Competencies are adapted from CASEL's social-emotional definition to include information relevant to autistic adults

SEL Standards without the benchmarks doc

Self-awareness competency: develop a positive sense of self/identity by noticing one's emotions and/or energy, thoughts, behavior, and values and their relation to one's environment/context

Self-Awareness Standards (e.g. 1) and Benchmarks (e.g. 1.1):

1. Identify and understand their emotions, thoughts, behavior, and values, and their relationship in the past, present, and future.
   1.1. Notice and identify/label emotions, thoughts, behavior, and values
   1.2. Notice bodily sensations that happen before, during, and after an emotional experience, a thought, and behavior in a context/situation
   1.3. Experience emotions and thoughts non-judgmentally (validate experience)
   1.4. Notice when emotions and thoughts pass (how they change over time) and identify patterns of these
   1.5. Discriminate between different emotions, thoughts, behavior, and values
   1.6. Show evidence of understanding the relationship between emotions, thoughts, behavior, and values
   1.7. Show evidence of understanding alexithymia and if one experiences it

2. Clarify one's identity and authentic self.
   2.1. Understand what an identity is and why it is important to understand yours
   2.2. Reflect on characteristics (i.e. traits) as they relate to self
   2.3. Notice groups that you are in and relate this to your identity (e.g. familial, ethnicity, culture, location, occupation, etc.)
   2.4. Establish your uniqueness - what sets you apart from others
   2.5. Repeat this process as one's identity may evolve as you grow and develop across your lifetime & recognize that our identity is not meant to constrain us, but to guide us

3. Identifies one's special/focused interest(s) and preferences for leisure activities.
   3.1. Identify what makes a special interest - intensity, depth, scope of interest
   3.2. Acknowledge if SI changes over time or remains the same
   3.3. Recognize emotions & energy levels when engaging in SI
   3.4. Identify what you like to do (using energy regulation & emotion regulation strategies) in your free time, with who, when, etc.

4. Identify one's strengths and growth areas (weaknesses).
   4.1. Identify one's strengths using at least two strategies (e.g. review of self-assessments & admissions assessments,

https://embraceasd.com/super-powers/, observe what makes you feel powerful, happy, etc., *notice* what you do differently than others that makes you successful, etc.)

    4.2.   Identify one's growth areas using at least two strategies (e.g. review of self-assessments & admissions assessments, https://embraceasd.com/super-powers/, *notice* what makes you feel drained of energy, tired, bored, etc. *notice* what others do more effectively than you & reflect on this, etc.)

5.   Develop self-efficacy, a growth mindset, self-confidence, and self-esteem.
    5.1.   Show evidence of understanding the concept of self-efficacy, growth mindset, self-confidence, and self-esteem
    5.2.   Show evidence of understanding the relationship(s) between self-efficacy, growth mindset, self-confidence, and self-esteem
    5.3.   Show evidence of behaviors and attitudes of self-efficacy & growth mindset, self-confidence & self-esteem

6.   Understand "neurodiversity," own diagnosis (autism), autistic strengths ("superpowers" and "kryptonite,"), autistic burnout, and masking/unmasking and as they relate to oneself.
    6.1.   Show evidence of understanding the concept of neurodiversity; what does it mean to be neurodivergent
    6.2.   Show evidence of understanding autistic characteristics, strengths & difficulties of living with autism in a world designed for neurotypical people
    6.3.   Show evidence of understanding signs of, experience of, and recovery from autistic burnout
    6.4.   Show evidence of understanding the concept of masking/unmasking as it relates to authentic self
    6.5.   Show evidence of understanding if and how these concepts are present in oneself

7.   Recognizes change in relation to self (i.e. transitional changes into adulthood).
    7.1.   Identify varying types of transitions
    7.2.   Reflect & notice your thoughts, feelings, behavior, and attitudes during transitions
    7.3.   Identify any changes in your thoughts, feelings, behavior, and attitudes during culminating transitions

