Autistics Present Symposium: Foundations for Divergent Minds

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# Workshop: CYOA-What’s in your bag of holding?

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**TRANSCRIPT**

>> SARA: WE ARE READY TO ROLL.

SO, HERE WE ARE.

WE ARE BACK, EVERYONE, AND WE ARE GOING TO RECORD OUR NEXT WORKSHOP.

IT SAYS ARE YOU SURE YOU WANT TO STOP RECORDING?

YES.

AND NOW I WANT TO START RECORDING.

MAYBE WE WERE RECORDING, WHO

>> RECORDING IN PROGRESS.

>> GO AHEAD, MENELLY.

YOU CAN START.

>> MENELLY: HI, I'M MENELLY.

I AM A NONBINARY WHITE FEMME PRESENTING PERSON WITH ORANGE GLASSES, SHORT BROWN HAIR.

WEARING A GRAY POLO SHIRT WITH A LOGO ON THE CHEST.

I AM A OUTREACH DIRECTOR FOR FOUNDATIONS FOR DIVERGENT MINDS, WHICH MEANS WE RAN OUT OF TITLES.

I KNEW I WOULD MAKE YOU LAUGH.

[LAUGHING]

AND I AM ALSO THE COFOUNDER OF TONE IT DOWN TAUPE.

TODAY WE ARE DOING A PRESENTATION ON THE COMBINATIONS AND WHAT IS IN YOUR BAG OF HOLDING.

AS A BUNCH OF AUTISTICS, WE HAVE PRETTY MUCH GOTTEN RELATIVELY OPEN-MINDED PEOPLE TO UNDERSTAND THAT STEMMING IS FOR EVERYBODY.

EVERYBODY STEMS.

WHETHER OR NOT WE ARE CLICKING A PEN OR SPINNING OUR CHAIRS OR YOU KNOW, ANYTHING FROM SELF-DESTRUCTIVE TO HAPPY COLLAPSE OR WHATEVER.

EVERYBODY STIMS.

TODAY WE WOULD LIKE TO INCREASE OUR UNDERSTANDING OF THAT TO EVERYBODY ACCOMMODATES.

EVERYBODY.

IT'S JUST THAT ACCOMMODATIONS FOR NEUROTYPICAL ARE GENERALLY MORE ACCEPTED AND UNDERSTOOD THAN ACCOMMODATIONS FOR ARTISTIC PEOPLE AND WE NEED TO FIX THAT BECAUSE EVERYBODY ACCOMMODATES.

THE FOUNDATIONS FOR DIVERGENT MINES MODEL OPERATES IN 5 DIFFERENT REALMS, AND WE ARE GOING TO COVER 4 OF THEM TODAY.

WITH YOUR HELP, WE ARE GOING TO SHOW EVERYBODY HOW WE ACCOMMODATE DIFFERENT NEEDS IN THESE AREAS EVERYDAY.

SENSORY INTEGRATION INVOLVES YOUR SENSORY SYSTEM.

YOUR SENSORY SYSTEM IS MADE UP OF YOUR 8, NOT 5, 8 DIFFERENT SYSTEMS.

VESTIBULAR, VISUAL, TASTE, AUDITORY, SMELL, TACTILE, SENSES.

EVERYBODY GENERALLY KNOWS YOUR SIGHT, SMELL, TASTE, TOUCH ARE, BUT VESTIBULAR SINCE HIS OR HER SENSE OF BALANCE OR WHAT HELPS YOU MOVE SMOOTHLY.

YOUR ABILITY TO KNOW WHERE YOUR BODY IS IN SPACE AND TIME.

YOUR ABILITY TO UNDERSTAND AND FEEL WHAT IS HAPPENING INSIDE YOUR BODY.

MOST OF US ARE NOT GOOD AT THAT.

EXECUTIVE FUNCTIONING IN SHORT ABILITY TO GET UP AND DO.

IT INVOLVES SHIFT, PLANNING, WORKING MEMORY, SELF-MONITORING, INHIBITION, EMOTIONAL REGULATION, INITIATION AND ORGANIZATION.

THE EASIEST WAY FOR US TO REMEMBER ALL THE STEPS IS THIS GREAT TOOL THAT OSWIN CAME UP WITH THAT I'M GOING TO STEAL LIBERALLY BECAUSE IT'S WAY BETTER THAN ANYTHING I CAN COME UP WITH ABOUT DOING A LOAD OF LAUNDRY.

IN ORDER TO DO A LOAD OF LAUNDRY USE ALL THE STEPS OF EXECUTIVE FUNCTIONING.

FIRST, YOU NEED YOUR WORKING MEMORY TO REMEMBER YOU HAVE A LOAD OF LAUNDRY TO DO.

THEN YOU NEED THE EMOTIONAL REGULATION AND SELF-MONITORING TO MANAGE TO DO THE LOAD OF LAUNDRY WITH ALL THE STUFF GOING ON AROUND YOU, LIKE POTS ON THE STOVE, OTHER CHORES THAT NEED TO BE DONE, YOUR CELL PHONE RINGING.

YOU NEED TO BE ABLE TO INITIATE THE TASK OF GETTING THE LAUNDRY TOGETHER WHILE PRACTICING THE INHIBITION OF THE FACT THAT YOU TRIPPED OVER THE TOYS AND ALL OF THE OTHER STUFF AND IGNORING THE OTHER DISTRACTIONS THAT MIGHT TAKE YOU AWAY FROM COMPLETING THE LAUNDRY IN THE FIRST PLACE.

YOU NEED TO PLAN AND ORGANIZE THE ACTUAL DOING OF THE LAUNDRY.

ARE YOU SORTING YOUR CLOTHES, USING HOT WATER OR COLD WATER, WHAT DETERGENTS ARE YOU USING?

JUST BECAUSE LAUNDRY IS A CONTINUOUS TASK YOU NEED TO SHIFT BACK AND FORTH FROM DOING THE LAUNDRY OVER AND OVER AGAIN AND INITIATE IT MORE THAN ONCE.

DOING LAUNDRY IS HARD.

STARTING WITH YOUR SENSORY INTEGRATION SYSTEM INVOLVING YOUR SENSORY SYSTEM, DUAL SWEATERS MAKE YOU ITCHY?

AN ACCOMMODATION YOU MIGHT MAKE IS YOU MIGHT JUST NOT WEAR A WOOL SWEATER, OR YOU MIGHT USE THAT FABRIC SOFTENER TO MAKE ABLE SWEATER NOT ITCHING.

THOSE ARE ACCOMMODATIONS.

YOU MIGHT NOT LIKE SPICY FOOD, SO YOU MIGHT JUST NOT ORDER SPICY FOOD AT A RESTAURANT, OR YOU MIGHT ASK YOUR FRIEND WHEN THEY'RE MAKING DINNER TO NOT PUT SPICE IN YOUR FOOD.

THOSE ARE ACCOMMODATIONS.

IF SPINNING MAKES YOU DIZZY, YOU PROBABLY DON'T GO ON SPINNING RIGHTS, OR IF YOU'RE SCARED OF HEIGHTS YOU MIGHT NOT CLIMB A MOUNTAIN.

THOSE ARE ACCOMMODATIONS.

DO YOU SET YOUR LONG CLOCK ON YOUR PHONE TO TAKE MEDS?

DO YOU USE A PLANNER?

DO YOU KEEP YOUR APPOINTMENTS SET UP IN A GOOGLE CALENDAR?

DO YOU SHARE IT WITH YOUR SPOUSE?

THOSE ARE ALL EXECUTIVE FUNCTION ACCOMMODATIONS.

