

Topic: SEL Competencies, Standards, Benchmarks & Environment Expectations

SIPP Competency and Standard: Self-awareness, Social Awareness, Responsible Decision-making

AET Objectives: Learning and Engagement: 4. Understanding and following rules, routines, and expectations; Emotional Understanding and Self-Awareness: 4. Self-awareness

CASEL Area: Self-awareness: self-efficacy; social awareness: perspective-taking

Vaughn Competencies: D. Critical Thinking, F. Diverse Perspectives, I. Ethics and Values

Learner Goal(s):

Learners will be exposed to SEL Competencies, Standards, & Benchmarks and show an understanding of the overarching SEL categories covered throughout SIPP.

Learners will develop their own environment expectations for SEL in a small group.

Instructor Goal(s):

Given the ice breaker “This or That,” instructors will facilitate a 5-minute game to build rapport and group cohesion.

Given the SEL journal, instructors will explain its use at this time and instruct learners to write down one emotion they are feeling today using yesterday’s technique.

Instructors will read through the SEL Competencies, Standards, & Benchmarks and facilitate a small group discussion about how these relate to social-emotional functioning environment expectations.

Activity:

1. “This or that” icebreaker activity <https://tophat.com/blog/classroom-icebreakers/>
2. Open your SEL journal and write down one emotion you are feeling today.
3. Provide each student with a copy of the SEL Competencies, Standards, & Benchmarks and review the main categories.
4. Split the classroom into small groups and have each group come up with a list of 10 “environment expectations” for SEL. Direct that these should be phrased by what we do and not what we do not want to do. Ex. “We respect others’ opinions, thoughts, and feelings.”
5. Provide learners with time for SEL journal reflections

Reflections:

1. Which SEL content area would you like to learn about the most?
2. What abilities (these can be thoughts, feelings, and/or behavior) do you have that you think might help you in SIPP?
3. In your small group, please come up with a list of 10 “environment expectations.” These should be phrased by “what to do” instead “what not to do.” For example, “We respect others’ opinions, thoughts, and feelings,” **NOT** “we do not listen to others’ opinions, thoughts, and feelings.”

Materials:

1. This or that topics
2. SEL Journal
3. SEL Competencies, Standards, & Benchmarks

Works Cited:

Himmelsbach, V. (2021, March 30). *20 classroom icebreakers for college professors [plus: Free list of 50 icebreakers]*. Top Hat. Retrieved March 11, 2022, from <https://tophat.com/blog/classroom-icebreakers/>

Topic: Interests, Transition Expectations, Thoughts, Feelings, Behavior

SIPP Competency and Standard: Self-awareness (1)

AET Objectives: Interests, Routines, and Processing: 3. Special Interests, 2. Transitions; Emotional Understanding and Self-Awareness: Understanding and expressing own emotions

CASEL Area: Self-awareness: identifying emotions

Vaughn Competencies: B. Technical Skills; D. Critical Thinking; F. Diverse Perspectives

Learner Goal(s):

Learners will share interests as they relate to SIPP with peers and staff.

Learners will understand the purpose of orientation and what they will learn.

Given instructor expectations and information from autistic self-advocacy network “Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood,” learners will understand possible emotional reactions to transition periods.

Instructor Goal(s):

Given an ice breaker prompt, instructors will begin to build rapport with learners using shared interests, active listening, and empathy.