8.   Identify and balance personal and professional life.
    8.1.   Show evidence of understanding one's personal life
    8.2.   Show evidence of understanding one's behavior and expectations of professional life
    8.3.   Show evidence of balancing one's personal life and professional life

9. Identifies energy levels, sensory needs and preferences, support needs, activities of daily living and instrumental activities of daily living, and health needs.
    9.1. [Identifies current energy levels and required energy level for activity](#)
    9.2. Identify activities that typically make you tired and activities that relax & recharge you
    9.3. Identify and discriminate between one's sensory needs and sensory preferences
    9.4. Identify and advocate for one's sensory needs accommodations
    9.5. Identify and set up systems for one's support needs
    9.6. Identify and set up systems for activities of daily living if needed
    9.7. Identify and set up systems for instrumental activities of daily living

Self-management competency: use a range of executive functioning strategies to regulate one's emotions and/or energy, thoughts, and behaviors, to engage in activities and environment

Self-Management Standards:

10. Expresses and regulates emotions, thoughts, and behaviors.
    10.1. Understand different ways of expressing emotions, thoughts, & behavior
    10.2. Recognize how your expression affects your well-being and those around you
    10.3. Show healthy expression of emotions, thoughts, and behavior that works for you
    10.4. Identify if the emotion, thought, or behavior requires a regulation strategy, and if so, what strategy
    10.5. Implement regulation strategies
    10.6. Reflect on the effectiveness of regulation strategies
    10.7. Maintain expression and regulation strategy plans/preparation for the future

11. Identifies and utilizes regulation strategies (e.g. stimming, self-care, stress management) to support health and prevent autistic burnout.
    11.1. Identify regulation strategies that support overall health and decrease chances of autistic burnout
    11.2. Identify regulation strategies that work for different situations (e.g. stimming for processing, taking breaks, etc.)
    11.3. Implement strategies and reflect on their effectiveness
    11.4. Build and maintain a comprehensive self-regulation arsenal

12. Shows self-control.
    12.1. Show evidence of understanding the concepts of self-control
    12.2. Define clear, desired outcomes, a plan to reach the outcomes, and envision yourself meeting these desired outcomes ("if" ___, "then" ___ plan)
    12.3. Use strategies to increase your self-awareness: pause before acting and ask yourself some version of "does this action help me reach my desired outcome?"
    12.4. Reflect on how using self-control contributes to reaching the desired outcome

12.5. Make necessary changes to this plan based on reflection
12.6. Practice/repeat the loop (12.2-12.5)

13. Shows adaptability.
    13.1. Shows evidence of understanding the concept of adaptability.
    13.2. Keeps an open mind
    13.3. Seeks challenging opportunities (try new things) & takes calculated risks
    13.4. Listens and learns from others
    13.5. Uses growth mindset for increased adaptability

14. Shows self-motivation and takes initiative.
    14.1. Shows evidence of understanding the concept of motivation, motivating oneself, and taking initiative.
    14.2. Devise an individualized self-motivation plan
    14.3. Implements plan, reflects on effectiveness and makes changes as necessary
    14.4. Creates and takes advantage of opportunities to reach one's goals

15. Sets and works towards achieving personal and collective short-term and long-term goals while maintaining flexibility in goals.
    15.1. Identifies who & what is important to oneself
    15.2. Considers strengths and growth areas when brainstorming goals
    15.3. Considers personal and collective values when brainstorming goals
    15.4. Discriminates between short-term and long-term goals
    15.5. Sets goals using information from 15.1-15.3
    15.6. Maintains flexibility in goals by periodically checking-in with information from 15.1-15.3
    15.7. Monitors progress towards achieving goals & maintains flexibility during this process

16. Uses [executive functioning strategies](#) to support overall functioning and learning.
    16.1. Shows evidence of understanding the sub-areas that make up the system of executive functioning:
        16.1.1. Attention
        16.1.2. working memory
        16.1.3. verbal reasoning
        16.1.4. cognitive flexibility
        16.1.5. planning, organization
        16.1.6. self (inhibitory) control
        16.1.7. Metacognition
        16.1.8. task initiation
        16.1.9. monitoring tasks
        16.1.10. problem-solving
    16.2. Shows evidence of understanding one's own executive functioning profile

