

Overlay of Vaughn Competencies, AET Framework Areas, Maker Roles, and CASEL

Outcomes → Vaughn Competencies → SEL Domains → Maker Leadership Roles → Maker Process

Vaughn Competencies (Demonstrated By Learner)	AET Framework Areas (Social-Emotional Learning Assumed by Competencies)	CASEL Area (Social-Emotional Learning Typical Development Domains)	Leadership Maker Roles (Assumed By The Learner in Process)	Maker Process (Used By Learner)
A - Scientific Reasoning Scientific Reasoning involves the understanding of scientific principles, techniques and the ability to critically compare, through inference and analogy, experimental information with expected theoretical outcomes. Students will be able to: <ul style="list-style-type: none"> 1 - Apply scientific methods of data acquisition and evaluation to investigate measurable phenomena 2 - Represent scientific data symbolically graphically and verbally 3 - Interpret scientific information represented in formulas, equations, graphs and tables 4 - Evaluate results obtained from scientific methods for accuracy 	Learning and engagement: 5. Evaluating own learning Social understanding and relationships 5. Group activities Interests, routines and processing 3. Special interests 4. Problem solving and thinking skills	RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.	Monitor - clarifies policies, monitors progress, develops measures and checkpoints Innovator - experiments using the scientific method, adaptable given new information/changes	Design/Prototyping
B - Technical Skills Technical skills involve the use of computers to write and develop documents, prepare presentations, and represent real world data. A further	Learning and engagement: 3. Organisation and independent learning; 4. Understanding and following rules, routines and expectations; 5. Evaluating own learning	SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	Monitor - expects accurate work through achieving and supporting technical skills Producer - focuses on	Prototyping/Testing/ Tinkering

<p>application of this skill is demonstrated by the ability to write simple computer programs. Students will be able to:</p> <ol style="list-style-type: none"> 1 - Write, edit and save documents using a word processing program 2 - Use spreadsheet programs to produce graphs and charts. 3 - Create powerpoint presentations. 4 - Write computer programs in basic, c++, or matlab 	<p>Interests, routines and processing</p> <ol style="list-style-type: none"> 3. Special interests 4. Problem solving and thinking Skills <p>Sensory processing</p> <ol style="list-style-type: none"> 4. Managing own sensory needs 	<p>RESPONSIBLE DECISION-MAKING:</p> <p>The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.</p>	<p>speed of technical skills to produce results, hard work ethic emphasized, initiates actionable steps and tools to reach goal (write computer programs)</p> <p>Coordinator - plan and organize documents, presentations, and data (in a functional/productive way) that keeps the process flowing</p>	
<p>C - Information Literacy</p> <p>Information literacy involves the ability to effectively identify, locate, evaluate, and responsibly use and share information. Students will be able to:</p> <ol style="list-style-type: none"> 1. Construct a search strategy 2. Distinguish scholarly and popular sources 3. Apply an established citation style to document the sources used 4. Apply the rules of academic integrity to avoid plagiarism 	<p>Learning and engagement:</p> <ol style="list-style-type: none"> 3. Organisation and independent learning; 4. Understanding and following rules, routines and expectations; 5. Evaluating own learning <p>Interests, routines and processing</p> <ol style="list-style-type: none"> 3. Special interests 4. Problem solving and thinking Skills <p>Communication and interaction</p> <ol style="list-style-type: none"> 3. Communicating information / commenting on events; 4. Listening and understanding; 6. Conversations 	<p>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p> <p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.</p> <p>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p>	<p>Coordinator - plans schedules/how to gather information, order of the information literacy process brings stability to how information is found, interpreted, and shared</p> <p>Producer - need information literacy skills to research outside competition, work ethic for search strategy, initiates action to locate, evaluate, disseminate information</p>	<p>Research, Sharing, Brainstorm</p>
<p>D - Critical Thinking</p> <p>Critical thinking is characterized by the exploration and analysis of issues, ideas, evidence, and events before accepting or formulating an opinion or conclusion. Students will be able to:</p>	<p>Interests, routines and processing:</p> <ol style="list-style-type: none"> 1. Coping with change; 3. Special interests; 4. Problem solving and thinking skills; 2. Transitions; 4. Problem solving and thinking skills <p>Emotional understanding and</p>	<p>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p> <p>RESPONSIBLE DECISION-MAKING:</p> <p>The abilities to make caring and</p>	<p>Innovator - new ideas born from exploration and analysis of issues and brainstorm, inspires others, anticipates needs for problem solving, initiates significant changes, problem solves</p>	<p>Brainstorm, Design, Tinkering, Prototyping, Iterating</p>

