# Applying a Social-Emotional Learning Framework to Improve Containment Skills and Social Regulation in Youth with Autism Spectrum Disorder

**Authors :** Yu-Chi Chou

**Abstract :** The purpose of this study was to develop a curriculum model to enhance the containment and social-emotional abilities of students with autism spectrum disorder (ASD). The social-emotional curriculum was based on three instructional phases, as follows: (a) the first stage began with a learning plan centered on conceptualization and learning, focusing on understanding the content and strategically applying containment, including acceptance of emotions, social situations, and negative experiences, (b) in the second stage, group collaboration took place, involving learning tasks related to the instructional curriculum, where containment skills and strategies were applied through concrete collaborative actions, and (c) the third stage involved completing the key elements of social regulation, which included socially-shared cognitive and metacognitive strategies. This stage emphasized the process of collective reflection and adjustment aimed at constructing knowledge and skills, with a focus on sharing learning outcomes. Throughout the implementation of the social emotional curriculum, a cyclical teaching model (self-regulation, peer collaboration, social regulation) was designed to facilitate knowledge acquisition and task completion. Specific strategies were also incorporated to enhance the capacities to tolerate frustration and embrace change, such as mind-wandering (imagination training), tactical ignorance, and self-compassion.