16.3. Show evidence of understanding how executive functioning impacts all different areas of life (e.g. personal hygiene, school, work, etc.)
16.4. Identifies strategies for executive functioning success
16.5. Implements strategies for personalized executive functioning success
16.6. Monitors progress of personalized executive functioning strategies & makes changes as necessary

17. Evaluates and tracks the progress of own learning.
    17.1. Clearly defines learning goals (short-term & long-term)
    17.2. Uses rubric/self-monitoring method for data collection
    17.3. Uses self-assessment methods to check learning
    17.4. Reflects on self-assessment, rubrics, & data
    17.5. Identifies learning progress

18. Manages change in relation to self (e.g. transition to adulthood).
    18.1. Makes a flexible plan for adjusting to a change
    18.2. Seeks clarification & support when necessary
    18.3. Anticipates results of change
    18.4. Uses strategies (e.g. visual schedule, calendar, journal) to support a smooth transition
    18.5. Checks in with, expresses and regulates emotions stemming from a change

19. Understands and follows routines, rules, and a balance of professionalism in school/work settings.
    19.1. Shows evidence of understanding the routines and rules within SIPP
    19.2. Shows evidence of following the routines and rules within SIPP
    19.3. Shows evidence of balancing the expectations of professionalism with being your authentic self
    19.4. Shows professionalism when appropriate in school and work settings

20. Manages energy levels, support needs, sensory needs and preferences, activities of daily living and instrumental activities of daily living, and health needs.
    20.1. Identifies individualized strategies for common situations to increase, decrease, or maintain energy levels
    20.2. Implements individualized strategies and systems for maintaining support needs
    20.3. Implements individualized strategies across settings to meet sensory needs and preferences
    20.4. Implements strategies & systems for activities of daily living
    20.5. Implements strategies & systems for instrumental activities of daily living
    20.6. Implements strategies & systems for meeting & maintaining health needs

21. Self-advocates for needs in the environment (classroom, workspace, etc.).
    21.1. Show evidence of understanding one's rights & Americans with Disabilities Act (ADA)

21.2.   Identify needs across settings & examines if needs are being met
21.3.   Devise a plan for how to get your needs met (e.g. accommodations)
21.4.   Identify relevant person/people who can make accommodations
21.5.   Use communication skills to advocate for specific accommodations to meet your needs

Social awareness competency: understand others' perspectives from different cultures, contexts, and neurotypes using empathy and compassion

Social Awareness Standards and Benchmarks:

22.   Take others' perspectives (i.e. demonstrates cognitive empathy) and shows concern and compassion for others' emotions and needs (i.e. demonstrates affective empathy), including others with differing opinions.
22.1.   Understands own perspective in present, past, and future
22.2.   Uses active listening when another is sharing their perspective
22.3.   Uses imagination to view a situation from multiple viewpoints
22.4.   Use your past experiences to think about a situation different
22.5.   Notice (and clarify) others' emotions and needs
22.6.   Consider others' emotions and needs when reflecting on your own experiences
22.7.   Integrates perspective-taking and noticing others' emotions and needs within communication skills

23.   Recognizes and supports others' strengths and growth areas.
23.1.   When working with others, notice character strengths and skills strengths
23.2.   Support others' strengths by reinforcing when others are engaging in strengths-based behavior
23.3.   When working with others, use a combination of each individuals strengths to increase success of all
23.4.   Support others' growth areas by noticing and reinforcing when others are progressing on development of growth areas

24.   Advocates for the rights of others (peer advocacy) to contribute to the common good of all.
24.1.   Show evidence of understanding the concept of "pouring from a full cup" (e.g. setting boundaries & self-care)
24.2.   Show evidence of understanding what it means to be an advocate (to support another individual when they need help)
24.3.   Acknowledge other's inherent value as a human being
24.4.   Acknowledge that diverse voices are needed to contribute to the common good of all
24.5.   Engage in advocacy for others at any level (e.g. help another person or community advocacy)

