Introduction

Fill that student's bucket so full of safe connection, co-regulation, and soothing validation that the rest of the world can't poke enough holes to drain it dry.

—Adapted from Alvin Price

I am so excited to continue the journey into co-regulation in the classroom by offering this workbook as a resource filled with content, prompts, activities, strategies, and reflections. These tools will help you dive deeper into healing students' nervous systems and rewiring their neural pathways for optimum performance in the classroom and throughout their lives.

The state of a student's nervous system affects their academic performance and IQ (functional intelligence quotient). When a student is in a calm state, functional IQ has been measured at 100 to 110, but it can drop up to 40 points when they feel fear or experience terror. It is critical to understand that this is true even if the detected danger is only *perceived*. A student's ability to learn and process information—and what they can and can't do—is directly linked to, and depends upon, how they feel inside.

Brain and body functions are state-dependent (calm state vs. fear state). All networks in the brain shift in response to internal and external stimuli. The capability of a student is fluid. Cognitive, emotional, social, motor, and regulatory capabilities shift with a student's internal state. Real or perceived fear will mobilize some networks and capabilities and shut down others.[1] This is why I teach the importance of "felt safety" on repeat.

In the pages ahead, we will explore regulation and co-regulation through the lenses of up-to-date research, sound strategies for implementation, vivid illustrations of each concept, and hands-on activities designed to reinforce lessons in ways that will stay with learners long after they leave the classroom.

I hope you will find this resource a valuable companion and help as you engage with the material and "fill the buckets" of your students.

Enjoy!

Ginger

CHAPTER ONE

Nurturing Neurodivergence

There is no comparison between the sun and the moon. They shine when it's their time.

— Unknown

I want to open this chapter by stating that I am using *identity-first* language. I have had to learn this, which hasn't come naturally to me. When my son received a diagnosis of Asperger's syndrome back in 2003, I was taught person-first language. "He is a child with Asperger's; he has autism." I also wanted people to know that he was "higher functioning." Person-first language felt comfortable and affirming and following it up with his functioning level made the sting of his diagnosis softer in my mind. Yep, there was a sting, but there was also a relief because we now had a plan and support. At the same time, I was grappling with feelings of guilt that maybe what he was struggling with was my fault because I didn't take enough folic acid or was too stressed out during my pregnancy or something else.

In 2013, the American Psychiatric Association removed Asperger's disorder from the DSM, offering instead the new DSM-5 diagnosis: autism spectrum disorder. I worried that switching from the word Asperger's to autism would confuse my son, but he told me he was extremely grateful because he hated the word Asperger. All he heard was "ass," and he thought he had been officially diagnosed as one. I was shocked, and it broke me to think that for 10 years, he thought people were calling him an "ass" and thinking of him as something so negative.

Even before Asperger's was removed, terms such as "neurodiverse" and "neurodivergent" were introduced into the lexicon as alternatives to deficit-based language, such as "disorder." These terms challenge negative perceptions and encourage an accurate understanding of neurodivergent people. They also promote a critical paradigm shift in discipline when we view behavior as adaptations that help students feel more comfortable, safe, and focused in the classroom and/or at home. Accommodate or punish? An important shift.

It feels impossible to make sure no one is offended by language. But I don't want to use that as an excuse not to change for the better. Often, I find I am behind in my knowledge because of how fast things change!

Last year, my daughter bravely approached me, asking for help. She was isolating herself and felt depressed, dealing with crippling anxiety. Testing and therapy led to a diagnosis of social anxiety and autism. I was shocked because I thought that of all people, I would have known! Well, her therapist let me off the hook because it is true that neurodivergence is unique to each person, even when it comes to gender. There are stark statistics that boys are nearly four times more likely to be diagnosed with autism than girls, and girls are often diagnosed at later ages because they can present differently than stereotypical autism behaviors.

Receiving the diagnosis was positively altering for my daughter. She told me how relieved and validated she felt. It led us to find new resources and again expanded my wording.

