# Things to keep in mind during development:

* Build out curriculum in a way that can be easily understood (straight forward text, detailed, rooted in research, easily replicable)
* Language that is clear, concrete, and precise
* Keep in mind that the goal of practicing & learning these skills is ultimately independence across settings
* Use real-life situations for learning whenever possible
* Always keep in mind that the issues faced are not autism itself, it is the relationship between expectations and environment
* Difference not deficit
* Incorporating an element of choice increases the likelihood of skills learned
* Utilize behavioral momentum (high probability task, high probability task, low probability task → similar to scaffolding)

# Resources used:

* AET post 16 delegate handout
* AET framework overview
* AET progression framework assessment
* AET post 16 competency framework
* AET post 16 standards
* Pairin Attributes
* Pairin methodology

# Foundational AET Areas Soft Skills for Orientation Brainstorm

Communication & Interaction

* 7.2 shows evidence of active listening

Social understanding and relationships

* 1. Being with others
* 3. Positive relationship with supporting adults
* 4. Positive relationships & friendships with peers
  + Interacts & engages with others
* 5. Group activities
  + 5.1 attends to focus of group
  + 5.2 participates in group activity
  + 5.3 is aware of self as a part of the group
  + 5.4 understands and conforms to expectations of working in a group
  + 5.5 participates in group discussion

Sensory processing

* 1. Understanding and expressing own sensory needs - **pre-orientation survey**

Interests, routines, and processing

* 2. Transitions (what to expect, will be a learning process)
* 3. Special interests (identify them in relation to program)
* 4. Problem solving & thinking skills

Emotional Understanding and Self-awareness

* 4. Self-awareness
* 5. Developing confidence & self-esteem (what are your individual strengths & how do you use these to contribute to the group or personal success?)

Learning and Engagement

* 3. Organization & independent learning (gauge each individual’s current level of organizational and time management skills, introduce some strategies that can be used in the first semester)
* 4. Understanding and following rules, routines, expectations
  + Safety rules & protocols
* 5. Evaluating own learning
  + Ongoing self-evaluation of what skills have been practiced, their judgment of amount of learning taking place, what could be further supported and what should be maintained for success

Healthy Living

* Do we want to cover drugs & alcohol (my undergrad did a presentation on it)
* Healthy choices?

Independent Living

* 1.14 plans for the future
* 2. Personal safety
* 4. Leisure
  + Assess preferred leisure activities, decide if we want to incorporate monthly or variable social event (maybe students want to organize them)

# Foundational SEL Skills Introduced in Orientation + Carried into Semesters

1. Effective communication techniques
   1. Non-verbal: Active listening
   2. Conversations
2. Collaboration and teamwork
3. Creativity and imagination
4. Problem solving
5. Identifying wants & needs
   1. Self-awareness
   2. Sensory
   3. Relational
   4. Emotional
6. Goal setting
   1. Within projects
      1. Break down tasks
   2. Planning
   3. Short term goals
   4. Long term goals
7. Self-advocacy
8. Building a support system & toolbox
9. Expectations for transition period (short term - into program; long term - into adulthood)
10. Building and maintaining relationships

# Pre-Orientation Information Needed

1. Survey on sensory needs so we can accommodate before beginning
2. Understand preferred communication styles for each learner - survey (e.g. writing, speaking, ASL, augmentative and alternative communication AAC, etc.)
3. Baseline profile from admissions and post-admissions of learners’ interests, likes, dislikes, anything that provokes anxiety or related symptoms
4. Baseline information on any successful emotion regulation strategies learners currently use

# End of 6-week Learner Goals for Orientation

1. Developed some scheduling & task organization skills to implement for the first semester
2. Foundational problem solving skills that can be transferred to course content
3. Developed relational skills for group work & socialization
4. Identified emotion regulation techniques & learned how to implement them in a naturalistic way
5. Set personal & academic short-term and long-term goals → identify that these should be flexible and open to change, but are a helpful tool to ensure you are guiding your life in the direction you choose
6. Understand and show evidence of using a growth mindset and self-efficacy
7. Understand their rights (ADA & Section 504 of the Rehabilitation Act of 1973) - unsure if this will be included in orientation or elsewhere

