

Week 1: Orientation recap, benchmarks/semester look ahead, classroom expectations, Energy Regulation, support network, & stress management/wellness strategies

Concepts, skills, and/or attitudes:

- ★ Energy level, energy regulation, support network, stress, stress management strategies, coping strategies, wellness strategies, self-care plan

Learner Goal(s):

1. Show understanding of topics to be covered in fall semester
2. Have energy regulation strategies in place
3. Have support network in place
4. Identify multiple stress management & wellness strategies for maintaining mental health

Instructor Goal(s):

1. Provide a summary/review of orientation
2. Outline energy regulation
3. Review support network & stress management/wellness strategy plans

Lesson:

1. Syllabus/weekly topic look ahead for Semester 1
 - a. Review structure of SEL sessions
 - b. Review classroom/Innovation Hub (IH) expectations
2. Introduce & practice start of SEL lessons regulation/management strategies (e.g. stimming, meditation (ND-friendly, allowing repetitive movement), doodling, writing, listening to music, etc.)
3. Review expectations of the environment
4. Review importance of energy regulation (Autism LevelUp!)
 - a. Fill out individual [energy meters](#) (see in “Autism LevelUp” folder → energy reg supports)
 - b. Brainstorm energy regulation strategies (see in “Autism LevelUp” folder → regulation strategy sheets)
 - c. Test energy regulation strategies
 - d. Reflect
 - e. Adjust plan as needed
5. Review support network worksheet from orientation & update it
6. Outline individual stress management & wellness strategies plan

*instructors provide examples for each step of the Lesson

*Model regulation strategies at start of lesson

Reflections:

1. Energy check-ins during (1) classes, (2) innovation hub, (3) at home/outside of SIPP - try energy regulation strategy when needed & self observe/reflect on effectiveness of the strategy
2. Support network worksheet from orientation
3. Stress management & wellness strategies plan
4. Create your own fidget toy → sensory-based, movement integration activity (can be an IH challenge or SEL lesson activity)

Innovation Hub & Academic Integration:

1. Take a minute at the beginning of class & at different points throughout it to check in on your energy level
 - a. As you begin to notice your varying energy levels in class & innovation hub, note when stress management, energy regulation, or wellness strategy could help keep you on track (AKA focused, engaged, ready to learn)
2. Review expectations of Vaughn class environment & Innovation Hub environment

Materials:

1. Semester 1 syllabus/weekly lookahead
2. Energy meter
3. Support network map/worksheet
4. Wellness/self-care/stress management strategies plan from orientation
5. SEL journal

Resources:

- [Autism LevelUp](https://autismlevelup.com/) → Energy regulation strategies, energy meter, level up/level down energy strategies
- Support network worksheet

Works Cited:

“Autism Level up!” *Wherever You Are, Take the next Step!*, <https://autismlevelup.com/>.

Week 2: Setting up for Semester 1 success - organizational strategies, planning, study & work strategies, identifying & advocating for one’s support needs in the learning environment

Concepts, skills, and/or attitudes:

- ★ Executive functioning, planning, organization, attention, focus, shifting attention/focus, sustaining attention, working memory, verbal reasoning, cognitive flexibility, metacognition, task initiation, monitoring tasks, problem-solving, communicating needs, self-advocacy, support needs, communicating support needs to instructors

Lesson:

1. Review EF masterlist (specifically organizational and planning strategies)
2. Create a calendar of topics & due dates from all classes
3. Create a success plan:
 - a. Where will your study space be?
 - b. Who will you go to if you need help?
 - c. Do you have someone's number/email/contact if you miss a day?
 - d. Etc.
4. Review/reflect on our strengths and weaknesses
 - a. Within our weaknesses, what is considered support needs, and what are things that aren't necessarily going to be supported, but worked on?
 - b. How can we use our strengths to advocate for our support needs?
5. Review [spoons theory](#) (Miserandino, C., 2013).
 - a. Relate spoons theory to self (each student reflects on their spoons & what activities use more spoons)
6. Based on orientation experience, what are your support needs in the learning environment?
 - a. How can we best set up accommodations for your support needs?
7. Spend time during the week having each student set up any environmental accommodations for their support needs (e.g. visual schedules, timers, etc.)
 - a. This will need to be facilitated by the instructors
 - b. Important to also set up any environmental accommodations for Vaughn classes (not just innovation hub)
 - i. Have students create a list for support needs & speak to an instructor about them → this is more proactive/antecedent (early in the semester) rather than reactive (after any possible struggles)

*instructors provide examples for each step of the Lesson

Reflections:

- See questions above in "Lesson plans"

Innovation Hub & Academic Integration:

- Create a calendar of due dates for academic classes and innovation hub challenges
- Study success plan for academic classes
- Review and reflect on our strengths and weaknesses and how these will come into play in academic classes & innovation hub
- Consider how many spoons academic classes, homework, & projects use; same for innovation hub challenges

- Set up environmental accommodations for academic classes & innovation hub space → students self-advocate to instructors for their support needs (students will likely need assistance identifying their support needs initially)

Materials:

1. EF masterlist
2. SEL journal
3. Support needs list
4. Any possible support needs materials (visual schedule, etc.)

Works Cited:

Lancellotti, D. (2022) “Neurodivergent Spoons & Forks: How to Explain Autism and Fatigue.”

Neurodiverging, <https://neurodiverging.com/spoons-and-forks-autism-and-fatigue/>.

Miserandino, C. (2013). *The Spoon theory written by Christine Miserandino*. But You Dont Look

Sick? support for those with invisible illness or chronic illness. Retrieved March 11, 2022, from <https://butyoudontlooksick.com/articles/written-by-christine/the-spoon-theory/>

Week 3: Healthy living

Concepts, skills, and/or attitudes:

- ★ Balanced living, nutritious eating, interoception, exercise, proprioception,

Lesson:

*Important to consult your physician before making changes to your diet, exercise, & sleep plan

Balanced living:

1. [Nutritious eating](#) → protein, vegetables, fruit, grains, dairies all contain nutrients that fuel our bodies (Myplate, n.d.)
 - a. Fueling our body properly helps us maintain and regulate our energy levels
 - b. Executive functioning difficulties and sensory preferences (e.g. interoception hyper/hypo-sensitivity) can influence our food choices
 - i. Importance to find creative ways to work with our EF & sensory profiles to fuel our bodies → protein shakes, one-pot meals, keeping a list of some foods, fruit pouches
 - ii. Interoception issues → if you have trouble understanding your body’s cues AKA knowing when you are hungry or full
 1. Do hourly check-ins → am I hungry?
 2. Practice mindfulness when eating

- c. Letting go of traditional meal times may help you → it is okay to snack throughout the day on different nutrient-rich foods
 - i. Not everything you eat needs to be nutritious → important to maintain a balance so that you can stay properly energized
- 2. Exercise → people who are moderately active for ~150 minutes a week live longer (only 20 minutes a day) ([CDC, 2021](#))
 - a. Positively affects your mental health, helps regulate sleep, mood, energy levels
 - b. The most important aspect of maintaining a regular exercise plan is to *move your body in ways that you enjoy*
 - i. Walking, running, biking, playing sports, yoga, lifting weights, exercise classes, swimming, jumping on a trampoline, dance, jump rope, etc.
 - ii. If you don't know what you enjoy, try out different exercises until you find something you like
 - c. Proprioception (awareness of your body in space/your body's ability to sense movement, action, and location) is affected with Autism
 - i. Workouts for this: <https://www.youtube.com/watch?v=P2E1hrmcwDE>
 - ii. Finding what works for you!
- 3. Sleep → prioritize sleep, sleep schedule, sleep routine

Reflections:

1. Create a list of foods you enjoy (or are willing to try) within each food category (use link on myplate above in lesson plan)
2. Create a balanced eating plan → reflect on your energy levels after meals.
3. Reflect on exercises you've done in the past → what have you enjoyed? Disliked? What exercises would you like to try?
4. After trying a new exercise, take note of how you feel before, during, & after. Did you look forward to it? Dread it? Neutral? Listen to your body's cues during the exercise & stop when needed. Did you feel energized after? Tired? (Use the feeling wheel (Willcox, G., 1982) and energy meter tools to assess)

Works Cited:

"Food Group Gallery." *MyPlate*, <https://www.myplate.gov/eat-healthy/food-group-gallery>.

