

Competencies are adapted from CASEL's social-emotional definition to include information relevant to autistic adults

[SEL Standards without the benchmarks doc](#)

Self-awareness competency: develop 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

Self-Awareness Standards (e.g. 1) and Benchmarks (e.g. 1.1):

1. Identify and understand their emotions, thoughts, behavior, and values, and their relationship in the past, present, and future.
 - 1.1. Notice and identify/label emotions, thoughts, behavior, and values
 - 1.2. Notice bodily sensations that happen before, during, and after an emotional experience, a thought, and behavior in a context/situation
 - 1.3. Experience emotions and thoughts non-judgmentally (validate experience)
 - 1.4. Notice when emotions and thoughts pass (how they change over time) and identify patterns of these
 - 1.5. Discriminate between different emotions, thoughts, behavior, and values
 - 1.6. Show evidence of understanding the relationship between emotions, thoughts, behavior, and values
 - 1.7. Show evidence of understanding [alexithymia](#) and if one experiences it
2. Clarify one's [identity](#) and authentic self.
 - 2.1. [Understand what an identity is and why it is important to understand yours](#)
 - 2.2. [Reflect on characteristics \(i.e. traits\) as they relate to self](#)
 - 2.3. Notice groups that you are in and relate this to your identity (e.g. familial, ethnicity, culture, location, occupation, etc.)
 - 2.4. Establish your uniqueness - what sets you apart from others
 - 2.5. Repeat this process as one's identity may evolve as you grow and develop across your lifetime & recognize that our identity is not meant to constrain us, but to guide us
3. Identifies one's special/focused interest(s) and preferences for leisure activities.
 - 3.1. Identify what makes a special interest - intensity, depth, scope of interest
 - 3.2. Acknowledge if SI changes over time or remains the same
 - 3.3. Recognize emotions & energy levels when engaging in SI
 - 3.4. Identify what you like to do (using energy regulation & emotion regulation strategies) in your free time, with who, when, etc.
4. Identify one's strengths and growth areas (weaknesses).
 - 4.1. Identify one's strengths using at least two strategies (e.g. review of self-assessments & admissions assessments,

- <https://embraceasd.com/super-powers/>, observe what makes you feel powerful, happy, etc., *notice* what you do differently than others that makes you successful, etc.)
- 4.2. Identify one's growth areas using at least two strategies (e.g. review of self-assessments & admissions assessments, <https://embraceasd.com/super-powers/>, *notice* what makes you feel drained of energy, tired, bored, etc. *notice* what others do more effectively than you & reflect on this, etc.)
 5. Develop self-efficacy, a growth mindset, self-confidence, and self-esteem.
 - 5.1. Show evidence of understanding the concept of self-efficacy, growth mindset, self-confidence, and self-esteem
 - 5.2. Show evidence of understanding the relationship(s) between self-efficacy, growth mindset, self-confidence, and self-esteem
 - 5.3. Show evidence of behaviors and attitudes of self-efficacy & growth mindset, self-confidence & self-esteem
 6. Understand "neurodiversity," own diagnosis (autism), autistic strengths ("superpowers" and "kryptonite,"), autistic burnout, and masking/unmasking and as they relate to oneself.
 - 6.1. Show evidence of understanding the concept of neurodiversity; what does it mean to be neurodivergent
 - 6.2. Show evidence of understanding autistic characteristics, strengths & difficulties of living with autism in a world designed for neurotypical people
 - 6.3. Show evidence of understanding signs of, experience of, and recovery from autistic burnout
 - 6.4. Show evidence of understanding the concept of masking/unmasking as it relates to authentic self
 - 6.5. Show evidence of understanding if and how these concepts are present in oneself
 7. Recognizes change in relation to self (i.e. transitional changes into adulthood).
 - 7.1. Identify varying types of transitions
 - 7.2. Reflect & notice your thoughts, feelings, behavior, and attitudes during transitions
 - 7.3. Identify any changes in your thoughts, feelings, behavior, and attitudes during culminating transitions
 8. Identify and balance personal and professional life.
 - 8.1. Show evidence of understanding one's personal life
 - 8.2. Show evidence of understanding one's behavior and expectations of professional life
 - 8.3. Show evidence of balancing one's personal life 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.
 - 9.1. [Identifies current energy levels and required energy level for activity](#)
 - 9.2. Identify activities that typically make you tired and activities that relax & recharge you
 - 9.3. Identify and discriminate between one's sensory needs and sensory preferences
 - 9.4. Identify and advocate for one's sensory needs accommodations
 - 9.5. Identify and set up systems for one's support needs
 - 9.6. Identify and set up systems for activities of daily living if needed
 - 9.7. Identify and set up systems for instrumental activities of daily living