DO USE A TECHNIQUE TO GET UP AND BE MORE PRODUCTIVE AT WORK?

OSWIN IS GOING TO EXCELLENT COMMUNICATION AND EMOTIONAL REGULATION AND HOW WE OFTEN ACCOMMODATE IN THOSE AREAS AS WELL BEFORE WE BEGIN OUR INTERACTIVE SESSION ON HER OWN BAGS OF HOLDING.

>> OSWIN: THERE, I FINALLY UNMUTED.

SO, WHEN WE LOOK AT THE 4 OTHER AREAS.

WE LOOK AT, I'M GOING TO REWIND HERE.

IF YOU LOOK INSIDE THE CHAT THERE ARE 2 LINKS.

ONE IS A PDF THAT IS FILLABLE -- THAT WE ARE GOING TO BE USING FOR THE INTERACTIVE PORTION, BUT ALSO A LINK TO THE FACEBOOK POST SO YOU CAN ACTUAL SEE A VISUAL IMAGE IF YOU DON'T WANT TO USE THE PDF.

YOU CAN ESPECIALLY USE THAT IF YOU ARE USING YOUR PHONE OR WANT TO USE YOUR PHONE BESIDES WHAT YOU'RE DOING HERE TO KINDA FILL THIS IN.

SO, THE COMMUNICATION PORTION.

WE REALLY BREAK IT DOWN INTO 5 DIFFERENT AREAS.

WRITTEN EXPRESSION, UNDERSTANDING TEXT AND COMMUNICATION.

ORAL, HOW MUCH DO WE UNDERSTAND THAT AND HOW MUCH HOW EXPRESSIVE ARE WE?

ARE WE ABLE TO READ OUR OWN BODY LANGUAGE OR ARE WE ABLE TO EXPRESS THROUGH OUR BODY LANGUAGE AND ARE WE ABLE TO UNDERSTAND SOMEBODY ELSE'S COMMUNICATION THROUGH BODY LANGUAGE?

AND THEN AAC USE.

THIS IS IN THING EVERYONE IN THIS ROOM USES.

YEAH, WE WILL GO WITH A ZOOM ROOM USES BECAUSE HOW MANY PEOPLE, ESPECIALLY MILLENNIAL'S AND GEN Z DON'T LIKE USING PHONES SO YOU TEXT EVERYBODY.

THAT WOULD BE AAC.

HELPING US TO RECOGNIZE THAT WE OFTEN USE THIS FORM OF ALTERNATIVE COMMUNICATION SO WE CAN EASILY COMMUNICATE WITH OTHER PEOPLE.

THE LAST ONE WOULD BE PRAGMATIC.

THIS GOES BACK TO THE DOUBLE EMPATHY PART OF MY KEYNOTE AND UNDERSTANDING THAT OUR SPOKEN LANGUAGE OR OUR SOCIAL LANGUAGE MIGHT BE A LITTLE DIFFERENT DEPENDING ON MANY THINGS, INCLUDING CULTURE, INCLUDING DISABILITY, INCLUDING GENDER EVEN.

THEN WE HAVE THE 4TH SECTION ON OUR HANDOUT HERE IS FOR EMOTIONAL REGULATION.

THIS IS HOW GOOD ARE WE AT DESCRIBING OUR EMOTIONS?

DO WE GET ANXIOUS A LOT?

ARE WE AFRAID A LOT?

DO WE TEND TO BE HAPPY?

CAN WE DESCRIBE THE KIND OF HAPPY THAT WE ARE?

WHEN WE GET ANGRY ARE WE ABLE TO EXPRESS THAT IN A WAY THAT WE WANT TO AND THAT'S NOT HARMFUL TO OTHER PEOPLE?

AND SADNESS.

DO WE FEEL SAD A LOT AND REALLY WORKING ON THIS OR REALLY UNDERSTANDING HOW WE THEN GO AND SUPPORT OURSELVES DEPENDING ON HOW WE ARE FEELING, RIGHT?

SO, THIS HANDOUT WE ARE ABOUT TO DO, AND YOU ARE ALL GOING TO START NEEDING TO DO YOUR CHAT, SO IF YOU CAN GO OVER TO YOUR CHAT AND CHANGED FROM HOST AND PANELIST TO EVERYONE BECAUSE YOU ARE GOING TO PARTICIPATE.

HOPEFULLY PLEASE.

BECAUSE WHAT WE ARE GOING TO DO IS WE ARE GOING TO COMPLETELY DEPATHOLOGIZE THE WAY WE THINK ABOUT THIS.

WE WANT EVERYONE, THIS INCLUDES IF YOU ARE NOT AUTISTIC.

IF YOU ARE NOT NEURODIVERGENT YOU ARE STILL DOING THIS ACTIVITY WITH US BECAUSE THE LIKELINESS IS THAT YOU DO HAVE THINGS THAT YOU ACCOMMODATE.

I AM GOING TO SHARE MY SCREEN AND THEN ALSO PUT THIS IN CHAT BECAUSE I REALIZED AFTER THE FACT THAT WE SHOULD PROBABLY HAVE DEFINITIONS UP FOR YOU AND I QUICKLY MADE THESE THIS MORNING.

SO, I APOLOGIZE THAT THEY WEREN'T HERE PRIOR TO THIS.

AND THEN I WILL ALSO COPY PASTE.

THIS INFORMATION INTO THE CHAT.

SO THAT IT SAYS ACCESSIBLE AS POSSIBLE.

IT MAY NOT COME OUT LOOKING PRETTY.

WE WILL SEE.

YEAH, IT DIDN'T.

SO, WE WANT YOU TO START THINKING ABOUT THE WAYS THAT YOU ACCOMMODATE YOURSELVES.

THIS IS HOW WE END UP GETTING INTO THIS WHOLE SUBJECT AREA.

I'M BEING VERY GEEKY ABOUT OUR PRESENTATION TITLE.

SO, IF YOU ARE NOT INTO GEEK CULTURE AT ALL, THEN YOU MAY NOT BE AWARE OF WHAT THE TITLE MEANS.

CYOA IS A SERIES OF BOOKS CALLED CHOOSE YOUR OWN ADVENTURE BOOKS.

IT WAS ABOUT MAKING DECISIONS SO YOU COULD GET TO THE END OF THIS BOOK AND HAVE THIS ADVENTURE.

AND THEN YOUR BAG OF HOLDING IS A D&D REFERENCE BECAUSE YOU CAN CARRY MANY THINGS IN YOUR BAG OF HOLDING.

THIS IS SUPPOSED TO HELP US THINK ABOUT THE FACT, WHAT ARE OUR ACCOMMODATIONS THAT WE TAKE ON OUR OWN ADVENTURES?

WHAT ARE WE DOING ON OUR DAY-TO-DAY PRACTICE AS A PERSON.

JUST AS A HUMAN BEING TO ACCESS THE ENVIRONMENT WE WENT ACCESS BECAUSE ULTIMATELY THAT'S WHAT ACCOMMODATIONS ARE ABOUT.

JUST DOING WHAT WE ALL WANT TO DO.

SO, I WANT YOU TO REALLY THING ABOUT WHAT YOU DO TO HANDLE ALL OF THESE THROUGHOUT YOUR DAY.

I WANT TO START OUT, WHO WEARS GLASSES? TO SEE.

RAISE YOUR HAND OR NOT RAISE YOUR HAND BUT, YES.

MANY PEOPLE WEAR GLASSES, RIGHT?

THIS IS AN ACCOMMODATION, OTHERWISE WE WOULD NOT BE ABLE TO DRIVE.

