Morning (20-30 minutes):

1. Welcome, open activity - [practicing self-regulation](#)

    a. Short (5 mins or less)
    b. Bi-weekly emotion check-in
    c. Start as a group to learn strategies and fade into the choice of regulation strategy
    d. Breathing exercise
    e. Mindfulness/meditation
    f. Writing (stream of consciousness)
    g. Drawing, coloring
    h. Stimming
    i. Gratitude reflection every 2 weeks
    j. Energy check-in once a week

2. Short "passive" lesson - information provided (~10 mins, will vary depending on the topic)

    a. Definitions

    b. Example in a relevant context

3. Model - instructors model the skill and show specific behaviors (~5-10 mins, also will vary depending on the topic)

    a. Model "competent" skill AND model "developing/not yet developed" skill

Integration of skills introduced and modeled → supervised practicing of skills within projects

- Feedback loop - feedback is given to students by instructors, peers, and self
    ○ Students incorporate feedback into future actions/activities
    ○ This will be formal (written feedback in competency-based assessment tool)
    ○ Also informal - real-time verbal feedback within activities

Afternoon:

1. Reflection prompts for activity - SEL journal (~5-10 mins)

2. Additional opportunities for supervised practice of skills - role play & feedback (repeat)

3. Review prompt to practice skill "in real life" - outside of SIPP (programing for skill generalization across settings)

    a. Consider weekly (? time-based or content-based) reflection on how they incorporated the skill into their life

        i. Can be a hard-copy example of a tool used, a summary of an interaction, etc.

    b. Part of "self-monitoring" of own behavior

      c.   Goal is for learner to contact direct natural reinforcement = have students reflect on how this skill helped them

References

Autism Education Trust: Progression Framework 2.0. (2019).
https://www.autismeducationtrust.org.uk/shop/pf-shop/

CASEL's SEL Framework: What are the core competence areas and why are they important? (2020). https://casel.org/sel-framework/

Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.). (2015). *Handbook of social and emotional learning: Research and practice.* The Guilford Press.

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