

Week 1: Welcome back - SEL skills over break, energy & emotion check-ins, growth mindset & flexibility, self-care & stress management

Concepts, skills, and/or attitudes:

- ★ Rest, leisure activities, special interests, time with family and friends, alone time, energy levels, emotion check-in, growth mindset, self-care plan, stress management strategies

Learner Goal(s):

1. Reflect on SEL skills used over break
2. Check-in with their energy during SEL lesson time, academic class, and IH challenge/activity time
3. Check-in with their emotions during SEL lesson time, academic class, and IH challenge/activity time
4. Observe any changes to self from maintaining a growth mindset & flexibility over the last few months of SIPP
5. Review & make any necessary changes to self-care plan and stress management strategies

Instructor Goal(s):

1. Allow students to choose between a private reflection and sharing their reflection on SEL skills used over break
2. Model & facilitate an energy check-in
3. Model & facilitate an emotion check-in
4. Model & facilitate a reflection on using a growth mindset & maintaining flexibility over the last few months of SIPP
5. Share self-care plan and stress management strategies; encourage students to make any changes to them as needed

Lesson:

1. Reflect on SEL skills used over break
 - a. leisure, rest, special interests engaged in, time with friends & family, anything student learned in semester 1 that was implemented over break
 - b. opportunity to share and/or write in SEL journal
2. Energy check-in post-break & start of 2nd semester
 - a. Energy meter (Autism LevelUp!) → what is the required energy level for today? Are you at that? What strategies can you use to match your energy level to the required energy level?
3. Emotion check-in post-break & start of 2nd semester
 - a. Use the feeling wheel to identify feeling(s) (Willcox, G., 1982).

- b. Identify what you need → self soothe, co-regulation, feeling your feelings, reflection, tracing emotion back to an external trigger
- 4. Growth mindset (Dweck, C. S., 2008) and maintaining flexibility
 - a. Review [growth mindset](#) materials
 - b. Maintain flexibility → pause to observe your growth
 - i. Observe & manage change in oneself
- 5. Self-care plan
 - a. *self-care should be incorporated into your routine as a preventative measure against life stressors
 - b. Reflect on what activities relax you and energize you (e.g. listening to music, going for a walk, etc.)
 - c. Engaging in special interests
 - d. Downtime from sensory & social input
 - e. Sensory-seeking → practicing ways to get needed sensory input
 - f. Rest & sleep
 - g. Support network worksheet (orientation plans)
 - h. Identify your personal stressors
 - i. Review & change any self-care/stress management strategies from earlier this year if they have not worked for you

Reflections:

1. Reflect on SEL skills used over break (e.g. leisure, rest, special interests engaged in, time with friends & family, or anything else).
2. Energy meter check-in → take a moment to regulate if needed
3. Emotion check-in → feeling wheel + emotion regulation strategy
4. Reflect on any changes you've observed in yourself through using a growth mindset & maintaining flexibility
5. Self-care plan review & make changes as necessary

Materials:

- SEL journal
- Energy meter
- The feeling wheel
- Self-care plan & stress management strategies

Innovation Hub & Academic Integration:

- Mini moments for energy & emotion check-ins throughout the day
- Growth mindset in academic classes & IH challenges
- Observe/notice any stressors that come from academic classes and/or IH challenges/time in IH → what are some strategies to remediate these stressors?

Resources:

Autism LevelUp Energy Meter & regulation
The Feeling Wheel

Growth mindset lesson review

Works Cited:

“Autism Level up!” *Wherever You Are, Take the next Step!*, <https://autismlevelup.com/>.

Dweck, C. S. (2008). *Mindset*. Ballantine Books.

Willcox, G. (1982). The Feeling Wheel: A tool for expanding awareness of emotions and increasing spontaneity and intimacy. *Transactional Analysis Journal*, 12(4), 274–276.
<https://doi.org/10.1177/036215378201200411>

Week 2: Plan for Semester 2 - EF strategies & systems, strengths, growth areas, accommodations, goals, post-SIPP plans

Concepts, skills, and/or attitudes:

- ★ Executive functioning (EF), areas within executive functioning, EF strengths, EF weaknesses, EF strategies, EF systems, tracking own learning progress, brain story, academic strengths, academic growth areas, SEL strengths, SEL growth areas, values, ACT Matrix, short-term goals, long-term goals, maintaining flexibility, monitoring change in relation to self, accommodations

Learner Goal(s):

1. Review and reflect on individual EF profiles and areas of support
2. Review and reflect on changes in one's academic & SEL strengths and growth areas
3. Review and reflect on any changes in one's values & goals
4. Review and reflect on academic accommodations
5. Create outline and plan for self-advocating for accommodations

