

Concept	Definition & Resources	Skill
<p><u>Emotions</u> - what are they, how are they experienced, intensity, changing (fluid), how do they affect thoughts and behavior (& vice versa), what does it mean to experience (& validate) an emotion rather than resist/suppress, strategies for regulating</p>	<p>The experience, actions, cognitive appraisal, physical expression, physiological reaction of a feeling (International Handbook of Emotions in Education definition)</p>	<ul style="list-style-type: none"> -Identify (recognize/notice and label) emotions -experience emotion (non-judgmentally) rather than resist -Express and regulate emotions using a physical strategy (journaling, walk, etc. whatever works for <i>you</i>)
<p><u>Thoughts</u> - what are they, how are they experienced, frequency, mindfulness, changing, how do they affect feelings and behavior (& vice versa), & other thoughts</p>		<ul style="list-style-type: none"> -Identify (notice) thoughts -Inhibition or expression of thoughts into communication/ideas -Use mindfulness and meditate to slow thoughts if needed
<p><u>Behavior</u> - what is it, how does it interact with the environment, what comes before and after a behavior, how does behavior affect feelings and thoughts (& vice versa)</p>		<ul style="list-style-type: none"> -Bring awareness to behavior -Inhibition of behavior within context -Expression of behavior within context -A-B-C analysis of behavior (before, behavior, after)
<p><u>Values</u> - what are your values, how do we identify our values, values of environment/context/organization, actions that align with values (making decision in line w/ values)</p>		<ul style="list-style-type: none"> -identify own values -identify values of an environment/organization -make choices that align with values -noticing what happens when choices do not align with values
<p><u>Attitudes</u> - what is "attitude," what attitudes do we hold, are these attitudes helpful for us or do they hold us back (limiting beliefs), how to shift our attitude if wanted</p>		<ul style="list-style-type: none"> -identify own attitude -shift own attitude if wanted

<p><u>Needs</u> - what are your needs, how to figure these out, checking in with them over time, making decisions that meet your needs, considering others needs & their needs when making decisions</p>		
<p><u>Wants</u> - what are your wants, how to identify these, check in with them, making decisions that meet your wants, how do other outside factors influence your wants, considering others wants in decisions</p>		
<p><u>Black & white thinking</u> - what is it, how can it be helpful, how can it be harmful, what are ways we can notice ourselves engaging in this, what does it mean to be in a “gray area” instead of black & white</p>		
<p><u>Energy level</u> - what is an energy level, why is this important, how does this change over time, what activities drain energy vs. energize, keeping track of these activities, noticing signs of energy drain vs. energized, strategies to maintain or regain energy, how does this relate to other concepts (e.g. spoons, burnout, supporting relationships, support network, support needs, etc.)</p>		<ul style="list-style-type: none"> -identify a changing energy level -track activities that energize vs. drain -implement strategies to maintain or regain energy
<p><u>Identity and characteristics of self</u> - what is identity, components that make you “you,” why forming an identity is important</p>		<ul style="list-style-type: none"> -notice aspects of self that contribute to one’s identity -notice characteristics of self
<p><u>Hobbies & leisure activities</u> - the importance of them, can change or stay</p>		<ul style="list-style-type: none"> -identify hobbies -may need to schedule in time for hobbies

<p>the same over time, may align with special/focused interests, can be an effective way to meet new people and build relationships</p>		<ul style="list-style-type: none"> -how to seek out interests -using hobbies as a pathway to friendships -clubs at Vaughn -community activities -can be “me time”
<p><u>Strengths</u> - what are your strengths, how can strengths be used to grow, strengths in personal and professional life, how do your characteristics relate to your strengths</p>		<ul style="list-style-type: none"> -identify strengths -self-assess for strengths -apply strengths to work/school -use strengths to guide decision-making -use strengths when goal-setting
<p><u>Growth areas</u> (weaknesses) - what are your growth areas (areas that you would like to improve on), growth areas in personal and professional life, how do your characteristics contribute to growth areas (anything you would like to expand on)</p>		<ul style="list-style-type: none"> -identify growth areas -continuously self-assess for areas of growth -consider these areas in work/school -consider these when in process of decision-making -take steps to improve upon chosen growth areas -identify how growth areas contribute to reaching goals
<p><u>Flow state</u> -</p>		
<p><u>Productivity</u> - what is it, under what conditions are you most productive, what rest do you need to become productive, how does this fit into your future job/career</p>		<ul style="list-style-type: none"> -clarify your productive levels & flow over time -clarify work environments that will support your productivity flow
<p><u>Self-efficacy</u> - what is self-efficacy, components of self-efficacy, why it is important, larger concept it contributes to</p>		<ul style="list-style-type: none"> -practicing behaviors that build self-efficacy -reflections about self-efficacy

