



My School Experiences

A toolkit to understand the individual strengths, stressors and potential solutions for School Can't for Autistic students and their families

My School Experiences

A Guide for Parents and Carers

Why We Created this Toolkit

This toolkit is designed to support families of Autistic children and young people in primary or secondary school who are experiencing or at risk of experiencing 'school can't.' School can't occurs when a child is so overwhelmed and stressed by the demands of school that they find it difficult, or sometimes impossible, to attend. Another name for school can't is school refusal. School refusal implies it is a choice, which is incorrect. Autistic children and young people who experience school can't feel extreme stress and anxiety about attending school.

School Can't

To learn more about school can't you can check out the videos and fact sheets that were developed for parents/carers and school staff families at <https://go.amaze.org.au/schoolcantresources>

This toolkit was developed after hearing from over 700 parents/carers, teachers, and Autistic students through surveys and workshops. Their experiences highlighted that each child and young person's stressors are unique and must be understood to address the root causes of school distress effectively. We also heard how challenging it can be for families and schools to clearly identify the issues with their child and communicate this with schools.

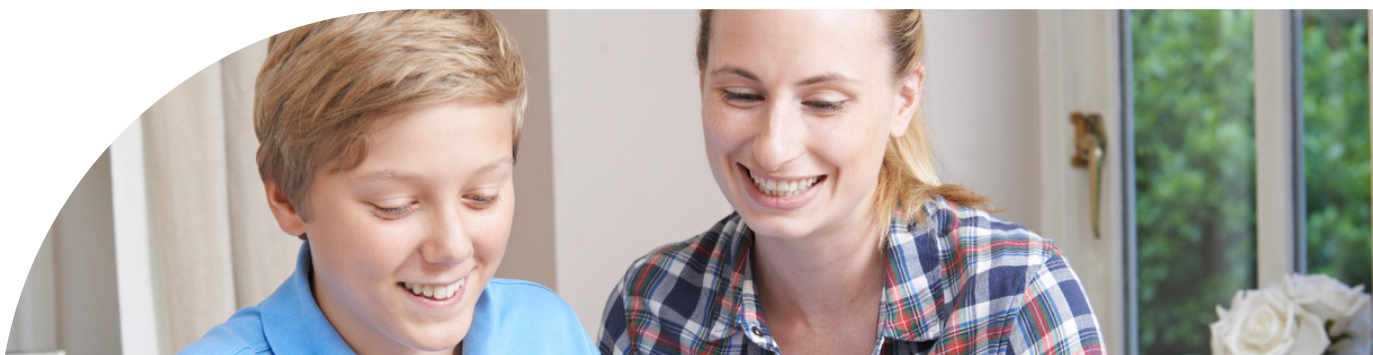
This toolkit aims to support those conversations. It offers interactive activities and discussion prompts to help parents, Autistic children and young people collaboratively explore school experiences, identify stressors, and uncover potential solutions. Activities can be adapted for different ages, abilities, and interests, and are designed to give children and young people a voice in the process. The insights gained from this process can then be shared with schools, therapists or other professionals, giving parents greater clarity and confidence in advocating for more meaningful and targeted support.

For Parents

School can't is stressful for parents too. Taking care of your own well-being, including managing your mental health, recognising personal triggers, and seeking support when needed, is essential. Many parents feel isolated during this process, so connecting with others going through similar experiences, such as via social media or support groups, can be incredibly helpful.

As you work through this toolkit, please be mindful of your own capacity and that of your Autistic child or young person. The activities provided are optional; even if you don't complete them all, the ones you do choose can still offer meaningful support and insights.

To help reduce overall stress related to school can't, the following optional activity is offered for you to complete before using the rest of the toolkit with your child. Many parents have shared that, especially early in their school can't journey, they carried extra pressure from others' opinions or past experiences, pressures that often didn't reflect their current reality or their child's needs. Recognising and releasing these unhelpful expectations can be empowering and help you refocus on what truly matters for you and your family.



Below are some prompts to reflect on or journal about, along with examples to guide you through this process.

