**Morning (20-30 minutes):**

1. Welcome, open activity - [practicing self-regulation](https://docs.google.com/document/d/1aGNwMorcG_cdwonh5F0vrhP2uWJ69Gfhx1-CBlYS_FI/edit)
   1. Short (5 mins or less)
   2. Bi-weekly emotion check-in
   3. Start as a group to learn strategies and fade into the choice of regulation strategy
   4. Breathing exercise
   5. Mindfulness/meditation
   6. Writing (stream of consciousness)
   7. Drawing, coloring
   8. Stimming
   9. Gratitude reflection every 2 weeks
   10. Energy check-in once a week
2. Short “passive” lesson - information provided (~10 mins, will vary depending on the topic)
   1. Definitions
   2. Example in a relevant context
3. Model - instructors model the skill and show specific behaviors (~5-10 mins, also will vary depending on the topic)
   1. Model “competent” skill AND model “developing/not yet developed” skill

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

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

**Afternoon:**

1. Reflection prompts for activity - SEL journal (~5-10 mins)
2. Additional opportunities for supervised practice of skills - role play & feedback (repeat)
3. Review prompt to practice skill “in real life” - outside of SIPP (programing for skill generalization across settings)
   1. Consider weekly (? time-based or content-based) reflection on how they incorporated the skill into their life
      1. Can be a hard-copy example of a tool used, a summary of an interaction, etc.
   2. Part of “self-monitoring” of own behavior
   3. Goal is for learner to contact direct natural reinforcement = have students reflect on how this skill helped them

**References**

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

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

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