(self-esteem and self-worth), other concepts it relates to, how to develop it		-observing self-efficacy and reinforcing it within self and others (supporting others' self-efficacy)
<u>Performance experience (your own experiences) -</u>		
<u>Vicarious experience (experiences of others that you notice/observe) -</u>		
<u>Social persuasion (support from peers/adults around you) -</u>		
<u>Imaginal experience (imagining yourself reaching goals) -</u>		
<u>Physical and emotional states (notice our bodies and emotions) -</u>		
<u>Growth mindset</u> - what is growth mindset, what are the behaviors of growth mindset, why is growth mindset important, what larger and other concepts it relates to, how do we practice and develop a growth mindset		-practicing behaviors that build growth mindset -use reflections about past experiences of growth mindset -observing/noticing and reinforcing when growth mindset is used in self and others -identify what is not a growth mindset and shift into a growth mindset
<u>Grit</u> -		
<u>Resilience</u> -		
<u>Self-confidence</u> - what is self-confidence, the importance of developing it, understand that developing confidence can be a long process, how to develop		-identify and practice behaviors that build self-confidence -observing/noticing and reinforcing when confidence is occurring in self and others

self-confidence		-identify competing behaviors to self-confidence
<u>Self-esteem</u> - what is self-esteem, what other concepts does it relate to, how to develop self-esteem, barriers to self-esteem		-practicing behaviors that build self-esteem (growth mindset & self-efficacy behaviors) -observing/noticing and reinforcing when self-esteem is building/expressed in self and others -identify behaviors that do not build self-esteem
<u>Neurodiversity</u> - what is it and what does it encompass, how does autism fall into neurodiversity, "neurodiversity movement," the importance of this perspective		
<u>Medical model of disability</u> - what is the medical model of disability, familiarity of this within own experiences, awareness of how this contributes to larger organizations and systems		
<u>Social model of disability</u> - what is the social model of disability, familiarity with it, how to find supports that eliminate barriers to functioning and success for you		
<u>Individuals with Disabilities Education Act (IDEA)</u> - what is it, why is it relevant, how did it shape experience in k-12, how does it differ from ADA		
<u>Americans with Disabilities Act (ADA)</u> -		

<p>what is it, how does this relate to higher education and workplace, how it supports accommodations for equal access, disability disclosure, relation to self-advocacy, understanding one's rights, recognizing a violation of rights, standing up for others' rights</p>		
<p><u>Spoons theory</u> - what is spoons theory, why is this important, how do we figure out our "spoons" each day, what to do when we have low or high spoons that day, how does this relate to other concepts (support needs, ADLs, IADLs, support network)</p>		<ul style="list-style-type: none"> -identify daily what your "spoons" are each day -monitor spoons used/taken per activity -gauge and regulate spoons given to different activities (prioritize your energy) -prepare for days with fewer spoons -lean into days with more spoons
<p><u>Meltdowns</u> - what are these, do you have these, if yes what do they feel like for you, how do you recover, how to plan ahead for when they happen again, frame our relationship with these as neutral (they might always happen, but we notice and ride it out)</p>		<ul style="list-style-type: none"> -identify possible signs and triggers of meltdowns -identify and practice regulation skills for coming out of a meltdown -communication strategies before/during/after a meltdown (nonverbal?, AAC apps, writing, ASL)
<p><u>Shutdowns</u> - what are these, do you have these, if yes what do they feel like for you, how do you recover, how to plan ahead for when they happen again, frame our relationship with these as neutral (they might always happen, but we notice and ride it out)</p>		<ul style="list-style-type: none"> -identify possible signs and triggers of shutdowns -identify and practice regulation skills for coming out of shutdown -communication strategies before/during/after a shutdown (nonverbal?, AAC apps, writing, ASL)
<p><u>Advocacy</u> - what is it, what is an advocate, choosing to be or not to be an advocate</p>		<ul style="list-style-type: none"> -dialogue and action behaviors for advocacy -practice within a group -actively decide if this is a role you would

		like to take on after practice
<u>Self-advocacy</u> - what is self-advocacy, how do identifying support needs relate to self-advocacy, self-advocacy across settings and lifetime		-dialogue for self-advocacy -how to ask for help when self-advocating -defining what to self-advocate for -practicing behaviors and communication for self-advocacy
<u>Interdependence vs. independence</u> -		
<u>Disclosure of diagnosis</u> - what does it mean to disclose, what are the risks, what are the benefits, consider the goal of disclosure, disclosure within contexts		-perform steps to disclose (role play is fine) at work if wanted -discriminate between situations one wants to disclose diagnosis & one does not
<u>Autism Spectrum Disorder</u> - what is the medical model of autism, what are your "traits," interacting with the environment as an autistic human, what are your strengths within autism, how can these strengths "work for you"		-noticing your autistic strengths -acknowledging differences between autistic and allistic behavior but recognizing this is not an inherent deficit -practicing "flowing" with autistic self in a way of functioning that works for you
<u>Autistic burnout</u> - what is autistic burnout and how is it distinct from other types of burnout, what are the signs, how to de-escalate if burnout is approaching, how to prevent it and be proactive, giving self "grace" in these time periods		-practice strategies that reduce the likelihood of burnout -practice de-escalating if feeling coming on -identifying signs of burnout -identify how your support network can help prevent or recover from burnout -clearly identify the relationship between support needs and burnout
<u>Masking & unmasking</u> - what is masking, what is unmasking, do you mask?, what situations require different amounts of	<u>When autistic people camouflage/hide their autism/autistic traits</u>	-identify when masking is occurring -identify situations and people that allow for safe unmasking

