

## **Topic:** Personal life and professional life balance

**SIPP Competency & Standards:** Self-Awareness (8)

**AET Objective:** Emotional understanding & self-awareness: Self-awareness 4.1 Identifies own characteristics, 4.11 Personal, 4.11 Professional

**Vaughn Competencies:** D. Critical Thinking, F. Diverse Perspectives, I. Ethics and Values

**CASEL Area:** Self-awareness: accurate self-perception; Self-management: self-discipline

### **Learner Goal(s):**

Given the definitions of professional life and personal life, the learners will identify and discuss in small groups at least one skill used in each area.

Given the identified and discussed skills among the two domains, the learners will compare similarities and differences between how the skills are used in personal and professional life.

Given a flowchart and examples of balance and imbalance, learners will identify one way they already create balance between personal and professional life.

### **Instructor Goal(s)**

Instructor(s) will utilize definitions, examples, symbols, and flowcharts to explain personal and professional life.

Instructor(s) will facilitate small group discussions using the “reflections.”

Instructor(s) will provide examples of creating balance between professional and personal life in their own life(s).

### **Activity:**

1. Define professional life
  - a. Professional life - the activities that pertain to your job and career
2. Personal life - these are your interests, activities, relationships that do not pertain to schoolwork or professional life
3. Highlight that much of what we learn in our SEL content will apply to the professional and personal aspects of your life, so it is important to keep this in mind as we practice our skills
4. Learn to balance

- a. It is important to learn the balance between the time spent in our personal life and professional life
- b. Too much time spent in one area can lead to burnout or falling behind in the other area



**Reflections:**

1. Discuss skills that you use in your professional life in your small group.
2. Discuss skills that you use in your personal life in your small group.
3. How are these skills different? How are these skills similar?
4. Identify one strategy that you already use that helps you create balance between your personal and professional.

**Materials:**

1. SEL journal

**Topic:** Building and identifying a support network

**SIPP Competency & Standards:** Relationship Skill (31)

**AET Objectives:** Social understanding and relationships: positive relationships with supporting adults, positive relationships with peers

**Vaughn Competencies:** D. Critical thinking, F. Diverse perspectives, G. Written communication, H. Oral communication, I. Ethics and values

**CASEL Area:** Relationship skills: communication, social engagement, relationship building, teamwork; Social awareness: perspective-taking, empathy, appreciating diversity, respect for others

**Learner Goals:**

Learners will show a basic understanding of what a support network is and the types of social support.

Learners will begin to identify and compose a list/organizer/worksheet of their own individual support networks.

Learners will show an understanding of the qualities of someone to include in their support networks.

Learners will role play scenarios and practice dialogue of reaching out to people in their support network.

**Instructor Goals:**

Instructors will provide a definition of a support network, the purpose of a support network, and the types of social support.

Instructors will facilitate a reflection activity of learners' identifying their social support networks.

Instructors will highlight the qualities of someone to include in a support network.

Instructors will provide scenarios and examples of dialogue for reaching out to people in one's support network.

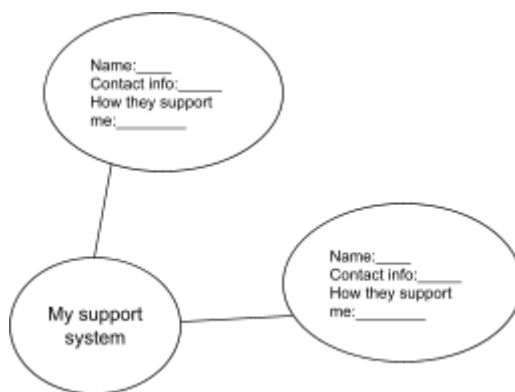
**Activity:**

1. Support network/system: a network of people who provide you with practical or emotional support (DO-IT, 2021)
2. Support systems are linked to better health outcomes (Reblin, M., & Uchino, B. N., 2008)
3. A support system can help you through the tough times, especially a transition period
  - a. It is helpful to have your support system written out for reference in times when you feel anxious, depressed, isolated, stressed to remind yourself that you are not alone and you have a team of people to help you through
  - b. These people can also be there to celebrate the small and big accomplishments with you
4. A wide support system will meet more of your needs
  - a. Professionally: coworkers/classmates
  - b. Personally: friends, siblings, parents, online communities, etc.