In my last book, I referred to my son as having "the superpower of autism." My intent to affirm and empower sprung directly from my mother-heart, and I am genuinely in awe of my son and his photographic memory. He has impressive strengths! All my children do. Of course, they also have struggles, but I aim to focus on what is possible. Yet, some readers quickly educated me that my use of "superpower" was ableist. It embedded the assumption that disabled people require "fixing." The words "superpower" and "differently abled" helped ME feel better because I was terrified of my child being seen as or thought of as less. I humbly sat with that, especially after my daughter's recent diagnosis, and found myself holding two truths.

My intent was good, AND saying he had a superpower would make him seem better, which overcompensated for something I didn't want anyone to see as a flaw. I admit that I did have a hard time thinking that my children had disabilities, and person-first language felt right because I wanted *them* to be seen without judgment. Sigh. I was still protecting him…and me.

Is having a disability a negative thing? Is my son a negative? Are his coping skills and adaptations negative? If not, then I don't need to state his level of functioning, and he and all children certainly don't need to be punished for doing things that help them cope.

So, I use identity-first language to value all disabled individuals, and I speak out about behavior modification. AND I trip up all the time. I ask someone what they prefer, and my children often change their minds, which I adore. I also love that they forgive me when I make mistakes. I assume positive intent from myself and others as I continue to learn.

My intent for this book, in my language choice, is to focus on respect, inclusion, and support.

We can nurture neurodivergence by listening to our students and by reading about the lived experiences of neurodivergent people to support learning differences and needs in our neurodivergent students. We can shift our expectations, focus on strengths, and seek to understand the difference between intentional behavior and adaptations that help the student function.

When working with neurodivergent students—including, but not limited to, autism, ADHD, dyscalculia, dysgraphia, dyslexia, dyspraxia, intellectual differences, and sensory processing differences —educators can support students, as opposed to using "treatments" and behavior plans that aim to alter, fix, or cure. Rather than viewing neurodivergence as a set of disorders that require behavioral intervention, we can change **our** perceptions and approaches with disabled students.

Authors Meghan Ashburn (mother of two autistic boys) and Jules Edwards (autistic parent), in their book *I Will Die On This Hill,* point out that having a neurodevelopmental disability isn't a character flaw or a choice. Still, it's often treated as though it is. How often have you heard or said, "Make better choices" to a child? What if they couldn't make a better choice? What if they were doing their best at the time and in

those circumstances? They further state that accessibility isn't scarce if we build it into the foundation of our communities. Support is universal if everyone is committed to inclusion.[2]

The following goals shared by therapist and owner of Axis Mundi Child & Family Therapy Rebecca O'Neill[3] should serve as a guidepost for schools supporting neurodivergent students:

- Adapt systems and environments to support success
- Respect and accommodate differences
- Honor all forms of communication
- Respect autonomy
- Nurture positive identity
- Presume competence
- Promote self-advocacy

Once my children understood how their brains work, they learned what helps them regulate, which opened the door to learning that they can advocate for their needs. That learning was incredibly validating and empowering for each of them.

The following lessons and activities are designed to bring power into the classroom by supporting students to identify and understand their strengths, to perceive their unique differences, and to advocate for themselves.

Shooting Star Strengths

Differences are a part of neurodiversity, unique with challenges and strengths. Differences are not deficits.

LEARNING OBJECTIVE 1	Empower neurodivergent students to identify and understand their strengths.
LEARNING OBJECTIVE 2	Increase esteem and lessen negative self-reflection by focusing on strengths.
LEARNING OBJECTIVE 3	Build regulation skills by encouraging students to look inward and recognize feelings and sensations.