<p>masking, how much energy does masking require, can this energy safely be directed towards other things? how does it relate to an authentic self</p>		<ul style="list-style-type: none"> -emotional and energy check-ins while masking & unmasking -practice safe ways to unmask if wanted and redirect that energy elsewhere
<p><u>Authentic self</u> - what is your authentic self, how does this relate to masking & unmasking, who are you your authentic self with, how do we find our authentic self if we don't feel we are living it yet</p>		
<p><u>Stims/stimming</u> - what are stims/stimming, why are these important for self-regulation, finding stims for different situations</p>		<ul style="list-style-type: none"> -identify and use preferred stims for self-regulation -identify a preference for stims across different situations
<p><u>Support needs</u> - what are support needs, how is this more appropriate and clearer than functioning labels, identifying your own support needs, finding ways that work for you to function, why is this important long term</p>		<ul style="list-style-type: none"> -identify own support needs through self-assessment -identify strategies that may work for you -implement strategies -self-assess if strategies are effective -prepare for possible changes over time if necessary
<p><u>Activities of daily living</u> - what are ADLs, how does your executive functioning and spoons/day affect ADLs, what are your support needs for ADLs, how can your support network help with ADLs</p>		<ul style="list-style-type: none"> -identify if you currently have help for these -if not, self-assess if help is needed -if you do need help, brainstorm strategies -implement strategies -self-assess if effective
<p><u>Instrumental activities of daily living</u> - what are instrumental ADLs, how does your executive functioning and spoons/day affect instrumental ADLs, what are your support needs for instrumental ADLs, how</p>		<ul style="list-style-type: none"> -practice, practice, practice IADLs -identify various strategies to support IADLs -trying out strategies in real-time -consistently implementing strategies for

<p>can your support network help with instrumental ADLs</p>		<p>support if needed -identify anyone in support network that helps currently or in future with IADLs</p>
<p><u>Sensory experiences</u> - what are sensory experiences, how might these differ or stay consistent over time, what are your likes, dislikes, sensitivities, needs, how to advocate for sensory needs being met, guiding decision-making with sensory experiences in mind, awareness of others' sensory needs</p>		<p>-identifying sensory needs using reflection and in the moment observing/noticing -how to communicate sensory experiences and needs -how to advocate for sensory needs -how to identify appropriate accommodations if needed</p>
<p><u>Transition to adulthood</u> - what is it, emotions related to transition, emotional check-ins, building supports and strategies to help the transition go smoothly, why is this period of time important</p>		<p>-identifying and practicing strategies to support transitional time -practicing emotional check-ins periodically</p>
<p><u>Support network</u> - what is it, why is it important, how to identify your support network, how to build/expand support network, maintaining support network, roles of different people/organizations in your support network</p>		<p>-mapping out own support network -clearly identifying the roles of different people/organizations in support network -practice using support network when needed -practice example dialogue and behaviors that maintain and build support networks</p>
<p><u>Health needs</u> - what are health needs, how to monitor and identify your own, scheduling appointments, keeping track of appointments, arriving early for appointments, assessing if help is needed at an appointment (e.g. additional person to take notes)</p>		<p>-practice identifying health needs -practice dialogue for scheduling appointments -identify and implement ways to keep track of appointments -practice note-taking or using support network for appointments</p>

<p><u>Self-compassion</u> - what is it, why is this important, how to practice self-compassion</p>		<p>-practice behaviors that align with self-compassion -practice dialogue for self-compassion</p>
<p><u>Compassion</u> - what is it, why is it important, how to practice this</p>		<p>-practice using compassion within role plays and dialogue examples -practice compassion for others within group work</p>
<p><u>Empathy</u> - what is empathy, why is it important, how to show empathy, empathy in personal and professional life, emotions and their relation to empathy</p>		<p>-practice expressing empathy using dialogue and other behaviors</p>
<p><u>Cognitive empathy</u> - what is it, why is it important, your level, how to develop it more</p>		
<p><u>Affective empathy</u> - what is it, why is it important, your level, how to develop it more</p>		
<p><u>Systemizers/systemizing thinking</u> - if and then thinking, what is your level of systemizing, why is this important/relevant</p>		
<p><u>Alexithymia</u> -</p>		
<p><u>Taking others' perspectives</u> - what does this mean, how do we use empathy to take others' perspectives, how to listen respectfully, why is this important, using this skill in different contexts</p>		<p>-steps/process of taking others' perspectives -practice this skill in role play/dialogue -practice this skill in group work -practice integrating this skill into personal life -self-monitor when using skill</p>

<p><u>Intentions of others</u> - what are others' intentions, how to identify intentions, discerning if this person has "good" intentions, using this across settings and people</p>		<ul style="list-style-type: none"> -practice active listening within identifying others' intentions -activities that involve identifying others' intentions
<p><u>Gratitude</u> - what is it, why is it important, how do we practice it, how to acknowledge the full experience while also incorporating gratitude, how is this helpful for perspective-taking and shifting our beliefs and experiences</p>		<ul style="list-style-type: none"> -techniques to practice gratitude -gratitude check-ins -using gratitude with perspective-taking -practice observing/noticing how gratitude can change our experience of the environment/events in life -expressing gratitude within relationships -expressing gratitude to self
<p><u>Optimism</u> -</p>		
<p><u>Social norms</u> - what are social norms, why are these relevant, how have you been impacted by them, how have you defied them, why is it important to understand these, what are unjust social norms, how do these affect others</p>		<ul style="list-style-type: none"> -practice identifying social norms relevant to self and others -practice consciously breaking social norms if needed/wanted -connecting the relation between unjust social norms and advocacy/standing up for rights of self/others
<p><u>Stereotypes</u> - what are they, why is it important to recognize them, are these appropriate or inappropriate, how can they be harmful, if any have been personally experienced</p>		<ul style="list-style-type: none"> -practice identifying stereotypes and possible harms done -how to stand up to stereotypes if needed
<p><u>ingroup/outgroup thinking</u> -</p>		
<p><u>Biases</u> - what are biases, how are humans naturally affected by biases, how can biases be harmful, how to combat</p>		<ul style="list-style-type: none"> -practice identifying biases within self and environment/others -actionable steps to prevent and dissolve

