Brainstorm pre-[benchmarks](https://docs.google.com/document/d/1Wo4WduCDC2slhw6JIQfG8D8wvInLQ-rFa-PzeMvUWKA/edit) (Jan 2020):

Week 1:

* Review orientation, feedback from orientation
* Review CASEL areas and AET/Curriculum content (syllabus - look ahead)
* Highlight energy regulation, support network & wellness strategies going into year
* Highlight EF strategies and EF masterlist
* Practice spoons management, emotion identification, thoughts about semester starting, and behaviors setting us up for success
* Discuss clubs/organizations on campus
* Peer mentor program? - or tutors depending on what older students are available
* Review concept of actively practicing and integrating these SEL skills into whole life within SIPP and outside of SIPP

Week 2:

* Organization, planning, other EF strategies
* Study & work strategies
* Identifying one’s support needs within learning environment
* Self-advocacy for support needs (e.g. sensory, learning, etc.)

Week 3:

* Review goals set in orientation
* Monitor own learning - closer to reaching goals?
  + Any changes to goals?
  + Add any new goals
  + Reflect on your values
* Relate growth mindset and self-efficacy to semester content and expectations (benchmarks of learning/learning goals)
  + Reflect on strengths & growth areas

Week 4: change to autism/ND week?

* Emotion and energy regulation check-ins
* Reflect on regulation/self-management strategies
* Recognizing emotions and energy in others
* Demonstrating and expressing empathy
* Importance of empathy in all areas of life

Week 5: (depending on when we start group/dyad projects in IH)

* Relationship skills
* Communication (scripts, role play, dialogue examples, etc.)
* Cultural competency
* Teamwork
* Collaboration
* Seeking & offering help/support
* Autism + communication: what works for you

Week 6: (depending on when we start group/dyad projects in IH)

* Relationship skills
* Identifying conflicts
* Conflict resolution
* Standing up for yourself
* Standing up for others
* values ?

Week 7: (depending on when we start group/dyad projects in IH)

* Leadership
* Maker leader roles
* Qualities of leaders
* What does it mean to be a leader
* What does it mean to be an advocate
* Examples of leaders and leadership behavior

Week 8:

* Mental health?
  + How this relates to being autistic (autistic mental health)
* Resources
* Basic knowledge
* preventative/protective factors
* Brain and body health - healthy living

Week 9 (maybe two weeks - possibly semester 2):

* Safe relationships
* Boundaries
* Communicating needs in relationships (across different types of relationships - friends, romantic, peers/coworkers, mentors, professors)

Week 10 (maybe two):

* Decision-making
* Curiosity and open-mindedness
* Design thinking?
* Systems thinking
* Collect data, facts, info, analyze, identifying solutions, choose solution
* Problem solving

Week 11:

* Special interests
* Communication about special interests
* Special interests driving hobbies or career

Week 12:

* Self-awareness
* Reflecting
* Strengths and growth areas
* Examining prejudices and biases
* Personal, cultural, and social identities

Week 13:

* Social awareness
* Identifying diverse social norms
* Reflect on social norms within SIPP
* Workplace social norms
* College campus social norms
* Unjust social norms
* How do social norms affect each of you?

Week 14:

Week 15:

Things besides content that need to be done during semesters:

* Assessments - will need to factor the time for assessing
* Deeper lesson/more time spent on certain topics as formative assessments occur
* Focus group at the end of the semester?

Ongoing components of SEL activities:

1. Emotion check-ins & reflections (energy regulation, emotion wheel, identification, processing, regulation, RULER)
2. Gratitude reflections
3. Feedback loop
4. Reflections on integrating skills into whole life outside of SIPP