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

Self-Management Standards:

10. Expresses and regulates emotions, thoughts, and behaviors.
 - 10.1. Understand different ways of expressing emotions, thoughts, & behavior
 - 10.2. Recognize how your expression affects your well-being and those around you
 - 10.3. Show healthy expression of emotions, thoughts, and behavior that works for you
 - 10.4. Identify if the emotion, thought, or behavior requires a regulation strategy, and if so, what strategy
 - 10.5. Implement regulation strategies
 - 10.6. Reflect on the effectiveness of regulation strategies
 - 10.7. Maintain expression and regulation strategy plans/preparation for the future
11. Identifies and utilizes regulation strategies (e.g. stimming, self-care, stress management) to support health and prevent autistic burnout.
 - 11.1. Identify regulation strategies that support overall health and decrease chances of autistic burnout
 - 11.2. Identify regulation strategies that work for different situations (e.g. stimming for processing, taking breaks, etc.)
 - 11.3. Implement strategies and reflect on their effectiveness
 - 11.4. Build and maintain a comprehensive self-regulation arsenal
12. Shows self-control.
 - 12.1. Show evidence of understanding the concepts of self-control
 - 12.2. Define clear, desired outcomes, a plan to reach the outcomes, and envision yourself meeting these desired outcomes ("if" ____, "then" ____ plan)
 - 12.3. Use strategies to increase your self-awareness: pause before acting and ask yourself some version of "does this action help me reach my desired outcome?"
 - 12.4. Reflect on how using self-control contributes to reaching the desired outcome

- 12.5. Make necessary changes to this plan based on reflection
- 12.6. Practice/repeat the loop (12.2-12.5)
- 13. Shows adaptability.
 - 13.1. Shows evidence of understanding the concept of adaptability.
 - 13.2. Keeps an open mind
 - 13.3. Seeks challenging opportunities (try new things) & takes calculated risks
 - 13.4. Listens and learns from others
 - 13.5. Uses growth mindset for increased adaptability
- 14. Shows self-motivation and takes initiative.
 - 14.1. Shows evidence of understanding the concept of motivation, motivating oneself, and taking initiative.
 - 14.2. Devise an individualized self-motivation plan
 - 14.3. Implements plan, reflects on effectiveness and makes changes as necessary
 - 14.4. Creates and takes advantage of opportunities to reach one's goals
- 15. Sets and works towards achieving personal and collective short-term and long-term goals while maintaining flexibility in goals.
 - 15.1. Identifies who & what is important to oneself
 - 15.2. Considers strengths and growth areas when brainstorming goals
 - 15.3. Considers personal and collective values when brainstorming goals
 - 15.4. Discriminates between short-term and long-term goals
 - 15.5. Sets goals using information from 15.1-15.3
 - 15.6. Maintains flexibility in goals by periodically checking-in with information from 15.1-15.3
 - 15.7. Monitors progress towards achieving goals & maintains flexibility during this process
- 16. Uses [executive functioning strategies](#) to support overall functioning and learning.
 - 16.1. Shows evidence of understanding the sub-areas that make up the system of executive functioning:
 - 16.1.1. Attention
 - 16.1.2. working memory
 - 16.1.3. verbal reasoning
 - 16.1.4. cognitive flexibility
 - 16.1.5. planning, organization
 - 16.1.6. self (inhibitory) control
 - 16.1.7. Metacognition
 - 16.1.8. task initiation
 - 16.1.9. monitoring tasks
 - 16.1.10. problem-solving
 - 16.2. Shows evidence of understanding one's own executive functioning profile