biases through active work, recognizing that everyone has their biases based on their experiences and that this is not shameful, the importance of dissolving biases		biases -relation to advocacy
<u>Demands of situations</u> - recognizing what is required of a certain role/activity/project, why recognizing this is important, how to assess if one is equipped to handle the demands of a situation, how to ask for help if demands>capacity		-practice identifying early on what specific demands of a situation will be -self-assess if capacity =>demands -if demands>capacity, devise a plan for help (using support network and other resources)
<u>Capacity for a situation</u> - what is one's capacity for a situation, how might this change over time/context, acknowledging others' capacity for a situation, why is this skill/concept important to functioning and success		-self-assessing one's capacity to handle a situation -relating the demands and opportunities of a situation to your capacity -identifying others' capacity for a situation, especially if you are also involved
<u>Opportunities of a situation</u> - recognizing what the opportunities of a situation may be, what are the steps/actions/process to recognizing these, why is this important		-practice strategies and actions that parse out opportunities in a situation -use responsible decision-making strategies (e.g. predicting possible outcomes) to gauge opportunities
<u>Being with others</u> - why is this important, monitor signs of needing to regroup, notice who you feel energized around and who/what is draining, understand when to take a break from others		-practice noticing own energy levels and emotions while with others -practice monitoring self when with others to a certain extent -monitor what happens before needing to take a break from others
<u>Systems thinking</u> - what is it, why is it		-practice identifying systems thinking

<p>important, how does it play out in organizations, how does it affect the behavior of yourself and others, relate it to other concepts (biases, social norms, etc.)</p>		<ul style="list-style-type: none"> -practice applying systems thinking -practice identifying how it shapes and guides the behavior of others within that system
<p><u>Stress</u> - what is stress, how does it affect health short term and long term, basic biology/neuroscience behind it, what are physiological and psychological signs of stress, relate stress to other concepts (e.g. spoons theory, support needs, ADLs, and IADLs)</p>		<ul style="list-style-type: none"> -practice identifying signs of stress in yourself -practice identifying situations that bring stress
<p><u>Stress management strategies</u> - what are they, why are they important, which ones work for you, how to implement them on a regular basis, why this is important for long term health</p>		<ul style="list-style-type: none"> -practice different stress management strategies -monitor the effectiveness of different strategies, identify when a strategy is and is not working -practice scheduling in stress management time -practice using support network for stress management
<p><u>Coping strategies</u> -</p>		
<p><u>Wellness strategies</u> - what are they, how are they similar to other strategies (e.g. stress management), how are they different from other strategies, why are they important, how to incorporate them regularly</p>		<ul style="list-style-type: none"> -wellness strategies that work for you -schedule in time for these -monitor the effectiveness of strategies (e.g. using emotion check-ins)
<p><u>Self-care</u> - what is self-care, how does this differ between different people and neurotypes, trial and error to find effective</p>		

self-care, how does it relate to other concepts (e.g. energy level, support needs, wellness strategies, stress management, etc.)		
<u>Mindfulness</u> - what is mindfulness, why is it important, how does it differ from similar concepts (e.g. meditation), how can we use it to slow down and become aware of ourselves, emotions, thoughts, feelings, behaviors, environmental factors, etc.		-define mindfulness -practice mindfulness
<u>Meditation</u> - what is meditation, what are the different ways of meditating, why is it a possibly useful strategy, trying it if it works for you or not, how can it be helpful, how does it relate to and differ from other strategies		-practice meditation (varying types) -choose one that is most effective for self -find an alternative if meditation is not helpful for the individual
<u>The ACT (acceptance and commitment therapy) Matrix</u> - what is this, how can this be helpful in moving towards what is important to us, use it as a group and individual, how can this help us define our short-term and long-term goals, how can we use it as check-ins		-use ACT matrix as a group -use ACT matrix as an individual --use ACT matrix to define goals -use ACT matrix to move towards goals and check-in with self
<u>ACT Therapy</u> - instructor should have a general sense of this → not for students to know this concept		
<u>Noticing/Contact with the present moment</u> =		
<u>Accepting our experience</u> -		

