Planning for
AUTISM

Promoting Community Participation for Autistic Learners

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Promoting Community Participation for Autistic Learners

Supporting autistic learners on a meaningful path toward
self-awareness, self-care, and self-advocacy in community environments.

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This curriculum is dedicated to the following contributors:

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We are grateful for your willingness to give feedback and share your experiences.

This curriculum is digitally available at: www.planningforautism.com.

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Relevance

It is common for autistic individuals to significantly decrease their community participation as they enter adulthood. As an individual leaves the school system, they lose community connections they gained while in school, including clubs, sports, other outside activities, and friends (Myers et al., 2015). Additionally, they are often underprepared for adulthood despite receiving transition services and academic support for many years. Too often, autistic learners are educated only in special education settings and have a limited say in their transition planning (Hendricks & Wehman, 2009).

According to Carter et al., (2013), "preparing students for adulthood should involve equipping them with the skills, attitudes, and opportunities needed to assume more active roles in directing their own lives and charting their future paths" (pg 129). Further, autistic learners benefit from frequent opportunities to give their opinion, be heard by others, make decisions, and make mistakes. The ability to understand, manage, and advocate for one's own needs in meaningful ways can foster significant transformation and improve an individual's self-concept (Ryan & Griffiths, 2015). With this growth comes the added possibility that autistic learners will "communicate effectively with others, and in turn, positively affect interpersonal relationships" (Paradiz, 2018).

Purpose

While the links between self-awareness, self-advocacy, interpersonal growth, and subsequently increased community participation for autistic learners are clear, there continues to be a lack of accessible instructional materials that aligns with this framework. *Promoting Community Participation for Autistic Learners* aims to complement current transition planning curricula for autistic learners—and learners who have similar sensory, communication, and social characteristics—by connecting concepts supported by research with functional, engaging lessons to improve community participation outcomes.

There are three distinct units of this curriculum:

- ○ Unit 1 increases the learner's self-awareness of their sensory needs
- ○ Unit 2 identifies self-care strategies, including accommodations and coping strategies, to meet the learner's needs
- ○ Unit 3 aims to discover and implement strategies for the learners to self-advocate for their needs to be met

The target age group for this curriculum is age 14 through adulthood. There are 48 lessons within the curriculum, and each lesson is designed to last between 20-35 minutes. If three lessons are completed a week, the curriculum can be implemented within 16 weeks. Lessons can be successful in whole-group, large-group, or small-group settings, and can be effective for self-contained, integrated, or therapeutic environments. Lessons are designed to build on one another conceptually. However, if learners have the foundational knowledge addressed in a particular unit, lessons may be taught in whatever order meets the learner's needs at the discretion of the educator. Each lesson is aligned with Texas Essential Knowledge and Skills (TEKS), Common Core State Standards (CCSS), and Texas Higher Education Coordinating Board Texas College and Career Readiness Standards (Texas CCRS). All lessons, visuals, and handouts within this curriculum are reproducible.

The anticipated implementers of this curriculum are special education teachers, special education paraprofessionals, general education teachers, occupational therapists, speech-language pathologists, school

counselors, special education counselors, social workers, career and technical education teachers, certified rehabilitation counselors, and related service providers.

This curriculum is not intended to diagnose or formally evaluate learners. However, it is designed to support common and meaningful goals for autistic learners.

At the end of the curriculum, the goal is for learners to take away tangible documentation related to the insight they gained about themselves, the strategies they learned to implement to care for themselves, and the ways they prefer to advocate for themselves. In order to organize these materials in a way that they remain usable and manageable for learners, it is highly recommended that educators dedicate a folder to storing the Promoting Community Participation curriculum-related documentation and visuals for each learner. Many of the tools utilized in the curriculum are designed to be referenced again in later lessons, and planning ahead of time will create less of a burden for educators and learners.

Identity First Language

The authors of this curriculum are aware of the debate within the autism community about identity-first language (ex. "autistic individual") versus person-first language (ex. "person with autism") (Dwyer, 2022). Upon researching this topic further, the decision to move forward with identity-first language throughout this manual and curriculum was made because current research is clear: identity-first language is preferred by autistic individuals (Brown, 2011). As this curriculum's purpose is to support autistic individuals on their journeys toward self-advocacy, the words and concepts utilized in this text must reflect the preferences of autistic people who are leading the way and advocating on this topic.

For more information on this subject, please see:
- Autistic Self Advocacy Network– Identity First Language
  - https://autisticadvocacy.org/about-asan/identity-first-language/
- Stigma, Incommensurability, or Both? Pathology-First, Person-First, and Identity-First Language and the Challenges of Discourse in Divided Autism Communities
  - https://www.researchgate.net/profile/Patrick-Dwyer-10/publication/357614126_Stigma_Incommensurability_or_Both_Pathology-First_Person-First_and_Identity-First_Language_and_the_Challenges_of_Discourse_in_Divided_Autism_Communities/links/61d74a03da5d105e5522b95d/Stigma-Incommensurability-or-Both-Pathology-First-Person-First-and-Identity-First-Language-and-the-Challenges-of-Discourse-in-Divided-Autism-Communities.pdf

Terminology Defined

Educators originate from many different backgrounds and teach using a wide variety of frameworks and perspectives. While there is often overlap in educational terminology, definitions can differ based on paradigm, training, geographical location, cultural influence, and recency of education. The following definitions highlight commonly used terms throughout this text and the working definitions intended within the context of this curriculum.

Accommodation: changes made to environments, curricula, programs, or activities to help people with an array of physical or intellectual challenges to fully engage in environments or events (Elster & Parsi, 2020)

Audit: a process wherein a person or group of people use neutral, non-evaluative measures to judge the success or effectiveness of a place or process. In this work, an autism audit examines social, communication, and sensory factors of community events or venues that often pose challenges or supports for autistic people (Nielsen et al., 2022)

Autistic individual: a person who has received a medical diagnosis or educational eligibility of autism; or a person with a different diagnosis or eligibility whose lived experiences and support needs are similar to an autistic person; or a person with no diagnosis or eligibility whose lived experiences and support needs are similar to an autistic person

Avoidant: a Sensory Type wherein a person tends to "reduce unpredictable sensory stimuli during activities" (Dunn, 1997)

Educator: the person(s) responsible for implementing this curriculum, including, but not limited to: special education teachers, special education paraprofessionals, general education teachers, occupational therapists, speech language pathologists, school counselors, special education counselors, social workers, career and technical education teachers, vocational rehabilitation counselors, transition support professionals, day habilitation professionals, and related service providers

Learner: the person(s) this curriculum and the activities within are intended to benefit; in some settings, learners may be considered students, clients, consumers, or patients

Mental Load: also known as cognitive load; the amount of mental resources necessary for information processing (Adcock, 2000)

Participation: the act of engaging (in events, activities, communities, etc.) in a way that aligns with one's needs, beliefs, goals, abilities, and desires

Seeker: a Sensory Type wherein a person tends to "add movement, touch, sound, and visual stimuli into every experience" (Dunn, 1997)

Self-Advocacy: communicating one's own needs, wants, thoughts, and concerns to others in ways that align with one's preferences, boundaries, and beliefs (Paradiz, 2018)

Self-Awareness: thinking, learning, and knowing information about one's self (Morin, 2011)

Self-Care: preparing for and responding to one's own physical and emotional needs in a safe and helpful manner (Riegel et al., 2021)

Sensitive: a Sensory Type wherein a person is highly perceptive of and reactive to sensory stimulus (Dunn, 1997)

Sensory Processing: the way the brain receives, organizes, and responds to sensory input (Admin K.S.W., 2019)

Sensory Type: category that generally describes the collective pattern of sensory responses a learner experiences; see also: Seeker, Avoidant, Sensitive, and Under-Reactive (Dunn,1997)

Stimming: repetitive movements, sounds, or actions made by an individual for the purpose of coping, self-regulation, communication, or enjoyment (Lawson et al., 2014)

Under-Reactive: a Sensory Type wherein a person has difficulty registering sensory input (Dunn, 1997)

Visual Communication Support: icons, pictures, drawings, or graphics intended to augment a person's communication system, often with the intent of reducing mental load and increasing access to salient vocabulary or concepts

Scope and Sequence

Promoting Community Participation for Autistic Learners– Scope and Sequence		
Unit 1: Self-Awareness, Weeks: 1-8		
Essential Question: What do I know about how I respond to sensory input?		

Sequence:

Week 1	1. Introduction to Curriculum	2. Sensory Lab: Smell 1	3. Sensory Lab: Smell 2
Week 2	4. Sensory Lab: Sight 1	5. Sensory Lab: Sight 2	6. Sensory Lab: Movement 1
Week 3	7. Sensory Lab: Movement 2	8. Sensory Lab: Hearing 1	9. Sensory Lab: Hearing 2
Week 4	10. Sensory Lab: Touch 1	11. Sensory Lab: Touch 2	12. Sensory Lab: Simultaneous Stimulation
Week 5	13. Understanding Sensory Types	14. Understanding the Sensory Processing Observation Tool	15. Practice with Perspectives 1.1
Week 6	16. Practice with Perspectives 1.2	17. Practice with Perspectives 1.3	18. What is an audit and why is it important?
Week 7	19. Audit 1.1	20. Audit 1.2	21. Audit 1.3
Week 8	22. Audit 2.1	23. Audit 2.2	24. Audit 2.3

Desired Results: Through hands-on learning, the learner and the educator will engage in shared sensory-based experiences in order to discover and develop an understanding of the learner's sensory preferences. The learner will self-report on and participate in questionnaires during content lessons to document individual sensory-related characteristics and contribute toward a Sensory Type. The learner works to deepen their understanding of their Sensory Type results, the ways the results impact participation and inclusion in their school and community, and practice identifying how their sensory characteristics present in various settings.

Learning Plan Overview:
Step 1: Learners will participate in sensory labs to understand vocabulary, concepts, and gain insight into personal preferences that contribute to their Sensory Type.

Step 2: Learners will work with educators to complete components of the "Sensory Processing Observation Tool" and develop a working document to encompass each learner's sensory preferences.

Step 3: Learners will explore processes for expressing thoughts and giving appropriate feedback to lay the foundation for the correlation between self-awareness and giving feedback about an experience.

Step 4: Learners will participate in teacher-led virtual venue audits to begin practicing analyzing an environment and understanding what may interest, disinterest, or deter the learner.

Unit 2: Self-Care, Weeks: 9-12		

Essential Question: What can I do to take care of myself and my sensory needs?

Sequence:

Week 9	25. Introduction to Self-Care	26. Recognizing Needs	27. What Comes Naturally
Week 10	28. Making Plans	29. Building a Toolkit	30. What Works: Smell
Week 11	31. What Works: Sight	32. What Works: Movement	33. What Works: Hearing
Week 12	34. What Works: Touch	35. What to Do When Nothing Works	36. Self-Care in Action

Desired Results: Through hands-on learning, the learner and the educator will engage in shared sensory-based experiences and discussions in order to discover and explore how to meet their sensory needs, anticipate their sensory needs, and implement strategies to cope with their sensory experiences. The learner works to understand how to anticipate, plan for, and meet their needs according to their sensory type.

Learning Plan Overview:
Step 1: Learners will gain experience with a variety of accommodations and coping strategies.

Step 2: Learners will learn a framework for preparing to care for themselves in community settings by making a plan and creating a self-care toolkit.

Step 3: Learners will work with educators to complete components of the Sensory Type, Accommodation, and Communication Summary to develop a working document to organize and structure the insight gained from the learning units.

Unit 3: Self-Advocacy, Weeks: 13-16		

Essential Question: How can I communicate my needs to others?

Sequence:

Week 13	37. What is Self-Advocacy and Why is it Important?	38. Communication and Self-Advocacy 1.1	39. Communication and Self-Advocacy 1.2
Week 14	40. Communication and Self-Advocacy 1.3	41. What Self-Advocacy Looks Like: Day-to-Day	42. What Self-Advocacy Looks Like: Healthcare
Week 15	43. What Self-Advocacy Looks Like: Relationships	44. What Self-Advocacy Looks Like: At Work	45. What Have I Learned About Myself?
Week 16	46. Optional Community Outing	47. Optional Community Outing	48. Optional Community Outing

Desired Results: Through hands-on learning, the learner and the educator will engage in shared experiences and discussions to investigate how learners can advocate for their needs in various community settings. The learner will participate in a questionnaire during content lessons to document their social-communication preferences, as well as the toll communication may or may not take on their mental load. The learner continues to synthesize their knowledge from Units 1, 2, and 3 on the Sensory Type, Accommodation, and Communication Summary and prepare to present what they have learned throughout the curriculum.

Learning Plan Overview:
Step 1: Learners will define and discuss what self-advocacy is and why it is important.

Step 2: Learners will discover to whom and how to express their feedback about their lived experiences.

Step 3: Learners will utilize their insight about themselves, along with their experiences in community settings, to express their needs to another person.

Step 4: Learners will work with educators to finalize the Sensory Type, Accommodation, and Communication Summary.

Step 5: Learners will reflect on the components of the curriculum and discuss how they have grown, implications for using what they've learned in various settings, and ways to continue using their skills.

Lesson Sequence Week-by-Week		
Week 1	1. Introduction to Curriculum	2. Sensory Lab: Smell 1	3. Sensory Lab: Smell 2
Week 2	4. Sensory Lab: Sight 1	5. Sensory Lab: Sight 2	6. Sensory Lab: Movement 1
Week 3	7. Sensory Lab: Movement 2	8. Sensory Lab: Hearing 1	9. Sensory Lab: Hearing 2
Week 4	10. Sensory Lab: Touch 1	11. Sensory Lab: Touch 2	12. Sensory Lab: Simultaneous Stimulation
Week 5	13. Understanding Sensory Types	14. Understanding the Sensory Processing Observation Tool	15. Practice with Perspectives 1.1
Week 6	16. Practice with Perspectives 1.2	17. Practice with Perspectives 1.3	18. What is an Audit and Why is it Important?
Week 7	19. Audit 1.1	20. Audit 1.2	21. Audit 1.3
Week 8	22. Audit 2.1	23. Audit 2.2	24. Audit 2.3
Week 9	25. Introduction to Self-Care	26. What Comes Naturally	27. Recognizing Needs
Week 10	28. Making Plans	29. Building a Toolkit	30. What Works: Smell
Week 11	31. What Works: Sight	32. What Works: Movement	33. What Works: Hearing
Week 12	34. What Works: Touch	35. What Do When Nothing Works	36. Self-Care in Action
Week 13	37. What is Self-Advocacy and Why is it Important?	38. Communication and Self-Advocacy 1.1	39. Communication and Self-Advocacy 1.2
Week 14	40. Communication and Self-Advocacy 1.3	41. What Self-Advocacy Looks Like: Day-to-Day	42. What Self-Advocacy Looks Like: Healthcare
Week 15	43. What Self-Advocacy Looks Like: Relationships	44. What Self-Advocacy Looks Like: At Work	45. What Have I Learned About Myself?
Week 16	46. Optional Community Outing	47. Optional Community Outing	48. Optional Community Outing

Unit 1: Self-Awareness
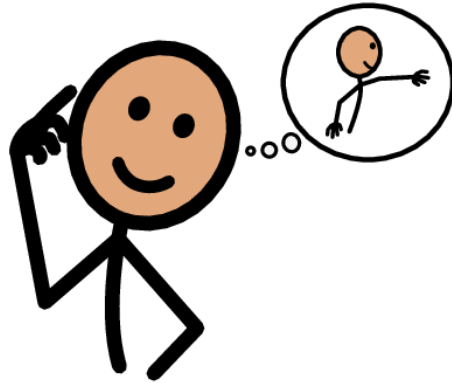
Unit 1: Self-Awareness Outline

Desired Results

Essential Question: What do I know about how I respond to sensory input?	**Big Idea:** Through hands-on learning, the learner and the educator will engage in shared sensory-based experiences in order to discover and develop an understanding of the learner's sensory preferences. The learner will self-report on and participate in questionnaires during content lessons to document individual sensory-related characteristics and contribute toward a Sensory Type. The learner works to deepen their understanding of their Sensory Type results, the ways the results impact participation and inclusion in their school and community, and practice identifying how their sensory characteristics present in various settings.

Guiding Questions:

Content Questions
- What senses impact the way people participate in the world?
- Do people interpret sensory input in the same way?

Process Questions
- How can I explore what sensations I like and dislike, seek more of, or avoid?

Metacognitive Questions
- What did I learn about myself and the way to react to various sensory input?
- How does my body respond to different sensations?

Standards Addressed:

Texas Essential Knowledge and Skills (TEKS) (pg. 197-200):

§110.36. English Language Arts and Reading
      E1.1A, E1.1B, E1.1C, E1.1D
      E1.5A, E1.5E, E1.5F, E1.5H, E1.5I

§110.58. Communication Applications
      CA.1A, CA.1B, CA.1C, CA.1J
      CA.2E, CA.2I

§113.45. Psychology
      PSY.4A. PSY.4B
      PSY.14D

§115.32. Health
      9-10.HEALTH1.6A
      9-10.HEALTH1.7H
      9-10.HEALTH1.9A, 9-10.HEALTH1.9B
      9-10.HEALTH1.14A
      9-10.HEALTH1.15A

§120.9. Positive Character Traits
      9-12.CHARACTERTRAITS.1A
      9-12.CHARACTERTRAITS.2B, 9-12.CHARACTERTRAITS.2C, 9-12.CHARACTERTRAITS.2D
      9-12.CHARACTERTRAITS.3A, 9-12.CHARACTERTRAITS.3B
      9-12.CHARACTERTRAITS.4A, 9-12.CHARACTERTRAITS.4B, 9-12.CHARACTERTRAITS.4D

§127.14. Career Preparation
      11-12.CPI.2C, 11-12.CPI.2H, 11-12.CPI.2I, 11-12.CPI.2J
      11-12.CPI.6A

Common Core State Standards (CCSS) (pg. 201-204):

English and Language Arts
    Reading: Informational Text
        CCSS.ELA-LITERACY.RI.6.4
    Speaking and Listening
        CCSS.ELA-LITERACY.SL.6.1
        CCSS.ELA-LITERACY.SL.6.1.C
        CCSS.ELA-LITERACY.SL.6.1.D
        CCSS.ELA-LITERACY.SL.6.4
        CCSS.ELA-LITERACY.SL.6.5
    Language
        CCSS.ELA-LITERACY.L.6.3
        CCSS.ELA-LITERACY.L.6.3.A
        CCSS.ELA-LITERACY.L.6.5
        CCSS.ELA-LITERACY.L.6.5.B
        CCSS.ELA-LITERACY.L.6.6
    Science and Technical Subjects
        CCSS.ELA-LITERACY.RST.6-8.3
        CCSS.ELA-LITERACY.RST.6-8.4

Texas College and Career Readiness Standards (CCRS) (pg. 205-206):

English/Language Arts
    Reading: E/LAS.II.B
    Speaking: E/LAS.III.A
    Listening: E/LAS.IV.A, E/LAS.IV.B
Social Studies
    Analysis, Synthesis, and Evaluation of Information: SS.IV.C
    Effective Communication: SS.V.A
Cross-Disciplinary
    Key Cognitive Skills: CDS.I.A, CDS.I.B, CDS.I.C, CDS.I.E
    Foundational Skills: CDS.II.A, CDS.II.E

Assessment Evidence

Diagnostic Assessment: Aloud in a group or individually with an educator, the learner answers the essential question: what do I know about how I respond to sensory input? The educator takes note of if and how each learner answers that question to check for both comprehension and accuracy.

Formative Assessment: Throughout Unit 1, the educator works with the learner to complete the "Sensory Processing Observation Tool" based on learner experiences and responses during the eleven Sensory Lab lessons and activities. After the final Sensory Lab, a Learner Sensory Type is developed using results from each of the five categories from the "Sensory Processing Observation Tool", capturing a snapshot of the learner's understanding of the content, as well as creating a comprehensive working document of their responses to sensory input.

Summative Assessment: The two virtual community environment audits serve as opportunities for the class or small groups to demonstrate their knowledge about their sensory systems and how they interact with the world.

Learning Plan

Assessments and References:
    Sensory Processing Observation Tool
    At-A-Glance Characteristics of Sensory
    Types

Lessons, Visuals, and Handouts:
1. Introduction to Curriculum
    Definitions of Senses Visual
    Essential Question Response Form
    Self-Awareness Definition Visual
2. Sensory Lab: Smell 1
    Visual for Opinions and Sensory
    Descriptors
3. Sensory Lab: Smell 2
4. Sensory Lab: Sight 1
5. Sensory Lab: Sight 2
    Picture 1
    Picture 2
6. Sensory Lab: Movement 1
7. Sensory Lab: Movement 2
8. Sensory Lab: Hearing 1
9. Sensory Lab: Hearing 2
10. Sensory Lab: Touch 1
11. Sensory Lab: Touch 2
12. Sensory Lab: Simultaneous Stimulation
    Mental Load Meter
13. Understanding Sensory Types
    Characteristics of Sensory Types with
    Symbols
    Sensory Type Matching Activity

14. Understanding the Sensory Processing
    Observation Tool
    How my Body Feels when I am
    Overwhelmed
15. Practice with Perspectives 1.1
    How my Body Feels when I am
    Comfortable
16. Practice with Perspectives 1.2
    Photo Scavenger Hunt
17. Practice with Perspectives 1.3
18. What is an audit and why is it important?
19. Audit 1.1
    Autism Community Audit
    Pictures for Smell
    Pictures for Sight
20. Audit 1.2
    Pictures for Movement
    Pictures for Hearing
21. Audit 1.3
    Pictures for Touch
    Pictures for Communication
22. Audit 2.1
    Pictures for Smell
    Pictures for Sight
23. Audit 2.2
    Pictures for Movement
    Pictures for Hearing
24. Audit 2.3
    Pictures for Touch
    Pictures for Communication

Unit 1: Self-Awareness Assessments and References

Sensory Processing Observation Tool

Sensory processing is the way the brain receives, organizes, and responds to sensory input (Admin K.S.W., 2019). Every person's sensory experiences are unique. Autistic individuals may have sensitive, over-responsive, or under-responsive sensory systems which can result in difficulties participating in and enjoying day-to-day activities.

For the purpose of this curriculum, the five senses targeted in this measure include:

- **Olfactory sense (smell)** is the ability to interpret smells (Admin K.S.W., 2019).
  It uses the nose to receive information about the chemical makeup of particles in the air to determine if the smell is safe or harmful.

- **Visual sense (sight)** is the ability to understand and interpret what is seen (Admin K.S.W., 2019).
  The visual system uses the eyes to receive information about contrast of light and dark, color and movement. It detects visual input from the environment through light waves stimulating the retina.

- **Vestibular sense (movement)** is the ability to interpret information relating to movement and balance (Admin K.S.W., 2019).
  The vestibular system uses the semicircular canals in the inner ear to receive information about movement, change of direction, change of head position, and gravitational pull.

- **Auditory sense (hearing)** is the ability to interpret information that is heard (Admin K.S.W., 2019).
  The auditory system uses the outer and middle ear to receive noise and sound information. They receive information about volume, pitch, and rhythm.

- **Tactile sense (touch)** is the ability to interpret information coming into the body by the skin (Admin K.S.W., 2019).
  It uses receptors in the skin to receive touch sensations like pressure, vibration, movement, temperature, and pain.

This observation tool aims to increase insight into the ways in which learners experience sensory input. It is not intended to diagnose or formally evaluate learners. It is a collaborative document between educators and students that helps categorize and describe learners' lived sensory-based experiences into four distinct Sensory Types: Seeker, Avoidant, Sensitive, and Under-Reactive (Admin K.S.W., 2019) (Dunn, 1997).
See common characteristics of seeking, avoiding, sensitive, and under-reactive types on page 7.

Follow the directions below to complete the "Sensory Processing Observation Tool":
- Sense of Smell Observations:
  - Complete during or after Sensory Lab Smell 1 and Sensory Lab Smell 2
- Sense of Sight Observations:
  - Complete during or after Sensory Lab Sight 1 and Sensory Lab Sight 2
- Sense of Movement Observations:
  - Complete during or after Sensory Lab Movement 1 and Sensory Lab Movement 2
- Sense of Hearing Observations:
  - Complete during or after Sensory Lab Hearing 1 and Sensory Lab Hearing.2
- Sense of Touch Observations:
  - Complete during or after Sensory Lab Touch 1 and Sensory Lab Touch 2

Sensory Processing Observation Tool

Sense of Smell: Based on staff observations during classroom lessons, shared experiences, and conversations with the learner, complete the following questionnaire. Total the "yes," "sometimes," and "no" responses in each shaded section separately. When all sections are complete, review the questionnaire with the learner to discuss and glean insight into the learner's sensory preferences, dislikes, and needs. Ask the learner for feedback and modify responses as needed according to the learner's lived experience. Consider printing this page for the learner's Promoting Community Participation Folder.

Learner Name: _____ Date of Completion: _____

In regards to **olfactory input (sense of smell)**, the learner…	YES	SOME-TIMES	NO
1. sniffs items frequently, including items most learners don't sniff.			
2. responds drastically to or perseverates on *seeking out* typically benign smells.			
3. seems to notice and pay attention to smells others do not.			
4. reports they like to smell or often smells objects.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **seek** olfactory input (smells and scents) more than others.			
5. dislikes or avoids smelling scented items or strong odors.			
6. responds drastically to, is bothered by, or perseverates on *avoiding* typically benign smells.			
7. refuses to smell trial scents presented in lessons.			
8. reports they dislike smelling or often avoid strong smells.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **avoid** olfactory input (smells and scents) more than others.			
9. becomes anxious when smelling something new or unfamiliar; may want to try, but is hesitant.			
10. struggles to pay attention during scent-related activities.			
11. seems uncomfortable/emotional when asked to participate in sensory-based lessons or is exposed to new or powerful scents.			
12. needs more support than others to tolerate environmental smells.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **be more sensitive to** olfactory input (smells and scents) than others.			
13. does not seem to notice smells, even powerful ones.			
14. seems unaware or inattentive during scent-based activities.			
15. does not seem to understand why others may react strongly to smells.			
16. does not have an opinion on various scents, positive or negative.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **react to** olfactory input (smells and scents) less than others.			

Sensory Processing Observation Tool

Sense of Sight: Based on staff observations during classroom lessons, shared experiences, and conversations with the learner, complete the following questionnaire. Total the "yes," "sometimes," and "no" responses in each shaded section separately. When all sections are complete, review the questionnaire with the learner to discuss and glean insight into the learner's sensory preferences, dislikes, and needs. Ask the learner for feedback and modify responses as needed according to the learner's lived experience. Consider printing this page for the learner's Promoting Community Participation Folder.

Learner Name: _____ Date of Completion: _____

In regards to **visual input (sense of sight)**, the learner…	YES	SOME-TIMES	NO
1. looks closely or intensely at objects or light frequently, including items most learners don't notice or look at.			
2. enjoys looking at lights that blink, spin, or move in a repetitive way.			
3. seems to notice and pay attention to visual patterns more than others.			
4. reports they like to stare at or watch specific objects.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may ***seek*** visual input more than others.			
5. dislikes or avoids looking at bright, blinking, or fast-moving objects.			
6. responds drastically to, is bothered by, or perseverates on *avoiding* visual input (i.e. flashing lights, fluorescent lights, bright patterns, etc...).			
7. reacts strongly or emotionally when asked to engage in visually stimulating activities or to remain in visually stimulating environments.			
8. reports that eye contact is uncomfortable or avoids making eye contact.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may ***avoid*** visual input more than others.			
9. becomes anxious or stressed when in a visually stimulating environment.			
10. struggles to pay attention during visually stimulating activities.			
11. is distracted easily in visually busy environments; looks around often.			
12. needs more support than others to tolerate visual stimulation.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may ***be more sensitive to*** visual input than others.			
13. does not seem to notice bright or flashing lights or fast-moving objects.			
14. seems unaware or inattentive during visually stimulating activities.			
15. has difficulty finding objects in visually busy environments.			
16. does not react to or disregards visual stimulus often.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may ***react to*** visual input less than others.			

Sensory Processing Observation Tool

Sense of Movement: Based on staff observations during classroom lessons, shared experiences, and conversations with the learner, complete the following questionnaire. Total the "yes," "sometimes," and "no" responses in each shaded section separately. When all sections are complete, review the questionnaire with the learner to discuss and glean insight about the learner's sensory preferences, dislikes, and needs. Ask the learner for feedback and modify responses as needed according to the learner's lived experience. Consider printing this page for the learner's Promoting Community Participation Folder.

Learner Name: _____ Date of Completion: _____

In regards to **vestibular input (sense of movement)**, the learner…	YES	SOME-TIMES	NO
1. seems to always be moving, fidgeting, or rocking.			
2. tends to prioritize movement over group or community participation.			
3. touches people or items in the environment more frequently than others.			
4. reports frequently feeling like they need to be moving.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **seek** vestibular input (movement) more than others.			
5. refuses to engage in or resists movement activities.			
6. responds drastically to, is bothered by, or perseverates on *avoiding* movement activities.			
7. reacts strongly or emotionally when asked to engage in movement activities, especially activities that require climbing or balancing.			
8. reports they dislike moving or prefer still, non-movement activities.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **avoid** vestibular input (movement) more than others.			
9. becomes anxious when engaging in movement tasks; may want to try, but is hesitant.			
10. struggles to pay attention or follow directions during movement-related activities.			
11. seems uncomfortable or emotional when asked to participate in movement-based lessons.			
12. needs more support than others to tolerate movement activities.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **be more sensitive to** vestibular input (movement) than others			
13. loses balance and appears clumsy during movement activities.			
14. runs into or fails to notice others or objects in the environment often.			
15. fatigues easily during movement activities.			
16. can seem unaware in hectic, busy environments.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **react to** vestibular input (movement) less than others			

Sensory Processing Observation Tool

Sense of Hearing: Based on staff observations during classroom lessons, shared experiences, and conversations with the learner, complete the following questionnaire. Total the "yes," "sometimes," and "no" responses in each shaded section separately. When all sections are complete, review the questionnaire with the learner to discuss and glean insight into the learner's sensory preferences, dislikes, and needs. Ask the learner for feedback and modify responses as needed according to the learner's lived experience. Consider printing this page for the learner's Promoting Community Participation Folder.

Learner Name: _____ Date of Completion: _____

In regards to **auditory input (sense of hearing)**, the learner…	YES	SOME-TIMES	NO
1. likes to make noise and sounds; taps objects or fidgets loudly.			
2. responds drastically to or perseverates on environmental sounds.			
3. seems to notice and pay attention to sounds others do not.			
4. reports they listen to music, TV, or other input at a higher volume than others.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **seek** auditory input more than others.			
5. dislikes or avoids loud, repetitive, or unfavorable sounds.			
6. responds drastically to, is bothered by, or perseverates on *avoiding* typically certain sounds or noise levels.			
7. refuses to participate in noisy activities; may cover ears.			
8. reports they dislike certain sounds or noise levels.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **avoid** auditory input more than others.			
9. becomes anxious when listening to or hearing something new; may want to try, but is hesitant.			
10. struggles to pay attention during noisy activities.			
11. seems uncomfortable or emotional when asked to participate in sensory-based lessons or is exposed to new or loud sounds.			
12. needs more support than others to tolerate environmental sounds.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **be more sensitive to** auditory input than others.			
13. does not seem to notice loud or repetitive sounds.			
14. seems unaware or inattentive during loud or noisy activities.			
15. frequently does not attend to verbal directions or prompts.			
16. disregards sounds and noises often, including others talking.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may **react to** auditory input less than others.			

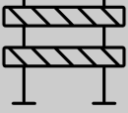# Sensory Processing Observation Tool

Sense of Touch: Based on staff observations during classroom lessons, shared experiences, and conversations with the learner, complete the following questionnaire. Total the "yes," "sometimes," and "no" responses in each shaded section separately. When all sections are complete, review the questionnaire with the learner to discuss and glean insight into the learner's sensory preferences, dislikes, and needs. Ask the learner for feedback and modify responses as needed according to the learner's lived experience. Consider printing this page for the learner's Promoting Community Participation Folder.

Learner Name: _____ Date of Completion: _____

In regards to **tactile input (sense of touch)**, the learner…	YES	SOME-TIMES	NO
1. touches others and items frequently, with or without permission.			
2. tends to prioritize getting tactile input over participation in activities.			
3. responds drastically to or perseverates on *seeking out* preferred tactile input, including certain textures or pressures.			
4. reports frequently feeling like they need some type of tactile input.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may ***seek*** tactile input more than others.			
5. refuses to engage in or resists activities involving touching items or people, or being touched by items or people.			
6. responds drastically to, is bothered by, or perseverates on *avoiding* tactile input, including certain textures or pressures.			
7. reacts strongly or emotionally when asked to engage in tactile activities or tolerate tactile input.			
8. reports they dislike touching unfamiliar items or specific textures.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may ***avoid*** tactile input more than others.			
9. becomes anxious or stressed in tactically stimulating environments.			
10. struggles to pay attention during tactically stimulating activities.			
11. is distracted easily when receiving tactile input; seems hesitant.			
12. needs more support than others to tolerate tactile input.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may ***be more sensitive to*** tactile input than others.			
13. often runs into or fails to notice others or objects in the environment			
14. seems unaware or inattentive to tactile input.			
15. needs support to touch and receive touch from others appropriately.			
16. often does not react to or disregards tactile stimulus.			
TOTAL:			
Indications of "yes" and "sometimes" in the above rows indicate this individual may ***react to*** tactile input less than others.			

