

Topic: Identifying strengths

SIPP Competency & Standards: Self-Awareness (4), Self-Management (16)

AET Objective: Emotional Understanding and Self-Awareness: Understanding and expressing own emotions: 1.1 Expresses a range of emotions, 1.2 Identifies own emotions **using emotion wheel**, 1.3 Identifies cause of emotions **using range of strategies**. 4.1 Identifies own characteristics, **4.11 Academic, 4.12 Personal, 4.13 Professional**. 4.2 Identifies interests and strengths

Vaughn Competencies: C. Information Literacy, D. Critical Thinking, F. Diverse Perspectives, G. Written Communication

CASEL Area: Self-awareness: recognizing strengths

Learner Goal(s):

Learners will identify their strengths using at least two strategies provided.

Learners will identify an emotion stemming from joyful on The Feeling Wheel and connect that emotion to a specific action/activity.

Learners will identify one standard (concept or skill) that is strongly developed in each skill area from the SEL self-assessment.

Instructor Goal(s):

Instructor(s) will facilitate a lesson about identifying one's strengths.

Instructor(s) will review the standards for teaching autistic youth from the AET competency framework and reflect if the teaching style has been effective thus far with their students.

Activity:

1. Let's take a look at our SEL standards and your self-assessment of your current skill level. The skills that are strongly developed are considered the foundations for your strengths, but there are other ways to identify our strengths without a formal assessment.
2. <https://embraceasd.com/super-powers/> - strengths as they relate to autism. Consider these in relation to self (Engelbrecht, N. and Silvertant, M., 2021)
 - a. <https://embraceasd.com/aspie-quiz/> - profile of symptoms
 - b. <https://embraceasd.com/VIA/> - strengths assessment, takes 10-15 minutes to complete

7. Highlight that this is a continuous process, and your strengths may change over time as you learn and grow. It is important to note that your strengths can differ across different settings, such as your personal life, your academic life, and your work life.

Reflections:

1. Review your SEL Self-Assessment. Identify one skill that is strongly developed under each SEL area. These can be the building blocks for your strengths.
2. Pick any emotion that stems from joyful. Identify one action or activity that creates this feeling that you chose inside of you. For example, I chose “excited.” To me, I feel excited when I am finding research about a topic I am interested in. Therefore, one of my strengths is finding research.
Alternatively, pick one action or activity that energizes you.
3. Choose one of the following to answer:
 - a. What do you do differently than others that makes you successful at something?
 - b. List 3 of your favorite qualities. You can think of these yourself or you can look up a list of qualities to reference.

Materials:

1. Self-Assessment of SEL
2. The Feeling Wheel
3. Energy scale

Works Cited:

Autism Education Trust: Progression Framework 2.0. (2019).

<https://www.autismeducationtrust.org.uk/shop/pf-shop/>

Autism Level Up! Supports and Resources (2021).

<https://autismlevelup.com/category/supports-resources/>

Engelbrecht, N. and Silvertant, M. (2021) *Embrace Autism | the Ultimate Autism Resource*.

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<https://doi.org/10.1177/036215378201200411>

Topic: Identifying growth areas

SIPP Competency & Standards: Self-Awareness (4), Self-Management (16)

AET Objective: Emotional Understanding and Self-Awareness: Understanding and expressing own emotions: 1.1 Expresses a range of emotions, 1.2 Identifies own emotions **using emotion wheel**, 1.3 Identifies cause of emotions **using range of strategies**. 4.1 Identifies own characteristics, **4.11 Academic, 4.12 Personal, 4.13 Professional**. 4.4 Identifies difficulties/**growth areas**

Vaughn Competencies: C. Information Literacy, D. Critical Thinking, F. Diverse Perspectives, G. Written Communication

CASEL Area: Self-awareness: accurate self-perception

Learner Goal(s):

Learners will try to identify their growth areas using at least two strategies provided.

Learners will identify an emotion stemming from sad on The Feeling Wheel and connect that emotion to a specific action.

Learners will identify one skill that is “not yet developed” and “developing” in each skill area from the SEL self-assessment.

Instructor Goal(s)

Instructor(s) will facilitate a lesson about identifying one’s growth areas.

Instructor(s) will review the standards for teaching autistic youth from the AET competency framework and reflect if the teaching style has been effective thus far with their students.

Activity:

1. Take a look at our Self-Assessments of SEL standards again. This time, we are going to look at the skills that are not yet developed. These skills can be considered the foundations for our growth areas, or weakness, but there are other ways to explore our growth areas.
2. Let's look at the feeling wheel and note which core emotion is opposite from “joyful.” This is sad. Some techniques for identifying our growth areas are:
 - a. Notice what actions make you feel sad
 - b. Notice which activities or actions make you feel drained of energy or tired
 - c. Notice which activities that others seem to do more effectively than you
 - d. You may take more time to do this activity than other ones
3. Note that everyone has growth areas, and although it might not be pleasant to identify these, it is a necessary step to creating goals and achieving them.