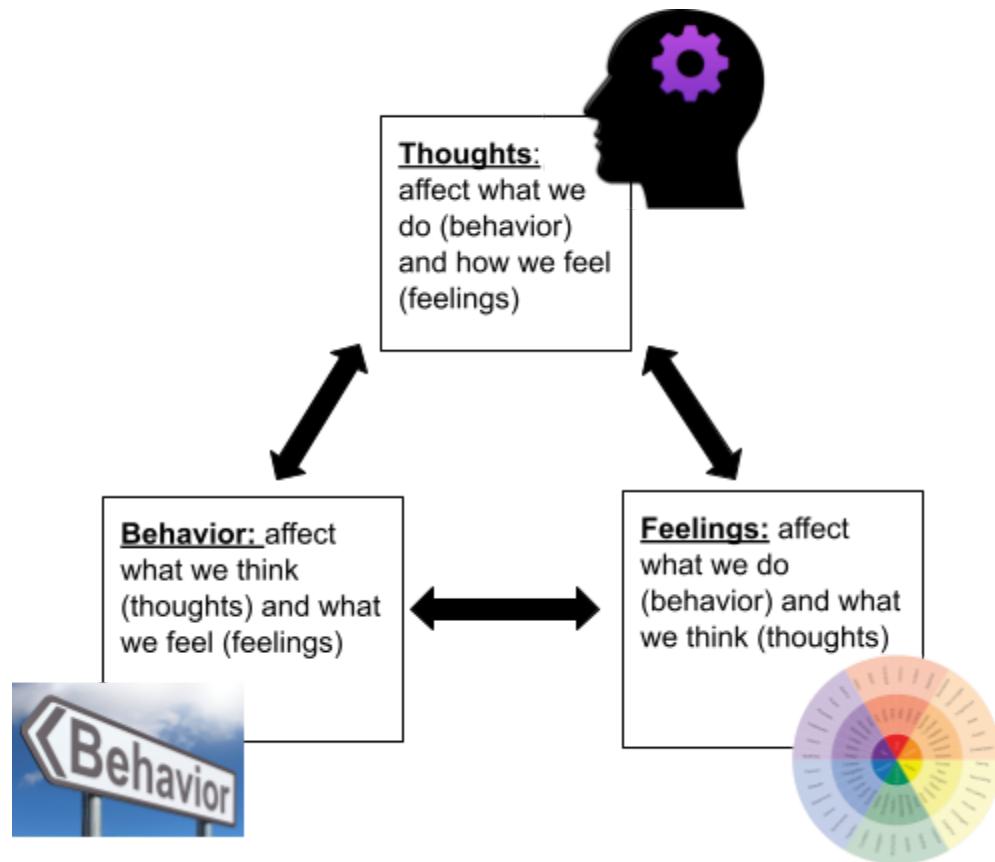
Given a syllabus and outline of orientation content, instructors will share an overview of SEL topics covered during the orientation 6-week program.

Given “Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood,” instructors will introduce and explain expected emotional reactions to transitioning into adulthood during SIPP.

Given The Feeling Wheel, instructors will model identifying an emotion they are currently feeling and an emotion they remember feeling during their transition to adulthood.

Activity:

1. Welcome ice breaker - staff introduce themselves along with an interest that has brought them to SIPP. Invite students to share their name along with interest using their preferred communication style.
2. Review outline of topics covered in orientation + staff expectations for learning.
3. Share “Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood”
 - a. Define transition
 - b. Give examples of emotions that may arise during this time (e.g. happiness to be starting a new program, confusion at responsibilities, stress at increased expectations, etc.)
 - i. Introduce The Feeling Wheel (Willcox, G. 1982)
 - ii. An important step to utilizing strategies to aid transitional times is identifying emotions, which can then lead us towards picking a strategy that might best support us in that moment
 - iii. <https://www.youtube.com/watch?v=SLGfofMMJpY&pbjreload=101>
 - iv. Maintain awareness about alexithymia (difficulty identifying feelings), research shows the feeling wheel can be an effective tactic to teaching emotional awareness (Engelbrecht, N. and Silvertant, M., 2021)
 - c. Normalize all emotional reactions and fluidity of those emotions
 - d. Highlight focusing on small achievements
4. Provide an overview of thoughts, feelings, and behaviors

