

# Alignment to Existing Framework and Standards

## Unit 1: The Basics



CASEL Area of Competence	Example SEL Learning Standard	SOLER Lesson	Goal	Skill Targets
<b>Relationship Skills</b>	<b>Relationship Skills</b>	<b>COMMUNICATION</b>		
<b>The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups</b>	The student communicates with sensitivity to others' needs and listens attentively. <b>Example learning targets:</b> <ul style="list-style-type: none"> <li>Pays attention to others when they are speaking</li> <li>Uses responsive listening skills</li> <li>Greets and responds to greetings</li> </ul>	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. <b>Sample IEP goals:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	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. <b>Sample IEP goal:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	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. <b>Sample IEP goals:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	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

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<b>Relationship Skills</b>	<b>Relationship Skills</b>	<b>COMMUNICATION</b>		
	<p><b>Example learning targets:</b></p> <ul style="list-style-type: none"> <li>Initiates conversation and responds to others' comments and questions</li> </ul>	1.4 Comments and Questions	<p>The student will identify spoken sentences as comments or questions and will express both comments and questions about a picture or activity.</p> <p><b>Sample IEP goals:</b></p> <ul style="list-style-type: none"> <li>When presented randomly with 5 spoken questions and 5 spoken comments, the student will correctly identify whether they are comments or questions 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.</li> <li>When presented with a picture or activity, the student will express a comment and a question 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.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies question words</li> <li>Labels spoken sentences as a comment or a question</li> <li>Asks a question and makes a comment about pictures and/or activities</li> </ul>

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<b>Relationship Skills</b>	<b>Relationship Skills</b>	<b>FRIENDSHIP</b>		
<b>The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups</b>	<p>The student cooperates with others, negotiates conflict constructively, and seeks and offers help as needed.</p> <p><b>Example learning targets:</b></p> <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Shares with others</li> <li>• Invites others to join in an activity</li> <li>• Communicates a desire to join in the activities of others</li> <li>• Engages in functional activities and play</li> </ul>	<b>1.5 Sharing and Turn-Taking</b>	<p>The student will initiate and respond to sharing and turn-taking and will wait quietly while others take a turn.</p> <p><b>Sample IEP goal:</b></p> <ul style="list-style-type: none"> <li>• Given preferred items/activities, the student will respond to requests to share, will initiate sharing, and will wait quietly while others take turns 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.</li> </ul>	<ul style="list-style-type: none"> <li>a. Shares items with others</li> <li>b. Initiates sharing items</li> <li>c. Waits during others' turns</li> </ul>
		<b>1.6 Asking and Inviting Others to Play</b>	<p>The student will ask to join others in play, invite others to play, and will play cooperatively with others.</p> <p><b>Sample IEP goals:</b></p> <ul style="list-style-type: none"> <li>• Given a play item or activity, the student will invite a peer to play and will engage in at least 4 play turns with peer 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.</li> <li>• Given the presence of a peer engaged in a play activity, the student will ask to join and will remain engaged in the activity with peer for at least 4 play turns 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.</li> </ul>	<ul style="list-style-type: none"> <li>a. Asks to join others in play</li> <li>b. Joins others in play for at least four turns</li> <li>c. Invites others to play</li> </ul>
		<b>1.7 Imaginative Play</b>	<p>The student will engage in at least five different imaginative play sequences with a minimum of four play steps.</p> <p><b>Sample IEP goal:</b></p> <ul style="list-style-type: none"> <li>• Given play items associated with an imaginative play sequence, the student will re-enact at least 4 functional play steps for a minimum of 5 different play sequences 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.</li> </ul>	<ul style="list-style-type: none"> <li>a. Engages in imaginative play scenarios by following the steps in a visual sequence</li> <li>b. Creates and engages in an imaginative play sequence with peers</li> </ul>

