

Reading the Book

Activity 1: A Story About Autism

by Stacy Lappin and Stephanie Pender
in collaboration with Michelle Ucar and Karen Wiseman

<p>Objective:</p> <ul style="list-style-type: none">• To create a classroom in which every student feels welcome and belonging.• To invite students to have empathy for students who are not neuro typical.• To offer students insight into autism, as one of many differences. <p>Materials: <i>This Is What Autism Looks Like</i> by Michelle Ucar</p> <p>Comments for Counselor/teacher:</p> <ul style="list-style-type: none">• You want your classroom to be a place where every student knows they belong and matter. One important piece of that is understanding how we are the same <i>and</i> how we are different. Our differences make our classroom richer.• You'll want to set this lesson up with several of the lessons in the pacing guide. Before you start talking about differences that are harder to understand, there are lessons that explore sameness and uniqueness that create a foundation for this lesson. They are listed in the "preparation section."• You may have students with autism in your	<p>Preparation and setting the stage:</p> <ul style="list-style-type: none">• Before teaching this lesson, teach "Unique to Me" on pages 69-72 of the Sound Discipline Pacing Guide• Also teach each of the "It's Okay to Be Different" lessons 1-3 on page 89-91 of the pacing guide. (There are separate materials needed for those lessons.)• Other lessons that would also be good preparation for this include Listening Skills, Charlie in the <i>Positive Discipline in the School and Classroom Manual</i> and, "Understanding Body Language" Pacing guide page 51• <i>If you have a student in your classroom with autism, talk to their family about this book and talk to the student ahead of time.</i> Pre-plan whether the family will be in the classroom with you. Have some time with the student ahead of time to collect some of their ideas about how the rest of the class can help them feel a sense of welcome and connection in the classroom.• Other read alouds that can set the stage include:<ul style="list-style-type: none">○ <i>Just Ask</i> by Sonia Sotomayor (This book talks about all kinds of differences, including autism, ADHD, diabetes, allergies, and more.)○ <i>Why Am I Different?</i> By Norma Simon,○ <i>Red: A Crayon's Story</i> by Michael Hall <p>Directions:</p> <p>1. Introduction/ Before reading:</p> <ul style="list-style-type: none">• Say, "We've spent some time talking about differences in our class. What are some of the differences we've talked about?" Invite students to respond. Make a list together. The list should include physical differences (tall, short, hair color, skin color), food preferences, language differences, cultural differences, and other ones you have talked about.• Ask, "Do you remember when we talked to each other about listening? What are some of the things we notice usually when someone is listening to us? What do you see in their bodies?" Collect ideas. (These might include things like, looking at the speaker, head nods, or saying something back.)• Say, "Today we are going to read a book about a boy whose brain works a little differently and he is not able to respond the same way." <p>2. Reading, round one:</p> <ul style="list-style-type: none">• Show Julen's picture at the back of the book. Say, "This is a picture of Julen recently. He is grown up now. With the help of
---	---

<p>classroom. Before teaching this lesson talk to the family and the student to make sure that they are comfortable. The student may want to help you co-teach the lesson. The family might want to join you so they can all answer questions.</p> <ul style="list-style-type: none"> ● We want students to be able to embrace their identity and not be seen as “less than” or “other” and this text and conversation helps students move beyond surface level niceness, and instead gain deeper level understanding, empathy, and belonging to help more authentic relationships develop and opportunities for everyone to belong. <p>WA SEL Standards:</p> <ul style="list-style-type: none"> ● 4A: Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities. <p>ASCA Standards:</p> <ul style="list-style-type: none"> ● PS:A2.3: Recognize, accept, respect and appreciate individual differences ● PS:A2.7: Know that communication involves speaking, listening and non-verbal behavior <p>Other books on differences: <i>The Day You Begin</i> by Jacqueline Woodson</p>	<p>his family he makes and sells a cooking sauce called Ausome Sauce and works as a ski coach on weekends.”</p> <ul style="list-style-type: none"> ● Say, “Right at the beginning of the book, Julen says, ‘Every child with Autism is different’ and then he tells his story.” ● Say, “I’m going to read Julen’s story to you, and I’d like you to pay attention to the things that make Julen like you – and then we’ll read it again to think about some of the things that are different.” ● Read the book. ● After reading ask, “What are some of the things that make Julen like you?” Make a list. It should include things like: <ul style="list-style-type: none"> ○ He likes having friends ○ He might not answer when you talk to him ○ He has trouble with handwriting ○ Sometimes he gets really interested in one toy ○ He has a really good memory for some things ○ He enjoys legos ○ He likes to touch, but doesn’t like to be touched ○ He doesn’t like surprises ○ Mostly he is happy ○ He wants to be accepted. <p>3. Reading, round two:</p> <ul style="list-style-type: none"> ● Say, “Now we are going to read the book again.” Think about some of the ways Julen is different than you.” ● Read the book. ● After reading ask, “What are some of the things that make Julen different than you?” Make a list. It should include things like: <ul style="list-style-type: none"> ○ He might not answer when you talk to him ○ He struggles with his handwriting ○ Sometimes it is really hard for him to talk ○ He can have strong reactions that might not seem to make sense. ○ Loud noises are painful. ○ The texture and taste of food can really bother him ○ He might rock back and forth in his chair or flap his hands. ○ He might get more upset than a lot of people when there is an unexpected change or surprise ● Say, “You might notice that some of the things on this list actually aren’t different for you.” ● Say, “Since we want everyone to be part of our classroom community, we will need to practice and work together so everyone can feel welcome.” <p>4. Working together:</p> <ul style="list-style-type: none"> ● If you have a student with autism in your classroom these next steps will depend on the conversation you had with them. If
--	---