Instructor Goal(s):

1. Provide support for EF strategies and systems review
2. Facilitate a reflection on student academic & SEL strengths and growth areas
3. Facilitate a reflection on student changes in one's values & goals
4. Facilitate a reflection on student academic accommodations
5. Provide a template and guidance on self-advocating for accommodations

Lesson:

1. Review individual EF profiles
 - a. any growth from the beginning of SIPP?
 - b. Areas that need support still?

- i. Systems for supporting these → refer to [EF strategies master list](#)
 - ii. Instructors should work 1:1 or in small groups formed from the area of EF that needs support (brainstorm strategies & systems, make any changes to previously used strategies & systems)
- 2. Strengths and growth areas review
 - a. VIA on Embrace Autism (Engelbrecht, N. and Silvertant, M., 2021) → were these strengths reflected in the last semester?
 - b. Academic strengths → what did you do well in last semester (e.g. studying, time management, project-based learning, communicating with professors, etc.)
 - c. SEL strengths → what competencies & benchmarks have you progressed on? How can we harness these strengths for semester 2?
 - d. Academic growth areas → what was hard for you last semester that you would like to improve this semester?
 - e. SEL growth areas → what competencies & benchmarks show little or no progress?
- 3. Values review
 - a. Complete the ACT Matrix (refer to lesson plan in semester 1) (Polk, n.d.)
 - b. Notice any consistencies or shifts in values
- 4. Goals reviews
 - a. Reflect on short-term and long-term goals set in orientation & semester 1
 - b. Which goals have you met? Any changes to goals (maintaining flexibility)?
- 5. Accommodations for academic classes
 - a. EF support systems + academic growth areas + sensory needs + any other autistic difficulties (embrace-autism.com for common autistic strengths/difficulties) = **accommodations**
 - b. Plan to self-advocate for your accommodations in academic classes (writing & canvas course) options:
 - i. Email instructor
 - ii. Instructor office hours
 - iii. Approach instructor after class to ask for a time to meet
- 6. Post-SIPP plan
 - a. Employment?
 - b. Vaughn admission?
 - c. Different academic institutions?

Reflections:

- 1. Review your EF profiles → reflect on growth in areas, areas that still need support → what strategies & systems can you try? Reflect individually and then in small groups facilitated/supported by an instructor
- 2. Reflect on academic strengths, growth areas, SEL strengths & growth areas (see the lesson for specific questions)
- 3. Reflect on values through ACT Matrix
- 4. Reflect on goals met and changes to goals for end of SIPP

5. Reflect on accommodations you had last semester → what helped? What didn't help? Consider the academic course of writing. Referring to growth areas for this semester, what other accommodations may help?
 - a. Write out your accommodations request
6. Continue to create your post-SIPP plan. Notice any changes from earlier in SIPP. What are some actionable steps to make your post-SIPP plans happen?

Materials:

[EF strategies master list](#)

VIA

ACT Matrix

Accommodations template

Innovation Hub & Academic Integration:

- Support EF systems in IH challenges and classes

Works Cited:

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

<https://embrace-autism.com/>.

Polk, K. The Act Matrix. https://contextualscience.org/act_matrix

Week 3: Self-regulation, EF relation to SEL in work, increasing & decreasing your load of responsibilities

Concepts, skills, and/or attitudes:

- ★ Self-regulation, energy regulation, executive functioning, self-awareness

Learner Goal(s):

1. Understand and apply executive function and self-regulation within work
2. Understand and practice increasing or decreasing load of responsibilities

Instructor Goal(s):

1. Facilitate understanding of and applying of executive function and self-regulation within work
2. Facilitate understanding of and practice of increasing or decreasing load of responsibilities

Lesson:

1. Self-regulation strategies ([Masterlist](#))
 - a. Individual strategies → what worked, what didn't work, make any necessary changes, add new strategies to your arsenal if needed
2. EF as it relates to our social-emotional functioning within work ([EF Masterlist](#))
 - a. Self-motivation
 - i. Action creates motivation → if finding yourself not motivated, start with a small, easy step or do 5 minutes of a task
 - b. Take initiative
 - i. Ask questions to clarify
 - ii. Show interest through action
 - c. Adaptability
 - i. Assess current situation → ex. Covid-19
 - ii. Define wanted outcome → ex. complete IH activity in small group
 - iii. Plan → ex. come into IH in small groups; schedule time blocks for IH room access
 - d. Self-control
 - i. Noticing impulse
 - ii. Pause → ex. Count to 5, physically remove self from a situation (e.g. walk away)
 - e. Creativity and curiosity
 - i. Ask questions
 - ii. Take a break → innovation & insight sometimes comes without explicit thinking when your brain gets a break
3. When to take breaks from others. When to decrease the load of responsibilities (Autism Education Trust, 2019)
 - a. Notice our feelings → overwhelmed, confused, stressed, overstimulated, etc.
 - b. Draw feelings back to event/situation
 - c. Short-term:
 - i. Have a plan of where to go/what to do → leave room, go on a walk, excuse yourself to the bathroom
 - ii. Plan a "rest & recharge" day based on your needs (e.g. I would schedule alone time, close the door, put on soundproof headphones, play my switch)
 - d. Long-term:
 - i. Is there a specific situation causing you to feel ____ (e.g. Drained, overwhelmed, over-extended, etc.)?
 - ii. Know that it is okay & necessary to put your emotional well-being & needs first
 - iii. Plan: Delegate responsibilities, ask for a break, ask for help from others (e.g. classmates, instructors, friends, family, etc.)
 - iv. Give yourself the break that is needed to come back to recharge
 - e. What do we do when a long-term break isn't possible?
 - i. Realistically, we live in a world that often prioritizes productivity & producing work

- ii. Oftentimes, we need to work to survive
- iii. What are some ways we can create a buffer to give ourselves breaks when we need it?
 - 1. Learn to say “no”
 - 2. Have a strong support system
 - 3. Be aware of our energy levels
 - 4. Have a toolbox of energy regulation, self-management, and EF strategies
 - 5. Schedule frequent breaks ahead of time
 - 6. Take time off
 - 7. Be intentional with your time off → what can I do to fully rest?
 - 8. Brainstorm more strategies in groups or by self & then share
- 4. When to increase the load of responsibilities (Autism Education Trust, 2019)
 - a. Notice our feelings → boredom, understimulated, too much free time, etc.
 - b. Draw feelings back to event/situation
 - c. Short-term:
 - i. Opportunity to take initiative → explore, get curious, brainstorm what you would like to do, take a break even if you don’t need it yet
 - d. Long-term:
 - i. Ask for more, implement your plan for what you would like to do

Reflections:

- 1. Which *self-regulation* strategies have you tried? Enjoyed? Did they work or not work? Why?
- 2. Take a moment to try a self-regulation strategy → this can be new, your favorite, anything
- 3. Think about which self-regulation strategies work best for your classroom, at home, traveling to/from school/work, with friends, with family, or any other situation you find yourself in.
 - a. Try a strategy in one of these settings & note what happened after you used it
- 4. Which *executive functioning* strategies have you tried? Enjoyed? Did they work or not work? Why?
- 5. Try an EF strategy in your work → how does this impact your self-motivation, ability to take initiative, adaptability, self-control, creativity & curiosity?
- 6. Refer to questions/activities within lesson information for increasing/decreasing your load of responsibilities and when you take a break from others

Materials:

SEL Journal
 Regulation Strategies Masterlist
 Executive Functioning Strategies Masterlist
 Feeling Wheel
 Energy Meter
 Support Network

Innovation Hub & Academic Integration:

- Self-regulation strategies are used to start SEL time and also within IH challenges as needed
 - Students should consciously reflect on (i.e. write down in bullets, short sentences, etc.) what outcome the self-regulation strategy produced
- Students should practice curiosity & creativity, self-motivation (through interest-driven IH projects), taking initiative, self-control, and adaptability when working on IH challenge projects & academic work in IH
- Students should have a plan for when they need to take a break from others when in the IH
- Students should monitor themselves and understand when they may need to decrease their load of responsibilities → speaks to an instructor about creating a plan that works
 - Vice versa for increasing their load of responsibilities

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/>

Willcox, G. (1982). The Feeling Wheel: A tool for expanding awareness of emotions and increasing spontaneity and intimacy. *Transactional Analysis Journal*, 12(4), 274–276.
<https://doi.org/10.1177/036215378201200411>

Week 4: Emotion regulation revisit

*revisit lesson plan from [fall weekly activity plans](#)

Week 5: How values impact decision-making

Concepts, skills, and/or attitudes:

- ★ Values, identifying values, decision-making, ACT Matrix

Learner Goal(s):

1. Revisit and redefine (if necessary) one's values
2. Reflect on how your values have impacted previous decisions and how they may impact future decisions

Instructor Goal(s):

1. Facilitate a revisit and redefine (if necessary) one's values

2. Facilitate a reflection on how your values have impacted previous decisions and how they may impact future decisions

Lesson:

1. Revisit our defined values from orientation and semester 1 → review how our values impacted our goal setting (Polk, n.d.)
2. Understanding our values helps us make decisions about our lives that are in line with our values
 - a. This leads to fulfillment in our decisions
3. Take a look at your values and identify your most important values and prioritize what you are not willing to compromise on
 - a. Understanding this can help identify if a job, school, relationship, or other situation is in alignment with us
 - b. It also allows you to discern between which values you are flexible on and which values are non-negotiable
 - c. [Youtube video](#)
4. Example:
 - a. Melissa valued animal's lives and their right to humane treatment
 - b. Melissa decided to become a vegetarian
 - c. After a few months, melissa began getting very tired throughout the day and her doctor informed her she wasn't getting enough protein
 - d. Since melissa has sensory issues with certain foods, she decided to incorporate chicken into her diet
 - e. Melissa values both animal lives and leading a healthy lifestyle, so she compromised and found a solution that is values-driven
5. Allow students time to reflect on how their values have impacted their past decisions
6. Invite students to share their values with the instructors → this is NOT required, but if students would like support in learning how to allow their values to guide their decision-making, it will be helpful for instructors to be aware of each students' values

Reflections:

1. Revisit your previously defined values → are these values still in alignment with you?
 - a. If so, how have these values impacted your previous decisions?
 - b. Which values are your priorities that you are not willing to compromise on?
 - c. Which values have some flexibility?
2. Throughout the week, pay attention to when your values show up as you make decisions.

Materials:

- ACT Matrix values
- Student-set goals
- SEL journal

Innovation Hub & Academic Integration:

- Instructors should encourage students to make decisions that are in alignment with their values
 - This can be done through prompting → “You shared that ‘X’ was a value of yours, does this decision consider this value?”
- Reinforce and prompt further introspection when students make decisions that are guided by your values → “I noticed your decision to do ‘X’ matches your value of ‘X.’ How does that feel?”

Works Cited:

Polk, K. The Act Matrix. https://contextualscience.org/act_matrix

Week 6: Relationships, dynamics of healthy relationships

Concepts, skills, and/or attitudes:

- ★ Relationships with peers/classmates, partners, friends, mentors, families

Learner Goal(s):

1. Identify a healthy relationship dynamic
2. Identify an unhealthy relationship dynamic
3. Understand strategies for improving relationships or exiting relationships

Instructor Goal(s):

1. Identify a healthy relationship dynamic
2. Identify an unhealthy relationship dynamic
3. Understand strategies for improving relationships or exiting relationships

Lesson:

1. [Healthy relationships and unhealthy](#) relationships (Youth.gov, n.d.; CDC, 2005)
 - a. Healthy: respect, honesty, trust
 - b. Unhealthy: disrespect, dishonesty, not trustworthy
 - c. Can go deeper into aspects of unhealthy vs. healthy relationships, but start with the core basics and build up from there with time
2. *Vingettes:*
 - a. *Bobby laughs when Ray attempts to sing. She loves to sing and it makes her happy even though she isn't very good at it. Is this a dynamic of a healthy or unhealthy relationship? Which dynamic is shown here?*
 - b. *Group 5 is working on their Innovation Hub challenge. Jack says he will complete his portion of the work by Wednesday. In the past, Jack has always completed his work on time. Is this a dynamic of a healthy or unhealthy relationship? Which dynamic is shown here?*

Reflections:

1. Consider a healthy relationship you have had or currently have. What characteristics about this make it healthy?
2. Consider an unhealthy relationship you have had or currently have. What characteristics about this make it unhealthy? What are some ways you could improve it?
3. Continue to practice vignettes of healthy vs. unhealthy relationships

Materials:

SEL journal

Innovation Hub & Academic Integration:

- Instructors model healthy relationships with students and other instructors by enacting the tenants of a healthy relationship linked above

Works Cited:

Adapted from Centers for Disease Control and Prevention. National Center for Injury Prevention and Control. (2005). Choose respect community action kit: Helping preteens and teens build healthy relationships. Retrieved from http://www.aldine.k12.tx.us/cms/file_process/download.cfm?docID=BED9BF514B2EAD07 (PDF, 60 pages)

Characteristics of healthy & unhealthy relationships. (n.d.) Characteristics of Healthy & Unhealthy Relationships | Youth.gov. (n.d.). Retrieved March 11, 2022, from <https://youth.gov/youth-topics/teen-dating-violence/characteristics>

Week 7: Job search (ADA basics, accommodations)

Concepts, skills, and/or attitudes:

- ★ Resume, interviewing, ADA, accommodations, disclosure of disability at work or school

Learner Goal(s):

1. Understand and practice the interview process
2. Understand the ADA and one's choice to disclose a disability at work or school → receiving and advocating for accommodations

Instructor Goal(s):

3. Facilitate an understanding and mock interview process

4. Facilitate an understanding of the ADA and one's choice to disclose a disability at work or school → receiving and advocating for accommodations