24.5.1. Use research skills
24.5.2. Use communication skills
24.5.3. Use documentation when necessary

25. Understands others' intentions.
    25.1. Observe and critically examine others' actions, words, & emotions
    25.2. Use questions to clarify
    25.3. Considers potential risk or benefit of situations

26. Understands and expresses gratitude.
    26.1. Shows evidence of understanding what gratitude is (and is not)
    26.2. Shows evidence of understanding how to practice gratitude
    26.3. Practices gratitude using a chosen method (e.g. meditation, journaling, noticing, etc.)
    26.4. Shows evidence of understanding benefits of practicing gratitude

27. Identifies a range of social norms in various settings, stereotypes, and biases, including strategies for opposing unjust ones.
    27.1. Show evidence of understanding what social norms, stereotypes, and biases are and how they are formed
    27.2. Identify multiple social norms across different settings, stereotypes, and biases
    27.3. Examine one's understanding of their own social norms, stereotypes, and biases they hold
    27.4. Practice implementing strategies to oppose unjust norms, stereotypes, and biases
    27.5. Understand one's energy & ability to engage in social norms when identified

28. Recognizes demands of situations and opportunities of situations.
    28.1. Gather information about what is required of you in a particular situation
    28.2. Gather information about an opportunity and examine if this meets your values, needs, and goals
    28.3. Examine both demands and opportunities of a situation against your energy levels (e.g. does this energize or drain me?)
    28.4. Show evidence of using a cost-benefit analysis of demands-opportunities
    28.5. When choosing to engage in a situation, identify any potential blockages and strategies to maximize the opportunity

29. Understands when & how to be with others and when to take a break from others.
    29.1. Identifies current energy level & requirements of a situation
    29.2. Using current energy levels & social norms, one decides if they can engage with others or if they need to take a break from others
    29.3. When taking a break from others, monitor self for signs of recharge
    29.4. When taking a break from others, have a plan for integrating back with others

30. Understands systems thinking and how organizations/systems affect the behavior of others.
    30.1. Show evidence of understanding how systems work
    30.2. Show evidence of understanding how individuals and self functions & contributes to a system
    30.3. Show evidence of understanding concepts of interconnectedness, interdependent, information sharing/feedback
    30.4. Discriminate between systems thinking and analytical thinking
    30.5. Analyze a situation from a systems-thinking perspective

31. Uses algorithmic thinking

32. Identify situations that support time to unmask.
    32.1. Show evidence of understanding what make a situation safe to unmask
    32.2. Show evidence of understanding & identifying people that are safe to unmask around
    32.3. Show evidence of understanding the importance of time to unmask
    32.4. Identify specific ways to unmask that support one's overall health

Relationship skills competency: identifies and uses communication skills (relevant to one's neurotype, style, & preferences), teamwork, and collaboration to develop and nurture supportive relationships and excel in groups in personal and professional life

Relationship Skills Standards:

33. Identifies and actively maintains a support network.
    33.1. Show evidence of understanding what a support network is and its purpose
    33.2. Identify people and the specific ways they can be in one's support network
    33.3. Identify activities in one's support network

34. Communicates needs, wants, information, negotiates, resolves conflict, and asks for help when needed.
    34.1. Identify both parties needs, wants, and information relevant
    34.2. Use clear, concise, specific language to communicate needs, wants, & information to a listener
    34.3. Be conscious of yours and the other person's needs, wants, & any relevant information when negotiating and resolving conflict
    34.4. Use various communication skills (e.g. active listening, clarification, open-ended questions) when negotiating and resolving conflict
    34.5. Use situational indicators to identify when & who to ask for help
    34.6. Use various communication skills to clearly ask for help
    34.7. Incorporate feedback/answer

35. Understands giving and receiving feedback and constructive criticism.
    35.1. Understands the importance of feedback
    35.2. When giving feedback, use strategies that provide the most effective feedback
    35.3. When receiving feedback, use strategies to understand, process, and incorporate feedback into the task