WE MAY NOT BE ABLE TO SEE THE TEXT ON OUR SCREEN.

SOME PEOPLE ARE BLIND AND EVEN WITH GLASSES THEY ARE STILL NOT ABLE TO DO THOSE THINGS.

SO, WE WANT TO THINK ABOUT THE WAY THAT WE DO ALL OF THESE THINGS BECAUSE ONCE REALLY, REALLY COOL WHEN WE THINK ABOUT IT IS THAT THIS HELPS US REMEMBER THAT JUST BECAUSE SOMEBODY EXPERIENCES THESE SENSORY THINGS MORE OR HAS TROUBLE WITH EXECUTIVE FUNCTIONING THINGS OR HAS PROBLEMS WITH COMMUNICATING IN A DIFFERENT WAY ALL OF THESE THINGS ARE NOT DIFFERENT THAN WHAT WE ALREADY HAVE AND ARE EMPOWERED TO -- SORRY, I SAW THE WORD EMPOWERMENT.

SO, THINK ABOUT THE THINGS THAT YOU DO ON A DAILY BASIS AND LET'S JUST DIVE INTO ONE OR SOME THINGS THAT YOU DO SENSORY WISE TO ACCOMMODATE YOURSELF ON A DAILY BASIS?

IN THIS MOVEMENT, IN YOUR FOOD INTAKE, HOW YOU ARE ONE SINCE YOU LIKE BEING AROUND, LIKE WHAT DO YOU DO?

AND I REALLY WANT YOU TO LIGHT UP THE CHAT IN SOME WAY.

GRETA WEST SAYS SHE REMOVES HER TAX FROM CLOSE.

DENA ALTERNATE ACCOUNT, I'M ASSUMING THAT'S THE DENA I KNOW SAYS NO RADIO WHILE DRIVING.

THEY WEAR GLOVES WHEN DISINFECTING STUFF TO NOT IRRITATE HANDS.

CHEW ORBIT PEPPERMINT GUM.

CAROLINE SAYS WEIGHTED A BLANKETS.

HALEY HENRY SAYS, MY PASTA HAS TO BE AL DENTE OR I CAN'T EAT IT.

THESE ARE ALL REALLY GREAT EXAMPLES.

NOW, AS YOU GO ON IF YOU ARE COMFORTABLE LISTING THAT YOU ARE NEUROTYPICAL, PLEASE DO.

I WANT TO SEE THE NEUROTYPICAL PEOPLE ALSO COMMENTING AND NOT JUST AUTISTIC PEOPLE.

SO, AS WE CAN SEE, WE HAVE A LOT OF DIFFERENT WAYS THAT PEOPLE ACCOMMODATE WHAT THEY NEED IN THEIR EVERYDAY ENVIRONMENT JUST FOR THE SAME SENSORY INFORMATION WE ALL DO.

MENELLY, WERE YOU WANTING TO SAY SOMETHING?

>> MENELLY: I SOMETIMES SIT IN ON POSTURES TO MAKE MY BODY COMFORTABLE.

>> OSWIN: I JUST THOUGHT I WOULD ASK.

FEEL FREE TO INTERRUPT ME BECAUSE I'M NOT GOING TO LOOK AT YOU.

>> MENELLY: NO, YOU ARE FINE.

>> OSWIN: NOW, LET'S DO THE SAME THING, WE ARE GOING TO DO IT FOR EXECUTIVE FUNCTIONING.

WHAT DO YOU DO FOR EXECUTIVE FUNCTIONING ON A DAY-TO-DAY BASIS TO HELP YOU GET THINGS DONE?

TO DO LISTS.

JENNIFER SAYS TO DO LISTS, YEP.

KEEPING TASK LIST TO KEEP ORGANIZED, USED REMINDERS.

REMEMBER TO NOTE IF YOU ARE NEURO- TYPICAL IN ANSWERING THESE QUESTIONS.

IF YOU DON'T MIND DOUBTING YOURSELF.

STICK TO MY ROUTINE.

CALENDARS IN MULTIPLE PLACES.

ALARMS.

SO MANY ALARMS.

HOW MANY OF YOU HAVE FILING SYSTEMS?

HOW MANY OF YOU PUT YOUR DISHES AWAY IN THE SAME PLACE EVERY TIME BECAUSE SOME 80 H PEOPLE DON'T.

I'M GOING TO ATTACK PEOPLE APPARENTLY.

[LAUGHING]

THIS IS GOING TO THE SAME PLACE EVERY TIME.

YES, FOOD, TOO.

JENNIFER IS STEPPING OF THE GAME BY PUTTING FOOD IN THE SAME PLACE EVERY TIME.

THAT IS NOT SOMETHING THAT HAPPENS IN MY PLACE.

CHECK OFF LIST, ALARMS.

I PERSONALLY USE A LOT OF SMART HOME SO THAT I DON'T HAVE TO REMEMBER TO TURN LIGHTS OFF BEFORE I GO TO BED.

I CAN JUST TELL GOOGLE WITH MY VOICE TO TURN EVERYTHING OFF.

IT MEANS I HAVE DENIED MYSELF PRIVACY, BUT I HAVE NO NEED FOR EXECUTIVE FUNCTIONING TO GO TO BED AT NIGHT.

YES, GPS.

BECAUSE OF THE WORKING MEMORY GPS IS EXACTLY RIGHT.

HOW MANY PEOPLE USED TO GET LOST BEFORE GPS?

IT'S KIND OF AWESOME, RIGHT?

I REALLY LOVE THIS.

AUTO BILL PAY.

DO YOU KNOW HOW MANY PEOPLE I'VE HAD -- I FIND IT INTERESTING THAT YOU DO THAT BECAUSE YOU HAVE ADHD.

I KNOW PEOPLE WITH ADHD THAT DO NOT DO AUTO BILL PAY BECAUSE THEN THEY WOULDN'T REMEMBER THAT MONEY HAS TO PAY THOSE BILLS.

SO, ALL SORTS OF DIFFERENT ACCOMMODATIONS DEPENDING ON WHAT YOU NEED AND WHAT WORKS FOR YOU.

NOW, WE ARE GOING TO GO INTO AND TALK ABOUT COMMUNICATION.

I HAVE ALREADY STOLEN EVERYONE'S FAVORITE SAYING THAT MILLENNIAL'S TEXT MORNING WE PHONE CALL.

BUT I DO WANT TO TAKE A LITTLE BIT OF TIME TO FOCUS IN ON THESE DIFFERENT FORMS OF COMMUNICATION AND HOW WE GET OUR NEEDS MET WITH COMMUNICATION.

WHAT DO YOU DO FOR WRITTEN COMMUNICATION?

>> TEXT.

>> OSWIN: YOU DO TEXT, I DO TEXT.

EMAILS, YES.

NOW, OH, YES, PARAGRAPH BLOCKS.

YOU CAN'T READ LARGE BLOCKS OF TEXT.

WHEN SOME OF THE DOZEN ON FACEBOOK, I RECOGNIZE THAT A 5 SENTENCE PARAGRAPH IS NOT A LONG PARAGRAPH, BUT IT DOES NOT LOOK GOOD ON SOCIAL MEDIA.

IT'S A COMPLETELY DIFFERENT COMMUNICATION STYLE.

STARTED USING TONE INDICATORS WHEN COMMUNICATING WITH OTHER NEURO- DIVERGENT PEOPLE.

YES, ABSOLUTELY.

SHE USES A SCREEN READER, AND YES.

IF YOU CAN'T READ THE TEXT ON YOUR SCREEN THEN YOU'RE GOING TO NEED A SCREEN READER TO BE ABLE TO UNDERSTAND WRITTEN TEXT SOMETIMES.