- 16.3. Show evidence of understanding how executive functioning impacts all different areas of life (e.g. personal hygiene, school, work, etc.)
 - 16.4. Identifies strategies for executive functioning success
 - 16.5. Implements strategies for personalized executive functioning success
 - 16.6. Monitors progress of personalized executive functioning strategies & makes changes as necessary
17. Evaluates and tracks the progress of own learning.
- 17.1. Clearly defines learning goals (short-term & long-term)
 - 17.2. Uses rubric/self-monitoring method for data collection
 - 17.3. Uses self-assessment methods to check learning
 - 17.4. Reflects on self-assessment, rubrics, & data
 - 17.5. Identifies learning progress
18. Manages change in relation to self (e.g. transition to adulthood).
- 18.1. Makes a flexible plan for adjusting to a change
 - 18.2. Seeks clarification & support when necessary
 - 18.3. Anticipates results of change
 - 18.4. Uses strategies (e.g. visual schedule, calendar, journal) to support a smooth transition
 - 18.5. Checks in with, expresses and regulates emotions stemming from a change
19. Understands and follows routines, rules, and a balance of professionalism in school/work settings.
- 19.1. Shows evidence of understanding the routines and rules within SIPP
 - 19.2. Shows evidence of following the routines and rules within SIPP
 - 19.3. Shows evidence of balancing the expectations of professionalism with being your authentic self
 - 19.4. Shows professionalism when appropriate in school and 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.
- 20.1. Identifies individualized strategies for common situations to increase, decrease, or maintain energy levels
 - 20.2. Implements individualized strategies and systems for maintaining support needs
 - 20.3. Implements individualized strategies across settings to meet sensory needs and preferences
 - 20.4. Implements strategies & systems for activities of daily living
 - 20.5. Implements strategies & systems for instrumental activities of daily living
 - 20.6. Implements strategies & systems for meeting & maintaining health needs
21. Self-advocates for needs in the environment (classroom, workspace, etc.).
- 21.1. Show evidence of understanding one's rights & Americans with Disabilities Act (ADA)

- 21.2. Identify needs across settings & examines if needs are being met
- 21.3. Devise a plan for how to get your needs met (e.g. accommodations)
- 21.4. Identify relevant person/people who can make accommodations
- 21.5. Use communication skills to advocate for specific accommodations to meet your needs

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

Social Awareness Standards and Benchmarks:

- 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.
 - 22.1. Understands own perspective in present, past, and future
 - 22.2. Uses active listening when another is sharing their perspective
 - 22.3. [Uses imagination to view a situation from multiple viewpoints](#)
 - 22.4. [Use your past experiences to think about a situation different](#)
 - 22.5. [Notice \(and clarify\) others' emotions and needs](#)
 - 22.6. Consider others' emotions and needs when reflecting on your own experiences
 - 22.7. Integrates perspective-taking and noticing others' emotions and needs within communication skills
- 23. Recognizes and supports others' strengths and growth areas.
 - 23.1. When working with others, notice character strengths and skills strengths
 - 23.2. [Support others' strengths](#) by reinforcing when others are engaging in strengths-based behavior
 - 23.3. When working with others, use a combination of each individuals strengths to increase success of all
 - 23.4. Support others' growth areas by noticing and reinforcing when others are progressing on development of growth areas
- 24. Advocates for the rights of others (peer advocacy) to contribute to the common good of all.
 - 24.1. Show evidence of understanding the concept of "pouring from a full cup" (e.g. setting boundaries & self-care)
 - 24.2. Show evidence of understanding [what it means to be an advocate](#) (to support another individual when they need help)
 - 24.3. Acknowledge other's inherent value as a human being
 - 24.4. Acknowledge that diverse voices are needed to contribute to the common good of all
 - 24.5. Engage in advocacy for others at any level (e.g. help another person or community advocacy)

