



SOLS Secondary Breakout Packet

Workshop Handout

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Lesson Sets

Secondary



	Receptive and Expressive Language	Functional Academics
A1	<p>Imitation, matching, and safety commands</p> <ol style="list-style-type: none"> 1. Modeling object use 2. Modeling motor actions 3. Matching similar objects 4. Responding to basic safety instructions: walking 5. Using sounds or partial words to make a request 	<p>Matching</p> <ol style="list-style-type: none"> 1. Matching numbers 2. Matching survival signs and other symbols 3. Matching letters
A2	<p>Learning about nouns</p> <ol style="list-style-type: none"> 1. Matching similar pictures 2. Matching objects to similar pictures 3. Identifying functional objects 4. Identifying functional pictures 5. Verbal imitation of functional words 	<p>Beginning functional academics</p> <ol style="list-style-type: none"> 1. Identifying colors and shapes 2. Finding locations with pictures
A3	<p>Beginning vocabulary</p> <ol style="list-style-type: none"> 1. Identifying and labeling functional nouns 2. Recognizing familiar people and naming people 3. Identifying and labeling functional verbs 4. Requesting using spontaneous words 	<p>Beginning math</p> <ol style="list-style-type: none"> 1. Counting functional objects (1-10) 2. Differentiating between numbers and labeling numbers (1-10) 3. Matching objects to numbers (1-10) 4. Understanding sets of objects
B1	<p>Following directions</p> <ol style="list-style-type: none"> 1. Following one-step directions 2. Following one-step directions (Expanded) 3. Following two-step directions 4. Using pictures to obtain objects 5. Requesting using phrases 	<p>Beginning reading</p> <ol style="list-style-type: none"> 1. Identifying and labeling alphabet letters 2. Recognizing first and last name 3. Matching words to pictures

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	Receptive and Expressive Language	Functional Academics
B2	Information ordering and understanding 1 <ol style="list-style-type: none"> 1. Building vocabulary and expressive vocabulary 2. Understanding an icon-based daily schedule 3. Grouping items by name 4. Understanding and describing functional picture sequencing 5. Using various words and phrases to make a request 	Beginning writing <ol style="list-style-type: none"> 1. Picking-up a pen and learning to mark 2. Tracing lines, shapes, and name 3. Copying name
B3	Verbs <ol style="list-style-type: none"> 1. Identifying and labeling verbs (expanded) 2. Understanding verbs in context 3. Using various words and phrases to make a request (expanded) 	Intermediate math <ol style="list-style-type: none"> 1. Counting from memory (1-30) 2. Identifying and naming numbers (11-30) 3. Counting various groups of functional objects and matching to numbers
C1	Social communication <ol style="list-style-type: none"> 1. Identifying and naming emotions 2. Understanding social rules 3. Demonstrating appropriate social behavior 	Intermediate reading <ol style="list-style-type: none"> 1. Matching words to pictures (expanded) 2. Identifying and describing functional items in a book or manual 3. Identifying and describing multiple functional items in a book or manual
C2	Advanced language concepts 1 <ol style="list-style-type: none"> 1. Identifying and labeling the function of objects and community members 2. Understanding prepositions in context and using prepositions to describe locations 	Intermediate writing <ol style="list-style-type: none"> 1. Typing words 2. Tracing and copying words
C3	Information ordering and understanding 2 <ol style="list-style-type: none"> 1. Following two-step directions (expanded) 2. Identifying the order of items 3. Understanding and describing 4-part sequence activities using pictures 	Advanced math 1 <ol style="list-style-type: none"> 1. Understanding math manipulative concepts 2. Adding 1-digit numbers 3. Subtracting 1-digit numbers