"Benefits of Physical Activity." (2021). *Centers for Disease Control and Prevention*, Centers for Disease Control and Prevention, <https://www.cdc.gov/physicalactivity/basics/pa-health/index.htm>.

Week 4: Emotions check-in, emotions + thoughts + behavior connection, emotion identification, describing, externally-oriented thinking

Concepts, skills, and/or attitudes:

- ★ Emotions, connection between emotions + thoughts + behavior, emotion identification, describing emotions, emotion metaphors, externally oriented thinking, emotion regulation strategies, self-soothing, co-regulation

Learner Goal(s):

1. Identify a current or past emotion using the feeling wheel (Willcox, G.,1982). (Accommodation for alexithymia = energy identification)
2. Practice observing oneself feeling an emotion
3. Describe and express emotion (e.g. sensations, writing, metaphors, drawing, etc.)
4. Create self-soothing and co-regulation strategies
5. Trace an emotion to an external trigger
6. Understand the connection between emotions, thoughts, and behavior
7. Understand the balance between the effects on others of expressing your emotions, thoughts, & behavior and the need to express

Instructor Goal(s):

1. Model & provide examples of using the feeling wheel (Willcox, G.,1982) (Accommodation for alexithymia = energy identification)
2. Model & provide examples of describing and expressing an emotion
3. Model & provide self-soothing and co-regulation strategies
4. Use vignettes, models, and examples of tracing an emotion to an external trigger
5. Explain the connection between emotions, thoughts, and behavior
6. Explain the balance between the effects on others of expressing your emotions, thoughts, & behavior and the need to express yourself

Lesson:

1. Emotion check-in
 - a. Use feeling wheel (Willcox, G.,1982) to identify emotion
 - i. *Instructor models emotion identification with the feeling wheel* (Willcox, G.,1982)
 - ii. Identifying an emotion CAN be (does not need to be) the first step in figuring out what is needed
 1. [Simply experience the emotion \(~90 seconds\)](#) (Robinson, B. E. 2020)
 - a. Observe yourself feeling the emotion for about 90 seconds
→ ride the wave

- i. This may be uncomfortable for certain emotions but necessary
 - b. If we don't feel our feelings, they will come back stronger later
 - c. This is not an easy skill → will likely take many, many repetitions to do this
 - 2. Reflection → introspection about emotion
 - a. Describing the emotion → sensations, metaphors
 - i. Ex. anger feels like heat bubbling inside my chest, my skin gets hot, my heart pounds, thoughts become racing with a sense of urgency
 - 3. Self-soothing (AKA self-care)
 - a. Refer to your [self-regulation strategies](#)
 - i. Ex. stimming to process emotions is HUGELY important for autistics
 - 4. [Co-regulation](#) → regulating with a trusted person (Estrada, J., 2021)
 - a. Refer to support network people and specify who is a safe person for co-regulation
 - 5. Trace the emotion to an external trigger
 - a. This can help find a pattern
 - b. Real-time activity: next time you feel any emotion, pause & take note of what happened before it (e.g. a thought, external event, etc.)
 - c. *Vignette: I get on the 8:15am bus feeling frustrated. I usually take the 7:55am bus, but this morning I spilled coffee on my shirt on my way out the door. Trace the emotion to the trigger.*
 - i. Create increasingly complex vignettes if needed
 - b. Sensations in the body can indicate emotions are happening
 - c. Energy meter (Autism LevelUp!) can be used as a prerequisite to emotion identification (likely if alexithymia is present → this should already be identified during orientation with the alexithymia questionnaire)
 - i. Energy can be regulated → Autism LevelUp resources
 - ii. *Instructor models energy meter use*
 - d. *The goal is to experience a balance of identifying an emotion (not always necessary), feel your feelings, and allow them to pass when ready*
 - i. *The goal is NOT to eliminate/suppress any emotions*
2. [Connection between our emotions, thoughts, & behavior](#)
 - a. Our thoughts & behaviors can trigger certain emotions
 - i. Ex. think about an enjoyable, fun day → what does this make you feel?
 - ii. Our minds can say hurtful things to us too
 - iii. Our actions & inactions can cause certain thoughts & emotions

3. Awareness of how the expression of our thoughts, emotions, & behavior affects the people around us
 - a. Opportunity for reflection & change
 - b. Important to always consider the balance between expressing yourself & the impact on others
 - c. Expressing our emotions is a way to get our needs & wants to be met by others or yourself
 - d. We are not responsible for others' emotions, thoughts, or behavior

Reflections:

1. Use the feeling wheel (Willcox, G., 1982) to identify either a current emotion or emotion you recently felt
2. Practice "riding the wave" of an emotion when it arises → describe this experience (or draw it, express it in some way)
3. Practice stimming to process an emotion → this can be done outside of SIPP or within SIPP (whatever the student is comfortable with)
4. Create a self-soothing toolkit → use self-regulation strategies to build this → practice specific self-soothing strategies & note if: 1) it helped you move through the emotion, 2) it increased the intensity of the emotion; 3) it was neutral/no change, 4) other (any other reaction)
5. Using your support network worksheet, identify a safe person who can co-regulate with you when needed
 - a. Practice co-regulation with this person
6. Trace an emotion's trigger to an external event
7. Think about a time you recently expressed an emotion.
 - a. How did others around you act?
 - b. Were your wants & needs met through this expression?
 - c. Were you able to meet your own wants & needs after expressing?

Innovation Hub & Academic Integration:

- Do emotion check-ins periodically throughout IH challenges
- Use emotion regulation strategies as emotions arise in IH challenges or working through academic class projects/assignments
- Encourage students to express their emotions, thoughts, and behaviors (while keeping the impact on others in mind → balance)

Materials:

- SEL journal
- The feeling wheel
- Self-regulation strategies
- Support network worksheet
- Energy meter
- Energy regulation strategies
- Alexithymia questionnaire results

Works Cited:

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

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

Estrada, J. (2021). "Co-Regulation Techniques Are Simple Ways to Calm the Nervous

System-Here Are 3 Ways to Try." *Well+Good*,

<https://www.wellandgood.com/co-regulation-techniques/>.

Robinson, B. E. (2020). *The 90-Second Rule That Builds Self-Control | Psychology Today*.

<https://www.psychologytoday.com/us/blog/the-right-mindset/202004/the-90-second-rule-builds-self-control>.