Sensory Processing Observation Tool

At-A-Glance Characteristics of Sensory Types	
Type	Common Characteristics (Brown & Dunn, 2002) (Dunn, 1997)
Seeker	- High activity levels, may need to move often - Crave sensory input - Add sensation and input into most experiences, often creatively - Have high thresholds and needs for movement, touch, sound, smell, and visual stimuli - May focus and attend best when able to get simultaneous sensory input
Avoidant	- May prefer routine and limited unpredictability - Can seem reluctant to try new things or go to new places - Relies on rituals throughout the day - May like to be alone or away from high-sensation environments - Need low stimulation or access to sensory-reducing accommodations to attend and focus
Sensitive	- Might struggle with staying on task or distractibility due to sensitivity to various input - Can be quick to notice sensory stimulus - Usually detail-oriented and observant - Can respond to sensory input in an emotional way - Need predictable sensory stimulation or access to sensory-reducing accommodations to attend and focus
Under-Reactive	- May prefer to be sedentary and have limited endurance - Tend to like repetition of activities - Participation in sensory-based activities may depend on interest level - Need above average levels of input to engage with and notice sensations - May be flexible and tolerant to stimuli that is distracting to others

Note: A symbolated version of this chart, entitled Characteristics of Sensory Types with Symbols, is available in Unit 1: Self-Awareness—Understanding Sensory Types.

Unit 1: Self-Awareness
Lessons, Visuals, and Handouts
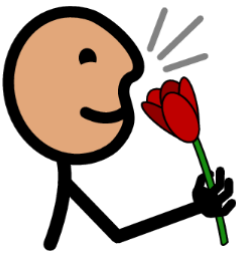
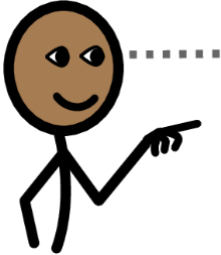## Unit 1: Self-Awareness—Introduction to Curriculum
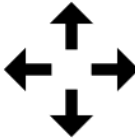
Learning Objective: The learner is introduced to the purpose of the curriculum, exposed to critical vocabulary related to the overarching concepts, and current knowledge is informally assessed.

Name of Lesson #1:	Introduction to Curriculum
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	***For all lessons, ensure all learners have a method in which to provide feedback in group discussions, considering all communication styles and abilities.*** Print handouts and visuals as needed.
Target Vocabulary:	Key concept words: sensory, senses, community, opinion, smell, sight, hearing, movement, touch
Lesson:	Talk with learners about how a person's experience in the world (or community, school environment, etc.) is affected by their senses. Review the definition of senses on the "Senses Definitions" handout with the class. Talk about how a person who doesn't like loud noises has to deal with noises often in the community. What might it be like for that person at a concert? What about in the grocery store? Explore this idea for various senses and get feedback from the class. What knowledge do they already have about different sensory experiences? Write their input and examples on the board. Explain to the class that the purpose of this curriculum is to understand their sensory systems well, learn how to plan for their sensory needs, and learn how to describe their sensory needs to others. Ask the essential question: What do you know about how you respond to sensory input? Take note of the answers to get an understanding of comprehension on the "Essential Question Response Form." Discuss with the class that the first few weeks of this curriculum will be to experience different sensations together in regards to the following senses: smell, sight, hearing, touch, and movement. These lessons are called Sensory Labs and are designed so learners can increase their self-awareness. Self-awareness can be defined as thinking, learning, and knowing information about yourself (see "Self-Awareness Definition Visual"). As a group, the learners will have opportunities to try different activities that will give them information about their sensory systems. This information is important and will be noted by the learner or the educator on the "Sensory Processing Observation Tool" throughout Unit 1. At the end of Unit 1, the learners will have a description of their results from the "Sensory Processing Observation Tool."

	Lead the group in a discussion about participation in the upcoming Sensory Lab lessons. What should learners do if they are uncomfortable participating in a certain activity? How should they tell the educator or the class if they don't want to do something or if they need help? Plan with the class to create a safe, inclusive learning environment.
Handouts and Visual Supports:	Definitions of Senses (pg. 31) Essential Question Response Form (pg. 32) Self-Awareness Definition Visual (pg. 33)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss and share ideas about what they know about self-awareness.

Definitions of Senses

Consider printing this page for the learner's Promoting Community Participation Folder.

Sense of Smell	A person's ability to understand what their nose smells	
Sense of Sight	A person's ability to understand what their eyes see	
Sense of Movement	A person's ability to understand the way their body feels when it moves	
Sense of Hearing	A person's ability to understand what their ears hear	
Sense of Touch	A person's ability to understand what their body feels when their skin comes in contact with other things	

Essential Question Response Form

To capture data about pre-instructional knowledge, complete this form for each learner at the beginning of each unit. Consider printing this page for the learner's Promoting Community Participation Folder.

Learner Name: _____ Educator Name: _____

Unit 1 Essential Question: What do you know about how you respond to sensory input?
Corresponding Lesson: Unit 1: Self-Awareness—Introduction to Curriculum
Date of Form Completion: _____
Was the learner able to answer the essential question with confidence and accuracy? Write examples as needed:

_____

_____

_____

_____

_____

Unit 2 Essential Question: What can you do to take care of yourself and your sensory needs?
Corresponding Lesson: Unit 2: Self-Care—Introduction to Self-Care
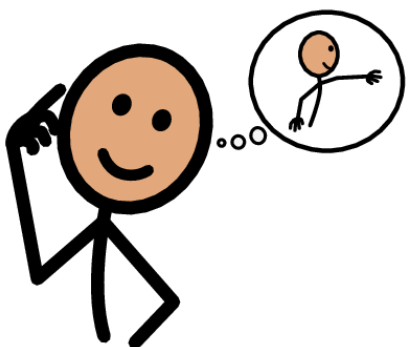Date of Completion: _____
Was the learner able to answer the essential question with confidence and accuracy? Write examples as needed:

_____

_____

_____

_____

_____

Unit 3 Essential Question: How can you communicate your needs to others?
Corresponding Lesson: Unit 3: Self-Advocacy—What is Self-Advocacy?
Date of Completion: _____
Was the learner able to answer the essential question with confidence and accuracy? Write examples as needed:
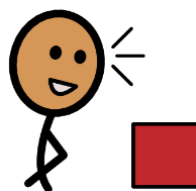
_____

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Self-awareness is

thinking

learning

knowing

about yourself.

Consider printing this page for the learner's Promoting Community Participation Folder.

Promoting Community Participation for Autistic Learners   33
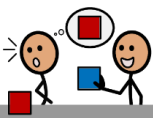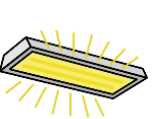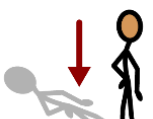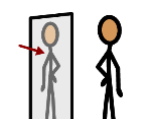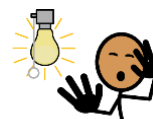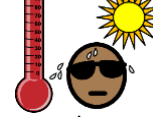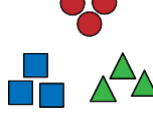
Unit 1: Self-Awareness—Sensory Lab Smell 1

Learning Objective: The learner begins to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #2:	Exploration with Identifying Smells
Materials Needed:	6 small cups 6 cotton balls 6 distinct liquid scents (ex: lemon juice, vanilla extract, vinegar, coffee, tea, pickle juice, tabasco sauce, etc..) Handouts and visuals
Preparation:	Gather materials listed above. Separate cups and place 1 cotton ball in each cup. Pour the scented liquids onto the cotton balls (1 liquid per cup) and discreetly note which liquid is in each cup. Prepare to note insight from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary:	Opinion words and adjectives like: good, bad, excellent, gross, sweet, sour, disgusting, lovely, delicious
Lesson:	Introduce the sense of smell to the class. Discuss how people use their nose and respiratory system to smell. Some things smell good. Some things have no scent. Some things smell terrible! Knowing how we react to smells and odors is important because it helps us understand how to prepare for experiences in the community. For example, someone who is easily bothered by smells will need to prepare differently when going to a state fair than someone who doesn't notice many smells. Tell the class the activity today is to get experience smelling different scents, noticing what we think about them, and describing what we smell. Practice inhaling together so each learner demonstrates an understanding of breathing in through their nose. Then, show the learners the cups and tell them that each cup contains a different smell. Each learner will take a turn smelling each cup and have a chance to tell the class what they think. Use provided visual communication supports ("Visual for Opinions and Sensory Descriptors") as needed. Emphasize opinions (what the learner thinks of the smell) and descriptions (adjectives the learner uses like sweet, sour, spicy, disgusting, etc.). Have the learner guess what the smell is and after everyone guesses or describes the scent, reveal which liquid is in the cup. Honor requests to decline participation.
Handouts and Visual Supports:	Visual for Opinions and Sensory Descriptors (pg. 36)

Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Is it important to know how you respond to smells? If so, why? 2) What is your favorite scent? 3) What is the worst thing you've ever smelled? How did you respond to it? 4) Are there any smells that remind you of something? 5) Do you think it's possible for smells to change the way we feel?

Visual for Opinions and Sensory Descriptors

good	like	don't like	bad	excellent	gross	uncomfortable	comfortable	distracting	overwhelmed
happy/okay	sad	angry	scared/worried	bored	confused	irritable	chemical	sweet	sour
natural light	artificial light	shadow	flash/blinking	organized	cluttered	reflection	bright	dark	dim
fast	slow	steady	unsteady	high	low	cold	hot	warm	category
loud	quiet	low pitch	high pitch	sudden	repeat	noisy	muffled	heavy/strong	light/faint
hard	soft	rough	smooth	bumpy	sticky	wet	dry	tight	loose

Consider printing this page for the learner's Promoting Community Participation Folder.

Unit 1: Self-Awareness—Sensory Smell 2

Learning Objective: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #3:	Exploration with Categorizing Smells
Materials Needed:	Handouts and visuals 12 items with distinct smells (3 items from 4 different categories) Examples: Safe chemicals: hand sanitizer, rubbing alcohol, Dial hand soap Fruit: apples, orange slices, pineapple chunks Nature: flower, tree bark, dirt Fragrances: perfume, deodorant, candle
Preparation:	Gather materials listed above. Set items on tabletop in an accessible area of the classroom in no particular order. Prepare to note insight from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary:	Opinion words and adjectives like: good, bad, excellent, gross, sweet, sour, disgusting, lovely, delicious, strong, faint Category words that match the items sampled
Lesson:	Discuss with the class that our noses and bodies respond to smells in different ways. Some things that smell bad are meant for us to stay away from them (like powerful chemicals). Other things that may smell great are meant for us to like them (like fragranced items). Sometimes people like or dislike whole categories of scents, so thinking about what smells belong to which group can be helpful in learning to describe and advocate for one's self. Tell the class the activity today is to get experience categorizing, or grouping, different scents, while still noticing what we think about them, and describing what we smell. Practice inhaling together again, if needed, so each learner demonstrates an understanding of breathing in through their nose. Then, show the learners the items available for smelling. Each learner will take a turn smelling each item and have a chance to tell the class what they think. Use provided visual communication supports as needed. Emphasize which smells belong to the same category or group and rearrange the items by category as the lesson continues. Discuss why they fit into each category. Continue to encourage expression of opinions (what the learner thinks of the smell) and descriptions (adjectives the learner uses like sweet, fruity, disgusting, etc.). Honor requests to decline participation.

Handouts and Visual Supports:	Visual for Opinions and Sensory Descriptors (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) What is a category? 2) Are there any groups of smells you like or dislike? 3) Have you ever smelled something so strong it made your eyes water?

Unit 1: Self-Awareness—Sensory Lab Sight 1

Learning Objective: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

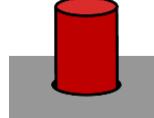|	
Name of Lesson #4:	Exploration with Lighting and Darkness
Materials Needed:	Flashlight Tissue Paper (at least 2 different colors) Rubber/elastic band Access to a room with a window or access to outside Access to a room where the lights can be turned off or dimmed Handouts and visuals
Preparation:	Gather materials listed above. If using a classroom with a lot of windows, brainstorm ways to darken the room for flashlight usage. Prepare to note insight from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Opinion words and adjectives like: good, bad, like, don't like, bright, dark, dim, color words; natural light vs artificial light
Lesson:	Discuss with the class that our eyes and brains process light in different ways. Light is often helpful because it helps us see—in well-lit areas, we can see details, find things easier, and read without hurting our eyes. Light can also bother our eyes, be too bright, and can flash and be distracting. Not enough light can also be a problem. Sometimes, people prefer different types of light. One category of light is natural light that happens naturally in the world (i.e. sunlight, moonlight, light from fire, reflections, stars, fireflies, etc). Another category is artificial light (i.e. light bulbs, TVs, computer screens, lasers, etc). Natural light can sometimes be easier for our brains to process, while some artificial light can be hard on our eyes. Knowing about these two categories of light can be helpful in learning to describe and advocate for one's self. Tell the class the activity today is to get experience identifying and describing the two main categories of light—artificial and natural. Experiment with the lights in the room; turn them off and describe the differences between the light and dark environments. Then make the room as dark as possible (covering the windows, if possible). How do the learners feel when it's dark? What does it feel like when it's hard to see? Do their eyes prefer the dark or light? Use provided visual communication support ("Visual for Opinions and Sensory Descriptors") as needed. Then, turn the flashlight on in a dim room. What is the difference between using the flashlight and the overhead lights? Cover the flashlight in tissue

	paper and wrap the rubber band around the tissue paper. How does adding color change how the light looks and works? What do the learners think about how the room looks when it is colored differently? Now look out the window or go outside. How can the learners describe natural light? What are the differences between the light in the classroom and the light outside? Does one feel better to look at than another? Continue to encourage expression of opinions (what the learner thinks of the lighting) and descriptions (adjectives the learner uses like bright, dark, dim, etc.). Honor requests to decline participation.
Handouts and Visual Supports:	<u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) What is artificial light? 2) What is natural light? 3) Are there any lights that bother you? If so, how does your body respond when it bothers you? Do you tell someone about it? 4) Is there any light that makes you squint? 5) Are there ever times when changing the lighting in a room can change how you feel?

Unit 1: Self-Awareness—Sensory Lab Sight 2

Learning Objective: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #5:	Exploration with Movement of Light and Visual Patterns
Materials Needed:	Access to the stimulus images attached Flashlight Small mirror or reflective surface Access to a room where the lights can be turned off or dimmed Device to view stimulus photos (phone, tablet, computer, etc) Handouts and visuals
Preparation:	Gather materials listed above. If using a classroom with a lot of windows, brainstorm ways to darken the room for flashlight usage. Prepare to note insight from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Opinion words and adjectives like: good, bad, like, don't like, shadow, flicker, organized, busy, cluttered, pattern, reflection
Lesson:	Discuss with the class how light can move or appear to move. This can be natural or artificial. For example, clouds make it appear like the sunlight moves when the clouds pass across the sky. Also, sometimes light appears to move when it blinks or flashes. Light movement can give us information (i.e. a flickering light may tell us it's time to change the lightbulb), can be distracting, and can change the way an environment looks (i.e. if the clouds cover the sunlight in a bright room, the room will get darker). Tell the class the activity today is to get experience with light that moves. To do this, darken the room and shine a flashlight around the room (out of everyone's eyes). Vary the speed at which you move the light around the room. Discuss feedback and opinions about what that looks and feels like. Use provided visual communication support ("Visual for Opinions and Sensory Descriptors") as needed. Is it pleasant to see? Then, go to the light switch in the classroom and briefly make the lights flicker. Ask for feedback and thoughts about what it would be like to learn in an environment where the light flickered often. Use the flashlight and mirror to talk about reflection of light. Brainstorm some situations where lights flicker, flash, reflect, or turn on and off often (i.e. when in a car at night, when on an elevator, in a doctor's office, in traffic, watching TV in the dark, etc.). Some people like it when light changes often. Others do not. What do the learners think? Shift from light that moves to talking about patterns we can see. Think of a zebra that has black and white stripes. What other animal has patterns (giraffe, snake, turtle shell, peacock, tiger, cheetah, etc)? Some people find

	patterns interesting to look at. Others do not. What do the learners think?
	Now think about patterns that are artificial, like nicely organized shelves at a grocery store (see picture 1 attached). Despite the fact that it is crowded, can you see everything well? Does it appear organized? View the second picture (see picture 2 attached). This store is in the middle of restocking. What do you see when you look at it? Do the boxes and displays in the aisle bother you?
	Honor requests to decline participation.
Handouts and Visual Supports:	Visual for Opinions and Sensory Descriptors (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Do you like moving or flashing lights? 2) Do you ever stare at blinking lights? 3) Think about the way your room looks. Is it organized and neat or busy and disorganized? 4) Does moving or changing light alter your mood or the way you feel? 5) Tell me about a place you like or dislike based on how it is organized (or not).

Picture 1

Picture 2

Unit 1: Self-Awareness—Sensory Lab Movement 1

Learning Objective: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #6:	Exploration with Movement
Materials Needed:	Access to large space where learners can move Access to chair with wheels Handouts and visuals
Preparation:	Gather materials listed above. Prepare to note insight from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Opinion words and adjectives like: good, bad, like, don't like, fast, slow, comfortable, uncomfortable
Lesson:	Discuss with the class how each person experiences movement differently. Some people are comfortable moving quickly, climbing ladders, walking uphill, etc. Others may be uncomfortable with those activities or get tired easily when engaging in those tasks. Some people get scared when moving their bodies in certain ways, and some people get physically sick (like car sickness). Tell the class the activity today is to get experience with how they each respond to movement—to understand what kind of movement they like and may not like. Use provided visual communication support ("Visual for Opinions and Sensory Descriptors") as needed. The first activity to experiment with is speed. Have the class walk around the room or through the halls at a normal pace. Then ask them to walk slowly for one minute. Follow that by walking as quickly as they safely can for 1 minute. They should be able to notice the change in their breathing, their heart rate, and maybe even their sweat. Did they notice anything else? Were all the learners' regular walking speeds the same as one another? Are some naturally faster or slower? Shift from walking to taking turns pushing each other *(safely)* in a rolling chair at a regular speed. Does the learner feel different about movement when pushed around (i.e. having less control over their speed) as opposed to walking? What do the learners notice? Further, take turns with one learner sitting still in a chair and the remainder of the class walking around them/near them/at them quickly. How does it feel to be still in the middle of a lot of movement? Does anyone find it uncomfortable? Exciting? If time allows, ask one learner to sit still on the floor while others walk quickly around them. Does being smaller than everyone else make it feel different as opposed to sitting in a chair? For learners in wheelchairs or with physical disabilities, encourage safe

	participation in these activities that they are comfortable with. Regardless of their ability to complete the tasks, seek their input about the ways they interpret movement. Emphasize that movement we are in control of (walking, moving our arms, moving our head) may feel different than movement controlled by someone else (someone pushing us, someone driving us in a car, transferring us from one position to another). Honor requests to decline participation.
Handouts and Visual Supports:	Visual for Opinions and Sensory Descriptors (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Do you like moving quickly? Or slowly? If so, why? 2) Do you notice when others are moving quicker or slower than you? 3) Do you think moving quickly or slowly can change the way you feel emotionally? 4) What are some places where it is expected that you move quickly? Or slowly? How do you feel in those places?

Unit 1: Self-Awareness—Sensory Lab Movement 2

Learning Objective: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #7:	Exploration with Balance
Materials Needed:	Access to large space where learners can move Access to stairs, steps, or elevator Handouts and visuals
Preparation:	Gather materials listed above. Prepare to note insights from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Opinion words and adjectives like: good, bad, like, don't like, steady, unsteady, high, low, comfortable, uncomfortable
Lesson:	Continue discussing with the class how each person experiences movement differently, and this can include balance. Balance can be explained as how steady or unsteady a person feels. Feeling unsteady can be scary, but can also be exciting to some people. Tell the class the activity today is to get experience with how they each respond to feeling unsteady. To the extent they are comfortable, they will practice activities that affect their balance and talk about how those activities make them feel. Can any learners recall experiences that made them feel unsteady (i.e. roller coaster, climbing a hill, walking in a narrow area like a nature trail, walking on something slippery, etc.) For the first activity, have each member of the class attempt to stand on one foot (holding on to a table or wall is fine). Ask the class to think about how they feel when on one foot. Can they focus well? Do they get tired? Is it scary? What do they notice? Can they bend over and touch their toes while standing on one foot? *For a learner who is unable to complete this task, ask them to tilt their head or lean forward or backward to experiment with their perspective.* Next, ask each learner to remove one shoe. This simple change will make normal activities feel different. Ask the class to walk through the classroom or hallway and see if they notice the simple difference. Does being uneven feel steady or unsteady? Does this change make them nervous at all? Does it bother anyone? Use provided visual communication support ("Visual for Opinions and Sensory Descriptors") as needed. For safe exploration with heights (after everyone has their shoes back on), head to an area with steps or stairs. How does everyone feel climbing the

	stairs? Is there a difference between how they feel going up the stairs versus going down? Do they feel steady or unsteady? Does holding onto a rail help? What about looking down when they are at the top? Would their opinion of the steps or stairs be any different if the area was crowded? If the class has access to an elevator, this experiment can be done with an elevator, too.

For learners in wheelchairs or with physical disabilities, encourage safe participation in the activities that they are comfortable with. Regardless of their ability to complete the tasks, seek their input about the ways they interpret movement. Any experience where the learner has access to movement up and down or side to side is helpful.

Emphasize that movement we are in control of (walking, moving our arms, moving our head) may feel different than movement controlled by someone else (someone pushing us, someone driving us in a car, transferring us from one position to another).

Honor requests to decline participation. |
| Handouts and Visual Supports: | Visual for Opinions and Sensory Descriptors (pg. 36) |
| Check for understanding and extension questions:

These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate. | 1) What does feeling unsteady feel like to you?
2) Have you ever experienced being afraid of heights? Do you like heights? Did you communicate with anyone about your fear?
3) What are some situations where it is expected that you are okay with being unsteady (i.e. hiking, escalator in the mall, climbing a ladder)? |

Unit 1: Self-Awareness—Sensory Lab Hearing 1

Learning Objective: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #8:	Exploration with Pitch and Loudness
Materials Needed:	Paper/whiteboard and writing utensil Handouts and visuals
Preparation:	Gather materials listed above. Prepare to note insight from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Opinion words and adjectives like: good, bad, like, don't like, loud, quiet/soft, high pitch, low pitch, sudden, repeats over and over
Lesson:	Learners will begin to explore the sense of hearing and gain a better ability to describe the sounds in their environment. Ask the learners to give some examples of loud and quiet sounds. Write them on the board or paper so you develop a list. Work with the learner to determine if any of these sounds bother them or if they like any particular noises. Explain that people react differently to certain sounds. People who are sensitive to noise may get upset by loud, sudden noises or it may make them irritable. People who like noisy environments may always want the TV on or always want to listen to music. They may even focus better when they are listening to something. Next, introduce the concepts of loud and quiet, high pitched and low pitched, and sudden or repeating. Use your voice to demonstrate the concepts and ask the learners to participate and give examples as well. Use provided visual communication support (Visual for Opinions and Sensory Descriptors) as needed. With the list the learners created, start discussing each sound. Try to describe the sounds using some of the target vocabulary and concepts listed above. Are the noises sudden (like a smoke detector)? Do they repeat over and over (like an elevator beeping)? Do the noises sound high-pitched (like birds chirping)? Or low pitched (like thunder)? As understanding of the concepts develops, start to work with learners on what sounds they may like or dislike. Do they notice if they get bothered by only noises that are high pitched? Do they not get bothered by any type of sound? Do they always listen to their music really loud? Beginning to understand how they feel about sounds is an important part of community participation and will help in the next lesson, which addresses multiple noises at one time. Honor requests to decline participation.

Handouts and Visual Supports:	<u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Has a sound or noise ever upset you? How did you respond when that happened? 2) Are there any sounds that make you feel calm or happy? 3) What can you do if you are somewhere that is too noisy and you cannot leave?

Unit 1: Self-Awareness—Sensory Lab Hearing 2

<u>Learning Objective</u>: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #9:	Exploration with Competing Noise
Materials Needed:	Device to play music on (phone, tablet, computer, etc) Handouts and visuals
Preparation:	Gather materials listed above. Preselect 2-3 songs of varying genres (i.e. one classical song, one R&B song) that are appropriate for the learner's age Prepare to note insight from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Opinion words and adjectives like: good, bad, like, don't like, loud, quiet/soft, noisy, muffled, distracting, overwhelming
Lesson:	Learners will continue to explore with sound and noise. While the previous lesson focused on specific sounds and preferences, this lesson focuses on competing noises, such as background noise and environmental sounds. Define the term "competing noise" as noises or sounds that happen at the same time; they compete for our attention. Use your classroom as an example. Ask all students to be quiet and listen to the sounds they hear. Can they hear a teacher down the hall? The hum of the lights? Another class's music? Often, these types of noises, otherwise known as background noise, can be tuned out by people. Our brains often learn to ignore the background noise and pay attention to what is more important (also called, foreground noise)—people speaking to us, the sound coming from a movie we are watching, etc. After the class identifies existing background noise, discuss how it feels to listen to two things at once. Some people don't mind, other people can't tolerate it. Give some examples to the learners about situations where competing noise is common (restaurants, stores, hallways at school). Use the prepared music to demonstrate to the class. Tell the class you want them to remember the next thing you say, but before you speak, turn the music on at a normal volume. Tell them something that is typically easy to remember (where you are going after work today, three things you need from the grocery store, a funny but brief story). When the music is playing, can the students hear you and remember what you say? How does it feel when they try to focus on you? Do they get distracted? Work to identify what feelings come up for the learners when they are dealing with competing noise. Allow the students to experiment with different volume levels, speaking to one

| | another while the music is on, and trialing different song styles. Use provided visual communication support ("Visual for Opinions and Sensory Descriptors") as needed.

As understanding and recognition of competing noise develops, discuss with learners if they have experienced this in the community? Does it bother them? What does it feel like in their body when they are bothered? Understanding how they feel about many sounds at once is an important part of community participation and self-advocacy.

Honor requests to decline participation. |
|---|---|
| Handouts and Visual Supports: | Visual for Opinions and Sensory Descriptors (pg. 36) |
| Check for understanding and extension questions:

These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate. | 1) Do you know anyone who gets upset when they are in a noisy environment? What does getting upset look like?
2) What is more challenging for you to tolerate, loud noises or many different noises at the same time?
3) Are there any common background noises that your brain does not tune out (lights, people chewing, phone notifications, etc.)? |

Unit 1: Self-Awareness—Sensory Lab Touch 1

Learning Objective: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #10:	Exploration with Describing Textures
Materials Needed:	Handouts and visuals 8 items with distinct textures Examples: cotton balls, wash rag, sandpaper, stick glue, hand sanitizer, newspaper, sponge, plastic bag, plastic folder, marshmallow, nail file, etc.
Preparation:	Gather materials listed above. Set items on a table in an accessible area of the classroom in no particular order. Prepare to note insight from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Opinion words and adjectives like: good, bad, hard, soft, rough, squishy, sticky, wet, dry, smooth, crinkly, scratchy
Lesson:	Discuss with the class that our skin and bodies respond to textures—the way things feel—in different ways. Some things that feel nice to you may feel scratchy to another person. Sometimes people like or dislike textures, so thinking about how to describe textures can be helpful in learning to advocate for oneself. Tell the class the activity today is to get experience touching, feeling, describing, and naming different textures and sharing what we think about them. Show the learners the items available for touching. Each learner will take a turn feeling each item and have a chance to tell the class what they think. Use provided visual communication support ("Visual for Opinions and Sensory Descriptors") as needed. Emphasize which textures feel similar and rearrange the items by feature similarity (ex. smoothness, scratchiness, etc.) as the lesson continues. Encourage expression of opinions (what the learner thinks of the texture) and descriptions (adjectives the learner uses like hard, rough, soft, scratchy, etc.). The activity is over once textures have been trialed, sorted, and discussed. Honor requests to decline participation.
Handouts and Visual Supports:	Visual for Opinions and Sensory Descriptors (pg. 36)

| Check for understanding and extension questions:

These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Is it important to know how you respond to textures? If so, why? 2) What is your favorite fabric? 3) Is there anything you cannot tolerate the feeling of? 4) Are there any textures that remind you of something? 5) Do you think it's possible for textures to change the way we feel?

Unit 1: Self-Awareness—Sensory Lab Touch 2

Learning Objective: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #11:	Exploration with Temperature, Weight, and Pressure
Materials Needed:	Sock filled with rice Access to a microwave Ice pack or frozen water in a bag Access to a freezer Pitcher of water 3 different sizes of Ziploc bags Handouts and visuals
Preparation:	Gather materials listed above. Set items on a table in an accessible area of the classroom, being mindful of the temperature needs of the items. Prepare to note insight from the lesson on the "Sensory Processing Observation Tool." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Opinion words and adjectives like: good, bad, wet, dry, hot, warm, cold, heavy, light
Lesson:	As we continue to explore the sense of touch, talk with learners about how texture is only one component of how our brains interpret the way things feel in our environment. We also have to pay attention to sensations such as temperature, weight, and pressure because those affect our sensory responses. A person may like the way a shirt feels when they touch it, however, when they put it on, they may find that it's too loose and doesn't give enough pressure. To experiment and learn to describe these concepts, use the materials listed above to trial with the class. Heat the sock with rice in the microwave (be mindful of making it too hot and check it in the microwave every 15 seconds). Allow the learners to feel it and describe it. Do they like the way it feels? If not, why? Explore the ice pack in the same way. Describe the temperature, but also how the coldness of it feels on the learners' skin. Use provided visual communication support ("Visual for Opinions and Sensory Descriptors") as needed. To experiment with weight and pressure, fill the Ziploc bags with varying levels of water for comparison. Describe the differences in weight. Ask the learners to lift the bags and carry them, noticing the difference in their bodies after moving around with the bags. Does the heavier one make them tired faster? Which is the most comfortable to carry? After carrying and moving the bags, ask the learners to place their hands on a table and take turns setting the bags of water on top of their hands. Can they tell a difference in the

	amount of pressure applied to their hands based on the weight of the bags of water? Does one feel better to them than the other? Honor requests to decline participation.
Handouts and Visual Supports:	<u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1. What type of sensation did you like or dislike: temperature, weight, or pressure? How did each sensation make your body feel? 2. In what types of activities in our everyday environment do we experience these sensations? (temperature: weather, cooking foods; weight: carrying groceries from the car, carrying a backpack; pressure: tight jacket, a small shirt that is tight on our body). 3. What types of sensations in our everyday environment do you like or dislike? 4. How do you tell someone that you do not like a type of sensation?

Unit 1: Self-Awareness—Sensory Lab: Simultaneous Stimulation

Learning Objective: The learner continues to notice, interpret, and describe a variety of sensory stimuli through exploration and experience.

Name of Lesson #12:	Simultaneous Stimuli and Feeling Overwhelmed
Materials Needed:	5-6 different colors of pom-poms, sorted by color, approximately 15-20 each Large clear pitcher or measuring cup Handouts and visuals
Preparation:	Gather materials listed above. Ensure pom poms are sorted by color. Make sure you have enough pom-poms to overflow the pitcher/measuring cup; adjust quantity as needed. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Concept words and adjectives like: overwhelm, too much, full
Lesson:	This final Sensory Lab explores the impact of input from more than one sense simultaneously. Often, in community or school-based environments, there are multiple forms of sensory input occurring at one time. For the purpose of previous Sensory Labs, only one form of input was discussed at a time to develop vocabulary and concepts surrounding that sense. This lab differs in that the goal is for learners to understand when their sensory systems are processing more than one thing at a time, and sometimes, that can lead to feeling overwhelmed. Review with the class what they have learned from the previous Sensory Labs. Discuss highlights and memorable experiences from the past several lessons. Ask learners to consider what it might be like if some of the activities had been combined. What would it be like if the lights were bright *and* the classroom smelled like different scents? Would it have changed how someone responded? What about if there was background music playing while the learners were trying to experiment with lightness and dark? Use provided visual communication support ("Visual for Opinions and Sensory Descriptors") as needed. Talk with learners about how processing different sensory information at the same time takes extra work for their brain. This can be referred to as "mental load" (or cognitive load). Some people can handle a lot of sensory input and information at once without a problem—they may even like it that way. But some people get bothered easily by too much happening at the same time. It can become too much for their brains to process and that results in a person feeling overwhelmed. To demonstrate the concept of mental load, tell the class the empty, clear container is a brain. One by one, give examples of different sensory inputs a person may experience (bright lights, smells at lunchtime, a shirt tag rubbing against their neck, etc.). As you talk about that experience, place a handful of

	pom-poms in the container to represent how much space that sensory information takes up in the brain. Use one color of pom poms to represent each scenario you give the class. If able, have the learners take turns coming up with scenarios they experience that take up their own mental load. As the pom-poms accumulate, the container gets more and more full until it overflows. Compare this to the overwhelmed feeling some people get when they experience too much sensory input at once. Continue the experiment with different scenarios and allow for learner participation by pouring pom-poms and contributing to scenario development. After a few turns of practicing with pom-poms, talk about what happens to the learners when they feel overwhelmed. Do they shut down? Do they need to leave? Do they get angry? What happens in their body (example: face gets red, they feel dizzy, they need to stim, etc)? Make connections between the learners feeling overwhelmed and the concept of their brains being too full (overloaded).
Handouts and Visual Supports:	<u>Mental Load Meter</u> (pg. 59-61) <u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Do you think people's mental loads can be different? 2) How do our bodies respond when we feel overwhelmed? 3) Is there a sensory experience that impacts your mental load so much that you feel overwhelmed as soon as it happens? 4) Talk about some of the sensory experiences that you would not have liked if they were combined.