PROMPT	What best supports me and my child/young person	Do I have any unhelpful beliefs/expectations or 'shoulds' I need to let go?
A good parent is...	Example: supportive, but not perfect. Mistakes can be repaired, and this actually builds trust.	Example: volunteering at school events. But my child requires more support and that is the important thing to focus my energy on.
Good behaviour from my child means to me...	Example: doing their best. I understand that behaviour is communication, and dysregulation is a sign of stress or a need.	Example: well behaved. Extended family make me feel that I'm not strict enough. But they don't understand that Autistic meltdowns are not bad behavior.
My child doing well (socially, developmentally, academically, emotionally) at school would look like...	Example: following my child's lead on their social needs. My child only wants one close friend, and that's perfect for them.	Example: keeping up with milestones. I sometimes compare my child's development to other children. But I understand it's common for Autistic children to develop skills along different trajectories.
Being forced to do things I didn't want to do at school made me...	Example: unhappy. But even if some things can't change, I can still validate my child's feelings. This might be a way we can connect.	Example: succeed in the workplace. I worry that if my child doesn't learn to conform now they won't do well in life. But that doesn't consider that accommodations are a right and available even in the workplace.

PROMPT	RESPONSE
The most important things for my child's wellbeing are...	Example: mental and physical health
Ways that I am already doing a good job as a parent in supporting my child's wellbeing...	Example: Learning about and advocating for their needs, supporting them emotionally.

Using the Toolkit with Your Child or Young Person

To get the most out of this toolkit, use it at a time and in an environment that feels calm, comfortable, and enjoyable for both you and your child. A few things to keep in mind:

- If there's been strain in your relationship around this topic, focus on rebuilding trust and understanding school can't before introducing the toolkit.
- Let your child know ahead of time what the toolkit is and why you're using it. You can plan together to make it more enjoyable, like having their favourite snacks or choosing a comfortable space.
- **Don't rush the process.** These activities may take place over several sessions or different days and should not replace a preferred activity for your child.
- Consider their sensory needs. Make sure they have what they need to feel comfortable and that there are no sensory stressors or distractions in the environment. Encourage your child's natural desire to participate rather than relying on rewards. Participation can be encouraged through their desire to be heard, to improve their school experience, to spend quality time with you, or simply through enjoyment - especially if activities are adapted to their interests.
- Some children or young people find it easier to do these activities while also engaging in something else, like playing a game on a tablet, colouring in or eating dinner. This can help them regulate and focus. If using this method, then use the activities as discussion prompts with your child and fill them out from your conversation.

Adjusting the Activities for Different Abilities and Interests

These worksheets can be adapted in many ways to suit different communication styles, abilities, and interests. Wherever possible, involve your child in choosing how they'd like to share their experiences. There's no one right way to use the toolkit, what matters is that it feels accessible and engaging for them. Some ideas include:

- Writing on the worksheets independently or with your help
- Drawing pictures
- Using toys to act out their experiences
- Creating Minecraft worlds that represent aspects of school life (eg. building their ideal school, or chatting with you while playing as a form of co-regulation)
- Using ChatGPT to create picture memes that reflect how they feel
- Simply talking through the worksheet topics in a relaxed conversation



Discussing the Purpose of the Activities and Limitations of What's Possible

Before you begin working through the toolkit with your child, having a short conversation can help them understand its purpose and set the tone. It gives them permission to be honest, helps them feel safe sharing their experience, and gently prepares them for the fact that while you'll do everything you can to support them, some changes may be out of your hands. You're showing them that they're not alone in this and that matters. For some children, having a better sense of your support for them in this, can significantly reduce their stress levels around school.

Ideas for how you could have these types of discussions:

For a younger child:



I know school's been hard for you lately. I want to understand what it's like for you. I've got some activities we can do together to work this out. Anything you share is ok, you won't be in trouble. I can then talk to your school and see if anything can be changed to help. Sometimes schools can't change some things, but I'll always try my best. What you say matters to me.

For an older child or young person:



I know things at school have been tough for you, and I really want to understand what's been going on from your point of view. I've got this workbook we can do together, it's just a way to explore what's been hardest and what might help. You can be honest; I'm not here to judge, just to support. Some things at school might not be able to be changed, but I'll do my best to advocate for you. You're not doing anything wrong by struggling. I want to be here for you.

Exploring Stressors and Solutions with your Child or Young Person

No matter how your child chooses to engage with the activities in this toolkit, it's important to have follow-up conversations to clarify what they mean and explore their experiences more deeply. The toolkit is designed to give children and young people an open-ended space to express what they think, feel, and know before introducing specific prompts or asking about common school stressors, especially if they're unsure how to explain what's going on.