1. Use relevant information appropriately 2. Support claims with evidence 3. Evaluate arguments https://www.vaughn.edu/wp-content/uploads/2020/10/Undergrad-Catalog-2020-2022_Oct162020.pdf	self-awareness 1. Understanding and expressing own emotions; 2. Managing emotions and Behaviour; 3. Understanding others' emotions/intentions; 4. Self-awareness	constructive choices about personal behavior and social interactions across diverse situations. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	Producer - need critical thinking to work efficiently and quickly to produce desired results	
E - Quantitative Reasoning Quantitative Reasoning (QR) is competency in working with numerical data. Individuals with strong QR skills possess the ability to reason and solve quantitative problems in real-world situations. Individuals with QR skills can clearly communicate this competency in a variety of formats including words, tables, graphs, and mathematical equations. Students will be able to: 1 - Accurately interpret and represent problems verbally, symbolically, numerically, and graphically. 2 - Solve problems accurately and draw conclusions based on the quantitative analysis of data. 3 - Evaluate solutions and assumptions, and communicate the quantitative evidence in support of the argument or purpose of the work.	Communication and interaction: 3. Communicating information / commenting on events 4. Listening and understanding 6. Conversations 7. Non-verbal communication Social understanding and relationships: 5. Group activities Interests, routines and processing: 3. Special interests 4. Problem solving and thinking skills Learning and engagement: 3. Organisation and independent learning 5. Evaluating own learning	RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	Innovator - problem solving using quantitative reasoning, anticipates customer and team needs (AKA real world situations) Producer - focuses on speed using quantitative reasoning to problem solve in real-world situations, outside competition is considered, hard work ethic, motivates people, initiates action Director - utilize QR reasoning skills to plan and prioritize, evaluate solutions and communicate these data evidence to support the purpose to your work = emphasize rational analysis of problems	Testing, Brainstorm, Design
F – Diverse Perspectives Students with diverse perspectives demonstrate the ability to engage and learn from points different from their own. Students will be able to:	Emotional understanding and self-awareness: 1. Understanding and expressing own emotions 2. Managing emotions and behaviour;	SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.	Mentor - acknowledges personal needs, develops people, empathetic Facilitator - practices participation and	Collaboration, Brainstorm, Research

<p>1. Articulate their own and others' perspectives</p> <p>2. Analyze their own and others' perspectives</p>	<p>3. Understanding others emotions/intentions; 4. Self-awareness; 5. Developing confidence and self-esteem</p> <p>Social understanding and relationships:</p> <p>1. Being with others; 3. Positive relationships (supporting adults)</p> <p>4. Positive relationships and friendships (peers);</p> <p>5. Group activities</p> <p>Emotional understanding and self-awareness:</p> <p>2. Managing emotions and behaviour;</p> <p>3. Understanding others emotions/intentions; 4. Self-awareness; 5. Developing confidence and self-esteem</p>	<p>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p> <p>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p> <p>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p>	<p>teambuilding, consensus building, manages conflict, participative decision-making</p> <p>Broker - sells ideas, influences decisions at higher level, strong negotiator</p>	
<p>G – Written Communication</p> <p>Written communication involves the effective employment of thesis and purpose in writing. Students will be able to:</p> <p>1. Develop a strong thesis/argument/main idea</p> <p>2. Demonstrate logical organization of their ideas</p> <p>3. Employ the grammar and mechanics of Standard American English</p>	<p>Communication and interaction:</p> <p>3. Communicating information/ commenting on events; 4. Listening and understanding</p> <p>Emotional understanding and self-awareness:</p> <p>4. Self-awareness</p> <p>Learning and engagement:</p> <p>3. Organisation and independent learning</p>	<p>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p> <p>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p>	<p>Coordinator - brings order, plan, stability, control and continuity</p>	Sharing
<p>H. – Oral Communication</p> <p>Oral Communication involves the effective preparation for and delivery of</p>	<p>Communication and interaction:</p> <p>3. Communicating information/ commenting on events; 4. Listening and understanding</p>	<p>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p>	<p>Director - provides clear direction, communicates vision</p> <p>Broker - sells ideas,</p>	Sharing

