



# SOLS Primary Breakout Packet

## Workshop Handout

Information in this handout should not be copied without permission from Star Autism Support. This handout is to be accompanied with a live training; it is not intended to be a stand-alone document.

# Lesson Sets

## Primary



	Natural Communication	Receptive and Expressive Language	Functional Academics	Engaging in Diverse Activities
<b>A1</b>	<b>Initial requesting</b> <ol style="list-style-type: none"> <li>Increasing sounds</li> <li>Requesting with sounds</li> <li>Requesting using imitation</li> <li>Requesting using spontaneous words</li> </ol>	<b>Modeling, matching, and responding to basic safety instructions</b> <ol style="list-style-type: none"> <li>Modeling object use</li> <li>Modeling motor actions</li> <li>Matching similar objects</li> <li>Basic safety instructions: walking</li> <li>Basic safety instructions: come when called</li> </ol>	<b>Matching</b> <ol style="list-style-type: none"> <li>Matching colors and shapes</li> <li>Matching numbers</li> <li>Matching letters</li> </ol>	<b>Basic play skills</b> <ol style="list-style-type: none"> <li>Initial play: turn taking</li> </ol>
<b>A2</b>		<b>Learning about nouns</b> <ol style="list-style-type: none"> <li>Matching similar pictures</li> <li>Matching objects to similar pictures</li> <li>Identifying functional objects</li> <li>Identifying functional pictures</li> </ol>	<b>Beginning functional academics</b> <ol style="list-style-type: none"> <li>Identifying colors and shapes</li> <li>Beginning to draw with a marker</li> </ol>	
<b>A3</b>	<b>Beginning requesting</b> <ol style="list-style-type: none"> <li>Requesting using spontaneous words (expanded)</li> <li>Requesting using "I want X"</li> </ol>	<b>Beginning vocabulary</b> <ol style="list-style-type: none"> <li>Identifying and labeling functional nouns</li> <li>Body concepts</li> <li>Recognizing familiar people and naming people</li> <li>Identifying and labeling functional verbs</li> </ol>	<b>Beginning math</b> <ol style="list-style-type: none"> <li>Counting functional objects (1-10)</li> <li>Identifying and labeling numbers (1-10)</li> <li>Matching objects to numbers (1-10)</li> <li>Counting groups of objects (1-10)</li> </ol>	<b>Play imitation</b> <ol style="list-style-type: none"> <li>Initial play: imitation</li> <li>Following multiple imitations during play</li> </ol>
<b>B1</b>		<b>Following directions</b> <ol style="list-style-type: none"> <li>Following one-step directions</li> <li>Following two-step directions</li> <li>Finding items when requested</li> </ol>	<b>Beginning reading</b> <ol style="list-style-type: none"> <li>Identifying and labeling alphabet letters</li> <li>Recognizing first name</li> </ol>	

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<b>B2</b>	<b>Intermediate requesting</b> <ol style="list-style-type: none"> <li>1. Requesting in a variety of ways</li> <li>2. Requesting in a variety of ways (expanded)</li> </ol>	<b>Information ordering and understanding 1</b> <ol style="list-style-type: none"> <li>1. Building vocabulary and expressive nouns</li> <li>2. Grouping items by name</li> <li>3. Understanding and describing 3-part picture sequences</li> </ol>	<b>Beginning writing</b> <ol style="list-style-type: none"> <li>1. Drawing lines and shapes</li> <li>2. Drawing a picture</li> </ol>	<b>Play directions</b> <ol style="list-style-type: none"> <li>1. Following play directions</li> <li>2. Following multiple-step play directions</li> </ol>
<b>B3</b>		<b>Book use</b> <ol style="list-style-type: none"> <li>1. Identifying items in a book and describing functional items in a book</li> <li>2. Identifying and describing multiple functional items in a book</li> </ol>	<b>Intermediate math</b> <ol style="list-style-type: none"> <li>1. Counting from memory (1-30)</li> <li>2. Identifying and labeling numbers (11-30)</li> <li>3. Counting groups of objects (expanded)</li> </ol>	
<b>C1</b>	<b>Intermediate play communication</b> <ol style="list-style-type: none"> <li>1. Describing Play</li> <li>2. Describing play (expanded)</li> </ol>	<b>Social communication</b> <ol style="list-style-type: none"> <li>1. Recognizing and naming emotions</li> <li>2. Labeling people's actions</li> </ol>	<b>Intermediate reading</b> <ol style="list-style-type: none"> <li>1. Matching word to picture</li> <li>2. Matching word to picture (expanded)</li> </ol>	<b>Playing with others</b> <ol style="list-style-type: none"> <li>1. Playing with teacher and caregiver</li> <li>2. Playing with adult and peer</li> </ol>
<b>C2</b>		<b>Advanced language concepts 1</b> <ol style="list-style-type: none"> <li>1. Identifying and labeling functions of objects</li> <li>2. Identifying and describing locations with prepositions</li> <li>3. Identifying adjectives and describing size, shape, and differences</li> </ol>	<b>Intermediate writing</b> <ol style="list-style-type: none"> <li>1. Tracing lines, name, and numbers</li> <li>2. Copying words</li> </ol>	
<b>C3</b>		<b>Information ordering and understanding 2</b> <ol style="list-style-type: none"> <li>1. Identifying the order of items</li> <li>2. Understanding and describing a 4-part functional picture sequence</li> </ol>	<b>Advanced math 1</b> <ol style="list-style-type: none"> <li>1. Math manipulative concepts</li> <li>2. Adding 1-digit numbers</li> <li>3. Subtracting 1-digit numbers</li> </ol>	