<p><u>Self-control (inhibition)</u> - what is it, why is it important, using it in different contexts, how does it relate to thoughts, emotions, ad behavior, how does it relate to the workplace, how does it relate to leadership</p>		<ul style="list-style-type: none"> -practice emotion regulation -notice environments, antecedents, and consequences of behavior when self-control occurs or is difficult to use -identify strategies that work best for you to gain inhibition/self-control -implement and self-monitor strategies (preventative and consequential) for self-control
<p><u>Adaptability</u> - what is it, why is it important, how does this relate to the workplace, relate to personal life, how to gain self-awareness of this, how to increase adaptability if needed</p>		<ul style="list-style-type: none"> -self-assess & monitor adaptability -implement strategies to increase adaptability
<p><u>Self-motivation</u> - what is it, why is this important, how do we set ourselves up for success with different strategies for self-motivation</p>		<ul style="list-style-type: none"> -practice using strategies to increase self-motivation
<p><u>Initiative</u> - what does it mean to take initiative, why is this important to reach your goals, analyze the possible outcomes from taking initiative in different situations</p>		<ul style="list-style-type: none"> -practice behaviors that show initiative -analyze outcomes from taking initiative
<p><u>Goal setting</u> - what is goal setting, what are the components of a SMART goal, why is it important to set goals, flexibility within goal setting, how do your interests, strengths, and growth areas relate to goal setting</p>		<ul style="list-style-type: none"> -practice using interests, strengths, and growth areas to guide goal setting -write out goals using the SMART method -create and follow actionable steps to reach goals -monitor reaching goal -apply flexibility within goals
<p><u>Actionable steps in goals</u> - what are</p>		<ul style="list-style-type: none"> -define actionable steps

<p>actionable steps, why are these important, what makes a step “actionable,” how to follow these steps, monitoring if steps are effectively leading you towards achieving your goal</p>		<ul style="list-style-type: none"> -implement actionable steps -monitor actionable steps to assess if you are reaching your goal/making progress
<p><u>Short-term goals</u> - what makes a goal “short-term,” why are these important, how to set these, monitor progress towards short-term goals, connecting short-term goals in a progression towards a long-term goal, maintaining flexibility</p>		<ul style="list-style-type: none"> -write out short-term goals -monitor progress towards reaching short-term goals -connecting short-term goals to achieve a long-term goal -apply flexibility
<p><u>Long-term goals</u> - what are long-term goals, why are these important, how and why monitor progress towards reaching these, maintain flexibility is important as you learn through life experiences, revisit these goals after periods of time to assess if they still align with your values</p>		<ul style="list-style-type: none"> -write out/define long-term goals using interests, strengths, weaknesses, and values -monitor progress towards long-term goals -revisit goals through time -maintain flexibility within long-term goals over time as self evolves
<p><u>Personal goals</u> - what are personal goals, why are personal goals important, how do you set personal goals, why we maintain flexibility with these goals</p>		<ul style="list-style-type: none"> -use interests and values to guide personal goals -write out personal goals -monitor behaviors one is engaging in to move toward these goals -how to maintain flexibility with personal goals
<p><u>Collective goals</u> - what are collective goals, why are collective goals important, what are the collective goals of our program, collective goals of an organization, how to identify collective goals of a workplace/organization, how to</p>		<ul style="list-style-type: none"> -contribute to collective goals of SIPP -identify collective goals of an organization -compare your values to the collective goals of an organization -compare your goals to the collective

<p>assess if collective goals align with your goals, comparing collective goals to your values</p>		<p>goals of an organization to assess if they align</p>
<p><u>Celebrating reaching goals</u> - what does it mean to celebrate reaching goals, finding ways to celebrate that you enjoy, differing the ways you celebrate from ways you cope, the importance of celebrating reaching goals, how to take time to appreciate where you are before jumping to the next goal, celebrate others reaching goals</p>		<ul style="list-style-type: none"> -finding/exploring ways to celebrate for oneself -identifying that these ways to celebrate differ from coping mechanisms -consciously taking time to notice & appreciate where you are due to reaching the goal
<p><u>Celebrate the small steps</u> - what does it mean to celebrate accomplishing the small steps towards reaching a goal, why is this important, findings small ways to celebrate that are equivalent to the effort put into the step, how and why to celebrating others' small steps</p>		<ul style="list-style-type: none"> -identifying ways to celebrate that are appropriate for the effort put into the step -consistently implementing small celebrations -celebrating others' small steps
<p><u>Executive functioning</u> - what is EF, how does it apply to all areas of life, basic neurology behind it, what is executive dysfunction, how do we support executive functioning through behavioral strategies, why is it important to identify and implement these strategies, understanding that the process of identifying effective strategies takes time, these strategies may change over time as life demands change, the importance of asking for help if strategies do not work</p>		<ul style="list-style-type: none"> -identifying executive functioning in self -identifying possible strategies to EF -implementing strategies -self-monitor if strategies are effective -trial and error of strategies -ask for help if needed
<p><u>Attention</u> - what is attention, how do we</p>		<ul style="list-style-type: none"> -identifying attention ability in oneself

