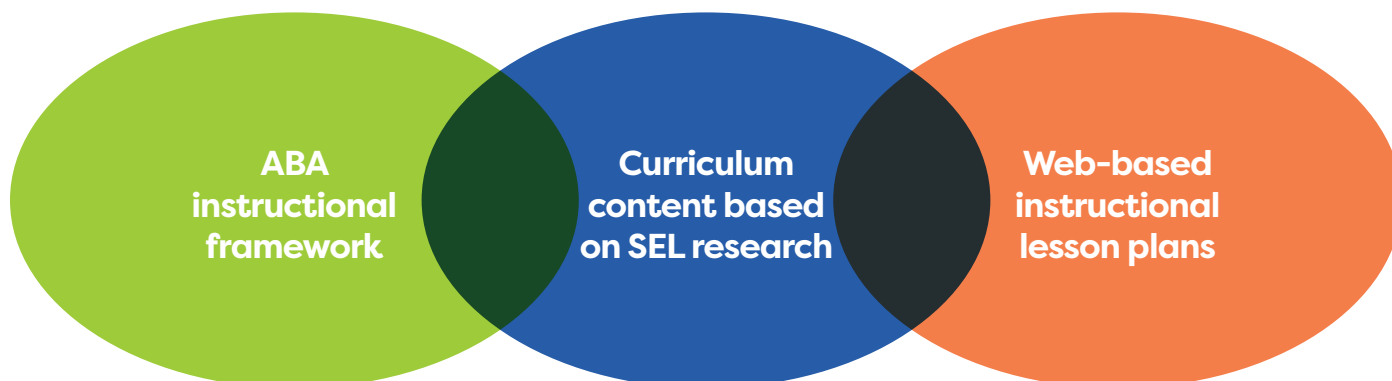
Unit 1	Unit 2	Unit 3
Communication Friendship Self-Awareness Self-Management Perspective-Taking	Communication Friendship Self-Awareness Self-Management Perspective-Taking Connections	Communication Friendship Self-Awareness Self-Management Perspective-Taking Connections

Evidence-Based Instructional Procedures

Instructional procedures are systematic teaching steps that lead to skill acquisition, skill performance, and generalization of skills in natural settings. Behavioral strategies form the foundation of the curriculum and include:

- Obtaining baseline information to determine students' current level for each skill target and where to begin instruction
- Providing step-by-step instruction building on previously learned skills
- Breaking skills down into small, teachable steps
- Using antecedent strategies to provide students with clear information about expected behaviors
- Clearly defining expected student responses for instructors
- Using consequent strategies to provide frequent reinforcement and correction if needed
- Measuring progress both during the social skills group and during generalization of skills in natural settings
- Using evidence-based practices including social narratives, role-play, peer-based instruction, video modeling, and self-monitoring

SOLER Framework



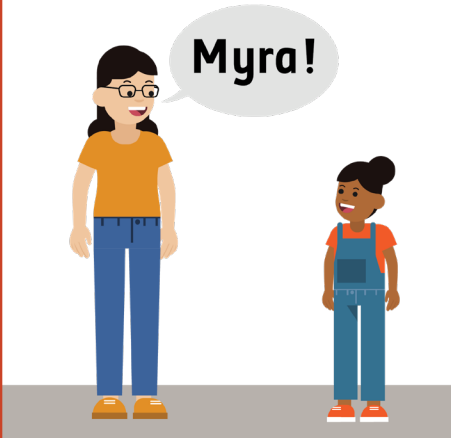
SOLER Instructional Goals

Unit 1 – The Basics	COMMUNICATION	FRIENDSHIP	SELF-AWARENESS	SELF-MANAGEMENT	PERSPECTIVE-TAKING	CONNECTIONS
	1.1 Social Attention Basics	1.5 Sharing and Turn-Taking	1.8 Emotions	1.10 Self-Monitoring 1	1.15 Similarities and Differences	
	1.2 Listening and Paying Attention	1.6 Asking and Inviting Others to Play	1.9 Identifying Emotions in Context	1.11 Following Rules	1.16 Visual Perspectives	
	1.3 Greetings	1.7 Imaginative Play		1.12 Following Group Rules	1.17 Thoughts	
	1.4 Comments and Questions			1.13 Staying on Task		
				1.14 Controlling Emotions		

