



# Lesson Plan: Senses and Sensibilities

## Overview

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Research shows that individuals with autism have increased anxiety due to sensitivity to workplace noise and other sensory stimuli. High levels of stress and anxiety in the workplace may interfere with performance. This module will go beyond the 5 senses and provide participants the insight and strategies needed to address sensory sensitivities. As a result of this module, participants will build self-awareness, self-management, and self-advocacy skills that support their personal success in the workplace.

## Prerequisites

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Recommended: Neurodiversity Strengths Checklist, NCLB Leadership Self-Assessment

Please see Facilitator Manual for specific directions on Scenarios/Skits, Social Autopsy, Action Plan, Meetings, and Extension Activities.

## Materials

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- ❖ PowerPoint (PPT)
- ❖ Participant Journal
- ❖ Participant Journal List (for Facilitator Use)
- ❖ Scenarios
- ❖ Sensory Inventory
- ❖ Sensory Strategies Checklist

## Part 1

### Launch: PPT S1

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*Joe Versus the Volcano Video Clip* (stop at 1:20)

- ❖ Intro Title Slide 1
- ❖ Set the Stage for Clip: <https://youtu.be/LnLDMqPBeKQ>
- ❖ Suggest Leading Questions (see PPT notes)

### Introduction: PPT S2-3

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- ❖ Brainstorm/Encourage participants to share personal experiences and/or prior knowledge of sensory processing/sensitivities.
- ❖ Create collaborative definition.
- ❖ Journal 1 and 2: Access participant prior knowledge and initial connection to content

### Goals: PPT S4

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Review slide to inform participants of the module goal and what they will do to accomplish this goal. Participants will identify any sensory sensitivities and learn strategies to support their success in the workplace. Participants will:

- ❖ self-assess sensory sensitivities.
- ❖ choose at least 1-2 strategies to address invasive sensory sensitivities.
- ❖ practice appropriate strategy in workplace scenario
- ❖ create an action plan to be used in the workplace.

### Learn: PPT S5-12

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- ❖ Understand sensory systems/7 Senses
- ❖ Journal 3 & 4
- ❖ Potential impact of sensitivities/overload in the workplace
- ❖ Journal 5
- ❖ Sensory Inventory
- ❖ Journal 6
- ❖ Sensory Strategies Checklist\*
- ❖ Workplace Accommodations
- ❖ Journal 7

## Review: S13

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- ❖ Use Slide 13 to review key content:
- ❖ So far we have learned:
  1. We have **7** senses.
  2. When we experience sensory overload our brains follow a **fight** or **flight** reaction.
  3. Learned about our own sensory sensitivities (if applicable) and reflected on their potential impact on success in the workplace.
  4. Strategies and accommodations to support success in the workplace.
- ❖ Journal 8

*This is the last slide of Part 1 and the first slide for Part 2. However, you might consider a brief look at Slide 14 to see what's next in Part 2.*

## Part 2

### Goals Check! PPT S14

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- ❖ Review lesson status (objectives 1 & 2)
- ❖ Introduce Practice then Plan (objectives 3 & 4)
- ❖ Segue to Practice

### Let's Practice! Scenarios: PPT S15-17

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*You will need the Scenarios and Social Autopsy worksheets for the Independent Practice portion of this activity.*

- ❖ Practice scenarios where sensory sensitivities pose challenges in the workplace.
- ❖ Complete a Social Autopsy

### Guided Practice

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- ❖ Read the scenario from Slide 16
- ❖ Discuss the possible sensory sensitivities present
- ❖ Identify challenges
- ❖ Brainstorm potential solutions/strategies
- ❖ Request a volunteer to act out (role play) the scene with you
- ❖ As a group, conduct a Social Autopsy

### *Independent Practice (see Senses Scenarios)*

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- ❖ Break participants into small groups
- ❖ Review the directions on Slide 17
- ❖ Distribute Senses scenarios and Social Autopsy worksheet
- ❖ Participants conduct a Social Autopsy
- ❖ Role play scenario/Create skit within small group
- ❖ Choose at least one group to present skit, more if time allows
- ❖ Encourage other participants to provide positive feedback and other potential solutions/outcomes.

### **Make it Yours! Action Plan: PPT S18-19**

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*You will be referring to the Action Plan and Potential Practice Opportunities pages in the Participant Journal. Consider having extra copies of these pages on hand for draft purposes.*

### *Sample Action Plan*

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- ❖ Use Slide 18 to model/walkthrough the completion of an Action Plan, including the use of resources at hand (see next)
- ❖ Encourage participants to use their journals as a resource as well as: *Sensory Inventory*, *Strategies Checklist*, *Neurodiversity Strengths Checklist* and/or *NCLD Leadership Self-Assessment*
- ❖ Segue to participants completing their own Action Plan located in their journal.
- ❖ Keep sample Action Plan available for visual support.

### *Your Action Plan → Potential Practice Opportunities: PPT S19*

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- ❖ Use Slide 19 to model the completion of *Potential Practice Opportunities* page located in their journal.
- ❖ Brainstorm and plan for practice outside of the classroom. Include as much detail as possible.
- ❖ Segue to participants completing their own Potential Practice Opportunities page located in their journal. Keep sample page available for visual support.
- ❖ Journal 9 (to be completed independently prior to Meeting)
- ❖ Segue to First, Next and Last Steps on next slide.

- ❖ Use Slide 20 as a visual to guide the *completion of Part 2 of this module*, including the Meeting and Follow Up Meeting described below.
- ❖ As participants complete the *Make it Yours!* portion of the lesson, schedule follow up meeting.

## Meeting

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- ❖ Review participant Action Plan and/or Visual Toolbox, Journal Progress
- ❖ *Discuss then Plan* for upcoming opportunities to apply/practice outside of classroom.
- ❖ Encourage ongoing self-awareness via journaling, collaborating with others, and self-management.
- ❖ *Schedule*: time with participant (approximately 1 week) for Follow Up Meeting

## Follow-up

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**Journal 10:** How'd you do? What worked? What could you do differently?

- ❖ *Review*: plan and application, journal, review and possibly revise toolbox/plan.
- ❖ *Discuss* concrete solutions for continual evaluation of participant self-awareness, self-management, and self-advocacy.
- ❖ *Complete* Journal, including any revisions and/or notes as a result of the *Discussion*.

## Extension

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- ❖ Use your Action Plan to create a Visual Toolbox
- ❖ See Facilitator Manual for directions

## Resources

- ❖ Neurodiversity Strengths Checklist
- ❖ NCLD Leadership Self-Assessment
- ❖ For further information, including additional strategies: Accommodation and Compliance Series: Employees with Autism Spectrum Disorder By Melanie Whetzel, M.A. <https://askjan.org/media/downloads/ASDA&CSeries.pdf>