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>

Week 5: Values check-in, Goals (short-term & long-term), wants

Concepts, skills, and/or attitudes:

- ★ Emotions, values, short-term goals, long-term goals, ACT matrix, wants, goal setting, actionable steps in goals, personal goals, collective (group) goals, celebrating reaching goals, celebrating the small steps/wins

Learner Goal(s):

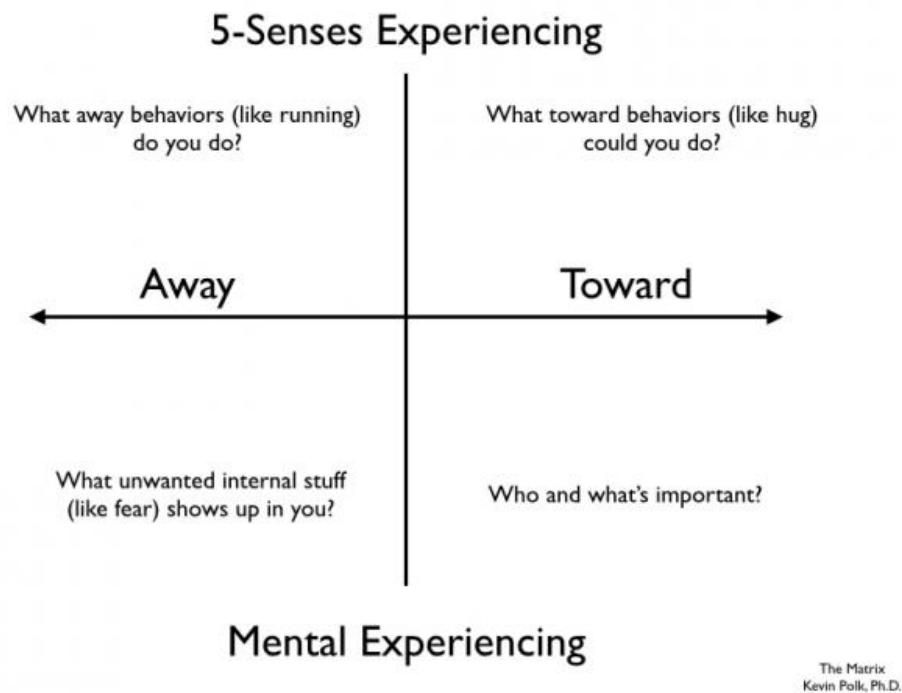
1. Reflect on their current emotions (and energy if necessary)
2. Clarify their values/check-in with values
3. Compare orientation short-term & long-term goals to current goals (record any progress)
4. Celebrate the small wins of completing an actionable step within a short-term goal → student becomes responsible for doing this throughout the year

Instructor Goal(s):

1. Provide a space for students to check-in on their emotions (and energy if necessary)
2. Facilitate ACT Matrix/clarifying your values session
3. Provide examples and models of creating short-term & long-term goals with actionable steps
4. Provide an example of celebrating a small win

Lesson:

1. Emotion check-in with feeling wheel (Willcox, G., 1982)
 - a. Option for energy level check-in (Autism LevelUp!) if emotion check-in is not yet accessible for some students (make sure students still try emotion check-in)
 - b. Alexithymia → does this affect you?
 - i. [Alexithymia assessment](#) → should be done in orientation
 - ii. If you do have some level of alexithymia, plan to work on the sub-areas with alexithymic traits
2. Clarify our values by using the [ACT Matrix](#) (Polk, n.d.)



3.
 - a. Ask “who & what is important to me?”
 - b. Clarify collective values
 - c. Clarify individual values
 - d. Clarify your wants (a need vs. a want)
 - e. How can we move toward what is important to us/you?
 - i. Use this to set goals
4. Set short-term (weekly → actionable steps in goals) and long-term goals (semester/end of program/year(s) after program) see orientation for specifics on these goals
 - a. Let’s compare these goals to our orientation goals → have they changed? Have we moved towards these goals? Moved away?

- b. Have learners keep track of their own progress and/or changes in goals → measurable
- c. Have instructors compare progress and/or changes in goals
- d. Celebrate small actionable steps/wins in short-term goals towards reaching long-term goals
 - i. Students explicitly reflect on *how* they celebrate these wins (celebration serves as positive reinforcement for completing the actionable step)
 1. Can be as simple as telling yourself “great job,” treating yourself to something you enjoy → point is that STUDENT decides how they celebrate
 - ii. Students are responsible for celebrating their small wins as they complete each actionable step towards reaching their short-term and long-term goals

Reflections:

1. Emotion check-in with feeling wheel
2. Values check-in → The ACT Matrix
3. Define wants
4. Compare orientation goals to current goals → SMART goals
5. Create a way to celebrate small wins

Innovation Hub & Academic Integration:

- Do emotion check-ins (remembering) for classes & during innovation hub challenges (find a naturalistic point to do this → students can also choose to check in at any moment)
- When defining values, relate these to goals set for academic classes & innovation hub experiences
- Short-term & long-term goals with actionable steps for academics & innovation hub

Materials:

- Feeling Wheel
- ACT matrix
- SEL journal
- Orientation goals
- Data tracker for comparing goals

Works Cited:

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

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

Polk, K. The Act Matrix. https://contextualscience.org/act_matrix

Willcox, G. (1982). The Feeling Wheel: A tool for expanding awareness of emotions and increasing

Week 6: All about Autism: Finding your authentic self - ASD, neurodiversity, medical model of disability vs. social model, autistic strengths and areas of difficulty

Concepts, skills, and/or attitudes:

- ★ Autistic authentic self, autism spectrum disorder, autistic strengths and difficulties, neurodiversity, masking, unmasking, medical model of disability, social model of disability

Learner Goal(s):

1. Begin to identify their authentic self
2. Reflect on the concept of neurodivergent & if this social identity is important to them
3. Differentiate between medical model & social model of disability
4. Understand their unique experience of autism

Instructor Goal(s):

1. Facilitate reflections (e.g. worksheet) on authentic self
2. Teach concept of neurodiversity
3. Teach medical model vs. social model of disability
4. Provide information on common experiences of autism
5. Facilitate a reflection on masking/unmasking

Lesson:

1. Introduce the concept of being your authentic self (Harter, S., 2002).
 - a. Authentic self = sharing your interests, thoughts, opinions, communicating in a preferred way, recognizing your limits, setting boundaries, etc.
 - i. <https://www.emotionalcompetency.com/authenticself.htm> - lesson plan and content for authentic self
 - b. Reflection on “are you your authentic self most of the time?”
 - c. [Authenticity worksheet](#) - suggestion
 - d. [Another authenticity worksheet example](#) - suggestions
2. Introduce [neurodiversity](#) (Singer, J., 1998)
 - a. What does it mean to be neurodivergent = describing a person (noun); social identity of having a neurotype that differs from the majority of human brains (e.g. ADHD, ASD, C-PTSD, etc.)
 - b. Neurodivergent people have different ways of experiencing the world (e.g. their perception of surroundings, time, communication, etc.)
 - c. What does it mean to embrace neurodiversity

- d. Student reflect on & consider if they identify as neurodivergent
3. Medical model of disability vs. social model of disability (disabilitynottinghamshire.org.uk., 2020)
 - a. Medical model = viewing disabilities (e.g. autism) as something to be fixed or cured; looks at what is wrong with the person rather than what the person needs
 - b. Social model = accepts disability as part of human variation
 - i. Identifies systemic barriers and environmental barriers to then provide accommodations and supports
4. Introduce (define) autism spectrum disorder (Engelbrecht, N. & Silvertant, M., 2021)
 - a. Autistic strengths (common ones → see [embrace autism](#))
 - b. Autistic difficulties (common ones → see [embrace autism](#))
 - c. Highlight that each autistic person experiences autism in a unique way
 - d. Encourage students to reflect on how they experience autism
5. Masking & unmasking (Engelbrecht, N. & Silvertant, M., 2021)
 - a. Masking = hiding your autistic traits/trying to appear more neurotypical
 - b. Unmasking = allowing your natural autistic traits and behaviors to happen, accepting/creating accommodations for your support needs, overall identifying your needs (as they relate to your autism) & meeting them (e.g. stimming to regulate, sunglasses inside, stop making forced eye contact, relax your facial muscles, etc.)
 - c. Identify if you mask or not
 - d. Safe places/times to unmask
 - e. Masking constantly over time leads to burnout & loss of self, which can increase your chances of depression & anxiety
6. [Masking & your authentic self](#) - (The A List, 2022)
 - a. Creating your own positive story of being different → how would you like to be seen?