My brain can handle sensory input well.
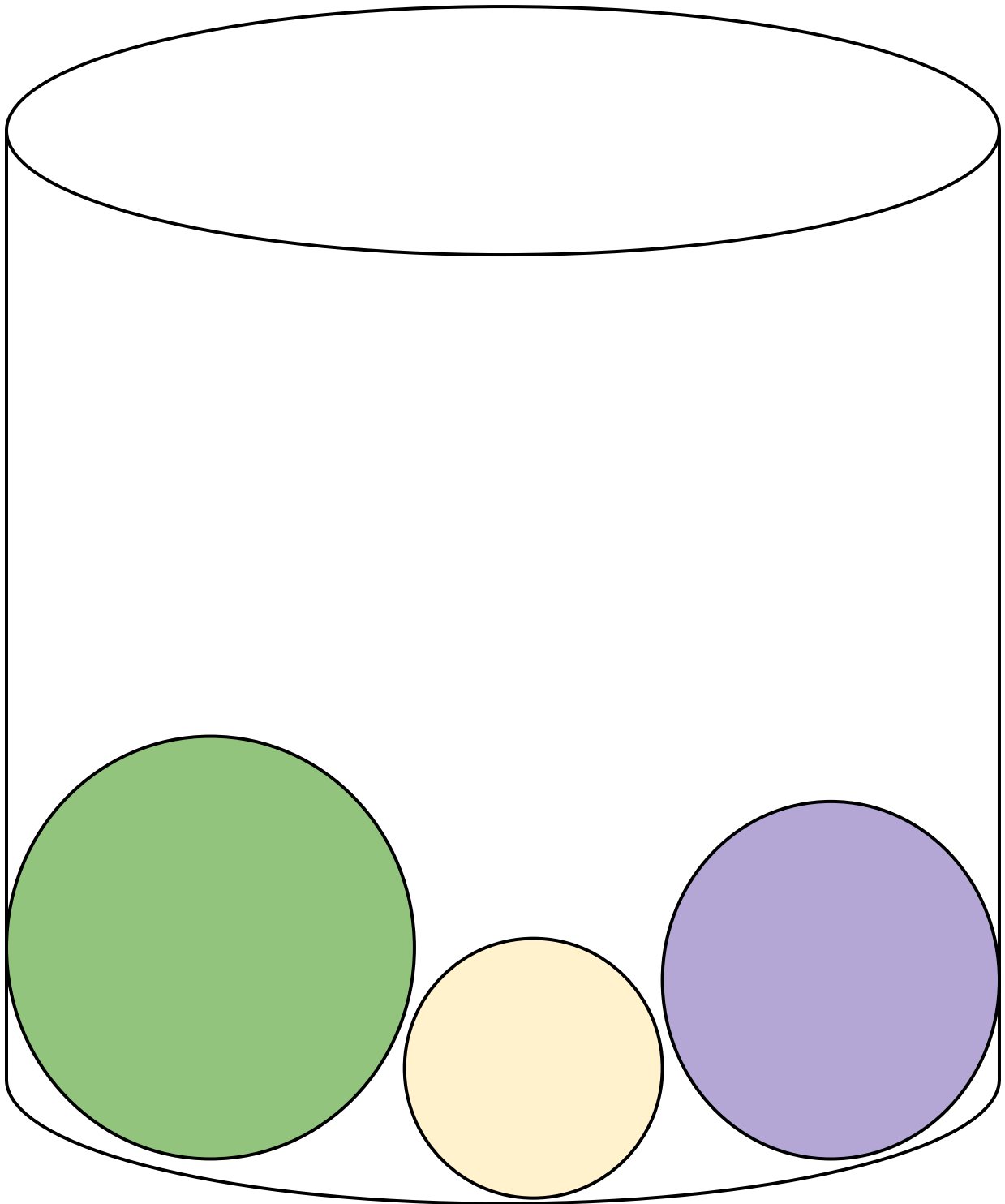
My brain is starting to struggle with sensory input.
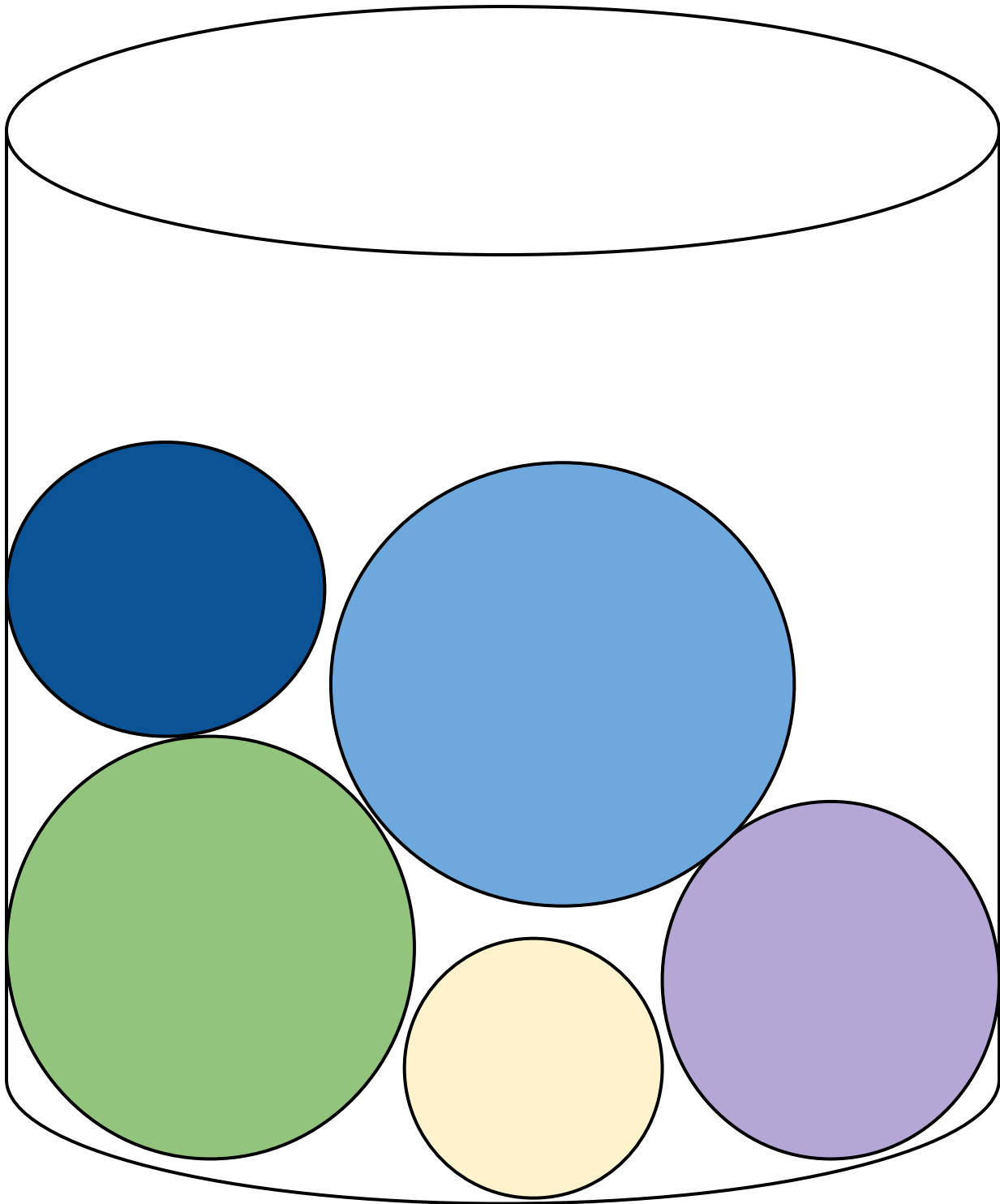
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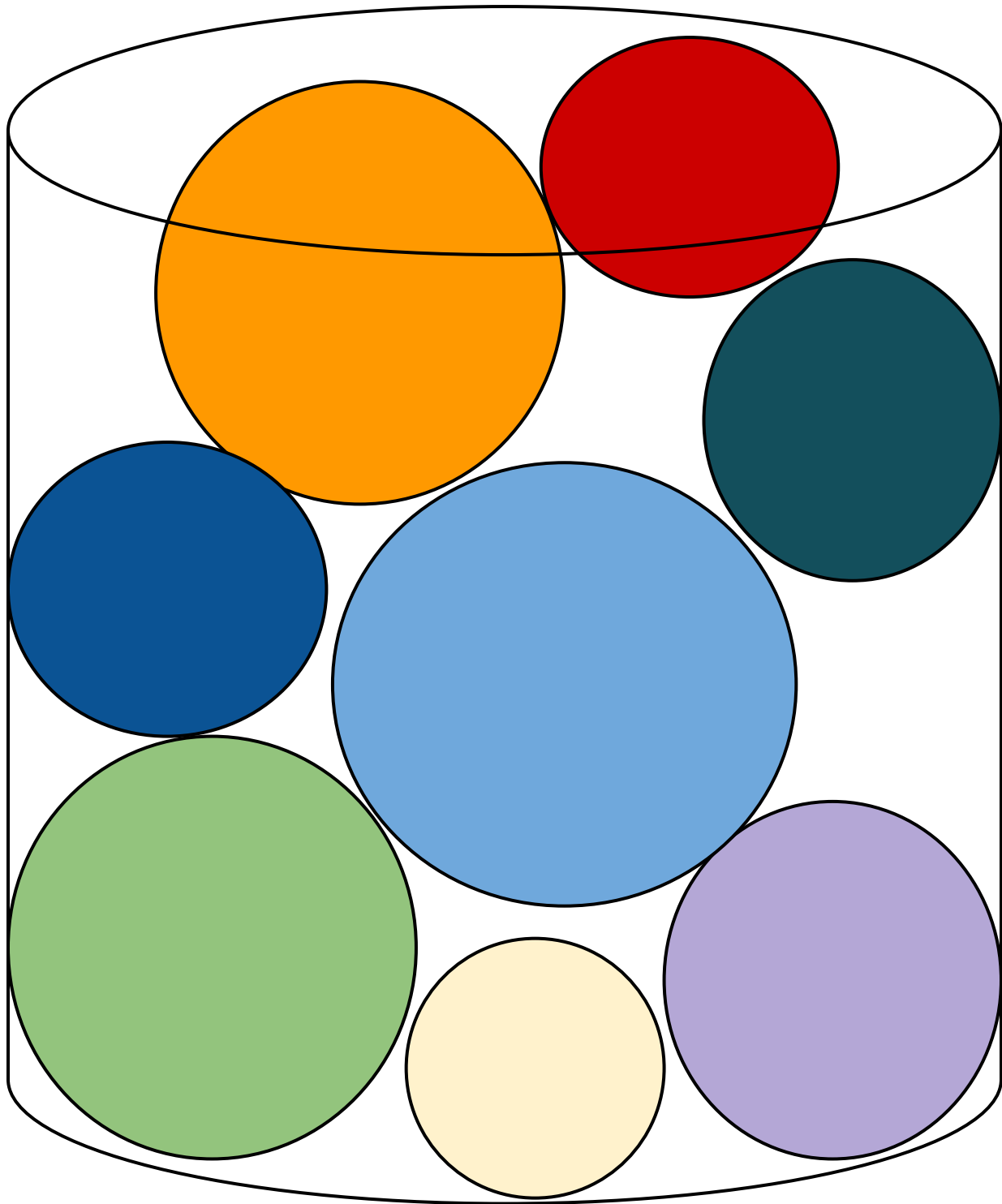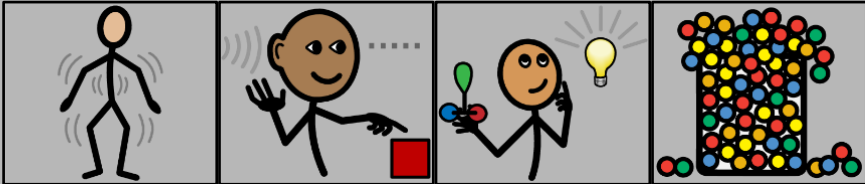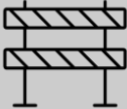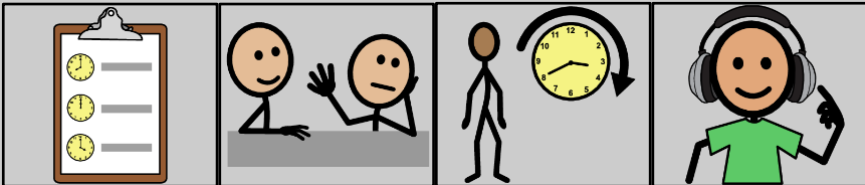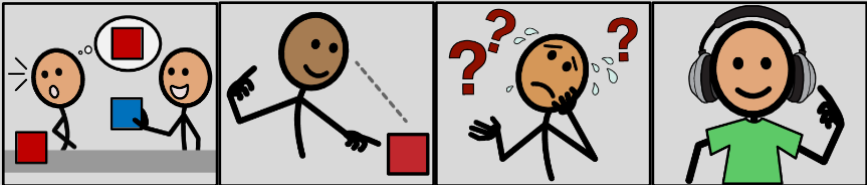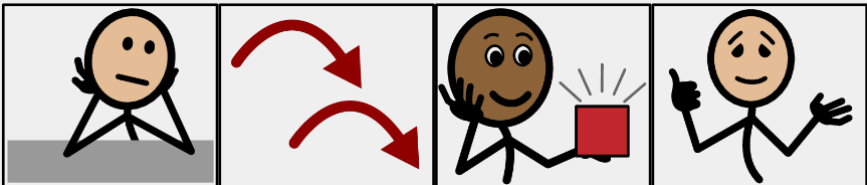
Unit 1: Self-Awareness—Understanding Sensory Types

<u>Learning Objective:</u> The learner reviews the four possible Sensory Types on the Sensory Observation Tool.

Name of Lesson #13:	Sensory Types—What are they?
Materials Needed:	Handouts and visuals Scissors and glue, if desired
Preparation:	Gather materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Concept words like: seeker, avoidant, sensitive, and under-reactive
Lesson:	Now that the learners have completed all of the Sensory Labs, the next step is to introduce them to the four Sensory Types on the Sensory Observation Tool. Tell them there are four categories possible to describe each sense: Seeker, Avoidant, Sensitive, and Under-Reactive. These Sensory Types are used because they describe patterns of how someone experiences sensory input and can help learners understand more about themselves. Review the "<u>Characteristics of Sensory Types with Symbols</u>" handout with learners as a group to discuss differences between each category. After the definitions on the handout have been discussed, allow learners to work independently, in small groups, or as a large group to complete "<u>Sensory Type Matching Activity</u>," page 1 and "<u>Sensory Type Matching Activity</u>," page 2. This activity allows the learners to practice matching characteristics of a person's sensory needs to each of the 4 sensory types. Tell the learners to read (or read aloud) each of the sample sensory needs on "<u>Sensory Type Matching Activity</u>," page 2 and try to match it to one of the four sensory types on "<u>Sensory Type Matching Activity</u>," page 1. Learners may cut out samples and Sensory Types and glue matches together if desired. Review answers and compare back to "<u>Characteristics of Sensory Types with Symbols</u>" to check work.
Handouts and Visual Supports:	<u>Characteristics of Sensory Types with Symbols</u> (pg. 63) <u>Sensory Type Matching Activity</u> (pg. 64-65)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Which Sensory Types seem to be opposites of one another? 2) Which Sensory Types seem to be similar to one another? 3) Do Sensory Types matter? Why or why not? 4) Does anyone in your family come to mind when you think about the different Sensory Types?

Characteristics of Sensory Types with Symbols

Sensory Type	Common Characteristics
Seeker (seems to want more)	- May need to move often - Craves sensory input - Add sensation and input into most experiences, often creatively - Have high thresholds and need for sensory stimuli
Avoidant (seems to want less)	- May prefer routine and limited unpredictability - Can seem reluctant to try new things or go to new places - May like to be alone or away from high-sensation environments - Need low stimulation or access to sensory-reducing accommodations to attend and focus
Sensitive (seems to notice a lot)	- Might struggle with distractibility due to sensitivity to various input - Can be quick to notice sensory stimulus - Can respond to sensory input in an emotional way - Need predictable sensory stimulation or access to sensory-reducing accommodations to attend and focus
Under-Reactive (doesn't seem to notice much)	- May prefer to be sedentary and have limited endurance - Tend to like repetition of activities - Participation in sensory-based activities may depend on interest level - May be flexible and tolerant to stimuli that is distracting to others

Consider printing this page for the learner's Promoting Community Participation Folder.

Sensory Type Matching Activity
Sensory Types
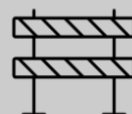
Seeker (seems to want more)	**Avoidant** (seems to want less)
Sensitive (seems to notice a lot)	**Under-Reactive** (doesn't seem to notice much)

Sensory Type Matching Activity
Sample Sensory Needs

This person:

- eats the same thing for lunch every day
- likes to be alone when possible
- wears noise reducing headphones in the hall
- doesn't like it when the schedule changes

Sensory Type: _____

This person:

- has trouble focusing in class, especially when others are loud
- tells others to be quiet often
- notices when someone uses a new type of lotion or shampoo
- can't stand to eat lunch with people who have smelly food

Sensory Type: _____

This person:

- seems sleepy even, even when it's the middle of the day
- doesn't like to go for walks outside
- doesn't notice loud noises
- brings the same snack every day

Sensory Type: _____

This person:

- always bounces their leg while sitting
- hums to themselves while reading
- rocks back and forth when the teacher is talking
- doodles on their paper all the time

Sensory Type: _____

Unit 1: Self-Awareness—Understanding the Sensory Processing Observation Tool

<u>Learning Objective:</u> The learner reviews the information collected during the sensory labs and works to gain insight about their sensory systems.

Name of Lesson #14:	My Sensory Types
Materials Needed:	"Sensory Processing Observation Tool" Handouts and visuals Individual Promoting Community Participation folders White or manilla paper to draw on Variety of drawing utensils (crayons, markers, colored pencils, etc.)
Preparation:	Gather materials listed above. Ensure educator input has been added to each learner's "Sensory Processing Observation Tool." Print handouts and visuals as needed. Create an example of the "<u>How my Body Feels when I am Overwhelmed</u>" handout.
Target Vocabulary and Skills:	Concept words like: seeker, avoidant, sensitive, and under-reactive Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	The purpose of this lesson is to review information collected in the Sensory Labs and determine, with the learners, their individual Sensory Types. The format for this lesson is up to the discretion of the educator because many factors affect the success of the activity—group size, number of staff, confidentiality requests, independence of learners, support needs of learners, and time allotted for discussions. Ideally, the educator will spend a few minutes reviewing the "Sensory Processing Observation Tool" with the learners discussing the accuracy of their individual results. Educators should verify with the learner, to the best of their ability, that the observations match the learners' lived experiences. Educators should also answer any questions the learners may have about the process or results, as well as direct the learner to the "<u>Characteristics of Sensory Types with Symbols</u>" or the "<u>At-A-Glance Characteristics of Sensory Types</u>," whichever is most accessible to the learner. It is possible that some learners will not fit into a distinct Sensory Type on the "Sensory Processing Observation Tool." In that case, determine with the learner which Sensory Type is the closest match to the learners' experiences. Once complete, the "Sensory Processing Observation Tool" should be added to each learner's Promoting Community Participation folder. While working with learners individually or in small groups, ask the remainder of the learners to work independently on a self-reflection task. Ask the learners to think of a time when they were overwhelmed. Have them consider what it felt like when they were overwhelmed. Was their face hot? Their fists balled? Did they cry or feel like screaming? Then ask the learners to draw a

	picture of themselves when they felt overwhelmed. Show them your example and describe what being overwhelmed feels like to you (or draw your example in front of them). Ask learners to use colors and details to the best of their ability. They can add words, symbols, expressions, scripts, or anything that helps them describe their experience. If needed, utilize the "How my Body Feels when I am Overwhelmed" handout to give the learners a starting point. Once finished, ask the learners to save their self-reflection drawings in their Promoting Community Participation folders as they will be referenced in the next lesson.
Handouts and Visual Supports:	Characteristics of Sensory Types with Symbols (pg. 63) At-A-Glance Characteristics of Sensory Types (pg. 25) How my Body Feels when I am Overwhelmed (pg. 68)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners to explore their Sensory Types.

How my Body Feels when I am Overwhelmed
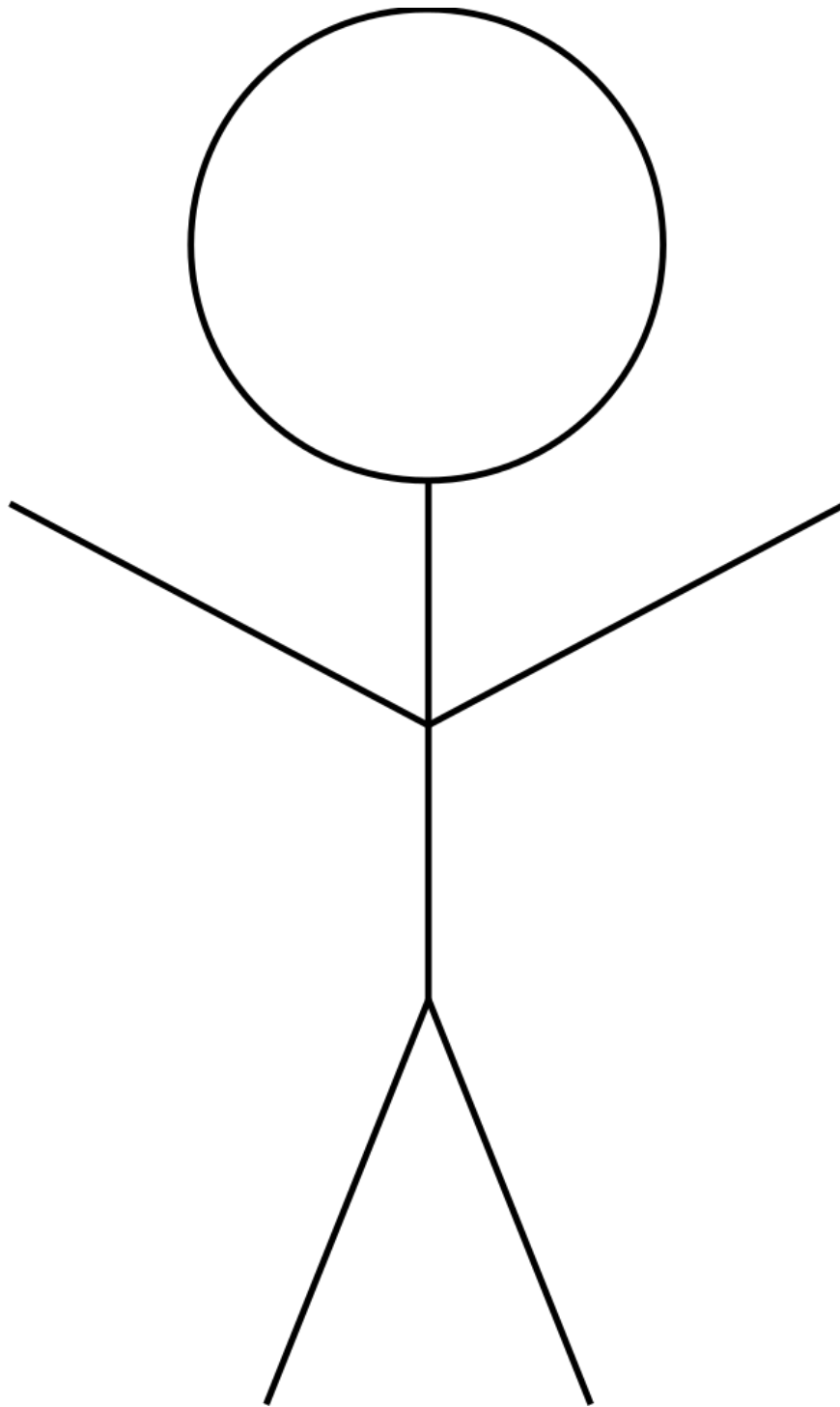
Consider adding this page to the learner's Promoting Community Participation Folder once complete.

Unit 1: Self-Awareness—Practice with Perspectives 1.1

<u>Learning Objective:</u> The learner begins to look at the similarities and differences between how they interpret sensory input compared to their peers.

Name of Lesson #15:	Overwhelmed vs. Comfortable
Materials Needed:	Handouts and visuals Individual Promoting Community Participation folders White or manilla paper to draw on Variety of drawing utensils (crayons, markers, colored pencils, etc.)
Preparation:	Gather materials listed above. Print handouts and visuals as needed. Create an example of the "<u>How my Body Feels when I am Comfortable</u>" handout.
Target Vocabulary and Skills:	Concept words, such as: perspective, opinion, same, different
Lesson:	Begin the lesson by asking learners to think of a time when they were comfortable. Maybe they felt happy, content, safe, or calm. Have them consider what it felt like when they were comfortable. Was their body relaxed? Their mouth smiling? Did they stim or feel still? Then ask the learners to draw a picture of themselves when they felt comfortable. Show them your example (or draw your example in front of them) and describe what comfortable feels like to you. Ask learners to use colors and details to the best of their ability. They can add words, symbols, expressions, scripts, or anything that helps them describe what comfortable feels like to them. If needed, utilize the "<u>How my Body Feels when I am Comfortable</u>" handout to give the learners a starting point. Once finished, ask the learners to retrieve their "<u>How my Body Feels when I am Overwhelmed</u>" drawing from their Promoting Community Participation folders. Ask learners to take a moment to look at both drawings side by side. Request they think quietly about what they see. One by one, ask learners who feel comfortable sharing to show their "comfortable" drawing to the class and explain what they drew. Point out and notice any similarities you notice in the learners' drawings. Direct the class's attention to differences as well. Next, ask willing learners to share their "overwhelmed" picture with the class. Again, notice and discuss similarities and differences in the pictures. Explain that clearly, being overwhelmed feels very different from person to person, as does being comfortable. Tell the class that the way someone experiences something is called perspective. Each person has a different perspective and we have to realize that even though learners may have similarities with their peers, their individual experiences of the way they feel their feelings can be very different. However, just because people feel differently, it doesn't mean that any one way to feel is correct or that another is wrong.
Handouts and Visual Supports:	<u>How my Body Feels when I am Comfortable</u> (pg. 71)

Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Do you and your friends have the same perspective? 2) What did you notice about the way your body feels when you experience big emotions? 3) Do you find it difficult to think about the perspectives of others? Why?

How my Body Feels when I am Comfortable

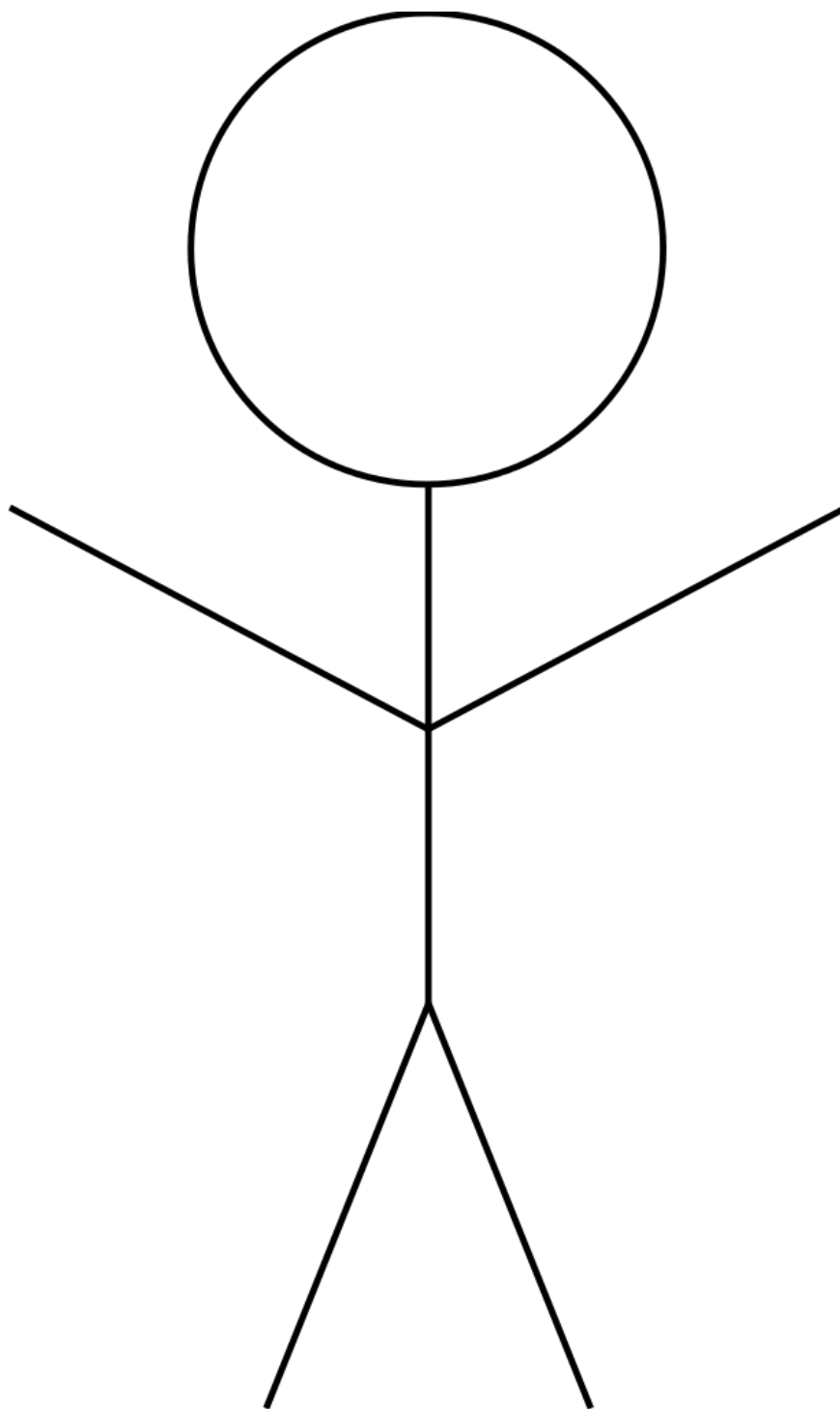Consider adding this page to the learner's Promoting Community Participation Folder once complete.

Unit 1: Self-Awareness—Practice with Perspectives 1.2

Learning Objective: The learner looks for and documents objects and experiences within their environment that interest or disinterest their sensory systems.

Name of Lesson #16:	Photo Scavenger Hunt, Part 1
Materials Needed:	Access to camera or phones with cameras Access to a space where learners can walk around and take pictures Handouts and visuals Writing utensil
Preparation:	Gather materials listed above. Print handouts and visuals as needed. Decide if learners will print pictures they take or share digitally
Target Vocabulary and Skills:	Concept words, such as: perspective, opinion Review sensory-based descriptors as needed
Lesson:	Discuss with learners that the lesson today is to take the concepts and vocabulary learned in the sensory labs and "Sensory Processing Observation Tool" and use that knowledge to begin describing their environments. The learners will, individually or in groups, explore their surroundings and take pictures of items that capture their attention in each of the senses discussed during the sensory labs (learners may take photos, draw, take notes, or use alternate means of participation). See the handout for specific details and explain the handout to learners. The goal of this activity is to guide the learners through noticing and describing different aspects of the environment around them, capturing their perspective. Remind them of the concepts and vocabulary as needed. Allow them space to reflect and consider their environments as they work. Explain there are no right or wrong answers because this activity is about their opinion and personal experience. In the next lesson, learners will have the opportunity to share and review their photos with the class.
Handouts and Visual Supports:	Photo Scavenger Hunt (pg. 73-74) Definitions of Senses Visual (pg. 31)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Ask the learners what they thought of the lesson. Did having a camera make them see things differently? Did they capture anything they were surprised by? If they didn't like the activity, explore what they didn't like about it. 2) What was difficult or easy about the activity? Did anyone struggle with the open-ended nature of the task?