- 24.5.1. Use research skills
 - 24.5.2. Use communication skills
 - 24.5.3. Use documentation when necessary
- 25. Understands others' intentions.
 - 25.1. Observe and critically examine others' actions, words, & emotions
 - 25.2. Use questions to clarify
 - 25.3. Considers potential risk or benefit of situations
- 26. Understands and expresses [gratitude](#).
 - 26.1. Shows evidence of understanding what gratitude is (and is not)
 - 26.2. Shows evidence of understanding how to practice gratitude
 - 26.3. Practices gratitude using a chosen method (e.g. meditation, journaling, noticing, etc.)
 - 26.4. Shows evidence of understanding benefits of practicing gratitude
- 27. Identifies a range of social norms in various settings, stereotypes, and biases, including strategies for opposing unjust ones.
 - 27.1. Show evidence of understanding what [social norms](#), stereotypes, and biases are and how they are formed
 - 27.2. Identify multiple social norms across different settings, stereotypes, and biases
 - 27.3. Examine one's understanding of their own social norms, stereotypes, and biases they hold
 - 27.4. Practice implementing strategies to oppose unjust norms, stereotypes, and biases
 - 27.5. Understand one's energy & ability to engage in social norms when identified
- 28. Recognizes demands of situations and opportunities of situations.
 - 28.1. Gather information about what is required of you in a particular situation
 - 28.2. Gather information about an opportunity and examine if this meets your values, needs, and goals
 - 28.3. Examine both demands and opportunities of a situation against your energy levels (e.g. does this energize or drain me?)
 - 28.4. Show evidence of using a cost-benefit analysis of demands-opportunities
 - 28.5. When choosing to engage in a situation, identify any potential blockages and strategies to maximize the opportunity
- 29. Understands when & how to be with others and when to take a break from others.
 - 29.1. Identifies current energy level & requirements of a situation
 - 29.2. Using current energy levels & social norms, one decides if they can engage with others or if they need to take a break from others
 - 29.3. When taking a break from others, monitor self for signs of recharge
 - 29.4. When taking a break from others, have a plan for integrating back with others

- 30. Understands systems thinking and how organizations/systems affect the behavior of others.
 - 30.1. Show evidence of understanding how [systems](#) work
 - 30.2. Show evidence of understanding how individuals and self functions & contributes to a system
 - 30.3. Show evidence of understanding concepts of interconnectedness, interdependent, information sharing/feedback
 - 30.4. Discriminate between systems thinking and analytical thinking
 - 30.5. Analyze a situation from a systems-thinking perspective
- 31. Uses algorithmic thinking
- 32. Identify situations that support time to unmask.
 - 32.1. Show evidence of understanding what make a situation safe to unmask
 - 32.2. Show evidence of understanding & identifying people that are safe to unmask around
 - 32.3. Show evidence of understanding the importance of time to unmask
 - 32.4. Identify specific ways to unmask that support one's overall health

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.
 - 33.1. Show evidence of understanding what a support network is and its purpose
 - 33.2. Identify people and the specific ways they can be in one's support network
 - 33.3. Identify activities in one's support network
- 34. Communicates needs, wants, information, negotiates, resolves conflict, and asks for help when needed.
 - 34.1. Identify both parties needs, wants, and information relevant
 - 34.2. Use clear, concise, specific language to communicate needs, wants, & information to a listener
 - 34.3. Be conscious of yours and the other person's needs, wants, & any relevant information when [negotiating](#) and resolving conflict
 - 34.4. Use various communication skills (e.g. active listening, clarification, open-ended questions) when negotiating and resolving conflict
 - 34.5. Use situational indicators to identify when & who to ask for help
 - 34.6. Use various communication skills to clearly ask for help
 - 34.7. Incorporate feedback/answer

