

# Same / Different: Lucere Align

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## Concept Framework: “Turn” and “Wait” as a Shared Game

We frame “**turn**” not as “**mine**”, and “**wait**” not as “**no**” — but as a **patterned rhythm** the student can feel, join, and trust.

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### Grounding Principles:

- ✓ Do use **touchable cues** (objects, hands, rhythm)
  - ✗ Avoid abstract symbols (timers, rules, “first/then” cards)
  - ✓ Do rely on **predictable, repeated sequences**
  - ✓ Do model “**I do, you do**” in tightly scaffolded exchanges
  - ✗ Avoid verbal explanations of fairness, sharing, or time
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## Sample Activity: “Rolling Ball Turn Train”

**Goal:** Experience “your turn / my turn” through embodied movement + rhythmic flow.

### Setup:

- Sit facing each other.
- Use one ball or object that rolls between you.
- Establish a **clear physical cue** for turn-taking (e.g. touch ball before rolling).

## Sequence:

1. Adult gently rolls ball to student:  
👉 “Your turn” (touch ball before rolling)
  2. Student explores ball. Let them fully engage.
  3. Adult extends hand and sings “my turn” in a rhythmic tone while offering a **patterned cue**:  
👏 Tap floor twice (or gently tap student’s hand twice)  
🎵 Use a short chant:  
“My turn’s coming... here it comes... thank you!”
  4. Model taking the ball gently, roll it back.
  5. Repeat. Keep rhythm steady and tone joyful.
  6. If student resists, **pause with connection, not pressure**.  
👐 Hold hands on ball together. Say:  
“Together... now me... soon you.”
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## 🎵 Rhythmic Support: “Turn Song” Example

Use simple melody the student can come to anticipate.



“I had a turn, and then it’s you.  
You get one, then I do too.  
One and one, back and back —  
We’re a turn-train on the track!” 🚂

This turns waiting into a *musical loop*, not an empty delay.

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## 🧠 Practice Moments in the Day

- **Lift-and-drop games** (e.g. “1-2-3... jump!”)
- **Push on swing**: “My push... your push”

- **Bubbles:** Adult pops one → student pops one
  - **Snack time:** Pass items in a rhythm — “You... me... you... me”
  - **Chants with hand tapping:** hands on knees, yours and theirs alternating
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## Visual Tools to Support Trust

- ☒ Use a **Turn Token** (e.g. a soft object or hand marker):  
“You hold this when it’s your turn. I’ll hold it when it’s mine.”
  - ☒ **Dual-colored object:** One side for you, one for them. Flip to show whose turn.
  - ☒ Use a **hand-over-hand “return” gesture** when giving back the object:  
💬 “Back to you!” with a smile and a little flair.
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## Anticipate and Reassure

If waiting triggers distress:




- Keep a **“Wait Wiggle”** — a small rhythmic activity they do while waiting (e.g. squeeze a soft toy, tap knees)
  - Stay close. Breathe with them. Use **physical presence** to signal, “I’m here. It’s coming back to you.”
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## Reframing “Wait” Emotionally

Instead of:

- ☒ “No, you have to wait.”  
Try:

-  “Let’s give each other turns. Yours is coming.”
-  “I hold it, then you do! Ready?”
-  “Watch me, then it’s you again — promise!”

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### AI Prompt Template (eg. in OpenAI - response results may vary):

I am supporting a student in a special education setting.  
They learn best through individualized structure, physical interaction, and relational safety.

I want to introduce or explore a learning idea — not as abstract content, but as something  
\*\*experienced, noticed, and made meaningful\*\* by the student.

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#### The concept I’d like to explore is:

- [x] other: helping the student understand “turn” and “wait” as relational timing — not as restriction or punishment

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#### Student Learning Profile

how\_the\_student\_receives\_information:

- [x] uses visual input (e.g. timers, hands, object movement)
- [x] learns through direct interaction (e.g. doing > watching)
- [x] follows modeled sequences but not verbal explanations
- [x] understands simple cause/effect when seen repeatedly

how\_the\_student\_expresses\_understanding:

- [x] initiates action without prompting when confident
- [x] reacts strongly when blocked from desired activity
- [x] shows understanding through turn-taking in predictable play

movement\_and\_physical\_support:

- [x] impulsive movement makes “wait” hard to scaffold

abstract\_thinking\_and\_symbols:

- [x] does not understand time-based abstract cues (e.g. timers, clocks)
- [x] “wait” is experienced as loss, not delay

- [x] “turn” is often misunderstood as ownership (“mine”)

learning\_rhythm\_and\_energy:

- [x] high energy, rapid engagement — burns out fast
- [x] needs immediate re-engagement or reassurance when paused
- [x] escalation risk if waiting feels open-ended
- [x] benefits from rhythmic, patterned “wait” cues (e.g. songs, physical touch)

response\_time:

- [x] disengages or escalates if unsure when turn will return
- [x] shows stress through fidgeting, vocalizing, or grabbing

emotional\_and\_social\_support:

- [x] requires strong co-regulation during delay-based activities
- [x] needs clear, embodied signals of fairness / return
- [x] emotionally dysregulates if pattern breaks
- [x] re-engagement requires trust and routine

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Language: English

Tone: Supportive, clear, classroom-aware.

Use appropriate Emojis for visual harmony while reading.

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