SUPPLIES NEEDED

- Shooting Star Worksheet (see the Downloadable Resources)
- Art Supplies

LESSON

1. Discuss with your students how neurodivergent students are often described. Examples:

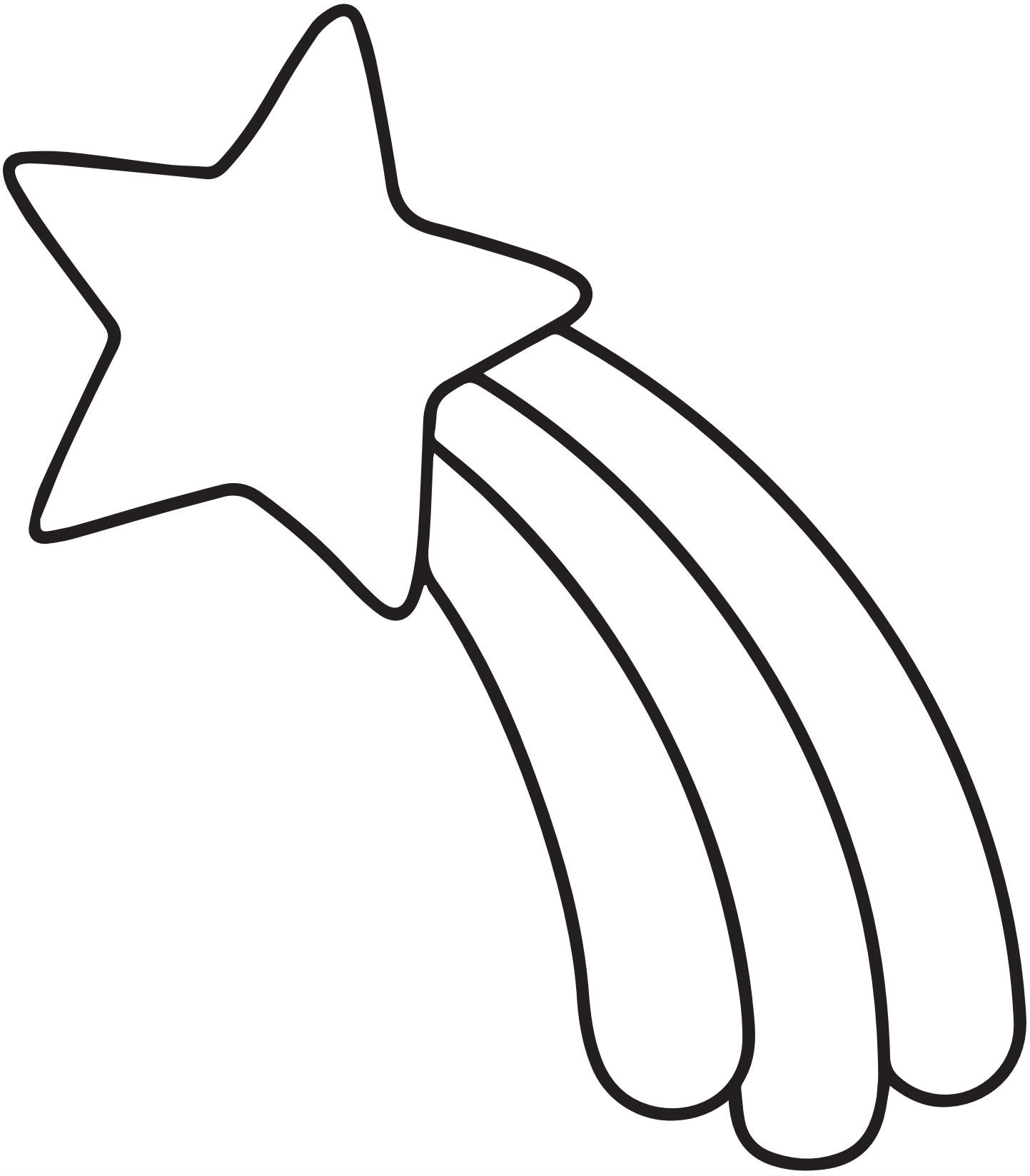
   - honest
   - sensitive
   - passionate
   - detail-oriented
   - having a strong sense of social justice
   - empathetic
   - inquisitive

2. Explore individual strengths that students can identify within themselves.
3. Pass out the Shooting Star Worksheet. Ask students to choose a goal they would like to achieve. Have them write or illustrate that goal in the star on the worksheet.
4. Next have the students consider their strengths. Invite them to write the strengths that will help them reach that goal in the tails of the shooting star.
5. If you would like, have the student cut out the shooting star and put them on a bulletin board, displaying their Shooting Star Strengths.
6. Finish the activity by inviting students to think about a shooting star, how bright and bold it shines as it soars, and how unique each star is. Remind them that they are uniquely equipped to accomplish their goals!

