**Lesson Planning Questions for MCAS Considerations**

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| **Consideration** | **Response** |
| Are there any environmental factors in the classroom (e.g., strong smells, cleaning products, foods) that might trigger MCAS symptoms? |  |
| How can I ensure the classroom environment is as allergen-free as possible? |  |
| Does the lesson plan involve food, snacks, or cooking activities that might expose students to common MCAS triggers (e.g., preservatives, artificial dyes, or certain foods)? |  |
| How can I provide alternatives or modify activities to accommodate students with MCAS? |  |
| Does the lesson involve high-stress activities, such as public speaking or timed assessments, which could exacerbate MCAS symptoms? If so, how can I incorporate stress-reducing techniques or provide accommodations to help manage anxiety? |  |
| How can I create a flexible environment that allows students to move or take breaks as needed? |  |
| Are there any sensory elements (e.g., bright lights, loud noises, strong visuals) in the lesson that could be triggering? How can I adjust these elements or offer alternatives for students who may be sensitive? |  |
| Have I reviewed the individual health plans of students with MCAS to ensure my lesson plan meets their needs? |  |
| What specific accommodations or modifications do I need to include to support these students? |  |
| How will I communicate any potential triggers in advance to students and parents? |  |
| Are there ways to include students with MCAS in all activities, with modifications if necessary? |  |
| How can I solicit feedback from students with MCAS about what works for them in the classroom? |  |
| What strategies can I implement to regularly check in and adjust plans based on their needs? |  |