5. Types of support (Home Base, 2020):
  - a. Emotional (listen to you, provide comfort, share accomplishments with, etc.)
  - b. Practical (food, money, transportation, etc.)
  - c. Informational (someone to provide information on an experience they have been through themselves)
  - d. Social needs (feelings of belongingness and connectedness)
6. Highlight that it is a personal choice for each individual to decide who is in their support network and what they would like support with
  - a. Everyone's needs will differ, so everyone's support system will differ
7. How do I know who to have in my support system? People who:
  - a. you trust
  - b. respect you
  - c. Listen to you
  - d. Give you advice when you ask for it
8. Strategies to build your support system:
  - a. Reach out to friends/family (be specific in these actionable steps)
  - b. Identify a trusted person & share your emotions/experiences with them
  - c. Talk to a counselor/therapist

### Reflections:

1. Have students make a visual organizer of classmates or people they have met professionally (e.g. teachers, etc.) and personally (e.g. parents, friends, etc.) who they would like in their support network. Next to each name fill in "how they support me" and their contact info



2. Fill out "Social Support worksheet" for future reference and reflection
3. Have students reflect on a time they reached out to someone for any type of support (social, emotional, practical, or informational).
4. Provide a scenario and have students reflect on who they would reach out to for support (if anyone).
5. Role play vignettes with "difficult" situations and practice the dialogue for asking for help/support
6. Role play vignettes with "celebratory" situations and practice the dialogue for asking for support

**Materials:**

1. Roadmap to Transition: A Handbook for Autistic Youth Transitioning into Adulthood - ASAN
2. Support system web
3. Social support worksheet
4. Scenarios for student reflection of who they would reach out to
5. Role play vignettes with “difficult” situations and practice dialogue for asking for help/support
6. Role play vignettes with “celebratory” situations and practice the dialogue for asking for support

**Works Cited:**

CMHA BC and Anxiety Canada. (n.d.). *Wellness module 3: Social Support*. Wellness Module 3:

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<https://www.heretohelp.bc.ca/wellness-module/wellness-module-3-social-support>

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Reblin, M., & Uchino, B. N. (2008). Social and emotional support and its implication for health. *Current opinion in psychiatry*, 21(2), 201–205.  
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**Topic:** Professional support network - Supporting Mentor & peers (coworkers/classmates)

## **SIPP Competency & Standards: Relationship Skills (35)**

**AET Objectives:** Social understanding and relationships: positive relationships with supporting adults, positive relationships with peers; Interests, routines, and processing: special interests

**Vaughn Competencies:** A. Scientific reasoning, B. Technical skills, C. Information literacy, D. Critical thinking, E. Quantitative reasoning, F. Diverse perspectives, G. Written communication, H. Oral communication, I. Ethics and values

**CASEL Area:** Relationship skills: communication, social engagement, relationship building, teamwork; Social awareness: perspective-taking, empathy, appreciating diversity, respect for others

### **Learner Goals:**

Learners will identify the components to building a professional/career support system.

Learners will identify their top interests during SIPP orientation and share the interests with the cohort to identify possible interest-based connections.

Learners will practice the steps to approaching a professor/mentor that aligns with their interests.

### **Instructor Goals:**

Instructors will share the components to a support system for career success.

Instructors will facilitate a reflection about learners' shared interests.

Instructors will facilitate a reflection about the steps to approach a professor/mentor that aligns with a learners' interests.

### **Activity:**

1. Building a support system for your career is crucial for success (UTEP Connect, 2019)
2. Components to this support system can be (but not limited to):
  - a. Mentor
  - b. Role models
  - c. Classmates
  - d. Coworkers
  - e. Professional networks
  - f. Online communities
  - g. [Campus events/clubs](#)
3. How does one go about building this network?
  - a. Identify your interests within the field
  - b. Do your research
  - c. Share your interests with others (via conversations online or in person)

- d. Initiate contact with people you find interesting
- e. Sign up for professional networks (e.g. National Society of Professional Engineers <https://www.nspe.org/resources/interest-groups>)
- f. Join online communities (e.g. Facebook groups, forums)
  - i. Have a healthy dose of skepticism with these - they can be helpful to provide perspective and engaging in conversations/dialogue
- g. Mentor/role model/professor: read their research or publications, blogs, etc., reach out via email or office hours to build connections, this can help you in their class and opportunities beyond the classroom

