# SOLER

**Social Learning and Emotional Regulation**

# Curriculum Assessment: Unit 1

Student name: _____

Grade: _____

Teacher: _____

School: _____

# SOLER Curriculum Assessment (SCA)

**Step 1: Identify the appropriate unit for instruction.**

a. Use the Unit Selection Guide to identify the most appropriate instructional unit.

**Step 2: Collect baseline data for the unit selected.**

a. Gather baseline data for each lesson in the selected unit based on the student's performance in general education settings. Data can be obtained from:

- SOLER Unit 1 Caregiver/Teacher Interview Form
- Direct observation in general education settings
- Information from the student's IEP or other student records

b. Enter the baseline score in the appropriate column.

**Step 3: Begin instruction and monitor progress**

a. Use the Session Data Form and monitor student skill acquisition during each SOLER session.

b. Once the lesson is mastered, enter the score in the appropriate column.

c. If the student needs extended learning (individual instruction), continue until the student masters the lesson skills and enter the score in the appropriate column.

**Step 4: Collect generalization data.**

a. After student has mastered Phase 2 for a lesson, gather generalization data based on the student's performance in a typical setting. Data can be obtained from:

- SOLER Generalization Report
- Direct observation in general education settings
- Note: For some lessons, generalization data can be observed in the SOLER sessions.

b. Enter the generalization score in the appropriate column.

## Unit Selection Guide

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| **Choose this unit if the student is not yet:**<br>• Listening and paying attention during group activities<br>• Sharing and taking turns<br>• Identifying basic emotions and feelings<br>• Identifying simple self-calming strategies (e.g., count to three, deep breath, drink of water)<br>• Staying on task for more than 15 minutes<br>• Identifying others' visual perspectives | **Choose this unit if the student is not yet:**<br>• Staying on topic or changing topics appropriately<br>• Playing cooperatively with friends<br>• Identifying their own interests and strengths<br>• Using free time appropriately<br>• Accepting changes or others' agendas<br>• Predicting the effect of their behavior on others' thoughts and feelings<br>• Identifying stranger safety | **Choose this unit if the student is not yet:**<br>• Compromising and collaborating<br>• Accepting consequences of actions<br>• Using tools to deal appropriately with stress<br>• Self-monitoring progress toward personal goals<br>• Identifying and accepting others' differences<br>• Resolving conflict<br>• Adjusting behavior to social settings<br>• Identifying and responding to sarcasm |

**Instructional Level Selected:**  ☐ Unit 1   ☐ Unit 2   ☐ Unit 3

# SOLER Curriculum Assessment – Unit 1

| Unit 1<br><br>**Mastery:** The student demonstrates the skill/concept independently at least 80% of the time (e.g., 4 out of 5 opportunities)<br><br>**Code:** + = Mastered; 0 = Not yet mastered | **Baseline**<br>Skills mastered at baseline in general education settings | | **Social skills group**<br>Skills mastered after completion of Phase 2 | | | **Generalization**<br>Skills mastered in typical settings after completion of Phase 3 | |
|---|---|---|---|---|---|---|---|
| | **Date** | **Mastered** | **Date** | **Mastered** | **Extended learning** | **Date** | **Mastered** |
| **1.1 Paying Attention** | | | | | | | |
| • Looks at adult/peer calling their name | | | | | | | |
| • Looks where adult points/gazes | | | | | | | |
| • Shares where they want another person to look by pointing, gazing, or saying, "Look" | | | | | | | |
| **1.2 Listening** | | | | | | | |
| • Uses a quiet voice | | | | | | | |
| • Keeps body and hands still | | | | | | | |
| • Looks at the person talking or at materials being referenced | | | | | | | |
| • Waits until the person is done talking to ask questions or talk | | | | | | | |
| **1.3 Greetings** | | | | | | | |
| • Responds to a greeting from a familiar person | | | | | | | |
| • Initiates a greeting with a familiar person | | | | | | | |
| • Responds to a greeting from an unfamiliar person | | | | | | | |
| • Initiates a greeting with an unfamiliar person | | | | | | | |
| | | | | | | | |
| **1.4 Comments and Questions** | | | | | | | |
| • Identifies question words | | | | | | | |
| • Labels spoken sentences as a comment or a question | | | | | | | |
| • Asks a question and makes a comment about pictures and/or activities | | | | | | | |

**COMMUNICATION**