LET'S DIVE INTO THE NEXT ONE, NEXT PORTION HERE OF ORAL COMMUNICATION.

I'M USING ORAL SPECIFICALLY BECAUSE I AM GETTING TIRED OF PEOPLE USING VERBAL AND WRITTEN COMMUNICATION IS ALSO VERBAL.

YOU CAN GO WITH OFFICIAL.

OH, POST IT NOTES, YES.

OH, CASSIE SAYS THEY USE A LOT OF EMOJIS AND TONE INDICATORS LIKE LOL AND HAHA, YES.

MY WORDS ARE -- YES.

WE'VE GOT MULTIPLE APPS FOR ORAL COMMUNICATION.

SOMEBODY TELLING US THEY ARE GOING TO PICK UP THEIR KID FROM SCHOOL.

WE HAVE POST IT NOTES AND WE GOT SPEECH TO TEXT AND TEXT TO SPEECH.

YES, I DO A LOT OF SPEECH TO TEXT WHEN I AM FEELING PARTICULARLY ANGRY BECAUSE I CAN'T TYPE FAST ENOUGH TO GET THE ANGER OUT.

NOW, LET'S TALK SPECIFICALLY ABOUT AAC DEVICES.

HOW MANY PEOPLE USE AAC DEVICES?

AND I DO.

I ALSO HAVE A KEYBOARD -- I JUST TRIPPED MYSELF UP THERE.

MY VOICE IS THE NAME OF THE APP ON MY PHONE THAT IS A KEYBOARD BASED.

AND IF YOU ARE AN AAC USER, DO YOU USE A KEYBOARD, ARE YOU USING IPHONE BASED?

CONVERTED TO TEXT, YES.

I PAY EXTRA FOR THAT FEATURE BECAUSE I NEED THAT FEATURE.

OH, SORRY, AAC IS AUGMENTED AND ALTERNATIVE COMMUNICATION.

IT CAN BE A VARIETY OF WAYS OF COMMUNICATING WHAT YOU NEED WITHOUT USING A VOICE TO DO SO.

THEY CAN BE KEYBOARD BASED, SO YOU JUST HAVE A KEYBOARD AND YOU TYPE OUT WHAT YOU WANT.

SOME HAVE ICONS SO THAT YOU CAN CONSTRUCT YOUR SENTENCES BASED ON THE ICONS YOU ARE TRYING TO COMMUNE AGAIN THE SENTENCE THAT YOU WANT.

EVEN THINGS LIKE TEXT WHERE YOU ARE GIVEN A CORRESPONDING PICTURE CARD FOR THE WORD YOU ARE TRYING TO COMMUNICATE, OR EVEN A NOTEPAD CAN SERVE AS AAC.

I WANT TO NOTE THE PEOPLE THAT ARE IN THE AUDIENCE THAT NOT MANY PEOPLE ARE USING AAC AND I'M GOING TO PLUG ALYSSA HILLARY'S WORK HERE BECAUSE THEY HAVE A RESEARCH PAPER OUT THAT SHOWS THE VARIETY OF WAYS THAT SPEAKING AUTISTIC ADULTS USE AAC TO COMMUNICATE MORE FREQUENTLY.

IF YOU ARE AN AUTISTIC PERSON OR YOU HAVE STUDENTS OR CHILDREN THAT ARE AUTISTIC, AND YOU MIGHT LOOK INTO AUGMENTING.

YEAH, AUGMENTING THEIR COMMUNICATION WITH AAC DEVICE BECAUSE WE TEND TO STILL HAVE A LOT OF CONCERNS ABOUT BEING ABLE TO GET THE FULL COMMUNICATION THAT WE WANT.

ORALLY THAT WE MIGHT BE MORE SUCCESSFUL WITH IF WE ARE DOING TEXT BASED.

LET'S GO INTO THE LAST SECTION BECAUSE WE GOT 6 MINUTES LEFT AND I WANT TO KNOW WHAT TOOLS YOU USE FOR DESCRIBING YOUR EMOTIONS IN THE MOMENT.

DESCRIBING HER EMOTIONS AFTER THE FACT, AND UNITING THESE 4 CORE EMOTIONS.

WHAT DO YOU DO?

AND THIS IS OPEN FOR EVERYONE AGAIN, AND IF YOU ARE NEURO- TYPICAL PLEASE STILL USE THE NT SOMEWHERE AT THE BEGINNING OR END OF YOUR THING TO TELL US WHAT YOU DO TO REGULATE YOUR EMOTIONS.

WHAT DO YOU DO WHEN YOU ARE AFRAID?

HOW DO YOU REGULAR YOUR EMOTIONS THEN?

>> MY HUSBAND AND I FIGHT OVER FACEBOOK BECAUSE IT'S EASIER TO REGULATE OUR EMOTIONS WHEN WE ARE FIGHTING OVER FACEBOOK INSTEAD OF IN PERSON.

>> OSWIN: THAT IS FUN.

I'M NOT GOING TO SAY ANYTHING BECAUSE I WAS ABOUT TO GO EX-HUSBAND AND ASKED NOT A THING YOU NEED TO DO.

JENNIFER SAYS SOMETHING I AM STILL WORKING ON IMO GEEZ WHEN I TYPE.

WITH SPEAKING I'M STILL NOT SURE HOW TO REGULATE.

NT BREATHING EXERCISES BEFORE DESCRIBING HOW I FEEL.

ANOTHER NT PERSON YOU WALK OR RUN.

I NEED TO MOVE WHEN ANXIOUS OR OVERWHELMED.

THAT HAPPENS TO MOST PEOPLE, INCLUDING AUTISTIC PEOPLE.

ARE WE GIVING CHANCES FOR THAT SAME KIND OF MOVEMENT FOR AUTISTIC CHILDREN AT SCHOOLS?

USUALLY THE ANSWER IS NO, YET WE HAVE SO MANY PEOPLE THAT SAY WALKING IS ONE OF THE WAYS THAT YOU REGULATE.

CROSSWORDS, THAT'S ANOTHER GREAT ONE.

CROCHET.

LISTEN TO MUSIC.

ALL OF THESE ARE REALLY GREAT AND I REALLY WANT TO TIE THIS ALL BACK TOGETHER THAT WE ARE TALKING ABOUT THE WAYS THAT WE ACCESS OUR ENVIRONMENT AND HOW ARE WE MAKING SURE THAT AUTISTIC CHILDREN HAVE THE SAME OPPORTUNITY TO ACCESS THEIR ENVIRONMENT USING THE SAME SIMILAR ACCOMMODATIONS TO WHAT YOU DO.

COLORING AND ORGANIZING AND CLEANING AND LISTENING TO VERY LOUD MUSIC.

KELLY WAGONER SAYS THAT KELLY, I AM RIGHT THERE WITH YOU.

I LIKE TO TURN MUSIC ON REALLY LOUD AND GET IN MY CAR AND DRIVE.

I HAVE A FRIEND THAT LIVES 40 MINUTES AWAY FROM ME.

JUST LONG ENOUGH THAT I CAN GO UP THERE AND DROP SOMETHING OFF AND COME BACK BECAUSE I HAVE TO HAVE A DESTINATION OR I KEEP GOING.

AUTISTIC INERTIA, DUDE, IT IS NOT A GOOD IDEA WHEN YOU'RE DRIVING.

YES, DEADHEADING FLOWERS, DOING YARD WORK.

SEE, WHEN WE START TO RECOGNIZE THAT WE HAVE THIS VERY WIDE RANGE OF STRATEGIES THAT WE CAN USE.