Reflections:

1. Take a look at our Self-Assessments of SEL again. This time, identify one skill in each Area of Learning that is not yet developed. These can be the building blocks for our growth areas.
2. Pick any emotion that stems from “sad.” Identify one action or activity that creates this feeling inside of you. For example, I chose bored. Sometimes, when I am reading a long research article that I find during my research, I feel bored. Therefore, one of my weaknesses, or growth areas, is reading long research articles that I am not interested in.
Alternatively, pick any action or activity that depletes energy.
3. Choose one of the following to answer:
 - a. List 3 activities that make you feel drained of energy or tired
 - b. Identify one activity or action that others seem to do more effectively than you
 - c. Identify two activities that you take more time to do than others

Materials:

1. Self-Assessment of SEL
2. The feeling wheel
3. Energy scale/tracker
4. Place/space to answer questions

Works Cited:

Autism Education Trust: Progression Framework 2.0. (2019).

<https://www.autismeducationtrust.org.uk/shop/pf-shop/>

Autism Level Up! Supports and Resources (2021).

<https://autismlevelup.com/category/supports-resources/>

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Topic: Basics of Goal Setting, Difference between short and long-term goals, Setting your own goals (short-term and long-term)

SIPP Competency & Standards: Self-Management (14, 16)

AET Objective: Emotional understanding and self-awareness: 4.6 Participates in planning of own future, 4.61 Plans short-term goals, 4.62 Plans long-term goals, 4.63 Identifies actionable steps to reach goals, 4.64 Accepts reasonable flexibility within goals (understands goals can be adaptable given new information)

Vaughn Competencies: D. Critical Thinking, G. Written Communication

CASEL Area: Self-awareness: recognizing strengths; Self-management: goal-setting

Learner Goal(s):

Learners will discriminate between short-term and long-term goals and show evidence of understanding the relationship between short-term and long-term goals.

Learners will set their own long-term and short-term goals using the SMART method.

Learners will recognize that goals can be flexible, and we will likely be adjusting these goals as time goes on and we continue learning.

Instructor Goal(s)

Instructors will teach the difference between short-term and long-term goals and the relationship between short-term and long-term goals.

Instructors will provide examples of setting long-term and short-term goals using the SMART method.

Instructors will incorporate learner's self-set goals into each student's individual learning profile.

Activity:

1. Introduce the concept & examples of needs, wants, and values
2. [Define values](#) - whatever you believe is important in the way you live your life; give example of group values & prompt finding individual values (Selig, M., 2018)
 - a. If there was your birthday party, and everyone you loved was there and all gave a speech about you, what would you want them to say?
 - b. What makes you feel most alive and most at home?
3. [ACT Matrix](#) - introduce as instructor's own matrix or as a group (whichever will provide a clearer example of the tool); after, explain how this will help us when setting our goals, values (Polk, n.d.)



The Matrix
Kevin Polk, Ph.D.

4. <https://www.youtube.com/watch?v=TAWWIUDdTp4> - video on what short-term and long-term goals are
5. Begin by explaining what a long-term goal is
6. Highlight that long-term goals are reached by completing a sequence of short-term goals
7. Keep our strengths and growth areas in mind when creating our goals
8. Provide the whole class with an example:
 - a. Long-term goal: Complete SIPP by July 2023 with my 13 transferable credits
 - b. Short-term goal: complete semester 1 with passing grades by the end of the semester
 - c. These goals can still be broken down further:
 - i. Complete unit 1 coursework for all courses by the deadline
9. Review components of a SMART goal (Doran, G. T., 1981):
 - a. Specific
 - b. Measurable
 - c. Attainable
 - d. Relevant
 - e. Time-bound
 - f. <https://www.youtube.com/watch?v=9mkZ3RGE1qQ> - 1 min. in, SMART goals
10. Reflect on if these goals match your values, needs, wants, strengths, and growth areas

11. Highlight that *goals are flexible* and can be adjusted as new information is learned. We will learn strategies that work for each of us individually over time and incorporate them into actionable steps for reaching our goals as the year goes on

Reflections:

1. ACT matrix (self) after example as a group
2. Using the long-term goal of "Complete SIPP by July 2023," in your small group, create 3 SMART short-term goals
3. In your SEL journal, using the SMART method, create one long-term goal for your personal life and one long-term goal for your professional life.
4. In your SEL journal, using the SMART method, create 3 short-term goals that will help you achieve both long-term goals.
5. In your SEL journal, using the SMART method, create 3 short-term goals for orientation.

Materials:

ACT Matrix

SEL journals

Works Cited:

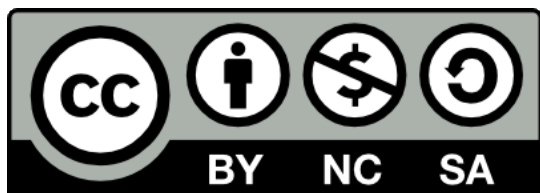
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<https://www.psychologytoday.com/us/blog/changepower/201811/6-ways-discover-and-choose-your-core-values>



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