<p>public presentations. Students will be able to:</p> <ol style="list-style-type: none"> 1. Effectively develop content for oral presentations 2. Effectively deliver oral presentations 	<p>Sensory processing:</p> <ol style="list-style-type: none"> 1. Understanding and expressing own sensory needs 4. Managing own sensory needs 	<p>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p> <p>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>	<p>acquires needed resources</p> <p>Facilitator - collaborate with team members to communicate info to audience</p>	
<p>I - Ethics and Values</p> <p>Ethics and values involve the ability to identify, compare, explain, and access major ethical and moral issues in a historical and contemporary context. Students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate ethical issues 2. Analyze ethical issues 	<p>Communication and interaction</p> <ol style="list-style-type: none"> 3. Communicating information/ commenting on events; 4. Listening and understanding; 7. Non-verbal communication <p>Learning and engagement:</p> <ol style="list-style-type: none"> 3. Organisation and independent learning; 4. Understanding and following rules, routines and expectations; 5. Evaluating own learning <p>Sensory processing:</p> <ol style="list-style-type: none"> 1. Understanding and expressing own sensory needs 2. Responding to sensory interventions 4. Managing own sensory needs 	<p>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p> <p>RESPONSIBLE DECISION-MAKING:</p> <p>The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.</p> <p>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.</p> <p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.</p> <p>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and</p>	<p>Mentor - acknowledges personal needs (and others needs), develops self and others (in context), caring, empathetic, understands ethical issues for self and others</p> <p>Facilitator - manages conflict (can understand how to manage conflict ethically), team-building and collaborative decision-making utilize understanding values</p>	

		supportive relationships and to effectively navigate settings with diverse individuals and groups.		
Outliers	<p>Independence and community participation:</p> <p>1. Independent living; 2. Personal safety;</p> <p>3. Road safety and travel; 4. Leisure</p> <p>Healthy living:</p> <p>1. Keeping healthy; 2. Personal care;</p> <p>3. Relationships and sex education</p>		Producer - focuses on speed, outside competition, hard work ethic, motivates people, initiates action	

Maker Leadership Roles

Table 1. Leadership quadrants and role descriptions (Zatit et al., 2009)

Quadrant and Management Models	Leadership Role
<p>Relating to People</p> <p><i>Human Relations Model</i></p>	<ul style="list-style-type: none"> • Mentor: Acknowledges personal needs, develops people, caring, empathetic. • Facilitator: Practices participation and teambuilding, focuses on consensus building, manages conflict and encourages participative decision-making. • Internally-focused and flexible; emphasizes participation, conflict resolution, and consensus building (Quinn et al., 1990)
<p>Leading Change</p> <p><i>Open Systems Model</i></p>	<ul style="list-style-type: none"> • Innovator: Inspires, anticipates customer needs, initiates significant changes, new ideas, experiments, problem solves, adaptable. • Broker: Sells ideas, influences decisions at higher levels, acquires needed resources, strong negotiator. • Externally-focused and flexible; emphasizes adaptation (Quinn et al., 1990)
<p>Producing Results</p> <p><i>Rational Goals Model</i></p>	<ul style="list-style-type: none"> • Producer: Focuses on outside competition, emphasizes speed, hard work ethic, motivates people, initiates action. • Director: Provides clear direction, clarifies priorities, communicates the vision, plans and prioritizes. • Internally-focused and controlled; emphasizes goal clarification, rational analysis of problems, and taking action (Quinn et al., 1990)
<p>Managing Processes</p> <p><i>Internal Process Model</i></p>	<ul style="list-style-type: none"> • Monitor: Clarifies policies, expects accurate work, controls projects, monitors progress, develops measures and checkpoints. • Coordinator: Brings order, plans schedules, provides stability, control and continuity. • Internally-focused and controlled; emphasizes the definition of responsibilities, measuring results, and documenting characteristics (Quinn et al., 1990)

AET Preparing for Adulthood Outcomes

1. Employment

- Communication skills
- Following instructions
- Interpersonal skills and team work
- Recognising and using strengths and skills
- Problem solving and using initiative
- Motivation and confidence
- Planning and organisation
- Flexibility and adaptability
- Understanding and managing own and others' emotions

2. Independent Living

- Food and drink preparation
- Shopping
- Household tasks
- Personal care
- Personal safety
- Understanding relationships
- Time and money management
- Travel and using transport
- Using leisure time
- Problem solving
- Transitions

3. Friends, Relationships, and Community

- Making friends
- Interacting with others
- Recognising negative behaviour and bullying
- Accessing leisure facilities
- Safety in the community and online
- Travel and using transport
- Problem solving
- Developing confidence