WHY ARE WE STICKING TO THE SAME 3 THINGS IN AUTISTIC CHILDREN'S SCHOOLS?

WHY ARE WE STICKING TO BREATHING EXERCISES?

WHY ARE WE STICKING TO HEAVY WORK?

CASSIE ASKS WHAT AUTISTIC INERTIA IS.

I'M GOING TO DUMP ON THIS IN 3 MINUTES, YES.

IT IS -- SO, AND COMES FROM THE IDEA BEHIND PHYSICS OF INERTIA.

A BODY IN MOTION STAYS IN MOTION AND BODY AT REST STAYS AT REST.

IF YOU ARE A AUTISTIC PERSON SITTING IN A CHAIR AND YOU ASK THEM TO DO SOMETHING, EVEN IF THEY ARE NOT DOING ANYTHING THEY MAY NOT BE ABLE TO GET UP AND DO THE THING THAT YOU ASKED THEM TO DO.

OR IT MIGHT EVEN BE YOU'RE NOT ABLE TO DO THE THING YOUR BODY IS TELLING YOU TO DO, LIKE EASING THE BATHROOM.

SO, IT'S GETTING STUCK, YES.

AND SO, AUTISTIC INERTIA CAN HAPPEN WITH LITERALLY ANYTHING.

WE CAN SEE AUTISTIC INERTIA SOMETIMES WITH PEOPLE WHO HAVE A LOT OF STEMS THAT MAYBE THEY DON'T WANT TO CONTINUE IT ON BUT THEIR BODY IS NOT STOPPING BECAUSE THEIR BODY IS NOT STOPPING.

FOR ME THIS CAN LOOK LIKE IF I START WALKING BECAUSE I NEED TO CALM DOWN, BUT I KEEP ON GOING UNTIL I HAVE CALMED DOWN.

BUT IF I HAVE NOW GOTTEN SO FAR AWAY THAT TURNING BACK SEEMS OVERWHELMING, I MAY GET STUCK AGAIN WHEN I STOP.

THAT'S WHY I HAVE TO HAVE AN END DESTINATION AND THEN COME BACK.

BUT I THINK IF WE CAN START TO CONCEPTUALIZE THE WAY THAT WE WENT AUTISTIC PEOPLE TO LIVE THEIR LIVES AND BE ABLE TO ACCESS THEIR LIVES AND THIS IS GOING TO BE OVER.

>> WE HAVE WAY LONGER.

>> OSWIN: MY OPENING KEYNOTE WAS 30 MINUTES.

>> I THINK WE GOT THOSE BACKWARDS.

NOW WE GOT ‑‑ I'VE BEEN RUSHING.

THAT IS MY MISTAKE.

>> I WAS WONDERING WHY WE WERE RUSHING SO FAST.

>> YEAH, BECAUSE I THOUGHT IT WAS 30 MINUTES BECAUSE I THOUGHT WE SAID THE WORKSHOP WAS 30 MINUTES BUT THE KEYNOTE WAS 45.

OKAY.

BUT ‑‑ OKAY.

IN THIS CASE WE CAN GO BACKWARDS AND GO BACK TO SENSORY BECAUSE WE DID NOT REALLY TAKE A WHOLE LOT OF TIME THERE BECAUSE I WANTED TO GET THROUGH IT QUICKLY.

SO WE'RE GOING TO GO BACK UP HERE AND I WANT TO

>> OSWIN, THERE'S A QUESTION FOR YOU.

DO YOU WANT TO TAKE THE QUESTION.

MAYBE DUE TO LACK OF ACCESSIBLE APPLICATIONS, WANT TO ENCOURAGE STRATEGIES THAT CANNOT BE APPLIED ANYWHERE.

>> I MEAN, YES, I SUSPECT THAT IS ONE OF THE REASONS WHY PEOPLE DON'T DO THE WHOLE HAVING THE RANGE OF OPTIONS THING.

BUT THE PROBLEM IS YOU DON'T HAVE A RANGE OF OPTIONS THAT DO WORK GIVEN A CONTEXT.

NOTHING IS GOING TO WORK IN EVERY CONTEXT.

LITERATELY NOTHING WILL.

EVEN THE DEEP BREATHING ISN'T GOING TO BE A USEFUL EMOTIONAL REGULATION TOOL.

IF THE PROBLEM IS A BURNING SET ‑‑ YOU ARE TRYING TO GET DOWN A SET OF STAIRS BECAUSE OF BURNING.

YOU DON'T WANT TO DO DEEP BREATHING THEN, YOU WANT TO RUSH OUT.

I CAN COME UP WITH A CAVEAT FOR EVERY SINGLE THING YOU CAN USE AS EMOTIONAL BASE.

BUT YOU'RE NOT REALLY GOING TO DO THAT, YOU DON'T REALLY WANT TO ASSUME YOU ONLY WANT TO TEACH THESE THINGS.

AND HAVING A VARIETY OF WAYS TO TEACH THESE THINGS THAT ARE SEPARATE DEPENDING ON THE CONTEXT, ISN'T A BAD THING, YOU HAVE TO MAKE THEM AWARE THAT THIS DOESN'T WORK IN THIS CONTEXT.

>> OUR SCHEDULE IS STILL SHOWING ON YOUR SCREEN IF YOU WANT TO PUT IT DOWN.

>> SORRY.

SORRY ABOUT THAT, I DIDN'T REALIZE THE WHOLE SCREEN WAS BEING SHOWN.

OKAY.

ANONYMOUS ATTENDEE, I HOMESCHOOLED TWO CHILDREN, WE HAVE 4 HOME SCHOOLED 4 NEUROTYPICAL IN THE PAST BUT CHANGED OUR STYLE TO HELP THESE TWO.

WHAT WOULD BE SOME GOOD TIPS?

>> I'M ONBOARD.

I'VE BEEN HOME SCHOOLING MINE FOR FOURTH GRADE NOW.

I'M ONBOARD.

OKAY.

THE BIGGEST THING I CAN, I GO TWO BIG THINGS.

FIRST THING, BE FLEXIBLE, ALL SORTS OF FLEXIBLE.

START LOOKING TO UN‑SCHOOLING MORE THAN HOME SCHOOLING BECAUSE YOUR KIDS LEARN VERY DIFFERENTLY WHEN THEY'RE AUTISTIC THAN WHEN THEY ARE NEUROTYPICAL.

UN‑SCHOOLING IS WAY MORE FRIENDLY AND IS GOING TO FOLLOW THEIR LEAD AND ALLOW THEM TO BE INTRO SPACED AND ALLOW THEM TO DRIVE THEIR LEARNING.

I AM ABSOLUTELY NOT KIDDING WHEN I SAY I TRIED EVERYTHING UNDER THE SUN TO TEACH MY KIDS PHONICS, EVERYTHING UNDER THE SUN TO TEACH THEM TO READ.

THEY WANTED NOTHING TO DO WITH IT. MY NINE‑YEAR‑OLD WITH CHUCK BOOKS, CRY, SHE WAS 6 OR 7 AT THE TIME.

ROBLOX TAUGHT HER HOW TO READ.

SHE LEARNED FROM ROBLOX BECAUSE SHE HE WANTED TO CHAT.

BE FLEXIBLE AND REALIZE YOUR LEARNING IS GOING TO COME FROM UNCONVENTIONAL METHODS AND BE OPEN TO THAT.

RECOGNIZE THAT WHERE YOU'RE LEARNING DOESN'T ‑‑ THE BEAUTY OF HOME SCHOOLING IS THE WORLD IS DIFFERENT NOW.