When talking with your child, empathy and validation are key, as well as keeping the focus on your child's experiences. Even if you don't fully agree or understand their perspective, you can still validate that their feelings make sense and are having a real impact. This builds safety and trust in your relationship, which can reduce their overall stress levels. If your child is soothed by touch, physical ways to show empathy such as a hug might also be helpful.

Here are some examples of how to respond with empathy whilst gently exploring more detail:



It sounds like the noise at lunchtime is really overwhelming for you. Instead of a break, it's just more stress. Can you tell me what kinds of noises are the hardest?



I'm really sorry you feel rushed in the mornings. Thank you for telling me. That helps me understand how to support you better. What part feels most stressful: how I speak to you, the steps involved, the time pressure, or something else?



That sounds hard, can you tell me more?

The Activities

Choose activities that best suit your child and their needs. Not all children or young people will resonate with all of them. With all of these activities, first try and let your child or young person share their feelings, experiences and ideas from their own perspective. If they struggle to think of answers, or only provide very general answers like “it’s everything”, then the list of common stressors on page 11 might help to go through first.

ACTIVITY

PAGE 14

School Experiences

A creative space for your child to share what they like, worry about, and wish for in school. There are no right or wrong answers to this, nothing is too silly. Even fantasy ideas may hold insights that relate to their needs which you may discover from follow-up questions.

ACTIVITY

PAGE 15

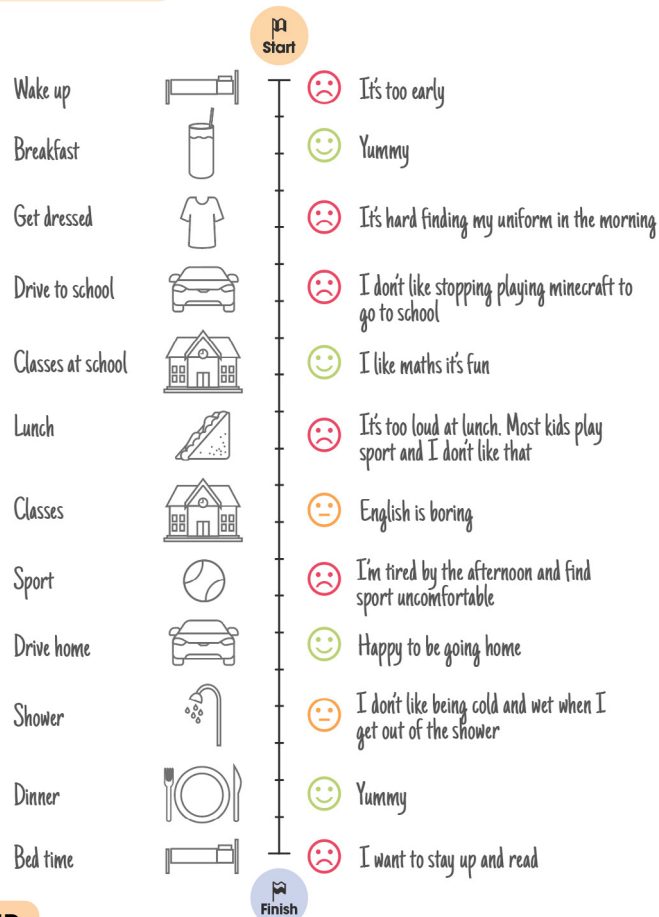
Timeline of a Challenging School Day

This activity is flexible. It aims to identify if particular activities, tasks, transitions or the accumulation of stress are key causes of school can’t for your child or young person. You can use it to map out an entire school day for your child from when they first get up in the morning until bed-time. If this feels too much to do all at once, an alternative could be to just focus on a particular time period that may be most difficult for them, such as getting ready for school.

Many children and young people will find it easiest if the parent maps out the activities on the timeline for them. It can be particularly helpful to draw symbols to represent each activity or task. You can then talk about how your child feels at each stage of the day or process. Some children may like to do this by drawing faces or using different colours to show how they feel. Then discuss with your child what about the activities, tasks or that time of day is making them feel this way. Things that make them feel good may give clues of aspects that might help regulate stress if they can be increased, so don’t just focus on the moments when they are feeling their worst. Remember too, it might not be the specific activity or task that makes them feel stressed, it can be the environment around them, tiredness from the accumulation of earlier stress or even point to a time of day they are less distracted and worries come up.