Photo Scavenger Hunt

Everyone has different ways of seeing things. Use the boxes below to paste pictures you take, draw pictures, or write notes of what you see while walking with your class to show your personal sensory experiences.

Photo 1: Smell	Photo 2: Sight	Photo 3: Movement
Photo 4: Hearing	Photo 3: Touch	Photo 6: Other

Learner Name: _____

What to look for and take a picture of in each category:

👃 Photo 1: Smell	👁 Photo 2: Sight	⇄ Photo 3: Movement
Photo 1: The smelliest place or a place that smells drift from - Notice: food, car, chemical smells - Notice: bathroom, fragrance, or garbage smells	**Photo 2:** How the place is organized, the lighting, or an employee - Look for: storage, decorations, displays - Look for: fluorescent or natural, shadows, brightness - Look for: uniforms, name tags	**Photo 3:** Ramps, stairs, elevators, anything blocking your way, or rails to grab on to - Look for: a clear path to walk through - Look for: rails to grab in areas like stairs and wide hallways - Look for: places to sit and rest
👂 Photo 4: Hearing	🤝 Photo 5: Touch	Photo 6: Other
Photo 4: The loudest and the quietest places - Listen for: echoes, background noise, and equipment sounds - Listen for: quiet spots, loud noise warnings, headphones - Listen for: loud voices, shouting	**Photo 5:** How the environment physically feels - Look for: Seating, objects people can touch - Look for: Potential reasons others might touch you - Look for: Temperature changes	**Photo 6:** What else do you notice? - Take a picture of anything else you are drawn to, enjoy, dislike, or are bothered by.

Photographer's Notes:

Learner Name: _____

Unit 1: Self-Awareness- Practice with Perspectives 1.3

<u>Learning Objective:</u> The learner discusses and shows pictures of objects and experiences within their environment that interest or disinterest their sensory systems.

Name of Lesson #17:	Photo Scavenger Hunt, Part 2
Materials Needed:	Access to photos taken during the previous lesson Handouts and visuals Writing utensil, if desired Printed photos or ability to share photos digitally with the class
Preparation:	Gather materials listed above. Print handouts and visuals as needed. Ensure photos from the previous lesson are accessible and able to be shared with the group, on paper or digitally
Target Vocabulary and Skills:	Concept words, such as: perspective, opinion, same, different Review sensory-based descriptors as needed
Lesson:	Using the photos taken during the previous lesson, ask students to share 1-3 of their favorite photos or drawings and discuss why they took or drew that picture. Use provided visual communication support ("<u>Visual for Opinions and Sensory Descriptors</u>") as needed. Facilitate conversation about each learner's perspective and how it relates to their sensory system. If comfortable, ask other learners to talk about how their peers' pictures made them feel. If the learners in the room had a similar picture, talk about how they both felt. Did they both feel the same way or differently? Remind learners that people having different thoughts and feelings about the same picture is called perspective. Reiterate that there are no right or wrong answers. Encourage learners to reflect back on their "Sensory Processing Observation Tools" and see if patterns emerge regarding the items the learners noticed and documented and their individual Sensory Types.
Handouts and Visual Supports:	<u>Photo Scavenger Hunt</u> (pg. 73-74) <u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Did you notice a difference between your photos and your friends? 2) Do you and your friends have the same perspective? 3) What did you notice about your sensory systems and the pictures you took? 4) If you were to do this activity at the grocery store, at home, on the bus, what sensory systems would you notice the most? or the least?

Unit 1: Self-Awareness—What is an Audit and Why is it Important?

Learning Objective: The learner looks for and documents objects and experiences within their environment that interest or disinterest their sensory systems.

Name of Lesson #18:	What is an Audit and Why is it Important?
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	Print handouts and visuals as needed.
Target Vocabulary and Skills:	Concept words and adjectives like: overwhelm, too much, full, fact, opinion
Lesson:	Now that learners have practiced expressing their opinions about specific input and have practiced understanding differences in opinions of others as different perspectives, they will begin to put those skills to use in the form of audits. Explain that audits are like reviews of different places. The learners will have the opportunity to watch specific clips of certain places and express their opinion about the sensory and communication components of the environment. The purpose of these audits is twofold—to generalize the skills learned earlier in Unit 1 and to lay the foundation for self-care and self-advocacy concepts in Units 2 and 3. Emphasize with learners that audits are a place for learners to express both facts and opinions. Sometimes the audit questions will discuss concrete information that is either true or false (i.e. Are the pathways clear? Are the exits labeled? etc.). Other times, the audit questions are more opinion-based and subjective (i.e. Does it smell? Do you understand the signs? etc.). The process of auditing can sometimes be daunting because learners have to think about both facts and opinions as well as answer many questions. Educators and learners have to work together to balance the question-heavy demands of the audit process and the mental load of the learners. Use the remaining time in today's lesson to brainstorm with learners the preferred way for your classroom to approach the audit. Write on the board and use the "Mental Load Meter" visuals and the "Visual for Opinions and Sensory Descriptors" to facilitate the discussion. Ask and explore the following questions and concepts: ● Do the majority of learners like to answer questions? ● Which is easier to discuss, facts or opinions? ● What should learners do if they get tired or overwhelmed during the audit process?
Handouts and Visual Supports:	Mental Load Meter (pg. 59-61) Visual for Opinions and Sensory Descriptors (pg. 36)

Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) What place would you be interested in auditing? 2) Have you given your opinion on something before? What was it for and how did you express that to someone? 3) Do you prefer to discuss facts, opinions, or both when conversing with others? 4) What is the difference between fact and opinion?

Unit 1: Self-Awareness—Audit 1.1

<u>Learning Objective:</u> The learner works to generalize their self-awareness skills and practice stating their opinions about how they perceive and respond to different stimuli.

Name of Lesson #19:	Virtual Zoo Audit, part 1
Materials Needed:	Access to device to watch a video on as a group Access to a computer to research components of audit Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Watch the two-minute clip of the zoo video (https://www.youtube.com/watch?v=jJt_WO9N7_U). Use the Smell and Sight portions of the "<u>Autism Community Audit</u>" to guide your discussion about what is visible in the video. Because this is a virtual audit, questions about smell are challenging to consider. Use a computer to research what different animals may smell like in order to enhance the experience for the learners. Also rely on learners' past experiences with zoos and animals to inform opinions. Still images from the video are attached to augment discussion and highlight specific sections ("<u>Pictures for Smell</u>," "<u>Pictures for Sight</u>"). Use provided visual communication supports ("<u>Visual for Opinions and Sensory Descriptors</u>") as needed.
Handouts and Visual Supports:	<u>Autism Community Audit</u> (pg. 79-85) <u>Pictures for Smell</u> (pg. 86) <u>Pictures for Sight</u> (pg. 87) <u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners to explore their opinions, thoughts, and feelings about the video and images.

Autism Community Audit

Auditor(s): _____

Place: _____

Date: _____

Weather & Circumstances: _____

Crowds: _____

SMELL					
What to think about:		**Yes [2]**	**Kind of [1]**	**No / NA [0]**	**Notes:**
	Does this place smell like you think it should? - Smell for: food, cars, cleaners				
	Do the smells stay in the correct places? - Smell for: the bathroom, food court, animals, garbage				
	Are the smells from other people just about right? - Smell for: perfumes, body odor, deodorant				
Totals:					**Total Smell Score =**

Photo: the smelliest place or a place that smells drift from

Photo: smells you like or don't like

Autism Community Audit

SIGHT				
What to think about:	**Yes [2]**	**Kind of [1]**	**No / NA [0]**	**Notes:**
Is this place organized and clutter-free? - Look for: storage, decorations, displays				
Is the lighting just about right? - Look for: fluorescent or natural, shadows, brightness				
Are the people who work there easy to find? - Look for: uniforms, name tags				
Totals:				**Total Sight Score =**

Photo: a place that looks good, clean, neat, or organized to you

Photo: lighting that you do or do not like

Autism Community Audit

	What to think about:	Yes [2]	Kind of [1]	No / NA [0]	Notes:
MOVEMENT					
	Is it easy to move through this place? - Look for: a clear path to walk, things on the floor				
	Is the crowd size just about right?				
	Does the place help people who have difficulty moving their body? - Look for: rails to grab in areas like stairs and wide hallways - Look for: places to sit and rest				
	Totals:				**Total Movement Score =**

Photo: a place that you had to walk through

Photo: an obstacle or something in your path that you had to walk around

Autism Community Audit

HEARING				
What to think about:	Yes [2]	Kind of [1]	No / NA [0]	**Notes:**
Is the noise just about right? - Listen for: carpets, echoes, and equipment sounds				
Does this place help people who are sensitive to sound? - Listen for: quiet spots, loud noise warnings, headphones				
Are the sounds from people just about right? - Listen for: loud voices, shouting				
Totals:				**Total Hearing Score =**

Photo: the loudest place

Photo: the quietest place

Autism Community Audit

TOUCH				
What to think about:	**Yes [2]**	**Kind of [1]**	**No / NA [0]**	**Notes:**
Is there comfortable seating and different seating choices? - Look for: places to sit on the floor, has cushions				
Does this place help people who are (or not) sensitive to touch? - Look for: signs for areas that are wet, hot, delicate - Look for: sensory objects that people can touch				
If service involves touch, is the purpose and reason clear?				
Totals:				**Total Touch Score =**

Photo: seating or anything your body had to touch	Photo: a place that was hot, cold, wet, humid, or air was blowing

Autism Community Audit

COMMUNICATION					
What to think about:		Yes [2]	Kind of [1]	No / NA [0]	**Notes:**
	Is it easy to enter and exit the place? - Look for: parking, people waiting in line, enter/exit signs				
	Is the signage clear? - Are instructions and rules easy to follow?				
	Does communication come in different options? - Look for: symbols, pictures, signs, and auditory aids				
	Is it easy to talk and share with others at this place?				
	Are expectations clear? - Do most people know what to do? - Do you know how to participate and engage?				
Totals:					**Total Communication Score =**

Photo: signs that were or were not helpful	Photo: a way to engage or participate with others or the experience

Autism Community Audit

Scoring Chart	Total Score #
Smell	
Sight	
Movement	
Auditory	
Touch	
Communication	
Overall Audit Score:	
Audit Score Range:	☆☆☆☆☆

Overall Audit Score Ranges	
Very Unsupportive ★☆☆☆☆	0-8
Unsupportive ★★☆☆☆	9-16
Moderately supportive ★★★☆☆	17-24
Supportive ★★★★☆	25-32
Very Supportive ★★★★★	33-40

Pictures for Smell—What could these areas smell like?

Pictures for Sight—What do you see when you look at these?

Unit 1: Self-Awareness—Audit 1.2

<u>Learning Objective:</u> The learner works to generalize their self-awareness skills and practice stating their opinions about how they perceive and respond to different stimuli.

Name of Lesson #20:	Virtual Zoo Audit, part 2
Materials Needed:	Access to device to watch a video on as a group Access to a computer to research components of audit Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Watch the two-minute clip of the zoo video (https://www.youtube.com/watch?v=jJt_WO9N7_U). Use the Movement and Hearing portions of the "<u>Autism Community Audit</u>" to guide your discussion about what is visible in the video. Because this is a virtual audit, questions about movement may be challenging to consider. Rely on learners' past experiences with zoos and extended outdoor activities to inform opinions. Still images from the video are attached to augment discussion and highlight specific sections ("<u>Pictures for Movement</u>," "<u>Pictures for Hearing</u>"). Use provided visual communication supports ("<u>Visual for Opinions and Sensory Descriptors</u>") as needed.
Handouts and Visual Supports:	<u>Autism Community Audit</u> (pg. 79-85) <u>Pictures for Movement</u> (pg. 89) <u>Pictures for Hearing</u> (pg. 90) <u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners to explore their opinions, thoughts, and feelings about the video and images.

Pictures for Movement—What could these areas make your body feel like?

Pictures for Hearing—What could these areas sound like?

Unit 1: Self-Awareness—Audit 1.3

<u>Learning Objective:</u> The learner works to generalize their self-awareness skills and practice stating their opinions about how they perceive and respond to different stimuli.

Name of Lesson #21:	Virtual Zoo Audit, part 3
Materials Needed:	Access to device to watch a video on as a group Access to a computer to research components of audit Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Watch the two-minute clip of the zoo video (https://www.youtube.com/watch?v=jJt_WO9N7_U). Use the Touch and Communication portions of the "<u>Autism Community Audit</u>" to guide your discussion about what is visible in the video. Because this is a virtual audit, questions about touch may be challenging to consider. Use a computer to research what different components may feel like in order to enhance the experience for the learners. Rely on learners' past experiences with zoos and extended outdoor activities to inform opinions. Still images from the video are attached to augment discussion and highlight specific sections ("<u>Pictures for Touch</u>," "<u>Pictures for Communication</u>"). Use provided visual communication supports ("<u>Visual for Opinions and Sensory Descriptors</u>") as needed.
Handouts and Visual Supports:	<u>Autism Community Audit</u> (pg. 79-85) <u>Pictures for Touch</u> (pg. 92) <u>Pictures for Communication</u> (pg. 93) <u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners to explore their opinions, thoughts, and feelings about the video and images.

Pictures for Touch—What could these areas feel like?

Pictures for Communication—Do you understand what is being communicated in these images?

Unit 1: Self-Awareness—Audit 2.1

<u>Learning Objective:</u> The learner works to generalize their self-awareness skills and practice stating their opinions about how they perceive and respond to different stimuli.

Name of Lesson #22:	Virtual Grocery Store Audit, part 1
Materials Needed:	Access to a computer to research components of audit Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Watch the seven-minute clip of the grocery store video (https://www.youtube.com/watch?v=IaAa3ziA8v0). Use the Smell and Sight portions of the "<u>Autism Community Audit</u>" to guide your discussion about what is visible in the video. Because this is a virtual audit, questions about smell are challenging to consider. Rely on learners' past experiences with shopping and grocery stores to inform opinions. Still images from the video are attached to augment discussion and highlight specific sections ("<u>Pictures for Smell</u>," "<u>Pictures for Sight</u>"). Use provided visual communication supports ("<u>Visual for Opinions and Sensory Descriptors</u>") as needed.
Handouts and Visual Supports:	<u>Autism Community Audit</u> (pg. 79-85) <u>Pictures for Smell</u> (pg. 95) <u>Pictures for Sight</u> (pg. 96) <u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners to explore their opinions, thoughts, and feelings about the video and images.

Pictures for Smell—What could these areas smell like?

Unit 1: Self-Awareness—Audit 2.2

<u>Learning Objective:</u> The learner works to generalize their self-awareness skills and practice stating their opinions about how they perceive and respond to different stimuli.

Name of Lesson #23:	Virtual Grocery Store Audit, part 2
Materials Needed:	Access to device to watch a video on as a group Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Watch the seven-minute clip of the grocery store video (https://www.youtube.com/watch?v=IaAa3ziA8v0). Use the Movement and Hearing portions of the "<u>Autism Community Audit</u>" to guide your discussion about what is visible in the video. Because this is a virtual audit, questions about movement are challenging to consider. Rely on learners' past experiences with shopping and grocery stores to inform opinions. Still images from the video are attached to augment discussion and highlight specific sections ("<u>Pictures for Movement</u>," "<u>Pictures for Hearing</u>"). Use provided visual communication supports ("<u>Visual for Opinions and Sensory Descriptors</u>") as needed.
Handouts and Visual Supports:	<u>Autism Community Audit</u> (pg. 79-85) <u>Pictures for Movement</u> (pg. 98) <u>Pictures for Hearing</u> (pg. 90) <u>Visual for Opinions and Sensory Descriptors</u>(pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners to explore their opinions, thoughts, and feelings about the video and images.

Pictures for Movement—What could these areas make your body feel like?

Pictures for Hearing—What could these areas sound like?

Unit 1: Self-Awareness—Audit 2.3

Learning Objective: The learner works to generalize their self-awareness skills and practice stating their opinions about how they perceive and respond to different stimuli.

Name of Lesson #24:	Virtual Grocery Store Audit, part 3
Materials Needed:	Access to device to watch a video on as a group Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Watch the seven-minute clip of the grocery store video (https://www.youtube.com/watch?v=laAa3ziA8v0). Use the Touch and Communication portions of the "Autism Community Audit" to guide your discussion about what is visible in the video. Because this is a virtual audit, questions about movement are challenging to consider. Rely on learners' past experiences with shopping and grocery stores to inform opinions. Still images from the video are attached to augment discussion and highlight specific sections ("Pictures for Touch," "Pictures for Communication"). Use provided visual communication supports ("Visual for Opinions and Sensory Descriptors") as needed.
Handouts and Visual Supports:	Autism Community Audit (pg. 79-85) Pictures for Touch (pg. 101) Pictures for Communication (pg. 102) Visual for Opinions and Sensory Descriptors (pg. 36)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners to explore their opinions, thoughts, and feelings about the video and images.

Pictures for Touch—What could these areas feel like?

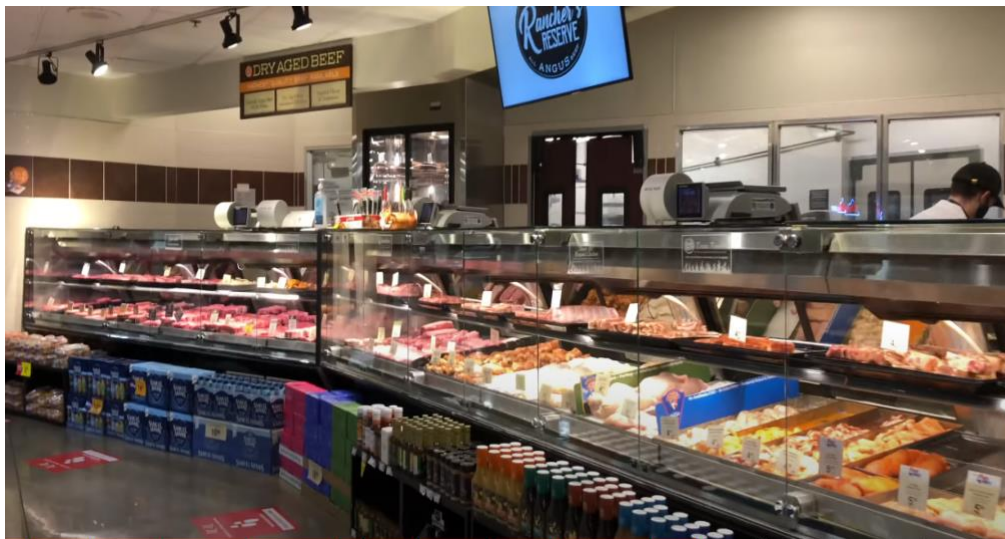**Pictures for Communication—**Do you understand what is being communicated in these images?

Unit 2: Self-Care

Unit 2: Self-Care Outline

Desired Results

| **Essential Question:** What can I do to take care of myself and my sensory needs? | **Big Idea:** Through hands-on learning, the learner and the educator will engage in shared sensory-based experiences and discussions in order to discover and explore how to meet their sensory needs, anticipate their sensory needs, and implement strategies to cope with their sensory experiences. The learner works to understand how to anticipate, plan for, and meet their needs according to their sensory type. |

Guiding Questions:

Content Questions
- What actions can people take to care for themselves when their senses impact the way they participate in the world?
- What ways can people prepare to take care of their sensory needs?

Process Questions
- How can people stay in control of their emotions when in stimulating environments?

Metacognitive Questions
- What strategies help you manage sensory input?
- What does your body do naturally to help take care of itself?
- Do you think your needs and other people's needs are the same?

Standards Addressed:

Texas Essential Knowledge and Skills (TEKS) (pg. 197-200):

§110.36. English Language Arts and Reading
      E1.1A, E1.1B, E1.1C, E1.1D
      E1.5A, E1.5E, E1.5F, E1.5H, E1.5I

§110.58. Communication Applications
      CA.1A, CA.1B, CA.1C, CA.1J
      CA.2E, CA.2I

§113.45. Psychology
      PSY.4A. PSY.4B
      PSY.14D

§115.32. Health
      9-10.HEALTH1.6A
      9-10.HEALTH1.7H
      9-10.HEALTH1.9A, 9-10.HEALTH1.9B
      9-10.HEALTH1.14A
      9-10.HEALTH1.15A

§120.9. Positive Character Traits
      9-12.CHARACTERTRAITS.1A
      9-12.CHARACTERTRAITS.2B, 9-12.CHARACTERTRAITS.2C, 9-12.CHARACTERTRAITS.2D
      9-12.CHARACTERTRAITS.3A, 9-12.CHARACTERTRAITS.3B
      9-12.CHARACTERTRAITS.4A, 9-12.CHARACTERTRAITS.4B, 9-12.CHARACTERTRAITS.4D

§127.14. Career Preparation
      11-12.CPI.2C, 11-12.CPI.2H, 11-12.CPI.2I, 11-12.CPI.2J
      11-12.CPI.6A

Common Core State Standards (CCSS): (pg. 201-204):

English and Language Arts
  Reading: Informational Text
    CCSS.ELA-LITERACY.RI.6.4
  Speaking and Listening
    CCSS.ELA-LITERACY.SL.6.1
    CCSS.ELA-LITERACY.SL.6.1.C
    CCSS.ELA-LITERACY.SL.6.1.D
    CCSS.ELA-LITERACY.SL.6.4
    CCSS.ELA-LITERACY.SL.6.5
  Language
    CCSS.ELA-LITERACY.L.6.3
    CCSS.ELA-LITERACY.L.6.3.A
    CCSS.ELA-LITERACY.L.6.5
    CCSS.ELA-LITERACY.L.6.5.B
    CCSS.ELA-LITERACY.L.6.6
  Science and Technical Subjects
    CCSS.ELA-LITERACY.RST.6-8.3

Texas College and Career Readiness Standards (CCRS) (pg. 205-206):

English/Language Arts
  Reading: E/LAS.II.B
  Speaking: E/LAS.III.A
  Listening: E/LAS.IV.A, E/LAS.IV.B
Social Studies
  Analysis, Synthesis, and Evaluation of Information: SS.IV.C
  Effective Communication: SS.V.A
Cross-Disciplinary
  Key Cognitive Skills: CDS.I.A, CDS.I.B, CDS.I.C, CDS.I.E
  Foundational Skills: CDS.II.A, CDS.II.E

Assessment Evidence

Diagnostic Assessment: Aloud in a group or individually with an educator, the learner answers the essential question: What can I do to take care of myself and my sensory needs? The educator takes note of if and how each learner answers that question to check for both comprehension and accuracy.

Formative Assessment: Throughout Unit 2, the educator works with the learner to determine practical strategies and accommodations to best meet the learner's sensory needs. After certain self-care lessons, the "Sensory Type, Accommodation, and Communication Summary Page" will be contributed to with the learner. This document will serve as both an assessment of comprehension and understanding—and later, a reference of strategies the learner has determined may help them.

Summative Assessment: The final lesson in Unit 2 will provide opportunities for the class or small groups of learners to demonstrate their knowledge about their self-care strategies by responding to mock scenarios regarding the implementation of accommodations and strategies. The learners will listen to the scenarios, think about the sensory needs of the person in the scenario, and offer at least two reasonable strategies the person in the scenario could try to cope with their sensory needs.

Learning Plan	
Assessments and References: <ins>Possible Learner Accommodations Categorized by Sensory Type</ins> <ins>Sensory Type, Accommodation, and Communication Summary Page</ins> Lessons, Visuals, and Handouts: 25. <ins>Introduction to Self-Care</ins> <ins>Self-Care Definition Visual</ins> 26. <ins>What Comes Naturally</ins> 27. <ins>Recognizing Needs</ins> <ins>Body Parts and Reactions Visual</ins> 28. <ins>Making Plans</ins> <ins>Steps to Making a Self-Care Plan (icons)</ins> <ins>Steps to Making a Self-Care Plan (text)</ins>	29. <ins>Building A Toolkit</ins> <ins>What do I have with me?</ins> 30. <ins>What Works: Smell</ins> <ins>Toolkit Ideas for Smell</ins> 31. <ins>What Works: Sight</ins> <ins>Toolkit ideas for Sight</ins> 32. <ins>What Works: Movement</ins> <ins>Toolkit Ideas for Movement</ins> 33. <ins>What Works: Hearing</ins> <ins>Toolkit Ideas for Hearing</ins> 34. <ins>What Works: Touch</ins> <ins>Toolkit Ideas for Touch</ins> 35. <ins>What to Do When Nothing Works</ins> <ins>Support Network Web</ins> 36. <ins>Self-Care in Action</ins> <ins>Role-Play Scenarios</ins>

Unit 2: Self-Care

Assessments and References

Possible Learner Accommodations Categorized by Sensory Type

Accommodations are:
- ways to support a learner's needs to enhance comfortable participation in an activity or environment
- customizable and designed based on what an individual finds helpful
- intended to support coping and emotional regulation

Note: When working to determine accommodations, input from the learner is necessary. It is a collaborative process and **consent is imperative**. This list of possible accommodations assumes the right to refuse and a means to escape an activity are **always available**. Accommodations are designed to support, not coerce.

SEEKER

Smell	Essential oil rollers, access to preferred scents, opportunities to smell items as appropriate
Sight	Mazes, visual patterns, fidgets with moving parts, magic eye puzzles, screen time activities
Movement	Standing while working, variable seating options, break times for movement
Hearing	Headphones with preferred music, playing music/TV as background noise, opportunities to hum or create preferred noises
Touch	Deep pressure, comfortably safe tight clothing, preferred fidgets, weighted items as appropriate

AVOIDANT

Smell	Access to preferred scents to mask non-preferred scents, face-mask to block out odors, opportunities for breaks to spaces without offensive smells
Sight	Sunglasses, dim lights, opportunities to close eyes, reduced expectations for visual regard, access to visually comfortable spaces
Movement	Variable seating options, opportunities to limit movement in accordance with comfort level, access to other tools that provide comfort
Hearing	Noise-canceling headphones, limited background noise, headphones with access to preferred music/podcast, control over seating in proximity to others/noises
Touch	Gloves or other skin protection, opportunities to use tools in lieu of hands to touch and manipulate objects, access to preferred fabrics, clothing, and fidgets

SENSITIVE

Smell	Access to preferred scents to mask non-preferred scents, face-mask to block out odors, opportunities for breaks to spaces without offensive smells, limit/plan for changes in environment
Sight	Sunglasses, dim lights, opportunities to close eyes, reduced expectations for visual regard, access to visually comforting spaces, limit/plan for changes in environment
Movement	Variable seating options, access to other tools that provide comfort, limit/plan for changes in environment

Hearing	Noise-canceling headphones, limited background noise, headphones with access to preferred music/podcast, control over seating in proximity to others/noises, limit/plan for changes in environment
Touch	Gloves or other skin protection, opportunities to use tools in lieu of hands to touch and manipulate objects, access to preferred fabrics/clothing/fidgets, limit/plan for changes in environment

Possible Learner Accommodations Categorized by Sensory Type

UNDER-REACTIVE	
Smell	Access to preferred/pleasant scents in the environment, combine smells with multiple sensations into the same activity
Sight	Mazes, visual patterns, fidgets with moving parts, magic eye puzzles, screen time activities, high-contrast colors within the environment, combine visual input with multiple sensations into the same activity
Movement	Variable seating options, standing while working, planned break times to encourage movement, gross motor activities that activate the whole body
Hearing	Headphones with preferred music/podcast, upbeat/pleasant music in the environment, preferential seating in proximity to a speaker or conversation partner, extended wait time for processing
Touch	Deep pressure, preferred fidgets, add weighted items as appropriate, combine tactile input with multiple sensations into the same activity, vary temperature of items if possible (maintain safety)

Consider printing this page for the learner's Promoting Community Participation Folder.

Sensory Type, Accommodation, and Communication Summary Page

Learner Name: _____ Date of Completion: _____

The following is a summary of the information determined with and by the learner through Units 1-3.

Smell 👃	🔍	Seeker	🚧	Avoidant	🧠	Sensitive	🔄	Low-Registration
My Sensory Type is:		_____		_____		_____		_____
I can take care of myself by:								
Sight 👁	🔍	Seeker	🚧	Avoidant	🧠	Sensitive	🔄	Low-Registration
My Sensory Type is:		_____		_____		_____		_____
I can take care of myself by:								
Movement ✛	🔍	Seeker	🚧	Avoidant	🧠	Sensitive	🔄	Low-Registration
My Sensory Type is:		_____		_____		_____		_____
I can take care of myself by:								
Hearing 👂	🔍	Seeker	🚧	Avoidant	🧠	Sensitive	🔄	Low-Registration
My Sensory Type is:		_____		_____		_____		_____
I can take care of myself by:								
Touch 🤝	🔍	Seeker	🚧	Avoidant	🧠	Sensitive	🔄	Low-Registration
My Sensory Type is:		_____		_____		_____		_____
I can take care of myself by:								

Social Communication (Complete in Unit 3) 👂	
_____	I usually have to expend significant energy when communicating with others.
_____	I usually DO NOT have to expend significant energy when communicating with others.

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Unit 2: Self-Care
Lessons, Visuals, and Handouts

Unit 2: Self-Care—Introduction to Self-Care

<u>Learning Objective:</u> The learner explores the concepts of self-care based on their newly acquired insight from Unit 1 regarding their sensory systems and explores critical vocabulary related to the overarching concepts of Unit 2.

Name of Lesson #25:	What is Self-Care?
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	***For all lessons, ensure all learners have a method in which to provide feedback in group discussions, considering all communication styles and abilities.*** Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: self-care, mental load, overwhelm, comfortable
Lesson:	Entering Unit 2 marks the shift from learning about one's own sensory needs to meeting and preparing for one's own sensory-based needs. For the purpose of this curriculum, define self-care as preparing for and responding to your physical and emotional needs safely and in a helpful way. Piggybacking off "<u>Simultaneous Stimulation</u>," self-care can also be described as working to reduce your mental load before or when you become overwhelmed. Ask the essential question: What can you do to take care of yourself and your sensory needs? Take notes on the "<u>Essential Question Response Form</u>" from Unit 1 regarding if and how each learner answers that question to check for both comprehension and accuracy (based on information gleaned from the "Sensory Processing Observation Tool"). Write or draw answers on the board to facilitate learning. Include and encourage responses about how others help the learners take care of themselves and help them prepare to meet their needs. Use the "<u>Self-Care Definition Visual</u>" to discuss both aspects of self-care: planning ahead for what you think you will need, as well as helping yourself become comfortable, safe, and calm when needed. Which one is more difficult for learners? Do they think they are able to do these things well? Ask for examples of how they plan ahead and for examples of how they help themselves. Explore what "comfortable, safe, and calm" mean to the learners.
Handouts and Visual Supports:	<u>Essential Question Response Form</u> (pg. 32) <u>Self-Care Definition Visual</u> (pg. 119)

| Check for understanding and extension questions:

These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss and share ideas about what they know about self-care.

Self-care is

preparing for

and taking actions

to help yourself feel safe, calm, and comfortable.

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Unit 2: Self-Care—What Comes Naturally

Learning Objective: The learner discusses and explores what their bodies may do naturally to help them take care of themselves.

Name of Lesson #26:	What Comes Naturally
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option
Preparation:	Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: escape, stress, risk, stimming, plan, prepare
Lesson:	There are some things that our bodies do naturally to help us handle tough situations. This lesson will investigate common ways our bodies try to take care of us automatically.

Has anyone ever been upset and felt the urge to run away or get out of a situation as quickly as possible? Has anyone actually run away? What was that like?

Leaving, escaping, fleeing, or moving quickly away from a situation is one way that our brains automatically respond to stress. Share some ideas of when this natural way of self-care may be important (i.e. emergencies, get away from danger, protecting yourself, etc.). Discuss how fleeing can be critical for safety and protection, however, it isn't best if it's the only strategy someone has to take care of themselves. There are risks with fleeing and escaping: Where will you go? Will you be safe? Will your loved ones know where you are? Will you get lost?

After this discussion concludes, take a guided break with learners. Stand up, move around, and stretch for a few minutes. Begin discussing another natural way our bodies respond to stress—breathing. Demonstrate how activity increases heart rate and breathing. Stress, feeling overwhelmed, and various emotions can change our breathing patterns too. Breathing faster can get more oxygen to our blood and brains which is sometimes very helpful. For example, if a stray dog starts to chase you when you are out for a walk, your body would respond to that situation by breathing quickly. Those fast breaths help your brain get extra oxygen so you can make decisions and move very quickly. But breathing too fast too often isn't good for our bodies. If you breathe like a dog is chasing you every time you get your medicine from the pharmacy, that is a sign there is a problem. Paying attention to breathing is often a way that people learn they are upset. Learning to control one's breathing is a way to calm down. We will talk further about strategies related to breathing in other lessons.