Reflections:

1. What does being your authentic self mean to you? Are you your authentic self most of the time? When are you your most authentic self? Who are you your most authentic self around?
2. Do you identify as neurodivergent?
3. What is your personal experience of autism?
4. Do you mask? If not, what are some ways you are open about your autistic traits? If you do mask, when are times that it is safe for you to unmask?

Innovation Hub & Academic Integration:

- Authentic self in innovation hub = sharing your genuine opinions when working on challenges, pursuing your genuine interests when given a choice in innovation hub challenges
- What are some systemic barriers & accommodations that can help you in innovation hub & classes

- Giving students safe space to unmask in classes & innovation hub (this may look like not forcing eye contact, allowing stimming/stim toys, allowing breaks, etc. → what the student defines as unmasking for themselves as well)

Materials:

- <https://mollyfletcher.com/app/uploads/2015/08/Authenticity-Worksheet.pdf> - authenticity worksheet
- <https://static1.squarespace.com/static/5156dd52e4b0fc0d946801c2/t/5b579afe6d2a73c04df6d89e/1532467966168/Emotional+Self+Portrait.png>
- SEL journal

Works Cited:

Emotional Competency - Authentic Self, (n.d.)

<https://www.emotionalcompetency.com/authenticself.htm>.

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

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

Harter, S. (2002). Authenticity. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 382–394). Oxford University Press.

Mardero, A. (2019) “Darkest before Dawn: Autism, Ableism, and the Rise of the Neurodiversity Movement.” *NeuroClastic*, <https://neuroclastic.com/neurodiversity-history/>.

“Masking and Your Authentic Autistic Self.” (2022). *The A List*,

<https://alisthub.com.au/archives/resource/video-masking-and-your-authentic-self>.

Singer, J. (1998) *Neurodiversity*.

Social Model VS Medical Model of disability. [disabilitynottinghamshire.org.uk](http://www.disabilitynottinghamshire.org.uk). (2020, November 20). Retrieved March 11, 2022, from <http://www.disabilitynottinghamshire.org.uk/index.php/about/social-model-vs-medical-model-of-disability/>

Week 7: All about Autism: Finding your authentic self - autistic burnout, masking and unmasking, sensory profiles, stimming, special interests

Concepts, skills, and/or attitudes:

- ★ Autistic burnout, stimming (& self-regulation with stimming - noticing how stimming affects your thoughts, emotions, behavior, etc.), shutdowns & meltdowns, sensory Profiles, special interests

Lesson:

1. Autistic burnout (McNulty, K., 2021)
 - a. <https://www.autism.org.uk/advice-and-guidance/topics/mental-health/autistic-fatigue/autistic-adults>
 - b. What is autistic burnout? → extreme fatigue, lack of motivation, decline in executive function, less self-care, easier to reach meltdown/shutdown, memory loss, unable to mask, seeming “more” autistic (Autistic Women Nonbinary Network)
 - c. Causes → masking, aging, transitions/changes, sleep deprivation, poor nutrition, dehydration, sickness, sensory or emotional overload
 - d. [Strategies](#) → breaks, time off, manage spoons (Miserandino, C., 2013), stim, sensory diet, exercise, routine, better/different job, boundaries, dropping the mask, solitude, absolute quiet, creative projects, special interests, exploring, learning, paying attention to reactions in your body, regulating energy
 - e. Reflect on your individual experiences of burnout → have you experienced it? Are there any patterns of burnout? How do you like to recover? How long does it take you to recover?
2. Sensory profiles (Engelbrecht, N., and Silvertant, M., 2021)
 - a. Different senses → sight, hearing, tasting, smell, touch, vestibular, proprioception
 - b. [Individual sensory profiles](#)
 - c. How does your sensory profile relate to your environment, functioning, support needs, etc?
3. Stimming (Engelbrecht, N., and Silvertant, M., 2021)
 - a. Stimming is any repetitive movement (e.g. finger tapping, hand flapping, stim toys/fidget toys)
 - b. HIGHLIGHT THAT THIS IS A CRUCIAL SELF-REGULATION TOOL FOR AUTISTIC PEOPLE
 - c. Stim to self-regulate, process emotions, stay focused in the environment, etc.
 - d. Identify/learn your preferred stims
 - e. How does stimming help you?
4. [Meltdowns & shutdowns](#) (Engelbrecht, N., and Silvertant, M., 2021)
 - a. What are they?

- i. Meltdowns → explosive feeling of loss of control, crying, hitting, flailing, etc. (this will look different for everyone)
 - ii. Shutdowns → internal feeling of loss of control, inability to move, going “nonverbal” (loss of speech), etc.
 - iii. Natural part of being autistic = let go of any shame around them
 - iv. When they are occurring = get to a safe place, speech may become difficult so having a few short ASL signs/preferred communication to let a trusted individual know you need help getting to a safe, quiet place
 - v. How often do they happen?
 - vi. Do you have any known triggers?
 - vii. How do you recover from them?
- 5. Special interests (Engelbrecht, N., and Silvertant, M., 2021)
 - a. Sustained, focused interests (usually have a wide knowledge base on interest)
 - b. Engaging in special interests = part of self-care plan
 - c. Identify some of your special interests
- 6. Difficulties of autism & things you like about being autistic
 - a. Acknowledge that although we don’t view autism from a set of deficits, it still comes with its difficulties in navigating a world built for neurotypical people
 - b. What are your personal difficulties with autism? Frustrations?
 - c. What are your personal things that you like about being autistic?
- 7. [Autistic vs. neurotypical experience of emotion](#) (Vance, T., 2021)
 - a. Opinion piece → use for discussion
 - b. Do you relate to this experience of autistic emotions of justice, equality, fairness, mercy, longsuffering, work, passion, knowledge, and truth?
- 8. Combining all of this → understanding when to reduce or increase your load of responsibilities based on current capacity
 - a. Use energy level averages/patterns
 - b. Autistic burnout symptoms
 - c. # of meltdowns & shutdowns
 - d. Harder to maintain your daily activities?
 - e. Prioritize what responsibilities are the most important
 - f. If need to reduce: Which ones can take the backseat?
 - g. If need to increase: what else would you like to take on?