<p>Read aloud (This is the author reading the book and she talks about the rulers in the book and why they are there)</p> <p><i>Just Ask</i> by Sonia Sotomayor There are lots of read alouds on YouTube.</p>	<p>your student is verbal, ideally, they will join you and be able to share some ideas. If their family is joining you, they may be helpful too. If you do not have a student with autism in your classroom, frame this in terms of unexpected behaviors that happen in other places in the school.</p> <ul style="list-style-type: none"> • Say, “Now that we know about these things that are the same and different, we can begin to think about ways to help (student name or students in our school) who have unexpected behavior feel more welcome in our classroom (school).” • If student or family is present: <ul style="list-style-type: none"> ○ (This will vary depending on your prearrangements. You may have the student sit next to you, or it may be too much for them.) Say, “(Student) and I have talked about a few things that might be helpful for them. It would help if we...” (include things that you and the student talked about that will be helpful). ○ Say, “What other things could we do that will make (student) feel more welcome? Remember that our ideas might not all work.” Make a list. • If the family is present, invite them to answer student questions. • If the family is not present, say, “I’m still learning about autism and I’m guessing you have some questions. Since I’m still learning I may have to look some things up. Do you have questions right now that we could learn about together?” Make a list. If necessary remind students to be helpful not hurtful.
---	--

Personal Space – More Insight into our Differences (A 2-day activity)

Activity 2: This is What AUTISM Looks Like

by Stacy Lappin and Stephanie Pender
in collaboration with Michelle Ucar and Karen Wiseman

<p>Objective:</p> <ul style="list-style-type: none">• To explore the idea of personal space.• To be able to recognize if they are invading someone else’s personal space.• To have ways of responding if another person enters their personal space. <p>Materials: <i>This Is What Autism Looks Like</i> by Michelle Ucar</p> <p>Anchor Chart (for day 2) Response When Someone is in My Bubble (Illustrate it with drawings for the younger grades)</p> <p>Step Back Take a Breath Use a hand Say: “It feels like you are in my personal space. I’ll need you to step out of my bubble.” “Thank you”</p> <p>Optional: a stuffed animal to demonstrate with.</p> <p>Other Books: <i>Personal Space Camp</i> by Julia Cook Read aloud</p> <p>Comments for Counselor/teacher:</p> <ul style="list-style-type: none">• Personal space awareness is a helpful social skill for children in elementary	<p>Preparation Day 1:</p> <ul style="list-style-type: none">• Have taught the preceding lesson <p>Directions:</p> <p>1. Introduction:</p> <ul style="list-style-type: none">• Say, “We’ve been talking about the ways we are the same and the ways we are different.”• Say, “Another way that many of us are different is how we feel when someone gets near us.” <p>2. Demonstration:</p> <ul style="list-style-type: none">• Ask for a volunteer. Ask, “Would someone be willing to help me out to help show this? What I will ask you to do is to walk slowly toward me...and I’m going to pay attention to my body. When you get pretty close, I will probably start to get a little uncomfortable, and I’ll say, ‘Stop.’ Then your job will be to stop exactly there.”• When a student volunteers, thank them, and find a body position so that as they approach you will be at eye level. As they get closer pay close attention to your body and say, “Stop” at the appropriate time. Then pause and look at the class.• Say, “Notice how close [name] is. I noticed that as they got closer, that something inside me said, “Okay that is enough.” If we were to switch roles, and I approached [name] they may have a different distance. We all have slightly different distances. We call that our personal space bubble.”• Thank the volunteer. <p>3. Understanding Personal Space</p> <ul style="list-style-type: none">• Say, “Our personal space bubble is the area around us that is the space we want to keep to ourselves. It is part of what helps us stay safe.”• Say, “Every person has their own size of personal space bubbles. And they can change, depending on how well you know the other person, whether you like them, or how much you trust them.”• Say, “Space bubbles aren’t something we think about often, because they are invisible – and we really only notice them when someone gets too close. They don’t come with a sign that says, ‘I’m entering your space bubble’, but we notice that we might want to back away a little. You might have had someone in your space bubble but not had a name for it. Take a moment to quietly think about this:<ul style="list-style-type: none">○ Maybe you have a younger brother or sister who sometimes gets too close to you. Sometimes it might feel like play, and other times it might not feel good at all.
---	--

<p>school to learn, practice, and grow.</p> <ul style="list-style-type: none"> • Understanding and keeping good personal space helps children to negotiate everyday interactions more successfully. • We all feel more comfortable when our personal space is honored. • The size of different people’s space bubbles is different. • Children with autism can miss the non-verbal cues and miss the invisible boundary. They can also big reactions to someone in their own space. • This is an activity that you might want to note in your weekly note to families. If a child tells an adult at home to step out of their personal space it would be helpful to have some context. <p>Children who lack awareness or understanding of personal space also are more likely to:</p> <ul style="list-style-type: none"> • Be unaware when they move their bodies “too close” to others including touching or just moving close. • Bump into others regularly • Walk in between two people who are talking. <p>WA SEL Standards:</p> <ul style="list-style-type: none"> • 1A: Demonstrates awareness and understanding of one’s own emotions and 	<ul style="list-style-type: none"> ○ Maybe you had someone stand really close to your face while they talk to you, and it made you uncomfortable. ○ Maybe you had someone sit so close to you on the carpet that they are touching you and it’s hard to focus. <p>4. Challenge:</p> <ul style="list-style-type: none"> • Say, tomorrow we are going to talk more about personal space bubbles. In the meantime, you can be a scientist. You can try out what [name] and I did with a friend or at home. • Say, “Remember to remind the friend to stop when you say, ‘Stop’ as they get close.” • Say, “This isn’t easy – but start to notice how your body tells you that the other person is getting too close. Does your body automatically move away? Does it get uncomfortable? Just notice.” <p>Day 2:</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Create anchor chart. Illustrate it for younger grades. • Have stuffed animal if using one for the demonstration. <p>Directions:</p> <p>1. Check in: Ask, and invite responses:</p> <ul style="list-style-type: none"> • “Did any of you explore your own space bubble?” • “What did you learn?” • “Was your bubble different with different people?” <p>2. Exploring our own space:</p> <ul style="list-style-type: none"> • Say, “Today we are going to learn a little more about our space bubbles • Say, “In a little bit I’m going to ask you all to stand up and then keep your bodies still as you stand.” • Ask, “Are you ready?” • While modeling, say, “Okay, now stand up and hold still. Now look around. Now, hold your arms out from your side and gently rotate.” • Ask, “Are you touching anyone? If you are, take a step back or to the side until you are no longer touching another person.” • Say, “Notice this space. This is about where most of us feel comfortable with most people. <i>And</i> our personal space bubble may be bigger or smaller than this.” <p>3. How to Respond if Someone is in My Personal Space</p> <ul style="list-style-type: none"> • Say, “Different people have different needs for a personal space bubble. When someone gets in our personal space it can make us uncomfortable, or maybe even flip our lid. Once you recognize that feeling of when someone is too close, know what your bubble is, then it is helpful to know how to respond if someone gets inside it.”
--	--

