STAR[®] Minnesota Statewide Autism Project

Classroom Learning Resources

All educators in Minnesota are eligible for **FREE Access** to the following instructional resources:

STAR Online Learning System (SOLS)

For the Classroom

- * Leveled curriculum designed for students with autism and other developmental disabilities
- Extensive scripted lesson plans across three strands and eight curricular areas (greeting/ circle, academic lessons, language, functional academics, natural communication, engaging in diverse activities, functional routines, independent work)
- * Theme-based and routine-centered curriculum for primary and secondary students
- * Clear visuals for all activities with engaging videos within the themes
- Pre- and post-assessment tools are available to assist teachers in determining student levels as well as progress monitoring tools

What MN Teachers are saying: The strands allow me to meet a range of student needs with clear visuals and videos across large and small group instruction, individualized instruction, and independent work for individual practice.

STAR Media Center

The STAR Media Center is the online website that houses SOLS. All MN Educators will have full access to the STAR Media Center. In addition to SOLS, the Media Center includes:

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- ★ Additional thematic units
- ★ Additional tools for large and small group as well as individualized instruction
- ★ Scheduling supports to help teachers plan out instructional times
- ★ Visual routine supports including visual sequence strips for daily routines, Independent Work activities across literacy, math and writing that can be printed for student use across the 3 levels of STAR
- Video recordings that include a variety of topics to support implementation and ongoing training for teachers and staff implementing SOLS and/or STAR

ACCESS FREE SUPPORTS NOW!

- 1. Open a browser and enter: https://starautismsupport.com/MN-SOLS-Access
- 2. Fill out the form to request access. You will receive an email containing your credentials within 24 hours.