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	Natural Communication	Receptive and Expressive Language	Functional Academics	Engaging in Diverse Activities
<b>C4</b>	<b>Advanced play communication</b> <ol style="list-style-type: none"> <li>1. Responding to questions (what, who, how many)</li> <li>2. Expanded use of language concepts</li> </ol>	<b>Advanced language concepts 2</b> <ol style="list-style-type: none"> <li>1. Identifying and describing opposites</li> <li>2. Identifying possessives and labeling pronouns</li> </ol>	<b>Advanced reading</b> <ol style="list-style-type: none"> <li>1. Identifying and labeling letter sounds</li> <li>2. Identifying and labeling written words</li> <li>3. Reading a simple book</li> </ol>	<b>Play variety</b> <ol style="list-style-type: none"> <li>1. Play in a variety of ways</li> <li>2. Play with peers and share toys</li> <li>3. Pretend play with peers</li> </ol>
<b>C5</b>		<b>Answering questions</b> <ol style="list-style-type: none"> <li>1. Answering personal and safety questions</li> <li>2. Answering personal safety questions (expanded)</li> <li>3. Answering yes and no questions</li> </ol>	<b>Advanced writing</b> <ol style="list-style-type: none"> <li>1. Writing words from dictation</li> <li>2. Writing a short story from memory</li> <li>3. Drawing a picture to express ideas</li> </ol>	
<b>C6</b>		<b>Understanding and asking questions</b> <ol style="list-style-type: none"> <li>1. Discriminating of questions</li> <li>2. Describing when actions occurred</li> <li>3. Describing prior activities</li> <li>4. Commenting about items and actions</li> <li>5. Asking questions</li> </ol>	<b>Advanced math 2</b> <ol style="list-style-type: none"> <li>1. Money concepts</li> <li>2. Time concepts</li> <li>3. Sequencing patterns (3)</li> </ol>	

# Strand B1: Teaching Time

## Language – Following Directions



Materials (at home):	Provided materials:	Additional materials (if available):
<ul style="list-style-type: none"> <li>Reinforcers</li> <li>Token board (optional)</li> <li>Common items used in the household</li> </ul>	<ul style="list-style-type: none"> <li>Strand B1 lesson plan</li> <li>Strand B1 REEL</li> <li>Data collection sheet</li> </ul>	

**Goal:** The student will follow one- or two-step directions and find items when requested.

### Progression of skills:

Work on each phase until the student meets the criteria for mastery, and then move onto the next phase.

#### Phase 1: Following one-step directions

**Target skill goal:** The student will follow 5 one-step directions needed during functional routines in one location by responding to a verbal request to “X [direction]” in 90% of trials across 2 consecutive weekly probes.

#### Phase 2: Following two-step directions

**Target skill goal:** The student will follow 5 two-step directions needed during functional routines by responding to the verbal request to “X [direction] and Y [direction]” in 90% of trials across 2 consecutive weekly probes.

#### Phase 3: Finding items when requested

**Target skill goal:** The student will find 5 items in specific locations needed during functional routines by responding to the cue “go to X [location] and get Y [item]” in 90% of trials across 2 consecutive weekly probes.

### Embedded skills:

During this lesson, continue to work on embedded skills such as attending and social communication (see the teacher guide for more information).