<p>emotions' influence on behavior.</p> <ul style="list-style-type: none"> ● 3C: Demonstrates awareness and ability to speak on behalf of personal rights and advocacy. ● 5A: Demonstrates a range of communication and social skills to interact effectively with others. <p>ASCA Standards:</p> <ul style="list-style-type: none"> ● PS:A1.7: Recognize personal boundaries, rights and privacy needs ● PS:A2.6: Use effective communication skills ● PS:A2.7: Know that communication involves speaking, listening and nonverbal behavior ● PS:C.4: Demonstrate the ability to set boundaries, rights and personal privacy 	<ul style="list-style-type: none"> ● Say, "We are going to try out a strategy to help us respond when someone gets in our personal space bubble." ● Introduce Response (Anchor chart) <i>Note: This will need to be demonstrated alone first, and you will need to use a hand signal. You and the class could change that at a later time. Your signal could be arms out, a hand up, or two hands up or something else you decide.</i> ● Say, "I have a chart here that will help us." Read the chart and explain that you will demonstrate what it looks like. <div data-bbox="646 516 1411 762" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ul style="list-style-type: none"> ● Step Back ● Take a Breath ● Use a hand signal ● Say, "It feels like you are in my personal space. I need you to step out of my bubble." ● "Thank you" </div> <ul style="list-style-type: none"> ● Say, "I'm going to pretend that someone is coming very close to me and walk through this with you." (You could use a stuffed animal for demonstration purposes.) ● Say (as you model), "As [name of stuffed animal] comes too close I am going to step back. Then I am going to take a breath. Then I am going to use a hand signal that helps [name of animal] know that I want them to stop. Then I'm going to say, 'It feels like you are in my personal space. I need you to step out of my bubble.' And when they stop coming into my space, I'm going to say, 'Thank you'." ● Ask, "Should I do it again?" Or, say, "I'm going to do it again, and this time you can tell me what I'm doing." <p>4. When someone asks you to move out of their space:</p> <ul style="list-style-type: none"> ● Say, "We talked about what to do and say if someone steps in your bubble. What do you do if someone tells you are in their bubble and asks you to move?" Invite responses. ● Say, "Let's do that practice again and have [name of animal, or volunteer] try saying, 'Okay, sorry'" (Or pick one of their appropriate responses.) <p>5. Activity - Role Play:</p> <ul style="list-style-type: none"> ● Say, "Now we are all going to practice." ● Use your usual method to have students get in pairs. ● Say, "First each of you notice where your personal bubble is. Then decide who will go first. That person will step into their partner's bubble." ● Ask, "Then what does the partner do?" (Step back, take a breath and say, 'It feels like you are in my personal space. I need you to step out of my bubble. Thank you.'") ● Ask, "And what does the first person say? (Okay, Sorry)"
--	---

	<ul style="list-style-type: none"> • <i>Note: This is a lot of steps for young children. It may be helpful to have some volunteers practice in front of the class. Either in pairs or with you. This may also be a place to pause and restart the practice either later in the day or the next day.</i> <p>6. Reflection: Pick a couple of prompts and have students draw or write in their journal.</p> <ul style="list-style-type: none"> • What did you notice about your personal space bubble? • What happened when your partner stepped into your personal space? What feelings did you notice? • How did it work when you responded? • Do we need to adjust any of the steps in the plan? • How do you feel/show empathy for someone who gets in your personal space? <p>7. Optional extensions:</p> <ul style="list-style-type: none"> • If your school has a supply of hula hoops, you can use them to demonstrate personal space. Give each child a hula hoop. Have them stand inside it and pull it up to their waist. Then invite them to walk around the room. Invite them to notice that as they do that, they bump into each other's hula hoops. We move in and out of each other's personal space all of the time. • Give each student a piece of sidewalk chalk and let them draw (and decorate) their personal space bubble by forming a circle whatever size they want. Look at student's space bubbles. Are some bigger/smaller than others? How do they feel about their space bubbles?
--	--

More notes for teachers.

There is more information on supporting children with autism learn about personal space at <https://iancommunity.org/ssc/personal-space-autism>

The summary is as follows:

There are three basic steps to being able to navigating personal space if your brain is not wired to do it out of awareness. They are:

- self-monitoring,
- self-regulation, and
- self-evaluation.

Obviously, you need to be able to monitor, self-observe, or keep track of your behavior before you can change it. Once a child develops the skill to notice what is happening, they have to be able to self-regulate enough in the moment to change it. Sometimes that happens quickly. The process of self-evaluating or understanding the behavior is more difficult. If they return to "auto pilot" they will struggle with personal space. As long as they stay aware and self-regulated, they will do better with practice.

Other whole class activities that help increase body awareness:

- Activities that activate right /left brain hemispheres (e.g. Brain Gym)
- Where are my elbows? (See the self-regulation section of *Positive Discipline in the School and Classroom Manual*.)

