

Alignment to Existing Framework and Standards

Unit 1: The Basics



CASEL Area of Competence	Example SEL Learning Standard	SOLER Lesson	Goal	Skill Targets
Relationship Skills	Relationship Skills	COMMUNICATION		
The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups	The student communicates with sensitivity to others' needs and listens attentively. Example learning targets: <ul style="list-style-type: none"> Pays attention to others when they are speaking Uses responsive listening skills Greets and responds to greetings 	1.1 Paying Attention	The student will look at a person calling their name and will share attention to an item or activity with another person. Sample IEP goals: <ul style="list-style-type: none"> Given verbal cues of the student's name and "Look," the student will look at a person calling their name and follow the person's point/gaze by glancing in the same direction without prompts on 4 out of 5 probes in at least 2 separate sessions in a social skills group or other instructional setting within an IEP reporting period. Given an item/activity of interest, the student will draw another person's attention to it by pointing and saying, "Look" without prompts on 4 out of 5 probes in at least 2 separate sessions in a social skills group or instructional setting within an IEP reporting period. 	a. Looks at adult/peer calling their name b. Looks where adult points/gazes c. Shares where they want another person to look by pointing, gazing, or saying, "Look"
		1.2 Listening	The student will use a quiet voice and remain still while looking at a speaker and will wait to speak until the speaker is finished. Sample IEP goal: <ul style="list-style-type: none"> When presented with spoken information, the student will use a quiet voice, keep body and hands still, look at the person talking, and wait until the person finishes talking to respond without prompts on 4 out of 5 probes in at least 2 separate sessions in a social skills group or other instructional setting within an IEP reporting period. 	a. Uses a quiet voice b. Keeps body and hands still c. Looks at the person talking or at materials being referenced d. Waits until the person is done talking to ask questions or talk
		1.3 Greetings	The student will greet and respond to greetings with both familiar and unfamiliar people. Sample IEP goals: <ul style="list-style-type: none"> When greeted by a familiar or unfamiliar person in a social skills group or other instructional setting, the student will make eye contact, smile, and express a greeting in return without prompts on 4 out of 5 probes in at least 2 separate sessions within an IEP reporting period. Upon arrival to a social skills group or other instructional setting, the student will make eye contact, smile, and initiate a greeting to a familiar or unfamiliar person without prompts on 4 out of 5 probes in at least 2 separate sessions within an IEP reporting period. 	a. Responds to a greeting from a familiar person b. Initiates a greeting with a familiar person c. Responds to a greeting from an unfamiliar person d. Initiates a greeting with an unfamiliar person