<p>use attention to learn, why is it important to understand attention, how do attention difficulties present themselves, impacts of attention, what is attention to detail, how can we supplement this skill with strategies</p>		<ul style="list-style-type: none"> -after determining if attention needs supplementing, identify possible strategies to help -implement strategies -monitor effectiveness of strategies
<p><u>Focus</u> - what is focusing, how is focusing important to learning, what are some strategies to maximize focusing, how does spoons theory relate to focusing, why is focusing and understanding one's focusing capacities is important</p>		<ul style="list-style-type: none"> -identifying focus ability in oneself -after determining if focusing needs supplementing, identify possible strategies to help -implement strategies -monitor effectiveness of strategies
<p><u>Shifting focus/attention</u> - what does it mean to shift focus, is this something that is challenging for you, if so, how to minimize shifting focus, strategies to help focus shift</p>		<ul style="list-style-type: none"> -identifying ability in oneself -after determining if needs supplementing, identify possible strategies to help -implement strategies -monitor effectiveness of strategies
<p><u>Sustaining attention</u> - what does it mean to sustain attention, why is this important for learning and effectiveness in the workplace, how to maximize sustaining attention, strategies to supplement sustaining attention</p>		<ul style="list-style-type: none"> -identifying ability in oneself -after determining if needs supplementing, identify possible strategies to help -implement strategies -monitor effectiveness of strategies
<p><u>Working memory</u> - what is it, why is it important to learning and working, how does it contribute to overall functioning, how to understand your own working memory, strategies to supplement working memory if needed</p>		<ul style="list-style-type: none"> -identifying ability in oneself -after determining if needs supplementing, identify possible strategies to help -implement strategies -monitor effectiveness of strategies
<p><u>Verbal reasoning</u> - what is verbal reasoning, why is this important, how</p>		<ul style="list-style-type: none"> -identifying ability in oneself -after determining if needs supplementing,

does it affect learning and work, understanding your own verbal reasoning, strategies to support verbal reasoning		identify possible strategies to help -implement strategies -monitor effectiveness of strategies
<u>Cognitive flexibility</u> - what is it, why is this important especially in this field, how to identify own levels of cognitive flexibility, how to increase if needed, strategies to support cognitive flexibility		-identifying ability in oneself -after determining if needs supplementing, identify possible strategies to help -implement strategies -monitor effectiveness of strategies
<u>Planning</u> - what is planning, how to plan different things (projects, events, etc.), why is this skill important, how does this skill transfer across settings like school, work, and personal life, what are ways to increase planning ability, strategies to support planning, self-assess one's planning ability		-identifying ability in oneself -after determining if needs supplementing, identify possible strategies to help -implement strategies -monitor effectiveness of strategies
<u>Organization</u> - what is it, why is it important, what are strategies for organization, how and why is it important in school (learning), work, and personal life, self-assess organization ability and monitor strategies effectiveness		-identifying ability in oneself -after determining if needs supplementing, identify possible strategies to help -implement strategies -monitor effectiveness of strategies
<u>Metacognition</u> - what is metacognition, why is it important across settings, how does it relate to other concepts like mindfulness and meditation		-display verbalization of thinking about thoughts -applying the concept to mindfulness
<u>Cognition</u> - what is cognition, why is this concept relevant		
<u>Task initiation</u> - what is task initiation, why is this important, measuring one's task		-identifying ability in oneself -after determining if needs supplementing,

<p>initiation, strategies to support task initiation</p>		<p>identify possible strategies to help -implement strategies -monitor effectiveness of strategies</p>
<p><u>Monitoring tasks</u> - what is monitoring tasks, how does this relate to learning, work, meeting deadlines, etc., how does this relate to self-monitoring within self-management, strategies for monitoring tasks</p>		<p>-identifying ability in oneself -after determining if needs supplementing, identify possible strategies to help -implement strategies -monitor effectiveness of strategies</p>
<p><u>Problem-solving</u> - what is problem-solving, what are steps to problem-solving, strategies for problem-solving, why & how is it important across different settings (school, work, relationships, self, etc.)</p>		<p>-identifying ability in oneself -identify possible strategies to help -implement strategies -monitor effectiveness of strategies</p>
<p><u>Tracking the progress of own learning</u> - what is tracking the progress of learning, how to do it, why is it important, how to continue to do this throughout life</p>		<p>-identify ways to track learning progress -implement ways to track learning progress -reflect on learning -document progress of learning -summarize progress of learning -calibrate own tracking of learning progress with evaluator/instructor tracking of learning</p>
<p><u>Routines</u> - what are routines, why are they important, how to self-regulate and cope when routines are changed, how to build a new routine, how to change a routine</p>		<p>-creating a routine -following a new routine -coping/self-regulate when the routine is changed -change a routine</p>
<p><u>Rules of the environment</u> - what are the rules of SIPP environment, Vaughn, and</p>		<p>-identify, interpret, and create rules of the current environment</p>

