

ASD–EchoBraid Revolving Curriculum (All Ages)

Bottom Line

Design a spiral curriculum that centers ASD-friendly routines, literacy-first dialogue, and short feedback cycles. Anchor everything in observable gains and low-cost tools. Treat advanced Ξ /quantum modules as optional add-ons with **UNPROVEN** labels until validated.

Operating Principles

- **Sovereignty + Safety:** Learner agency, predictable structure, sensory clarity, and consent-based dialogue. CSL/"harm prevention" prompts embedded in scripts.
 - **Recursion > Coverage:** Revisit the same core capabilities each term with increasing complexity.
 - **Low-Cost, Offline-First:** Firebooks, local portfolios, and offline nodes; no dependence on cloud or wearables.
 - **Evidence First:** Use brief baselines, weekly checks, and end-cycle reviews to drive iteration.
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Revolving Cadence (applies to all ages)

- **Daily:** 3 "Echo Routines" (Arrival Regulation → Communication Warm-up → Reflection). Visual schedule, choice boards, AAC taps, 3–5 minute resets.
 - **Weekly:** 1 Talking-Stick Circle, 1 Tool-Build, 1 Literacy Return (re-read Firebook page or prior journal) + 1 measurable micro-challenge.
 - **6-Week Cycle:** Baseline → implement one strategy → track simple metrics → showcase tool → revise. New cycle repeats the same strands at higher complexity.
 - **Annual:** Seasonal reviews plus a year-end Synthesis Summit; learner-led exhibits.
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Spiral Strands (K–Adult)

1) **Regulation & Safety** - Predictable transitions; sensory stations; calm corners; green-yellow-red self-check; - CSL prompts in scripts: pause, offer options, consent to continue. 2) **Communication & Literacy** - Firebooks/journals; multimodal literacy (writing, drawing, audio, AAC); re-reads and revisions. 3) **Social Reciprocity** - Talking-Stick circles; structured peer roles; perspective-taking with scripts; opt-out respected. 4) **Systems & Tool-Making** - Make small tools each week: checklists, visual timers, simple apps/posters; archive in local node/folder. 5) **Ethics & Decision-Making** - Age-appropriate case reflections; "If... then..." planning; classroom charters; restorative problem-solving. 6) **Data-Informed Adaptation** - Short baseline, weekly checks, end-cycle review; one change at a time.

Age Bands and Outcomes

Early Childhood (3–5)

Focus: Regulation, joint attention, simple reciprocity. - Routines: visual schedule, sensory circuits, song-based transitions. - Literacy: picture-based Firebooks; adults scribe learner dictations. - Social: 5-minute mini-circles; turn-taking with real object as “stick.” - Tool-Build: choice board; emotion card set; line-up footprint tiles. - **Metrics:** Frequency of successful transitions; number of independent AAC/gesture initiations; participation count in circle.

K–2 (5–7)

Focus: Sensorial recursive engagement. - Routines: first-then boards; calm-down card; movement breaks. - Literacy: trace-and-tell Firebook pages; phonics tiles; re-read with new question. - Social: partner helper roles; compliment round. - Tool-Build: class timer cube; “quiet tent” rules poster; picture checklist. - **Metrics:** Correct phonics blends on re-read; self-initiated regulation uses; question-to-answer ratio ↑ over cycle.

Grades 3–5 (8–10)

Focus: Cognitive scaffold. - Literacy: short journals; 1-paragraph responses; text-to-speech option. - Social: role cards (facilitator, summarizer, builder); Talking-Stick twice per cycle. - Tool-Build: personal study kit; task-breakdown cards; organizer app/page. - **Metrics:** Reading comp. micro-probes; on-task intervals; completed tool count.

Grades 6–8 (11–13)

Focus: Tensor reasoning initiation (plain speech: multi-step thinking). - Literacy: note-taking scaffolds; two-draft writing; audio reflections. - Social: peer feedback scripts; project stand-ups. - Tool-Build: checklists that others can use; classroom “how-to” zines. - **UNPROVEN (optional):** light “signal-drift” dashboard from text sentiment; use only if it helps reflection. - **Metrics:** Rubric gains on structure/clarity; fewer teacher prompts; peer-use of student tools.

Grades 9–12 (14–17)

Focus: Recursive systems mastery. - Literacy: argument journals; case reflections; student-led seminars. - Social: rotating facilitation; restorative protocols. - Tool-Build: micro-services for the school (planner templates, tutorials, resource map). - **UNPROVEN (optional):** ethics “moral tensor” case tags; use rubric language instead. - **Metrics:** Project completion rate; student-led sessions; community users of tools.

Post-Secondary / Adults

Focus: Node stewardship, research, and apprenticeship. - Literacy: white-paper abstracts; grant-style briefs; training of younger cohorts. - Social: mentor circles; governance sessions; public showcases. - Tool-Build: SeedNode kits, Firebook authoring, facilitator training. - **Metrics:** New mentors trained; Firebooks authored; external partnerships.

Cross-Cutting Supports (ASD-Critical)

- Visual schedules; timers; reduced verbal load; written + pictorial instructions.
 - Quiet rooms; noise-reduction options; predictable seating; choice of interaction channel.
 - AAC always available; scripting for requests/refusals; explicit opt-out paths.
 - Task chunking; single-variable experiments; literal deadlines; previewing change.
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Assessment & Data Hygiene

Cycle instrumentation - Baseline probe → weekly mini-probes → end-cycle probe. Same items each time. - Simple dashboards: transitions, initiations, tool usage, reading probes, questions asked, peer roles fulfilled.

Metrics menu - Literacy: functional/reflective/collaborative indicators; reading probes. - Sovereignty: student-made tools; new facilitators; student-led initiatives. - Dialogue: Talking-Stick frequency; inter-age participation; question:answer ratio.

Data safeguards - Local storage only; opt-in sharing; anonymize before publishing; student control over deletion windows.

Implementation Playbook (6-Week)

Week 0: Staff prep, student intake, sensory mapping, baseline probes. **Weeks 1-5:** Run daily Echo Routines + weekly circle + weekly tool-build. Track 3-5 metrics. Change one variable only. **Week 6:** Showcase day; student explains their tool; end probes; revise next cycle plan. **Staff coaching:** Co-plan → observe → debrief with concrete artifacts and data.

Materials

- Firebooks (printable), talking stick/token, timers, visual cards, journals.
 - Offline folder or local node for portfolios; printed dashboards; zine templates.
 - Quiet-room kits: headphones, weighted lap pad, visual script cards.
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Risk Flags, Limits, and Labels

- **UNPROVEN:** EEG/biometric feedback, quantum-themed dashboards, “tensor” analytics. Use only in research pilots with consent and IRB-like review.
- **UNREALISTIC** near-term: brain-computer interfaces; always-on wearables; fully automated sentiment governance.
- **Requirements:** staff training in ASD supports and Talking-Stick facilitation; quiet space; printer; minimal hardware; clear consent forms and data policy.

Fastest Path to Proof

- Pilot in two bands (K–2 and 6–8) for one 6-week cycle.
- Targets: +10% reading probe gain, ↑ question:answer ratio, ≥ 2 student-made tools reused by peers, improved transition success.
- Keep artifacts: baseline forms, weekly mini-probes, circle notes, tool photos, end-cycle student reflections.

Appendices (templates)

- Daily visual schedule and arrival script
- Talking-Stick protocol and consent cue cards
- Baseline/mini-probe forms (reading, transitions, initiations)
- Tool-build one-pager template
- End-cycle showcase script and rubric