NAME:_____

Shooting Star Strengths

Choose a goal to work on. Write, draw, and decorate your goal in the star and fill in the tail of the shooting star with your strengths.



Magnificent Me

Some neurodivergent students may need guidance and practice with self-awareness and advocacy skills. This activity can give an experience of co-regulation with classmates and teachers, and is meant to help students feel the safety of co-regulation and develop needed skills toward self-regulation.

LEARNING OBJECTIVE 1

Increase self-awareness and self-advocacy skills.

LEARNING OBJECTIVE 2

Increase a sense of community, belonging, and relationship by offering an avenue for educators, students, and classmates to get to know each other better.

LEARNING OBJECTIVE 3

Increase introspection and self-pride by promoting self-expression through self-representation.

SUPPLIES NEEDED

- Magnificent Me Worksheet (See the Downloadable Resources)
- Art Supplies

LESSON

1. Pass out the Magnificent Me Worksheet. Invite students to read, think about, and fill in the worksheet prompts.
2. Assist students as necessary to explore their strengths and worries as they fill out the worksheet. If students can and want to discuss their hopes and dreams, this can provide an opportunity to assess student needs, leading to student self-awareness.

Please Note: Students should never be forced or coerced to share. This activity can be vulnerable for some students, and sharing is always vulnerable.

NAME:_____

Magnificent Me

Consider the following questions. Write or draw what comes to mind.

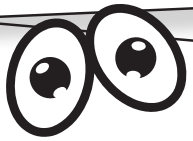
Do you have a favorite memory that makes you laugh or smile?

What are your hopes and dreams for yourself?

What are some of your accomplishments?

Think about a proud moment.

What are you scared of?



What are you worried about?

Is there something that isn't listed here that you want others to know? If so, make up one or more questions about yourself on a separate sheet of paper.

Removing Roadblocks on the Problem-Solving Pathway

The path to helping students thrive and succeed becomes clearer when they (and we) can determine their needs and identify what is blocking the path forward. As collaborative participants in identifying their needs, students may require help in becoming aware of how these needs impact their success. This top-down strategy highlights a process for problem-solving that works when a student is regulated after a roadblock (or dysregulated) moment. This strategy is only effective when the student AND the adult have experienced moments of co-regulation, helping the student feel safe enough to gain access to the reasoning part of the brain. This is when the student can reason and reflect on the *why* behind what worked and didn't work during the roadblock moment they just encountered. What is the roadblock, and why did it show up? The timing and repetition of working through the problem-solving process will become more accessible, leading them closer to emotional resilience. Students can learn that it is typical not to be able to solve problems on the first try, so practice in this process is vital.

LEARNING OBJECTIVE 1

Increase student awareness of nervous system needs and how to meet those needs (identification of barriers and clearing of identified roadblocks).

LEARNING OBJECTIVE 2

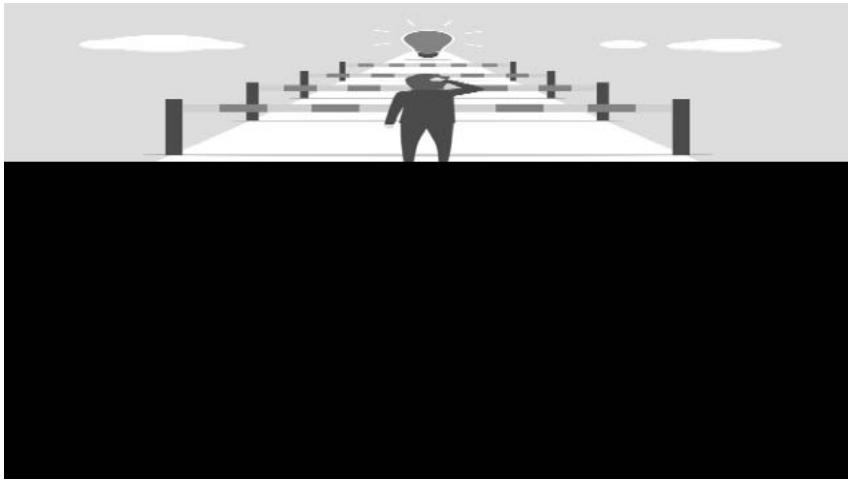
Encourage expression of needs and building of self-advocacy skills.