Reflections:

- 1. Autistic burnout → (see questions in Lesson plans) encourage students to bring awareness to their own experiences of burnout and begin to create strategies for prevention & recovery)
- 2. Sensory profiles → (see questions in Lesson plans) encourage students to identify their own sensory profiles and how this relates to their functioning & perception of the world

3. Stimming → identifies preferred stims, how does stimming help you self-regulate, process your environment, process your emotions, and anything else?
4. Meltdowns & shutdowns → (see questions in Lesson plans) overall want students to reflect on their past meltdowns & shutdowns, identify their triggers if possible, gameplan for safety during one, and identify some strategies for successful recovery
5. Special interests → what are yours? How can we use engaging in special interests as a form of self-care? Can we use shared special interests as a component of a friendship/relationship?
6. Difficulties with being autistic & things you like about being autistic → provide a space for students to share their frustrations & things they like about being autistic

Innovation Hub & Academic Integration:

- Encourage students to keep track of “spoons” (Miserandino, C., 2013) used during academic & innovation hub sessions → using a lot of spoons/low on spoons over time will be any indicators that burnout is coming
- Sensory profiles → how does this come into play in classes & innovation hub
- Stimming → stims that don’t disturb class but also help you self-regulate & process information

Materials:

- SEL journals
- Stim toys/fidget toys
- Sensory aids → ear plugs, sun glasses, etc.

Resources:

<https://awnnetwork.org/resource-library/> autistic burnout download
<https://autismspectrumnews.org/antidotes-to-autistic-burnout/>

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“Autistic Fatigue - A Guide for Autistic Adults.” *National Autistic Society - Leading UK Charity for*

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<https://awnnetwork.org/resource-library/>.

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Differently." *NeuroClastic*, <https://neuroclastic.com/very-grand-emotions/>.

Week 8: Communication, Collaboration, Teamwork, Asking for help, Autism & Communication: what works for you

Concepts, skills, and/or attitudes:

- ★ Communication, audience/listener, communicates: needs, wants, information, asking for help, nonverbal communication, ND-active listening, body language, facial expressions, eye contact, collaboration, teamwork, team cohesion, team learning, adaptability, flexibility, openness, AAC, ASL, written communication

Learner Goal(s):

1. Display understanding of importance of clear, concise, specific communication & using ND-active listening
2. Clarify their individual preferred method/style of communication
3. Display understanding of and practice collaboration and teamwork
4. Competence in asking for help
5. Reflect on how autism impacts their individual communication style(s) in varying contexts

Instructor Goal(s):

1. Model clear, concise, & specific communication and ND-active listening
2. Facilitate a role play of communication (speaker & listener)
3. Facilitate a collaboration & teamwork game/Lesson
4. Model and provide an (optional) script for asking for help
5. Facilitate a reflect on how autism impacts students' individual communication style(s) in varying contexts

Lesson:

1. Communication
 - a. Communication is different depending on the context (e.g. classroom, peers, friends, teachers, neighbor, etc.)
 - b. Communicate your ideas, opinions, & findings when working with others
 - c. Multiple communication methods (e.g. written, verbal, gesture, presentation)
 - d. What's your preferred communication style?
 - e. Listener
 - i. ND-[Active listening](#) (Pereth, M. 2020); what does active listening look like for you?
 1. Body language - what body language feels most comfortable and allows you to listen attentively?
 2. Facial expressions - let go of controlling these to appear NT (not everyone will do this at all)
 3. Eye contact - some students already may naturally not make eye contact (reinforce that this is okay) & for other students encourage them to let go of eye contact if it allows them to listen better
 4. Discuss how this is different from NT-active listening & some (most) NT people will not understand this at first - provide students with a script for navigating this (e.g. "it may not look like I am listening but [sitting, looking, facing, etc.] this way helps me better focus on what you are saying.")
 - ii. *important to approach this from a ND-affirming perspective - a few aspects of NT-active listening will be counterproductive for autistic students (e.g. focusing on controlling/forcing body language, eye contact)
 - f. Speaker
 - i. Importance of clear, concise, specific language
 - ii. Use of written communication for topics of importance (e.g. paper trail)
 - g. [Communication games/activities](#) suggestion (play any game that requires clear, concise, specific communication skills)
 - h. *Utilize instructor models of clear communication (this should be ongoing throughout the entire year) & [role play](#) (create scenarios/scripts for optional use - some students may find scripted language easier to access or use to build into a more naturalistic repertoire)*
 - i. Students act out ineffective communication
 - ii. Students act out effective communication
 - iii. Rest of group reflects on specific aspects of the communication that is ineffective/effective
2. Collaboration and teamwork (group activities) (Oliveri, M., Lawless, R., & Molloy, H., 2017)
 - a. Working together towards a common goal
 - b. [Collaborative problem-solving](#)
 - c. Design process in group Lesson

- d. Roles & responsibilities within group
 - e. Using communication tactics throughout groupwork
 - f. [Collaboration games](#) to promote teamwork through play suggestions
3. Asking for help
- a. After trying something yourself, brainstorm who to ask for help (peer, instructor?)
 - b. Be clear on what you need help with
 - c. Use active listening when receiving help
 - d. Incorporate feedback into what you needed help with
 - e. *Utilize instructor models & role play*
 - i. Ex. "I have tried getting the C++ code to work. I retraced my steps and reviewed the lecture that the project corresponds to. What are my next steps?" → approach your classmate and say "I've been having some issues with getting my C++ code to work. Can you run through it with me to debug?" or approach your instructor
4. Autism & communication (Milton, D., 2012)
- a. [concept](#) of "[the double empathy problem](#)"
 - b. Augmentative and alternative communication → apps, devices
 - c. American Sign Language (ASL)
 - i. Can use as a main communication or in times when speaking is inaccessible
 - d. Written
 - e. Speaking
 - f. Varying between these communication styles can help manage spoons (Miserandino, C., 2013)/energy level (Autism LevelUp!, 2021)
 - i. Can also be helpful during pre/post-meltdown/shutdown
 - ii. Can help to avoid meltdowns/shutdowns/burnout
 - g. Nonverbal cues in communication
 - h. What communication style(s) work for you?
 - i. [Autistic Self Advocacy Communication Toolkit](#)

Reflections:

1. What does ND-active listening look like for you? How does this differ from traditional recommendations of (NT-)active listening?
2. Write a sentence about ___(most recent innovation hub challenge findings)___ that is clear, concise, & specific.
3. What does it mean to collaborate on a common goal or project?
4. Reflect on one aspect of teamwork that you practiced during an innovation hub challenge.
5. What is your preferred style(s) of communication? Does this change depending on your mood, energy levels, spoons, or any other context?

Innovation Hub & Academic Integration:

- Encourage clear, concise, specific communication of information in classes & innovation hub

- Use ND-active listening in class lectures & innovation hub challenges
- *Collaboration is going to be one main skill used in the innovation hub* → encourage collaborative problem-solving, design thinking, the design process, clarification of roles & responsibilities in challenges/group activities, & communication tactics within collaboration throughout all group work in academics & innovation hub
- Encourage & reinforce (by providing appropriate response to question) asking for help in academics & innovation hub challenges/activities
- Allow multiple styles of communication depending on student preference in academics & innovation hub

Materials:

- Communication game
- Communication (clear, concise, specific) model
- Collaboration & teamwork game
- Asking for help model & script
- Communication style examples
- SEL journal

Works Cited:

“Office of Developmental Primary Care.” *Everybody Communicates: Toolkit for Accessing*

Communication Assessments, Funding, and Accommodations | Office of Developmental Primary Care, 2018, <https://odpc.ucsf.edu/communications-paper>.