35. Understands giving and receiving feedback and constructive criticism.
 - 35.1. Understands the importance of feedback
 - 35.2. When giving feedback, use strategies that provide the most effective feedback
 - 35.3. When receiving feedback, use strategies to understand, process, and incorporate feedback into the task
36. Understands and uses nonverbal communication relevant to one's communication style and preferences for effective communication.
 - 36.1. Shows evidence of understanding the [concept](#) of "[the double empathy problem](#)"
 - 36.2. Shows evidence of understanding nonverbal cues as they contribute to effective communication
 - 36.3. Chooses & uses nonverbal communication relevant for a situation for effective communication
37. Develops positive relationships with supportive peers and adults.
 - 37.1. Initiates and responds to connections with supportive adults (e.g. instructor, professor, advisor, etc.) and peers (e.g. classmate, peer mentor)
 - 37.2. Establishes reciprocal trustworthiness & dependability with supportive adults & peers
 - 37.3. Asks for and accepts help from supportive adults & peers
 - 37.4. Collaborates on an activity/project with a supportive adult or peer
 - 37.5. Uses perspective-taking, empathy, & other communication techniques (e.g. active listening, feedback) to develop & sustain a supportive relationship
38. Demonstrates [cultural competence](#).
 - 38.1. Show evidence of understanding that developing cultural competence is an ongoing reflective, cyclical process
 - 38.2. Become aware of one's own worldview
 - 38.3. Develops positive attitudes towards cultural differences
 - 38.4. Show evidence of developing knowledge about different world views
 - 38.5. Show evidence of developing the communication skills necessary for effective communication across different cultures
39. Participates in group activities using teamwork and [collaborative problem-solving](#).
 - 39.1. Show evidence of understanding that collaborative problem-solving is a process
 - 39.2. Use empathy and turn-taking to define the problem as a team
 - 39.3. Ideate on solutions and a plan as a team
 - 39.4. Defines roles & responsibilities within a group
 - 39.5. Fulfill one's role & responsibilities
 - 39.6. Works with others to integrate one's work with the other team members' work
 - 39.7. Use clear, specific, proactive communication throughout the whole process
40. Shows leadership ([Maker Leader Roles](#)).

- 40.1. Mentor - listens to the problems of team members & shows empathy and concern when interacting with others
- 40.2. Facilitator - facilitates consensus building and participative decision-making in group work
- 40.3. Innovator - problem solves in creative, clever ways & searches for innovation and potential improvements
- 40.4. Broker - works on maintaining a network of influential contacts & influences decisions made at a higher level
- 40.5. Producer - reflects high motivation for one's role and displays a whole-hearted commitment to the job/project
- 40.6. Director - clearly defines areas of responsibility for the team members & sets clear objectives for the project
- 40.7. Monitor - compares records, reports, and so on to detect any discrepancies in them & reviews and/or reflects upon project achievements
- 40.8. Coordinator - protects continuity in day to day operations & insists on minimal disruptions to the workflow

- 41. Identifies and resists negative social pressure.
 - 41.1. Show evidence of understanding social pressure and discriminating between negative & positive social pressure
 - 41.2. Identifying if the activity aligns with one's values
 - 41.3. Show evidence of resisting negative social pressure (through role play or real life)

- 42. Understands different types of and typical behaviors of relationships, understands consent, and maintains safety in relationships.
 - 42.1. Shows evidence of understanding typical behaviors & dynamics of healthy & reciprocal friendships, romantic relationships, & professional relationships
 - 42.2. Shows evidence of understanding consent within relationships
 - 42.3. Discriminates between a safe and unsafe relationship
 - 42.4. Shows evidence of understanding how to maintain safety in a relationship through boundaries, communication, trust, etc.
 - 42.5. Shows evidence of understanding how to leave/navigate an unsafe relationship