4. Good Health

- Healthy choices: food, drink, exercise, sleep, smoking, alcohol, drugs

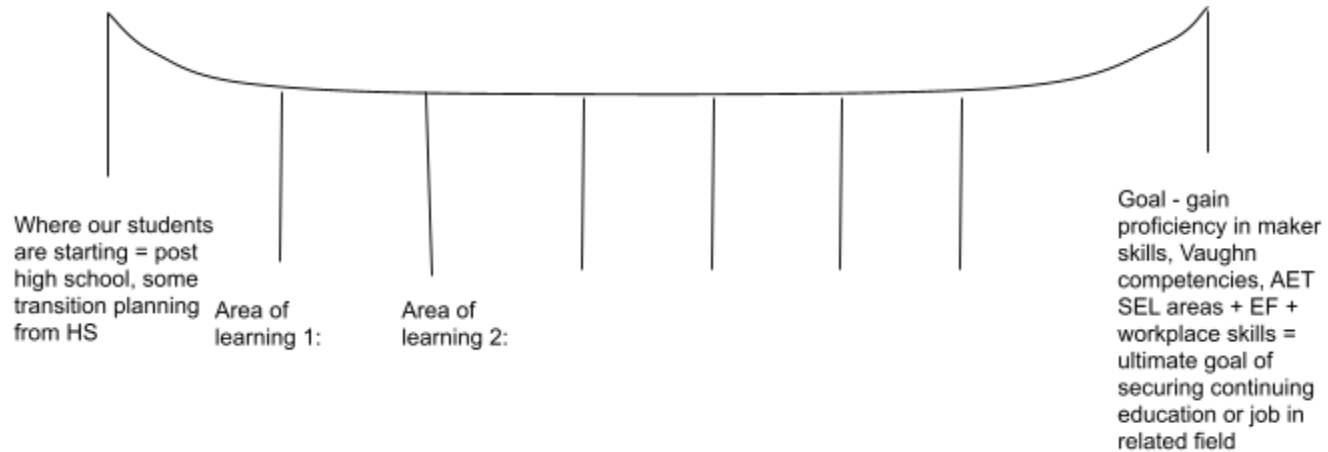
- Personal care
- Accessing medical help
- Relationships and sex education

Another look at Maker roles and Vaughn Competencies:

Monitor	Innovator	Coordinator	Mentor	Facilitator	Broker	Director	Producer
A, B	ADE	C G	F I?	F H?	F H	H E?	Outlier C?

A framework in design: The Action Sequence

- 1.Goal (form the goal)
- 2.Plan (the action)
- 3.Specify (an action sequence)
- 4.Perform (the action sequence)
- 5.Perceive (the state of the world)
- 6.Interpret (the perception)
- 7.Compare (the outcome with the goal)



Curriculum design questions:

Who's our audience?

20 post-high school autistic learners interested in aviation/engineering and design. We won't know their learning profiles until admissions, but will assume based on diagnosis that social and communication and executive function deficits will need to be explicitly taught & practiced in a concrete and applicable way.

What's the transformation the students will go through?

Students will gain skills in all of Vaughn's competency areas, the AET framework skill areas, will practice and understand the Maker leadership roles, and engage in the EDP through hands-on activities in the innovation hub and some time in the classroom. Opportunities for engagement in SEL/AET skills will vary per activities and will have some overlap. Soft skills in each AET area in conjunction with other skills not listed in the framework (EF, work life skills) will be taught through engaging in these skills in their classwork. There will also be a heavy focus on teaching self-advocacy and identifying one's needs to success in their desired environment (ultimately, we want our learners to achieve independence in advocating for their needs in every SEL area) as this leads to lessened anxiety, depression, stress and leads to increased chances of success (continuing education and holding a job).

What's the container & context?

Book? PDF? Online learning modules? Lesson plans/activities will go where? Might decide down the line, but could be helpful to brainstorm what format would work best for replicating and clear delivery of lessons

Next steps?