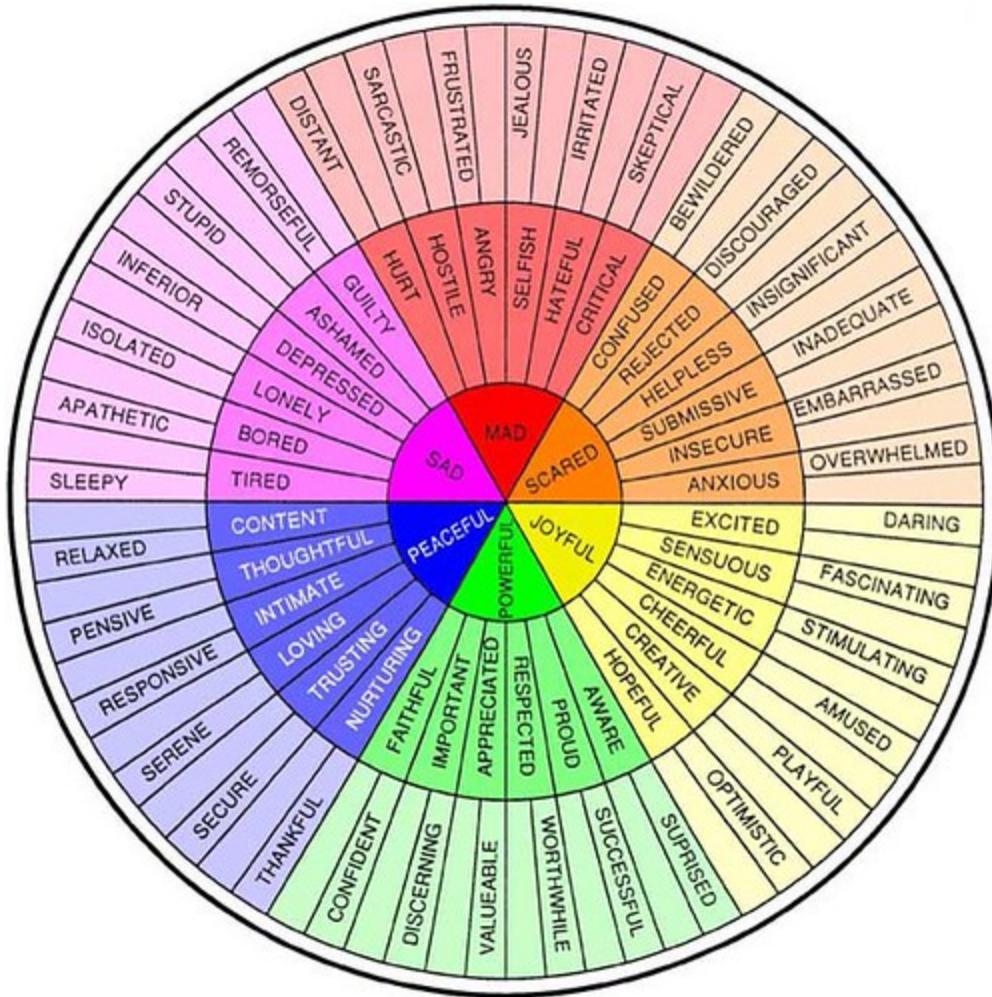


Reflections:

1. List 3 interests that brought you to SIPP and relate them to what you would like to continue learning about this year.
2. Identify one emotion on the feeling wheel that you have felt today. If you do not know, that is okay. This takes practice and we are only on day 1. There are other ways to tune into ourselves - reflecting on our emotional experiences is just one of these ways.
3. Identify one achievement that has contributed to you being in SIPP.

Materials:

- The Feeling Wheel (Dr. Gloria Willcox) → [creative commons permission](#)



- “Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood”
 - <https://autisticadvocacy.org/book/roadmap/>
- Worksheet with guided notes and reflection questions

Works Cited:

Autistic Self-Advocacy Network & Family Network on Disabilities. (2016). Roadmap to transition: A handbook for autistic youth transitioning to adulthood.

<https://autisticadvocacy.org/book/roadmap/>

Engelbrecht, N. and Silvertant, M. (2021) *Embrace Autism | the Ultimate Autism Resource*.

<https://embrace-autism.com/>.

Part V: Applications of The Feeling Wheel to Teach Empathy/Emotional Understanding. (2018).

Kentherapy.com. Retrieved 2022, from

<https://www.youtube.com/watch?v=SLGiofMMJpY>.