- 43. Uses multiple communication methods such as oral presentations, written communication, and visual communication.
 - 43.1. Uses individualized strategies to effectively communication information through oral presentations
 - 43.2. Uses individualized strategies to effectively communication information through written communication
 - 43.3. Uses individualized strategies to effectively communication information through visual communications

Responsible Decision-Making: 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.
 - 44.1. Shows evidence of a desire to learn something (curiosity)
 - 44.2. Shows evidence of a willingness to consider new ideas that are different from one's own ideas ([open-mindedness](#))
 - 44.3. Shows evidence of using one's imagination to transcend traditional ideas, patterns, etc. to make new ideas, patterns, etc. ([creativity](#))
- 45. Uses pattern recognition to problem solve.
 - 45.1. Defines problem
 - 45.2. Shows evidence of using "if and then" thinking/identifying similarities
 - 45.3. [Identifies patterns](#) within segments of a problem and across similar problems
- 46. Makes a reasoned judgment after analyzing information, data, and facts.
 - 46.1. Identify relevant information & facts
 - 46.2. Gather data
 - 46.3. Analyze data, information, facts
 - 46.4. Use information, data, and facts (evidence) to support decision
- 47. Makes a decision with trust in oneself.
 - 47.1. Trusts self to make a decision
 - 47.2. Factors in [intuition](#) (e.g. "gut" reaction) when making a decision
 - 47.3. Be curious
 - 47.4. Center self & clears mind through self-regulation strategy
- 48. Identifies problems and solutions to problems.
 - 48.1. Identify goal
 - 48.2. Identify barriers to goal
 - 48.3. Use empathy & observation to define problem
 - 48.4. Brainstorm solutions
 - 48.5. Test solutions (or simulate testing solutions) if possible
- 49. Makes intentional decisions: anticipates and evaluates the possible consequences of one's actions across settings and utilizes reflection to guide decision-making.
 - 49.1. Withholds impulses before making a decision
 - 49.2. Reflects on consequences of past experience to guide decision-making
 - 49.3. Thinks ahead about the possible outcomes of one's choices
 - 49.4. Makes an intentional, rather than impulsive, decision

- 50. Accepts and practices changes in decisions based on evidence collected.
 - 50.1. Experiments with what one wants
 - 50.2. Make decision
 - 50.3. Collect evidence if the decision is working
 - 50.4. Backtrack/change decision if evidence supports that
- 51. Uses problem-solving and critical thinking skills to solve academic, personal, professional, and collective problems.
 - 51.1. Applies problem solving skills outlined in Standard 46 to solve academic problems
 - 51.2. Applies problem solving skills outlined in Standard 46 to solve personal problems
 - 51.3. Applies problem solving skills outlined in Standard 46 to solve collective (group) problems
- 52. Continually evaluates one's role in personal, family, friendship, and community well-being.
 - 52.1. Shows awareness of one's role in different relationship systems' (e.g. personal, family, friends, community) well-being
 - 52.2. Maintains awareness of one's role in different relationship systems' (e.g. personal, family, friends, community) well-being
 - 52.3. Over time, periodically mentally checks in with one's role in different relationship systems' (e.g. personal, family, friends, community) well-being
 - 52.4. Makes any necessary changes to one's behavior to contribute to wellbeing of desired relationship systems (e.g. personal, family, friends, community)
- 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.
 - 53.1. Identify values, needs, wants, and goals of oneself, a group, and/or community
 - 53.2. Reflects on possible impacts of decisions on oneself, a group, and/or community
 - 53.3. Chooses decision that best meets the values, needs, wants, and goals of the relevant individual and/or group
 - 53.4. Understand the importance of boundaries in meeting your needs, wants, values, and goals
 - 53.5. Set and maintains boundaries in meeting your needs, wants, values, and goals
 - 53.6. Identify and behave within ethical standards, moral code, and/or values (of oneself, a group, an organization)
 - 53.7. Show evidence of behaving with honesty, integrity, fairness, and understanding
- 54. Understands when and how to increase, reduce, or maintain the load of responsibilities.
 - 54.1. Reflect on energy level, the demands and opportunities in one's life, and your satisfaction with your quality of life
 - 54.2. Determine if reducing, increasing, or maintaining the load of one's responsibilities is beneficial
 - 54.3. Devise a plan to either increase, reduce, or maintain one's load of responsibilities