### **Reflections:**

1. Reflect on what we have completed so far in orientation and identify 3 of your top interests. Share these interests with the class (instructor facilitated) to identify your classmates with these similar interests
2. Take a moment to research any professional networks, online communities, campus clubs/events, or professors within Vaughn who share these interests
3. Practice the steps to reaching out to a professor (doing your research, developing any questions, writing an email or practicing dialogue for in-person office hours)

### **Materials:**

1. Student interests visual organizer
2. Examples of professional networks
3. Example of email and dialogue for approaching professor/mentor

### **Works Cited:**

*Interest groups.* Join one of six practice-specific engineering groups that build leadership

specific skills and more. (n.d.). Retrieved March 11, 2022, from <https://www.nspe.org/resources/interest-groups>

UTEP Connect. (2019). *Building a professional network as an online student: 3 ways to get*

*started.* UTEP. Retrieved March 11, 2022, from <https://www.utep.edu/extendeduniversity/utepconnect/blog/august-2019/building-a-professional-network.html>

## **Topic: Support Needs**

**SIPP Competency & Standards:** Self-Awareness (9); Self-Management (19)

**AET Objectives:** Independent and community participation: 1. Independent Living, Healthy Living: 1. Keeping healthy, 2. Personal care

**Vaughn Competencies:** D. Critical Thinking, F. Diverse Perspectives

**CASEL Area:** Self-awareness, Self-management, Relationship skills, Responsible Decision-making

**Learner Goals:**

Learners will show a basic understanding of the term “support needs.”

Learners will begin to identify their support needs through understanding and identifying Independent Living Skills (Activities of Daily Living & Instrumental Activities of Daily Living).

Learners will show a basic understanding of “spoons” theory, begin to identify their spoons in a typical day, and understand what happens when you “run out of spoons.”

**Instructor Goals:**

Instructors will provide a definition and examples of the term “support needs.”

Instructors will facilitate learners to identify their support needs through understanding and identifying Independent Living Skills (Activities of Daily Living & Instrumental Activities of Daily Living).

Instructors will provide a definition of “spoons” theory, facilitate identification of learner spoons in a typical day, and provide information on what happens when you “run out of spoons.”

**Activity:**

1. What are support needs? Support needs are “the areas of your adult life where you will need to get support” (Roadmap to Transition: A Handbook for Autistic Youth Transitioning into Adulthood, 2016)
  - a. The things you need help with
  - b. The kinds of help that work best for you
2. Release the expectation to have this figured out quickly - it will likely take time to develop an understanding of your support needs and your support needs may change over time
  - a. Using SIPP year to navigate identifying and finding strategies for your support needs
3. Independent Living Skills - “living in the community and having control over your life & support needs” (Roadmap to Transition: A Handbook for Autistic Youth Transitioning into Adulthood, 2016; Sparrow, S. S., Saulnier, C. A., Cicchetti, D. V., & Doll, E. A., 2016)
  - a. This is not doing everything yourself
  - b. It is being in control of how things get done, what you would like to do yourself, and what your support needs are
  - c. *Activities of Daily Living (ADL)* - “the basic tasks necessary for day to day functioning”
    - i. Feeding yourself
    - ii. Bathing



- iii. Getting dressed
  - d. *Instrumental Activities of Daily Living (IADLS)* - “tasks that help you live independently but are not essential for basic functioning”
    - i. Managing money
    - ii. Housework
    - iii. Laundry
    - iv. Shopping
  - e. Part of adulthood are these basic support needs - as you learn to take care of yourself, you will learn which activities you may need more support in
- 4. Spoons Theory - <https://www.youtube.com/watch?v=VFY81e396ag>
  - a. Metaphor to explain people with disabilities’ limited amount of energy to spend in a day (Miserandino, C., 2013)
    - i. Energy is physical, emotional, and mental
  - b. You start with a number of spoons and a list of activities you do in a day. After each activity, a spoon is taken away (representing the unit of energy expended).
  - c. Disabled people may start the day with less spoons than non-disabled people, so sometimes you need to choose your activities carefully since some activities may require a lot more energy than you have available for what you want to get done
  - d. Important to understand what happens when you run out of spoons, and for autistic people that can be a meltdown or burnout
  - e. Understanding your spoons allows you to plan for days that your energy is lower and helps you function to the best of your ability
  - f. Use [energy meter](#) (Autism LevelUp!, 2019) to assess if your energy level is equal to requirements of the activity