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<b>Self-Awareness*</b>	<b>Self-Awareness</b>	<b>SELF-AWARENESS</b>		
<p><b>The abilities to understand one’s own emotions, thoughts, and values and how they influence behaviors across contexts</b></p>	<p>The student identifies their own emotions and thoughts.</p> <p><b>Example learning targets:</b></p> <ul style="list-style-type: none"> <li>Recognizes and accurately names feelings</li> <li>Identifies and communicates an emotion</li> <li>Identifies emotions related to situations/events (triggers)</li> </ul>	<p>1.8 Emotions</p>	<p>The student will identify and imitate basic emotions/feelings in illustrations, photos, picture books, and videos.</p> <p><b>Sample IEP goal:</b></p> <ul style="list-style-type: none"> <li>Given photos, picture books, and illustrations depicting emotions, the student will identify and imitate happy, sad, surprised, scared, and angry 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.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies six emotions (i.e., happy, sad, surprised, scared, angry, and embarrassed) shown in illustrations</li> <li>Identifies six emotions in photos, picture books, and videos</li> <li>Imitates six emotions from photos, picture books, and videos</li> </ul>
		<p>1.9 Identifying Emotions in Context</p>	<p>The student will demonstrate six emotions (i.e., happy, sad, angry, scared, surprised, and embarrassed) and describe situations that cause them to feel those emotions.</p> <p><b>Sample IEP goal:</b></p> <ul style="list-style-type: none"> <li>Given picture representations of happy, sad, surprised, scared, and angry, the student will label the emotions, show the facial expressions for the emotions, and describe situations that cause them to feel the emotions 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.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies emotions in pictures</li> <li>Shows appropriate facial expressions for happy, sad, angry, surprised, and embarrassed</li> <li>Describes situations that have made them feel these emotions</li> </ul>
<b>Self-Management*</b>	<b>Self-Management</b>	<b>SELF-MANAGEMENT</b>		
<p><b>The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations</b></p>	<p>The student sets goals, tracks progress toward goals, and self-reinforces when goals are accomplished.</p> <p><b>Example learning targets:</b></p> <ul style="list-style-type: none"> <li>Identifies a goal</li> <li>Identifies and tracks the steps toward reaching a goal</li> <li>Says and does nice things for self when goal is accomplished</li> </ul>	<p>1.10 Self-Monitoring 1</p>	<p>The student will self-record following a group rule and self-reinforce when the group target has been met.</p> <p><b>Sample IEP goal:</b></p> <ul style="list-style-type: none"> <li>Given a self-monitoring form with a specific behavior and target, the student will track engaging in the behavior and will self-reinforce when the target has been met 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.</li> <li><b>Example:</b> During an art activity, the teacher provides a self-monitoring form with “sharing” indicated as the target behavior and “5” indicated as the target. The student places a check on the form each time materials are shared. When the student reaches 5 checks on the form, the student is permitted to access a reinforcer (e.g., snacks, toys, activities). The reinforcer was selected by the student prior to starting the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Defines and gives examples of behaviors</li> <li>Uses a self-monitoring form to record when engaging in the specific behavior</li> <li>Counts frequency of engaging in the behavior within a specific time frame</li> <li>Self-reinforces when the target has been met</li> </ul>

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<p><b>The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations</b></p>	<p>The student identifies rules, describes behaviors needed for following rules, and expresses the benefit of following rules.</p> <p><b>Example learning targets:</b></p> <ul style="list-style-type: none"> <li>Identifies rules</li> <li>Describes and demonstrates behaviors needed to follow rules</li> <li>Describes the benefit to self and others of following rules</li> <li>Self-monitors following rules</li> </ul>	<p>1.11 Following Rules</p>	<p>The student will identify different types of rules, describe and demonstrate specific behaviors needed to follow the rules, and use a self-monitoring form to record when engaging in the behavior.</p> <p><b>Sample IEP goals:</b></p> <ul style="list-style-type: none"> <li>When presented with different types of rules, the student will identify the type of rule (e.g. safety, school, home, or game rule), will demonstrate the behavior needed to follow the rule, and will identify a benefit of following the rule 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.</li> <li>When presented with a rule, a simple self-monitoring form, and a menu of preferred items/activities, the student will identify the behaviors needed to follow the rule, track when they demonstrate those behaviors, and self-reinforce for following the rule. <ul style="list-style-type: none"> <li><b>Example:</b> The teacher selects a game with which students are familiar and presents a rule from the game. The teacher models the rule for students to imitate, if necessary, to ensure that they know the specific behavior to track. The teacher presents students with a simple self-monitoring form, and they note each time they follow the specific rule during the game.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifies different types of rules (i.e., safety, school, home, and game rules)</li> <li>Describes the specific behavior(s) needed to follow a rule</li> <li>Demonstrates the specific behavior(s) needed to follow a rule</li> <li>Uses a self-monitoring form to record when engaging in the behavior</li> </ul>
		<p>1.12 Following Group Rules</p>	<p>The student will identify and follow the rules of working in a group to reach a group target/goal.</p> <p><b>Sample IEP goal:</b></p> <ul style="list-style-type: none"> <li>When assigned a group activity and provided with a group contingency form, the student will identify and demonstrate the group rules and will work with the group to track when the rules are followed to meet a group target 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.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and demonstrates the rules of working in a group</li> <li>Works as part of a team to reach a group target/goal</li> </ul>
	<p>The student sets goals, tracks progress, and self-reinforces when goals are accomplished.</p> <p><b>Example learning target:</b></p> <ul style="list-style-type: none"> <li>Manages materials, space, and time to meet goals</li> </ul>	<p>1.13 Staying on Task</p>	<p>The student will identify behaviors needed to complete a task, use a task completion chart, and select appropriate tools to assist with task completion.</p> <p><b>Sample IEP goal:</b></p> <ul style="list-style-type: none"> <li>Given a task completion chart and list of tools for staying on task, the student will list the behaviors needed to complete a task, select tools to help stay on task, and track self-performance on the task completion chart 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.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies behaviors needed to complete a task</li> <li>Identifies and selects tools to help stay on task</li> <li>Uses a task completion chart</li> </ul>