Willcox, G. (1982). The Feeling Wheel: A tool for expanding awareness of emotions and increasing spontaneity and intimacy. *Transactional Analysis Journal*, 12(4), 274–276. <https://doi.org/10.1177/036215378201200411>

Topic: Growth Mindset: What is it and how can we self-monitor our own growth mindset?

SIPP Competency and Standard: Self-Awareness (5), Relationship Skills (32, 33)

AET Objectives: Emotional understanding and self-awareness: 7. Growth mindset; Communication and Interaction: 8. Giving and receiving feedback

CASEL Area: Self-awareness: self-confidence, self-efficacy; Self-management: stress management, self-motivation

Vaughn Competencies: D. Critical Thinking, F. Diverse Perspectives, H. Oral Communication, I. Ethics and Values

Learner Goal(s):

Given growth mindset definition, learners will display evidence of understanding the importance of strengthening neural networks in the brain that leads to more learning.

Learners will show evidence of understanding a fixed mindset vs. a growth mindset during small group discussions.

Learners will relate growth mindset strategies to learning new skills during SIPP.

Instructor Goal(s):

Instructor(s) will teach the importance of embracing challenges, persisting through setbacks, effort & work ethic, learning when to ask for help, learning from feedback, and using inspirations from the setbacks of others.

Instructor(s) will facilitate a lesson that highlights what a fixed mindset vs. a growth mindset is using concrete examples.

Instructors will explain how neural networks are formed in the brain.

Instructors will facilitate conceptualization of failure as an opportunity for growth through instructor models of growth mindset language and action.

Instructors will model and facilitate self-monitoring using the growth mindsets techniques and language.

Instructors will share a time when their failure led to success, (e.g. within a project or a goal).

Activity:

1. <https://www.youtube.com/watch?v=I2ttL1kgZRk>
2. Compare a fixed mindset vs. a growth mindset (use concrete examples & multiple examples) (Dweck, C. S., 2008)
3. Discuss the importance of (Dweck, C. S., 2008):
 - a. Embracing challenges
 - b. Persistent through setbacks
 - c. effort & work ethic
 - d. Learning when to ask for help
 - e. Learning from feedback
 - f. Understand lessons and inspiration from the setbacks of others
4. Part of learning new skills in college and adjusting to adulthood will be setbacks, but using a growth mindset and other helpful strategies we want to make the process as smooth as possible (Dweck, C. S., 2008)
5. Review *engineering design process* & the importance of prototyping, failure, and redesigning. Let's start to conceptualize "failure" as an opportunity for growth.
 - a. Instructors share a time that failure leads to future success. How did this failure open up doors to new opportunities?
 - b. Keys here are to still feel all of the feelings that come along with failure, but ultimately realize that you are capable (self-efficacy) and you try again
 - c. Use this space in the innovation hub to learn from your instructors and those around you. Take note when you observe yourself & others displaying a growth mindset.
6. When do we know when to ask for help? (The Mind Tools Content Team., n.d.)
 - a. Stop and think, questions to consider:
 - i. Do I have a clear understanding of the task/project? If not, it is time to ask for help
 - ii. Have I tried to solve this problem? If not, most likely try to solve a problem or get started. We do not want to ask for help prematurely without giving it our best efforts
 - iii. Do I have time for this project? If not, ask for help
 - iv. Did I make a mistake? If yes, that is okay (growth mindset) and let's ask for help
 - v. Do you need additional insight or expertise to make the project/task the best it can be?
7. Once you have identified that you need to ask for help, how do we ask? (Grant, H., 2018)
 - a. Understand that others are usually happy to help
 - b. Be straightforward (what do you need, be specific)