Another way some people's bodies automatically take care of themselves is by stimming. Stimming looks very different for different people but is usually a repetitive movement, sound, or action that an individual does with the purpose |

	of calming, communicating a need, or to have fun. Ask the learners if they stim. If willing, ask learners about their stims and explore how their stims may help their bodies meet a need. Next, work with the group to talk about the difference between these automatic responses (getting away quickly, fast breathing, stimming) that happen without us thinking about them and planned responses, which happen if we prepare for them. For example, compare and contrast running away versus taking planned breaks. Planned breaks are available as needed, predictable, safer, and usually less stressful for everyone involved.
Handouts and Visual Supports:	N/A
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) What do you notice your body does naturally to help you calm down? 2) Have you always stimmed? Have your stims changed over time? 3) If you stim in a way that hurts yourself or others, how should people around you help you? 4) What could or has a planned break look like for you?

Unit 2: Self-Care—Recognizing Needs

Learning Objective: The learner discusses and explores two common ways people are able to recognize when they have a need.

Name of Lesson #27:	Recognizing Needs
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words and adjectives like: emotion words, comfortable, uncomfortable, body parts

Lesson:	In order to practice self-care, a person needs to be able to understand when they are having or might have a need. Recognizing one's own needs can be difficult for many people.
	
	With the class, explore two common ways to understand when our bodies or brains have a need (write on the whiteboard for emphasis).
	   1) Noticing your body and how it feels
	   2) Noticing your emotions
	
	Encourage the learners to sit quietly and think about their bodies. Ask them to consider if they are uncomfortable? In any pain? If they *need* to move or make noise? Explain that noticing and paying attention to what their body is doing gives them clues about what's going on within their brain. For example, if they are sweating, breathing very quickly, or feeling stiff, those may be signs that their body needs something. Use the "Visual for Opinions and Sensory Descriptors" and "Body Parts and Reactions Visual" as needed.
	
	Imagine with the class that there is a sudden loud noise that scares them all. What would their body feel like when that happened? Likely, their heart would beat quickly, their hands may shake, and they may even let out a scream. All of those reactions are their body's way of letting their brain know there is a problem.
	
	Continue with the example of the sudden loud noise. The learners explored what their bodies may feel in that situation but what about their emotions? What do the learners think that sudden sound would make them feel emotionally? Would they be scared? Angry? Nervous? Would some not be bothered at all?
	
	Explain that our body's senses and our emotions are the signals we look for to understand if we are calm or not. When we are able to understand if we are calm or not, we are able to begin to understand when we need to use self-care skills. Self-care skills are accommodations and coping strategies that

	help us feel better—they are safe, helpful, and comforting. They are also individualized so each person can get exactly what they need. These skills will be discussed at length in the upcoming lessons.

Deepen connections between sensory experiences and how they are related to emotions. If someone is sensitive to loud noises, what emotions do they likely feel when going into a crowded store? For someone who loves to smell many smells at once, what emotions could they likely feel when going to a candle store?

Next lesson, learners will discuss how to use what they learn about themselves (self-awareness) to make plans to keep themselves calm, safe, and comfortable (self-care). |
| Handouts and Visual Supports: | <u>Visual for Opinions and Sensory Descriptors</u> (pg. 36)
<u>Body Parts and Reactions Visual</u> (pg. 124) |
| Check for understanding and extension questions:

These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate. | 1) Are there any sensory experiences that cause you pain? What are they and how do you help your body feel better when that happens?
2) What do you notice about your body when you are bored or understimulated?
3) When you are afraid, how does your body feel? Do you notice if you are sweaty? Your muscles are tight? You breathe faster? |

Body Parts and Reactions Visual
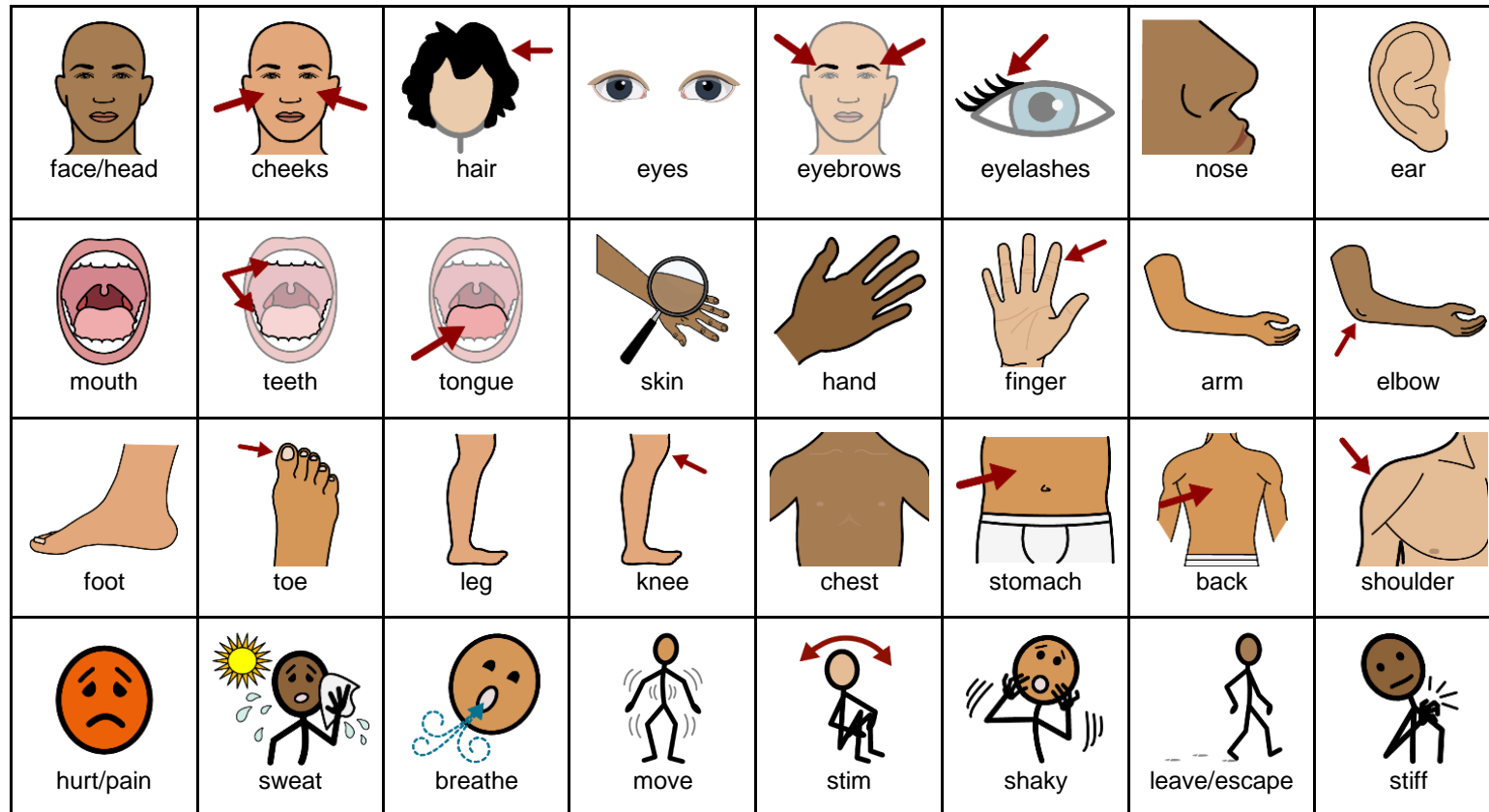
face/head	cheeks	hair	eyes	eyebrows	eyelashes	nose	ear
mouth	teeth	tongue	skin	hand	finger	arm	elbow
foot	toe	leg	knee	chest	stomach	back	shoulder
hurt/pain	sweat	breathe	move	stim	shaky	leave/escape	stiff

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Unit 2: Self-Care—Making Plans

Learning Objective: The learner discusses and explores proactive strategies for meeting their sensory needs.

Name of Lesson #28:	Making a Plan
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words and adjectives like: emotion words, comfortable, uncomfortable, body parts, plan
Lesson:	Self-care plans are helpful ways to take care of ourselves because we are able to prepare and think while we are calm and have support. Plans can look very different based on who creates the plan, what that individual needs, and what that person's goals are. Today, learners will work on understanding key aspects of making plans and how to implement them. Instruct the class to think of a time when they had a sensory need in a community environment. For example, they weren't able to move enough and were getting upset, the lights were too bright and causing them to get a headache, or too many people were talking all at once. Consider thinking back to the sensory labs to shared experiences the learners can recall. Use the "Definitions of Senses" visual or completed "Sensory Processing Observation Tools" for reference if needed. Encourage discussions around the thoughts that come up and write them on the board. Talk about the way the learners felt when they were in those situations. What were their emotions? What did their body feel like? Use the "Visual for Opinions and Sensory Descriptors" and "Body Parts and Reactions Visual" as needed. Draw stick figures and mark areas of discomfort as visual supports as needed. Now that the learners have been able to identify a time when their needs arose, introduce the "Steps to Making a Plan" handout. Explain that the steps of self-care planning follow the same sequence each time and their purpose is to help the learner get their needs met in a calm, safe, and comfortable way. The steps are: 1) Notice you are having a need and try to identify what it is. Consider your emotions and the way your body feels. 2) Think of something that will be soothing or helpful when that need occurs. What is a safe thing that works to help you feel better? 3) Think about how to engage in the soothing activity in a variety of different places. How can you meet this need at school, in a store, on a bus, or at an event? 4) Communicate with support partners (e.g. family, loved ones, support staff, teacher) about the sensory need and the desired way to meet that need. Reminder, self-care planning ideally takes place at a time when the learner is calm and can think through their preferences and needs. The plans are

	designed to be relied on and utilized the next time the learner has a sensory need to meet in a community environment. Use the handout along with some of the ideas from the board to talk through specific examples of how making a self-care plan works. This can be done as a group, in small groups, or self-paced.
Handouts and Visual Supports:	<u>Definitions of Senses</u> (pg. 31) <u>Steps to Making a Self-Care Plan (with icons)</u> (pg. 127) <u>Steps to Making a Self-Care Plan (text only)</u> (pg. 128) <u>Visual for Opinions and Sensory Descriptors</u> (pg. 36) <u>Body Parts and Reactions Visual</u> (pg. 124)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Do you have experience making plans? Have they been successful? Why or why not? 2) What need do you have that you think you should create a plan for? 3) Do you think you can create plans to meet your needs independently or would you prefer to have help? Who could help you with planning if you wanted it?

Steps to Making a Self-Care Plan (with icons)

1) What need do I have that isn't being met? What does my body or my emotions tell me about this need?
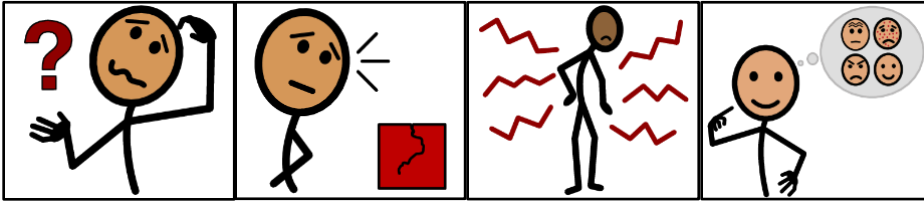
2) What will help get this need taken care of? Think of something that is soothing or helpful when that need occurs.
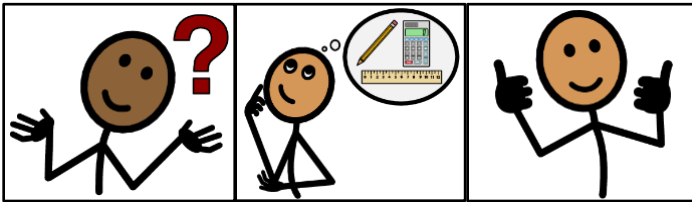
3) When this need comes up in different environments, how will I safely meet it then?
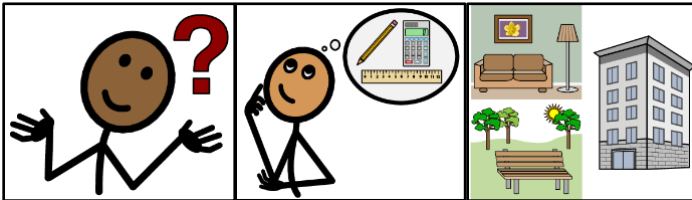
4) Who should I tell about this plan? Who needs to know?
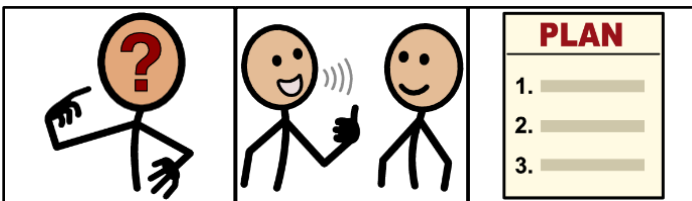
Consider printing this page for the learner's Promoting Community Participation Folder.

Steps to Making a Self-Care Plan (text only)

1. What need do I have that isn't being met? What does my body or my emotions tell me about this need?

2. What will help get this need taken care of? Think of something that is soothing or helpful when that need occurs.

3. When this need comes up in different environments, how will I safely meet it then?

4. Who should I tell about this plan? Who needs to know?

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Unit 2: Self-Care—Building a Toolkit

Learning Objective: The learner further discusses the concept of being prepared to meet their needs.

Name of Lesson #29:	Developing a Toolkit
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: toolkit, prepare, plan ahead, avoid
Lesson:	Learners are now developing an understanding of their sensory-based needs and how they can plan ahead to meet their needs. This lesson will expand on the concept of planning ahead and will explore actions learners can take to care for themselves. In order to meet sensory-based needs, learners often need to avoid a sensation they don't like, get more input from sensations they do like, or may need to rely on their sensory preferences to help cope with input or experiences that are aversive. To do this effectively, learners need to have items available to them that meet their specific needs. For example, a person who is sensitive to smells may need access to smells they like to help overcome the smell they don't like. Liken this concept to packing a bag for a vacation. Talk to the learners about what they would take with them on a trip and why. Write the answers and reasons on the board. Emphasize preparedness and how a vacation becomes less fun and more challenging if you don't bring the things you need with you. Describe how preparing to care for sensory needs is similar. If you are able to bring along the tools you need to help yourself, managing sensory input and regulating needs becomes easier. Explore with learners some things they have with them in their bags. Is there anything they can't leave home without? If so, what and why? Try to get an understanding from students if there are already things they bring along with them each day that help them take care of themselves. Think of common things like water, lunch, snack, chapstick, money, bus pass, etc. Discuss the reasons learners bring those things and point out how those items may or may not contribute to learners taking care of themselves. Use the "What do I have with me?" visual to represent a bag students carry with them and offer to learners who prefer to draw or write the option to participate on paper if preferred.
Handouts and Visual Supports:	What do I have with me? (pg. 131)

| Check for understanding and extension questions:

These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Think of an important person in your life. What do they always bring or have with them? Why do you think they always have those things? 2) What will help you remember to take the things you need with you? Would a list help? A note in your phone?

What do I have with me?

Consider printing this page for the learner's Promoting Community Participation Folder.
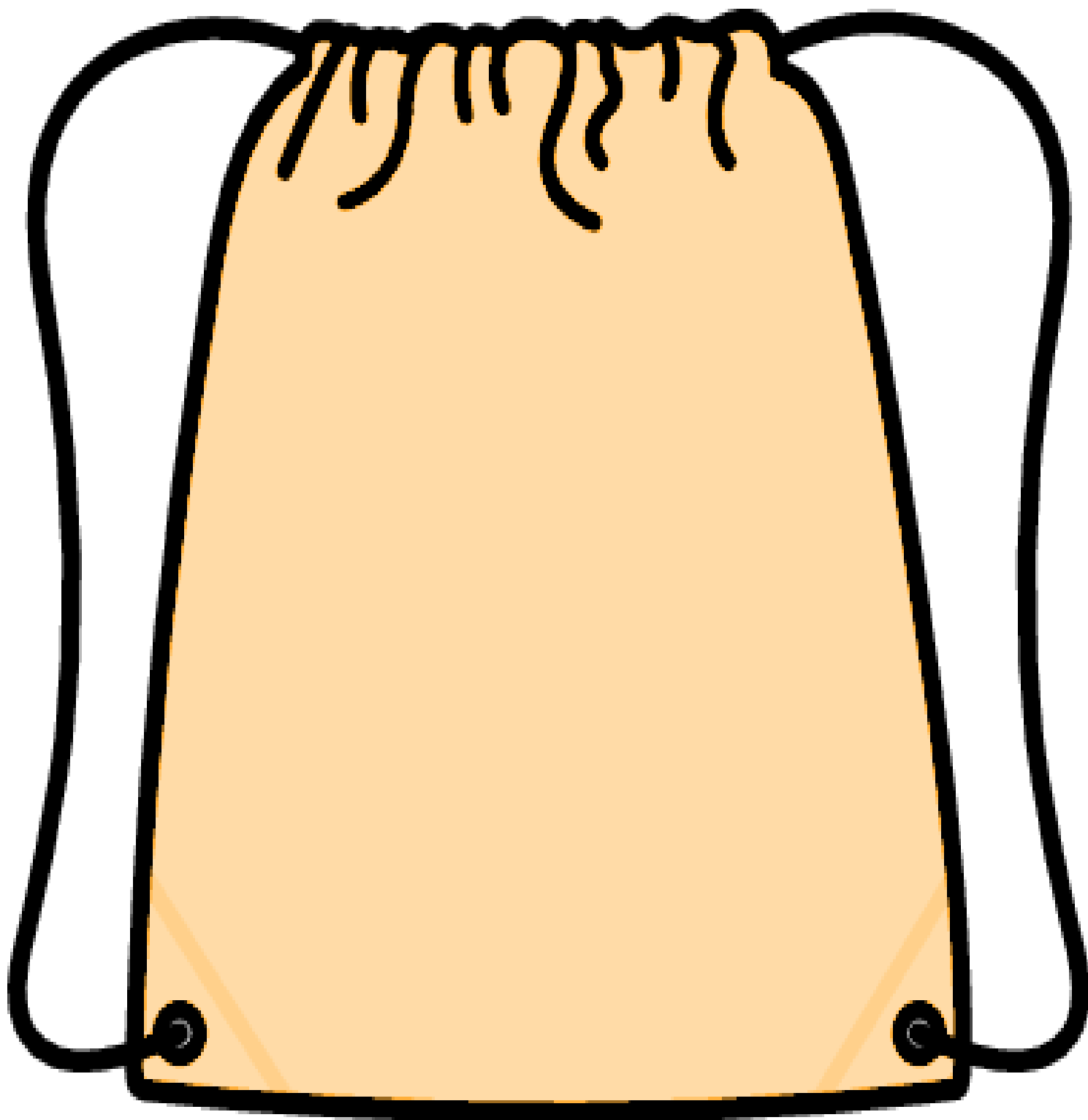
Unit 2: Self-Care—What Works: Smell

Learning Objective: The learner discusses and explores common ways to practice self-care.

Name of Lesson #30:	Strategies and Accommodations for Smell
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Access to the learners' Sensory Types ("results from the Sensory Processing Observation Tool") Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	This lesson is about preparing learners to accommodate and cope with their sensory needs related to smell in different environments. Begin the lesson by handing the learners a blank "Sensory Type, Accommodation, and Communication Summary page" or putting it in their Promoting Community Participation folder. Review with the learners their individual sensory type for smell. Do this with the group if all learners are open to disclosing this information, or guide learners to where to find this information about themselves within their "Sensory Processing Observation Tool" if they prefer not to discuss with the group. Demonstrate to the learners how to find their results from the "Sensory Processing Observation Tool": Sense of Smell page and check the corresponding box at the top of the "Sensory Type, Accommodation, and Communication Summary Page." Once all learners have this step done, shift the discussion about ways learners can accommodate for their specific smell-related sensory needs. Invite learners to share ways they already take care of their smell-related needs. How do they seek, avoid, or cope with environmental smells? What happens if they don't take care of those needs? Remind the learners about their experiences with the Sensory Labs and write ideas on the board if the learners find it helpful. After brainstorming as a group, review the "Toolkit Ideas for Smell" or the "Possible Learner Accommodations Categorized by Sensory Type" depending on the literacy needs of the learners in the classroom. Both handouts contain the same information but are formatted differently. Remind the learners that they have the ability to prepare strategies and plan for managing their smell-related needs in a variety of environments by adding to their toolkit. Discuss salient examples: A person who loves and is soothed by strong smells can bring preferred creams or lotions with them on an outing. A person who needs to avoid new smells can wear a mask or chew a preferred gum if taste helps mask smells for them.

	Encourage learners to write or draw strategies that work for them or that they want to try on their "<u>What do I have with me?</u>" handout to begin to visualize what their toolkit can include. Also, encourage learners to write their preferred strategies or tools on the "<u>Sensory Type, Accommodation, and Communication Summary Page</u>" in the box under "Smell" labeled "I can take care of myself by:_____." Finally, wrap up the lesson by introducing the Sensory Selfie. A Sensory Selfie is an optional out-of-class picture learners take of themselves capturing: • using a sensory coping tool • wishing they had a tool to use during a certain situation • preparing their toolkit with a new or useful sensory-helpful item • or creating a plan to work through an upcoming experience. This lesson's Sensory Selfie should primarily focus on smell and coping with smell-related needs. These pictures should show only the learner (not another person) and can be shared at the next class time. They are a way for students to demonstrate their learning, practice their skills in different environments, and show off their creativity in caring for themselves. These pictures do not need to be submitted, printed, or shared. They are simply a hands-on way to encourage self-care outside of the classroom.
Handouts and Visual Supports:	<u>Sensory Type, Accommodation, and Communication Summary Page</u> (pg. 113) <u>Toolkit Ideas for Smell</u> (pg. 134) <u>Possible Learner Accommodations Categorized by Sensory Type</u> (pg. 111-112) <u>What do I have with me?</u> (pg. 131)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss what works.

Toolkit Ideas for Smell

Sensory Type	Accommodation Ideas
Seeker (seems to want more)	- Essential oil rollers/access to preferred scents - Access to preferred strong tastes that have equally strong smells (mints, gum, etc.) - Opportunities to smell items as appropriate
Avoidant (seems to want less)	- Access to preferred scents/tastes to mask non-preferred scents - Face-mask to block out odors - Opportunities for breaks to spaces without offensive smells
Sensitive (seems to notice a lot)	- Access to preferred scents/tastes to mask non-preferred scents - Face-mask to block out odors - Opportunities for breaks to spaces without offensive smells - Limit/plan for changes in environment
Under-Reactive (doesn't seem to notice much)	- Access to preferred/pleasant scents in the environment - Combine smells with multiple sensations into the same activity

Consider printing this page for the learner's Promoting Community Participation Folder.

Unit 2: Self-Care—What Works: Sight

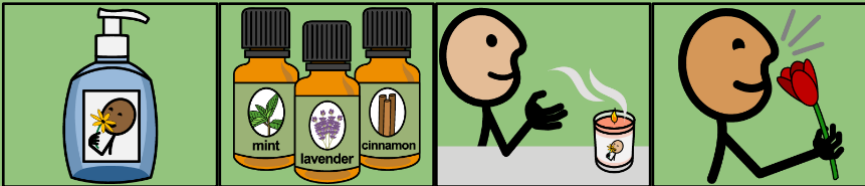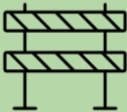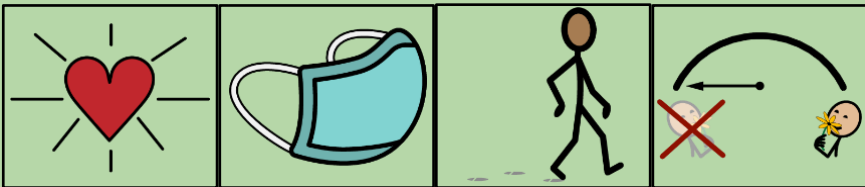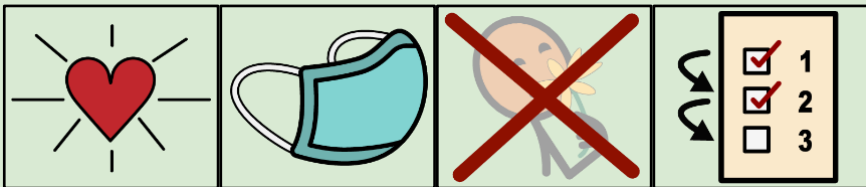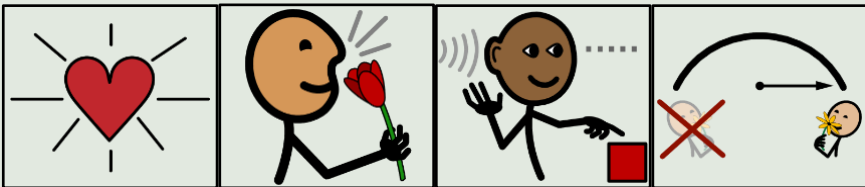<u>Learning Objective:</u> The learner discusses and explores common ways to practice self-care.

Name of Lesson #31:	Strategies and Accommodations for Sight
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Access to the learners' Sensory Types (results from the "Sensory Processing Observation Tool") Handouts and visuals Example of a Sensory Selfie taken by an educator
Preparation:	Prepare materials listed above. Print handouts and visuals as needed. Take a picture of yourself utilizing a smell-related Sensory Selfie to share as an example
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Begin today's lesson with learners and educators sharing any Sensory Selfies they may have taken since the last class period. Allow learners to share and discuss any points related to accommodations for smell that may come up. Shift from that discussion to preparing learners to accommodate and cope with their sensory needs related to sight in different environments. Begin the lesson by updating the "<u>Sensory Type, Accommodation, and Communication Summary Page</u>." Review with the learners their individual sensory types for sight. Do this with the group if all learners are open to disclosing this information, or guide learners to where to find this information about themselves within their "Sensory Processing Observation Tool" if they prefer not to discuss with the group. Demonstrate to the learners how to find their results from the "Sensory Processing Observation Tool": Sense of Sight page and check the corresponding box on the "<u>Sensory Type, Accommodation, and Communication Summary Page</u>." Once all learners have this step done, shift the discussion to ways learners can accommodate their specific sight-related sensory needs. Invite learners to share ways they already take care of their sight-related needs. How do they seek, avoid, or cope with lights, clutter, and visually stimulating environments? What happens if they don't take care of their needs? Remind the learners about their experiences with the Sensory Labs and write ideas on the board if the learners find it helpful. After brainstorming as a group, review the "<u>Toolkit Ideas for Sight</u>" or the "<u>Possible Learner Accommodations Categorized by Sensory Type</u>" depending on the literacy needs of the learners in the classroom. Both handouts contain the same information but are formatted differently. Remind the learners that they have the ability to prepare strategies and plan

	for managing their sight-related needs in a variety of environments by adding to their toolkit. Discuss salient examples: A person who gets headaches from lights that are too bright can wear sunglasses. A person who needs visual input to focus can bring a visual maze book to look at during class lectures.
	Encourage learners to write or draw strategies that work for them or that they want to try on their "<u>What do I have with me?</u>" handout to begin to visualize what their toolkit can include. Also, encourage learners to write their preferred strategies or tools on the "<u>Sensory Type, Accommodation, and Communication Summary Page</u>" in the box under "Sight" labeled "I can take care of myself by:_____."
	Finally, wrap up the lesson by reminding learners about the Sensory Selfie. A Sensory Selfie is an optional out-of-class picture learners take of themselves capturing: ● using a sensory coping tool ● wishing they had a tool to use during a certain situation ● preparing their toolkit with a new or useful sensory-helpful item ● or creating a plan to work through an upcoming experience.
	This lesson's Sensory Selfie should primarily focus on sight and coping with sight-related needs.These pictures should show only the learner (not another person) and can be shared at the next class time. They are a way for students to demonstrate their learning, practice their skills in different environments, and show off their creativity in caring for themselves. These pictures do not need to be submitted, printed, or shared. They are simply a hands-on way to encourage self-care outside of the classroom.
Handouts and Visual Supports:	<u>Sensory Type, Accommodation, and Communication Summary Page</u> (pg. 113) <u>Toolkit ideas for Sight</u> (pg. 137) <u>Possible Learner Accommodations Categorized by Sensory Type</u> (pg. 111-112) <u>What do I have with me?</u> (pg. 131)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss what works.

Toolkit Ideas for Sight

Sensory Type	Accommodation Ideas
Seeker (seems to want more)	- Mazes, magic eye puzzles, visual patterns - Fidgets with moving parts - Screen time
Avoidant (seems to want less)	- Sunglasses, dim lights - Opportunities to close eyes, reduced expectations for visual regard - Access to preferred visually comfortable spaces
Sensitive (seems to notice a lot)	- Sunglasses, dim lights - Opportunities to close eyes, reduced expectations for visual regard - Access to preferred visually comfortable spaces - Limit/plan for changes in environment
Under-Reactive (doesn't seem to notice much)	- Mazes, magic eye puzzles, visual patterns - Fidgets with moving parts - High-contrast colors within the environment - Combine visual input with multiple sensations into the same activity

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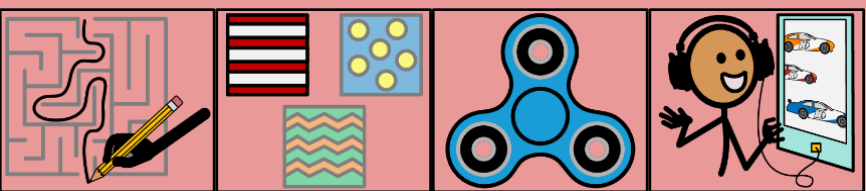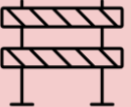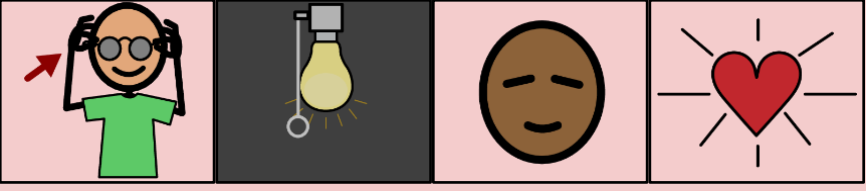
Unit 2: Self-Care—What Works: Movement
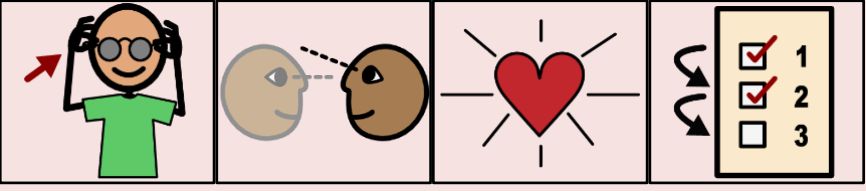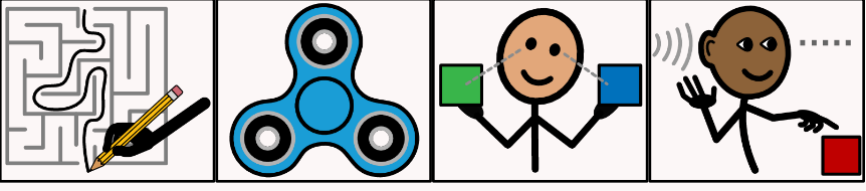
Learning Objective: The learner discusses and explores common ways to practice self-care.

Name of Lesson #32:	Strategies and Accommodations for Movement
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Access to the learners' Sensory Types (results from the "Sensory Processing Observation Tool") Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Begin today's lesson with learners and educators sharing any Sensory Selfies they may have taken since the last class period. Allow learners to share and discuss any points related to accommodations for sight that may come up. Shift from that discussion to preparing learners to accommodate and cope with their sensory needs related to movement in different environments. Begin the lesson by updating the "Sensory Type, Accommodation, and Communication Summary Page." Review with the learners their individual sensory types for movement. Do this with the group if all learners are open to disclosing this information, or guide learners to where to find this information about themselves within their "Sensory Processing Observation Tool" if they prefer not to discuss with the group. Demonstrate to the learners how to find their results from the "Sensory Processing Observation Tool": Sense of Movement page and check the corresponding box on the "Sensory Type, Accommodation, and Communication Summary Page." Once all learners have this step done, shift the discussion to ways learners can accommodate their specific movement-related sensory needs. Invite learners to share ways they already take care of their movement-related needs. How do they seek, avoid, or cope with movement, feeling unstable, or when they have to be still for extended periods? What happens if they don't take care of their needs? Remind the learners about their experiences with the Sensory Labs and write ideas on the board if the learners find it helpful. After brainstorming as a group, review the "Toolkit Ideas for Movement" or the "Possible Learner Accommodations Categorized by Sensory Type" depending on the literacy needs of the learners in the classroom. Both handouts contain the same information but are formatted differently. Remind the learners that they have the ability to prepare strategies and plan for managing their movement-related needs in a variety of environments by adding to their toolkit. Discuss salient examples: A person who needs to move their hands often can take fidgets they like with them. A person who needs to move to focus can ask for alternative seating during seated work time.

