Executive summary:

Spectrum Innovates Pathway Program's (SIPP) social emotional learning and life skills standards are organized using CASEL's (2020) core competency framework for children and adult's social emotional skills, the most widely used definition and framework of social emotional learning. CASEL (2020) defines social emotional learning as "the process through which all young people and adults acquire and apply the ==knowledge==, ==skills== and ==attitudes== to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." We have chosen to use CASEL as the framework for SIPP's SEL and life skills standards since these are skills that all adults, including neurodiverse adults, need to excel in life. Given this, there are also standards that are specific to life skills for an autistic adult to ensure we prepare our learners for a smooth transition into successful adulthood.

SIPP's SEL standards also incorporate elements from Autism Education Trust's Progression Framework (2019), such as sensory processing, special/focused interests, social understanding and relationships, communication and interaction, emotional understanding and processing, and healthy and independent living. These elements address specific needs of autistic adult's life skills needed for success in adulthood. Care was taken to address the components of everyday life that lead to "autistic burnout," which autistic adults commonly report experiencing during their transition to adulthood (Raymaker, et. al., 2020).

Continuing efforts are made to avoid ableist language in SIPP's curriculum content, such as identity first language (autistic person) or "on the autism spectrum," which are more significantly preferred by autistic people (Bottema-Beutel, 2020). Additionally, the "double empathy problem," which is the breakdown of differences in experiencing and perceiving the world between autistic people and allistic (non-autistic) people is considered in the SIPP SEL standards and curriculum content (Milton, 2012).

SIPP's social emotional learning and life skills standards also consider the top soft skills that employers are interested in in 2021 (Leighton, 2021).

Lastly, SIPP's SEL standards are cross-referenced with the Autistic Self-Advocacy Network's "Roadmap to Transition: A Handbook for Autistic Youth Transitioning to Adulthood" to ensure our content aligns with typical experiences faced by autistic youth transitioning to adulthood and to provide them with the tools for self-advocacy throughout their lives.

The SIPP SEL standards may continue to evolve over the next few months and aim to guide the SIPP SEL curriculum units, lessons, and activities.

[SEL Benchmarks](#)

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

<u>Self-Awareness Standards:</u>

1. Identify and understand their emotions, thoughts, behavior, and values, and their relationship.

2. Clarify one's identity and authentic self.

3. Identifies one's special/focused interest(s) and preferences for leisure activities.

4. Identify one's strengths and growth areas (weaknesses).

5. Develop self-efficacy, a growth mindset, self-confidence, and self-esteem.

6. Understand "neurodiversity," own diagnosis (autism), autistic strengths ("superpowers" and "kryptonite"), autistic "kryptonites," autistic burnout, and masking/unmasking and as they relate to oneself.

7. Recognizes change in relation to self (i.e. transitional changes into adulthood).

8. Identify and balance personal and professional life.

9. Identifies energy levels, sensory needs and preferences, support needs, activities of daily living and instrumental activities of daily living, and health needs.

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

<u>Self-Management Standards:</u>

10. Expresses and regulates emotions, thoughts, behaviors.

11. Identifies and utilizes regulation strategies (e.g. stimming, self-care, stress management, etc.) to support health and prevent autistic burnout.

12. Shows self-control.

13. Shows adaptability.

14.   Shows self-motivation and takes initiative.

15.   Sets and works towards achieving personal and collective short-term and long-term goals while maintaining flexibility in goals.

16.   Uses executive functioning strategies to support overall functioning and learning.

17.   Evaluates and tracks the progress of own learning.

18.   Manages change in relation to self (e.g. transition to adulthood).

19.   Understands and follows routines, rules, and expectations of professionalism in school/work settings.

20.   Manages energy levels, support needs, sensory needs and preferences, activities of daily living and instrumental activities of daily living, and health needs.

21.   Self-advocates for needs in the environment (classroom, workspace, etc.).

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

Social Awareness Standards:

22.   Take others' perspectives (i.e. demonstrates cognitive empathy) and shows concern and compassion for others' emotions and needs (i.e. demonstrates affective empathy), including others with differing opinions.

23.   Recognizes and supports others' strengths and growth areas.

24.   Advocates for the rights of others to contribute to the common good of all.

25.   Understands others' intentions.

26.   Understands and expresses gratitude.

27.   Identifies a range of social norms in various settings, stereotypes, and biases, including strategies for opposing unjust ones.

28.   Recognizes demands of situations and opportunities of situations.

29.   Understands when & how to be with others and when to take a break from others.

30. Understands systems thinking and how organizations/systems affect the behavior of others.

31. Uses algorithmic thinking

32. Identify situations that support time to unmask.

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

Relationship Skills Standards:

33. Identifies and actively maintains a support network.

34. Communicates needs, wants, information, negotiates, resolves conflict, and asks for help when needed.

35. Understands giving and receiving feedback and constructive criticism.

36. Understands and uses nonverbal communication relevant to one's communication style and preferences for effective communication.

37. Develops positive relationships with supportive peers and adults.

38. Demonstrates cultural competence.

39. Participates in group activities using teamwork and collaborative problem-solving.

40. Shows leadership (Maker Leader Roles).

41. Identifies and resists negative social pressure.

42. Understands different types of and typical behaviors of relationships, understands consent, and maintains safety in relationships.

43. Uses multiple communication methods such as oral presentations, written communication, and visual communication.

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

Responsible Decision-Making Standards:

44. Demonstrates curiosity, open-mindedness, and creativity.

45. Uses pattern recognition to problem solve.

46. Makes a reasoned judgment after analyzing information, data, and facts.

47. Makes a decision with trust in oneself.

48. Identifies problems and solutions to problems.

49. Makes intentional decisions: anticipates and evaluates the possible consequences of one's actions across settings and utilizes reflection to guide decision-making.

50. Accepts and practices changes in decisions based on evidence collected.

51. Uses problem-solving and critical thinking skills to solve academic, personal, professional, and collective problems.

52. Continually evaluates one's role in personal, family, friendship, and community well-being.

53. Makes decisions that align with values, needs, wants, and goals of self, group, and/or community, behaves with ethical responsibility, and understands and sets boundaries.

54. Understands when and how to increase, reduce, or maintain the load of responsibilities.

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