

GROW YOUR ACCEPTANCE!

A 20 Day Challenge to grow your knowledge of autism from awareness to acceptance.

THEME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
INTRODUCING NEURODIVERSITY	DAY 1: <u>WHAT IS AUTISM?</u>	DAY 2: <u>WHY ACCEPTANCE?</u>	DAY 3: <u>THE PARADIGM SHIFT</u>	DAY 4: <u>WHAT IS NEURODIVERSITY?</u>	DAY 5: <u>IDENTITY-FIRST LANGUAGE</u>
THE AUTISTIC EXPERIENCE	DAY 6: <u>JUST THE FACTS</u>	DAY 7: <u>SENSORY OVERLOAD SIMULATION</u>	DAY 8: <u>MYTHS ABOUT AUTISM</u>	DAY 9: <u>IN MY LANGUAGE</u>	DAY 10: <u>AUTISTIC CULTURE</u>
CELEBRATING AUTISM	DAY 11: <u>THE OBSESSIVE JOY OF AUTISM</u>	DAY 12: <u>AUTISM POSITIVITY</u>	DAY 13: <u>AUTISTIC PRIDE</u>	DAY 14: <u>REJECTING THE PUZZLE PIECE</u>	DAY 15: <u>DON'T MOURN FOR US</u>
HOW TO BE AN ALLY	DAY 16: <u>BEING AN ALLY</u>	DAY 17: <u>THE TEACHER YOUR STUDENTS NEED</u>	DAY 18: <u>AVOIDING INSPIRATION PORN</u>	DAY 19: <u>SUPPORTING STUDENTS</u>	DAY 20: <u>FINAL THOUGHTS ON BEING AN ALLY</u>

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Weekly reflection questions

Week 1: What is neurodiversity? How am I encouraging the values of neurodiversity in my classroom? How am I reinforcing the pathology paradigm instead of the neurodiversity paradigm? What is the difference between person-first and identity-first language, and why is it important?

Week 2: What are some challenges our autistic students may face in our classrooms and in our society? How is autistic language different from a neurotypical language? What is one thing you learned about autism that was different than your current understanding? How will this new understanding impact how you work with your autistic students?

Week 3: What are some unique benefits to being autistic? How can we help our students capitalize on the benefits and minimize their challenges? Why do people have "autistic pride?" What's wrong with the puzzle piece symbol?

Week 4: What are your current practices for serving autistic students? How might these practices change based on what you have learned during this challenge? What is one thing you can immediately put into place to be an ally for your autistic students? What is one way you can teach your nonautistic students to be an ally?

