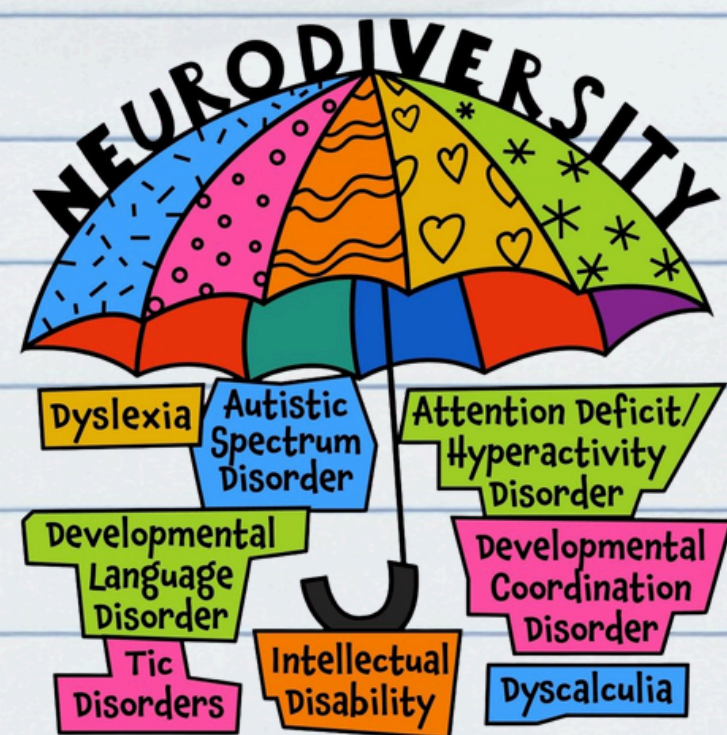


# **VOICES AND VIBES AS TOOLS FOR CONNECTION IN ADULT AUTISM**

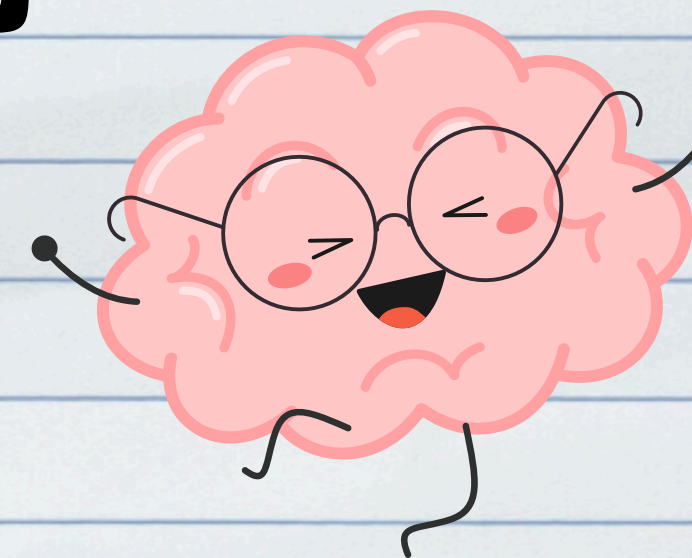
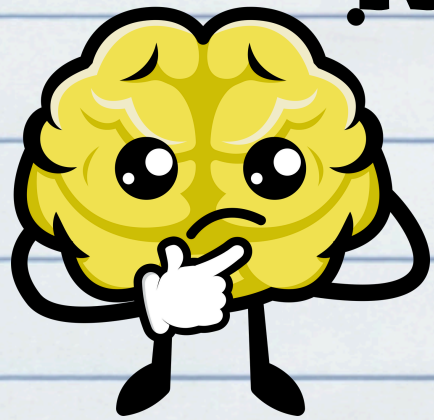