	Encourage learners to write or draw strategies that work for them or that they want to try on their "What do I have with me?" handout to begin to visualize what their toolkit can include. Also, encourage learners to write their preferred strategies or tools on the "Sensory Type, Accommodation, and Communication Summary Page" in the box under "Movement" labeled "I can take care of myself by:_____." Finally, wrap up the lesson by reminding learners about the Sensory Selfie. A Sensory Selfie is an optional out-of-class picture learners take of themselves capturing: ● using a sensory coping tool ● wishing they had a tool to use during a certain situation ● preparing their toolkit with a new or useful sensory-helpful item ● or creating a plan to work through an upcoming experience. This lesson's Sensory Selfie should primarily focus on movement and coping with movement-related needs.These pictures should show only the learner (not another person) and can be shared at the next class time. They are a way for students to demonstrate their learning, practice their skills in different environments, and show off their creativity in caring for themselves. These pictures do not need to be submitted, printed, or shared. They are simply a hands-on way to encourage self-care outside of the classroom.
Handouts and Visual Supports:	Sensory Type, Accommodation, and Communication Summary Page (pg. 113) Toolkit Ideas for Movement (pg. 140) Possible Learner Accommodations Categorized by Sensory Type (pg. 111-112) What do I have with me? (pg. 131)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss what works.

Toolkit Ideas for Movement

Sensory Type	Accommodation Ideas
Seeker (seems to want more)	- Standing while working - Variable seating options - Break times for movement - Stimming
Avoidant (seems to want less)	- Variable seating options - Opportunities to limit movement in accordance with comfort level - Access to other tools that provide comfort
Sensitive (seems to notice a lot)	- Variable seating options - Opportunities to limit movement in accordance with comfort level - Access to other tools that provide comfort - Limit/plan for changes in environment
Under-Reactive (doesn't seem to notice much)	- Standing while working - Variable seating options - Break times for movement - Gross motor activities that activate the whole body

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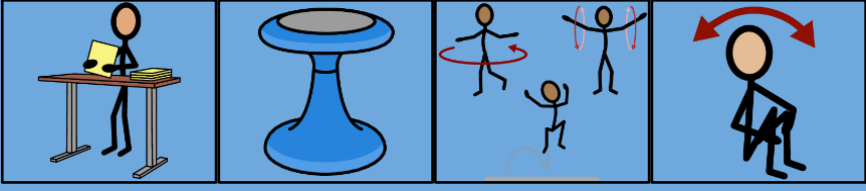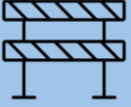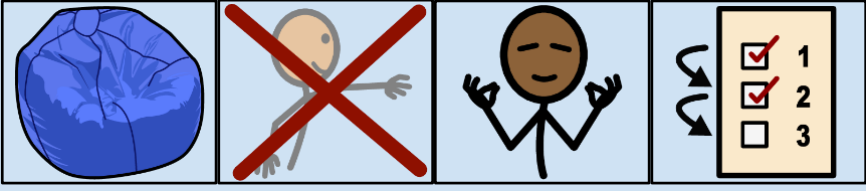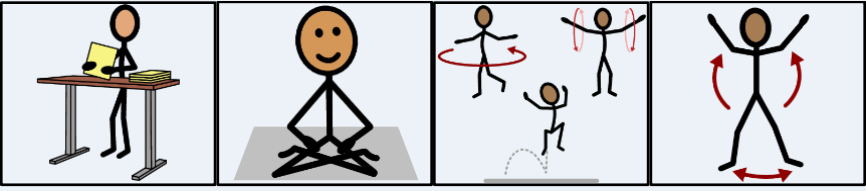
Unit 2: Self-Care—What Works: Hearing
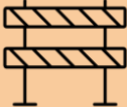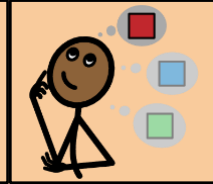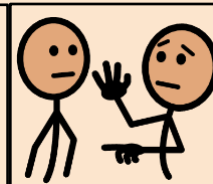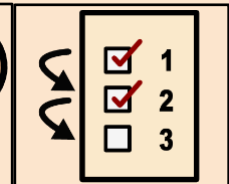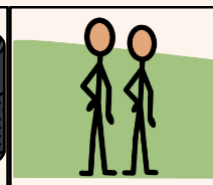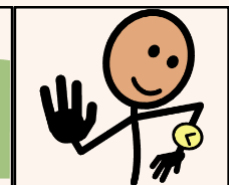
Learning Objective: The learner discusses and explores common ways to practice self-care.

Name of Lesson #33:	Strategies and Accommodations for Hearing
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Access to the learners' Sensory Types (results from the "Sensory Processing Observation Tool") Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Begin today's lesson with learners and educators sharing any Sensory Selfies they may have taken since the last class period. Allow learners to share and discuss any points related to accommodations for movement that may come up. Shift from that discussion to preparing learners to accommodate and cope with their sensory needs related to hearing in different environments. Begin the lesson by updating the "Sensory Type, Accommodation, and Communication Summary Page." Review with the learners their individual sensory types for movement. Do this with the group if all learners are open to disclosing this information, or guide learners to where to find this information about themselves within their "Sensory Processing Observation Tool" if they prefer not to discuss with the group. Demonstrate to the learners how to find their results from the "Sensory Processing Observation Tool": Sense of Hearing page and check the corresponding box on the "Sensory Type, Accommodation, and Communication Summary Page." Once all learners have this step done, shift the discussion to ways learners can accommodate their specific hearing-related sensory needs. Invite learners to share ways they already take care of their hearing-related needs. How do they seek, avoid, or cope with sounds, background noise, or when they have to be quiet for extended periods? What happens if they don't take care of their needs? Remind the learners about their experiences with the Sensory Labs and write ideas on the board if the learners find it helpful. After brainstorming as a group, review the "Toolkit Ideas for Hearing" or the "Possible Learner Accommodations Categorized by Sensory Type" depending on the literacy needs of the learners in the classroom. Both handouts contain the same information but are formatted differently. Remind the learners that they have the ability to prepare strategies and plan for managing their hearing-related needs in a variety of environments by adding to their toolkit. Discuss salient examples: A person who cannot focus when there is background noise can wear noise-canceling headphones. A person who needs to hear noise frequently in order to feel calm can utilize headphones during certain parts of their day.

	Encourage learners to write or draw strategies that work for them or that they want to try on their "<u>What do I have with me?</u>" handout to begin to visualize what their toolkit can include. Also, encourage learners to write their preferred strategies or tools on the "<u>Sensory Type, Accommodation, and Communication Summary Page</u>" in the box under "Hearing" labeled "I can take care of myself by:_____."
	Finally, wrap up the lesson by reminding learners about the Sensory Selfie. A Sensory Selfie is an optional out-of-class picture learners take of themselves capturing: ● using a sensory coping tool ● wishing they had a tool to use during a certain situation ● preparing their toolkit with a new or useful sensory-helpful item ● or creating a plan to work through an upcoming experience. This lesson's Sensory Selfie should primarily focus on hearing and coping with hearing-related needs.These pictures should show only the learner (not another person) and can be shared at the next class time. They are a way for students to demonstrate their learning, practice their skills in different environments, and show off their creativity in caring for themselves. These pictures do not need to be submitted, printed, or shared. They are simply a hands-on way to encourage self-care outside of the classroom.
Handouts and Visual Supports:	<u>Sensory Type, Accommodation, and Communication Summary Page</u> (pg. 113) <u>Toolkit Ideas for Hearing</u> (pg. 143) <u>Possible Learner Accommodations Categorized by Sensory Type</u> (pg. 111-112) <u>What do I have with me?</u> (pg. 131)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss what works.

Toolkit Ideas for Hearing

Sensory Type	Accommodation Ideas
Seeker (seems to want more)	- Headphones with preferred music/podcast - Playing music/TV/noise machine as background noise - Opportunities to hum, stim, or create preferred noises
Avoidant (seems to want less)	- Noise-canceling headphones, limited background noise - Headphones with preferred music/podcast - Control over seating in proximity to others/noises - Extended wait time for processing
Sensitive (seems to notice a lot)	- Noise-canceling headphones, limited background noise - Headphones with preferred music/podcast - Control over seating in proximity to others/noises - Limit/plan for changes in environment
Under-Reactive (doesn't seem to notice much)	- Headphones with preferred music/podcast - Upbeat/pleasant music in the environment - Preferential proximity to speaker/conversation partner - Extended wait time for processing

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Unit 2: Self-Care—What Works: Touch
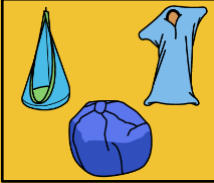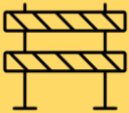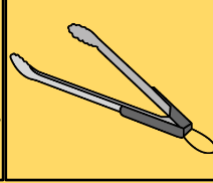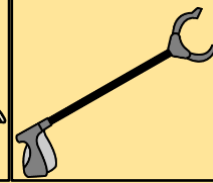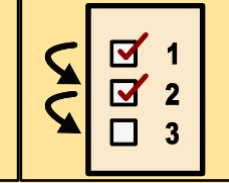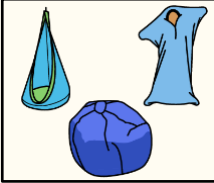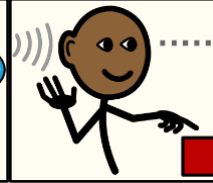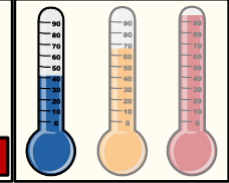
<u>Learning Objective</u>: The learner discusses and explores common ways to practice self-care.

Name of Lesson #34:	Strategies and Accommodations for Touch
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Access to the learners' Sensory Types (results from the "Sensory Processing Observation Tool") Handouts and visuals Example of a Sensory Selfie taken by an educator
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Unit 1
Lesson:	Begin today's lesson with learners and educators sharing any Sensory Selfies they may have taken since the last class period. Allow learners to share and discuss any points related to accommodations for hearing that may come up. Shift from that discussion to preparing learners to accommodate and cope with their sensory needs related to touch in different environments. Begin the lesson by updating the "<u>Sensory Type, Accommodation, and Communication Summary Page</u>." Review with the learners their individual sensory types for touch. Do this with the group if all learners are open to disclosing this information, or guide learners to where to find this information about themselves within their "Sensory Processing Observation Tool" if they prefer not to discuss with the group. Demonstrate to the learners how to find their results from the "Sensory Processing Observation Tool": Sense of Touch page and check the corresponding box on the "<u>Sensory Type, Accommodation, and Communication Summary Page</u>." Once all learners have this step done, shift the discussion to ways learners can accommodate their specific touch-related sensory needs. Invite learners to share ways they already take care of their touch-related needs. How do they seek, avoid, or cope with fabrics, textures, and other input through their skin? What happens if they don't take care of their needs? Remind the learners about their experiences with the Sensory Labs and write ideas on the board if the learners find it helpful. After brainstorming as a group, review the "<u>Toolkit Ideas for Touch</u>" or the "<u>Possible Learner Accommodations Categorized by Sensory Type</u>" depending on the literacy needs of the learners in the classroom. Both handouts contain the same information but are formatted differently. Remind the learners that they have the ability to prepare strategies and plan for managing their touch-related needs in a variety of environments by adding to their toolkit. Discuss salient examples: A person who does not want to get messy while cooking can wear gloves. A person who needs to touch preferred textures frequently can manipulate fidgets or preferred items.

	Encourage learners to write or draw strategies that work for them or that they want to try on their "<u>What do I have with me?</u>" handout to begin to visualize what their toolkit can include. Also, encourage learners to write their preferred strategies or tools on the "<u>Sensory Type, Accommodation, and Communication Summary Page</u>" in the box under "Touch" labeled "I can take care of myself by:_____."
	Finally, wrap up the lesson by reminding learners about the Sensory Selfie. A Sensory Selfie is an optional out-of-class picture learners take of themselves capturing:
	● using a sensory coping tool
	● wishing they had a tool to use during a certain situation
	● preparing their toolkit with a new or useful sensory-helpful item
	● or creating a plan to work through an upcoming experience.
	This lesson's Sensory Selfie should primarily focus on touch and coping with touch-related needs.These pictures should show only the learner (not another person) and can be shared at the next class time. They are a way for students to demonstrate their learning, practice their skills in different environments, and show off their creativity in caring for themselves. These pictures do not need to be submitted, printed, or shared. They are simply a hands-on way to encourage self-care outside of the classroom.
Handouts and Visual Supports:	<u>Sensory Type, Accommodation, and Communication Summary Page</u> (pg. 113) <u>Toolkit Ideas for Touch</u> (pg. 146) <u>Possible Learner Accommodations Categorized by Sensory Type</u> (pg. 111-112) <u>What do I have with me?</u> (pg. 131)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss what works.

Toolkit Ideas for Touch

Sensory Type	Accommodation Ideas
Seeker **(seems to want more)**	- Deep pressure - Comfortably tight clothing - Preferred fidgets - Weighted items as appropriate
Avoidant **(seems to want less)**	- Gloves or other skin protection - Opportunities to use tools in lieu of hands to touch/manipulate objects - Access to preferred fabrics, clothing, and fidgets
Sensitive **(seems to notice a lot)**	- Gloves or other skin protection - Opportunities to use tools in lieu of hands to touch/manipulate objects - Access to preferred fabrics, clothing, and fidgets - Limit/plan for changes in environment
Under-Reactive **(doesn't seem to notice much)**	- Deep pressure, add weighted items as appropriate - Preferred fidgets - Combine tactile input with multiple sensations into the same activity - Vary temperature of items (safely)

Consider printing this page for the learner's Promoting Community Participation Folder.

Unit 2: Self-Care—What to Do When Nothing Works

Learning Objective: When confronted with a situation that doesn't get better with self-care, the learner explores what options they have.

Name of Lesson #35:	What to Do When Nothing Works
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words and adjectives like: assistance, help, support, safety, overwhelm, relief
Lesson:	Begin today's lesson with learners and educators sharing any Sensory Selfies they may have taken since the last class period. Allow learners to share and discuss any points related to accommodations for touch that may come up. The preceding lessons have talked a lot about what learners can do to help and care for themselves. There is one incredibly important aspect of self-care that has not been addressed yet: asking for help. Talk with the learners about how even if they do their best to take care of their sensory needs, there will still be days, times, and situations where the best thing they can do to take care of themselves is to ask another person for help. Some tasks will always be difficult for some people, no matter how hard they work. Self-care does not mean never needing help. It means taking actions to feel safe, calm, and comfortable. Sometimes that means reaching out and getting help from other people. Encourage learners to think about what situations may happen for them where they need help. There is no right or wrong answer and answers will likely vary from person to person based on individual needs. Some people may think laundry is overwhelming. Others may always need help with transportation. Some learners may not always need help with the same tasks but need help when they are feeling sick, exhausted, or depressed. All answers are valid. The goal is for learners to understand that taking care of themselves includes asking for help when they recognize they need it. There are usually many people whom learners can ask for help when they need it. Brainstorm with learners about who is in their life that they can ask for help. This list can include family members, peers, school staff, medical professionals, therapists, neighbors, etc. Define this list as the learners' support network. After the class discussion, ask the learners to complete the "Support Network Web" with at least 4 members of their support network. Learners can write or draw on the handout.
Handouts and Visual Supports:	Support Network Web (pg. 149)

Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Are you in anyone else's support network? Would you like to be in anyone else's? 2) What do you look for in a supportive person? 3) What are ways a person in your support network can show their support for you? 4) How do you tell someone in your support network that you need help?

Support Network Web

I can rely on my support network when I need help.
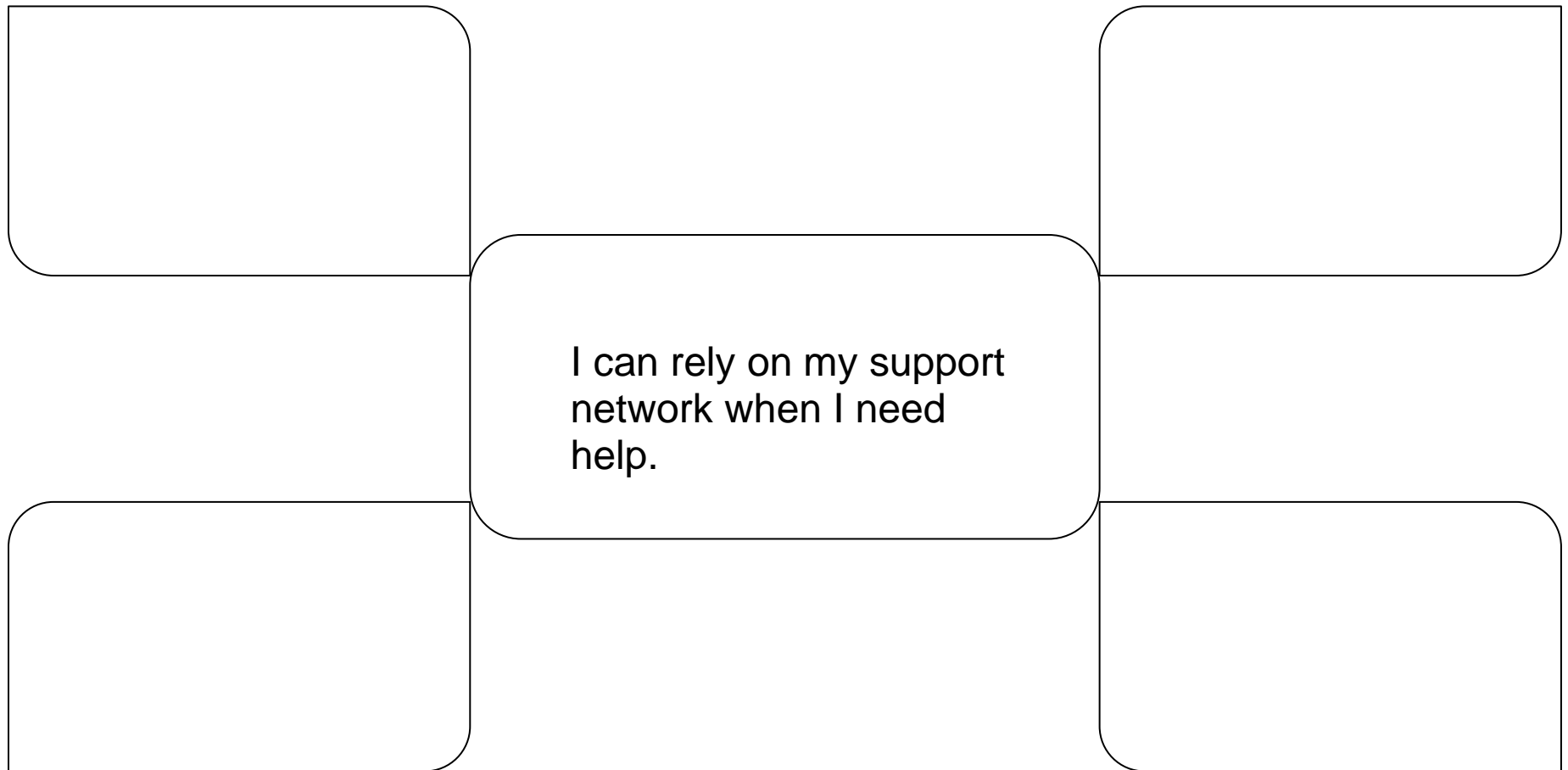
Consider placing the completed version of this page in the learner's Promoting Community Participation Folder.

Unit 2: Self-Care—Self-Care in Action

Learning Objective: The learner will role-play, think about sensory and emotional needs, and work to develop potential strategies.

Name of Lesson #36:	Role-play, Practice and Review
Materials Needed:	Tools for learners to utilize to meet their sensory needs (to be used as props) - Include at least 2 tangible tools for each sense (smell, sight, movement, hearing, and touch) - Refer to the "Possible Learner Accommodations Categorized by Sensory Type" for ideas
Preparation:	Gather materials listed above. Set items on the tabletop in an accessible area of the classroom in no particular order. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Descriptors and opinion words that have been previously taught in Units 1 & 2
Lesson:	As Unit 2 comes to a close, discuss the meaning of self-care with learners. Recap all the learners have learned about, including ways to take care of themselves in different settings. Explain to learners that today's lesson will be about reviewing those skills and role-playing ways people can accommodate their needs. Begin the lesson by asking learners to select one of the prop tools and describe one way it could be used to help themselves or someone else meet a sensory need. This gives the learner an opportunity to be creative and practice hearing others' perspectives about the way tools can be used. For learners who are unable to describe how to use an object, ask them to identify an item that may meet a specific need (i.e., "Find a tool that could help a person with bright lights."). After the learners each have a turn, transition to the "Role-Play Scenarios." Complete this activity in groups or as a class. Read from the "Role-Play Scenarios" one at a time or ask the learners to take turns reading aloud. As each scenario is read, ask the learners to come up with at least two ideas of how the person in the scenario could get their needs met using the prop tools at the front of the classroom or other tools not present. Use provided visuals for learners to refer to so abstract tools (that may not have props) can be considered ("Characteristics of Sensory Types with Symbols," "Possible Learner Accommodations Categorized by Sensory Type," "Toolkit Ideas for Smell," "Toolkit ideas for Sight," "Toolkit Ideas for Movement," "Toolkit Ideas for Hearing," "Toolkit Ideas for Touch"). What tools may and may not work? How do they know? What other ideas do learners have for helping the people in the scenarios?

Handouts and Visual Supports:	Role-Play Scenarios (pg. 152) Visual for Opinions and Sensory Descriptors (pg. 36) Characteristics of Sensory Types with Symbols (pg. 63) Possible Learner Accommodations Categorized by Sensory Type (pg. 111-112) Toolkit Ideas for Smell (pg. 134) Toolkit ideas for Sight (pg. 137) Toolkit Ideas for Movement (pg. 140) Toolkit Ideas for Hearing (pg. 143) Toolkit Ideas for Touch (pg. 146)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Could you personally relate to any of the scenarios discussed? 2) Now that we have discussed different scenarios, is there a situation that you frequently run into where you have trouble meeting a need? How can you best prepare for it?

Role-Play Scenarios

Please note there are not necessarily any correct answers. The goal is for learners to think about the scenario and suggest strategies that may help based on what they have learned.

Adam is on the bus to work and is feeling anxious. His bag is squished up against his legs, he feels too close to the other person in his seat, and it's very loud. He's starting to get hot in his hoodie. He wants to get up and move around but he can't because the bus is moving. He really wants everyone to stop talking. What can Adam do to help him cope for the rest of the bus ride?		Caroline always likes to move around. She has to go to a doctor's appointment today and knows she will have to sit in the waiting room for at least half an hour. The waiting room is small and in the past, the nurses have asked her to stay seated to make room for other waiting patients. What can Caroline do to prepare to meet her needs while in the waiting room?
Today is Hailey's favorite day of the week. The cafeteria is serving pizza and she loves the way the pizza smells. She only wants to sit next to people who are eating pizza and gets really close to other people's food in order to smell it better. Her friends tell her they don't want her to sniff their food. What can Hailey do to take care of her sensory needs and respect her friends?		Olivia is excited to go to a museum today to see an exhibit on outer space. Upon arrival, Olivia realizes the exhibit is outside. It's a sunny day and Olivia can't handle bright environments for very long without getting a headache. What could Olivia do to cope with being outside at the museum?
Joseph needs to take care of his to-do list today: taking out the trash, cleaning the kitchen counter, and unloading the dishwasher. He's struggling to get started because he woke up late and now his routine is off. He also dreads these chores because he thinks they are gross and doesn't like to be dirty or wet. What can Joseph do to help himself get his chores done in the most comfortable way possible?		Riley is supposed to go to a meeting after school today to learn about an upcoming school project. The meeting is in the gym which means she will have to sit on the bleachers. The bleachers are so hard and hurt her back after a few minutes. She also doesn't like having people that close to her or having to squeeze down the rows to get out. What could Riley do during the meeting to make herself more comfortable?

Unit 3: Self-Advocacy

Unit 3: Self-Advocacy Outline

Desired Results

Essential Question: How can I communicate my needs to others?	**Big Idea:** Through hands-on learning, the learner and the educator will engage in shared experiences and discussions to investigate how learners can advocate for their needs in various community settings.

Guiding Questions:

Content Questions
- What do people do to get their needs met when they are in the community?

Process Questions
- How can people advocate for themselves and their needs with familiar and unfamiliar people?

Metacognitive Questions
- What communication strategies help you get what you need from those in your community?
- How do I share with others that I do or do not like a sensation?

Standards Addressed:

Texas Essential Knowledge and Skills (TEKS) (pg. 197-200):
§110.36. English Language Arts and Reading
     E1.1A, E1.1B, E1.1C, E1.1D
     E1.5A, E1.5E, E1.5F, E1.5H, E1.5I
§110.58. Communication Applications
     CA.1A, CA.1B, CA.1C, CA.1J
     CA.2E, CA.2I
§113.45. Psychology
     PSY.4A. PSY.4B
     PSY.14D
§115.32. Health
     9-10.HEALTH1.6A
     9-10.HEALTH1.7H
     9-10.HEALTH1.9A, 9-10.HEALTH1.9B
     9-10.HEALTH1.14A
     9-10.HEALTH1.15A
§120.9. Positive Character Traits
     9-12.CHARACTERTRAITS.1A
     9-12.CHARACTERTRAITS.2B, 9-12.CHARACTERTRAITS.2C, 9-12.CHARACTERTRAITS.2D
     9-12.CHARACTERTRAITS.3A, 9-12.CHARACTERTRAITS.3B
     9-12.CHARACTERTRAITS.4A, 9-12.CHARACTERTRAITS.4B, 9-12.CHARACTERTRAITS.4D
§127.14. Career Preparation
     11-12.CPI.2C, 11-12.CPI.2H, 11-12.CPI.2I, 11-12.CPI.2J
     11-12.CPI.6A

Common Core State Standards (CCSS): (pg. 201-204):
English and Language Arts

     Reading: Informational Text

          CCSS.ELA-LITERACY.RI.6.4

     Speaking and Listening

          CCSS.ELA-LITERACY.SL.6.1
          CCSS.ELA-LITERACY.SL.6.1.C
          CCSS.ELA-LITERACY.SL.6.1.D
          CCSS.ELA-LITERACY.SL.6.4

Language
      CCSS.ELA-LITERACY.L.6.3
      CCSS.ELA-LITERACY.L.6.3.A
      CCSS.ELA-LITERACY.L.6.5
      CCSS.ELA-LITERACY.L.6.5.B
      CCSS.ELA-LITERACY.L.6.6
Science and Technical Subjects
      CCSS.ELA-LITERACY.RST.6-8.3

Texas College and Career Readiness Standards (CCRS) (pg. 205-206):
English/Language Arts
      Reading: E/LAS.II.B
      Speaking: E/LAS.III.A
      Listening: E/LAS.IV.A, E/LAS.IV.B
Social Studies
      Analysis, Synthesis, and Evaluation of Information: SS.IV.C
      Effective Communication: SS.V.A
Cross-Disciplinary
      Key Cognitive Skills: CDS.I.A, CDS.I.B, CDS.I.C, CDS.I.E
      Foundational Skills: CDS.II.A, CDS.II.E

Assessment Evidence

Diagnostic Assessment: Aloud in a group or individually with an educator, the learner answers the essential question: How can I communicate my needs to others? The educator takes note of if and how each learner answers that question to check for both comprehension and accuracy.

Formative Assessment: Throughout Unit 3, the educator works with the learner to learn about their communication functions, as well as their ability to communicate for a variety of purposes and to a variety of audiences. After "Communication and Self-Advocacy 1.1" and "Communication and Self-Advocacy 1.2" are complete, the educator and the learner will fill out the "Social Communication Measure" to consider the mental effort social communication takes from learners. Information from this measure will contribute to the "Sensory Type, Accommodation, and Communication Summary Page."

Summative Assessment: The final lesson in Unit 3 will provide opportunities for the class or small groups of learners to present the knowledge gained about themselves from Units 1, 2, and 3. The learner will utilize information from the "Sensory Type, Accommodation, and Communication Summary Page" to state at least two important things about their sensory or communication needs that are important for others to know.

Learning Plan	
Assessments and References: <u>Social Communication Measure</u> <u>Toolkit Ideas to Reduce Communication Mental Load</u> Lessons, Visuals, and Handouts: 37. <u>What is Self-Advocacy and Why is it Important?</u> <u>Self-Advocacy Definition Visual</u> 38. <u>Communication and Self-Advocacy 1.1</u> 39. <u>Communication and Self-Advocacy 1.2</u> <u>What Communicating with Others Feels like to Me</u> 40. <u>Communication and Self-Advocacy 1.3</u> 41. <u>What Self-Advocacy Looks Like: Day-to-Day</u>	<u>Self-Advocacy: Day-to-Day</u> <u>Self-Advocacy Form (text-only)</u> <u>Toolkit Tidbit #1: Box Breathing</u> 42. <u>What Self-Advocacy Looks Like: Healthcare</u> <u>Self-Advocacy: Healthcare</u> 43. <u>What Self-Advocacy Looks Like: Relationships</u> <u>Self-Advocacy: Relationships</u> 44. <u>What Self-Advocacy Looks Like: At Work</u> <u>Self-Advocacy: At Work</u> 45. <u>What Have I Learned About Myself?</u> 46. <u>Optional Community Outing Part 1</u> 47. <u>Optional Community Outing Part 2</u> 48. <u>Optional Community Outing Part 3</u>

Unit 3: Self-Advocacy
Assessments and References

Social Communication Measure

Learner Name: _____ Date of Completion: _____

Educator Name: _____

Social Communication is the use of various aspects of language in social situations, including social cognition, verbal and nonverbal communication, and language processing (ASHA). Engaging in and interpreting social communication can require significant energy and focus (mental load). Learners generally have differing levels of tolerance for these types of interactions. This brief measure aims to increase insight into the amount of effort the learner may have to expend during social situations.

Directions: Based on general observations during classroom lessons, shared experiences, and conversations with the learner, complete the following questionnaire. Total the "yes," "sometimes," and "no" responses. When complete, review the questionnaire with the learner to discuss and glean further insight about the learner's social communication preferences and tolerance. Ask the learner for feedback and modify responses as needed according to the learner's lived experience. Review results at the bottom of this form. Consider printing this page for the learner's Promoting Community Participation Folder.

	In regards to **Social Communication**, the learner…	YES	SOME-TIMES	NO
1.	seems at ease when communicating with others.			
2.	can communicate messages effectively to many different people.			
3.	demonstrates the ability to get someone else's attention effectively.			
4.	is energetic and/or content after spending time communicating and engaging with others.			
5.	initiates communication with others often.			
6.	understands common social gestures, like pointing and nodding.			
7.	is able to ask others for help when needed.			
8.	willingly shares information and opinions with others.			
9.	responds quickly when spoken to.			
10	asks questions to others to get information.			
11.	makes facial expressions that match the social situation.			
12.	talks about many different subjects.			
13.	notices when a communication partner does not understand them.			
14.	notices when a communication partner is emotional or upset.			
15.	notices and understands signs and text in their environment.			
16.	seems to understand what communication partners say.			
	TOTAL:			

Twelve (12) or more "yes" responses in the above rows indicate this individual *may not have to expend significant energy when communicating with others.*

Four (4) or more "sometimes" and "no" in the above rows indicate this individual *may have to expend significant energy when communicating with others.*

Toolkit Ideas to Reduce Communication Mental Load
(Doherty-Sneddon et al., 2011) (Carter et al., 2013)

● Be direct when telling others what you need and how to communicate with you. Say things like: "Communication is hard for me. I appreciate your patience." or "I don't make eye contact, but I am still listening to you."
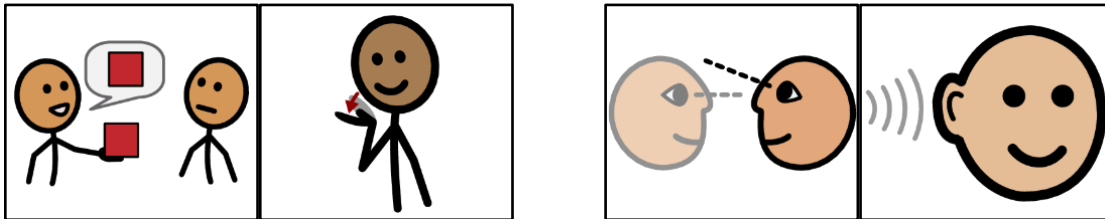
● Plan, practice, or write down what you need to say ahead of time or program important words in your communication device (with help, if needed). Think about what you do or do not want to disclose about yourself with others.