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	Receptive and Expressive Language	Functional Academics
C4	<p>Advanced language concepts 2</p> <ol style="list-style-type: none"> 1. Understanding adjectives in context and using adjectives to describe size, shape, and differences 2. Using possessives in context 	<p>Advanced reading</p> <ol style="list-style-type: none"> 1. Identifying and labeling letter sounds 2. Reading a simple set of instructions 3. Understanding sight words on a daily schedule
C5	<p>Answering questions</p> <ol style="list-style-type: none"> 1. Answering personal questions 2. Answering personal questions (expanded) 3. Answering yes and no questions 	<p>Advanced writing</p> <ol style="list-style-type: none"> 1. Writing from dictation 2. Writing a note
C6	<p>Understanding and asking questions</p> <ol style="list-style-type: none"> 1. Answering questions about objects, people, and activities 2. Describing when actions occurred 3. Describing prior activities 4. Commenting about items and actions 5. Asking simple questions 	<p>Advanced math 2</p> <ol style="list-style-type: none"> 1. Identifying and labeling money 2. Understanding the value of money 3. Telling time 4. Sequencing patterns

Strand B1: Teaching Time

Language – Following Directions



Materials (at home):	Provided materials:
<ul style="list-style-type: none">• Reinforcers• Token board (optional)• Common items used in the household• Preferred toys or activity options	<ul style="list-style-type: none">• Strand B1 lesson plan• Strand B1 REEL• Data collection sheet

Goal: The student will follow one- and two-step directions, use pictures to obtain objects, make requests using phrases, and reject items using “no X.”

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 one-step directions (expanded)

Target skill goal: The student will follow 5 additional 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 3: 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 [action] and Y [direction]” in 90% of trials across 2 consecutive weekly probes.

Phase 4: Using pictures to obtain objects

Target skill goal: The student will use 5 pictures to obtain objects needed during functional routines by finding the correct object when given the cue “get X [object]” and presented with a picture of the object in 90% of trials across 2 consecutive weekly probes.

Phase 5: Requesting using phrases

Target skill goal: The student will request 10 items using phrases by stating (verbally or with an augmentative communication system) “I want X” or “No X” when a desired or undesired item is presented 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:

1. 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.
2. See the teacher guide regarding errorless learning if the student has challenges with a specific language concept.

Phases 1-3: Following one-step directions and following two-step directions

Note: Choose one- or two-step directions that the student uses during functional routines.

1. Explain the activity using the following script to coach the caregiver:
 - a. “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.’”

Strand B1: Teaching Time

Language – Following Directions



- b. “Say, ‘X [direction]’ (i.e. ‘Stand up’) or say, ‘X [direction] and Y [direction]’ (i.e. ‘Give me the book and sit down’).”
2. 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].”)
3. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “X [direction]” one time (i.e. Stand up).
 - b. Help the student perform the action and provide social praise.
 - c. Try again without prompting.

Phase 4: Using pictures to obtain objects

Note: Place the following items in their corresponding locations in the house: fork (kitchen), toothbrush (bathroom), shoes (closet), pencil (on table), book (bedroom).

1. When the student is attending to the screen, direct the caregiver to say, “Get X [item on screen]” (e.g. “Get fork”).
2. If the student gets the correct item from the location, direct the caregiver to label the item and provide reinforcement (i.e. “Fork. Good job! Here if your [reinforcer]”).
3. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “get X [object]” one time.
 - b. Walk with the student and help them perform the action item and provide social praise.
 - c. Try again without prompting.

Phase 5: Requesting using phrases

Note: The caregiver will provide preferred items for this lesson

1. Tell the caregiver to hold up a preferred item in front of the student but out of reach.
2. When the student is attending to the item, say, “What do you want?”
3. If the student responds correctly by saying, “I want X [item],” label the item and provide reinforcement (e.g. “iPad. Good job! Here is your [reinforcer]”).
4. If the student responds incorrectly or does not respond, direct the caregiver to:
 - a. Repeat the cue “what do you want?” one time.
 - b. Immediately say the phrase (“I want X”) and wait for the student to imitate (e.g. “What do you want? I want iPad!”). Then provide social praise.
 - c. Try again without prompting.
5. If the student continues to get the correct answer, try using non preferred items to encourage student to say, “No X [item].”
6. If the student continues to get correct responses, coach the caregiver to increase the number or objects to a field of 3-5.
7. During the activity, remind the caregiver to select different targets on the top row and to randomly rotate objects on the bottom row. The bottom row should have no more than five items at one time.