**MA SPC Viviana I. Canulli**



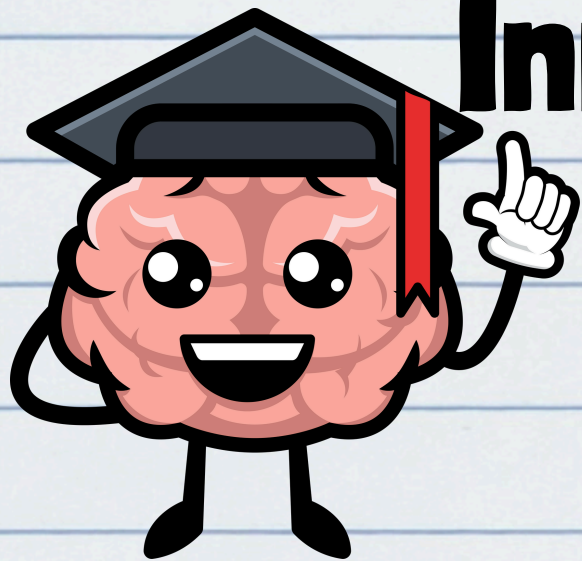
# WHAT IS NEURODIVERSITY?

**Natural variations of the  
human brain.**



**Neurological  
differences**

**Innate neurological diversity**



**Authentic diversity in brain  
functioning**





**1990s**  
**by Judy Singer**



**Natural variations**  
**of the human mind,**

**Not pathologies**



**Acceptance**

**Human rights**



**Inclusion**





# WHAT ABOUT AUTISM (ASD) ?


**1943 by Leo Kanner**  
**Hans Asperger, 1944**

**Natural variation  
of the human mind**

 **Restricted interests**

 **Sensory sensitivity**

 **Social communication**

 **Routines and  
predictability**

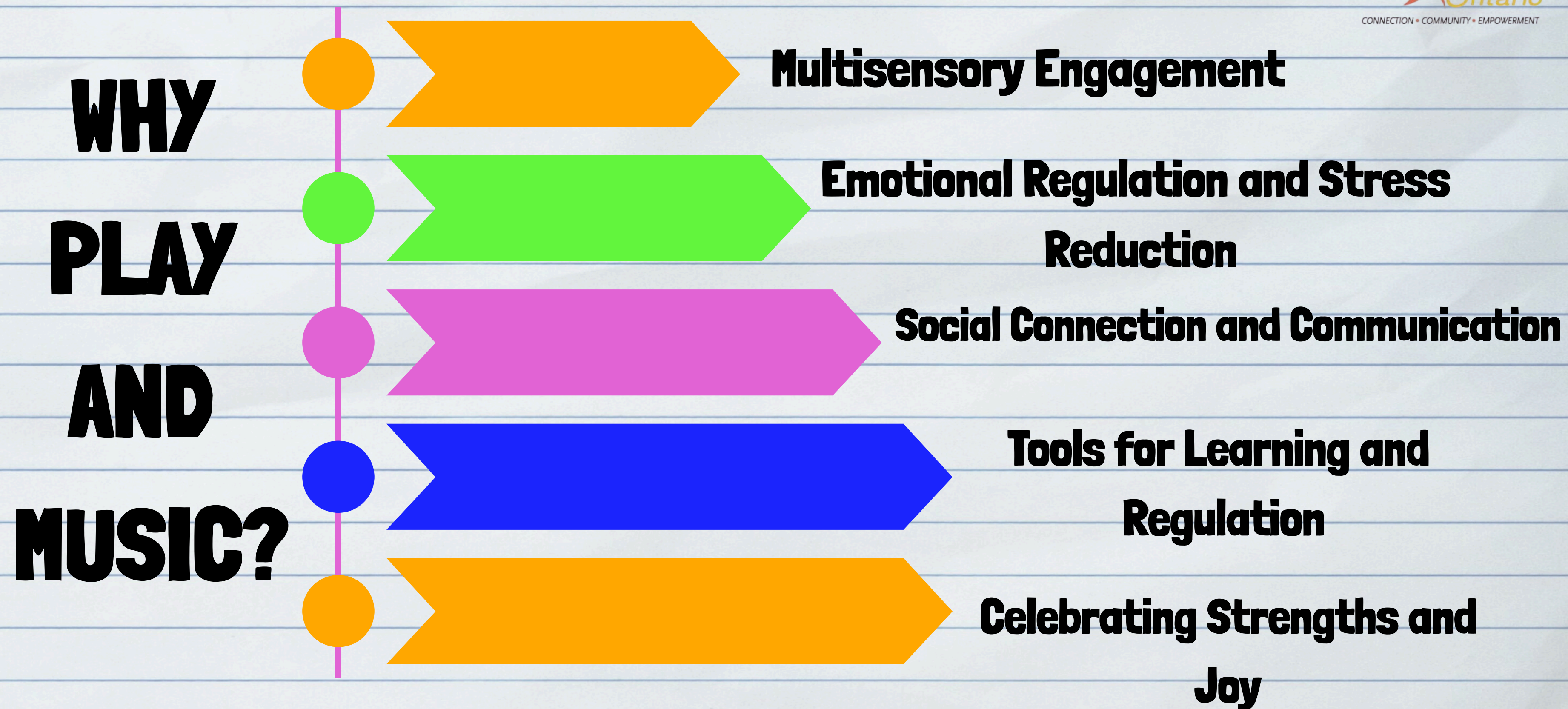




# POLL TIME

Let's put your knowledge to the test!








# 1. Guided Sound Bath with Textures

**Objective: Promote relaxation, body awareness, and sensory integration.**

**Dim the lights or use soft lighting.**

- 
- **Play a sound bath recording (singing bowls, gongs, chimes) or perform live if possible.**
  - **Provide participants with calming sensory objects (e.g. smooth stones, soft fabrics, textured stress balls).**
  - **Encourage them to close their eyes if comfortable, feel the textures in their hands, and focus on the vibrations and sounds.**

**After some minutes, facilitate a short reflection: "Which sound or texture made you feel most calm today?"**

**Key areas: Multisensory engagement (tactile + auditory), emotional regulation.**





## **2. Rhythmic Breathing with Drumming**

**Reduce anxiety through rhythmic predictability and breathing synchronisation**

**Provide small hand drums or use body percussion (e.g. chest taps, knee pats).**

**Guide participants to breathe in for 4 beats and out for 4 beats while lightly tapping the drum.**

**Increase to simple patterns (e.g. tap–tap–pause, tap–tap–pause).**

**Allow participants to lead rhythms if comfortable, promoting agency and engagement.**

**Key areas: Stress reduction, sensory–motor integration, predictability for emotional safety.