Create core skills → brainstorm scaffolding of these skills → brainstorm different strategies for teaching these skills + individualized process for learning (this will likely be done through baseline AET assessments to create an individual profile to guide the learning of each student), flesh out the action sequence

AET Post16 Setting Standards + Framework Skills Areas + How these present in SIPP Curriculum/Program

AET Post16 Standard	Framework Areas	How this will show up in our curriculum (things that need to be explicit so others can replicate it)
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The Individual		
<p>1. Your setting obtains information directly from the young person on their strengths, interests, needs and emotional well-being, to add to information given by parents/carers, support workers and staff. It ensures that relevant information is shared with those who need it (for example, through a profile developed in partnership with the individual).</p>	<p>Communication and interaction: 3. Communicating information / commenting on events Sensory processing: 1. Understanding and expressing own sensory needs Emotional understanding and self-awareness: 1. Understanding and expressing own emotions; 4. Self-awareness See also Priorities questionnaire</p>	<p>Will use the priorities questionnaire in the beginning, multitude of self-report assessments</p>
<p>2. Your setting encourages and motivates young people on the autism spectrum by using their strengths, special interests and favourite activities to promote achievement and support positive life outcomes, such as employment.</p>	<p>Interests, routines and processing 3. Special interests Emotional understanding and self-awareness 4. Self-awareness Learning and engagement: 2. Motivation and engagement; 5. Evaluating own learning</p>	<p>Maker process - builds on their strengths and use special interests for projects, as long as their process meets the competency requirements</p> <p>This will definitely show up during the final project</p>
<p>3. Your setting supports each young person to develop their understanding of autism and the way it affects them. It involves young people on the autism spectrum in developing and applying strategies which enable them to attend and participate.</p>	<p>Emotional understanding and self-awareness: 4. Self-awareness Learning and engagement: 2. Motivation and engagement</p>	<p>This will probably be a combination of asking them what they know their support needs are at this point, and that we may discover more strategies that work for each individual as they go through their classes (ex. EF support needs, preventing burnout, knowing triggers and putting strategies in place beforehand to decrease chances of them happening, etc.)</p>
<p>4. Your setting safeguards the well-being of young people on the autism spectrum by recognising that they are predisposed to high levels of stress, anxiety and depression. It understands that these can be prevented or reduced if the needs of young people on the autism spectrum are recognised and met.</p>	<p>Emotional understanding and self-awareness: 1. Understanding and expressing own emotions; 2. Managing emotions and behaviour; 4. Self-awareness; 5. Developing confidence and self-esteem</p>	<p>Administering the DASS and Quality of Life measures to identify any of these early on. Will be identifying the needs of each student to mitigate any anxiety, depression, and stress</p>
<p>5. Your setting teaches and supports young people on the autism spectrum to develop and use an effective communication system. The approach used reflects the</p>	<p>Communication and interaction: All</p>	<p>*This will be reflected in their coursework modifications/accommodations: clear and explicit instructions, familiarizing staff and others with different</p>

level of understanding of each young person on the autism spectrum (for example, the use of written information, symbols, pictures, objects of reference).		communication systems
8. Your setting considers the social demands of working alongside other people for young people on the autism spectrum when planning learning and social activities. It creates time and provides suitable environments for young people on the autism spectrum to be away from peers and adults, if requested or needed.	Social understanding and relationships: All	Plan to create a space (either within the innovation hub or another room/area) with low lighting, options for sensory stimming, allowed to wear sunglasses or noise cancelling headphones, etc.
9. Your setting provides opportunities for young people on the autism spectrum to share their experiences and interests and to read/listen to biographical accounts.	Social understanding and relationships: 4. Positive relationships and friendships (peers) Interests, routines and processing 3. Special interests Independence and community participation 4. Leisure	This will occur both in classes and outside - students will be able to share and collaborate on projects that incorporate their special interests. Orientation should include some ice breakers/bonding opportunities (probably through maker activities)
10. Your setting ensures that young people on the autism spectrum are consulted on their learning experience. This is done in an effective way and on a regular basis.	Interests, routines and processing: 2. Transitions Emotional understanding and self-awareness: 4. Self-awareness Learning and engagement: 5. Evaluating own learning	This will be taught through learning to evaluate their own learning and practicing applying soft skills (SEL learning + more). Self-report questionnaires will be designed and students will fill them out periodically throughout the program
Building Relationships		
1. Your setting effectively shares and communicates key transitional information with all relevant agencies including parents, carers, support workers, and employers to support a successful transition in and out of college. It ensures that this information is given in the most appropriate way, at the right time and with the consent of	Interests, routines and processing: 2. Transitions Emotional understanding and self-awareness 4. Self-awareness; 5. Developing confidence and self-esteem	During the admissions process, we will likely want to obtain their transition plans to see if their goals align with what our program will provide. Ensure we have a process & consent form for sharing any information with parents/guardians. Develop a process for working with professors/instructors about any key transitional needs.