36. Understands and uses nonverbal communication relevant to one's communication style and preferences for effective communication.
    36.1. Shows evidence of understanding the concept of "the double empathy problem"
    36.2. Shows evidence of understanding nonverbal cues as they contribute to effective communication
    36.3. Chooses & uses nonverbal communication relevant for a situation for effective communication

37. Develops positive relationships with supportive peers and adults.
    37.1. Initiates and responds to connections with supportive adults (e.g. instructor, professor, advisor, etc.) and peers (e.g. classmate, peer mentor)
    37.2. Establishes reciprocal trustworthiness & dependability with supportive adults & peers
    37.3. Asks for and accepts help from supportive adults & peers
    37.4. Collaborates on an activity/project with a supportive adult *or* peer
    37.5. Uses perspective-taking, empathy, & other communication techniques (e.g. active listening, feedback) to develop & sustain a supportive relationship

38. Demonstrates cultural competence.
    38.1. Show evidence of understanding that developing cultural competence is an ongoing reflective, cyclical process
    38.2. Become aware of one's own worldview
    38.3. Develops positive attitudes towards cultural differences
    38.4. Show evidence of developing knowledge about different world views
    38.5. Show evidence of developing the communication skills necessary for effective communication across different cultures

39. Participates in group activities using teamwork and collaborative problem-solving.
    39.1. Show evidence of understanding that collaborative problem-solving is a process
    39.2. Use empathy and turn-taking to define the problem as a team
    39.3. Ideate on solutions and a plan as a team
    39.4. Defines roles & responsibilities within a group
    39.5. Fulfill one's role & responsibilities
    39.6. Works with others to integrate one's work with the other team members' work
    39.7. Use clear, specific, proactive communication throughout the whole process

40. Shows leadership (Maker Leader Roles).

40.1.   Mentor - listens to the problems of team members & shows empathy and concern when interacting with others

40.2.   Facilitator - facilitates consensus building and participative decision-making in group work

40.3.   Innovator - problem solves in creative, clever ways & searches for innovation and potential improvements

40.4.   Broker - works on maintaining a network of influential contacts & influences decisions made at a higher level

40.5.   Producer - reflects high motivation for one's role and displays a whole-hearted commitment to the job/project

40.6.   Director - clearly defines areas of responsibility for the team members & sets clear objectives for the project

40.7.   Monitor - compares records, reports, and so on to detect any discrepancies in them & reviews and/or reflects upon project achievements

40.8.   Coordinator - protects continuity in day to day operations & insists on minimal disruptions to the workflow

41.   Identifies and resists negative social pressure.
   41.1.   Show evidence of understanding social pressure and discriminating between negative & positive social pressure
   41.2.   Identifying if the activity aligns with one's values
   41.3.   Show evidence of resisting negative social pressure (through role play or real life)

42.   Understands different types of and typical behaviors of relationships, understands consent, and maintains safety in relationships.
   42.1.   Shows evidence of understanding typical behaviors & dynamics of healthy & reciprocal friendships, romantic relationships, & professional relationships
   42.2.   Shows evidence of understanding consent within relationships
   42.3.   Discriminates between a safe and unsafe relationship
   42.4.   Shows evidence of understanding how to maintain safety in a relationship through boundaries, communication, trust, etc.
   42.5.   Shows evidence of understanding how to leave/navigate an unsafe relationship

43.   Uses multiple communication methods such as oral presentations, written communication, and visual communication.
   43.1.   Uses individualized strategies to effectively communication information through oral presentations
   43.2.   Uses individualized strategies to effectively communication information through written communication
   43.3.   Uses individualized strategies to effectively communication information through visual communications

Responsible Decision-Making: makes decisions that align with one's personal and collective values based on information collected and analyzed across a range of situations

Responsible Decision-Making Standards:

44.   Demonstrates curiosity, open-mindedness, and creativity.
   44.1.   Shows evidence of a desire to learn something (curiosity)
   44.2.   Shows evidence of a willingness to consider new ideas that are different from one's own ideas (open-mindedness)
   44.3.   Shows evidence of using one's imagination to transcend traditional ideas, patterns, etc. to make new ideas, patterns, etc. (creativity)

45.   Uses pattern recognition to problem solve.
   45.1.   Defines problem
   45.2.   Shows evidence of using "if and then" thinking/identifying similarities
   45.3.   Identifies patterns within segments of a problem and across similar problems

46.   Makes a reasoned judgment after analyzing information, data, and facts.
   46.1.   Identify relevant information & facts
   46.2.   Gather data
   46.3.   Analyze data, information, facts
   46.4.   Use information, data, and facts (evidence) to support decision

47.   Makes a decision with trust in oneself.
   47.1.   Trusts self to make a decision
   47.2.   Factors in intuition (e.g. "gut" reaction) when making a decision
   47.3.   Be curious
   47.4.   Center self & clears mind through self-regulation strategy

48.   Identifies problems and solutions to problems.
   48.1.   Identify goal
   48.2.   Identify barriers to goal
   48.3.   Use empathy & observation to define problem
   48.4.   Brainstorm solutions
   48.5.   Test solutions (or simulate testing solutions) if possible

49.   Makes intentional decisions: anticipates and evaluates the possible consequences of one's actions across settings and utilizes reflection to guide decision-making.
   49.1.   Withholds impulses before making a decision
   49.2.   Reflects on consequences of past experience to guide decision-making
   49.3.   Thinks ahead about the possible outcomes of one's choices
   49.4.   Makes an intentional, rather than impulsive, decision

50. Accepts and practices changes in decisions based on evidence collected.
    50.1. Experiments with what one wants
    50.2. Make decision
    50.3. Collect evidence if the decision is working
    50.4. Backtrack/change decision if evidence supports that

51. Uses problem-solving and critical thinking skills to solve academic, personal, professional, and collective problems.
    51.1. Applies problem solving skills outlined in Standard 46 to solve academic problems
    51.2. Applies problem solving skills outlined in Standard 46 to solve personal problems
    51.3. Applies problem solving skills outlined in Standard 46 to solve collective (group) problems

52. Continually evaluates one's role in personal, family, friendship, and community well-being.
    52.1. Shows awareness of one's role in different relationship systems' (e.g. personal, family, friends, community) well-being
    52.2. Maintains awareness of one's role in different relationship systems' (e.g. personal, family, friends, community) well-being
    52.3. Over time, periodically mentally checks in with one's role in different relationship systems' (e.g. personal, family, friends, community) well-being
    52.4. Makes any necessary changes to one's behavior to contribute to wellbeing of desired relationship systems (e.g. personal, family, friends, community)

53. Makes decisions that align with values, needs, wants, and goals of self, group, and/or community, behaves with ethical responsibility, and understands and sets boundaries.
    53.1. Identify values, needs, wants, and goals of oneself, a group, and/or community
    53.2. Reflects on possible impacts of decisions on oneself, a group, and/or community
    53.3. Chooses decision that best meets the values, needs, wants, and goals of the relevant individual and/or group
    53.4. Understand the importance of boundaries in meeting your needs, wants, values, and goals
    53.5. Set and maintains boundaries in meeting your needs, wants, values, and goals
    53.6. Identify and behave within ethical standards, moral code, and/or values (of oneself, a group, an organization)
    53.7. Show evidence of behaving with honesty, integrity, fairness, and understanding

54. Understands when and how to increase, reduce, or maintain the load of responsibilities.
    54.1. Reflect on energy level, the demands and opportunities in one's life, and your satisfaction with your quality of life
    54.2. Determine if reducing, increasing, or maintaining the load of one's responsibilities is beneficial
    54.3. Devise a plan to either increase, reduce, or maintain one's load of responsibilities

54.4.   Implement the plan to either increase, reduce, or maintain one's load of responsibilities

54.5.   Reflect on process and repeat as necessary

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