### Notes:

- The caregiver will provide direct instruction with guidance and coaching from the teacher. If the student is able to attend to instruction from the teacher, modify the following lesson plan accordingly.
- See the teacher guide regarding errorless learning if the student has challenges with a specific language concept.

### Phases 1 and 2: Following one-step directions and following two-step directions

- Explain the activity using the following script to coach the caregiver:
  - “We are going to work on following one-step and/or two-step directions. You will give the student a one-step direction like ‘stand up’ or a two-step direction like ‘give me the book and sit down.’”
  - “Say, ‘X [direction]’ (i.e. ‘Stand up’) or say, ‘X [direction] and Y [direction]’ (i.e. ‘Give me the book and sit down’).”
- If the student responds correctly, direct the caregiver to label the action and provide reinforcement (i.e. “Standing up! Good job! Here is your [reinforcer]”).
- If the student responds incorrectly or does not respond, direct the caregiver to:
  - Repeat the cue “X [direction]” one time (i.e. “Stand up”).
  - Help the student perform the action and provide social praise.
  - Try again without prompting.

# Strand B1: Teaching Time

## Language – Following Directions



### Phase 3: Finding items when requested

**Note:** With the caregiver, select locations and items that are helpful to the student and household. Before beginning, guide the caregiver to place common objects in familiar locations.

1. Explain the activity using the following script to coach the caregiver:
  - a. “We are going to work on following directions to locate an item.”
  - b. “Say, ‘Go to X [location] and get Y [item]’ (i.e. ‘Go to the kitchen and get cup’).”
2. If the student responds correctly, direct the caregiver to label the location and item and provide reinforcement (i.e. “Going to kitchen and getting cup! Good job! Here is your [reinforcer]”).
3. If the student responds incorrectly or does not respond, direct the caregiver to:
  - a. Repeat the cue “go to X [location] and get Y [item]” (i.e. “Go to the kitchen and get cup”).
  - b. Walk with the student and help them perform the actions and provide social praise.
  - c. Try again without prompting.

### Suggested directions to use in this lesson:

#### Phase 1

1. Sit down
2. Stand up
3. Clap hands
4. Stack blocks
5. Open book

#### Phase 2

1. Stand up and give me a high five
2. Sit down and clap your hands
3. Pick up the block and put it in the cup
4. Get the book and open it
5. Get the container and put the lid on it

#### Phase 3

1. Go to the kitchen and get a cup
2. Go to the bathroom and get your toothbrush
3. Go to the closet and get your shoes
4. Go to the table and get a pencil
5. Go to your bedroom and get a toy [name a specific item]

# SOLS Quick Guide Checklist



Activity	Completed	To-do	Action Plan
<b>1</b> Complete the Strand Selection Guide on identified students. Optionally, fill out the skills assessment in order to collect baseline data			
<b>2</b> Review lesson plans based on strand selection for each identified student. Download lesson plans to have them easily accessible during instruction.			
<b>3</b> Create the REEL for your identified students based on the strand selection guide. Review REEL prior to instruction.			
<b>4</b> Determine which reinforcement system will be most effective for each student.			
<b>5</b> Create a daily schedule to accommodate in-person and/or remote learning opportunities. See E-scheduler.			
<b>6</b> Identify a visual or written schedule for each student. to use at home. See Home Supports.			
<b>7</b> Identify additional materials needed for each student. Include visual strips, behavior supports, and Independent Work Activities.			
<b>8</b> Review the SOLS Pre-Session Checklist and schedule time to contact caregivers to discuss remote learning.			



# Teaching During COVID-19

## Safe and Healthy Classroom Action Plan

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Classroom: \_\_\_\_\_ Date of plan: \_\_\_\_\_

Establishing a safe and healthy classroom environment is a crucial component of teaching during the COVID-19 crisis. Use the considerations below to create an action plan for in-class instruction. Consider the following resources as you complete your action plan: public health guidance from state and local health authorities, guidance from your state's education department, and operational guidelines provided by your district and administrators.