the young person.		
<p>3. Your setting provides opportunities and support for young people on the autism spectrum to develop relationships with peers to a level and in a manner which supports their needs.</p> <p>Approaches reflect an understanding of the impact and challenges of adolescence for young people on the autism spectrum in order to support a safe transition to adulthood.</p>	<p>Social understanding and relationships:</p> <p>4. Positive relationships and friendships (peers) Healthy Living</p> <p>3. Relationships and Sex Education</p>	<p>Students will have opportunities (especially during orientation) to collaborate on projects using their interests. Instructors should have a general sense of the students' likes and dislikes to create an environment that is welcoming.</p> <p>With understanding the social and communication gaps between autistic YA and NT YA, need to consider any time spent between these students and facilitate opportunities for connection.</p> <p>Evidence that autistic people have an easier time communicating with other ND individuals, so we should build on this within the cohort. - Dr. Damian Milton, The Double Empathy Problem, Dr. Catherine Crompton</p>
<p>5. Your setting recognises the particular vulnerability of young people on the autism spectrum.</p> <p>It has effective policies in place to safeguard them against actual and perceived episodes of teasing and bullying, including cyber bullying.</p>	<p>Social understanding and relationships:</p> <p>4. Positive relationships and friendships (peers) Emotional understanding and self-awareness:</p> <p>3. Understanding others' emotions/intentions Independence and community participation</p> <p>2. Personal safety</p>	<p>*Research a protocol for these instances - who to come to, what to report, steps to diffuse the situation and what accountability needs to occur, how to safeguard for the future.</p> <p>Explicitly teach what safe and healthy relationships/behavior looks like, what not safe relationships/behavior looks like (i.e. bullying) and help students identify these & provide strategies & dialogue for either conflict resolution or self-management/de-escalation.</p>
<p>6. Your setting has clear rules which are consistently applied. This helps young people on the autism spectrum to understand what is acceptable and expected.</p> <p>Staff recognise that there may be exceptions when a focus on rules and routines may be distressing.</p>	<p>Learning and engagement</p> <p>4. Understanding and following rules, routines and expectations Emotional understanding and self-awareness:</p> <p>2. Managing emotions and behaviour</p>	<p>*Create a list of positively phrased expectations for the classroom & innovation hub (e.g. "We respect others' ideas by using active listening and collaborate on group projects" vs. "we do not interrupt when others are sharing their ideas and we do not complete the project without the input of others")</p> <p>Have these clearly written and accessible on the wall for reference, but recognize that adherence to rules can create over-rigidity in certain learners (this will become apparent in initial assessments)</p>