# End of 6-week Instructor Goals for Orientation

1. Build rapport and trust with learners
   1. Listen
   2. Try to understand their perspectives & what they are individually hoping to gain in the program
2. Create a strengths-based profile with individualized goals (short-term & long-term) with actionable steps & growth areas
3. Develop a growth mindset and gain self-efficacy in teaching students
4. Support interpersonal skills through modeling and initiation of interaction (e.g. engage when appropriate during activities, show genuine interest, maintain authenticity)
5. Facilitate Maker groups & soft skills practiced in them
6. Display evidence of understanding learning outcomes that are linked to Chi’s Interactive>Constructive>Active>Passive Framework.

# \*Weekly goals can be switched around depending on the activities we have planned

\*Plan to introduce these concepts so that they know what to expect as the year goes on - these skills are not expected to be mastered, learners are expected to just show a basic understanding of the material

# Week 1 - Learner Interests, Transition Expectations, Self-Efficacy, and Growth Mindset + SEL Assessment

## Learner Goals W1

1. Share special interest related to SIPP with peers and staff
   1. Create foundation for supporting adult and peer relationships
2. Understand possible expected emotional reactions for transitioning into a program
   1. Understand that this is a new setting with new people and responsibilities, so it will take time to adjust and this is normal
   2. Introduce The Feeling Wheel
3. Understand the term “self-efficacy” and how it relates to their work and role in the program
   1. Self-efficacy: “refers to an individual’s belief in his or her capacity to execute behaviors necessary to produce specific performance attainments” (Bandura, 1977, 1986, 1997) <https://www.apa.org/pi/aids/resources/education/self-efficacy>
4. Show evidence of adopting a growth mindset (<https://journals.sagepub.com/doi/abs/10.1177/0956797617739704> - growth mindset has a moderate effect on student performance - not a lot, but still worth adopting)
   1. Abilities can be developed through:
      1. Embracing challenges
      2. Persisting through setbacks
      3. Effort and work ethic
      4. Learning when to ask for help
      5. Learn from feedback
      6. Understand lessons and inspiration from the setbacks of others
   2. Believing in your abilities to grow can determine where your path goes

## Instructor Goals W1

1. Build rapport with learners through authentic sharing of interests, active listening techniques, and empathy.
2. Provide an overview of the topics that will be covered in their social emotional curriculum
3. Share examples of growth mindset techniques in their own lives
4. Introduce how curiosity, creativity, and imagination (**any other important soft skills for engineering related fields)** has helped lead them to where they are in their career

# Week 2 - Personal, Professional, and Academic life, Learner Strength and Growth Areas, Emotion Identification, and Setting Goals

## Learner Goals W2

1. Discriminating between personal, professional, and academic life
   1. Understand creating balance across these is important
   2. Understand that the SEL topics we discuss will show up in these different areas of life
2. Understanding own needs & wants through evaluating own strengths & growth areas
   1. 1. Understanding and expressing own emotions
      1. 1.1 expresses a range of emotions
      2. 1.2 identifies own emotions
      3. 1.3 identifies causes of emotions
   2. 4. Self-awareness
      1. 4.1 Identifies own characteristics
      2. 4.2 identifies interests and strengths
      3. 4.3 understands own diagnosis
      4. 4.4 identifies difficulties
3. Set short-term & long-term goals
   1. Based on needs and wants, what goals would they like to achieve at various time periods (e.g. end of semester 1, 2, end of program, post-SIPP goal, etc.)
   2. Actionable steps within short-term goals

## Instructor Goals W2

1. Facilitate reflection of strengths and growth area activities for learners.
2. Self-reflection (using AET competency framework for staff) on own teaching behavior as it relates to adapting instruction to autistic learners.
   1. Identify any strengths and growth areas for second half of orientation
3. Using the student’s short-term and long-term goals, collaborate with them on actionable steps to reach their goals
4. Update learner profiles with their self-written goals

# Week 3 - Executive Function

## Learner Goals W3

1. Demonstrate basic understand the areas of executive function and how these relate to reaching goals
   1. Planning
   2. Shifting
   3. Working memory
   4. Attention
   5. Problem solving
   6. Verbal reasoning
   7. Inhibition
   8. Cognitive flexibility
   9. Initiation of actions
   10. Monitoring of actions