<p>then larger community, how to identify rules of environment, why is it important to follow these, safety, identifying when a change in rules is needed, advocating for change in rules if needed</p>		<ul style="list-style-type: none"> -transfer skills of identifying and interpreting rules to a new environment (not within the program/campus) -identifying why a rule may be unjust -advocating for a change of unjust rule
<p><u>Expectations of environment/expected behavior</u> - what is expected behavior of SIPP environment, expected behavior in classrooms, ways to meet sensory needs while also maintaining expected behavior within reason, identifying and advocating when expectations of the environment are unjust, the importance of having expectations of the environment</p>		<ul style="list-style-type: none"> -identify, understanding, and align behaviors with expectations of the environment -identify ways to meet sensory needs while maintaining expected behavior within reason -identifying and advocating when expected behavior is unjust
<p><u>Professionalism</u> - what is it, why is it important, the dialogue of professionalism, dressing/attire that is professional but can still express style (finding ways to express self while maintaining professionalism), types of professionalism</p>		<ul style="list-style-type: none"> -attire reflects professional expectations of the environment -maintains self-expression within the professionalism -uses the dialogue of professionalism when required (e.g. through conversation with a professor, during presentations, emails, etc.)
<p><u>Communication</u> - what are the different ways of communicating, communicating across different environments, communication that works for you, boundaries with communication</p>		<ul style="list-style-type: none"> -practices communication within SIPP/innovation hub -shows evidence of communication skills acquired -practices setting boundaries with communication -identifies a communication style that works for self
<p><u>Audience/listener</u> - what is this, why is it important to understand within</p>		<ul style="list-style-type: none"> -identifies audience when communicating -practices tailoring communication style

communication, how to assess the audience and choose a communication style appropriately (e.g. professional, casual, personal, etc.)		given the audience
<u>Communicates needs</u> - after identifying needs, one needs to learn how to communicate them, why this is important, situations when it is necessary, how does this relate to other concepts (e.g. autistic burnout, stress management, sensory needs, etc.)		-practices communicating needs given dialogue and/or role-play situations -communicates needs when a situation arises -discriminates between situations when it is necessary to communicate needs to keep self-functioning
<u>Communicates wants</u> - after identifying wants they need to be communicated, why is this important to meeting your wants		
<u>Communicates information</u> - what information needs to be communicated, how to summarize important information, stating information in a way that can be understood by the listener, why is this skill important, identify situations where communicating information is important for success		-identifying important information to communicate -how to summarize important information -communicating that information tailored to audience/listener -identifying situations where communicating important information is vital
<u>Augmentative and alternative communication (AAC)</u> - what are they, specific apps/devices, speaking accommodation/alternative		
<u>American Sign Language (ASL)</u> - primary language or speaking accommodation/alternative strategy for nonverbal		

<p><u>Written communication</u> - can this help you communicate more clearly, ease compared to speaking, context-related</p>		
<p><u>Conversations</u> - your preferred types of conversations, tips for keeping a conversation flowing when you want it to</p>		
<p><u>Negotiation</u> - what is it, why is it important, what situations are appropriate for negotiation, how to reach a compromise</p>		
<p><u>Giving feedback</u> - what does it mean to give feedback, how to give feedback constructively, why is this important</p>		<ul style="list-style-type: none"> -performs steps to giving feedback fluently -skill in role-playing and real-time situations
<p><u>Receiving feedback</u> - what does it mean to receive feedback, how to incorporate feedback, how to ask for feedback, understanding who's feedback is important and who's is not, why is feedback important</p>		<ul style="list-style-type: none"> -performs steps to receiving feedback fluently -incorporates feedback -role play and real-time situations
<p><u>Asking for help</u> - who to ask for help, what to ask for help on, how to ask for help, steps to take before asking for help, why is this important throughout life, asking for help in professional and personal lives</p>		<ul style="list-style-type: none"> -identifies when to ask for help -asks for help in role-play situations and real-time
<p><u>Non-verbal communication</u> - what is non-verbal communication, how does this differ across neurotypical and neurodivergent people, basics of neurotypical and neurodivergent non-verbal communication, why is this</p>		<ul style="list-style-type: none"> -identify nonverbal communication -use nonverbal communication in a way that works for you in your environment

<p>important to understand, strategies to remediate these differences for effective communication, how does nonverbal communication contribute to effective communication</p>		
<p><u>Active listening (neurodivergent style)</u> - what is it, why is it important as a listening skill, “typical” active listening, identifying ways to use active listening that work for you</p>		<p>-practice and become fluent in active listening strategies that facilitate effective communication -practice acceptance for differing ways of using active listening</p>
<p><u>Body language</u> - what is body language within communication, how to read different body language, how does this differ between neurotypical and neurodivergent individuals, becoming aware of our body language, relating this to other concepts, how can body language be used to identify signs of something (e.g. body language before emotional expression may provide insight to regulation strategy)</p>		<p>-practice and become fluent in body language that facilitates effective communication that works for you -practice acceptance for differing ways of using body language</p>
<p><u>Facial expression</u> - what are facial expressions, how do they relate to communication, how do these differ between neurotypical and neurodivergent people, why is this important</p>		<p>-practice identifying common facial expressions -bring awareness to own facial expression -practice acceptance with differing facial expressions</p>
<p><u>Eye contact</u> - what is eye contact, why has this been so heavily focused on, societal expectations of this, finding alternatives that work for self that contributes to effective communication</p>		<p>-identify alternatives to eye contact for each individual if needed -practice this alternative in role-playing and real-time until fluency</p>