Feeling Anxious

Activity 3: This is What AUTISM Looks Like

by Stacy Lappin and Stephanie Pender

in collaboration with Michelle Ucar and Karen Wiseman

<p>Objective:</p> <ul style="list-style-type: none">• To increase students' understanding of what might lead to anxiety.• To remind them that the self-regulation skills you've been practicing can help.• To help students understand that anxiety can affect students with autism more strongly. <p>Materials:</p> <ul style="list-style-type: none">• <i>This Is What Autism Looks Like</i> by Michelle Ucar• Anchor chart papers (2 T-charts) <p>Comments for Counselor/teacher: Some common triggers for anxiety in children with autism include:</p> <ul style="list-style-type: none">• Changes in routine• Changes in environment - even a desk or seating rearrangement• unfamiliar social situations• Sensory sensitivities including, noise, light, textures, flavors.• Fear of a particular situation, activity, or object• Transitions which can be small (switching activities) or coming to and leaving school or different learning environments in school. <p>WA SEL Standards:</p> <ul style="list-style-type: none">• 1C: Demonstrates self-awareness and	<p>Preparation: Anchor chart papers – 2 T-Charts <i>This Is What Autism Looks Like</i>, p. 9, that begins “A change in routine...” flagged</p> <p>Directions:</p> <ol style="list-style-type: none">1. Re-introduce the book. Re-read pages 9 – 10. Page 9 starts with “A change in routine...”2. Explore the feeling of anxiety<ul style="list-style-type: none">• Ask, “Who would be willing to tell me what it means to feel anxious.” Invite several answers. If students need help, explain it’s like being nervous, but more intense.• Explain, “Feeling nervous and feeling anxious are normal human feelings and we all have those feelings sometimes.”• Ask, “What do you notice in your body when you feel anxious? How does your body tell you you are feeling anxious?” Invite several responses.3. Learning more about anxiety.<ul style="list-style-type: none">• Ask, “What are some things that make us feel anxious?” Record student responses on the left side of the T-chart.• Say, “People with autism might also feel anxious with loud noises, changes in our routine, someone in their personal space bubble, or unfamiliar situations.” Write those on the T-chart too if they aren’t there already.• Ask, “What kinds of things might make you anxious at school?” Record these on the right side of the T-chart.• Ask, “What other changes to our routines do we have sometimes at school?” Invite student responses and record. (Possible answers include: guest teachers, field trips, assemblies, fire drills, running out of food in the lunchroom, PE, new people, going to specialists, new playground equipment, new school year.)• Ask, “Where might there be loud noises?” Invite responses and record as above.4. Anxiety and Autism<ul style="list-style-type: none">• Say, “I want to pause for a moment think about our friends who have autism. We all get nervous with changes, but for someone with autism the feelings are sometimes stronger and longer. Sometimes it can feel stressful or overwhelming.”• Say, “We’ve spent a lot of time practicing self-regulation this year. You probably have figured out that it is harder to self-
--	--

<p>understanding of external influences, e.g. culture, family, school and community resources and supports.</p> <ul style="list-style-type: none"> • 2A: Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways. • 4A: Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities. <p>ASCA Standards:</p> <ul style="list-style-type: none"> • PS:A2.3: Recognize, accept, respect and appreciate individual differences • PS:C1.11: Learn coping skills for managing life events 	<p>regulate when you are feeling anxious <i>and</i> it can be really helpful.”</p> <p>5. Reflection:</p> <ul style="list-style-type: none"> • Say, “Think for a moment about what helps you when you are feeling anxious. Think of how someone else might help you when you feel that way.” • Say, “We are going to make a chart of what it might <i>look like and sound like</i> to be helpful when one of our friends is feeling anxious.” • Have the second T-Chart ready and invite responses. Ideas might include things that students do for themselves and things that they can do for others. Record responses. Some things might include: <ul style="list-style-type: none"> ○ Give them space ○ Invite them to take a deep breath with you. ○ Go to the cool down space in our classroom ○ Look out the window at nature ○ Invite them to walk with you, back and forth in the classroom or in the hallway ○ Use a weighted blanket (if you have one in the classroom) ○ Offer a sip of water. <p>6. Closing</p> <ul style="list-style-type: none"> • Say, “As we finish today, let’s do a self-regulation breathing routine together.” There are many ways to do this. If you have a process for a student to lead a breathing activity you could use that process, or you can pick one that the students are familiar with.
---	---

More comments for educators:

Your student with autism might not yet be skilled at recognizing what anxiety feels like in their body. It might help them to be able to name the feeling of “anxiety when:

- their palms get sweaty,
- they feel flushed,
- they get a strange feeling in their stomach,
- their heart beats faster,
- their hands flap or,
- they start stimming (repetitive movements) or scripting (reciting a favorite show/song/movie, etc.)

Social Conversations (A 1 to 3 day activity)

Activity 4: This is What AUTISM Looks Like

by Stacy Lappin and Stephanie Pender
in collaboration with Michelle Ucar and Karen Wiseman

Objectives:

- To build a more inclusive community where students know how to reach out and include each other.
- To develop and practice communication skills so that students have multiple ways to connect and engage with peers.

Materials:

This Is What Autism Looks Like
by Michelle Ucar
Anchor Chart Paper

Ways to...	Sounds Like	Looks Like
Greet a friend		
Ask someone to join a game		
Encourage someone to share in a turn and talk		
Include someone at lunch		

Comments for Counselor/teacher:

- As children develop, they use verbal and nonverbal communication to create social connections
- Children learn how conversation, nonverbal communication, and social interaction work by

Preparation:

Anchor Chart Paper with table

Flag page 6 in *This is What Autism Looks Like* which begins "I can talk but I don't always talk in complete sentences..."

Directions:

1. Set the stage:

- Say, "In the book we learned that some people with autism can have a hard time communicating in social situations. They might respond in an unexpected way the first way you ask or greet them. They might not even feel like talking that day."
- Say, "Remember Julen says that sometimes he doesn't always respond in complete sentences."
- Read page 6 of the book.

2. Brainstorm:

- Say, "One of the things we can do is make a list of lots of different ways to include some of our friends who communicate differently. It is helpful to be ready with more than one way to connect and be friends with each other."
- Say, "We can learn and practice ways more with each other."
- Say, "We are going to spend some time brainstorming ideas about what we could do and say."
- Use anchor chart (sounds like, looks like) to write down student responses to prompts below. If they don't include non-verbal communication, prompt them to also think about ways that they could let the other person know what they mean without words. For each prompt remember to ask, "What does it sound like? What does it look like?" Prompts:
 - What are some ways to greet a friend?
 - What are some ways to ask someone to join a game?
 - How can we encourage someone to share during a turn and talk?
 - (For intermediate grades) How can you include someone at lunch?