After completing this activity with your child, it will be worthwhile sharing it with your child’s teacher/s to let them know what times of day your child finds most challenging. Additionally, your child’s teacher/s may have their own insights to add as they might have noticed some patterns throughout the day that your child is unaware of.

EXAMPLE



TIP

For each challenging part of the day, consider what actions you could take to reduce stress. For example, bringing headphones to wear at lunch time if things get too noisy.

My Sensory Experience and Needs at School

Sensory stressors are one of the most common and significant factors contributing to school can't for many Autistic students. Sensory needs are very individual and can change during times of stress. Meeting sensory needs includes both finding ways to reduce exposure to sensory stressors and including enough access to the types of sensory experiences that assist with regulation. When sensory needs are not well met this can reduce resilience to other kinds of school stressors, so considering this aspect will be important for most Autistic children and young people, even if their main concerns seem to be other things.















Two worksheets are provided for your child or young person to share their sensory needs at school (or at home or at extracurricular activities before and after school). The first looks at sensitivity to sensory experiences that *feel too much and cause stress*. The second is for sensory experiences that *feel good to them and are regulating*. With this one, consider if your child has unmet needs from insufficient access to any specific sensory inputs (e.g. they may have a specific need for more movement breaks or ways to stim with fidgets) which may be contributing to stress. It might also be possible to add more of the things they find regulating in general.

In addition to discussing general sensory stressors and needs at school, a key topic of conversation should include sensory breaks to consider if your child or young person is currently having enough of them and if the environment they are offered during any breaks is currently meeting their needs.

Below are some examples of how these worksheets can be used. For younger children, this may be best filled out by the parent during a discussion. You also might consider some of the ideas for alternative ways they could share these aspects in other formats, like drawings. The list of common sensory stressors on page 11 might also help with some children and you can ask them how big or small these aspects make them feel bad.








EXAMPLE

Sensory Experiences that are Too Much

	I don't like it when there is too much of these	How much is this an issue? (big, medium, small)	Possible ways that might help reduce this stress
 SOUND	School bell, hand dryers in bathroom		Ask school if noise cancelling headphones could be worn close to bell times
 SIGHT	Bright lights in the classroom		Ask school to change desk location to area away from lights
 TASTE	Veggies in my lunchbox		I'll give mum a list of foods I'm happy eating to help her remember
 TOUCH	Socks with seams		Find seam free socks
 SMELL	The toilets smell		I can put up with this one especially if I wear earmuff to block out the hand dryer noises which is more of a stress.
 WHAT'S GOING ON INSIDE MY BODY Interoception	Not knowing I need the toilet until the last minute		Get permission to be able to go to the toilet during class without having to first ask.
 BALANCE MOVEMENT AND BODY PRESSURE Vestibular/proprioception	My school bag is too heavy		Discuss with school if I could use a tablet instead of having multiple notebooks in my school bag or if there's another way to reduce what I need to carry.

EXAMPLE

Sensory Experiences that Make Me Feel Good

	When I can have more of these things, I feel better	Does not having access to this sensory experience make it hard for me to focus	Potential ways to have more of this at school
 SOUND	Music - helps concentration	Yes	Ask to have music during quiet work time
 SIGHT	Bubble lamps Dark rooms	No	Discuss accessing a dark space for sensory breaks with school
 TASTE	Peppermint flavoured things	No	Include peppermint lollies or biscuits in my school lunch
 TOUCH	Soft toys and soft things	No	Keep some small soft toys on keychains with me at school.
 SMELL	Vanilla lip balm	No	Keep a lip balm in pencil case to use as needed.
 WHAT'S GOING ON INSIDE MY BODY Interoception	Feeling Full after a good lunch	No	Make sure I eat all my lunch and it's food I really like.
 BALANCE, MOVEMENT AND BODY PRESSURE Vestibular/proprioception	Moving my body or at least my hands with fidgets	No	More movement breaks, perhaps ask if I could have a wobble chair at my desk? Quiet fidgets that involve movement during class could also help.