**





# 3. Music and Movement Mirroring

**Enhance emotional expression and co-regulation.**



**Play instrumental music with varying tempos.**

**Invite participants to move their hands, arms, or bodies in ways that match the music.**

**Pair participants or work in small groups for mirroring: one leads simple movements, the other follows, then switch roles.**

**Debrief with prompts like “How did it feel to lead?” or “What emotions did the music bring up for you?”**

**Key areas: Social connection, multisensory integration (auditory + kinesth**



## 4. Creating a Personalised Calming Playlist



**Develop self-regulation tools for daily life.**

**Discuss the concept of music as a regulation tool.**

**Guide each participant to choose 3–5 songs that make them feel calm, safe, or grounded.**

**Provide prompts to analyse their choices:**

**“What is it about this song – the tempo, the lyrics, the memories – that helps you feel calm?”**

**Invite them to listen to their playlist during breaks or stressful moments in class.**

**Key areas: Emotional regulation, self-awareness, autonomy.**



## **5. Sensory Storytelling with Music and Props**



**Combine imagination, music, and sensory grounding.**

**Choose a short calming story or visualisation script.**

**Play gentle background music (nature sounds, piano, ambient tracks).**

**Use props that match the story (e.g. lavender sachets for a forest, sandpaper for beach textures).**

**Guide participants through the story, inviting them to touch or smell the props as the narrative progresses.**




**Conclude with grounding breaths and a group reflection: "Which part of the journey felt most peaceful to you?"**

**Multisensory engagement (auditory, olfactory, tactile), emotional safety, stress reduction.**





## **Notes for implementation:**

-  **Always provide clear instructions, visual supports, and choice for participation.**
-  **Check sensory sensitivities beforehand to adjust volumes, textures, or scents.**
-  **Integrate these activities into routine emotional regulation sessions or life skills training.**