● Know and pay attention to your limits. If communicating is tiring for you, set time limits, take breaks, and leave when you need to. Say "no" when you need to.
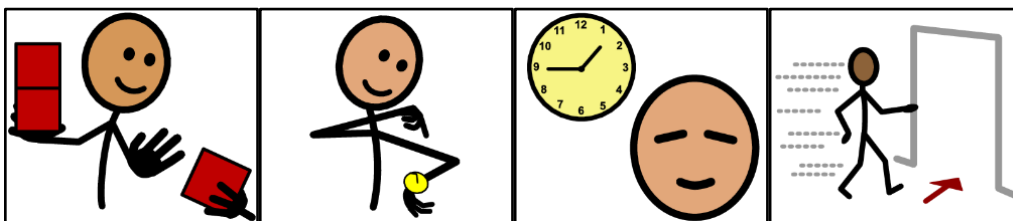
● Keep your body as comfortable as possible. Don't give eye contact if it is uncomfortable. Stay a comfortable distance from others if that feels better to you. Use your toolkit for staying comfortable, as needed.
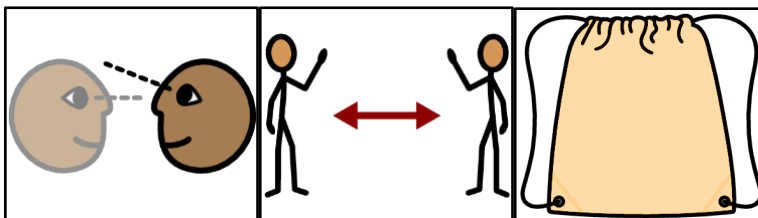
Unit 3: Self-Advocacy
Lessons, Visuals, and Handouts

Unit 3: Self-Advocacy—What is Self-Advocacy?

<u>Learning Objective:</u> The learner explores the concept of self-advocacy and its importance in their lives.

Name of Lesson #37:	What is Self-Advocacy and Why is it Important?
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	***For all lessons, ensure all learners have a method in which to provide feedback in group discussions, considering all communication styles and abilities.*** Prepare to note insight from the lesson on the "Social Communication Measure." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: communication, advocacy, sharing, comfortable
Lesson:	Entering Unit 3 marks the shift from learning about how to meet one's own sensory needs to communicate with others about one's needs or self-advocacy. For the purpose of this curriculum, define self-advocacy as communicating to others your needs, wants, thoughts, and concerns in ways that are comfortable. Ask the essential question: How can I communicate my needs to others? Take notes on the "Essential Question Response Form" from Units 1 and 2 regarding if and how each learner answers that question to check for both comprehension and accuracy. Write or draw answers on the board to facilitate learning. Include and encourage responses about ease or difficulty with self-advocacy, personal experiences, fears or concerns, etc. Use the "Self-Advocacy Definition Visual" to discuss all 3 aspects of self-advocacy: 1) communicating; 2) expressing needs, wants, thoughts, or concerns; and 3) comfortability with the act of sharing information with others. Which one is more difficult for learners? Do they think they are able to do these things well? Ask for examples of how they communicate and for examples of how they advocate for themselves. Write or draw answers on the board to facilitate learning. Finally, as learners explore what communication and advocacy mean to them, talk about why they think self-advocacy is important. What does it feel like to be heard? To have choices? To have a say? What does it feel like to not have those things?
Handouts and Visual Supports:	<u>Essential Question Response Form</u> (pg. 32) <u>Self-Advocacy Definition Visual</u> (pg. 167) <u>Social Communication Measure</u> (pg. 161)

| Check for understanding and extension questions:

These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss and share what they know about self-advocacy.
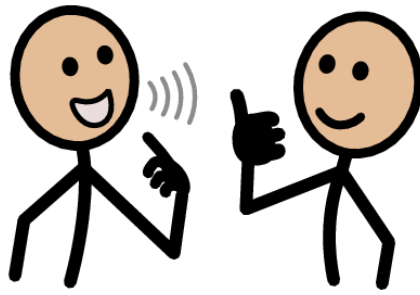
Self-advocacy is

communicating
to others
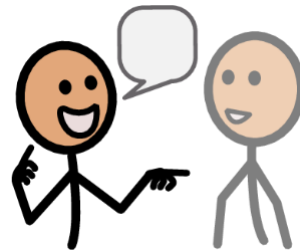
your needs, wants,
thoughts, and
concerns
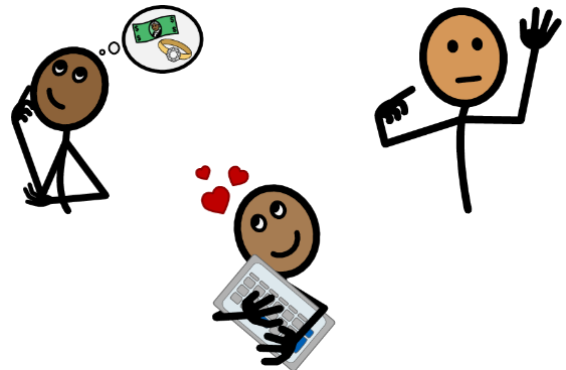
in ways you are
comfortable with.

Consider printing this page for the learner's Promoting Community Participation Folder.

Unit 3: Self-Advocacy—Communication and Self-Advocacy 1.1

Learning Objective: The learner explores the differences in communicating with familiar versus unfamiliar people.

Name of Lesson #38:	Communicating with Unfamiliar People
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option
Preparation:	Prepare to note insight from the lesson on the "Social Communication Measure." Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: communication, familiar, unfamiliar
Lesson:	Self-advocacy can take many forms and is crucial for meaningful participation in communities. Communication with others is a critical component of successful self-advocacy; it is also one of the most challenging. Talk with learners about their experiences communicating with people in the community. Are they always heard and understood? Are they treated differently than their peers or family members? Have they ever been ignored or treated like a child? Compare the learners' thoughts about communication with familiar people versus unfamiliar people. Who is easier or more difficult to communicate with? What makes it easier or harder? Write or draw answers on the board to facilitate learning. Often, communicating with unfamiliar people is more challenging than communicating with familiar people. Familiar people usually know us well, understand how we communicate and can anticipate our needs. Asking a sibling for help at home is much easier than asking an employee for help at a store, mostly because we have much more experience talking with our sibling than a store employee. Ask for volunteers to role-play the differences between talking to a sibling versus talking to a store employee. Try: - Greeting - Asking for help - Asking for directions - Giving a compliment What things should learners consider with unfamiliar communication partners that they don't have to worry as much about with a sibling? Think about tone, politeness, interrupting, volume, and proximity.
Handouts and Visual Supports:	Social Communication Measure (pg. 161)

Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) What are two ways to start a conversation with someone you are unfamiliar with? 2) How do you prefer an unfamiliar person start a conversation with you? 3) What can you do when people give you feedback about how you communicate? For example, if someone says you are too close or too loud. What can you do to improve that situation? 4) How can you give feedback to someone else?

Unit 3: Self-Advocacy—Communication and Self-Advocacy 1.2

<u>Learning Objective:</u> The learner thinks about the way communicating with others impacts their mental load.

Name of Lesson #39:	Mental Load and Communication
Materials Needed:	Handouts and visuals
Preparation:	Ensure educator input has been added to each learner's "Social Communication Measure." Create an example of the "<u>What Communicating with Others Feels like to Me</u>" handout. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: communication, advocacy Descriptors and opinion words that have been previously taught in Units 1 & 2
Lesson:	The purpose of this lesson is to review the "Social Communication Measure" with learners to gain input. The format for this lesson is up to the discretion of the educator because many factors affect the success of the activity—group size, number of staff, confidentiality requests, independence of learners, support needs of learners, and time allotted for discussions. Ideally, the educator will spend a few minutes reviewing the "Social Communication Measure" with the learners and discussing the accuracy of their individual results. Educators should verify with the learner, to the best of their ability, that the observations match the learners' lived experiences. Educators should also answer any questions the learners may have about the process or results. Once complete, the "Social Communication Measure" should be added to the learners' Promoting Community Participation folder. Also, ask learners to check the box that describes their communication needs on their "<u>Sensory Type, Accommodation, and Communication Summary Page</u>." In the purple section, they should check the box that corresponds to their results from the "Social Communication Measure." While working with learners individually or in small groups, ask the remainder of the learners to work independently on a self-reflection task. Ask the learners to think of a time when they were communicating with someone in the community (a doctor, store employee, vendor at a fair, etc…). Have them consider what it felt like when they were communicating. Then ask the learners to draw a picture of themselves when they were in that setting. Show them your example and describe what communicating with others feels like to you (or draw your example in front of them). Ask learners to use colors and details to the best of their ability. They can add words, symbols, expressions, scripts, or anything that helps them describe what being overwhelmed feels like to them. If needed, utilize the "<u>What Communicating with Others Feels like to Me</u>" handout to give the learners a starting point. Refer to the "<u>Body Parts and Reactions Visual</u>" as needed. Once finished, ask the learners to save their self-reflection drawings in their Promoting Community Participation folders as it will be referenced in the next lesson.

Handouts and Visual Supports:	Social Communication Measure (pg. 161) Sensory Type, Accommodation, and Communication Summary Page (pg. 113) What Communicating with Others Feels like to Me (pg. 172) Body Parts and Reactions Visual (pg. 124)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners to explore their Social Communication Measures.

What Communicating with Others Feels like to Me
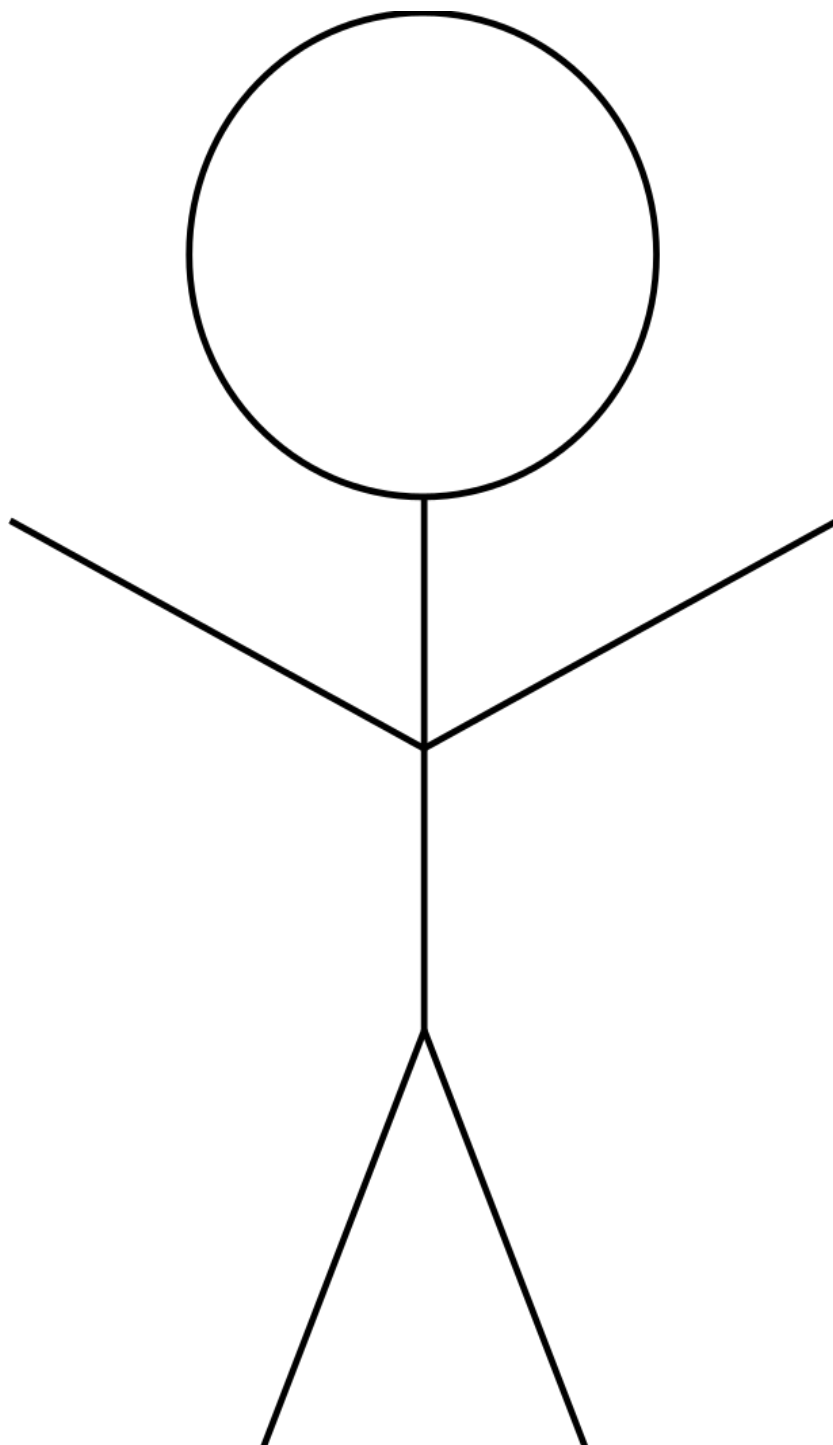
Consider adding this page to the learner's Promoting Community Participation Folder once complete.

Unit 3: Self-Advocacy—Communication and Self-Advocacy 1.3

<u>Learning Objective:</u> The learner discusses strategies for reducing the mental load of social communication.

Name of Lesson #40:	Toolkit Ideas for Communication
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: communication, advocacy Descriptors and opinion words that have been previously taught in Units 1 & 2
Lesson:	This lesson is about preparing learners to accommodate and advocate for their communication needs in different environments. Begin the lesson by asking the learners who feel comfortable to share their "What Communicating Feels like to Me" drawing to the class and explain what they drew. Point out and notice any similarities you notice in the learners' drawings. Direct the class's attention to differences as well. Explain that communication can feel different to everyone and can even feel different to the same person depending on the situation. Invite learners to share ways they prefer to communicate with others. How do they prefer to ask for help? Tell someone important information? Get their needs met? Do they feel like they are usually successful when communicating with others? Do they ever feel misunderstood? Use the "Mental Load Meter" to talk about how much mental energy different aspects of communication can take up for learners. Are there certain situations or environments that affect your mental load in conversations? Write or draw answers on the board to facilitate learning. After brainstorming as a group, review the "<u>Toolkit Ideas to Reduce Communication Mental Load</u>." Remind the learners that they have the ability to prepare strategies and plan for managing their communication needs in a variety of environments by preparing their toolkit or strategies. Discuss salient examples: A person who doesn't like to make eye contact can tell a communication partner they aren't going to make eye contact but they will still be listening. A person who forgets what to say often can create a list or program their communication device as needed. Encourage learners to write or draw strategies that work for them or that they want to try on their "<u>What do I have with me?</u>" handout to begin to visualize what their communication toolkit can include. Lastly, learners also have the ability to choose what to tell people in different situations. This choice about what to tell others is called disclosure. A disclosure is choosing to tell someone something personal and important about yourself. Not everyone needs the same information about us, so

	thinking about what the learner wants to share is equally as important as how the learner wants to share information. Different levels of disclosures will be discussed in upcoming lessons.
Handouts and Visual Supports:	Toolkit Ideas to Reduce Communication Mental Load (pg. 162) Mental Load Meter (pg. 59-61) What do I have with me? (pg. 131)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Have you ever shared something personal about yourself with someone and wished you hadn't later? 2) What ways can you advocate for your needs if you have trouble giving eye contact? 3) Do you ever feel like other people don't listen to you when you are trying to communicate with them? What can you do when this happens?

Unit 3: Self-Advocacy—What Self-Advocacy Looks Like: Day-to-Day

Learning Objective: The learner explores what self-advocacy can look like in their day-to-day lives.

Name of Lesson #41:	Self-Advocacy Day-to-Day
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Handouts and visuals
Preparation:	Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: disclosure, communication, advocacy Descriptors and opinion words that have been previously taught in Units 1 & 2
Lesson:	Day-to-day life varies from learner to learner. However, there are some aspects of life that are the same for everyone. All learners must wake up, get dressed, eat, engage with people in their support network, and likely, engage in activities that are enjoyable or necessary for them. Opportunities for advocacy are present in all of these day-to-day situations. Start the lesson by talking to learners about what they have done so far in their day. Ask for details. When and how did they wake up? How did they get to class? Have they eaten, taken medications, done dishes, or talked to anyone thus far in their day? Write answers on the board to make a list. Make note of any instances where learners mention someone helped them, drove them, ate with them, or assisted them with a task. Write or draw answers on the board to facilitate learning. Draw the learners' attention to the activities where they communicated with, were helped by, or were joined by another person. In their day-to-day lives, are most of the people they are communicating with familiar or unfamiliar? Are they people within their support networks that know them well or do the learners have more interactions with unfamiliar people? Review the "Self-Advocacy: Day-to-Day" handout with the learners and ask them to complete the handout with information about their usual day-to-day interactions. Consider using the "Self-Advocacy Form (text-only)" for learners who don't need visual support. Talk about what is common, safe, and appropriate for learners to disclose to people they see on a day-to-day basis. Once complete, this handout can be saved as a guide for the learner to remember their disclosure preferences for the people they interact with on a day-to-day basis. Finally, wrap up the lesson by introducing the Toolkit Tidbit. A Toolkit Tidbit is an opportunity to practice a coping strategy that learners can add to their toolkits when they are dealing with feelings related to being overwhelmed, frustrated, anxious, or understimulated. Toolkit Tidbits are evidence-based, effective strategies for: ● calming ● increasing awareness of one's body ● improving overall health, including mental health

	This lesson's Toolkit Tidbit relates to managing breathing. Remind learners that paying attention to their breathing can help them understand their needs, and slowing or deepening their breathing can help them relax and calm down. Invite the learners to participate in the following activity, using the "Toolkit Tidbit #1: Box Breathing" visual as a guide. Ask learners to sit in a comfortable position and direct their attention to the board. Run your finger along the top line of the square on the board and instruct learners to breathe in for 4 seconds, then hold that breath for 4 seconds, then breathe out for 4 seconds, and hold the exhale for 4 seconds. Guide them in repeating these steps for 8-10 breaths. This Toolkit Tidbit is called "Box Breathing." It is a simple strategy to implement in a variety of settings and the visual can be carried discreetly in a wallet or purse as needed (Kiep et al., 2015) (Spek et al., 2013).
Handouts and Visual Supports:	Self-Advocacy: Day-to-Day (pg. 177) Self-Advocacy Form (text-only) (pg. 178) Toolkit Tidbit #1: Box Breathing (pg. 179)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) How do the people you interact with in your day-to-day life respond to the things you choose to disclose? 2) If comfortable, compare how your day-to-day handout is the same or different from peers'. 3) Have you utilized deep breathing before? How did it make your body feel? 4) What are some situations/environments in which utilizing Box Breathing would be helpful for you?
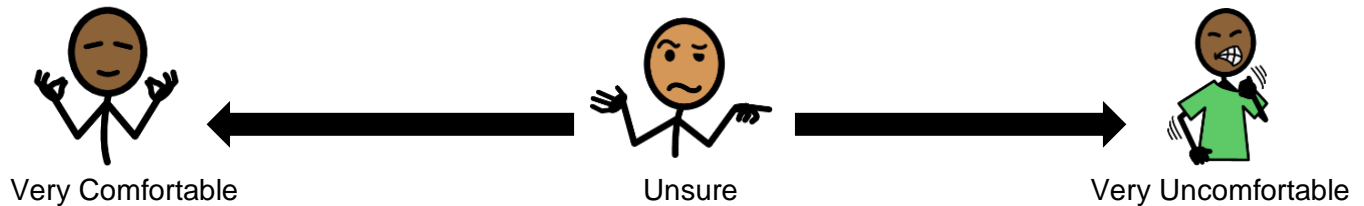
Self-Advocacy: Day-to-Day

Consider placing this completed form in the learner's Promoting Community Participation Folder.
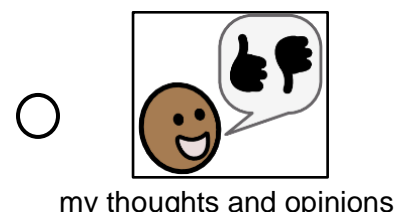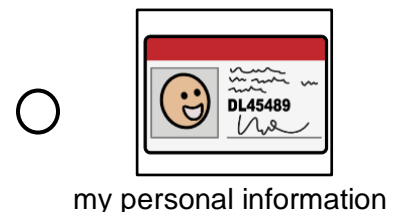
The people I usually interact with in my day-to-day life are:
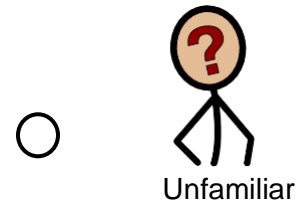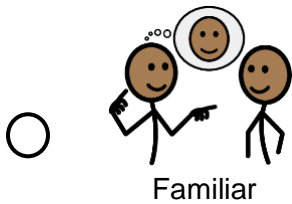
○ Familiar   ○ Somewhat Familiar   ○ Unfamiliar

How comfortable do I feel telling (disclosing) personal information to most of these people?

Very Comfortable   Unsure   Very Uncomfortable

What do I usually feel comfortable talking about with people who are in my day-to-day life?

○ my schedule   ○ my needs   ○ my money/money problems

○ my feelings   ○ my body/health information   ○ my disability

○ places I go   ○ my interests/hobbies   ○ my personal information

○ my dreams   ○ help or assistance I need   ○ my thoughts and opinions
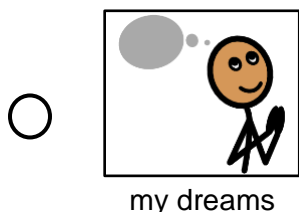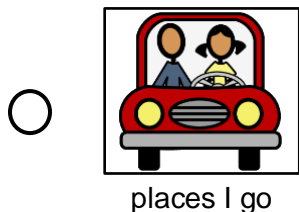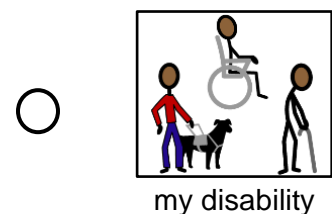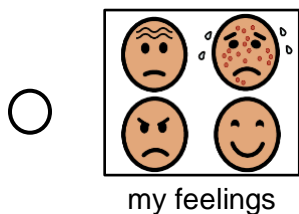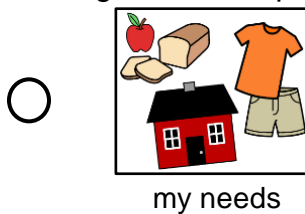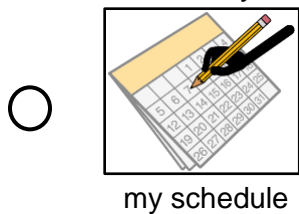
Self-Advocacy Form (text only)

Consider placing this completed form in the learner's Promoting Community Participation Folder.

I am thinking about self-advocacy in regard to: _____

The people I am completing this form about are (circle one):

Familiar   Somewhat Familiar   Unfamiliar

How comfortable do I feel telling (disclosing) personal information to these people? Indicate comfort level along the line.

Very Comfortable   Unsure   Very Uncomfortable

What do I usually feel comfortable talking about with these people? List answers below.

What do I know I do not want to share with these people? List answers below.

Breathe in for 4 seconds.

Hold your Exhale for 4 seconds.

BOX
BREATHING

Hold your inhale for 4 seconds.

Breathe out for 4 seconds.
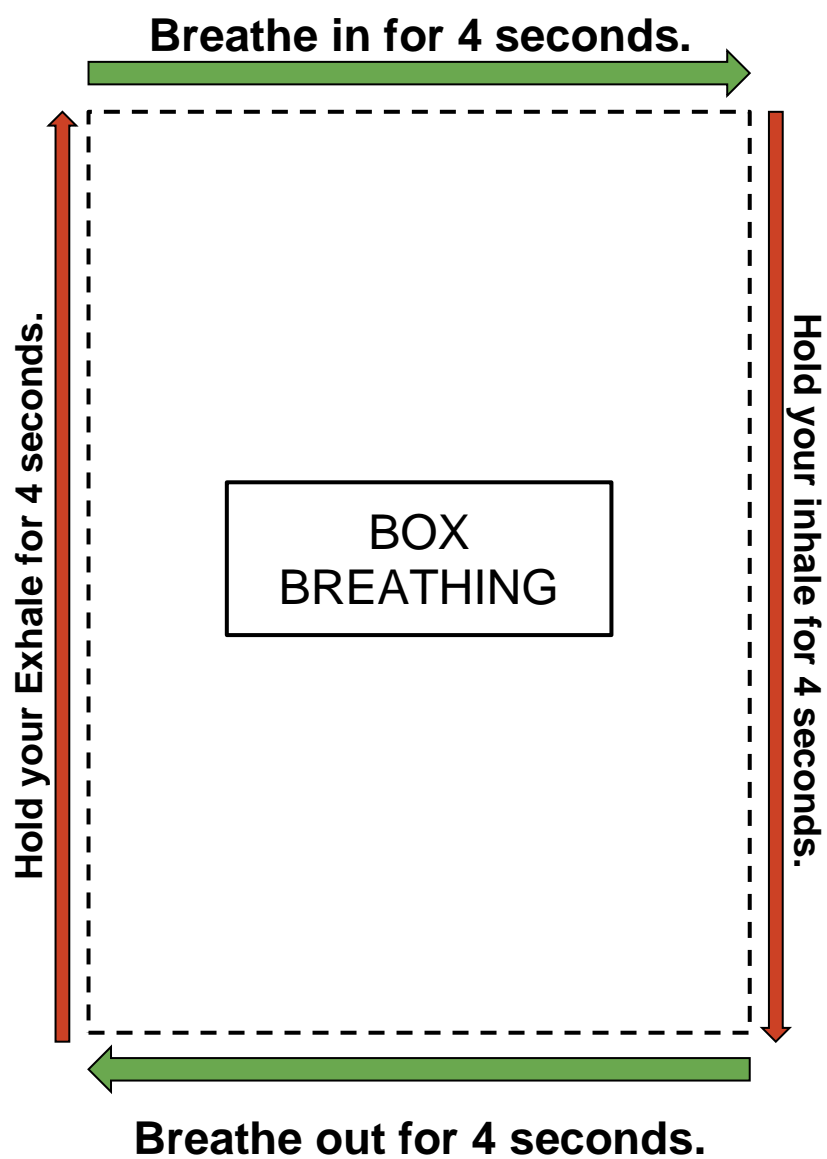
Unit 3: Self-Advocacy—What Self-Advocacy Looks Like: Healthcare

<u>Learning Objective:</u> The learner explores what self-advocacy can look like in regard to their healthcare.

Name of Lesson #42:	Self-Advocacy in Healthcare
Materials Needed:	Large classroom whiteboard with markers or other group-oriented writing option Blank paper and writing utensils, as needed Handouts and visuals
Preparation:	Gather materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: disclosure, communication, advocacy Descriptors and opinion words that have been previously taught in Units 1 & 2
Lesson:	Healthcare needs vary significantly from learner to learner, however, there are some aspects of healthcare that are the same for everyone. Whether it's for routine checkups, annual exams, or necessary procedures, opportunities for advocacy are present in many health-related situations. Start the lesson by talking to learners about ways they are involved in taking care of their health. Do they go to any necessary doctors regularly? Do they fill out their own forms? Do they make their own appointments? Are they able to ask questions to their care providers or speak on their own behalf while in a medical or treatment-related setting? Write or draw answers on the board to facilitate learning. Review the "<u>Self-Advocacy: Healthcare</u>" handout with the learners and ask them to complete the handout with information about their health-related interactions. Consider using the "<u>Self-Advocacy Form (text-only)</u>" for learners who don't need visual support. Talk about what is common, safe, and appropriate for learners to disclose to medical professionals, therapists, and case managers. Discuss how needing to disclose information to a doctor is different than choosing not to disclose information to a neighbor. In order to treat you well, a doctor or therapist needs information about your health and well-being to make decisions. While it may not be comfortable, sharing personal information with a doctor is generally appropriate. Once complete, this handout can be saved as a guide for the learner to remember their disclosure preferences for the people they interact with regarding their healthcare needs. Finally, wrap up the lesson by introducing the next Toolkit Tidbit. A Toolkit Tidbit is an opportunity to practice a coping strategy that learners can add to their toolkits when they are dealing with feelings related to being overwhelmed, frustrated, anxious, or understimulated. Toolkit Tidbits are evidence based, effective strategies for: ● calming ● increasing awareness of one's body

	● improving overall health, including mental health This lesson's Toolkit Tidbit reminds learners that there are many ways for people to communicate with one another, and often, there is no correct way to communicate. Ask learners to get a piece of paper and a writing utensil and spend 5-7 minutes drawing, writing, or coloring as a way of communicating something important to another person. It can be a letter to a loved one, a list of important things about the learner, or a note of things someone else needs to remember. The goal is to explore using written means as a way to communicate meaningful messages, which is a strategy learners may want to add to their toolkit regarding reducing the mental load of communication with others if they find it helpful (Boisvert-Hamelin & Odier-Guedj, 2021).
Handouts and Visual Supports:	<u>Self-Advocacy: Healthcare</u> (pg. 182) <u>Self-Advocacy Form (text-only)</u> (pg. 178)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	1) Why is it important to share personal information with your doctor? 2) How do your healthcare needs vary from others? 3) What are some situations/environments in which using this lesson's Toolbox Tidbit would be helpful for you? 4) Did you find that writing/drawing was helpful to put your thoughts on paper? Did it make explaining things easier or harder?

Self-Advocacy: Healthcare

Consider placing this completed form in the learner's Promoting Community Participation Folder.

The people I usually interact with regarding my health are:
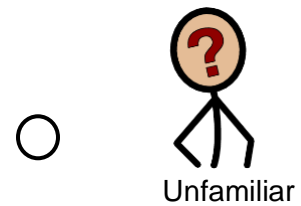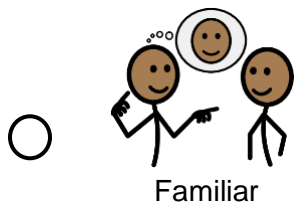
○ Familiar   ○ Somewhat Familiar   ○ Unfamiliar

How comfortable do I feel telling (disclosing) personal information to most of these people?

Very Comfortable ⟵──────── Unsure ────────⟶ Very Uncomfortable

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What do I usually need to talk about with people who help me in medical settings?

○ my schedule   ○ my needs   ○ my money/money problems

○ my feelings   ○ my body/health information   ○ my disability

○ places I go   ○ my interests/hobbies   ○ my personal information

○ my dreams   ○ help or assistance I need   ○ my thoughts and opinions
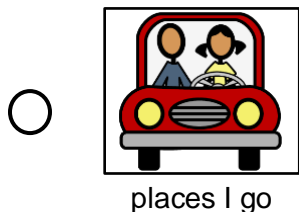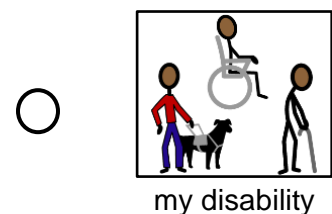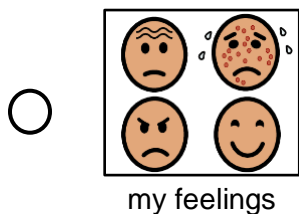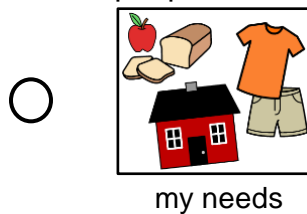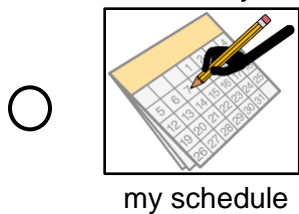
Unit 3: Self-Advocacy—What Self-Advocacy Looks Like: Relationships

<u>Learning Objective:</u> The learner explores what self-advocacy can look like in their relationships with others.