- 54.4. Implement the plan to either increase, reduce, or maintain one's load of responsibilities
- 54.5. Reflect on process and repeat as necessary

Works Cited:

[Autism Education Trust: Progression Framework 2.0. \(2019\).](#)

[Autism Level Up! Supports and Resources \(2021\).](#)

Autistic Self-Advocacy Network & Family Network on Disabilities. (2016). [Roadmap to transition: A handbook for autistic youth transitioning to adulthood.](#)

Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, J., & Hand, B. N. ahead of print. ["Avoiding ableist language: Suggestions for autism researchers."](#) *Autism in Adulthood*.
<http://doi.org/10.1089/aut.2020.0014>

[CASEL's SEL Framework: What are the core competence areas and why are they important? \(2020\).](#)

Crompton, CJ, Ropar, D, Evans-Williams, CVM, Flynn, EG & Fletcher-Watson, S 2020, 'Autistic peer-to-peer information transfer is highly effective', *Autism*, vol. 24, no. 7, pp. 1704-1712.
<https://doi.org/10.1177/1362361320919286>

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.

[Embrace ASD \(2021\). Autistic Superpowers.](#)

[Illinois Social/Emotional Learning Standards and Performance Descriptors. \(2020-2021\).](#)

Jackson, S. L. J., Hart, L., Thierfeld Brown, J., Volkmar, F. R. (2018). Brief report: Self-reported academic, social, and mental health experiences of post-secondary students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48(3), 643–650.
doi:10.1007/s10803-017-3315-x.

Leighton, M. (2020). [5 soft skills LinkedIn says will get you hired in 2021 - and the online courses to help you develop them.](#)

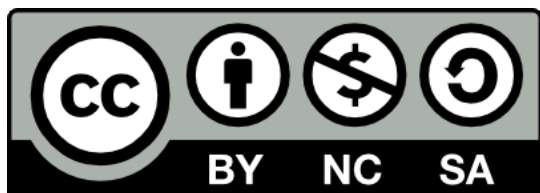
Milton, D. (2012) [On the Ontological Status of Autism: the 'Double Empathy Problem'.](#) *Disability and Society*. Vol. 27(6): 883-887.

[Neimi, K. \(2020\) "Niemi: CASEL is updating the most widely recognized definition of social emotional learning. Here's why"](#)

Oplinger, J., Lande, M., Jordan, S., & Camarena, L. (2016). [Making Leaders: Leadership Characteristics Of Makers And Engineers In The Maker Community](#). *American Journal of Engineering Education (AJEE)*, 7(2), 65-82. <https://doi.org/10.19030/ajee.v7i2.9833>

Raymaker, D. M., Teo, A. R., Steckler, N. A., Lentz, B., Scharer, M., Delos Santos, A., Kapp, S. K., Hunter, M., Joyce, A., & Nicolaidis, C. (2020). ["Having All of Your Internal Resources Exhausted Beyond Measure and Being Left with No Clean-Up Crew": Defining Autistic Burnout](#). *Autism in adulthood : challenges and management*, 2(2), 132–143. <https://doi.org/10.1089/aut.2019.0079>

[Sample teaching activities to support core competencies of social and emotional learning. \(2017\).](#)



Except where otherwise noted, this work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](http://creativecommons.org/licenses/by-nc-sa/4.0/)

To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA

Spectrum Innovates
Spectrum Innovates Program
Spectrum Innovates Pathway Program
Spectrum Innovates Pathway Program at Vaughn College

© Eleanore Bednarsh 2015-2022