Phase 4: Basic safety commands

1. Explain the activity by saying, “The purpose of this lesson is to teach your student to follow basic safety instructions that will be needed when out in the community or in an emergency.”
2. Begin instruction:
 - a. “You will start by standing next to the student and holding a reinforcer.”
 - b. “When your student is attending say, ‘X [walk with me].’”
 - c. “If the student responds correctly by following the command, say the name of the command and provide immediate reinforcement. For example, say, ‘Walking with me. Good job!’ and provide immediate reinforcement.”
 - d. “If the student responds incorrectly or does not respond:
 - i. Repeat the command ‘X [walk with me]’ one time.

Strand B1: Teaching Time

Language – Following Directions



- e. “If the student responds correctly by following the command, say the name of the command and provide immediate reinforcement. For example, say, ‘Walking with me. Good job!’ and provide immediate reinforcement.”
 - f. “If the student responds incorrectly or does not respond:
 - i. Repeat the command X [walk with me]’ one time.
 - ii. Assist the student with following the command and provide social praise.
 - iii. Try again without prompting.”
 - g. “You will be providing all the cues, prompting the student, and giving them reinforcement. I will coach you and tell you exactly what to do.”
 - h. “Do you have any questions? Let’s get started.”
3. As the student responds correctly, add in additional commands (e.g. stop, wait, etc.) or change the location of instruction.

Phase 5: Making requests using sound or partial words

Note: The caregiver will supply 1-3 preferred items and provide all the cues for this lesson. Prior to starting, choose items that the student shows preference for (i.e. items identified in the Reinforcement Inventory).

1. Explain the activity, by saying, “The purpose of this activity is to teach the student to request an item using sounds or partial words.”
2. Begin instruction:
 - a. “Hold the preferred item out of reach and label the item using one, simple word.”
 - b. “When the student communicates with a sound or partial word, give them the preferred item or activity that they want.”
 - c. “If the student doesn’t say anything, say the name of the item and wait for the student to respond before giving them access to the item.”
 - d. “If the student does not repeat the sound or word, tell the student what to do using a previously learned skill. For example, say, ‘Look at me,’ and provide access to the item. If needed, try holding the item up by your eyes to increase eye contact.”
 - e. “You will be providing all the cues, prompting the student, and giving them reinforcement. I will coach you and tell you exactly what to do.”
 - f. “Do you have any questions? Let’s get started.”
3. As the student responds correctly, coach the caregiver to gradually increase the preferred items the student is requesting.

Suggested directions to use for this lesson:

Phase 1	Phase 2	Phase 3
<ol style="list-style-type: none"> 1. Sit down 2. Stand up 3. Take out 4. Put away 5. Open book 	<ol style="list-style-type: none"> 1. Pick up 2. Go to X [location] 3. Get X [item] 4. Open 5. Close 	<ol style="list-style-type: none"> 1. Stand up and give me the headphones 2. Sit down and pick up pencil 3. Get the book and open it 4. Get the container and put the lid on it 5. Get the X [item] and turn it on
Phase 4: <ol style="list-style-type: none"> 1. Get fork 2. Get toothbrush 3. Get shoes 4. Get pencil 5. Get book 	Phase 5 <ol style="list-style-type: none"> 1. Activities/preferred items 2. Food 3. Sensory items 	

SOLS Quick Guide Checklist



Activity	Completed	To-do	Action Plan
1 Complete the Strand Selection Guide on identified students. Optionally, fill out the skills assessment in order to collect baseline data			
2 Review lesson plans based on strand selection for each identified student. Download lesson plans to have them easily accessible during instruction.			
3 Create the REEL for your identified students based on the strand selection guide. Review REEL prior to instruction.			
4 Determine which reinforcement system will be most effective for each student.			
5 Create a daily schedule to accommodate in-person and/or remote learning opportunities. See E-scheduler.			
6 Identify a visual or written schedule for each student. to use at home. See Home Supports.			
7 Identify additional materials needed for each student. Include visual strips, behavior supports, and Independent Work Activities.			
8 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"/>	<p>Increased hand-washing</p> <p>Implement measures for frequent washing with soap and water and/or alcohol-based hand sanitizer</p>	
<input type="checkbox"/>	<p>Ensure social distancing</p> <p>Implement measures for minimizing extended close contact (less than 6 feet) and maintaining adequate distance between adults and/or students</p>	
<input type="checkbox"/>	<p>Limit co-mingling, establish cohorts</p> <p>Conduct activities and routines in small groups that remain together over time to avoid co-mingling of students</p>	

