

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 towards more complex social skills. Curriculum areas within each unit include:

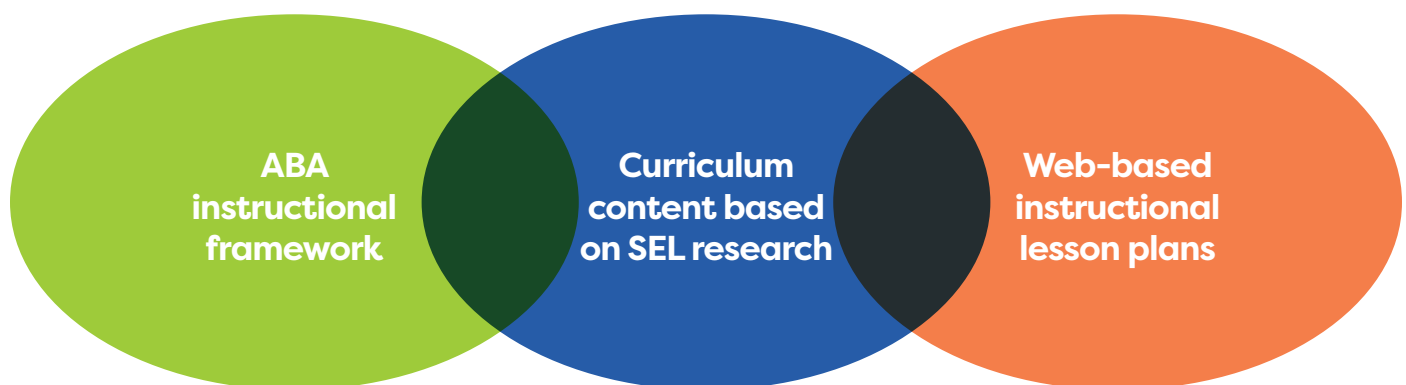
Unit 1	Unit 2	Unit 3
Communication Friendship Self-Awareness Self-Management Perspective-Taking	Communication Friendship Self-Awareness Self-Management Perspective-Taking Connections	Communication Friendship Self-Awareness Self-Management Perspective-Taking Connections

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 Identifying and Expressing Emotions	1.10 Self-Monitoring	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 Identifying 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 Conversation Basics	2.8 Playing with Friends	2.14 Explaining Emotions in Context	2.18 Self-Monitoring: Intermediate	2.23 Interpreting Others' Feelings	2.30 Stranger Safety
	2.2 Staying on Topic	2.9 Identifying Friendship Characteristics	2.15 Identifying When to Express 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 Identifying Interests and Strengths	2.20 Using Free Time Appropriately	2.25 Thinking About Thoughts	
	2.4 Changing Topics	2.11 Giving and Receiving Compliments	2.17 Maintaining Positive Thoughts and Self-Confidence	2.21 Accepting When Things Change	2.26 Impacting Others' 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 Impacting Others' Thoughts and Feelings: Part 2	
	2.6 Using Manners	2.13 Accepting and Rejecting Play Invitations			2.28 Identifying Opinions	
	2.7 Identifying and Demonstrating Body Language				2.29 Learning About Others' Interests	

Unit 3 – Advanced	COMMUNICATION	FRIENDSHIP	SELF-AWARENESS	SELF-MANAGEMENT	PERSPECTIVE-TAKING	CONNECTIONS
	3.1 Identifying Volume and Voice Tone	3.3 Compromising	3.6 Identifying Consequences of Actions	3.9 Self-Monitoring: Personal Goals	3.13 Identifying and Describing Personality Traits	3.18 Identifying and Using Figurative Language
	3.2 Refusing Requests	3.4 Exhibiting Good Sportsmanship	3.7 Self-Advocating	3.10 Dealing with Stress	3.14 Discovering Differences	3.19 Identifying 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 Recognizing and Managing Emotions in Context	3.16 Interpreting Indirect Language and Body Language	3.21 Effective Planning
					3.17 Identifying and Explaining Perceptions	3.22 Identifying and Demonstrating Boundaries
						3.23 Collaborating and Compromising
						3.24 Adjusting Behavior to Social Settings
						3.25 Showing Empathy
					3.26 Identifying and Resolving Conflict	