Lesson:

1. [Resume writing](#) (Indeed Career guide, 2021)
 - a. Build out a resume for your post-SIPP path
2. [Mock interview](#) (Higgins, M., 2013)
 - a. Instructors set up mock interviews for students
3. [Americans with Disabilities Act \(ADA\)](#) (ADA.gov, n.d.)
 - a. Review current ADA guidelines
4. [Disability disclosure at work](#) (United States Department of Labor, n.d.)
 - a. Disability disclosure is a CHOICE
 - b. Identify if you would like accommodations at work
 - c. Know your rights! Review ADA website
 - d. Advocate for yourself → request accommodations to HR or other appropriate body
 - e. Review [autistic experiences of disability disclosure](#) (Romualdez, A. M., Heasman, B., Walker, Z., Davies, J., & Remington, A. 2021).

Reflections:

1. Create a resume for your chosen post-SIPP plan
2. Practice mock interviews for your chosen post-SIPP plan

Materials:

SEL journal

Works Cited:

Higgins, M. (2013). How to set up and conduct a mock job interview. The Guardian. Retrieved

March 11, 2022, from

<https://www.theguardian.com/careers/work-blog/how-to-set-up-and-conduct-mock-job-interview>

How to make a resume (with examples). Indeed Career Guide. (2021). Retrieved March 11,

2022, from

<https://www.indeed.com/career-advice/resumes-cover-letters/how-to-make-a-resume-with-examples>

Romualdez, A. M., Heasman, B., Walker, Z., Davies, J., & Remington, A. (2021). "People might

understand me better": Diagnostic disclosure experiences of autistic individuals in the workplace. *Autism in Adulthood*, 3(2), 157–167. <https://doi.org/10.1089/aut.2020.0063>

New on ada.gov. ADA.gov homepage. (n.d.). Retrieved March 11, 2022, from

<https://www.ada.gov/>

Youth, disclosure, and the workplace why, when, what, and how. United States Department of

Labor. (n.d.). Retrieved March 11, 2022, from

<https://www.dol.gov/agencies/odep/publications/fact-sheets/youth-disclosure-and-the-workplace-why-when-what-and-how>

Week 8: Disability disclosure and requesting accommodations at work

Concepts, skills, and/or attitudes:

- ★ ADA, accommodations

Learner Goal(s):

1. Understand one's rights to accommodations at work when disclosing a disability
2. How to disclose your disability if you choose to do so

Instructor Goal(s):

1. Facilitate an understanding of one's rights to accommodations at work when disclosing a disability
2. Discuss how to disclose your disability if you choose to do so

Lesson:

1. First-person, autistic perspective of disability disclosure
 - a. [College](#) (Frost, K. M., Bailey, K. M., & Ingersoll, B. R., 2019)
 - b. [Work](#) (Romualdez, A. M., Heasman, B., Walker, Z., Davies, J., & Remington, A., 2021)
2. [List of possible accommodations for autism](#) (Job Accommodation Network: Autism Spectrum, n.d.)

Reflections:

1. Reflect on if you would like to disclose your disability at work. Why or why not?
 - a. If yes, what accommodations would you like to request? Refer to Job Accommodation Network.

Materials:

SEL journal

Autism accommodations list - provide to students

Works Cited:

Frost, K. M., Bailey, K. M., & Ingersoll, B. R. (2019). "I just want them to see me as...me":

Identity, community, and disclosure practices among college students on the autism spectrum. *Autism in Adulthood*, 1(4), 268–275. <https://doi.org/10.1089/aut.2018.0057>

Job Accommodation Network: Autism spectrum. (n.d.). Retrieved March 11, 2022, from

<https://askjan.org/disabilities/Autism-Spectrum.cfm>

Romualdez, A. M., Heasman, B., Walker, Z., Davies, J., & Remington, A. (2021). "People might

understand me better": Diagnostic disclosure experiences of autistic individuals in the workplace. *Autism in Adulthood*, 3(2), 157–167. <https://doi.org/10.1089/aut.2020.0063>

Week 9: 6-week residency prep (living on your own)

Concepts, skills, and/or attitudes:

- ★ Transition, routine change, easing into change, emotion regulation strategies to self-regulate during change

Learner Goal(s):

1. Exposed to the dorm rooms to visualize what dorm life will look like on a daily basis
2. Prepare for a living transition by recalling on past periods of change, one's feelings and reaction to adjusting, and identify any strategies (e.g. emotion, EF) that may help ease the transition
3. Draw connections between one's daily routine now and what their daily routine living in a dorm will look like
4. Identify what extra responsibilities one will have living in the dorms compared to living with others

Instructor Goal(s):

1. Prepare students for what dorm life will look like on a daily basis (show students the dorms this week if possible)
2. Facilitate students to anticipate their reaction to change of living environment
3. Facilitate students to draw connections between their daily routine now and what their daily routine living in a dorm will look like

4. Facilitate students to identify what extra responsibilities one will have living in the dorms compared to living with others (e.g. family, parents, etc.)