# **1. Emotion Charades with Props**

**Build emotional recognition, expression, and social connection.**

**Prepare cards with different emotions (happy, calm, frustrated, curious, peaceful, excited).**

**Provide props (hats, scarves, sensory objects) to support expression.**

**One participant picks a card and acts out the emotion using facial expressions, gestures, or props – no words.**

**Others guess the emotion.**

**Reflect: “What helped you recognise the emotion? How did it feel to express it**

**Key areas: Emotional communication, multisensory (visual, tactile), social connection, celebrating unique expression styles.**











## **2. Sensory Dice Gratitude Game**

**Enhance positive emotions and celebrate strengths.**

**Use a large foam dice labelled with gratitude prompts, such as:**

-  **Something you did well today**
-  **Someone who made you smile**
-  **A favourite texture or sound today**
-  **A time you felt proud this week**
-  **A personal strength**
-  **Something that helps you feel calm**

**Participants roll the dice and share their responses.**

**Pass around a sensory object (e.g. smooth stone) as a talking token.**

**Key areas: Emotional regulation, joy, social communication, tactile engagement, celebrating strengths.**







## **3. Calm and Energise Freeze Dance**

**Support emotional regulation, stress reduction, and joyful movement.**

**Play music alternating between calm (slow piano, ambient) and energising (upbeat drumming, pop instrumental) tracks.**

**Participants dance or move freely while music plays.**

**When music stops, everyone freezes and takes three deep breaths to reset.**

**Reflect: "Which music felt calming or energising for you today?"**

**Key areas: Multisensory (auditory + kinesthetic), regulation through movement and breath, celebrating joy**





## 4. Compliment Circle with Sensory Tokens

**Build social connection and celebrate each participant's strengths.**



**Sit in a circle with a sensory token (e.g. textured ball).**

**Pass the token around; when someone holds it, they give a compliment or share a positive observation about another participant.**

**Example prompts:**

**"I admire how you...", "Thank you for...", "I appreciate your..."**

**Encourage receiving compliments with a deep breath and a smile or gesture of gratitude**

**Key areas: Emotional connection, tactile engagement, communication, strengths and joy celebration.**








# 5. Emotion Sensory Scavenger Hunt

**Connect emotions with sensory experiences for grounding and awareness.**



**Create a list of prompts such as:**

-  **Find something soft that makes you feel calm.**
-  **Find something that smells nice and makes you feel happy.**
-  **Find something colourful that makes you feel energised.**

**Participants explore the room or sensory kits to find these items.**

**Share in pairs or small groups: "What did you choose and how does it make you feel?"**

**Multisensory engagement (tactile, olfactory, visual), emotional regulation, social sharing, celebrating individual sensory joys.**





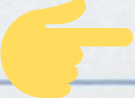
# Implementation Tips

- ✓ **Provide visual instructions and choice boards for each activity.**
- ✓ **Adjust sensory input to individual comfort levels.**
- ✓ **Celebrate all participation styles (verbal, non-verbal, gestural).**
- ✓ **Integrate reflections to build emotional vocabulary and confidence.**



 **"As Plato said: 'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.'"**

 **After exploring how music and play nurture emotional regulation and learning in our neurodiverse students...**

 **What small change can you commit to tomorrow to integrate music or play into your class, to give 'wings to the mind' of each of your students?"**





# POOL PART TWO





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