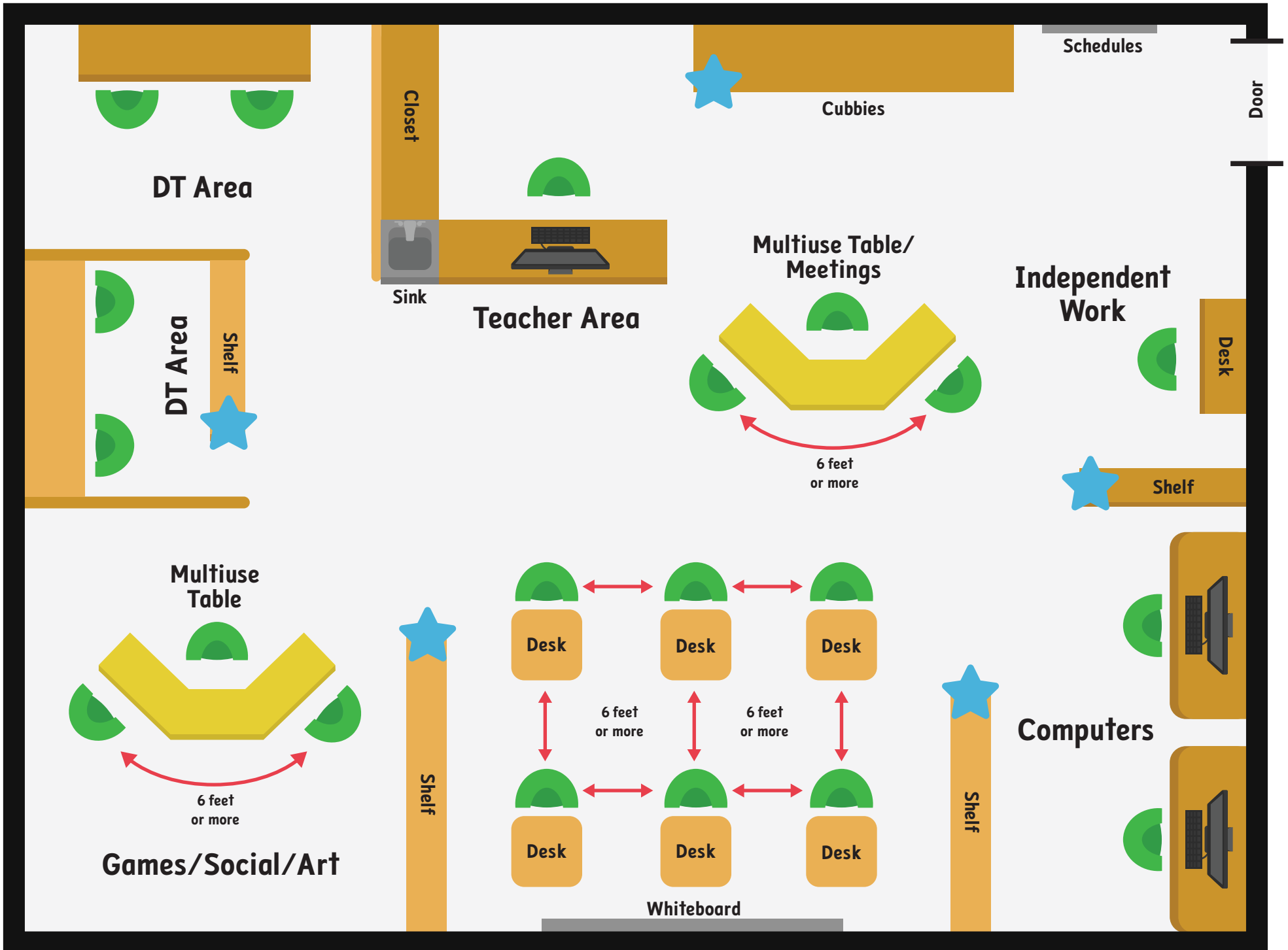


Teaching During COVID-19

Safe and Healthy Classroom Action Plan

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

Classroom - Links Curriculum - Secondary



★ = Hygiene Bucket