- c. Be polite, gratitude in advance (e.g. thank you in advance for your help)
 - d. Use “we” language (e.g. collaborate, work on ____ together, etc.)
 - e. Be thoughtful - offer your suggestions and what you have tried to solve the problem/start the task, do not just ask “what do I need to do?” ask “I have tried A, B, C, what are your thoughts on D?”
 - f. Be prepared to receive an answer
8. When we do ask for help or receive feedback, how do we react to this feedback?
- a. Keep an open mind instead of getting defensive
 - b. View feedback as a learning opportunity/growth
 - c. Use active listening technique
 - d. Validate your emotional experience/reaction to this feedback
 - e. Make efforts to avoid internalization of feedback (e.g. “I am bad” vs. “I made a mistake on this”)
 - f. Use coping strategies (i.e. reframing) if you have strong emotional reaction to feedback
 - g. Seek feedback from trusted and respected persons (i.e. instructors, peers, people knowledgeable about the subject matter)
 - h. Analyze feedback and incorporate it into future actions
 - i. Follow up with person giving feedback after incorporating it into future actions
9. On the flip side, how do we give others feedback?
- a. Give positive feedback to others around me regularly
 - b. When giving others feedback, I check my motives (i.e. why) for giving feedback
 - i. E.g. Am I sharing feedback to improve something or to criticize?
 - c. Identify any barriers to effective feedback
 - d. I begin and end feedback with genuine strengths/positives - positive reinforcement suggests that a behavior is more likely to happen again in the future
 - e. Give feedback in a timely manner (e.g. right after someone completes something)
 - f. Provide *specific* feedback (e.g. “the details in your report were spot on” vs. “good job with the report”)
 - g. Assess context before giving feedback, likely give feedback in private (e.g. away from peers/coworkers, etc.)
 - h. Keep number of feedback points small and manageable (1-2 changeable things)
 - i. Provide listener with time to ask questions
 - j. Follow up with the person later

Reflections:

1. Pair up, one person will use fixed mindset language and another person will use growth mindset language. *Given scenario/topic relevant to current coursework* Switch roles.
2. Take a few minutes to journal about any skill you wish to gain this year using one (or more) of the growth mindset strategies we discussed today.
3. Think about a time in your life that you failed. How did this failure lead you to new opportunities?

4. Keep a tally (or any record) of when you observe yourself using growth mindset techniques such as language (ex. “I can’t do this yet”), trying again after a setback (ex. Failed prototype, getting a wrong answer to a problem), putting in effort to what you are working on, asking for help when effort has not been enough, and incorporating feedback into our work.
5. [Positive psychology resource](#)
 - a. Mistake activity (group)
 - b. Growth mindset “voice” vs. authentic voice activity
6. Identifying when to ask for help situations, role playing asking for help
7. Role play giving and receiving feedback

Materials:

1. Computer for presentation
2. SEL journal
3. Growth mindset video
4. Growth mindset questionnaire
5. Self-management system: self-monitoring of growth mindset

Works Cited:

Celestine, N. (2022, February 8). *4 ways to improve and increase self-efficacy*.

PositivePsychology.com. Retrieved March 11, 2022, from <https://positivepsychology.com/3-ways-build-self-efficacy/>

Dweck, C. S. (2008). *Mindset*. Ballantine Books.

Grant, H. (2018). *The right way to ask for help at work*. Harvard Business Review. Retrieved March 11, 2022, from <https://hbr.org/2018/05/how-to-get-the-help-you-need>

Growth Mindset. (2017). *Pearson Higher Education*. Retrieved 2022, from <https://www.youtube.com/watch?v=l2ttL1kgZRk>.

The Mind Tools Content Team. (n.d.). *Asking for help: Getting the support you need without looking weak*. From MindTools.com. Retrieved March 11, 2022, from <https://www.mindtools.com/pages/article/asking-for-help.htm>

Topic: Self-Efficacy, Self-worth/self-esteem, and Transition expectations wrap-up

SIPP Competency & Standards: Self-Awareness (5)

AET Objectives: Emotional understanding and self-awareness: 7. Growth mindset, Learning and Engagement: 4. Understanding and following rules, routines, and expectations; Emotional Understanding and Self-Awareness: 4. Self-awareness, 5. Developing Confidence and Self-Esteem

CASEL Area: Self-awareness: self-confidence, self-efficacy; Self-management: stress management, self-motivation

Vaughn Competencies: D. Critical Thinking, F. Diverse Perspectives, H. Oral Communication, I. Ethics and Values

Learner Goal(s):

Learners will create a baseline of their self-efficacy through guided notes and the maker activity of the week.