ACTIVITY

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What is Difficult, and What Makes Me Feel Good

This activity helps uncover stressors and supports, including sensory issues, transitions, people, or tasks. This is intentionally open-ended to allow your child or young person to share their specific needs, but if they are struggling to think of examples the checklist on page 11 might be a helpful prompt.

ACTIVITY

PAGE 19

Connections

A worksheet that asks key questions about the people in your child's life (this can be at school or broader), and things that make them feel a sense of belonging and safety. Positive connections and the things that provide your child a sense of safety and belonging are often important to consider as part of solutions to school can't. Difficult connections may be stressors so clarify with follow-up questions.

Strengths

A space to highlight your child's interests and strengths, which can guide solutions and accommodations. Some children and young people may struggle to see their strengths. If this is the case, then use this activity to discuss what strengths you as a parent see in them and/or what other people may tell them are their strengths. This then becomes a helpful activity for connection and building self worth.

Bringing it All Together

A summary page to explore themes, clarify needs, and consider possible next steps and solutions at home or with the school. The bottom section of this worksheet can be cut off if you plan to take it to any school meetings in order to keep private things your child or young person has requested is not shared with them.



Discussing Your Child's Stressors and Needs with Schools

Once you've used the toolkit to explore your child's experiences, you can share key insights with school staff to support targeted advocacy. If you haven't already, setting up a Student Support Group (SSG) can be a great way to bring together all your child's support people in a structured way. An SSG is a partnership between schools, parents/carers, and any other relevant support people such as an advocate or therapist. Your child should also be included, if they are old enough to do so, so that they can have a say in their learning and the issues that affect them. The SSG will look at all aspects of your child's wellbeing, including their learning, social inclusion, safety, access to facilities, and behaviour support. These meetings should be held regularly to ensure the strategies in place are as up to date and relevant as possible.

You can bring this toolkit to the meetings to help facilitate discussions around the specific stressors your child needs support with at school. Another important thing to bring, if you have one, is your child's Individual Education Plan (IEP). If you do not currently have an IEP, an SSG meeting is great time to create one. The findings from this toolkit will be very useful in building the goals and supports for your child's IEP. If you do already have an IEP, it may be worth discussing updates to your child's plan in an SSG meeting to reflect the key insights you have gained from this workbook.

During discussions with the school, focus on what's causing distress and what helps your child or young person feel safe and engaged, using their words or examples where possible. Framing this as a collaborative conversation, centred on your child's needs rather than behaviours, can help shift the discussion toward problem-solving. It's also important to celebrate your child's successes and progress. Positive feedback helps everyone know what is working and builds a shared understanding of the strategies that support your child best.

A key discussion point in your meetings with the school should be what strategies and accommodations will be implemented to support your child. There is a wide range of strategies you can try, from smaller adjustments like sensory supports, to larger adjustments like reducing the number of hours or days your child attends school each week. The strategies you try must be focused on addressing the specific stressors affecting your child. There are 'school can't' resources on Amaze's website which also provide some examples of accommodations some parents have found helpful. You can read more about potential strategies at <https://go.amaze.org.au/schoolcantresources>

Remember, the key to implementing successful solutions is to make sure they address the specific stressors you've identified that your child is experiencing. It also might take time to find the right strategies to support your child. That is why it is important to have frequent communication with your child's school so that any changes can be monitored, reviewed and updated when necessary. A successful partnership with your child's school will help lead to the best possible outcomes for your child.



Commonly Reported Potential School Stressors

If your child has difficulty thinking of things that are causing their school can't, this list can be used with them to remind of the things that are difficult. It might also be helpful to use after the activity sheets, even with children and young people who shared their own experiences first, as a way to test if there may be things they missed.