Unit 2 – Intermediate	COMMUNICATION	FRIENDSHIP	SELF-AWARENESS	SELF-MANAGEMENT	PERSPECTIVE-TAKING	CONNECTIONS
	2.1 Conversations	2.8 Playing With Friends	2.14 Expressing Emotions in Context	2.18 Self-Monitoring 2	2.23 Interpreting Others' Feelings	2.30 Stranger Safety
	2.2 Staying on Topic	2.9 Friendship Characteristics	2.15 Expressing Thoughts	2.19 Accepting Being Told No	2.24 Predicting Others' Plans	
	2.3 Starting and Ending a Conversation	2.10 Asking for and Offering Help	2.16 Strengths and Opportunities	2.20 Using Free Time	2.25 Thinking About Thoughts	
	2.4 Changing Topics	2.11 Giving and Receiving Compliments	2.17 Positive Thoughts and Self-Confidence	2.21 Accepting When Things Change	2.26 Thoughts and Feelings: Part 1	
	2.5 Greetings and Small Talk	2.12 Borrowing and Lending Possessions		2.22 Dealing With Making Mistakes	2.27 Thoughts and Feelings: Part 2	
	2.6 Using Manners	2.13 Accepting and Rejecting Play Invitations			2.28 Opinions	
	2.7 Body Language				2.29 Learning About Others' Interests	

Unit 3 – Advanced	COMMUNICATION	FRIENDSHIP	SELF-AWARENESS	SELF-MANAGEMENT	PERSPECTIVE-TAKING	CONNECTIONS
	3.1 Voice Level and Tone	3.3 Compromising	3.6 Consequences of Actions	3.9 Self-Monitoring: Personal Goals	3.13 Personality Traits	3.18 Figurative Language
	3.2 Refusing Requests	3.4 Being a Good Sport	3.7 Self-Advocacy	3.10 Dealing With Stress	3.14 Discovering Differences	3.19 Sarcasm
		3.5 Tattling and Correcting Others	3.8 Writing a Story About Self	3.11 Getting Organized	3.15 Responding to Differences	3.20 Apologizing
				3.12 Managing Emotions in Context	3.16 Indirect Language and Body Language	3.21 Effective Planning
					3.17 Perceptions	3.22 Boundaries
						3.23 Collaboration
						3.24 Adjusting Behavior to Social Settings
						3.25 Empathy
						3.26 Resolving Conflict

Paying Attention



An illustration of a woman with glasses and an orange shirt standing on the left, looking towards a young girl on the right. The girl is wearing a red shirt and blue overalls. A speech bubble from the woman says "Myra!".

Myra!

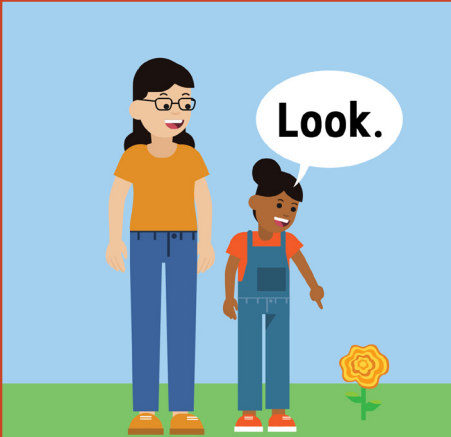
When someone calls your name, look at them.



An illustration of a woman with glasses and an orange shirt pointing her right index finger towards a colorful kite flying in the sky. A young girl in a red shirt and blue overalls stands next to her, looking in the same direction. A speech bubble from the woman says "Look.".

Look.

If someone says, "Look," and points to something, look at it.



An illustration of a woman with glasses and an orange shirt standing on the left. A young girl in a red shirt and blue overalls stands next to her, pointing her right index finger towards a yellow flower on the grass. A speech bubble from the girl says "Look.".

Look.

To share something interesting, point and say, "Look."

SOLER Fidelity Checklist: Self-Assessment

Educator name: _____

Self-assessment level: 0 = Not yet started 1 = Support needed 2 = Some support needed 3 = No support needed N/A = Not applicable

	Date			Comments
SOLER program implementation				
Collects SOLER Curriculum Assessment baseline data for each student Gathers information through observation and the Caregiver/Teacher Interview Form				
SOLER instructional sessions occur two to five times per week				
Manages student behavior using basic behavior principles: observes antecedents in order to change behavior, provides reinforcement at appropriate times to increase appropriate behavior				
Explains and provides written information about the SOLER group sessions to general education teachers, caregivers, support specialists, and administrators as needed				
SOLER instructional sessions occur two to five times per week				
Creates and utilizes student SOLER Notebooks to support lesson resource organization.				
Uses the SOLER digital assessment system to collect and summarize data, track student progress, and make instructional decisions.				
SOLER instructional procedures				
Follows Phase 1 instructional strategies as detailed in the lesson plans for teaching new target skills				
Follows Phase 2 instructional strategies as detailed in the lesson plans for practicing/independence for target skills				
Effectively implements the following SOLER instructional strategies: modeling, role-play, video modeling, visual supports, prompts/fading prompts, error correction				