Note, if you have limited time, or are working in the early grades, this is a place to stop and resume the next day with a review of the brainstormed chart.

3. Activity: Role-play and practice with greetings.

- Say, "We have lots of ideas of things to say and do that can help people feel welcome and included. It is helpful if we practice together so when we are in situations on the playground, classroom or neighborhood we can remember these ideas."

<p>observing and then participating. This development takes practice. In typical situations, there are lots of opportunities for practice. As children become more proficient in their communication enriches their connections and their sense of belonging and mattering.</p> <ul style="list-style-type: none"> • Just as in academics, your students will have a range of communication skills. Practicing skills and making them more intentional can help all students communicate their needs and wants and nurture more meaningful relationships. • Another resource: www.education.vic.gov.au <p>WA SEL Standards:</p> <ul style="list-style-type: none"> • 5A: Demonstrates a range of communication and social skills to interact effectively with others. • 5C: Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability. • 6A: Demonstrates a sense of school and community responsibility. <p>ASCA Standards:</p> <ul style="list-style-type: none"> • PS:A2.6: Use effective communication skills • PS:A2.7: Know that communication involves 	<ul style="list-style-type: none"> • Say, “We are going to do some practice with partners. You and your partner are going to practice different ways to offer a greeting. One of you will start using a practice from our chart, and the other person will be the greeting receiver.” • Say, “After you get in pairs, I will ask you to decide who is going to be the greeter first, and who is going to be the receiver.” • Have students get in pairs and decide who will be the greeter and who will be the receiver. (Note, if you have a student with autism in your classroom you may want to select their partner.) • Ensure that each pair has decided who does what. Say, “If you are going to be the greeter raise your hand. (Pause). If you are going to be the receiver, raise your hand.” • Say, “If you are the greeter, you will pick something from our list to greet your partner.” • Say, “If you are the receiver, this time your partner offers you a greeting don’t respond. • Reflection: Ask, “Greeters, what did you notice? What did that feel like?” Invite responses. Then ask, “Receivers, what did you notice?” Invite responses. • Say, “We are going to try again. This time the greeters will try something different. It might be different words or different body language. This time, receivers you respond.” • Have your students switch roles and repeat the sequence. <p>4. Reflection:</p> <ul style="list-style-type: none"> • Ask, “When you were the greeter, how did it feel when you didn’t get a response?” (If possible, lift out here that it can feel personal, but it is often that the other person can’t respond.) • Ask, “What did it feel like when you asked in a different way?” • Ask, “When you were the receiver, how did it feel to not respond? How did it feel to be greeted in different ways?” • Finish this part of the lesson by taking a breath or other self-regulation activity that your class is comfortable with. <p>(This is another stopping point if you are limited in time or are leading very young students.)</p> <p>5. Activity: Role-play and practice with asking a friend to join a game.</p> <ul style="list-style-type: none"> • If you are doing this the next day, bring out the T-Chart again and remind them that they practiced greeting and responding. Then continue. • Say, “Now we are going to practice inviting someone to join a game.” • Say, “One of you will ask and the other person will respond. Then you will switch roles. The person who responded will pick a different way to invite a friend to play a game.”
--	---

<p>speaking, listening, and nonverbal behavior</p>	<ul style="list-style-type: none"> • Say, “Take turns asking each other, using different ways to ask each time. See if you can find more than just two ways to invite someone to join you.” <p>6. Reflection Discussion These questions could be asked to the group for sharing in pairs, in small groups or with the whole group (or each of these in sequence). Responses could also be, written in a journal. Invite reflection on the following.</p> <ul style="list-style-type: none"> • How did it feel to be invited to join? • What made you feel included (tone of voice, smile, the words, hand gesture)? • What did we learn from this?
--	---

Reading the Book

Activity 1: This Is What ADHD Looks Like

by Stacy Lappin and Stephanie Pender

in collaboration with Michelle Ucar and Karen Wiseman

<p>Objective:</p> <ul style="list-style-type: none">• To introduce students to ADHD.• To invite students to sense what it might feel like for a student with ADHD. <p>Materials: <i>This Is What ADHD Looks Like</i> by Karen Wiseman</p> <p>Comments for Counselor/teacher:</p> <ul style="list-style-type: none">• This is a lesson about differences. The goal is to help students see differences (theirs and others') as sources of strength. Pre teaching some of the other identity lessons can help.• You want your classroom to be a place where every student knows they belong and matter.• We want students to be able to embrace their identity and not be seen as "less than" or "other."• This text and conversation help students move beyond surface level niceness, toward a deeper level understanding, empathy. This in turn, leads toward more authentic relationships and opportunities for everyone to belong. <p>WA SEL Standards:</p> <ul style="list-style-type: none">• 4A: Demonstrates awareness of other people's emotions, perspectives, cultures,	<p>Preparation:</p> <ul style="list-style-type: none">• Have book ready for reading• Before teaching this lesson, (if you have not already done so) teach "Unique to Me" on pages 69-72 of the Sound Discipline Pacing Guide• Also teach each of the "It's Okay to Be Different" lessons 1-3 on page 89-91 of the pacing guide. (There are separate materials needed for those lessons.)• Other lessons that would also be good preparation for this include Listening Skills, Charlie in the <i>Positive Discipline in the School and Classroom Manual</i> and, "Understanding Body Language" Pacing guide page 51• Other read alouds that can set the stage include:<ul style="list-style-type: none">○ <i>Just Ask</i> by Sonia Sotomayor (This book talks about all kinds of differences, including autism, ADHD, diabetes, allergies, and more.)○ <i>Why Am I Different?</i> By Norma Simon,○ <i>Red: A Crayon's Story</i> by Michael Hall <p>Directions</p> <p>1. Introduction:</p> <ul style="list-style-type: none">• Ask, "How many of you have had one of those days when it was really hard to pay attention, or it was hard to wait your turn, or your body felt like it just had to move? Raise your hand."• Say, "I think most of us have days like this now and then. Today we are going to read a story about Jack. Jack has lots of days where he struggles to focus or feels like he wants to move. That made school harder for him."• Turn to the look at me now page in the book and say, "This is a picture of Jack doing the high jump. He was good enough at it that he earned a scholarship at the University of California in San Diego. He is studying international business and hopes eventually to become a fighter pilot."• Say, "Jack has ADHD which means 'attention deficit hyperactivity disorder.' Have any of you heard of that or know someone who has it?" Invite responses.• Say, "Everyone has different challenges. When we understand our own and other people's challenges, it helps us be better friends and be a better community." <p>2. Reading the book:</p> <ul style="list-style-type: none">• Say, "We are going to read Jack's story so we can understand what it is like to have ADHD"• Read the story.
---	---