## Instructor Goals W3

1. Facilitate discussion about executive functioning and how it relates to achieving goals from daily actions to larger actions over time

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# Week 4 - Problem Solving, Time Management, and Organizational Skills

## Learner Goals W4

1. Show preliminary evidence of understanding and implementing basic problem solving skills
   1. 4.2 uses information available to make a choice
   2. 4.4 uses information available to plan and predict
   3. 4.5 makes deductions based on information available
   4. 4.6 recognizes and takes action to solve problems
   5. 4.7 reflects on problems encountered and strategies used
2. Demonstrate basic foundational time management and organizational skills as it relates to schoolwork and health and wellness
   1. Based on identified growth areas, choose a time management strategy that may support this area
   2. New schedule can be overwhelming, so setting a sleeping schedule & eating schedule can help keep you on track
   3. Commitment and follow through - becomes easier with time management & a plan
   4. Reliability and dependability - becomes easier with time management & a plan
3. Demonstrate understanding of accommodations & different learning styles that may work for oneself as an individual student
   1. Using previously identified needs, brainstorm some learning accommodations that may be helpful for each individual (less overhead light, noise canceling headphones, etc.)

## Instructor Goals W4

1. Provide opportunities for learners to practice their problem solving skills
   1. Model problem solving skills when necessary
2. Model and facilitate time management strategies and organizational strategies that students can choose
   1. Tie in executive functioning as it relates to time management
   2. Provide a list of external strategies to help executive function & time management
      1. Timers
      2. Calendars
      3. Lists
      4. Flowcharts
      5. Labels
      6. Keeping things visible (object permanence)
3. Coping skills & strategies introduced
   1. Time management as it relates to health and wellness

# Week 5 - Communication Skills, Group Activity Skills, Relational Skills

## Learner Goals W5

1. Shows preliminary evidence of communication skills
   1. Communication and Interaction
      1. 3. Communicating information (AET)
      2. Conversations
      3. Nonverbal communication
      4. Active listening techniques
         1. Pay attention
         2. Withhold judgement
         3. Reflect
         4. Clarify
         5. Summarize
         6. Share
2. Show preliminary evidence of group activity skills (understand that the most important technique for a successful group is respect for others’ opinions and knowledge)
   1. 5.1 attends to focus of the group
   2. 5.2 Participates in group activities
   3. 5.3 Aware of self as part of group
   4. 5.4 Understands and conforms to expectations of working in a group
   5. 5.5 Participates in group discussions

## Instructor Goals W5

1. Facilitate group activities that utilizes learners special interests and strengths while explicitly reviewing skills needed to succeed as a group
2. Introduce effective communication strategies to learners (active listening, adapting communication for situations)
   1. Modeling expressing feelings, thoughts, and opinions

# Week 6 - Support Network and Wellness Strategies

## Learner Goals W6

1. Show evidence of understanding the different components of a support network and why a support network is so important during a transition time
   1. <https://www.youtube.com/watch?v=gZMvA2Apg2A>
   2. Identify supportive persons already in life (e.g. parents, siblings, doctor, therapist, friends, cousins, etc.)
   3. What does each person help contribute to support you?
   4. Compare your goals, strengths, and growth areas with your support network: is there anything missing? What strategies can we use to fill in the gaps?
   5. Maintain the relationship by reaching out, asking questions, showing genuine interest in their life, etc.
   6. Understand the basics of keeping a current relationship <http://socialwork.buffalo.edu/resources/self-care-starter-kit/additional-self-care-resources/developing-your-support-system.html>
2. Begin to identify wellness strategies to use to prevent burnout and maintain health

## Instructor Goals W6

1. Facilitate discussion about support network; give examples from own life of building a support network
2. Share how each instructor can contribute to the learners’ support network
   1. What are their individual roles
   2. What support can they offer continually through the program
   3. What resources can they share
3. Facilitate discussion about wellness strategies, identify general wellness strategies, and guide learners to identify wellness strategies for each individual