LEARNING OBJECTIVE 3

Increase student understanding of the problem-solving process through practice.

SUPPLIES NEEDED

- Removing Roadblocks on the Problem-Solving Pathway Worksheet (See the Downloadable Resources)
- Art Supplies



LESSON

Reminder: This activity should be done with a teacher or para when the student is regulated and can reason and reflect on a roadblock they recently encountered (for example, being stuck on an assignment or just in general).

Regulation does not mean calm. The regulated nervous system state looks different for everyone, especially for neurodivergent students. (Remember the story from my book 15-Minute Focus: *Regulation and Co-Regulation* about my neurodivergent son whose "best day" was captured in a photo that could be easily interpreted as unpleasant.) Regulated can look like squirming and fidgeting to find focus. Students should not be expected to sit still, pay attention, smile, or look in the eyes to display calm, regulated, happy, engaged, or anything else.

1. Use the Removing Roadblocks on the Problem-Solving Pathway worksheet if the situation allows. Otherwise, use the prompts below to have a conversation about the roadblock the child has encountered.
2. Ask the child to identify what the problem is, what is in their way (the need the nervous system is trying to communicate), and how they can remove the roadblock (meet the need).
3. Work with the student to explore roadblocks and help with roadblock removal by modifying the environment where possible to enhance trust, felt safety, self-advocacy, and problem-solving skills.

Note of caution: When using what you know about a student to determine when and if this worksheet should be utilized, be aware that some children re-escalate just by discussing vulnerable topics. Self-esteem is fragile, and they may not be ready or able to discuss things like this yet. THIS IS NOT A FIX-IT PLAN. It is a journey to problem-solving, awareness, and advocacy.

NAME:_____

Removing Roadblocks on the Problem-Solving Pathway

The path to success becomes easier when we identify and remove what is blocking our way. Use this worksheet when you are stuck to figure out what is in your way and how to remove the roadblock.

There is a problem and I'm feeling _____!

ROADBLOCKS

Check and describe what is irritating you, making you feel uncomfortable, or is in your way.

- ☐ Sounds: _____
- ☐ Smells:_____
- ☐ Sights: _____
- ☐ Sense of Touch:_____
- ☐ Taste: _____
- ☐ Too cold or too warm
- ☐ I feel dizzy, wobbly, buzzy or:_____
- ☐ Not sure, but something feels off, like: _____

_____

_____

I can't focus because…check the box(es) below.

- ☐ My personal learning space (backpack or desktop) is disorganized.
- ☐ I can't find/don't have what I need.
- ☐ I need a break!
- ☐ I am confused.
- ☐ I am tired.
- ☐ I need something repeated.
- ☐ Other: _____

_____

_____

ROADBLOCK REMOVAL

Check one or more options that will help you.

- ☐ Headphones
- ☐ Weighted blanket
- ☐ Different seating
- ☐ Walk and talk
- ☐ Stretch and yawn
- ☐ Quiet workspace
- ☐ Drink and/or snack
- ☐ Bathroom
- ☐ Regulation tool
- ☐ Breathing technique
- ☐ Grounding strategy
- ☐ Talk/draw/write about it
- ☐ Take a break and try again
- ☐ Other: _____

_____

If the Roadblock cannot be removed, what can I do to help manage how I feel? _____

_____

My Roadblock & my removal solution is:_____

_____

The 5 Love Languages of Neurodivergence

A while ago, I came across an Instagram post from @neurowonderful about neurodivergent love languages. I was immediately intrigued and read it to my son. With his whole soul, he responded, "I feel so seen!" This information has truly strengthened our relationship and helped us understand each other better. I used to misinterpret my son's behaviors, but now I know he was showing me love in ways that made complete sense to him, and reflected how he wanted to be shown love back!