WHEN WE WERE LITTLE, WE HAD TO LOOK THINGS UP IN CARD CATALOGS AND WE HAD TO MEMORIZE THE FACTS AND HAD TO MEMORIZE ALL OF THE THINGS.

DON'T HAVE ‑‑ WE WERE HOLDING POCKET KNOWLEDGE OF THE WORLD NOW.

YOUR KID HAS TO BE ABLE TO FIND THE FACTS ON GOOGLE, KNOW THAT CERTAIN THINGS ARE NOT AN ACTUAL SOURCE.

AND BE ABLE TO FOLLOW A YOUTUBE TO COMPLEX AND COULD PROBABLY BECOME A BRAIN SURGEON.

I MEAN AS LONG AS THEY CAN FOLLOW THE YOUTUBE TO COMPLETION AND START MIDDLE TO END OF PROJECT.

THEY CAN BE A BRAIN SURGEON NOWADAYS.

THE WORLD IS DIFFERENT, YOU DON'T HAVE TO KNOW THAT GEORGE WASHINGTON DID NOT CHOP DOWN THE CHERRY TREE.

FOLLOW THEIR DREAMS AND PASSIONS AND YOU ARE GOING TO GET WAY FURTHER THAN YOU EVER ANTICIPATED.

>> LET'S SEE.

GRACE H ASKS DO YOU THINK A LOT OF ADAPTATION STRATEGIES LIKE SENSORY, EMOTION, AND PHYSICAL ARE REGULATED.

RATHER THAN EXPLORING A MULTITUDE OF OPTIONS? YES, ONE, I DON'T THINK THIS HAS ANYTHING TO DO WITH WORKPLACE SCENARIOS.

HAS EVERYTHING TO DO WITH SCHOOLS.

AND WITH SCHOOLS NOT RECOGNIZING ‑‑ THERE'S A LOST INSISTENCE I BELIEVE ON TRYING TO MAKE A CHILD THAT'S JUST LEARNING HOW TO REGULATE THEIR BODY LOOK LIKE AN ADULT.

WHEN THEY'VE GOT A WHOLE CHILDHOOD TO LEARN HOW TO BE AN ADULT.

I HEAR THIS MOST OFTEN, WELL, THEY, WE'RE TEACHING TABLE READINESS SKILLS AT 2 YEARS OLD, THEY'RE READY FOR SITTING AT A TABLE WHEN THEY'RE 5.

WIN, THAT DOESN'T HAPPEN IN MOST KINDERGARTEN CLASSROOMS BECAUSE KINDERGARTEN CLASSROOM IS A MIX OF PEOPLE WHO HAVE NEVER HAD ANY EDUCATION.

ANY FORMAL EDUCATION.

SOME NO INFORMAL EDUCATION UP UNTIL THIS POINT.

SO THOSE STUDENTS ARE GOING TO BE JUST AS NOT TABLE READY AS YOUR CHILD.

ACTUALLY YOUR CHILD IS PROBABLY GOING TO BE MORE TABLE READY BECAUSE THEY WILL HAVE AN EDUCATION SETTING UP TO THIS POINT.

JUST HAVING AN UNDERSTANDING OF THOSE ROUTINES.

BUT NOT ONLY THAT, WE KNOW THAT WE CAN DELAY SOME OF THESE THINGS UNTIL A CHILD IS A LITTLE BIT OLDER AND HAS A LITTLE BIT MORE MATURITY.

LIKE A 5‑YEAR‑OLD IS NOT GOING TO HAVE THE MATURITY OF AN 8‑YEAR‑OLD OR 12‑YEAR‑OLD.

EACH OF THESE STAGES COMES WITH A NEW UNDERSTANDING IN YOUR DEVELOPMENT ITSELF.

AND YOU CAN START OFF BY HAVING A LOT OF MOVEMENT BREAKS OR MOVEMENT WITHIN A CLASSROOM ENVIRONMENT FOR A 5‑YEAR‑OLD.

BUT AT SOME POINT, THAT CHILD IS GOING TO BE ABLE TO RECOGNIZE THAT THEY MAY NEED TO KEEP THIS INTO A CERTAIN AREA SO THEY'RE NOT DISTURBING OTHERS BY LITERALLY GOING UP TO THEIR DESK AND TAPPING ON IT OR SOMETHING.

WE'RE TALKING ABOUT LITERAL CONFLICTING ACCESS NEED WHICH IS NOT A SERIAL ACCEPTABLE THING.

SO LIKE WE HAVE THOSE ‑‑ SO WE HAVE THIS EXPECTATION OF NEEDING TO PUSH A CHILD INTO THAT MOLD VERY EARLY ON EVEN THOUGH OVER TIME THAT DEVELOPMENT OF WANTING TO STILL BE ABLE TO GET A LOT OF INFORMATION IN AND NOT WANTING TO MISS CLASS BECAUSE YOU'RE GOING FOR A BREAK IS GOING TO COME ANY WAYS AS MATURITY GROWS.

AND IF IT DOESN'T, THAT MEANS THAT PERSON ISN'T, YOU'RE NOT GOING TO BE ABLE TO GET THAT PERSON TO DO IT AT THAT YOUNGER AGE EITHER, LET'S BE REAL.

THOSE SKILLS ARE NOT SUDDENLY GOING TO BECOME POSSIBLE JUST BECAUSE YOU ARE TRYING TO TEACH SOMEBODY WHO NEEDS MOVEMENT TO STOP MOVING.

THIS IS GOING TO COME OUT IN A DIFFERENT WAY LATER ON EITHER RIGHT THERE A MELTDOWN OR NOT GOING TO EVER MASTER THAT BEHAVIOR GOAL BASICALLY.

SO IT'S NOT USEFUL AT ALL.

AND BY THE TIME SOMEBODY'S IN A WORKPLACE SCENARIO, YOU ARE LOOKING AT A DIFFERENT SET OF THINGS AND THAT'S KIND OF THE POINT THAT WE NEED THAT ‑‑ THAT'S THE POINT OF THIS WHOLE SESSION IS RECOGNIZING THAT YOU NEED TO BE ABLE TO SET SOMEBODY UP TO GET THEIR NEEDS MET.

TO BE ABLE TO ACCESS THOSE ENVIRONMENTS AND IT'S ‑‑ THERE'S GOING TO BE A LOT MORE GIVE AND TAKE IN A WORKPLACE SCENARIO THAN THERE IS GOING TO BE IN A HE EDUCATIONAL SCENARIO TO BE HONEST BECAUSE OF THE AUTHORITARIANISM THAT COMES WITH A SCHOOL ENVIRONMENT.

THAT MAY OR MAY NOT BE THE CASE IN A WORKPLACE ENVIRONMENT.

YOU WANT TO HANDLE THE NEXT QUESTION?

>> OSWIN, ARE YOU TAKING QUESTIONS FROM THE Q & A?

>> YES.

I DON'T SEEM TO BE ABLE TO GET THEM TO GO AWAY THOUGH.

>> I'LL ANSWER ‑‑ I'LL JUST MAKE THEM GO AWAY ONCE YOU ANSWER THEM.THE THIRD QUESTION, WHAT IS STEMMING.

>> I ANSWERED THAT ONE ALREADY.

>> MAYBE THE PROBLEM IS MY SCREEN.

>> THE ONE THAT I SEE UP HERE IS PROBABLY YOURS OSWIN, SAYS, WHAT ARE ‑‑ WHAT IEP AND UNHELPFUL REPORTS YOU HAVE SEEN WITH YOUNG KIDS. AND SINCE YOU ARE IN THE MIDDLE RIGHT NOW.