### Reflections:

1. Reflect on ADLs and IADLS - which activities are currently supported by others? Which are you supporting yourself in? Are there any activities that you will be trying for the first time this year? Are there any activities that you currently take care of? If so, are there any activities that are difficult for you?
  - a. If there are difficult ADLs and IADLs, begin to brainstorm and research strategies for help
2. ADLs and IADLs worksheet - begin to identify your support needs & spoons
3. Keep track of your spoons over the next day/week using energy meter

### Materials:

1. Spoons metaphor video
2. Roadmap to Transition: A Handbook for Autistic Youth Transitioning into Adulthood - ASAN
3. ADL & IADL worksheet
4. Energy meter resources (Autism LevelUp)

### Works Cited:

Autism Level Up! Supports and Resources (2021).

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

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

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Lancellotti, D. (2022) "Neurodivergent Spoons & Forks: How to Explain Autism and Fatigue."

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## **Topic: Self-Care and Energy Management**

**SIPP Competency & Standards:** Self-Awareness (9); Self-Management (11, 19)

**AET Objectives:** Healthy Living: 1. Keeping healthy, 2. Personal care

**Vaughn Competencies:** D. Critical Thinking, F. Diverse Perspectives, G. Written Communication, H. Oral Communication, I. Ethics and Values

**CASEL Area:** Self-awareness, Self-management, Relationship skills, Responsible Decision-making

### **Learner Goals:**

Learners will show a basic understanding of signs to identify stress.

Learners will show a basic understanding of the importance of managing stress and having a self-care routine in relation to functioning over time.

Learners will review and practice some self-care and stress management strategies.

Learners will create their individualized self-care routine plans.

### **Instructor Goals:**

Instructors will discuss the signs to identify stress.

Instructors will discuss the importance of managing stress and having a self-care routine in relation to functioning over time.

Instructors will review and facilitate learners' practice of self-care and stress management strategies.

Instructors will facilitate learners creating their individualized self-care routine plans.

**Activity:**

1. Review energy meter (Autism LevelUp!, 2021) - assess what is ahead of you for the day and gauge where your energy levels are at; this helps us figure out if we need to employ a strategy to meet the demands of the activity
2. Review how to identify signs of stress (Smith, J.C., 2002)
3. Discuss the importance of having wellness and stress management plans (Kuebel, C., 2019)
4. Keeping stress levels down is important for functioning
5. Discuss what relaxes each individual and give instructor examples
6. Strategies:
  - a. movement/exercise
    - i. Yoga, bike, walk, run, etc.
  - b. Breathwork
  - c. Guided meditation & self-meditation
  - d. Nutrition
7. Learners devise a self-care plan to have objective, go-to resources during times of stress
8. Highlight self-care should be routine (with a schedule if needed) and used as a preventative measure to reduce stress levels

**Reflections:**

1. Encourage students to examine what activities relax them and what activities energize them
2. Offer options to the group: art/coloring, breathwork, meditation, movement
3. Devise a self-care plan and a plan for when your energy level doesn't match what is required of you

**Materials:**

1. [Energy meter](#)
2. Self-care routine plans
3. Identifying stress worksheet
4. Meditation, art therapy, and nutrition plans

**Works Cited:**

Autism Level Up! Supports and Resources (2021).  
<https://autismlevelup.com/category/supports-resources/>

Conley, C. S., Travers, L. V., & Bryant, F. B. (2013). Promoting Psychosocial Adjustment and Stress Management in First-Year College Students: The Benefits of Engagement in a Psychosocial Wellness Seminar. *Journal of American College Health*, 61(2), 75–86.  
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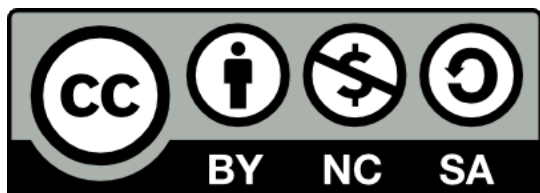
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