<p>languages, histories, identities, and abilities.</p> <p>ASCA Standards:</p> <ul style="list-style-type: none">• PS:A2.3: Recognize, accept, respect and appreciate individual differences	<p>3. Reflection: (Note these questions are to bring out what the students are thinking and feeling so that you can address any misconceptions promptly. They will also help you decide which of the two following activities will be most appropriate for your classroom.)</p> <ul style="list-style-type: none">• Ask, “What are some of the ways Jack is like you?” Invite responses.• Ask, “What did Jack’s story make you think about?” Invite responses.• Ask, “What else did you notice? What do you wonder?” Invite responses
---	--

Distractions

Activity 2: This Is What ADHD Looks Like

by Stacy Lappin and Stephanie Pender
in collaboration with Michelle Ucar and Karen Wiseman

<p>Objective:</p> <ul style="list-style-type: none"> ● To help stay focused on learning or any tasks that require sustained mental effort. <p>Materials:</p> <ul style="list-style-type: none"> ● Book: <i>This is What ADHD Looks Like</i> by Karen Wiseman ● Anchor chart for recording distractions ● Paper for recording solutions ● Students will need materials for recording their reflections <p>Comments for Counselor/teacher:</p> <ul style="list-style-type: none"> ● This is lesson about differences. The goal is to help students see differences (theirs and others') as sources of strength. Pre teaching some of the other identity lessons can help. ● It is helpful to remember that ADHD doesn't impair the ability to pay attention, but rather the ability to control what one pays attention to. ● Children with ADHD can have a hard time tuning out distractions. They lose focus easily and can struggle to stay focused tasks that require sustained mental effort. 	<p>Preparation: Anchor chart (in text below)</p> <p>Directions:</p> <p>1. Distractions:</p> <ul style="list-style-type: none"> ● Ask, "Who can tell us what a distraction is?" Invite responses. Let them get a sense of what it is from the answers. ● If it doesn't come out clearly say, "A distraction is something that makes it hard to pay attention." ● Re-read p. 3-5 <i>This is what ADHD Looks Like</i>. (Beginning with "The brains of kids with ADHD do not have enough") ● Say, "All adults and students can get distracted from learning." <p>2. Discussion:</p> <ul style="list-style-type: none"> ● Say, "Sometimes we are distracted by things that happen inside our brain (thoughts and ideas in our mind) and sometimes we are distracted by things that happen outside our brain - things that are happening in the space we are in." ● Say, "Let's talk about the distractions that might happen during the school day. I'm going to share a few types of distractions." ● Say, "Use an agree or disagree signal to show if this is something that is distracting for you." <ul style="list-style-type: none"> ○ Clock ticking ○ A classmate blurting an answer ○ Wondering who you will play with at recess ○ Feeling angry at someone ○ Pencil tapping ○ A friend talking about a video game ● Say, "I'm going to read those again, and you let me know if you think it is something happening inside our brain, or outside our brain." ● Re-read the list above and using your anchor chart, chart the students' responses. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Outside My Brain</td> <td style="width: 50%; text-align: center; padding: 5px;">Inside My Brain</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	Outside My Brain	Inside My Brain		
Outside My Brain	Inside My Brain				

- Many students with ADHD can focus intently (also called “hyperfocusing) on certain activities like playing video games.
- Research shows that students ADHD can concentrate better when they’re allowed to fidget or when their body is doing other work like balancing on a ball. Helpful tools include.
- Squeeze Balls
- Fidgets
- Silly Putty
- Stand-up Desks
- Wobble Chairs
- Classroom Space for Moving Around
- Background Noise/Music
- Chair Leg Bands

Another resource:

<https://www.additudemag.com/what-is-adhd-symptoms-causes-treatments/>

WA SEL Standards:

- 1A: Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior.
- 1C: Demonstrates self-awareness and understanding of external influences, e.g. culture, family, school, and community resources and supports.

ASCA Standards:

- PS:A1.8: Understand the need for self-control and how to practice it
- PS:B1.4: Develop effective coping skills for dealing with problems

- Say, “Turn and talk with a partner about other things that are distractions for you at school. If you can decide whether they are inside or outside your brain.”
- Ask, “What other distractions we should add to our list?” Allow students to use the agree/disagree signal and add the ideas to the list.
- Ask, “How do distractions affect the way you learn/work in the classroom?” Invite responses.
- Ask, “How do distractions invite you to feel?” Invite responses.

3. Strategies for dealing with distractions

- Say, “I know that all of us get distracted sometimes and we have ways of refocusing. What are some things you do when you notice yourself being distracted from learning?”
- Have the students brainstorm a class list onto a large piece of paper that can be hung on the wall. The list might include things like:
 - Take a breath – or more than one slow breath.
 - Move
 - Get a drink of water
 - Ask the person to stop
 - Notice you are distracted and remind yourself to focus on learning
 - Try a fidget
 - If you are distracted because you are not understanding something, ask for help

4. Reflection.

- Say, “Now take out your journal (or piece of paper) and something to write or draw with.”
- Say, “Write or draw about one distraction you have in school and then write or draw about one strategy you can use to stay focused on learning.”