Learners will practice performance experience, vicarious experience, social persuasion, imaginal experience, and physical and emotional states as components of self-efficacy.

Instructor Goal(s):

Given a definition of self-efficacy, the components of self-efficacy, and a video of the importance of self-efficacy, instructors will facilitate an activity and reflection questions on self-efficacy using modeling and feedback.

Instructors will facilitate a small group discussion on performance experience, vicarious experience, social persuasion, imaginal experience, and physical and emotional states as components of self-efficacy.

Instructors will facilitate a reflection on having a growth mindset and high self-efficacy contribute to one's self-esteem.

Instructors will provide time for a discussion on transition expectations, will leave time for learner questions, and will provide a "look ahead" for the content covered in the following section.

Activity:

1. Reflect on the goal of learning about self-efficacy and growth mindset: learner is able to navigate setbacks and build confidence so that they can achieve their goal by increasing their efforts
2. Self-esteem = a person's general sense of self-worth

- a. “High self-efficacy and a growth mindset across various goals can contribute to overall high self-esteem” (Transforming Education, 2020)
3. Review a definition of self-efficacy and explain why this is relevant to social-emotional learning.
 - a. Define self-efficacy: “the belief in one’s ability to succeed in reaching a goal. This belief, specific to a task or an area of knowledge or performance, shapes the behaviors and strategies that help one pursue their goal.” (Transforming Education, 2020)
 - b. Explain the components of self-efficacy (Transforming Education, 2020):
 - i. Performance experience - reflection activity on this; “refers to one’s previous and related experiences, which can influence their perception of whether or not one has the competence to perform the task at hand” (Transforming Education, 2020)
 - ii. Vicarious experience - “the observed performances and experiences of others like oneself in a similar experience” (Transforming Education, 2020)
 - iii. Social persuasion - “the verbal encouragement or discouragement about a person’s ability to perform” (Transforming Education, 2020)
 - iv. Imaginal experience
 - v. Physical and emotional states - “how one experiences physical sensations and emotional states when facing the task or challenge”
 - c. Reflections create the building blocks for lifting each other up, relying on your peers for support, and identifying your emotions so that we can eventually identify strategies for regulating them.
4. End with a short discussion of transition expectations, leave time for questions, and provide a brief “look ahead” to the next SEL content

Reflections:

1. You have all succeeded in reaching the goal of starting SIPP. What beliefs do you have about your ability to succeed that helped you achieve the goal of starting SIPP? Write these down and then discuss them in your small group.
2. Take a few minutes to imagine yourself as successful and confident. You can capture this by writing a list of words, writing a story, drawing a picture, and more.
3. Discuss in your small group how observing one of your classmates’ working on our activity this week helped you in your activity (vicarious experience).
4. Let’s take a moment to use “social persuasion,” or verbal encouragement, to let each other know what they did well this week. For example, I saw someone come up with a woodworking design that I really like. I say, “the way you utilized functionality in your design was great.”

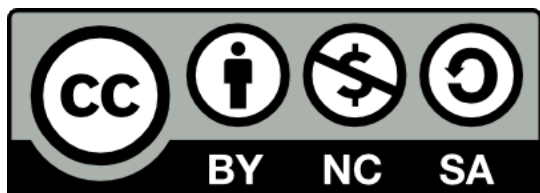
5. Now that we have completed our first week of orientation, let's wrap up with reflecting on our physical and emotional states during a task/activity this week. Using your feeling wheel, please identify three emotions you felt and what happened right before and after these emotional experiences.
6. Discuss in your small group: how does growth mindset relate to self-efficacy?
7. In your SEL journal, please answer: in what ways do you think having a growth mindset and self-efficacy will contribute to your self-esteem?

Materials:

1. SEL Journal
2. Self-efficacy importance video
3. Guided worksheet of self-efficacy reflection questions and activities
4. Growth mindset definition & techniques
5. The feeling wheel

Works Cited:

Transforming Education, (2020). Self-efficacy toolkit download (ppt, pdf)



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