Name of Lesson #43:	Self-Advocacy in Relationships
Materials Needed:	Handouts and visuals
Preparation:	Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: relationship, disclosure, communication, advocacy, respect Descriptors and opinion words that have been previously taught in Units 1 & 2
Lesson:	The relationships learners have with others in their lives are often quite different from person to person. However, there are some aspects of relationship building that are similar for everyone. Advocacy within relationships is important so learners can get the most out of their relationships while feeling respected and heard. Relationships take many forms: friendships, family relationships, life partnerships, co-workers, school acquaintances, and many more. Typically, relationships begin with other people because we have shared interests, goals, or are doing similar activities. Talk with learners about the different kinds of relationships they have and ask for examples. How did they meet the people they are friends with? Have they known their friends for a long time or did they recently meet? How familiar or unfamiliar are they with the people they consider themselves to be in relationships with? Write or draw answers on the board to facilitate learning. Discuss with learners that communication is important in relationships because we want to respect, listen to, and support the people who are important to us and we want to feel like they respect, listen to, and support us. To do this, we have to communicate clearly and respectfully. Refer learners back to the "Toolkit Ideas to Reduce Communication Mental Load" as needed to remind them of strategies to use when communicating with others. Review the "Self-Advocacy: Relationships" handout with the learners and ask them to complete the handout with information about their friends. Consider using the "Self-Advocacy Form (text-only)" for learners who don't need visual support. Talk about what is common, safe, and appropriate for learners to disclose to those they are in a relationship with. Discuss how close relationships may sometimes make us want to disclose information about ourselves to others because we want others to know us well. We may want them to know what we think. This is different from the things we may disclose to a doctor. Sometimes in relationships, others may expect us to disclose things to them without realizing we don't want to (examples: how we feel about something, how much money we have, why we do or do not want to do something).

	Choosing when and what to disclose is a personal decision. Explain to learners that people in healthy relationships are respectful of personal decisions and do not pressure anyone to do or say anything they are not comfortable with. People who do not listen to you or do not respect your choices are not good people to be in relationships with.

Once complete, this handout can be saved as a guide for the learner to remember their disclosure preferences for the people they are in relationships with.

Finally, wrap up the lesson by introducing the next Toolkit Tidbit. A Toolkit Tidbit is an opportunity to practice a coping strategy that learners can add to their toolkits when they are dealing with feelings related to being overwhelmed, frustrated, anxious, or understimulated. Toolkit Tidbits are evidence-based, effective strategies for:
    ● calming
    ● increasing awareness of one's body
    ● improving overall health, including mental health

This lesson's Toolkit Tidbit involves engaging the learners in movement. Remind learners that physical activity provides numerous health benefits, including reduction of stress and anxiety, as well as increasing energy levels and improving mood. Movement does not have to be strenuous to be beneficial. Lead learners in stretching, walking, dancing, or a seated workout to encourage movement. The goal is to explore how movement makes their body feel and for learners to add intentional movement for coping to their toolkits. (Hillier, A. et al., 2020) |
| **Handouts and Visual Supports:** | <u>Self-Advocacy: Relationships</u> (pg. 185)
<u>Self-Advocacy Form (text-only)</u> (pg. 178) |
| **Check for understanding and extension questions:**

These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate. | 1) What might a friend of yours want to know about you?
2) What should you say to someone if you don't want to share something personal with them?
3) What are some ways you could incorporate more movement into your routine this week? |

Self-Advocacy: Relationships

Consider placing this completed form in the learner's Promoting Community Participation Folder.

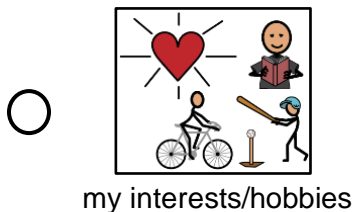The people I have relationships and friendships with are usually:
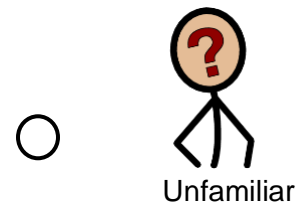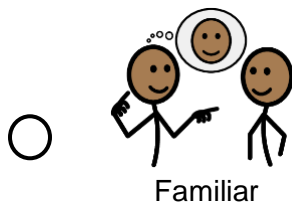
○ Familiar   ○ Somewhat Familiar   ○ Unfamiliar

How comfortable do I feel telling (disclosing) personal information to most of these people?

Very Comfortable ⟵   Unsure   ⟶ Very Uncomfortable

What do I usually feel comfortable talking about with people who I am in relationships with?

○ my schedule   ○ my needs   ○ my money/money problems

○ my feelings   ○ my body/health information   ○ my disability

○ places I go   ○ my interests/hobbies   ○ my personal information

○ my dreams   ○ help or assistance I need   ○ my thoughts and opinions
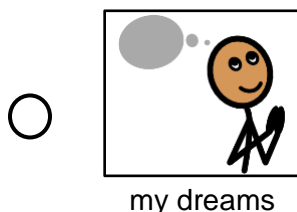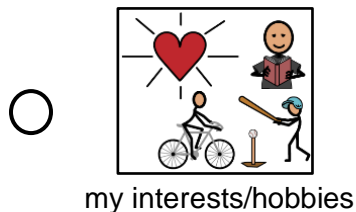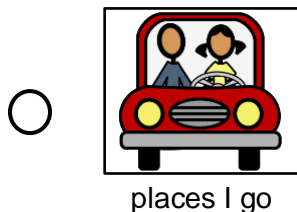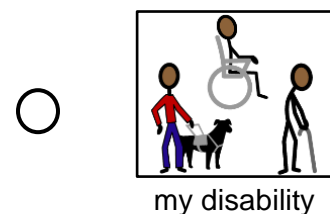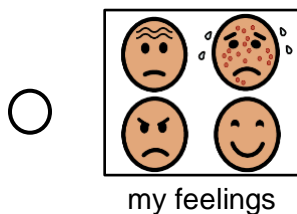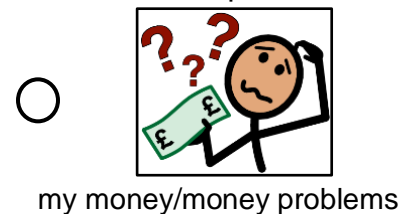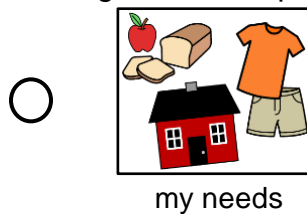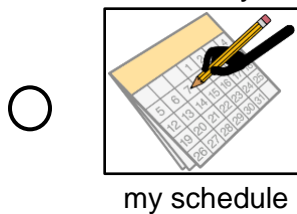
Unit 3: Self-Advocacy—What Self-Advocacy Looks Like: At Work

<u>Learning Objective:</u> The learner explores what self-advocacy can look like when they are at work.

Name of Lesson #44:	Self-Advocacy at Work
Materials Needed:	Blank paper and writing utensils, as needed Handouts and visuals Promoting Community Participation folders for all learners
Preparation:	Gather materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concept words, such as: disclosure, professional, communication, advocacy Descriptors and opinion words that have been previously taught in Units 1 & 2
Lesson:	The relationships learners have with others at their place of employment are often incredibly valuable. Working alongside others is a shared experience that influences the way learners interact and grow in their communities. Advocacy and communication in professional or work settings are different from the other relationships that have been discussed to this point. Talk with learners about what makes work relationships different from the other kinds of relationships. While friendships may develop because of shared interests, explain that coworkers don't often choose who they work with. Discuss work-related concepts like professionalism, responsibilities, getting paid for work, and needing to focus in order to work. Also discuss and get input from learners on what makes a good coworker? Consider how familiar or not coworkers may be and how much information learners feel comfortable disclosing. Write or draw answers on the board to facilitate learning. Another difference in work relationships is that learners who are employees have certain rights to help them get what they need and be successful at their jobs. For example, learners have access to accommodations in the workplace (like the strategies and tools learners have in their toolkits). To utilize accommodations, learners may need to ask directly for what they need or ask for help from their employer. To do this, learners must advocate as clearly as possible. Review the "<u>Self-Advocacy: Relationships</u>" handout with the learners and ask them to complete the handout with information about a coworker or boss. Consider using the "<u>Self-Advocacy Form (text-only)</u>" for learners who don't need visual support. Talk about what is common, safe, and appropriate for learners to disclose to coworkers. Discuss how disclosing certain personal information about ourselves at work may help learners get the tools they need to be more successful at work. Once complete, this handout can be saved as a guide for the learner to remember their disclosure preferences for the people they are in relationships with. When talking about disclosures at work, refer learners back to the "<u>Toolkit Ideas to Reduce Communication Mental Load</u>" as needed to remind them of

| | strategies to use when communicating with others. Also refer learners to their "Sensory Type, Accommodation, and Communication Summary Page" in their Promoting Community Participation folders to talk further about what types of accommodations learners might need to advocate for from their employer.

Finally, wrap up the lesson by introducing the final Toolkit Tidbit. A Toolkit Tidbit is an opportunity to practice a coping strategy that learners can add to their toolkits when they are dealing with feelings related to being overwhelmed, frustrated, anxious, or understimulated. Toolkit Tidbits are evidence-based, effective strategies for:
● calming
● increasing awareness of one's body
● improving overall health, including mental health

This lesson's Toolkit Tidbit involves spending time thinking about an area of interest for learners. Special interests have been shown to help learners relax, cope with stress, and are generally enjoyable subjects for learners to think about (Dachez & Ndobo, 2018). Intentionally devoting time to thinking about a person's special interest may allow learners the opportunity to take a mental break if and when a physical break is not available or desired. Ask learners to get a piece of paper and a writing utensil, if desired, and spend 7-10 minutes thinking about, drawing, writing, or coloring about a subject that interests them. The form of expression is less important than the act of thinking about something that is enjoyable and interesting. Encourage them to think deeply and write or draw in detail. Allow for time to share if learners are interested and there is time. Remind learners that the goal of this Toolkit Tidbit is to explore how setting aside time to focus on a special interest feels and to determine if this is a strategy a learner could add to their self-care toolkit. |
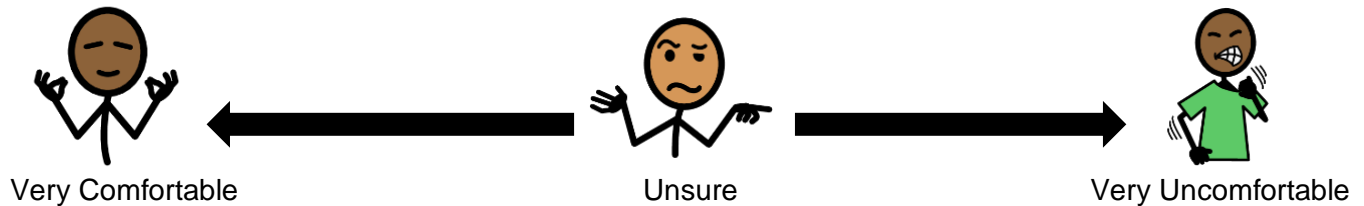|---|---|
| Handouts and Visual Supports: | Self-Advocacy: At Work (pg. 188)
Self-Advocacy Form (text-only) (pg. 178)
Toolkit Ideas to Reduce Communication Mental Load (pg. 162)
Sensory Type, Accommodation, and Communication Summary Page (pg. 113) |
| Check for understanding and extension questions:

These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate. | 1) What might be a good accommodation for you to advocate for at work?
2) Name 2 things an employee should not discuss with a coworker.
3) Do you think advocating at work is or will be challenging for you? Why or why not? What may make it challenging?
4) Do you think the Toolbox Tidbit from this lesson is a useful one for you? |

Self-Advocacy: At Work

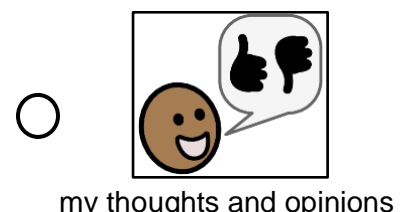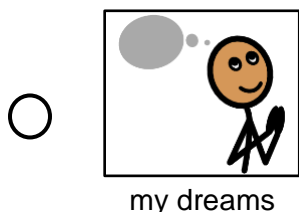Consider placing this completed form in the learner's Promoting Community Participation Folder.

The people I usually interact with at work are:
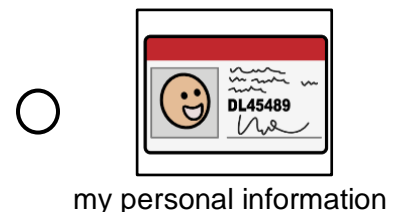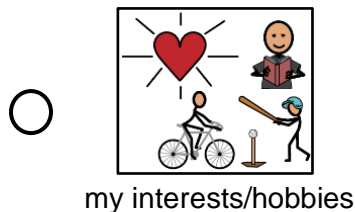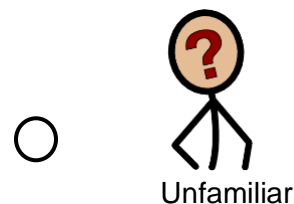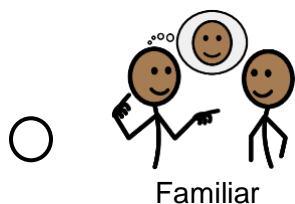
○ **Familiar**   ○ **Somewhat Familiar**   ○ **Unfamiliar**

How comfortable do I feel telling (disclosing) personal information to most of these people?

Very Comfortable   Unsure   Very Uncomfortable
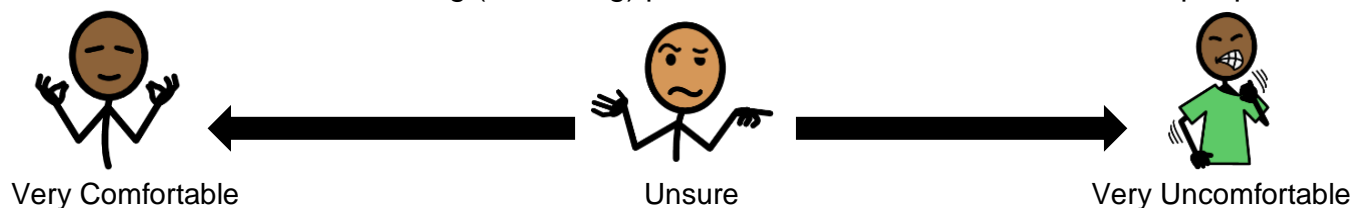
What do I usually feel comfortable talking about with people I work with?

○ my schedule   ○ my needs   ○ my money/money problems

○ my feelings   ○ my body/health information   ○ my disability

○ places I go   ○ my interests/hobbies   ○ my personal information

○ my dreams   ○ help or assistance I need   ○ my thoughts and opinions
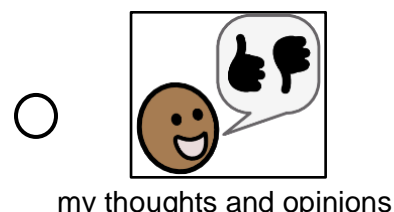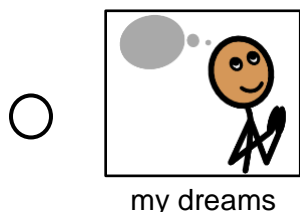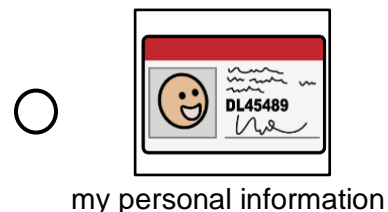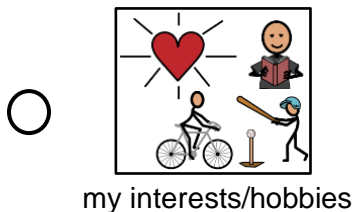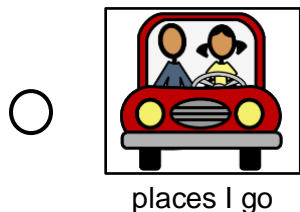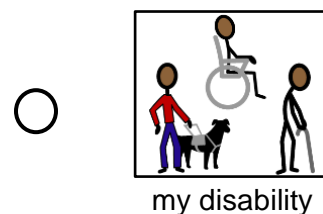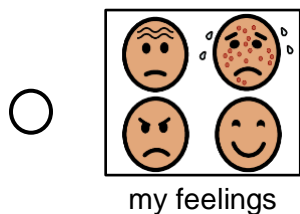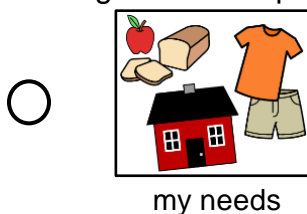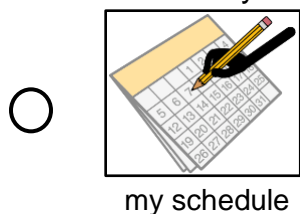
Unit 3: Self-Advocacy—What Have I Learned About Myself?

Learning Objective: The learner expresses what insight they have gained about their sensory systems, ways they care for themselves, and strategies related to advocating for themselves.

Name of Lesson #45:	What Have I Learned About Myself?
Materials Needed:	Completed "Sensory Type, Accommodation, and Communication Summary" Page for each learner Completed Promoting Community Participation folders for all learners
Preparation:	Prepare materials listed above. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concepts, opinion words, and descriptors that have been previously taught in Units 1-3
Lesson:	For the final lesson before the optional community outings, learners will put their skills into practice. Provide opportunities for the class or small groups of learners to present the knowledge gained about themselves from Units 1, 2, and 3 by sharing information from the "Sensory Type, Accommodation, and Communication Summary Page." Ask learners to share at least two important things about their sensory or communication needs that are important for others to know. If speaking in front of a group is challenging for them, encourage them to use their self-care and self-advocacy skills to meet their needs accordingly. Provide a recap for learners about the skills, experiences, knowledge, and insight they have gained while completing the activities within this curriculum. Celebrate growth, participation, setting boundaries, communication, self-care, and self-advocacy. Discuss implications for using what they've learned in various settings, as well as ways to continue using their skills. Also talk with learners about the information housed within their Promoting Community Participation folders and how using and sharing that information may benefit them as they plan for, prepare, and participate in their communities.
Handouts and Visual Supports:	Sensory Type, Accommodation, and Communication Summary Page (pg. 113)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they reflect on their growth and progress through the different units of the curriculum.

Unit 3: Self-Advocacy—Optional Community Outing Part 1

<u>Learning Objective:</u> The learners plan to apply knowledge from Units 1-3 in a group community outing.

Name of Lesson #46:	Planning for an Outing
Materials Needed:	Completed Promoting Community Participation folders for all learners Access to a device to research components of upcoming outing
Preparation:	Prepare materials listed above. Predetermine locations your class will be able to feasibly attend for an outing. Plan to discuss options with learners. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concepts, opinion words, and descriptors that have been previously taught in Units 1-3
Lesson:	The time to go out into the community and put skills from Units 1-3 together has arrived! Work with learners to determine a feasible location for your class to attend and begin planning. When will the outing occur? How long will it last? How will learners get to and from the outing? Once logistics are established and permission is granted according to your facility rules, talk with learners about what to expect. Include learners in the planning process. Consider working with learners to complete an Autism Audit on the location you will be attending, Refer learners to the "<u>Autism Community Audit</u>" form and remind them of what is included in that process. Determine ways to split up the audit among group members if time is limited or if individual completion of the audit is too big of a task for learners. Encourage photography as a means of communication when possible. Also review the learners' "<u>Sensory Type, Accommodation, and Communication Summary Page</u>" with them. Plan with learners what tools they might need in their toolkits and create reminders to bring those items on the day of the outing as needed. What may learners need to bring with them? How should they prepare to get the most out of the outing with the class? Finally, encourage participation and advocacy that is in line with the needs of the learners. Balance demands of implementing newly learned strategies with the mental load outings create for learners. Be sure to answer questions about the outing and think through ways staff can support learners to be aware of their needs, care for themselves, and advocate for themselves. Review the location's website ahead of the outing. Utilize tools like Google Maps and online review sites to get an understanding of what the location may be like.

Handouts and Visual Supports:	<u>Autism Community Audit</u> (pg. 79-85) <u>Sensory Type, Accommodation, and Communication Summary Page</u> (pg. 113)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss and plan for the outing.

Unit 3: Self-Advocacy—Optional Community Outing Part 2

<u>Learning Objective:</u> The learner applies knowledge from Units 1-3 in a group community outing.

Name of Lesson #47:	Going on an Outing
Materials Needed:	Completed Promoting Community Participation folders for all learners Audit forms, as needed Devices to take photos while on the outing Schedule of outing, including transportation and logistics information and emergency contact information for learners
Preparation:	Gather materials listed above. Review outing policies for your facility and operate within those guidelines. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concepts, opinion words, and descriptors that have been previously taught in Units 1-3
Lesson:	Take the learners on the outing as planned. Encourage completion of the "Autism Community Audit," photography to document experiences, and use of toolkit tools to navigate through the experiences and potential challenges of the outing.
Handouts and Visual Supports:	<u>Autism Community Audit</u> (pg. 79-85) <u>Sensory Type, Accommodation, and Communication Summary Page</u> (pg. 113) <u>Visual for Opinions and Sensory Descriptors</u> (pg. 36) <u>Body Parts and Reactions Visual</u> (pg. 124)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they enjoy the outing. Guide learners to think about their sensory experiences, how they are caring for themselves, and their advocacy while on their outing.

Unit 3: Self-Advocacy—Optional Community Outing Part 3

Learning Objective: The learners reviews their experiences from the recent group community outing.

Name of Lesson #48:	Reviewing an Outing
Materials Needed:	Access to a device to review photos from the outing and audit form Completed Promoting Community Participation folders for all learners
Preparation:	Prepare materials listed above. Download, compile, and sort photos taken from the outing. Compile any notes taken on the outing that will contribute to the audit. Print handouts and visuals as needed.
Target Vocabulary and Skills:	Key concepts, opinion words, and descriptors that have been previously taught in Units 1-3
Lesson:	The goal of today's lesson is to get feedback from the learners on how they perceived the outing went. Discuss any relevant situations or circumstances that occurred and review photos from the outing as stimuli for discussion. Walk through the audit form and get input from the learners about their opinions of the outing venue as categorized on the audit form. Attempt to glean an Audit Score for the outing venue based on the opinions of the learners. Talk about how supportive the outing venue was to the needs of the learners. Finally, ask learners for examples of how they cared for their needs and advocated for themselves while on the outing. Recap the skills they learned and how they can rely on their Completed Promoting Community Participation folders going forward.
Handouts and Visual Supports:	Visual for Opinions and Sensory Descriptors (pg. 36) Body Parts and Reactions Visual (pg. 124)
Check for understanding and extension questions: These questions are starting points for further class discussion. Augment and accommodate as needed. Ensure all learners have an opportunity to participate.	Follow the natural conversations that come up with learners as they discuss the outing. Guide learners to think about their sensory experiences, how they have cared for themselves, and their advocacy while on the outing.

Standards Alignment

Texas Essential Knowledge and Skills (TEKS)

TEKS - Unit 1	Lessons by Number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
§110.36. English Language Arts and Reading																								
(c) Knowledge and skills																								
1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. (A-D)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. (A, E, F, H, I)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§110.58. Communication Applications																								
(b) Knowledge and skills																								
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. (A-C, J)																								
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. (E, I)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§113.45. Psychology																								
(b) Knowledge and skills																								
(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. (A-B)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. (D)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§115.32. Health 1																								
(c) Knowledge and skills																								
(6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the lifespan. (A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

TEKS - Unit 1, continued	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
(7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the lifespan. (H)		x	x	x	x	x	x	x	x	x	x	x												
(9) Influencing factors. The student analyzes the effect of relationships on health behaviors. (A-B)																								
(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the lifespan. (A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(15) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. (A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§120.9. Positive Character Traits																								
(b) Knowledge and skills																								
(1) Trustworthiness. The student understands how trustworthiness is viewed in society, politics, and the local and global community. (A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(2) Responsibility. The student understands how leaders demonstrate responsibility in relationships, families, societies, politics, and the global community. (B-D)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3) Caring. The student understands how characteristics of caring influence society and impact the global community. (A-B)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(4) Citizenship. The student understands how character traits of citizenship influence our personal view of society and the local and global community. (A, B, D)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§127.14. Career Preparation																								
(c) Knowledge and skills																								
(2) The student develops skills for success in the workplace. (C, H-J)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(6) The student applies the use of self-development techniques and interpersonal skills. (A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

TEKS - Unit 2 & 3	Lessons by Number																							
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
§110.36. English Language Arts and Reading																								
(c) Knowledge and skills																								
1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. (A-D)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(5) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. (A, E, F, H, I)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§110.58. Communication Applications																								
(b) Knowledge and skills																								
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. (A-C, J)													x	x	x	x	x	x	x	x	x	x	x	x
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. (E, I)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§113.45. Psychology																								
(b) Knowledge and skills																								
(4) Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. (A-B)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. (D)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§115.32. Health 1																								
(c) Knowledge and skills																								
(6) Health behaviors. The student assesses the relationship between body structure and function and personal health throughout the lifespan. (A)	x	x	x	x	x	x	x	x	x	x	x	x												

TEKS - Unit 2 & 3, continued	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
(7) Health behaviors. The student analyzes the relationship between unsafe behaviors and personal health and develops strategies to promote resiliency throughout the lifespan. (H)		x									x						x	x	x	x				
(9) Influencing factors. The student analyzes the effect of relationships on health behaviors. (A-B)											x		x	x	x	x	x	x	x	x	x			
(14) Personal/interpersonal skills. The student analyzes, designs, and evaluates communication skills for building and maintaining healthy relationships throughout the lifespan. (A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(15) Personal/interpersonal skills. The student analyzes, designs, and evaluates strategies for expressing needs, wants, and emotions in healthy ways. (A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§120.9. Positive Character Traits																								
(b) Knowledge and skills																								
(1) Trustworthiness. The student understands how trustworthiness is viewed in society, politics, and the local and global community. (A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(2) Responsibility. The student understands how leaders demonstrate responsibility in relationships, families, societies, politics, and the global community. (B-D)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(3) Caring. The student understands how characteristics of caring influence society and impact the global community. (A-B)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(4) Citizenship. The student understands how character traits of citizenship influence our personal view of society and the local and global community. (A, B, D)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
§127.14. Career Preparation																								
(c) Knowledge and skills																								
(2) The student develops skills for success in the workplace. (C, H-J)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
(6) The student applies the use of self-development techniques and interpersonal skills. (A)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Common Core State Standards (CCSS)

CCSS - Unit 1	Lessons by Number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Reading Standards for Informational Text 6–12																								
Craft and Structure																								
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.RI.6.4																								
Speaking and Listening Standards 6–12																								
Comprehension and Collaboration																								
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.SL.6.1																								
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.SL.6.1.C																								
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.														x	x	x		x	x	x	x	x	x	x
CCSS.ELA-LITERACY.SL.6.1.D																								
Presentation of Knowledge and Ideas																								
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	x														x	x		x	x	x	x	x	x	x
CCSS.ELA-LITERACY.SL.6.4																								
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.																	x	x						
CCSS.ELA-LITERACY.SL.6.5																								

CCSS - Unit 1, continued	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Language Standards 6–12																								
Knowledge of Language																								
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.L.6.3																								
Vary sentence patterns for meaning, reader/ listener interest, and style.*	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.L.6.3.A																								
Vocabulary Acquisition and Use																								
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.L.6.5																								
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words		x	x	x	x	x	x	x	x	x	x	x	x		x		x							
CCSS.ELA-LITERACY.L.6.5.B																								
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.L.6.6																								
Reading Standards for Literacy in Science and Technical Subjects 6–12																								
Key Ideas and Details																								
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.		x	x	x	x	x	x	x	x	x	x				x	x								
CCSS.ELA-LITERACY.RST.6-8.3																								
Craft and Structure																								
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.		x	x	x	x	x	x	x	x	x	x													
CCSS.ELA-LITERACY.RST.6-8.4																								

CCSS - Unit 2 & 3	Lessons by Number																							
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Reading Standards for Informational Text 6–12																								
Craft and Structure																								
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.RI.6.4																								
Speaking and Listening Standards 6–12																								
Comprehension and Collaboration																								
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.SL.6.1																								
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.SL.6.1.C																								
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	x					x	x	x	x	x		x	x	x	x	x	x	x	x	x	x			
CCSS.ELA-LITERACY.SL.6.1.D																								
Presentation of Knowledge and Ideas																								
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	x																				x			x
CCSS.ELA-LITERACY.SL.6.4																								
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						x	x	x	x	x													x	
CCSS.ELA-LITERACY.SL.6.5																								

CCSS - Unit 2 & 3, continued	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Language Standards 6–12																								
Knowledge of Language																								
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.L.6.3																								
Vary sentence patterns for meaning, reader/ listener interest, and style.*	x					x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.L.6.3.A																								
Vocabulary Acquisition and Use																								
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.L.6.5																								
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words						x	x	x	x	x		x									x			
CCSS.ELA-LITERACY.L.6.5.B																								
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CCSS.ELA-LITERACY.L.6.6																								
Reading Standards for Literacy in Science and Technical Subjects 6–12																								
Key Ideas and Details																								
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.						x	x	x	x	x														
CCSS.ELA-LITERACY.RST.6-8.3																								

Texas College and Career Readiness Standards (CCRS)

CCRS - Unit 1	Lessons by Number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
English/Language Arts																								
Reading																								
E/LAS.II.B: Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Speaking																								
E/LAS.III.A: Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Listening																								
E/LAS.IV.A: Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
E/LAS.IV.B: Listen effectively in informal and formal situations.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Social Studies																								
Analysis, Synthesis, and Evaluation of Information																								
SS.IV.C: Critical listening	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Effective Communication																								
SS.V.A: Clear and coherent oral and written communication	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Cross-Disciplinary																								
Key Cognitive Skills																								
CDS.I.A: Intellectual curiosity	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CDS.I.B: Reasoning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CDS.I.C: Problem solving	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CDS.I.E: Work habits	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Foundational Skills																								
CDS.II.A: Reading across the curriculum	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CDS.II.E: Technology															x				x	x	x	x	x	x

CCRS - Unit 2 & 3	Lessons by Number																							
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
English/Language Arts																								
Reading																								
E/LAS.II.B: Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Speaking																								
E/LAS.III.A: Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Listening																								
E/LAS.IV.A: Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
E/LAS.IV.B: Listen effectively in informal and formal situations.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Social Studies																								
Analysis, Synthesis, and Evaluation of Information																								
SS.IV.C: Critical listening	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Effective Communication																								
SS.V.A: Clear and coherent oral and written communication	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Cross-Disciplinary																								
Key Cognitive Skills																								
CDS.I.A: Intellectual curiosity	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CDS.I.B: Reasoning	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CDS.I.C: Problem solving	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CDS.I.E: Work habits	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Foundational Skills																								
CDS.II.A: Reading across the curriculum	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CDS.II.E: Technology					x	x	x	x															x	

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Resources

Assistive Technology (AT) and Augmentative and Alternative Communication (AAC):
- Lite-Tech Communication Board Options (https://saltillo.com/chatcorner/content/29)
- National Assistive Technology Act Technical Assistance Training Center (https://at3center.net/state-at-programs/)
- Symbols for Augmenting Communication (https://www.n2y.com/symbolstix-prime/)
- What is AAC? (https://www.assistiveware.com/learn-aac/what-is-aac)

Cognitive Load:
- Teaching Strategies: Cognitive Load Theory (https://www.youtube.com/watch?v=UpA6RdE0aYo)

Design for Autism:
- The ASPECTSS of Architecture for Autism (https://www.autism.archi/, https://www.youtube.com/watch?v=0H-6iIyQ9Bs)

Employment:
- Employment First Texas (https://www.hhs.texas.gov/services/disability/employment-people-disabilities/employment-first)
- Job Accommodation Network (https://askjan.org/disabilities/Autism-Spectrum.cfm?)
- Office of Disability Employment Policy (https://www.dol.gov/agencies/odep/program-areas/autism)

Healthcare:
- Creating Accessible Healthcare Environments for People with Autism (https://suffolkordinarylives.co.uk/wp-content/uploads/2019/12/191204-Creating-accessible-healthcare-environments-for-people-with-autism.pdf)
- U.S. Department of Health and Human Services- The Affordable Care Act and Autism and Related Conditions (https://www.hhs.gov/programs/topic-sites/autism/aca-and-autism/index.html)

Identity First Language:
- Identity First Language (https://autisticadvocacy.org/about-asan/identity-first-language/)

Self-Advocacy:
- Autistic Self-Advocacy Network (https://autisticadvocacy.org/)
- Autism Society (https://autismsociety.org/)
- Guide to Healthy Relationships (https://researchautism.org/sex-ed-guide-healthy-relationships/)
- Understand the Spectrum (https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/2498/2019/04/09093348/UnderstandtheSpectrum.pdf)

Sensory Processing:
- In Our Own Words: The Complex Sensory Experiences of Autistic Adults (https://link.springer.com/content/pdf/10.1007/s10803-021-05186-3.pdf)
- SPD in Adults (https://sensoryhealth.org/basic/spd-adults)
- What is Interoception? (https://www.kelly-mahler.com/what-is-interoception/)

Stimming:
- Stimming, Therapeutic for Autistic People, Deserves Acceptance (https://www.spectrumnews.org/opinion/viewpoint/stimming-therapeutic-autistic-people-deserves-acceptance/)

This curriculum is digitally available at:
www.planningforautism.com

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