Using real life examples such as an instance that you as a teacher may have encountered

Boundaries: How many boundaries did she cross? “A lot” - Students

“A lot. What was the first one? Grabbing my hand, so that was a physical boundary. What was the second one? - Lakshmi Mahadevan

“Talking loud to you.”- Student

“Talking loud to me. What was the third one? - Lakshmi Mahadevan

“Getting in your face.’ –Student

“Yes, so personal space – all kinds of things.” - Lakshmi Mahadevan

Allowing students to answer their own questions.

“That’s a good question, what do you feel yourself about tattoos?” - Lakshmi Mahadevan

“I wouldn’t judge people because that’s their own thing, but to be professional anything that shows should be covered up.” – Student

Incorporating group activities that consist of challenging yet attainable goals.

“The job that you have to do: you must design a flag for your organization. It could be anything, a sports organization, a hobby, or whatever. There can only be three colors on the flag.”

Using role play particularly when needing to demonstrate emotions and subtle behaviors.

Actor 1: looking shy and down at the floor “ Umm, do you want to, uhhh, buy cookies? I don’t know what to say... Well you know if you don’t want the cookies that’s fine... I don’t have to sell them to you, but do you want it?

Actor 2: “What is it for?”

Actor 1: “Ummmm...hmmm..hold on let me ask somebody umm hold on over there... Umm Miss what are these for?

Actor 3: “Red River…”

Actor 1: “Yeah what she said, so I don’t know, so... do you want a cookie? No?”

Teacher: So which one am I being? Aggressive? Passive? Or Assertive?
Allowing students to demonstrate and describe in-depth what they have learned.

Student 1: “We did a disability flag”

Teacher: “So you have someone on the flag with a disability in a wheelchair? Very nice. What else? What do the stripes mean?”

Student 1: “I was inspired by the U.S. Flag.”

Teachers: “Good, why did you pick the colors you picked?”

Student 1: “Blue, because that is what you usually see when you see the handicap signs.”

Teacher: “That’s true, a lot of us see the handicap signs in parking lots and what color is it?”

Class: “blue”

Adapting instructional materials:

Teachers: Today I had a board game with a group of students in special education. Some of them may not be able to hold on to something that is so small (referring to game pieces), so I had to think about a different way. So, I have paper, where regularly they will have dots on a regular dice. So I found colored paper, cut it out and put it on this foam making a big dice with tape. It is the same as the smaller dice. So that made it easier for some students to be able to hold it and flip it. And it is safe, it can’t hurt anybody. This is hard (holds up small dice) and you can easily bump (your head), but this is not”