Share these "love languages" with your neurodivergent students in open dialogue and see if any or all resonate. Let students know that you see and value their connection needs and ways of expressing those needs to others. Take the opportunity to discuss how to incorporate these love languages into the classroom. For example, incorporate some sharing time into the class calendar to allow for "info dumps" and "cool rock/button/leaf, etc." moments that can bring students, peers, and educators closer emotionally. Do you have sensory items like weighted blankets for deep pressure regulation-promoting moments in the classroom? What support-swapping activities within the classroom can you create?

To enhance inclusivity and understanding in the classroom, educators can display the graphic where students can see and express their preferred love languages. Encourage students to contribute new ideas to the list and design their own love language artwork. Integrating this concept into the curriculum, along with teaching this information and these strategies, can significantly aid neurodivergent students in forming connections with their peers. Research[4] indicates that peer training has a more substantial effect on the relationships of autistic students compared to teaching them "traditional social skills." This approach can help bridge cultural mismatches that sometimes occur within neurotypical and neurodivergent relationships and provide students with effective ways to interact with neurodivergent peers, fostering better connections in the classroom.

The 5 Love Languages of Neurodivergence

Love Language #1: Info dumping: Talking about an interest or passion and thus sharing information, usually in detail and at length.

Encourage and appreciate these niche shares with students. It builds relationships, creates trust, and fosters connections. The question arises, "How do we handle it when a student interrupts a lesson to share passion info?" As one of my trusted colleagues told me when I asked, "So what? That interruption often takes way less time than getting them to wait until the appropriate time to share. I think it's one way we can be more accepting of different brain types vs. expecting them to meet neurotypical norms. I get there still may be an inappropriate time that needs a strategic way to redirect, but the onus of change should not always be on the neurodivergent learner to 'wait' for the appropriate time." My son equally loves to hear what others are passionate about. Learning happens when sharing occurs on both sides.

Love Language #2: Parallel play: Being alone together. Doing separate activities with or alongside each other but without having to interact or communicate with each other. Students may feel safer in a relationship where they have clear autonomy and space while still feeling the warm, connected presence

of someone who cares. One example could be reading different books in the same room or doing a puzzle while the other plays a video game. Just existing together counts too.

If you need to engage them and shift their focus, avoid abruptness and give them time and support for the transition.

Love Language #3: Support swapping: Reminding a friend to hydrate when they ask if you have taken your medication, allowing a friend to help you write an email or word a text a certain way, or helping them with homework.

Students can engage the power of community by getting their needs met and reciprocating by meeting others' needs.

Every day, I ask my son if he took his medication. For years, he would say, "Yes, did you take yours?" And for years, I misinterpreted his tone of voice and intention as disrespectful. How dare he insinuate I needed medication! After I showed him the original post on these ND love languages, he said, "Support swapping, that's you and me!" I was puzzled and asked him to tell me more. He said, "Every day you ask me if I have taken my meds, and then I ask you if you have taken yours because my meds help me feel better, and I always want to help you feel good."

Pause for all the feels. What a lesson for me! From then on, I was careful to avoid misunderstanding tone and intention. I needed to remain curious, especially when I felt triggered. My pride and triggers were driving a wedge between us, and I didn't even realize it! I couldn't see past my anger and was frustrated that he refused to change. In his mind, he felt rejected and misunderstood, yet loved me harder despite this. I apologized, and our relationship grew immensely. I feel closer to him, knowing he wants to support me just as much as I do him.

Love Language #4: Please crush my soul back into my body: Deep pressure is good and provides proprioceptive input. It can soothe the body's stress responses. (Consent is essential, and one size fits *one*)**.**

An evaluation from an occupational therapist can determine sensory needs and accommodations. Some students need pressure and others need different input. For some students like my son, weighted blankets are a much-needed hug without physical contact. My daughter only wants physical contact. What we know is that personalized sensory input is critical for regulation.