SENSORY

<input type="radio"/> School bells/alarms	<input type="radio"/> Overhead lighting	<input type="radio"/> Classroom noise	<input type="radio"/> Issues with food
<input type="radio"/> Distractions from people moving in the classroom	<input type="radio"/> Feeling too hot or cold in the classroom or outside	<input type="radio"/> Not able to fidget or stim to concentrate or be calm	<input type="radio"/> Distractions from things in the classroom (eg pictures)
<input type="radio"/> School uniforms don't feel good to wear	<input type="radio"/> Not knowing I need to go to the toilet until it's urgent	<input type="radio"/> Lack of shade in playground/ lunchtime	<input type="radio"/> Things that feel bad to touch (eg tissues, food, art materials)
<input type="radio"/> Lunchtime noise	<input type="radio"/> Sports events being noisy	<input type="radio"/> Difficulty managing menstrual periods	<input type="radio"/> Feeling physical pain
<input type="radio"/> Sensory issues in toilets (smells, hand dryers etc)	<input type="radio"/> School chair or desk uncomfortable	<input type="radio"/> Writing tools uncomfortable	<input type="radio"/> Other people are distracting during exams
<input type="radio"/> Forgetting to drink water/headaches from dehydration	<input type="radio"/> School bag too heavy or uncomfortable	<input type="radio"/> Nowhere comfortable to do homework	<input type="radio"/> Particular smells or areas of school with smells (eg deodorant, body odor, canteen smells)

UNCERTAINTY / UNEXPECTED CHANGES / TRANSITIONS

<input type="radio"/> Feeling bad or scared about body changes as I get older	<input type="radio"/> Not knowing what to expect during regular day at school	<input type="radio"/> Transitioning between classes or activities	<input type="radio"/> Transitioning between grades or schools
<input type="radio"/> Special school events/excursions	<input type="radio"/> Extra curricular activities	<input type="radio"/> Unexpected changes to the day	<input type="radio"/> Substitute teacher

ORGANISATION

<input type="radio"/> Getting ready for school (finding clothes, packing bags etc)	<input type="radio"/> Feeling too busy with extracurricular activities or therapy/ appointments	<input type="radio"/> Finding the right classrooms and getting there on time	<input type="radio"/> Difficulty organising ideas or knowing what's most important for assignments
<input type="radio"/> Losing belongings and keeping them organised	<input type="radio"/> Not having a sense of time to do tasks	<input type="radio"/> Forgetting to do assignments on time	<input type="radio"/> Being organised with school work
<input type="radio"/> Not having enough time during exams to check for mistakes	<input type="radio"/> Losing school notes between home and school	<input type="radio"/> Not knowing what time it is in the day	<input type="radio"/> Not enough time to each lunch
<input type="radio"/> Feeling rushed			

Commonly Reported Potential School Stressors

SOCIAL CONNECTION

<input type="radio"/> Fights at school	<input type="radio"/> Bullying	<input type="radio"/> Feeling left out	<input type="radio"/> Not knowing who is safe
<input type="radio"/> Not feeling believed about what is difficult	<input type="radio"/> Difficulty asking for toilet breaks	<input type="radio"/> Not having friends or having friendship challenges	<input type="radio"/> Feeling a need to mask Autistic traits
<input type="radio"/> Stress caused by things at home	<input type="radio"/> Not feeling listened to	<input type="radio"/> Difficulty asking for help	<input type="radio"/> Challenges with specific teachers
<input type="radio"/> Not having someone that feels safe (teachers or friends)	<input type="radio"/> Feeling physically different to other students in some way	<input type="radio"/> Feeling scared of the way teacher talks to them or the class	<input type="radio"/> Not feeling connected to their main teacher
<input type="radio"/> Autism not talked about in positive ways. Or not seeing positive Autistic role models	<input type="radio"/> Feeling upset by bad things that other people are experiencing at school	<input type="radio"/> Not having as many connections with other Autistic students as would like	<input type="radio"/> Feeling like I try my hardest to do the right thing but mistakes are assumed to be bad behaviour
<input type="radio"/> Feeling taken advantage of by others	<input type="radio"/> Not understanding who I am or what I like	<input type="radio"/> Not knowing if someone is being nice to me or mean	<input type="radio"/> Feeling punished or shamed for Autistic traits
<input type="radio"/> No suitable support during meltdowns or shutdowns	<input type="radio"/> Not having friends who share interests or who I can be myself with	<input type="radio"/> Not feeling accepted for who I am by others	<input type="radio"/> Feeling scared or embarrassed to ask for help or for needs
<input type="radio"/> Fear of being rejected by others	<input type="radio"/> Fear of getting in trouble	<input type="radio"/> Feeling scared of making mistakes	<input type="radio"/> Feeling unfairly treated
<input type="radio"/> Feeling embarrassed by supports I receive or others noticing I take medication, go to therapy or have other appointments that make me different	<input type="radio"/> Overthinking social interactions	<input type="radio"/> Not feeling comfortable using bathrooms around other people	