Lesson:

1. Arrange tour/visit to dorm facilities
2. Prepare for transition
 - a. Recall times of transition
 - i. Have you ever experienced a change in your living environment?
 - ii. What was the change?
 - iii. How did you feel about the change?
 - iv. Was the adjustment difficult?
 - v. What strategies (e.g. emotion regulation, executive functioning, etc.) might help ease the transition?
 - b. Identify current daily routine(s)
 - i. Ex. morning routine
 - ii. evening/sleep routine
 - c. Imagine residency routine (ex. "My morning routine will look like ____")
 - d. Identify current responsibilities as it relates to cooking, cleaning, transportation, personal hygiene, laundry, etc.
 - i. these are your daily living skills/activities of daily living
 - e. Identify residency responsibilities as it relates to cooking, cleaning, transportation, personal hygiene, etc.

Reflections:

1. Refer to lesson on reflections about a past transition. Focus on strategies that may help ease a transition using past experiences to make reasonable guesses for individual strategies to ease transition anxiety.
2. Compare your current daily routine(s) to your possible residency routine. What changes do you predict? Can you create a plan for new daily routine(s)?
3. Compare your current responsibilities as it relates to cooking, cleaning, transportation, personal hygiene, laundry, etc. to your residency responsibilities.
 - a. What changes do you predict?
 - b. Is there any new responsibilities that you have never had before?
 - c. If so, identify these individually and work with an instructor or a peer who is familiar with that responsibility to come up with steps or a system for completing the task(s).
 - d. Brainstorming the groundwork for the next 2 weeks that focus on how to manage your daily living skills

Materials:

SEL journal

Innovation Hub & Academic Integration:

- Provide time during IH to tour the dorms

Week 10: Daily Living Skills (Managing the basics)

Concepts, skills, and/or attitudes:

- ★ Activities of daily living: Showering, getting out of bed, getting dressed, personal hygiene, eating
- ★ Identifying your support needs → use data from adaptive behavior functioning assessments (Vineland-3)
- ★ Strategies for supporting different areas of daily living
- ★ Executive functioning & daily living

Learner Goal(s):

1. Identify any differences in daily living skills routines that will occur in dorm living
2. Identify daily living skills strengths and weaknesses from the Vineland-3 (adaptive behavior assessment)
3. Apply daily living skills strategies provided by the instructor to one's strengths, weaknesses, and routines
4. Brainstorm daily living skills strategies

Instructor Goal(s):

1. Introduce daily living skills topics
2. Assist students in identifying their daily living skills (Vineland-3; adaptive behavior) strengths and weaknesses
3. Facilitate connections between daily living skills strategies provided to student's strengths, weaknesses, and routines
4. Facilitate a brainstorming discussion on additional daily living skills strategies

Lesson:

1. Introduce topics of daily living: showering, getting out of bed, getting dressed, other personal hygiene, eating (Hanson, C., 2022)
 - a. Allow students time to reflect on their current routines
 - b. Consider any changes to your routine after seeing the dorms last week
 - i. For example, the showers may be shared and centrally located on your floor (tentatively, correct this information after seeing the dorms)
 - ii. What materials will help create a new routine?
 1. Shower caddy with shower items
 - iii. How will you organize your clothes & other items?
 - iv. Where will you keep your food & snacks? Where will you eat your meals?
2. Students review their vineland-3 (or other adaptive behavior) results (Sparrow, S. S., Saulnier, C. A., Cicchetti, D. V., & Doll, E. A., 2016)

- a. Collaborate with the instructor on identifying areas of daily living that are one's strengths and weaknesses
 - b. Consider how to leverage strengths to create ease of living in these areas
 - c. Consider strategies for weaknesses to create systems of living in these areas
3. The instructor can offer some strategies for daily living skills:
 - a. Visual schedule ([example](#)) of your morning routine
 - i. Schedule of tasks that need to be completed
 - ii. Use pictures (from online or photos of your items) or words
 - b. Reduce [decision fatigue](#)
 - i. Choose your clothes the night before
 - ii. Decide what you will eat in the morning/after in the day before you are hungry
 - iii. Showering at night might work better for you than in the morning
 - iv. Pack materials for class the next day the night before

Reflections:

1. See lesson plan for specific questions → majority of this lesson will be giving students *explicit* time to *think & plan* about changes to their daily living activities routine
 - a. This can likely be done alone or students can choose to discuss in groups *if they want to*
2. Create a visual schedule for a routine that will be new to during dorm living (ex. Your morning routine, evening routine, eating routine, etc.)
3. Do you experience decision fatigue? Brainstorm some strategies that may help you with decreasing your number of decisions in a day.