Empathy for Classmates who are Distracted

Activity 3: This Is What ADHD Looks Like

by Stacy Lappin and Stephanie Pender
in collaboration with Michelle Ucar and Karen Wiseman

<p>Objective:</p> <ul style="list-style-type: none">To develop strategies for students when a friend or classmate is struggling with distractions or impulse control. <p>Materials:</p> <ul style="list-style-type: none">Book: <i>This is What ADHD Looks Like</i> by Karen WisemanAnchor chart, with three columns, labeled as in the diagram.Materials for students to write or draw their reflections. <p>Comments for Counselor/teacher:</p> <ul style="list-style-type: none">Some of the behaviors that show up for students with ADHD can lead to difficult interactions with classmates.Helping students understand the underlying causes and have strategies for responding can help lead to empathy and help develop boundary-setting in the classmates of students with ADHD.The discussion can also help students with ADHD think about strategies for themselves. <p>WA SEL Standards:</p> <ul style="list-style-type: none">4A: Demonstrates awareness of other	<p>Preparation:</p> <ul style="list-style-type: none">Flag the pages of the book you plan to read.Prepare the first row of the anchor chart (labels) <p>Directions:</p> <p>1. Re-read parts of the book as review.</p> <ul style="list-style-type: none">Say, “The other day read about Jack and how he might seem to others in his classroom. I’m going to re-read just a part of the book to help us remember.”Re-read pages Let’s re-read part of the book to help us remember.” Re-read p. 6 - 11. Page 6 starts “My constantly...” <p>2. Discussion:</p> <ul style="list-style-type: none">Ask, “What kinds of things did Jack do or might we see and hear from someone with ADHD in class?”Say, “I’m going to record your ideas in this left-hand column called ‘What a student with ADHD may look like/sound like’ on our chart.” (See below)Jack’s behaviors included (and they may have others).<ul style="list-style-type: none">Blurts outFidgetingDistracted and misses part of the lessonSays something that sounds rudeAt recess might interfere with my game/ activityAfter filling out the left-hand column say, “Now let’s think about what’s happening for someone with ADHD.” Fill out the middle column of the chart. (See chart below for possible answers)After filling out the middle column, say, “Turn and talk with a partner about how you can help with one of these. Remember to be helpful not hurtful.” Note: You might have to assign partners one behavior to focus on, or have the whole class focus on one at a time with younger grades.Say, “I’m curious about your ideas for how to be helpful, not hurtful, in each of these situations.” Invite student responses.Complete the third column as students share. Possible answers are in the chart below. You may need to regularly ask, “Is that helpful or hurtful?” or you may need to help students come up with responses.
--	---

people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.

- 5A: Demonstrates a range of communication and social skills to interact effectively with others.
- 5B: Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

ASCA Standards:

- PS:A2.3: Recognize, accept, respect and appreciate individual differences
- PS:A2.6: Use effective communication skills
- PS:B1.3: Identify alternative solutions to a problem
- PS:B1.6: Know how to apply conflict resolution skills

What a student with ADHD may look like/sound like	What the student is experiencing	How I can help
Blurts Out while someone else is talking	Ideas are Coming So Fast	Say, “I’m Going to Finish my Sentence” or “I hear you and I’m going to finish my sentence”
Fidgeting	Body needs to move more	Let them use a fidget
Distracted and misses part of lesson	Brain wanders or is hyper-focused on something else	Invite them to participate in the lesson. In a quiet voice say, “We’re learning about _____”
Says something that sounds rude.	Has a hard time thinking before they talk	Use an “I” statement or bugs and wishes to let them know how you feel in a helpful way.
At recess might interfere with your activity	Is trying to release energy	Remind them of boundaries. Might say, “We’re playing here.” “Please stop.” “Excuse me, can you move to the side?”

3. Reflection.

- Say, “We are going to take a few minutes to write or draw about what we are learning. Take out your journal (or piece of paper) and something to write or draw with.”
- Say, “Look at the chart we made. What is one of these that you have seen happen at school? Write or draw it. Then, think of one thing you could do in that situation in the future to be helpful? Think of something you could truly see yourself saying or doing. Write or draw that too.”
- For younger children you might have to give an example from your experience as an educator as a model.

Reading the Book

Activity 1: This Is What DYSLEXIA Looks Like

by Stacy Lappin and Stephanie Pender
in collaboration with Michelle Ucar and Karen Wiseman

<p>Objective: To introduce students to dyslexia and what it might feel like in the classroom for a student with dyslexia.</p> <p>Materials: <i>This Is What Dyslexia Looks Like</i> by Randee Brenner Newman</p> <p>Comments for Counselor/teacher:</p> <ul style="list-style-type: none">• This is another lesson about differences. The goal is to help students see differences (theirs and others') as sources of strength. Pre-teaching some of the other identity lessons can help.• There are two activities to choose from for the days following reading the book. Choose the activity or activities that best fit your class and their needs.• There is more information on dyslexia for you below the lesson. <p>WA SEL Standards:</p> <ul style="list-style-type: none">• 4A: Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. <p>ASCA Standards:</p> <ul style="list-style-type: none">• PS:A2.3: Recognize, accept, respect and	<p>Preparation:</p> <ul style="list-style-type: none">• Before teaching this lesson, teach "Unique to Me" on pages 69-72 of the Sound Discipline Pacing Guide• Also teach each of the "It's Okay to Be Different" lessons 1-3 on page 89-91 of the pacing guide.• Other lessons that would also be good preparation for this include Listening Skills, Charlie in the <i>Positive Discipline in the School and Classroom Manual</i> and, "Understanding Body Language" Pacing guide page 51• Other read aloud books that can set the stage include:<ul style="list-style-type: none">○ <i>Just Ask</i> by Sonia Sotomayor (This book talks about all kinds of differences, including autism, ADHD, diabetes, allergies, and more.)○ <i>Why Am I Different?</i> By Norma Simon,○ <i>Red: A Crayon's Story</i> by Michael Hall <p>Directions:</p> <ol style="list-style-type: none">1. Introduction/ Before reading<ul style="list-style-type: none">• If you have not done this brainstorm recently, say, "We've spent some time talking about differences in our class. What are some of the differences we've talked about?" Invite students to respond. Make a list together. The list should include physical differences (tall, short, hair color, skin color), food preferences, language differences, cultural differences, and other ones you have talked about.• Say, "Today we are going to read a book about a girl whose brain works a little differently and it makes it harder for her to learn."2. Reading<ul style="list-style-type: none">• Show Samantha's picture at the back of the book. Say, "This is a picture of Samantha recently. She is going to the University of Illinois and is hoping to go to medical school to become a doctor."• Say, "I'm going to read Samantha's story to you, and I'd like you to pay attention to the things that make Samantha like you – and then we'll read it again to think about some of the things that are different."3. Reading the book and exploring similarities<ul style="list-style-type: none">• Read the book looking for ways we are alike. You will start on the page that says, "On the next few pages I am going to help you understand more about me." Use one of the two methods below to generate a sense of connection with Samantha.
---	---