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<p><b>The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations</b></p>	<p>The student regulates emotions, thoughts, and behaviors in different situations.</p> <p><b>Example learning targets:</b></p> <ul style="list-style-type: none"> <li>Identifies and demonstrates techniques to self-calm, such as deep breathing, counting, sorting, and sensory activities</li> <li>Self-identifies signs of increasing agitation or beginning of escalation</li> <li>Employs effective coping skills when signs of increasing agitation occur</li> </ul>	1.14 Controlling Emotions	<p>The student will identify different emotional zones, identify tools to use to control emotions, and demonstrate self-control by following the four steps for self-control.</p> <p><b>Sample IEP goals:</b></p> <ul style="list-style-type: none"> <li>Given a visual support of the different emotional zones, the student will name the emotional zones and describe situations that can cause them to be in each different zone 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.</li> <li>When presented with an icon and/or verbal cue to use an emotion tool (e.g., “take deep breaths,” “count to five,” “ask for help,” “walk away,” “focus on something else,” or “let an adult help”), the student will demonstrate the behavior related to the emotion tool 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.</li> <li>Given a scenario of a situation that could typically cause the student to be upset, the student will demonstrate following the 4 steps for self-control and demonstrate use of an emotion tool to control emotions 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.</li> <li>When presented with an upsetting situation, the student will follow the 4 steps of self-control and will use a tool to control emotions before escalating with only visual 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.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies different emotional zones</li> <li>Identifies tools to use to manage or control emotions</li> <li>Demonstrates self-control by following the four steps for self-control</li> </ul>
<b>Social Awareness*</b>	<b>Social Awareness</b>	<b>PERSPECTIVE-TAKING</b>		
<p><b>The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts</b></p>	<p>The student takes the perspective of others and empathizes with others, including those from diverse backgrounds and cultures.</p> <p><b>Example learning targets:</b></p> <ul style="list-style-type: none"> <li>Describes the way that people are similar and different</li> </ul>	1.15 Similarities and Differences	<p>The student will identify physical similarities and differences in a variety of people.</p> <p><b>Sample IEP goals:</b></p> <ul style="list-style-type: none"> <li>Given pairs of pictures of students with similar and different physical features, the student will say whether they are similar or different and will describe the specific features that are similar or different for at least 4 out of 5 pairs of pictures without prompts in a single social skills group session.</li> <li>In a group setting where multiple people can be seen, the student will identify a similarity and a difference for any 2 people identified by the teacher on at least 4 out of 5 trials without prompts in at least 2 separate sessions within an IEP reporting period.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies similarities</li> <li>Identifies differences</li> </ul>

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<b>The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts</b>	<p>The student takes the perspective of others and empathizes with others, including those from diverse backgrounds and cultures.</p> <p><b>Example learning targets:</b></p> <ul style="list-style-type: none"> <li>• Defines perspective and point-of-view</li> <li>• Identifies different perspectives that others may have based on different perceptions or experiences</li> <li>• Identifies different thoughts and feelings that other people may have based on different perceptions or experiences</li> </ul>	1.16 Visual Perspectives	<p>The student will identify what another person sees and does not see by observing their eye-gaze and environmental clues.</p> <p><b>Sample IEP goals:</b></p> <ul style="list-style-type: none"> <li>• Given pictures showing some objects that are and some that are not in a character’s line of sight, the student will identify what the character sees and does not see for 4 out of 5 trials without prompts in a single social skills group session.</li> <li>• When seeing a person looking at a particular object while other objects are out of the person’s view, the student will identify what the person does and does not see for 4 out of 5 trials without prompts in at least 2 separate sessions within an IEP reporting period.</li> </ul>	<ul style="list-style-type: none"> <li>a. Identifies what another person sees</li> <li>b. Identifies what another person cannot see</li> </ul>
		1.17 Thoughts	<p>The student will describe and give examples of thoughts, differentiate between thoughts and feelings, and predict what someone might be thinking based on what that person is looking at.</p> <p><b>Sample IEP goals:</b></p> <ul style="list-style-type: none"> <li>• Given cards describing thoughts or feelings, the student will sort the cards into categories of thoughts and feelings without prompts for at least 4 out of 5 trials in a social skills group or other instructional setting in at least 2 separate sessions within an IEP reporting period.</li> <li>• When seeing a person looking at a particular object or activity, the student will express what the person might be thinking and feeling without prompts for at least 4 out of 5 trials in a social skills group or other instructional setting in at least 2 separate sessions within an IEP reporting period.</li> </ul>	<ul style="list-style-type: none"> <li>a. Describes and gives examples of thoughts</li> <li>b. Differentiates between feelings and thoughts</li> <li>c. Predicts what someone might be thinking</li> </ul>

1. Collaborative for Academic, Social, and Emotional Learning (CASEL), <https://casel.org/>

\* The skills aligned with each of the 5 CASEL domains may also relate to competencies under other domains (e.g., SOLER skills aligned with the CASEL Social Awareness domain, such as those in Thoughts and Feelings: Parts 1 and 2 [Lessons 2.26 and 2.27], also relate to CASEL’s Relationship Skills and Responsible Decision-Making domains). This is not meant to be an exhaustive cross-reference but to show that the skills in the SOLER program address the same core competencies promoted by CASEL and recognized as key social and emotional learning standards.