Materials:

SEL journal
Visual schedule
Vineland-3 data

Innovation Hub & Academic Integration:

- This topic is largely independent of most topics in the innovation hub → less integration and more independent time focused on these reflections

Works Cited:

Hanson, C. (2022). *Life skills by age: What to look for + developmental chart*. Life Skills

Advocate. Retrieved March 11, 2022, from <https://lifekillsadvocate.com/blog/daily-living-skills-at-every-age-what-to-look-for/>

Sparrow, S. S., Saulnier, C. A., Cicchetti, D. V., & Doll, E. A. (2016). *Vineland-3: Vineland adaptive behavior scales*.

Week 11: Daily Living Skills (cont. Managing adulthood)

Concepts, skills, and/or attitudes:

- ★ Instrumental activities of daily living: cooking, cleaning, transportation, laundry, housekeeping, managing finances
- ★ Identifying your support needs → use data from adaptive behavior functioning assessments (Vineland-3)
- ★ Strategies for supporting different areas of daily living
- ★ Executive functioning & daily living

Learner Goal(s):

1. Understand how to do laundry, cook, and clean
2. Identify daily living support needs through Vineland-3 data
3. Understand how EF impacts your daily living

Instructor Goal(s):

1. Facilitate an understanding of how to do laundry, cook, and clean
2. Assist in identifying daily living support needs through Vineland-3 data
3. Facilitate an understanding of how EF impacts your daily living

Lesson:

1. How to do laundry
 - a. Add clothes to washer → note any clothes that are “hand wash only” or “delicate” → put these to the side for another load
 - b. Add detergent to washer → liquid goes in the drawer → pods go directly in the washer
 - c. When clothes are done washing, put them in the dryer → pick out any clothes that cannot go in dryer and hang these up to dry
 - d. Remove clothes from dryer when done and fold → fold while watching tv → skip folding and put them away directly → skip putting them away and just fold → whatever works for you
2. How to meal plan
 - a. Pick a breakfast, lunch, dinner, and snacks
 - b. Create a grocery list of these items
 - c. Review “healthy living” lesson plan for more details
3. How to clean a dorm
 - a. Wipe down surfaces with a disinfectant
 - b. Vacuum floor
 - c. Make your bed
 - d. You get to decide how and when to clean → focus on keeping it clean to your liking and enough for a healthy living environment

- e. Making a visual schedule of what needs to get cleaned when may help you stay on track
 - i. Check off when tasks are completed
- f. Having a cleaning routine helps
 - i. Listen to music
 - ii. Watch TV
 - iii. Audiobook
 - iv. Podcast
- g. You can also automate this by getting a vacuum that moves itself
- 4. Identify your own daily living support needs by looking at your Vineland-3 data (Sparrow, S. S., Saulnier, C. A., Cicchetti, D. V., & Doll, E. A., 2016) and considering your current daily living system where you live now
- 5. Identify your own executive functioning within daily living support needs by looking at your Vineland-3 data (Sparrow, S. S., Saulnier, C. A., Cicchetti, D. V., & Doll, E. A., 2016) and considering your current daily living system where you live now

Reflections:

- See lesson plan for reflection prompts

Materials:

Vineland-3 data
SEL journal

Works Cited:

Hanson, C. (2022). *Life skills by age: What to look for + developmental chart*. Life Skills

Advocate. Retrieved March 11, 2022, from
<https://lifekillsadvocate.com/blog/daily-living-skills-at-every-age-what-to-look-for/>

Sparrow, S. S., Saulnier, C. A., Cicchetti, D. V., & Doll, E. A. (2016). *Vineland-3: Vineland adaptive behavior scales*.

Week 12: Healthy Living during residency

Concepts, skills, and/or attitudes:

- ★ Eating
- ★ Exercise → move your body in a way you enjoy
- ★ Managing healthcare visits → bring an advocate or a trusted person for the 2nd set of eyes & ears, take notes, ask for email/written correspondence
- ★ Sleep importance

Learner Goal(s):

1. Identify an eating system that will work for you during residency
2. Identify an exercise system that will work for you during residency
3. Identify a sleeping system that will work for you during residency

Instructor Goal(s):

1. Facilitate in identifying eating, exercise, and sleeping system that will work for individual students during the residency

Lesson:

*revisit healthy living lesson plan covered during semester 1 → this time with the lens of “how can I apply these concepts to my 6 weeks living on campus during summer 2?”