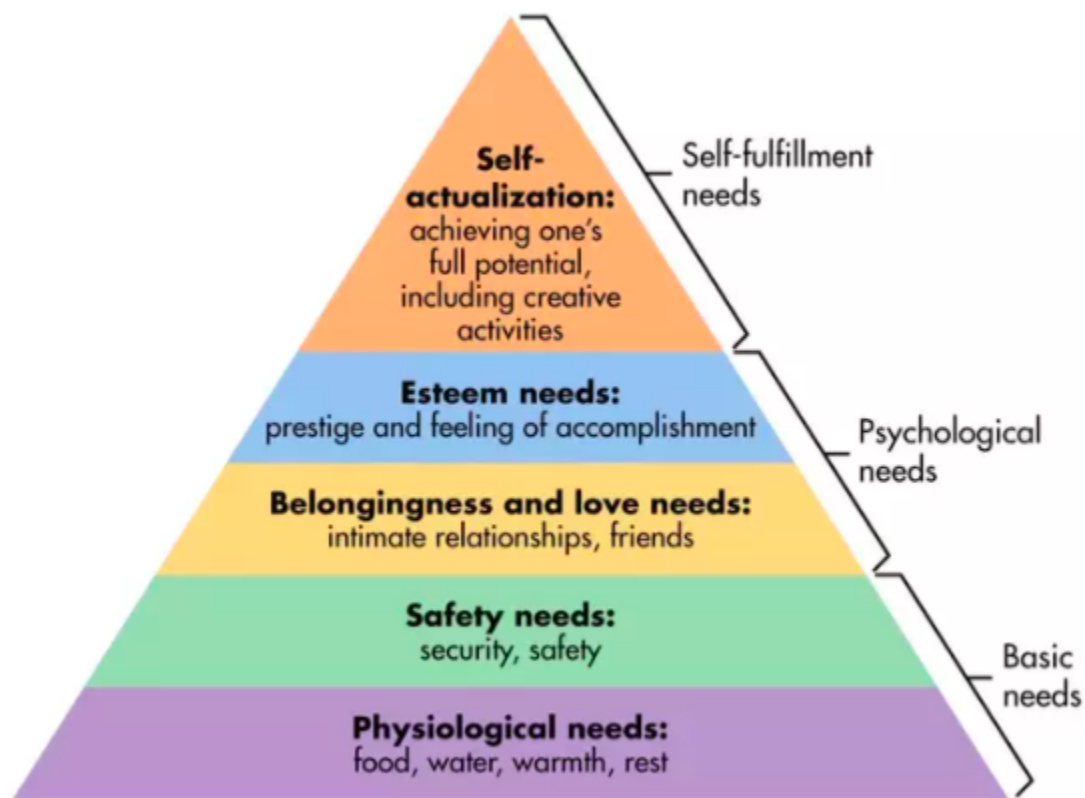
Curriculum and Learning		
<p>1. Your setting provides a meaningful and relevant curriculum/study programme that addresses the aspirations of young people on the autism spectrum and accounts for different styles of learning and uneven profiles of ability.</p> <p>It encompasses aspects of their social and emotional well-being and leads to positive outcomes including paid employment and/or greater independence in their everyday lives.</p> <p>It makes effective use of work-based learning such as Apprenticeships,</p> <p>Supported Internships and Traineeships to prepare young people on the autism spectrum for employment.</p> <p>The use and choice of accreditation supports progression.</p>	<p>All areas</p>	<p>-Our students will already have an interests in one of the areas that Vaughn specializes in, but they will get the opportunity to bring their interests to life in the innovation hub</p> <p>*want to consider the format for delivery of learning - multiple options for this (will it be best to have some auditory processing and visual processing simultaneously? Will any textbooks be accessible virtually and have the option for read aloud? Guided notes to decrease cognitive load during class so more cognitive effort can be placed on listening? Recorded lectures? Will be helpful to give a questionnaire to students, or base this in research with ND learners while designing the curriculum.)</p> <p>-the AET framework will be continuously assessed as we teach & practice the skills within their classes - anything that is not covered and practiced in their classwork can be incorporated into either a structured social activity or piggyback after their time doing coursework activities</p>
<p>2. Your setting provides a range of opportunities for young people on the autism spectrum to use their knowledge and skills in a range of real situations in the community and the workplace to increase their independence and facilitate their transition to a fulfilled adulthood.</p>	<p>Interests, routines and processing All Healthy Living: All Independence and community participation: All</p>	<p>Brainstorm: create social opportunities to go into the community and practice these relational skills, that way we can assure they generalize into the environment and are not just present in one setting</p> <p>They will practice these skills in the innovation hub, it could be valuable to structure the feedback process similar to how a workplace would do it</p> <p>Give opportunities for mock interviewing, resume building (in writing course), etc.</p>
<p>3. Your setting prioritises the promotion of independence using a range of strategies. These may include the use of technology and individualised visual supports.</p>	<p>Interests, routines and processing: 4. Problem solving and thinking skills Learning and engagement: 3. Organisation and independent learning</p>	<p>Every activity will provide supports/accommodations, eventually want the students to learn what works best for them and how to advocate for the supports in future environments</p>

	<p>Independence and community participation: All</p>	
<p>4. Your setting recognises that young people on the autism spectrum are likely to experience difficulties with change, ranging from minor changes in everyday routine to major transitions.</p> <p>It ensures that activities are well organised, structured and planned. Where possible and appropriate, advance warning is given (to both pupil and parent/carer)of any changes to familiar routines in a way that is meaningful and helpful to the pupils with autism and their families.</p>	<p>Interests, routines and processing: 1. Coping with change; 2. Transitions Learning and engagement: 3. Organisation and independent learning</p>	<p>Provide students with a schedule of the program, the syllabus, possibly a calendar with important dates. Teach students how to map their assignments onto a weekly or monthly calendar, break the assignments down into digestible pieces, and if needed schedule in down time (sounds counterintuitive but can be an effective strategy for preventing burnout)</p> <p>Come up with strategies for working through changes in routine and expected changes that happen during important transitional times (like first year of college)</p>
<p>6. Your setting has rigorous procedures for recognising and recording learners' progress and achievement. It collects and analyses additional data that measures progress in the areas of social and emotional awareness, communication and autonomy for young people on the autism spectrum.</p> <p>It reviews outcome and destination data in order to evaluate the impact and effectiveness of study programmes.</p>	<p>All areas</p>	<p>Possibility: use the AET progression framework assessment process + other SEL, Quality of Life, and Executive Functioning Assessments multiple times throughout the year</p> <p>*Brainstorm a plan for where to keep the data so it is accessible & organized once assessments are finalized</p>
<p>7. Your setting involves young people on the autism spectrum in formulating their ambitions and long-term goals.</p> <p>All relevant staff are involved in and promote strategies to achieve these and share high aspirations for each young person.</p>	<p>Emotional understanding and self-awareness: 4. Self-awareness; 5. Developing confidence and self-esteem Learning and engagement: 5. Evaluating own learning</p>	<p>We provide the coursework and support needs but much of their learning is self-directed in the innovation hub.</p> <p>Aim to come up with short term and long term goals with each student, some strategies for achieving these goals, allow room for changes in plans and let students know that this is to be expected when planning their long term goals. Collaborate with Vaughn's faculty & career center on their process for admissions for continuing education or job placement.</p>
<p>8. Your setting consults young people on the autism spectrum on what to do in their free time (ie all</p>	<p>Communication and interaction: 1. Engaging in interaction</p>	<p>Will create community activity options or social spaces for students to spend their free time if they want. Depending on their interest, we can ask if certain</p>