>> I AM NOT SEEING THE QUESTION.

>> UNUSUAL REPORTS ‑‑

>> SAYS WHAT ARE ‑‑

>> I NEED TO SEE THE TEXT FORM IS THE PROBLEM.

>> SAYS THE QUESTION, I'LL PUT IT IN TEXT FORM.

>> I'M GOING TO PUT IT IN THE CHAT.

YOU SEE IN IEPS.

>> MY ZOOM APPEARS TO BE CRASHING.

I'M GOING TO PHYSICALLY CRASH IT AND I WILL BE RIGHT BACK.

>> OKAY. GO AHEAD.

>> ALL RIGHT.

>> SO EVERYONE CAN PUT THINGS IN THE CHAT AS WELL TO ANSWER THAT QUESTION.

WHAT ARE USUAL AND POSSIBLE HELPFUL SUPPORTS YOU SEE IN IEPS ESPECIALLY WITH YOUNG KIDS.

>> I AM BACK.

>> WELCOME BACK.

>> ALL RIGHT.

OKAY.

SO LET'S DO IT AGAIN.

I'M GOING TO PUT IT IN THE CHAT, OSWIN, IF YOU CAN SEE IT.

>> I CAN SEE THE QUESTIONS NOW.

>> SAYS WHAT ARE UNUSUAL AND POSSIBLY HELPFUL SUPPORTS YOU HAVE SEEN IN IEPS ESPECIALLY WITH YOUNG KIDS.

>> SO THERE'S A FEW DIFFERENT ONES.

YOU KNOW WHAT, SHOULD I JUST TELL OLIVIA'S NUMBER ONE GOAL?

>> THAT'S WHERE I WAS GOING WITH THAT ONE.

>> OKAY.

SO MY YOUNGEST IS NOT AUTISTIC BUT I ALSO HAVE BUT SHE DOES HAVE A LOT OF THE CO‑OCCURRING DISABILITIES THAT COME ALONGSIDE AUTISM WITHOUT BEING AUTISTIC.

I DON'T KNOW WHY.

BUT HER NUMBER ONE GOAL IN HER IEP IS THAT SHE WILL COMMUNICATE USING AAC PICTURES, GESTURES TO COMMUNICATE THINGS SUCH AS NO, HELP, AND ONE MINUTE IN RESPONSE TO A TEACHER REQUEST.

AND THE IDEA BEHIND THAT IS THAT IF SHE IS NOT ABLE TO COMPLY.

IF SHE CAN'T COMPLY, THEN SHE IS GIVEN THE OPPORTUNITY TO THEN EXPRESS THAT WITH A NO.

IT IS UNUSUAL GOAL BUT MEANT TO HELP WITH SELF‑ADVOCACY PIECE WHEN YOU ARE TALKING ABOUT NOT BEING ABLE TO MOVE YOUR BODY OR FULFILL THE REQUEST THAT'S BEING EXPECTED OF YOU AND GIVES A VARIETY OF WAYS TO DO THAT.

SO THAT SHE CAN GET THOSE NEEDS MET.

I WON'T SAY WHAT THEY ARE ACTUALLY SCORING BUT YOU KNOW.

SO BUT IT'S NOT ONLY THAT, WHEN MY OLDEST WAS YOUNGER, WE HAD THINGS LIKE, HE WAS ALLOWED TO WEAR HIS BODY SOCK IN THE CLASSROOM.

A LOT OF TEACHERS TRIED TO GET THAT TAKEN OUT OF HIS IEP.

BUT BEING ABLE TO DO THAT MEANT THAT WAS ABLE TO ENGAGE IN ACTIVITY A LOT LONGER BECAUSE HE COULD STILL MOVE AROUND BUT IN HIS SEAT WITHOUT BEING AWAY FROM HIS WORK AREA WHICH IS REALLY IMPORTANT BECAUSE IF YOU NEED A LOT OF MOVEMENT AND HAVE TO GET UP TO GO PACE IN A DIFFERENT PART OF ROOM, THEN YOU ARE MISSING OUT ON BEING ABLE TO DO THE WORK DURING THAT TIME.

WHEREAS IF YOU ARE IN A BODY SOCK AND YOUR ARMS ARE JUST A LITTLE BIT OUT SO YOU CAN WRITE AND STILL ABLE TO MOVE THE REST OF YOUR BODY INSIDE THAT SPACE, THEN THAT'S EVEN BETTER.

OTHER THINGS INCLUDE LIKE THE DESIGNATED AREAS TO SIT AND WORK; ABLE TO LIKE GO INTO A BEANBAG CHAIR AND SIT AND WORK THERE.

AND HAVING ALL THOSE FLEXIBLE SEATING THINGS AS PART OF IEP IS ALSO USEFUL.

I AM READING THE CHAT NOW.

MY CHILD HAD THE ABILITY TO LEAVE THE CLASSROOM ANYTIME HE NEEDED EVEN WITHOUT PERMISSION AND GO TO A SPACE THAT WAS CALMER, CAROLINE SAID FOR HER CHILD.

>> I LIKE THAT GROUP WORK GOAL, THAT'S VERY HELPFUL.

>> THAT'S A COOL ONE, KATIE SAYS WE ALSO IS THEY NEED TO CLEARLY DEFINE MY DAUGHTER'S ROLE IF GROUP WORK IN BLACK AND WHITE TERMS.

I THINK THAT'S AN EXCELLENT KIND OF GOAL OR EXCELLENT KIND OF ACCOMMODATION.

I DO WANT GO AHEAD AND GO BACK TO OUR HANDOUT SO WE CAN START TALKING ABOUT A LITTLE BIT MORE IN‑DEPTH ON THIS SENSORY AND INTEGRATION PIECE BECAUSE I WANT TO MAKE SURE WE HAVE A VARIETY OF WAYS THAT PEOPLE CAN LOOK AT ACCOMMODATIONS FOR THEMSELVES OR FOR THEIR STUDENTS OR THEIR KIDS.

SO BACK TO THIS VESTIBULAR PORTION.

OUR BALANCE, LIKE WHAT DO YOU DO TO HAVE BALANCE, LIKE PHYSICAL BALANCE? WALKING STICK, YES.

IF YOU ARE NEEDING THAT AS A MOBILITY AID, THAT'S USEFUL.

SIDE RAILS, OH, YES.

KELLY WAGNER SAYS THEY ONLY WEAR BOOTS AND HIGH TOPS.

OKAY.

I'M GOING TO SAY SOMETHING AND THIS IS GOING TO BE SLIGHT WEIRD, IT'S ‑‑ I CAN'T DO BOOTS.

THE SAME WAY I CAN'T DO LEGGINGS BECAUSE OF THE TOUCH INPUT ENDS.

AND I CAN'T FEEL MY BODY AFTER THAT.

I DON'T WEAR SOCKS AND I DON'T WEAR LEGGINGS EVER BECAUSE THOSE THINGS ARE ‑‑ I CAN FEEL ALL OF MY BODY AND THEN NONE OF IT. AND NONE OF THE REST.

THESE ARE ALL VERY GOOD EXAMPLES.

GRACE H SAYS ALSO THEY ALSO AVOID STAIRS AND INSTEAD WALK UP AND DOWN INCLINES.

YES, THE MOTOR PLANNING FOR THAT IS SO MUCH BETTER AS WELL.

THIS IS A MIXTURE BETWEEN OUR SENSORY SYSTEM AND THE WAY THAT OUR EXECUTIVE FUNCTION SYSTEM WORKS TO BE ABLE TO WALK UP AND DOWN.

