### **Week 1:** Day 1

**Topic:** Interests and Transition Expectations

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

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

**Learner Goal(s):**

Given an ice breaker started by an instructor, learners will share interests as they relate to SIPP with peers and staff.

Given an outline of orientation content, 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:**

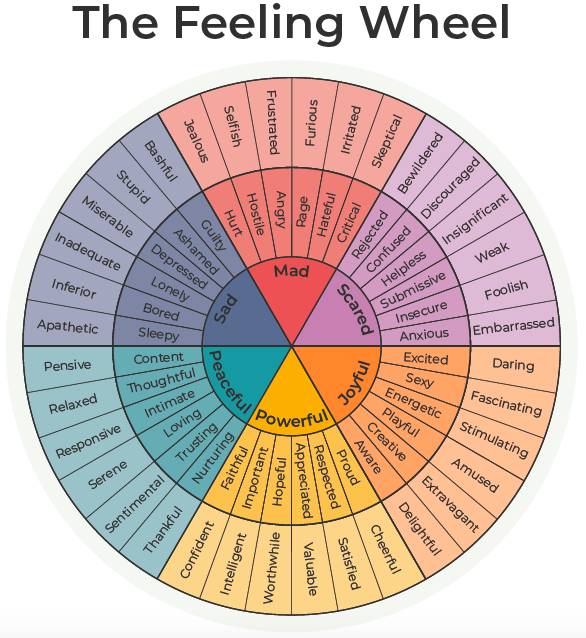
1. Welcome ice breaker - staff introduce themselves along with an interest that has brought them to SIPP. Invite students to share their name along with interest using their preferred communication style.
2. Review outline of topics covered in orientation + staff expectations for learning.
3. Share “Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood”
   1. Define transition
   2. 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.)
      1. Introduce The Feeling Wheel
      2. <https://ct.counseling.org/2017/09/achieving-better-understanding-adult-autism/>
      3. 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
      4. <https://www.youtube.com/watch?v=SLGiofMMJpY&pbjreload=101>
      5. Maintain awareness about alexithymia (difficulty identifying feelings), research shows the feeling wheel can be an effective tactic to teaching emotional awareness
   3. Normalize all emotional reactions and fluidity of those emotions
   4. Highlight focusing on small achievements

**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.
3. Identify one achievement that has contributed to you being in SIPP.

**Materials:**

* The Feeling Wheel (Dr. Gloria Willcox)



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

### **Week 1:** Day 2

**Topic:** SEL Curriculum Objectives and Self-Efficacy

**Curriculum Objectives:** 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

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

**Learner Goal(s):**

Given the SEL Curriculum Objectives, learners will read through them and show an understanding of the overarching SEL categories covered throughout SIPP.

Given a video and definition of self-efficacy, learners will create a baseline of their self-efficacy through guided notes and the maker activity of the week.

**Instructor Goal(s):**

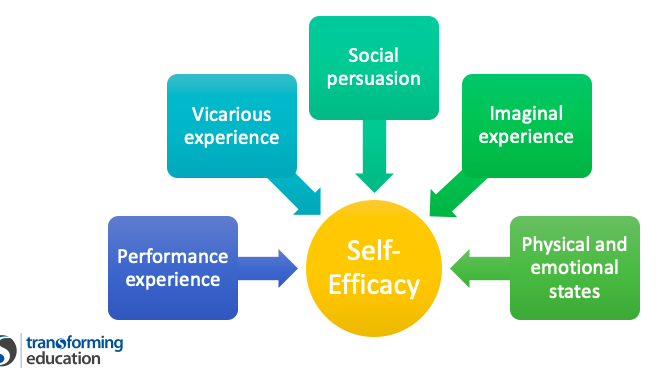
Given the ice breaker “This or That,” instructors will facilitate a 5-minute game to build rapport and group cohesion.

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.

Given the SEL Curriculum Objectives, instructors will provide the learners with time to read through them, read through the domains as a group, and further explain how these domains relate to social-emotional functioning.

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.

**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 Curriculum Objectives and review the main categories.
4. Review a definition of self-efficacy and explain why this is relevant to social-emotional learning.
   1. Show Importance of Self-Efficacy video
   2. 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)
   3. Explain the components of self-efficacy (Transforming Education, 2020):
      1. 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)
      2. Vicarious experience
      3. Social persuasion
      4. Imaginal experience - reflection activity
      5. Physical and emotional states

**Reflections:**

1. Which SEL content area would you like to learn about the most?
2. 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.
3. What abilities (these can be thoughts, feelings, and/or behavior) do you have that you think might help you in SIPP?
4. 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.

**Materials:**

1. This or that topics
2. SEL Journal
3. Self-efficacy importance video
4. Slideshow on self-efficacy components
5. Guided worksheet of self-efficacy reflection questions and activities

### **Week 1:** Day 3

**Topic:** Growth Mindset

**Curriculum Objectives:** Emotional understanding and self-awareness: 7. Growth mindset

**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.

**Instructor Goal(s):**

**Activity:**

1. <https://www.youtube.com/watch?v=I2ttL1kgZRk>
2. Compare a fixed mindset vs. a growth mindset (use concrete examples & multiple examples)
3. <http://homepages.math.uic.edu/~bshipley/MindsetQuiz.w.scores.pdf> - Mindset questionnaire
4. Discuss the importance of:
   1. Embracing challenges
   2. Persistent through setbacks
   3. effort & work ethic
   4. Learning when to ask for help
   5. Learning from feedback
   6. Understand lessons and inspiration from the setbacks of others
5. 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

**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 growth mindset language (e.g. “I can’t do this *yet*,” hard work, viewing failure and setbacks as opportunities).

**Materials:**

1. Computer for presentation
2. SEL journal
3. Growth mindset video
4. Growth mindset questionnaire

### Week 1: Day 4

**Topic:** Growth mindset + self-efficacy continued (self-monitoring)

**Curriculum 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

**Vaughn Competencies:**

**Learner Goal(s):**

**Instructor Goal(s):**

Given growth mindset activity, instructors will share a time when their failure led to success, (e.g. within a project or a goal).

Given growth mindset activity, instructors will model growth mindset language and actions.

**Activity:**

1. Review engineering design process & the importance of prototyping, failure, and redesigning. Let’s start to conceptualize “failure” as an opportunity for growth.
   1. Instructors share a time that failure leads to future success. How did this failure open up doors to new opportunities?
   2. 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
   3. 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.
2. When do we know when to ask for help?
3. When we do ask for help or receive feedback, how do we react to this feedback?
4. On the flip side, how do we give others feedback?

**Reflections:**

1. Think about a time in your life that you failed. How did this failure lead you to new opportunities?
2. 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.
3. Discuss in your small group: how does growth mindset relate to self-efficacy?

**Materials:**

**Resources:**

<https://positivepsychology.com/3-ways-build-self-efficacy/>