**Highlight that these all contribute to preventing burnout from living on your own

Healthy living components:

1. Balanced eating:
 - a. does your EF affect your eating habits?
 - b. Interoception (your ability to notice sensations in your body) for hunger?
 - i. Do you notice hunger? (ex. I notice hunger when I am REALLY hungry → start to feel fatigued, stomach cramped, eventually nausea)
 - c. Sensory needs with eating?
 - i. Safe foods?
 - d. *Create an individualized plan for balancing your eating while living on campus*
 - i. Ex. create a list (on your phone, laptop, in a notebook, anywhere that is easiest for you to see) of healthy meal plans that are easily accessible and you typical enjoy
 - ii. Ex. keep healthy snacks in my dorm room/backpack
 - iii. Ex. know the best break times (e.g. in between IH sessions) for you to eat meals
 - e. Will you be grocery shopping? Eating on campus with a meal plan?
 - i. If grocery shopping, here are some strategies you might find helpful:
 1. Go at quieter times
 2. Write a grocery list with items categorized by section in the grocery store (app → paprika)
 3. Go with a friend/family/partner
 4. Order groceries delivered
 5. Keep a running list/picture album on your phone of meals you enjoy (this reduces decision fatigue and then you don't need to think of what you want to eat)
 - ii. If eating at campus cafeteria:
 1. What times will you go?
 2. Are your sensory needs met in that environment?
 - a. If not, can you eat elsewhere or wear headphones, sunglasses, etc. to meet your sensory needs?
2. Exercise:

- a. Create a plan to move your body
- b. Access to the fitness center on campus
- c. Go for walks, etc.
- d. Movement can align with your sensory needs and interests
 - i. Ex. do you like intense movements? Bouncing? → try a trampoline or jump roping
 - ii. Ex. do you need proprioceptive input? → try yoga, as this turns the focus of your mind to the postures, sensations in your body, and breathing
 - iii. Ex. do you enjoy playing a sport? → join a local adult league to play
- 3. Sleep:
 - a. Consider the transition to sleeping somewhere new
 - i. How can you bridge the transition from sleeping at home to sleeping in a dorm?
 - 1. Bring in elements from your current environment → your pillows, blankets, stuffed animals, etc.
 - b. What works best for you → sleep schedule? Following your body's sleep cues?
 - c. Nighttime routine
- 4. Identify a safe spot to set aside quiet, alone time to recharge as often as you need to (e.g. daily, multiple times a day, weekly, etc.) and time to engage in your special interests

Reflections:

- 1. See lesson plan for specific questions. Create a plan for:
 - a. Eating on campus
 - b. Exercise
 - c. Sleeping in a new setting
 - d. Creating a time and place for solitude to recharge and engaging in special interests

Materials:

- SEL journal
- Balanced eating diagram

Week 13: Preparing for Summer 2 Innovation Hub (Passion Project)

Concepts, skills, and/or attitudes:

- ★ Self-directed passion project
 - Taking initiation, self-motivation
 - Clarify our passions/special interests as they relate to everything we've learned this year
 - EF → defining tasks, planning, organization, time management, sustaining tasks

Learner Goal(s):

1. Identify possible topics for a passion project based on your special interests and everything you have learned this year
2. Identify EF areas of support you will need to complete the project

Instructor Goal(s):

1. Facilitate in identifying possible topics for a passion project based on your special interests and everything you have learned this year
2. Facilitate in identifying EF areas of support you will need to complete the project

Lesson:

1. Brainstorm passion project ideas that combine your special interests and your material learned in SIPP
2. Reflect on your EF areas of support
 - a. How have you grown and gained skills?
 - b. What areas do you need support in still?
 - c. How will you access this support for the passion project?

Reflections:

1. See lesson plan for reflection prompts

Materials:

SEL journal

EF master list

Feedback on EF growth

Week 14: Flex Time → one extra week unplanned for self-chosen or instructor-chosen SEL topic that students need more time with

Week 15: Assessment time → 1 week built-in for approx. 5 days of assessments **throughout the semester**

Assessment recommendation:

- [DESSA 9-12](#)

- Use feedback evaluation tools in [Innovation Hub Fall and Spring](#)
- Workplace [Readiness Evaluation Tool](#)
- [SIPP Competencies work in progress evaluation tool](#)



Except where otherwise noted, this work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](http://creativecommons.org/licenses/by-nc-sa/4.0/)

To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA

Spectrum Innovates
Spectrum Innovates Program
Spectrum Innovates Pathway Program
Spectrum Innovates Pathway Program at Vaughn College

© Eleanore Bednarsh 2015-2022