AUTONOMY / RULES

<input type="radio"/> Being told what to do	<input type="radio"/> Not being allowed to use the toilet during class	<input type="radio"/> Feeling the school work given isn't important	<input type="radio"/> Feeling like what I think or feel doesn't matter
<input type="radio"/> Understanding but having difficulty with specific rules at school	<input type="radio"/> Difficulty understanding rules and expectations at school	<input type="radio"/> Feeling like I don't have enough control of what is happening in my life	<input type="radio"/> Reward charts

Commonly Reported Potential School Stressors

SCHOOL WORK / CLASSES / ACTIVITIES

<input type="radio"/> Finding school work hard generally	<input type="radio"/> Specific classes (Maths, English etc)	<input type="radio"/> Finding homework hard to do	<input type="radio"/> Difficulty with reading or writing
<input type="radio"/> Not feeling able to ask questions or asking questions gets bad responses	<input type="radio"/> Boredom due to school work not being challenging enough	<input type="radio"/> Not able to always hear the teacher or understand verbal instructions	<input type="radio"/> Having no energy to do homework after buildup of stress during day.
<input type="radio"/> Finding fine motor tasks more difficult (eg cutting with scissors, handwriting)	<input type="radio"/> Feeling that academic expectations from parents are beyond what I can do	<input type="radio"/> Boredom due to school work not relating to interests or seeming important	<input type="radio"/> Learning games in classroom feeling like competition and that being stressful
<input type="radio"/> Difficulty with numbers	<input type="radio"/> Difficulty asking for help in class	<input type="radio"/> Too much homework	<input type="radio"/> Deadlines
<input type="radio"/> Lunchtime activities / No option to do an activity I would like	<input type="radio"/> Difficulty concentrating in class	<input type="radio"/> Difficulty understanding what is expected with school work	<input type="radio"/> Not feeling accepted by others or belonging
<input type="radio"/> Talking when called on in class or public speaking	<input type="radio"/> Feeling behind other students their age in specific skills	<input type="radio"/> Fear of doing badly on exams or assignments	<input type="radio"/> Fear of making mistakes with school work
<input type="radio"/> Being distracted by other students in class	<input type="radio"/> Not enough time to take in information in class	<input type="radio"/> Finding physical activities or sport stressful	<input type="radio"/> Sitting still (needing more movement during class)

ENERGY / REGULATION

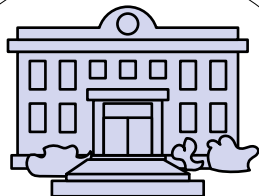
<input type="radio"/> Not being able to move enough during class as needed	<input type="radio"/> Tiredness from overall demands or the length of the day	<input type="radio"/> Not enough breaks to regulate or breaks too short	<input type="radio"/> No suitable place to take a break to regulate
<input type="radio"/> Not feeling that there is somewhere safe to be at lunchtime	<input type="radio"/> Not having opportunities to stim in class or feeling embarrassed to stim	<input type="radio"/> Feeling sleepy even at the start of the day due to not enough sleep	<input type="radio"/> Tiredness from sport/physical activities
<input type="radio"/> Tiredness from overstimulation/sensory overload	<input type="radio"/> Tiredness from boredom from school work	<input type="radio"/> Tiredness/shutdown from stress	<input type="radio"/> Autistic burnout
<input type="radio"/> Zoning out in class due to overall stress/worries			

OR ADD YOUR OWN

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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School Experiences

Hard things about school



My worries:



Good things about school



Things I like:



What I wish school was like



My wishes:



Key things learned:















Timeline of a Challenging School Day



Key things learned:

Sensory Experiences That Are *Too Much*



	I don't like it when there is too much of these	How much is this an issue? (big, medium, small)	Possible ways that might help reduce this stress
 SOUND			
 SIGHT			
 TASTE			
 TOUCH			
 SMELL			
 WHAT'S GOING ON INSIDE MY BODY Interoception			
 BALANCE, MOVEMENT AND BODY PRESSURE Vestibular/proprioception			

Key things learned:



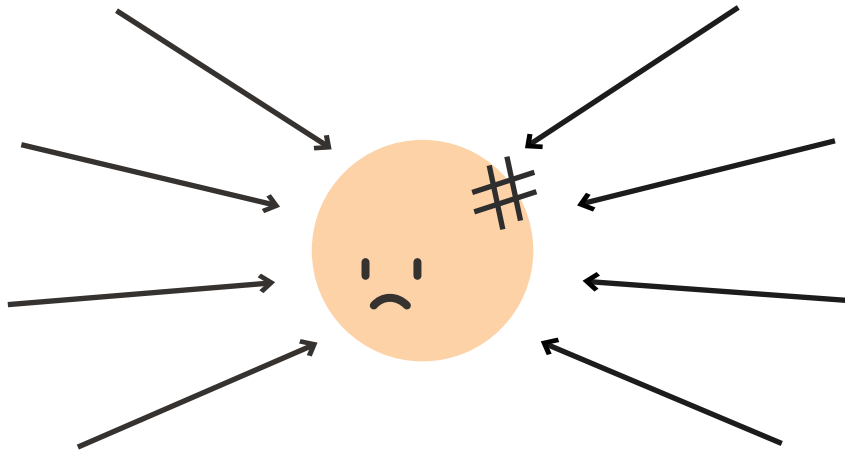
Sensory Experiences That Make Me *Feel Good*

	When I can have more of these things, I feel better	Does not having access to this sensory experience make it hard for me to focus	Potential ways to have more of this at school
 SOUND			
 SIGHT			
 TASTE			
 TOUCH			
 SMELL			
 WHAT'S GOING ON INSIDE MY BODY Interoception			
 BALANCE, MOVEMENT AND BODY PRESSURE Vestibular/proprioception			

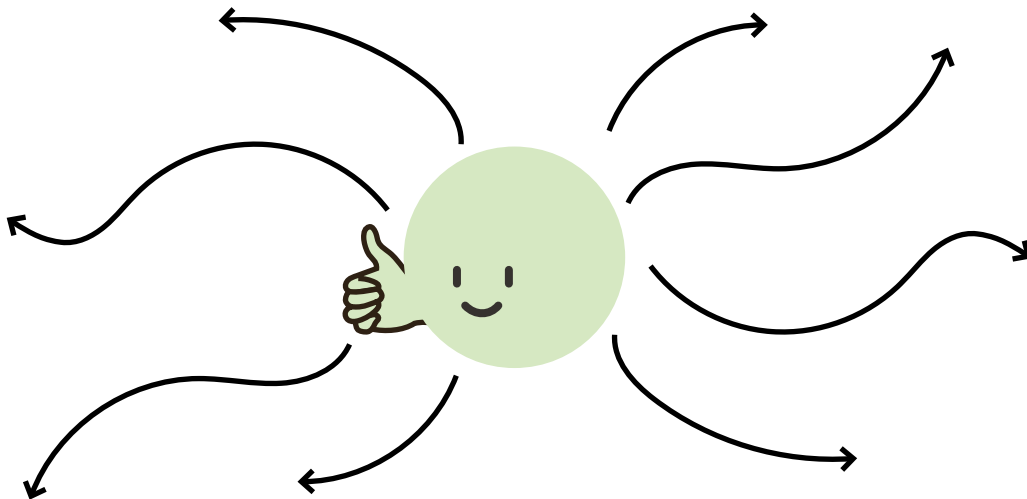
Key things learned:

What is Difficult and What Makes Me Feel Good

Stressors and Demands



Things that Make Me Feel Good



Key things learned:

Connections



Who I trust _____

Who understands me _____

Who doesn't understand me _____

What I want them to know _____

What makes me feel I belong _____

What makes me feel safe _____

My Strengths



What I like

What I'm good at

What I want to learn more about

Ways I wish my strengths and interests could be more a part of my school day

Bringing It All Together

Strengths and interests _____

Things causing stress with school _____

Needs _____

What new things have we discovered from this together _____

Bringing It All Together

What do you wish your teachers understood better? _____

What do we need to still find out now together/next steps _____

Is there anything else important to know about school that we have missed? _____

Potential solutions to challenges at school we can explore more? _____



How can I support you more as a parent with school _____

Is there anything you don't want me sharing with the school? _____



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Acknowledgement

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