

Morning (20-30 minutes):

1. Welcome, open activity - [practicing self-regulation](#)
 - a. Short (5 mins or less)
 - b. Bi-weekly emotion check-in
 - c. Start as a group to learn strategies and fade into the choice of regulation strategy
 - d. Breathing exercise
 - e. Mindfulness/meditation
 - f. Writing (stream of consciousness)
 - g. Drawing, coloring
 - h. Stimming
 - i. Gratitude reflection every 2 weeks
 - j. Energy check-in once a week
2. Short “passive” lesson - information provided (~10 mins, will vary depending on the topic)
 - a. Definitions
 - b. Example in a relevant context
3. Model - instructors model the skill and show specific behaviors (~5-10 mins, also will vary depending on the topic)
 - a. Model “competent” skill AND model “developing/not yet developed” skill

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

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

Afternoon:

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

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

References

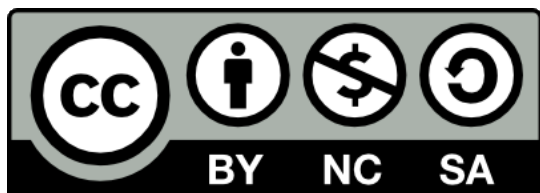
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Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.). (2015). *Handbook of social and emotional learning: Research and practice*. The Guilford Press.



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