Oliveri, M., Lawless, R., & Molloy, H. (2017). A Literature Review on Collaborative Problem

Solving for College and Workforce Readiness. ETS Research Report Series. 2017. 10.1002/ets2.12133.

Milton, D. (2012) On the ontological status of autism: the ‘double empathy problem’,

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<http://autisticnyc.org/vision/soc-skills/active-listen.html>.

Week 9: Social awareness skills: affective empathy, perspective-taking, others' intentions

Concepts, skills, and/or attitudes:

- ★ Empathy, affective empathy = understanding others' emotions, cognitive empathy = taking others' perspectives, others' intentions

Learner Goal(s):

1. Understand what empathy is (cognitive & affective), why it is important, & habits to practice to learn empathy
2. Take others' perspectives
3. Understands & responds to others' emotions

Instructor Goal(s):

1. Model empathy (cognitive & affective) & habits to build empathy
2. Teach the importance of empathy & habits to build empathy
3. Model taking others' perspectives
4. Model understanding & responding to others' emotions

Lesson:

1. [Empathy introduction video](#)
 - a. Be observant of & curious about others
 - i. What kind of day are they having? What are they feeling?
 - b. Use ND-active listening
 - i. Take a moment to consider the other person's statement
 - ii. Ask follow up questions
 - iii. You don't need to agree with someone's opinion in order understand & acknowledge it → over time this will help expand your worldview
 - c. Open up
 - i. Practice vulnerability & sharing your thoughts, emotions, & opinions
 - ii. Empathy is a 2-way street that is built on mutual understanding
 - d. Uncovering someone else's motivations & opinions + expressing our own underlying concerns = shared commonality (even with those who hold different beliefs than ours)
 - e. Empathy helps us avoid labeling others as outsiders/enemies → lessens divides & increases connection
 - f. Autistic people sometimes experience hyper-empathy (AKA too much empathy) (Engelbrecht, N., and Silvertant, M., 2021)
 - i. What are ways we can take a break from this if we are overwhelmed?
 1. Recognize what emotions are ours vs. another person's
 2. Understand that you are only responsible for your own emotions and other people are responsible for their own

3. Validate another person's experience but avoid "fixing" it
2. Taking others' perspectives = cognitive empathy (AKA understanding what others are thinking) (Engelbrecht, N., and Silvertant, M., 2021)
 - a. Can be a difficulty with autism
 - b. Begin at our own perspective → this is easy to see
 - i. A collection of our past experiences & beliefs influence how we perceive the present moment & how we engage with thinking about the future
 - c. Strategy for taking others' perspectives:
 - i. Ask questions
 - ii. ND-active listening; listening to what others' share
 - iii. Consider what you know about people's past experiences & beliefs, worldviews → this will shape their current perspective
 - iv. Notice & clarify others' emotions & needs through communication (e.g. ND-active listening & asking questions)
 - d. Remember → communication is key to understanding others' perspectives
 - e. Situations that this is helpful in → group work, relationships, conflicts, negotiation, anything with relating to/working with others
 - f. [Vignettes & role play of taking others perspectives](#)
3. Understanding & responding to others' emotions = affective empathy (Ratka, A., 2018)
 - a. *Role models* of affective empathy is considered to be the most effective way of [teaching affective empathy skills](#)
 - b. See action steps under empathy introduction video
4. [Vignettes & roleplay of empathy](#) → activities and worksheets ~2/3 of the way down the page
5. Intentions of others
 - a. Understanding why someone acts the way they do or predicting how they will act
 - b. Begins with being observant of others
 - c. Listening
 - d. Uses the same skills as taking others' perspectives → when we can take another person's perspective, we can begin to understand the intentions behind their behavior

Academics & Innovation Hub Integration:

1. Innovation hub & academic instructors should model empathy
2. Practice the habits to build empathy within group activities in academics & innovation hub
3. Observational data on students engaging in empathy (cognitive & affective)

Reflections:

1. Worksheets & role play activities of empathy on positivespsychology.com (link in Lesson plans)
2. Recall a time when you attempted to gain a deeper understanding of another person's thoughts, motives, emotions, or values

3. Attempt to gain a deeper understanding of another person's thoughts, motives, emotions, or values this week within SIPP & in your life outside of SIPP

Materials:

- SEL journals
- Empathy worksheets & role play activities
- Empathy youtube video

Resources: links above

Works Cited:

“Connect Your Classroom to the World.” (2022) *Empatico*,

<https://empatico.org/activity-plan/perspective-taking>.

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

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

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Sutton, J. (2021) “Developing Empathy: 8 Strategies & Worksheets to Become More Empathic.”

PositivePsychology.com, <https://positivepsychology.com/empathy-worksheets/>.

Week 10: Relationship skills: cultivating important relationships with others using shared interests, values, trust, honesty, dependability, and boundaries

Concepts, skills, and/or attitudes:

- ★ Positive & supportive relationships with peers & adults, common interests, respect, boundaries, support/supportive, accepting authentic self, trust, dependable, honest, safety to express yourself, withholding judgement, humor, fun

Learner Goal(s):

1. Identify a positive & supportive relationship, identify an unhealthy/imbalanced/toxic relationship
2. Understand the elements of a supportive & positive relationship

3. Understand how to cultivate supportive & positive relationships
4. Set a boundary; identify loose & rigid boundaries

Instructor Goal(s):

1. Teach, model & provide examples of positive & supportive relationships
2. Teach the elements of a supportive & positive relationship
3. Convey how to cultivate supportive relationships
4. Teach, model, & provide examples of boundaries (appropriate, loose, & rigid)

Lesson:

1. Positive, [supportive relationships](#) (relationships = anything: friendships, romantic, platonic) (Kirby, S., 2021)
 - a. Mutual respect, trust, honesty, able to show up as yourself (they accept your authentic self), dependability, reliability, usually (not always) shared interests, respects boundaries, withhold judgment, humor, fun
 - i. *Vignette example*
 - b. What is not a supportive friend: someone who makes everything about their needs, disrespects boundaries, breaks your trust, lies, makes you feel bad
 - i. Important to remember that everyone is human → your friends will have moments when they show these traits/behaviors → important to communicate your feelings & needs, set boundaries, and give them an opportunity to grow and/or make amends (if it becomes a pattern, you may need to reconsider the relationship)
 - ii. Also important to not be too rigid with these traits → main point is that the supportive & positive traits outweigh the unsupportive
 - c. Casual friendships = people you have fun with but do not rely on for deep support
 - i. Humor & fun are typical traits of these types of friendships
 - d. Identify supportive & unsupportive relationships through *vignettes*
2. [Cultivating supportive, positive relationships](#) (SCL Health, 2019)
 - a. Clarify your own values → this will make it easier to see if you & someone else align
 - b. Join a group based on an interest of yours (e.g. discord server, online group, sports team, etc.)
 - c. Be honest
 - d. Practice empathy
 - e. Be reliable and dependable = show up
 - f. Trust others as they show dependability
 - g. Show a genuine interest in others
 - h. Set boundaries
 - i. Notice fairness & reciprocity = you are both putting in effort for this friendship
3. [Boundaries](#) (Selva, J. 2022)
 - a. A limit or space between you and another person
 - b. Key to setting boundaries:

- i. Figuring out what you want in your relationships with others (defining boundary)
 - ii. Communicating these desires to them (action of setting a boundary)
 - iii. Follow through on consequences when needed (enforcing a boundary)
- c. Healthy boundaries, no boundaries, rigid boundaries examples
- d. How to set boundaries
 - i. Define desired boundary
 - ii. Communicate it
 - iii. Keep it simple (don't overexplain)
 - iv. Set consequences (why it is important)
- e. Acknowledge that this will take trial & error → you will likely start out too rigid or too loose in your boundary setting → work through this by continually clarifying what is important to you in your relationships, communicate with those close to you, and rework boundaries as you learn
- f. Provide context for when to set a boundary → *vignettes*

Reflections:

1. What relationships in your life are positive & supportive? What about this/these relationship(s) makes it positive & supportive?
2. Describe an unsupportive relationship
3. Describe a supportive relationship
4. How do you cultivate a supportive relationship?
5. Practice setting a boundary first with someone within SIPP and then outside of SIPP

Innovation Hub & Academic Integration:

- Instructors in academic classes & innovation hub model positive & supportive relationships (e.g. with each other)
- Instructors in academic classes & innovation hub facilitate supportive relationships with students by showing up as their authentic selves, being honest, dependable, trustworthy, set clear boundaries & expectations
 - Important to remember that instructors are the teachers in this relationship & that authority has the potential to influence (& imbalance) the relationship
- Encourage students to join organizations, clubs, social hours around Vaughn & their greater community
- Respect student boundaries they set with their work, schedule, commute, and other responsibilities
- Encourage & reinforce boundaries set by students in academic classes & during innovation hub challenges → use specific language/verbal praise (e.g. thank you, x student, for clearly stating [boundary])

Materials:

- Supportive & positive relationships vignettes
- Examples of boundaries; boundary setting vignettes
- SEL journal

Works Cited:

Kirby, S. (2021) "The Importance of Having Supportive Friendships." *BetterHelp*, BetterHelp,

<https://www.betterhelp.com/advice/relations/the-importance-of-having-supportive-friendships/>.

"How to Cultivate Healthy Relationships and Avoid Toxic Ones." (2019) *SCL Health*,

<https://www.sclhealth.org/blog/2019/09/how-to-cultivate-healthy-relationships-and-avoid-toxic-ones/>.

Selva, J. (2022) "How to Set Healthy Boundaries: 10 Examples + PDF Worksheets."

PositivePsychology.com,

<https://positivepsychology.com/great-self-care-setting-healthy-boundaries/>.

Week 11: Relationship skills: Identifying & conflict resolution skills, communicating in conflict, & negotiation

Concepts, skills, and/or attitudes:

- ★ Conflict, conflict resolution skills, communication, ND-active listening, negotiation, emotion regulation, adaptability, honesty, dependability, integrity, ethics, intention, decision-making skills, problem-solving

Learner Goal(s):

1. Identify conflicts & steps in conflict resolution
2. Navigate a conflict & come to a resolution (can be in role-play situation, eventually naturalistically)
3. Understand the steps & skills involved in a negotiation
4. Negotiate to find a solution

Instructor Goal(s):

1. Teach identification of conflict & steps and skills in conflict resolution
2. Teach & model conflict resolution
3. Teach & model negotiation steps & skills

Lesson:

1. Identifying conflict (Jasper, R., 2017) → as simple as someone comes to you with a problem or you have a problem
 - a. Clarify both party's wants, needs, and any relevant information
2. Conflict resolution & communication during conflict (Jasper, R., 2017)
 - a. After clarifying both party's wants, needs, and any relevant information
 - i. Clearly state your solution (clear, concise, specific)
 - ii. Use ND-active listening to understand the other party's solution
 - iii. Use negotiation skills to come to a resolution
 - b. *Instructor model conflict resolution skills (vignette)*
3. [Negotiation](#) (Indeed Career Guide, 2021)
 - a. Clearly state your expectations (clear, concise, specific) & plan solid evidence for your reasoning
 - i. Prepare facts (statistics, data, qualitative information) that support your expectations for the negotiation
 - ii. Persuasion → be prepared to share these facts to persuade
 - b. Use ND-active listening to understand the other party's expectations
 - c. Emotion-regulation
 - i. Remaining calm and aware of your emotional state
 - ii. If your emotions become too much, ask for a break
 - d. Understand that when negotiating, you are likely to land somewhere in the middle of your expectations and the other party's expectations
 - e. Plan ahead, remain patient & use adaptability
 - i. Negotiations can happen quickly or over a long period of time, depending on the context = patience & planning
 - ii. Adaptability = being flexible with unexpected changes in the other party's expectations
 - f. Honesty, integrity, dependability, ethical, and intentional are all important traits to possess during the negotiation
 - i. Allows the other party to have trust in you to reach a solution that is in both of your best interests
 - g. Compromising, problem-solving, & decision-making
 - i. Be willing to compromise with the other party
 - ii. Use problem-solving skills to navigate disagreements during the negotiation
 - iii. Use decision-making skills to come to a solution
 1. Trust self to make a decision
 2. Uses a collection of data, information, & facts to make a reasoned decision
4. *Instructors model negotiation skills in vignette* (create a situation relevant to something that happened recently AKA relevant context for students)
5. *Role-play scenarios for each step (or every few steps) of conflict resolution & negotiation*
 - a. Create relevant scenario → Student A wants "X" outcome for innovation hub challenge while Student B wants "Y" outcome
 - b. Break into pairs & practice role play

Reflections:

1. Identify a past conflict in your life
2. Conflict resolution & negotiation skills practice (this will be more helpful than writing about conflict resolution & negotiation)

Materials:

- Conflict resolution vignette to model for instructor; vignettes/situation in relevant context for students to role play conflict resolution skills
- Negotiation vignette to model for instructor; vignettes/situation in relevant context for students to role play negotiation skills
- SEL journal

Innovation Hub & Academic Integration:

- Encourage students to identify conflicts as they arise in academic classes & innovation hub
- Facilitate conflict resolution as they arise in academic classes & innovation hub
- Facilitate negotiations as they arise in academic classes & innovation hub
- Reinforce & take observational data of students engaging in conflict resolution skills & negotiation as they arise in academic classes & innovation hub

Works Cited:

- Jasper, R. (2017) "Identifying Conflict and Learning How to Manage It." *Balancing Change Mindfully*, <http://balancingchangemindfully.com/identifying-conflict-learning-manage/>.
- "12 Important Negotiation Skills: Definition and Examples." (2021) *Indeed Career Guide*, <https://www.indeed.com/career-advice/career-development/negotiation-skills>.