General Health Precautions		
Complete?	Considerations	Action Plan
<input type="checkbox"/>	<b>Increased hand-washing</b> Implement measures for frequent washing with soap and water and/or alcohol-based hand sanitizer	
<input type="checkbox"/>	<b>Ensure social distancing</b> Implement measures for minimizing extended close contact (less than 6 feet) and maintaining adequate distance between adults and/or students	
<input type="checkbox"/>	<b>Limit co-mingling, establish cohorts</b> Conduct activities and routines in small groups that remain together over time to avoid co-mingling of students	



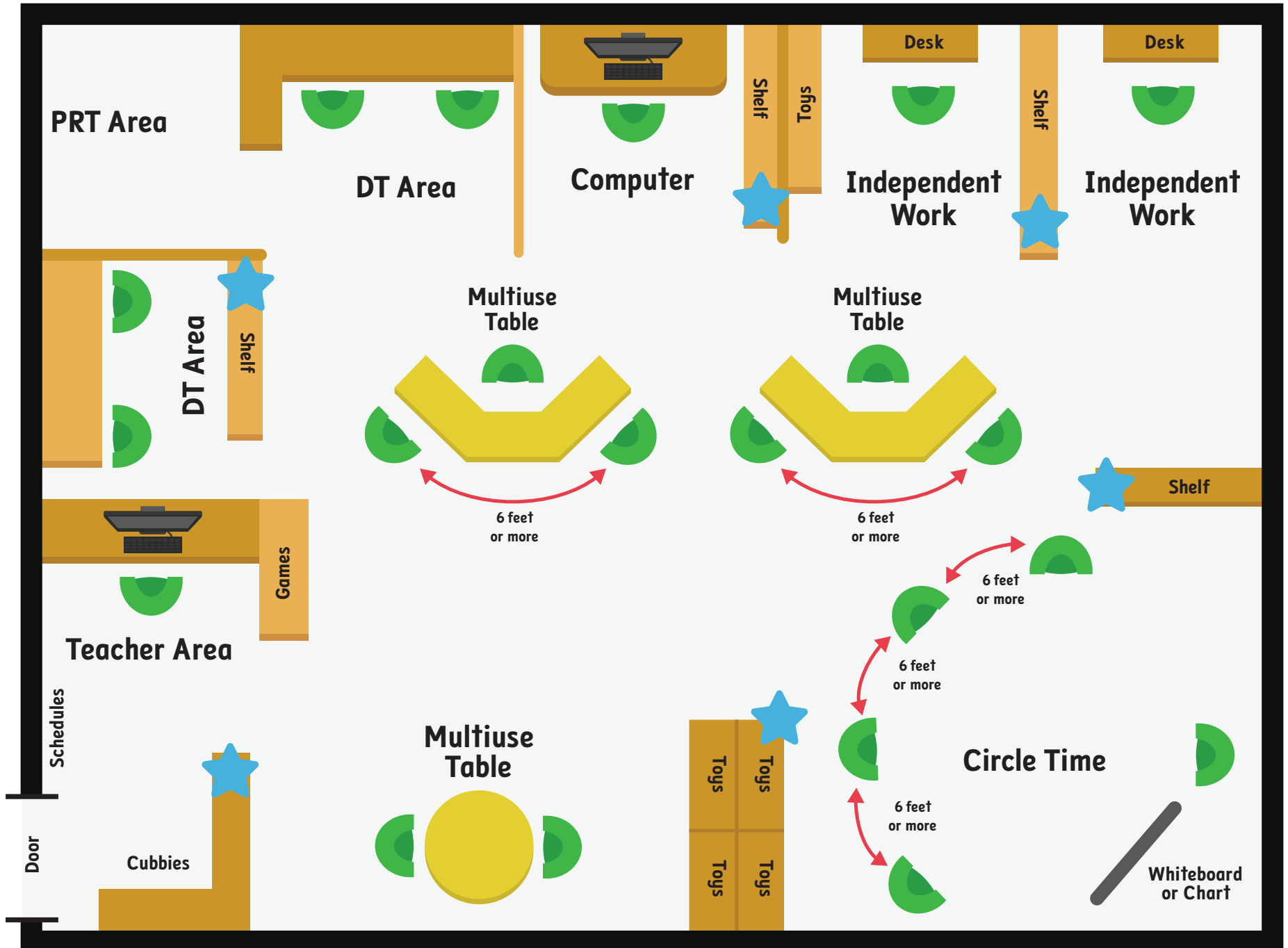


# Teaching During COVID-19

## Safe and Healthy Classroom Action Plan

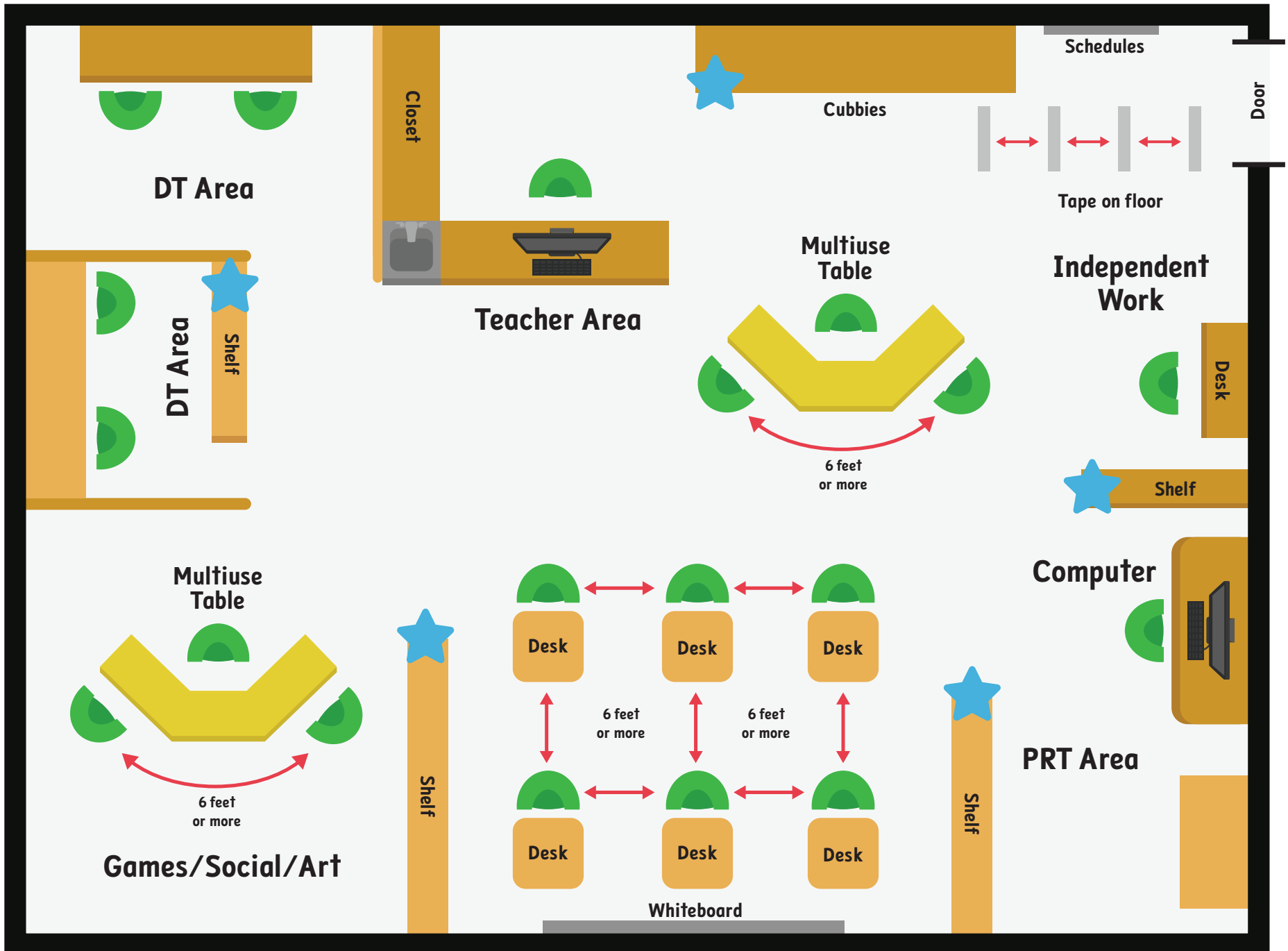
General Health Precautions		
Complete?	Considerations	Action Plan
<input type="checkbox"/>	<b>Protective equipment</b> Establish guidelines for using face coverings, face shields, gloves, and/or protective barriers	
<input type="checkbox"/>	<b>Cleaning and disinfection</b> Implement measures for increased cleaning and disinfection of classroom environment and materials, especially shared materials and high-touch surfaces	
<input type="checkbox"/>	<b>Health screening for symptoms of illness</b> Establish procedures for frequent health checks and/or screenings and protocols when symptoms are detected	

# Classroom - STAR Program - Early Childhood



★ = Hygiene Bucket

# Classroom - STAR Program - Primary



★ = Hygiene Bucket