<p><u>Positive supporting relationship with adults</u> - what is a positive relationship, why are these important with adults, who (which adults) do you currently have a supportive relationship with, who to build one with, how to build a supportive relationship</p>		<ul style="list-style-type: none"> -identify current supportive relationships based on characteristics -practice how to build a supportive relationship -practice how to maintain these relationships
<p><u>Positive supporting relationship with peers and friends</u> - what is a positive relationship, why are these important with peers and friends, who (which friends) do you currently have a supportive relationship with, who to build one with, how to build a supportive relationship</p>		<ul style="list-style-type: none"> -identify current supportive relationships based on characteristics -practice how to build a supportive relationship -practice how to maintain these relationships
<p><u>Common interests</u> - identify own interests and others' interests, assess if these overlap, why are these important</p>		<ul style="list-style-type: none"> -practice assessing if interests between a friend/adult align -use common interests to support relationship (e.g. doing activity together, topic of conversation)
<p><u>Respect</u> - what is respect, what does respect look like, what does it look like when there is no respect, how to show respect, why is respect a foundational aspect of a supportive relationship</p>		<ul style="list-style-type: none"> -practice identifying respect -practice identifying when respect is not there -practice showing respect when warranted -become fluent in this
<p><u>Boundaries</u> - what are boundaries, why are they important, how to identify your boundaries, how to identify others' boundaries, how to communicate boundaries, how to identify when a boundary is not respected, how to uphold boundary respectfully, understand when</p>		<ul style="list-style-type: none"> -identify own boundaries -identify others boundaries -communicate boundaries -uphold boundaries respectfully -identify when a boundary is not respected

flexibility is important with a boundary, relate boundaries to other concepts (e.g. spoons theory, support needs, energy levels, etc.)		
<u>Supportive</u> - what does it mean to be supportive, what does it mean to accept support, how to show your support, why is support important within relationships		-show support of others -identify the support of others towards self
<u>Accepting of you & others</u> - what does it mean when someone is accepting of you, how to identify if someone is accepting, why is this important for the longevity of a relationship, how to identify when someone is not accepting of you		-identify behaviors of acceptance -identify behaviors of nonacceptance -show acceptance towards others
<u>Integrity traits = trust, dependable, honest, loyal</u>		
<u>Trust</u> - what is trust, what does it mean to trust another person, what does it mean when someone trusts you, how to build trust over time, why trust is important for a foundation of a relationship, how to identify when trust has been broken		-shows trust of others when appropriate -identifies trust within others
<u>Dependable</u> - what does it mean to be dependable, why is this important, how to identify if another person is dependable, showing others you are dependable		-identifies when another person is (and is not) dependable -shows dependability to others (e.g. friends, within group projects, peers, mentor, etc.)
<u>Loyalty</u> - what is loyalty, what does it look like, boundaries within loyalty, why give loyalty, importance		-show loyalty when appropriate -identify when loyalty is and is not appropriate

		-draw boundaries with loyalty
<u>Honesty</u> - what is honesty, why is it important in relationships, how to communicate honesty, how does it relate to other foundational aspects of a relationship (e.g. trust, dependability, loyalty)		-shows honesty in relationships -identifies honesty
<u>Caring traits = safe to express self, withholding judgment, listening skills -</u>		
<u>Safety to express self</u> - what does it mean to have safety to express oneself, how to identify this safety, how does it relate to other concepts (e.g. acceptance), why is this important for a successful supportive relationship		-how to identify safety to express self -shows expressing self in safe relationships
<u>Care for other person</u> - what does it mean to care for the other person, how to identify when a person cares for you, how this relates to other concepts (e.g. acceptance, respect, etc.)		-shows care for others -identifies when others care for you
<u>Withholding judgement</u> - what does it mean to withhold judgement, how to withhold judgement, what does it look like when someone is judging, why is withholding judgement important for supportive relationships, how does this relate to other concepts		-shows evidence of withholding judgement for others -identifies when others withhold judgement of you
<u>Congeniality traits = fun to be around, humorous</u>		

<p><u>Humor</u> - what does it mean to have humor, how does this differ for each individual, how does this contribute to a supportive relationship, why is this important, how to find humor in situations</p>		<p>-shows evidence of/identifies own humor -finds humor in situations and others</p>
<p><u>Fun</u> - what does it mean to have fun with others, why is this important for a supportive relationship</p>		<p>-finds ways to make situations fun -identifies what oneself finds fun</p>
<p><u>Cultural competency</u> - what does it mean to be culturally competent, why is this important, how do we practice this throughout our lives</p>		<p>-show evidence of skills that make up cultural competence (curiosity to learn about other cultures, acceptance of differing world views, etc.)</p>
<p><u>Understanding own world view</u> - what does this mean, how do we define our world view, why is this important</p>		
<p><u>Understanding differing worldviews</u> - what does this mean, how do we find out about other worldviews, why is this important</p>		
<p><u>Positive attitude towards cultural differences</u> - what does it mean to have a positive attitude about these differences, why is a positive attitude important, how do we develop a positive attitude</p>		
<p><u>Cross-cultural skills</u> - what are these in relation to your career or personal life, how to develop these</p>		
<p><u>Showing interest in other cultures</u> -</p>		
<p><u>Group activities</u> -</p>		

<u>Teamwork -</u>		
<u>Team cohesion -</u>		
<u>Team learning -</u>		
<u>Flexibility -</u>		
<u>Openness -</u>		
<u>Identify task as a group -</u>		
<u>Collaborate on solution -</u>		
<u>Tasks of individual within group -</u>		
<u>Group time management -</u>		
<u>Group communication -</u>		
<u>Meeting the deadline as a group -</u>		
<u>Leadership roles in group -</u>		
<u>Member roles -</u>		



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