Week 12: Cultural competence, social norms across settings (just & unjust ones), stereotypes & biases

Concepts, skills, and/or attitudes:

- ★ Cultural competence, social norms, unjust social norms, stereotypes, biases, ingroup/outgroup thinking

Learner Goal(s):

1. Bring awareness to one's own worldview and understand how to develop knowledge about different world views → this will be done over time throughout the innovation hub challenges
2. Identify social norms, unjust social norms, stereotypes, and biases of self & others

Instructor Goal(s):

1. *Create a community of conscience → students voices, opinions, ideas, etc. are valued by instructors & peers (HIGHLY IMPORTANT)*
2. Provide examples of social norms, unjust social norms, stereotypes, and biases
3. Facilitate conversations & reflections on social norms, unjust social norms, stereotypes, and biases

Lesson:

1. Cultural competency (DeAngelis, T., 2015).
 - a. Bring awareness to one's own worldview
 - b. Develops knowledge about different worldviews
 - c. Positive attitudes towards others' worldviews → use empathy skills
 - d. **this should be done through an innovation hub challenge that requires students to think about others' worldviews*
2. [social norms](#) (Aspergers from the Inside, 2017)
 - a. Unwritten social rules
 - b. Example: saying "how are you?" when seeing someone, and responding "I'm good, fine, well, etc." instead of truly how you are
 - c. Brainstorm as a group/small groups examples of other social norms
3. Unjust social norms (Assari, S., n.d.).
 - a. Inequalities that are woven into society across health, business, schools, workforce, everyday life, etc.
 - b. What are some unjust social norms? Ones you experience in life? Ones you notice others experience?
4. [Stereotypes](#) (Gendered Innovations, n.d.)
 - a. A widely held, simplified belief about a particular group
 - b. Stereotype threat (see link above)
 - c. How to avoid stereotypes
 - i. Seek information about other people and places (do not make assumptions)
 - ii. See people as complex individuals
 - d. Examples of stereotypes: gender, race, socioeconomic status
 - i. Ex. girls like pink, boys like blue; autistic people love trains
 - e. What stereotypes affect you? Stereotypes you may hold about others?
 - f. Practice avoiding stereotypes
5. [Biases](#) (Psychology Today, n.d.)
 - a. A tendency, inclination, or prejudice about someone
 - b. Can be helpful if based on past experiences and facts → but are often unhelpful, discriminatory, and harmful when based on stereotypes

- c. People are often unaware of their biases → important to critically examine your own biases & be on the lookout for them in other areas of life
- d. ingroup/outgroup bias
- e. [How to recognize your own biases](#)
 - i. Sit with the uncomfortable feelings of knowing your own biases
 - ii. Bring awareness to when these biases show up in your life over time

Reflections:

1. Brainstorm in small group social norm examples, unjust social norms experienced by self & others
2. What social norms do you participate in that contribute to masking? Are there any you can let go of? Why or why not?
3. What stereotypes affect you? Stereotypes you may hold about others?
4. Implicit association test for identifying your own biases → disclaimer: this will likely be uncomfortable for many people

Materials:

- SEL journal

Innovation Hub & Academic Integration:

- Innovation hub challenge topic focus on using cultural competence skills → challenge that requires students to defy social norms, identify their own worldview, and expand their worldview through design process (empathizing with a problem outside of their current/day-to-day experiences)
- Encourage students to identify social norms used in the innovation hub
- Encourage students to examine their own biases showing up in group work innovation hub challenges → what/how biases that others hold affect you? What/how biases you hold affect others around you?

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Week 13: Supporting others (strengths & growth areas/weaknesses), advocating for the rights of others, diversity

Concepts, skills, and/or attitudes:

- ★ Others’ strengths & growth areas/weaknesses, advocating, advocating for others, “pouring from a full cup,” boundaries, diversity, diverse voices, common good of all, support, empathy, compassion

Learner Goal(s):

1. Understand the importance of the common good of all
2. Understand how to support others’ strengths and growth areas/weaknesses
3. Understand how to advocate for others
4. Understand the importance of diversity & diverse voices being heard

Instructor Goal(s):

1. Create an environment that supports the common good of all (e.g. when one person succeeds, we all succeed)
2. Teach & model supporting each others’ strengths & growth areas/weaknesses
3. Team & model advocating for others
4. Create an environment where diverse voices are heard

Lesson:

1. Common good of all
 - a. Supporting each other so that when one person succeeds, we all succeed → we all benefit from compassion, kindness, and support of each other
2. How do we support each other?

- a. Communicate our wants and needs clearly to those around us
 - b. Listen to others when they communicate their wants and needs
 - c. Take note of another's strengths (e.g. when working together in a group, during class, etc.)
 - d. Take note of another's growth areas/weaknesses (e.g. when working together in a group, during class, if they ask you for help, etc.)
 - i. Approach other's growth areas/weaknesses with compassion
 - e. Create a strong group/team by employing each other's strengths and supporting one another's growth areas/weaknesses
 - i. Embrace our differences and common strengths to create the best team system
3. Advocating for others
- a. When we advocate for others, we contribute to the common good of all
 - b. Before & during advocating for others, we must "pour from a full cup"
 - i. Meaning → ensure you're feeling your best self (e.g. well-rested, regulated energy)
 - c. Requires you to look beyond yourself & see what is in others' best interests → understand others' wants & needs
 - d. Speaking up for others' rights, wants, & needs at any level or area of interest (e.g. at work, in your innovation hub group, a friend, a group of people, climate change, LGBTQ, etc.)
4. Diversity (Levine, S. R., 2020)
- a. Understand the importance of hearing from diverse voices → allows for multiple different perspectives and a deeper understanding of one another as a group of people
 - i. [Diversity leads to more innovation and financial success \(BBG, 2020\)](#)
 - ii. Diversity & embracing each others' differences gives us the best chance of success as a group

Reflections:

1. Break into small groups/groups of the current IH challenge
 - a. List out everyone's individual strengths
 - b. List out everyone's individual growth areas/weaknesses
 - c. Create a plan for team success by using these strengths & growth areas/weaknesses to assign roles/tasks to team members
2. Advocating for others
 - a. Using your values & previously identified unjust social norms → brainstorm topics or a group of people to advocate for
 - b. Create SMART (short-term & long-term) goals for advocacy
 - c. Are there ways you can advocate for others' wants, needs, & rights within your IH group? SIPP cohort? Friend group? Family? Community? Etc. (let students choose)
 - d. How are you going to ensure you are "pouring from a full cup?"
 - i. Self-care plan

- ii. Stress management techniques
- iii. Self-management strategies
- iv. Boundaries

Materials:

- IH challenge on diversity, advocating for others, the common good of all, etc.
- SEL journal
- SMART goals guide
- Social norms identified last week
- Boundaries, self-care plan, stress management techniques, self-management strategies

Innovation Hub & Academic Integration:

- NEED = IH challenge that requires students to think about the common good of all, advocating for others, and empathizing with a group of people different from who they typically interact with
- Team members' individual strengths & growth areas/weaknesses should be considered and employed in the planning stages of assigning roles & tasks in IH challenges & academic group projects

Works Cited:

Levine, S. R. (2020) "Diversity Confirmed to Boost Innovation and Financial Results." *Forbes*,

Forbes Magazine,

<https://www.forbes.com/sites/forbesinsights/2020/01/15/diversity-confirmed-to-boost-innovation-and-financial-results/?sh=2550170c4a6a>.

Week 14: End of semester plan (reflection on goals achieved, individual SEL skills growth - growth mindset, values, wants, needs, goals for 2nd half of SIPP, post-SIPP, and types of rest for winter break - special interests & leisure activities)

Concepts, skills, and/or attitudes:

- ★ Recognizing change in relation to self

Week 15: Flex time - built in time for working on individual needed skills (e.g. prep for college apps, extra time on a previously introduced skill)

Week 16: Assessment time (one week unplanned content for assessment time throughout the semester)

Assessment Recommendations:

- [DESSA 9-12](#)
- Use feedback evaluation tools in [Innovation Hub Fall and Spring](#)
- Workplace [Readiness Evaluation Tool](#)
- [SIPP Competencies work in progress evaluation tool](#)



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