INCLINE IS JUST A LITTLE BIT EASIER.

 SAYS I ALWAYS RUN MY HANDS ALONG THE WALLS, THERE'S A LOT OF PEOPLE THAT I KNOW HE THAT DO THAT.

AN EXAMPLE THAT ‑‑ SORRY.

>> I ENCOURAGE TO TURN THAT OFF

>> ANYONE ELSE FALLEN OFF THE STAIRS IN YES, I HAVE.

WHAT DO WE DO FOR VISUAL THINGS, I WANT TO HEAR FROM NT PEOPLE WHAT, DO YOU DO FOR VISUAL ‑‑ FOR YOUR VISUAL SENSORY SYSTEM? BECAUSE I WANT TO HEAR THE ONE THING, I KNOW HE SOMEBODY HAS TO DO BUT ‑‑ WHEN I NEED TO REMEMBER THEM.

KATIE SAYS I WEAR SUNGLASSES WHEN OUTSIDE OR DRIVING.

THAT'S THE ONE I WAS LOOKING FOR.

DARK SCREEN MODE ON MY COMPUTER AND PHONE SAYS JENNIFER, JESSICA SAYS SUNGLASSES TOO.

I TURN BRIGHTNESS DOWN ON ALL ELECTRONICS, JENNIFER PARADA.

I'M REALLY BAD AT PHONETICS.

YES, I WEAR SUNGLASSES AND NORMAL LEGAL I WOULD BE WEARING MY TINTED GLASSES BUT I'M WEARING A DEAL SHIRT SO I HAVE TO WEAR MY TEAL GLASSES BECAUSE OF TEAL.

I ALSO HAVE SUNGLASSES THAT I PUT ON AS SOON AS I GO OUTSIDE.

BUT I ALSO LIKE THE PERSON ABOVE THAT SAID WHENEVER YOU NEED TO REMEMBER SOMETHING, YOU PUT EYE LEVEL.

I DO THIS TOO WITH THINGS GOING IN THE FRIDGE AT EYE LEVEL FOR SOMETHING THAT NEEDS TO BE DONE MORE EVENTUALLY.

TABLE VERSUS OVERHEAD, LIGHTBULBS SAYS JESSICA.

GRACE SAYS WHEN OVER STIMULATED, I TAKE OFF MY GLASSES TO REDUCE VISUAL NOISE.

YES, I DO THAT, I SO DO THAT.

 GOING ON WALKS AT CERTAIN TIMES OF DAY, YES, I ALSO DON'T LIKE DRIVING AT CERTAIN TIMES A DAY BECAUSE OF THE VISUAL INFORMATION.

ESPECIALLY, THAT RIGHT TIME OF NIGHT WHEN EVERYONE'S HEADLIGHTS ARE ON AND THERE'S NOT A NEED FOR THEM YET.

YOU ARE GETTING A LOT OF VISUAL INFORMATION FROM SUNSET BUT ALSO VISUAL INFORMATION FROM THE CARS.

IT'S A TERRIBLE TIME TO DRIVE.

I KEEP A VISUAL CALENDAR EVEN THOUGH I HAVE AN ELECTRONIC ONE FOR REMINDER OF ALERT SAYS KATIE.

I DON'T USE MY VISUAL INPUT AS PRIMARY METHOD OF INPUT AND RELY ON TOUCH.

YES, TOUCH TELLS YOU WHERE YOUR BODY IS BUT VISUAL DOES NOT.

I KEEP MINIMIZING THE Q AND A. MY PARTNER SAYS I NEED VISUAL CUES WHEN DRIVING BECAUSE I DON'T REMEMBER STREET NAMES, YES.

A LOT OF PEOPLE NEED THAT.

A LOT OF TIMES STREET SIGNS ARE SMALL SO IF YOU ARE NOT ABLE TO PROCESSES BOTH TRAFFIC INFORMATION AND READ SMALL TEXT.

THAT'S GOING TO BE DIFFICULT.

ADHD, BRIGHTER LIGHTS, AND DIMMING LIGHTS AT NIGHT WHEN NOT WORKING.

SO MANY THINGS, SO MANY GREAT THINGS.

OKAY.

I'M GOING TO MOVE ONTO THE NEXT ONE WHICH IS TASTE.

I TEND TO HAVE A REALLY REALLY DIFFERENT TASTE PALETTE THAN MENELLY HERE.

>> YOU LAUGHED SO HARD AT ME.

>> YOU WANT TO TELL THEM? [LAUGHTER].

>> OH, MAN.

>> TO BE CLEAR, I GREW UP IN TEXAS, I AM TEXAS BORN AND RAISED AND MY MANY GENERATIONS TEXAN IN BOTH SIDES OF MY FAMILY.

AND I LIVE NORTHEAST TEXAS SO WE HAVE CREOLE INFLUENCE IN OUR MEXICAN FOOD SO TEX-MEX IS SPICY AND MENELLY IS ‑‑

>> WHEN I WENT TO VISIT OSWIN IN TEXAS, WE WENT TO A MEXICAN RESTAURANT, ABOUT CRIED WHEN THEY BROUGHT THE FOOD OUT AND I ORDERED THE MILDEST THING.

THEY WERE DIAGNOSE LAUGHING AT ME.

>> I LIKE INTENSE FLAVORS AND MENELLY DOES NOT.

OKAY.

ONE MINUTE LEFT. BUT WHAT DO Y'ALL DO FOR NAVIGATING YOUR TASTE? LIKE EVERYONE DOES IT, EVERYONE HAS THINGS THEY DISLIKE.

TELL ME SOMETHING YOU DISLIKE.

YOU DON'T LIKE SALTY SAYS KATIE MAYO.

MY GOODNESS.

GRACE H SAYS ‑‑ DISLIKE SALTY, I JUST DON'T EAT OR DRINK ANYTHING I DON'T LIKE.

MIXED TEXTURES, VEGETABLES, WATER, ET CETERA.

WATER IS THE WORST.

I DON'T CARE WHAT PEOPLE SAY.

WATER IS THE WORST.

I HAVE SWEET TEA.

>> I LIKE YOU; I AGREE WITH YOU.

FIRE AND ACID.

I'M WITH YOU.

>> ALL RIGHT.

WE ARE AT THE END OF THE SESSION AND THIS WAS GREAT.

I APOLOGIZE FOR RUSHING THE FIRST HALF OF IT.

>> I'M GOING STOP THE RECORDING, YOU COULD KEEP THE CHAT GOING.

WHAT WE'RE GOING TO DO IS TAKE A 35 ‑‑ 30‑35-MINUTE BREAK FOR LUNCH AND WE'LL COME BACK FOR THE PARENT PANEL WHICH I'M VERY EXCITED ABOUT.

WE HAVE 4 AUTISTIC PARENTS OF A VARIETY OF CHILDREN COMING ON TO TELL US ABOUT THEIR EXPERIENCES AND GIVE US ADVICE.

VERY EXCITED ABOUT THAT.

I HOPE YOU WILL COME BACK AND JOIN US FOR THAT.

AND THANK YOU VERY MUCH FOUNDATIONS FOR DIVERGENT MINDS OSWIN AND MENELLY FOR SHARING THIS INFORMATION.

WE'LL HAVE A RECORDING AND I'M HOLDING HOPE THAT THE FIRST PART WAS RECORDED BECAUSE ZOOM SAYS IT'S PROCESSING A RECORDING.

SO MAYBE IT IS.

ALL RIGHT.

SO EVERYONE, I WILL SHARE THE BREAK SLIDE NOW.