Love Language #5: I found this cool rock/button/leaf etc., and I thought you would like it:
Unconventional gift giving, sharing things that are valuable or interesting to you as a sign of affection, OR giving someone a thing you know they are interested in; memes count too!

The meme thing makes me laugh out loud. Now I have words to explain why I often get a meme from my son at 2 am. They are spot-on electronic hugs (physical touch can be painful for him. I know it when I forget, because he winces) showing me how well he knows me. It has been a relationship builder for us because I upped my meme game, and he tells me he loves it when I send him "the really good ones."

For neurodivergent students, it's a way of saying, "You are in my thoughts and I want to share something with you." We can do this in return for our students, as well.

The 5 Love Languages of Neurodivergence

LOVE LANGUAGE #1

Info dumping: Talking about an interest or passion and thus sharing information, usually in detail and at length.

LOVE LANGUAGE #2

Parallel play: Being alone together. One example could be both reading your own books in the same room or doing a puzzle while the other plays a video game. Just existing together counts too.

LOVE LANGUAGE #3

Support swapping: Reminding a friend to hydrate when they ask if you have taken your meds, or if a friend helps you write an email or word a text a certain way, you help them with homework.

LOVE LANGUAGE #4

Please crush my soul back into my body: Deep pressure is good and provides proprioceptive input. It can soothe the body's stress responses. (Consent is essential, and one size fits ***one***.)

LOVE LANGUAGE #5

I found this cool rock/button/leaf etc., and I thought you would like it: Unconventional gift giving, sharing things that are valuable or interesting to you as a sign of affection, OR giving someone a thing you know they are interested in; memes count too!

Environmental and Sensory Audit

Neurodivergent students and students who have experienced trauma may have underactive (hyporesponsive) or overactive (hyperresponsive) nervous systems. Because of this, sensory needs can present in various ways, resulting in distress behaviors and other challenges for the individual. Assessing the classroom environment and performing a sensory audit will help staff assess and create an environment that will positively impact student learning and participation.

Have you noticed any of the following in your classroom?

- Fatigue
- Difficulty controlling body (in obvious discomfort)
- Difficulty hearing, asking “what?” repeatedly
- Students not starting an activity after instructions are given
- Poor handwriting
- Avoidance of loud noises and bright lights
- Poor posture
- Meltdowns
- Fine and gross motor challenge
- Impulsivity
- Wandering
- Lethargy

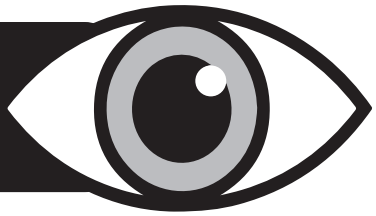
Use this audit template to assess and identify modifications for accommodating sensory needs in your classroom. For best results, gather your class to observe the current environment and actively involve students in suggesting changes that could support their individual and diverse sensory processing needs. It is also a great idea to consult with an occupational therapist for tailored advice for some students.

One last thought: although this is a classroom audit, the results may be individualized per student (hyperresponsive vs. hyporesponsive), especially when it comes to the student’s interoception. Interoception is the ability to understand and feel what’s going on inside your body. Neurodivergent students and children impacted by early childhood adversity often don’t recognize cues and sensations like knowing when they feel hungry or thirsty, when they feel full, or when they feel hot or cold, making self-regulation challenging. For children with interception differences, the environment can be hard to navigate, so a sensory and environmental audit can also lend itself to exploring and offering adaptations such as:

- Bathroom breaks -set timers to help students recognize when they need to go
- Snack breaks -monitor for students who struggle with recognizing satiety
- Movement breaks -watch for unusual pain responses or lack of response

(See the Neurodivergence and Learning Differences section in the Introduction of my Regulation book.)