Self-assessment level: 0 = Not yet started 1 = Support needed 2 = Some support needed 3 = No support needed N/A = Not applicable

	Date				Comments
Collects SOLER session data (phase 2) and enters data into the assessment tool to guide instruction and determine if students need extended practice procedures					
Extended learning					
Uses task analysis and chaining procedures to systematically teach and break down new skills into small steps for learners requiring more support					
Follows extended practice procedures for students requiring additional skill instruction					
Generalization of skills					
Follows Phase 3 instructional strategies as detailed in the lesson plans for generalizing new target skills					
Encourages peers to participate in SOLER group sessions (uses peer buddy training procedures)					
Communicates with caregivers and general education teachers to support generalization of skills (uses Generalization REELs and Caregiver/Teacher Generalization Report)					
Uses the Reflection Worksheet to encourage students to use skills at school, home, and in the community					
Collects SOLER session data (phase 3) and enters data into the assessment tool to guide instruction and determine if students need extended practice procedures					
Uses self-monitoring forms to support students in monitoring and self-regulation					

Utilizing ESY or Summer PD

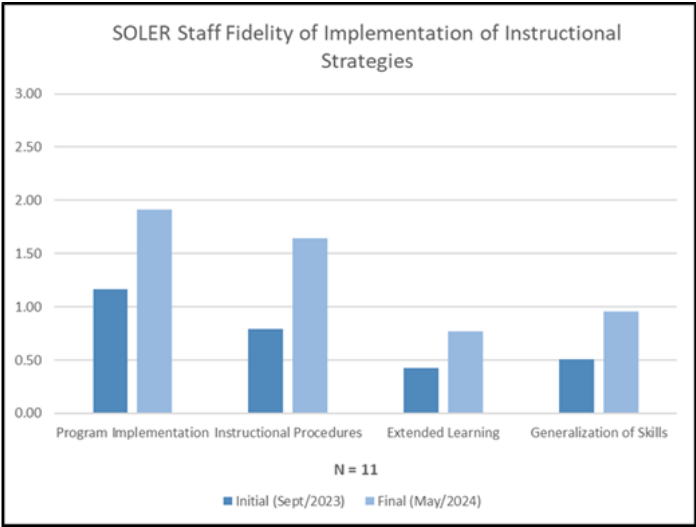
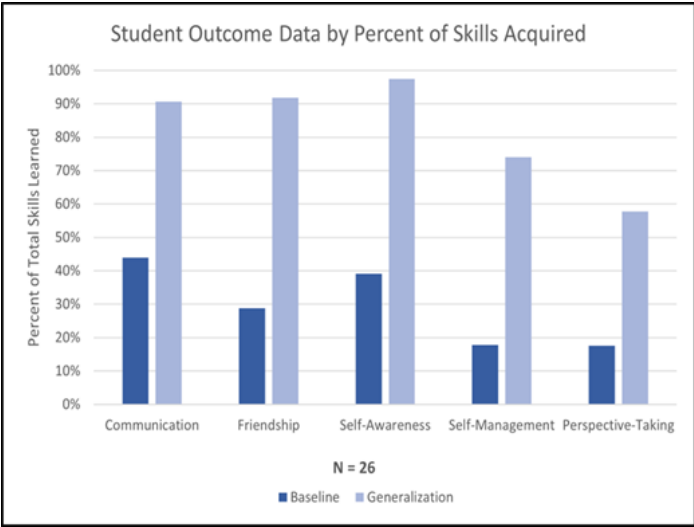
- One week of professional development to provide hands-on learning and specific workshops to improve implementation
- Training provided in one of our model site classrooms that included established instructional areas
- Morning – Classroom coaching with students
- Afternoon – Focused professional development
- New and returning staff to participate and identify extra duty pay options
- Students to attend pending caregiver transportation or utilize ESY students