<p>appreciate individual differences</p>	<ul style="list-style-type: none"> • Option 1. Before you read say, “As I read think about the ways you and Samantha are alike. I’m going pause to ask you to give me a silent signals as we go along. (You can use a thumbs up or another way your class shows they agree.) For example, on the first page after you read, “I work hard to be successful in the classroom,” pause and say, “Show me a signal if you work hard too.” Continue this process through the book. • Option 2. After reading ask, “What are some of the things that make Samantha like you?” Make a list. It should include things like: <ul style="list-style-type: none"> ○ She works hard. ○ Sometimes reading out loud can be scary and stressful ○ She gets better with practice ○ She gets frustrated with long lists of directions ○ She loves books. ○ She is a good partner ○ She gets help outside of class ○ She is getting better at knowing when she needs help <p>4. Exploring differences</p> <ul style="list-style-type: none"> • Ask, “What are some of the ways that Samantha and you are different?” Invite student responses. (Keep them clear and descriptive not hurtful.) <p>5. Introducing dyslexia</p> <ul style="list-style-type: none"> • Say, “The challenge reading that Samantha has is called dyslexia. It is pretty common. You may recognize names like: Octavia Spencer, Keira Knightly, Tom Cruise, Albert Einstein, Cher, Steven Spielberg, Jennifer Aniston, Muhammad Ali, Keanu Reeves, Picasso, Orlando Bloom, Richard Branson, Salma Hayek, Danny Glover.” • Say, “They struggled to learn and read too.” • Ask, “What do you think they learned from having to work a little harder to read and learn?” Invite responses (if they struggle you could read the book again, and have them listen for what Samantha learned) which could include: <ul style="list-style-type: none"> ○ To ask for help. ○ To use other tools to get needs met, ○ To know it is not their fault, there is nothing wrong with them. ○ They could get better from practice.
--	--

You, as the educator, might be the first person to recognize that a child has a learning difference, or struggles to hear or see. Teachers are often the first to notice that a child might have a learning difference. As you know, the signs aren’t always clear and it is not uncommon for children to be ashamed of their challenge and go out of their way to hide or deny their difficulty.

In addition, when students struggle, it is hard for them to appreciate their strengths. Below are a few resources for families and older children with dyslexia that focus on strengths:

<https://www.theedpsych.com/blog/4-remarkable-strengths-of-dyslexic-children-and-how-to-nurture-them>

<https://homeschoolingwithdyslexia.com/the-strengths-of-dyslexia/>

<https://dyslexiada.org/dyslexia-basics/>

Recognizing Differences

Activity 2: What Might Dyslexia Feel Like?

by Stacy Lappin and Stephanie Pender
in collaboration with Michelle Ucar and Karen Wiseman

<p>Objective: To create a deeper understanding of dyslexia, and to develop empathy for classmates with dyslexia.</p> <p>Materials: Dyslexia Simulation Sheet, one copy printed for each pair or trio of students. If you think your students might want to talk with their families about what they learned, make one sheet for every student.</p> <p>Comments for Counselor/teacher: This lesson is designed to follow the lesson This is What Dyslexia Looks Like.</p> <p>WA SEL Standards:</p> <ul style="list-style-type: none">• 4A: Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities. <p>ASCA Standards:</p> <ul style="list-style-type: none">• PS:A2.3: Recognize, accept, respect and appreciate individual differences	<p>Preparation: Print one copy per partnership: Dyslexia Simulation Sheet</p> <p>Directions:</p> <ol style="list-style-type: none">1. Introduction. Say, “Yesterday (or the appropriate reference) we read about Samantha who has to work hard to learn because her brain doesn’t read easily. Today we are going to work in pairs (or trios) to see if we can begin to understand what it might be like for Samantha when she tries to read.”2. Setting context. Say, “Reading is actually pretty complicated. It is a kind of de-coding. You have learned to look at letters and be able to recognize them and also know what they sound like.”3. A challenge. Say, “I’m going to pass out a sheet that was designed by another person with dyslexia to help others understand how reading can be so difficult. I’m going to give you a few minutes to see if you can figure out what the writing says. This is not easy. See if together you can decode at least a piece of what this paper says.”4. The task. Use your regular way of forming groups, pass out the sheets. Tell them that you’ll give them a minute of warning before they stop, and <i>that it is not a competition or race</i> but that you are curious how far they will get.5. Reflection.<ul style="list-style-type: none">• Say, “In your pair (trio) turn and talk about what it felt like to decode this.”• Invite group sharing, “I’m really curious about what it was like for you. Who would be willing to share?” Invite responses.• Say, “I’m guessing that you can understand that it might be harder to read. I’m wondering how, if letters looked like this, and it was hard to read, and other people seemed to be able to read easily, what you might start to think about yourself? Turn and talk with your partner.”• Ask, “Who would be willing to share their thoughts?”6. Reviewing learning<ul style="list-style-type: none">• Say, “This sheet was made in a special font. This is not exactly what dyslexia looks like for every person with dyslexia. It is the best example the person could use to show what it was like for him.”• Say, “If any of you are really curious about what it really says, I will share the key to the font with you. It is like the code breaker. You can take it home, talk to your family about what you learned about dyslexia and work on it together.”
---	---

	<ul style="list-style-type: none">• Say, “Remember, dyslexia is not an illness, it is just one of the many different ways our brains grow.”• Say, “Before we finish this lesson let’s pause and remember some of the things that people with dyslexia can do really well.” Invite responses. (Seeing things a bit differently, so they can solve problems; being persistent; learning in other ways; asking for help; etc.)
--	--