VISUAL Considerations



BEST PRACTICE	CURRENT SITUATION	ACTIONS NEEDED
SUGGESTIONS FOR HYPERRESPONSIVE NERVOUS SYSTEMS **Lighting** • Ensure there are no flickering lights. • Distracting shadows/light patterns are minimized. • Objects which produce glare or reflections are removed or minimized. • Exposure to flourescent lighting is minimized. • Access to a low/dimly lit space is available. **Spatial Design** *Dividers to Block Visual Input* • Busy or cluttered wall displays are minimized. • Limited use of distracting patterns and/or colors. • Access to a neutral and tidy space is made available. **SUGGESTIONS FOR HYPORESPONSIVE NERVOUS SYSTEMS** • Larger images, color coding, bolding, and other visual aids.		

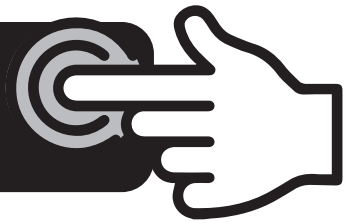
Adapted from The Lindsay Foundation

NOISE Considerations

BEST PRACTICE	CURRENT SITUATION	ACTIONS NEEDED
SUGGESTIONS FOR HYPERRESPONSIVE NERVOUS SYSTEMS **Noise & Sound** • The space is carpeted to reduce movement sounds. • The space is modified to lessen echo sounds. • Electronic equipment is turned off when not in use to avoid electrical buzz/hum. • The space is soundproofed to minimize external noises (e.g., vehicle traffic). • Fluorescent lights are replaced or fixed when they become noisy. • A warning is given if a loud or sudden noise will occur, including fire and other safety drills. Adjust volume for school announcements, class interruptions (over speakers or walkie-talkies) bells of transitions, etc. • Signage advising appropriate noise levels. • Access to a quiet room is made available. **SUGGESTIONS FOR HYPORESPONSIVE NERVOUS SYSTEMS** • Auditory cues to hear better and focus (say student's name before a lesson, repeat questions). • Air pods for students who do better when listening to music.		

Adapted from The Lindsay Foundation

TOUCH Considerations



BEST PRACTICE	CURRENT SITUATION	ACTIONS NEEDED
SUGGESTIONS FOR HYPERRESPONSIVE NERVOUS SYSTEMS **Clothing/uniform** • Avoid uncomfortable seams, itchy farbic, and heavy or inflexible fabric. • Alternative clothing or uniform options are easily accessible. **Seating** • Hard chairs have optional padding to reduce discomfort. • Rug or fabric squares available to cover hard floors or uncomfortable carpets. **Provisions** • Equipment and activities that provide deep pressure or resistance for proprioceptive input (e.g., weighted lap pads, carrying books). • Space for students to withdraw if they are sensitive to proprioceptive overload. • Provide opportunities for movement, such as swivel chairs or rocking chairs for those who need more vestibular input. • Create spaces that are motion-free and offer stability for students who may get overstimulated by movement. • Allow use of electronic typing device when hand writing is uncomfortable. • Create signage advising appropriate contact between people (e.g., ask before hugging). **SUGGESTIONS FOR HYPORESPONSIVE NERVOUS SYSTEMS** • Gentle hand on student shoulder before a lesson as a focus cue.		

Adapted from The Lindsay Foundation

SMELL & TASTE Considerations

BEST PRACTICE	CURRENT SITUATION	ACTIONS NEEDED
SUGGESTIONS FOR HYPERRESPONSIVE NERVOUS SYSTEMS **Smell** • Smells from cleaning chemicals, paint, deodorizers and similar materials are minimized. • Use of strong perfume, deodorant, or personal care items minimized. • Smell from amenities (e.g., kitchen, toilet) are contained. • Option to leave space or wear mask if smell becomes uncomfortable. **Taste** • Neutral tasting food available (e.g., low spice). • Option to provide own meals in group eating or sharing situations. **SUGGESTIONS FOR HYPORESPONSIVE NERVOUS SYSTEMS** • Smelly stickers and markers, (lotion or essential oils dependent on school policy). • Spicy and sour options. • A basket of snacks with a variety of tastes and textures to access at anytime (never force any food option, texture, or taste).		

Adapted from The Lindsay Foundation