Professional Development Plan: Sample

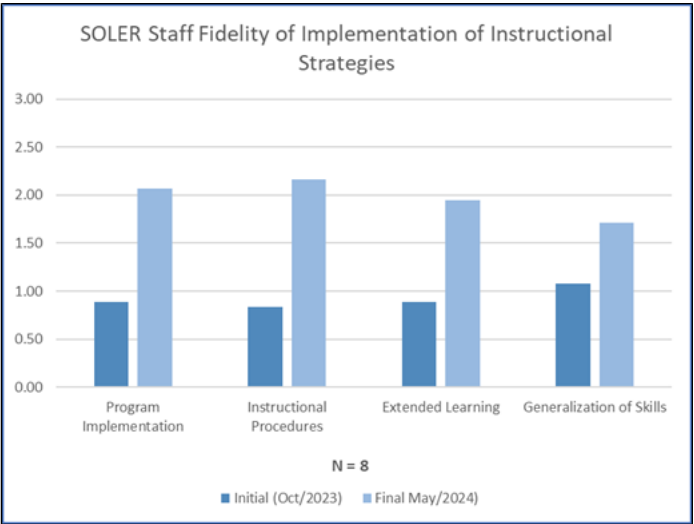
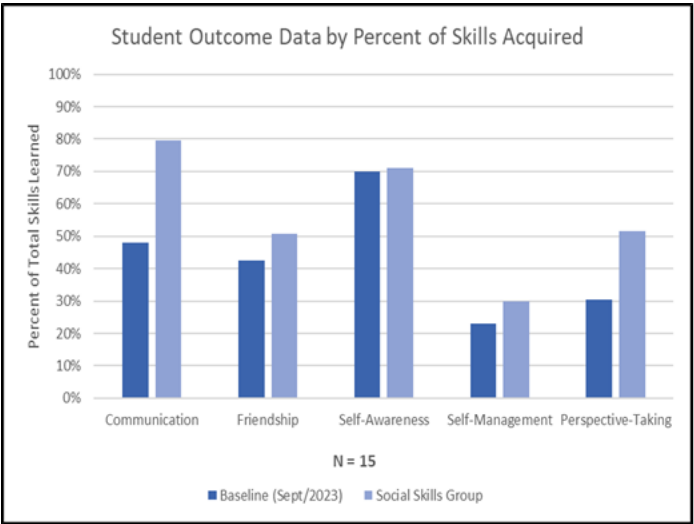
	Day 1	Day 2	Day 3	Day 4	Day 5
Classroom Coaching Focus: AM	Classroom Set-up	Student assessment and routines	Teaching Phase 1 and Using Reinforcement	Teaching Phase 2 and Using EBP	Teaching Phase 3 and Creating Generalization Opportunities
Professional Development Focus: PM	Using the SOLER assessment Using Evidence-Based Practices	Teaching SOLER lessons Using Reinforcement in Small Groups	Collecting and analyzing routine data Increasing engagement in small groups	Generalization and Peer Buddies Supporting a variety of learners	Putting It All Together in Your Classroom: Self-Reflection and Action Plans

Notes:

Example 1: Student and Instructional Progress



Example 2: Student and Instructional Progress



Notes:

Culturally Responsive Classroom Practices Checklist

- Are the images and videos used in your classroom inclusive of the students you serve?
- Are toys and materials typical of what students encounter in the context of their home and culture? Are toys gendered or inclusive of all?
- Are scenarios typical of what students encounter in the context of their home and culture? Are scenarios inclusive and include diverse characters?
- During snack and lunch routines, are you offering food and utensil choices that are consistent with students' cultural cuisine and mealtime practices?
- Are books representative of your students and various cultures? Do they contain a variety of characters, points of view, ethnic backgrounds, and cultural identities and expressions?
- Does the music in your classroom reflect a variety of genres and include songs in students' first languages?
- What vocabulary do you use to refer to the adults in your students' lives? The default terms are often "mother," "father," and "parents," but many children live with other adults who provide daily care. "Caregiver" may be a more appropriate term in some cases—learn more about your students' home lives to better understand their family dynamic.
- Is your team utilizing resources for additional development in culturally responsive teaching practices? Are you familiar with and confident in applying culturally responsive teaching competencies in your classroom? Use this [guide](#) as a resource for examples.

Culturally Responsive Teaching Competencies

Jenny Muñiz, policy analyst with the Education Policy program at New America, researches and reports on policies and practices that impact English learners, teacher diversity, and culturally responsive education. She outlines 8 competencies for culturally responsive teaching:

1. Recognize and redress bias in the system
2. Draw on students' culture to shape curriculum and instruction
3. Bring real-world issues into the classroom
4. Model high expectations for all students
5. Promote respect for student differences
6. Collaborate with families and the local community
7. Communicate in linguistically and culturally responsive ways
8. Reflect on one's cultural lens

Source: Muñiz, Jenny. *Culturally Responsive Teaching: A Reflection Guide*. Washington, DC: New America, 2020.