<p>unstructured times).</p> <p>It facilitates support for this, for example, by the provision of quiet space, a range of activities, structured pastimes and opportunities for interactions with others as appropriate.</p>	<p>Social understanding and relationships:</p> <ol style="list-style-type: none"> 1. Being with others; 3. Positive relationships (supporting adults); 4. Positive relationships and friendships (peers) <p>Interests, routines and processing</p> <ol style="list-style-type: none"> 3. Special interests Independence and community participation 4. Leisure 	<p>students would like to be involved in the planning of these events, that way it gives them practice seeking out social events, planning a time & place, and inviting others in the cohort</p> <p>Will need a de-escalation/calm space for students to recharge in during the day, so this space can double as a social area. Can create expectations for behavior in this space</p>
<p>9. Your setting assesses the process and quality of the entire learning experience (not just outcomes) from the perspective of young people on the autism spectrum.</p> <p>It considers the particular demands of group working.</p>	<p>Social understanding and relationships:</p> <ol style="list-style-type: none"> 5. Group activities <p>Learning and engagement:</p> <ol style="list-style-type: none"> 5. Evaluating own learning 	<p>Will plan check in points in the semester, but also design a system (maybe google form) where students can continually submit their feedback on their learning opportunities, that way we can make more proactive changes rather than waiting until the check in point</p>
Enabling Participation		
<p>1. Your setting recognises that young people on the autism spectrum may have sensory processing difficulties associated with seeing, hearing, touching, tasting and smelling, as well as sensing where their body is and maintaining balance.</p> <p>It conducts sensory audits both within and outside the setting, including transport, the workplace and community facilities and works with the young person to consider potential sensory challenges and identify how these will be managed.</p>	<p>Sensory processing:</p> <p>All</p>	<p>These will be taken into consideration and should be assessed, but an occupational therapist specializes in sensory processing so we may want to consider consulting one for this step.</p>
<p>2. Your setting trains key staff in the use of a range of communication strategies to facilitate two-way communication. This includes ways to adjust communication style, the use of visual supports and the importance of allowing enough time for the young person to process and respond to instructions and requests.</p>	<p>Communication and interaction:</p> <p>All</p>	<p>This will be reviewed with professors of the classes but also should be taught to the student for how to self-advocate for this by either finding a workplace that is ND friendly or open to accommodations (familiarize students with ADA and IDEA)</p>

<p>3. Your setting uses a variety of cues (such as tactile, visual and auditory) to help young people on the autism spectrum understand and navigate the learning environment.</p> <p>It supports predictability by providing structure and making expectations, activities and language as explicit as possible. This may include using visual resources, timetables and planning for unstructured times.</p>	<p>Communication and interaction:</p> <p>4. Listening and understanding</p> <p>Learning and engagement:</p> <p>3. Organisation and independent learning;</p> <p>4. Understanding and following rules, routines and expectations</p>	<p>Schedule visible daily, expectations for coursework will be accessible</p>
<p>6. Your setting has clearly defined spaces for personal equipment and places of safety for young people on the autism spectrum.</p>	<p>Learning and engagement:</p> <p>3. Organisation and independent learning</p> <p>Emotional understanding and self-awareness:</p> <p>2. Managing emotions and behaviour</p>	<p>Innovation hub will be set up for safety & there will be places to keep their materials, also will have the calm/social space however we decide to incorporate that</p>

Maslow's Hierarchy of Needs





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