

Book Joy for Neurodivergent Readers

NANCY ROOP

Warm-up:

1. **Pick a Bag**
2. **Greet your neighbor**
3. **Enter Drawing**



Student Profiles

Presenter Bio

Ease Working Memory and Cognitive Load

- Move from Book Trauma to Book Joy
- Take Back to Class Guide

Neurodiversity and Promoting Self-regulation



Visual Strategies for Improving Communication

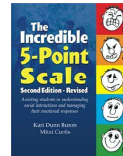
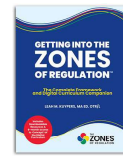
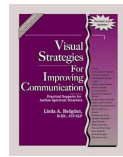
Linda A. Hodgdon

The Zones of Regulation

Leah M Kuypers

The Five Point Incredible Scale

Kari Dunn Buron
Mitzi Curtis



Neurodiversity Affirming Schools

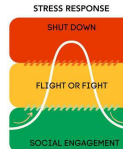
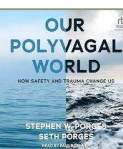
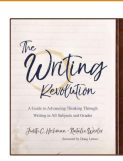
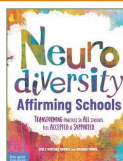
Emily Kircher Morris
Amanda Morin

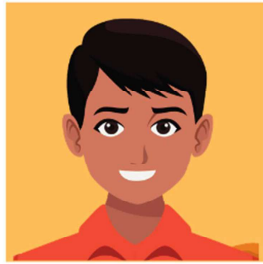
The Writing Revolution

Janet C. Hoffman
Natalie Wexler

Our Polyvagal World

Stephen W. Porges
Seth Porges





Safiy

Student Profile: Safiy

Fourth Grader

Likes to play with sensory toys

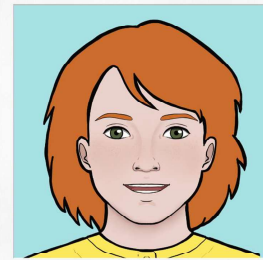
Hesitant with everything new

Easily overwhelmed

Reading level: first grade

CPTSD due to unstable home

Level three autism



Alex

Student Profile: Alex

Fifth Grader

Likes to ask questions

Hyperactive body and mind

Reading level: third grade

Social and emotional delay

Dysgraphia



Jordan

Student Profile: Jordan

Fifth Grader

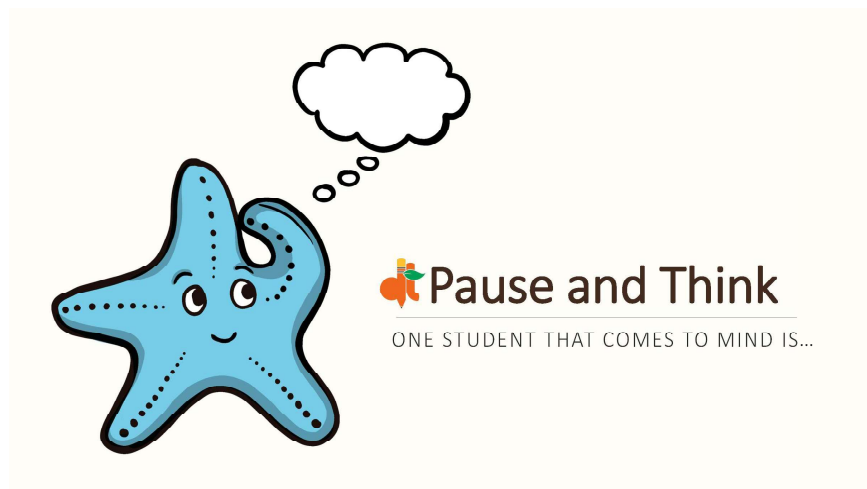
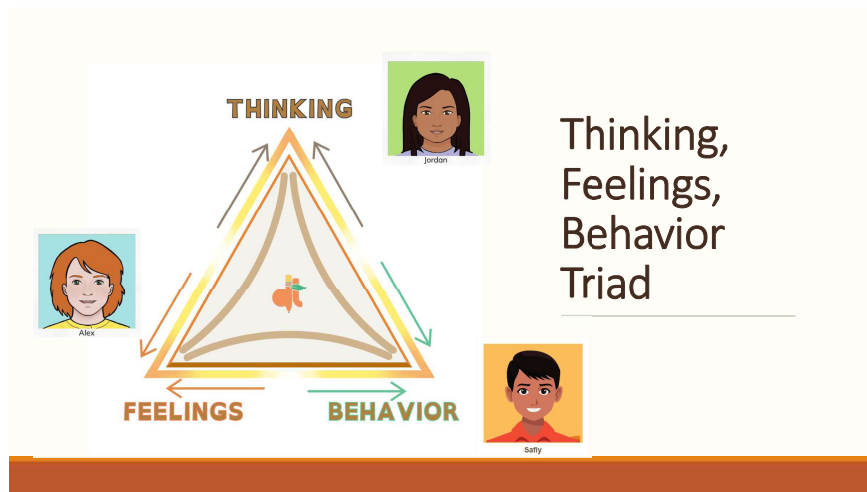
Likes to do research projects

Gifted

Reading level: eighth grade

Social and emotional delay

ASD and A.D.H.D





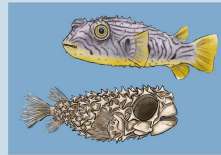
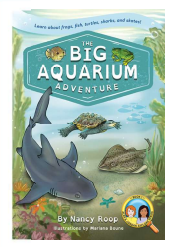
Nancy Roop

Author Publisher
Developmental Texts

Paraeducator Coach and Trainer
Para to Para

Substitute Special Education Teacher
◦ Former Paraeducator, Oakland County

Education
◦ BA in Integrative Studies, Oakland University



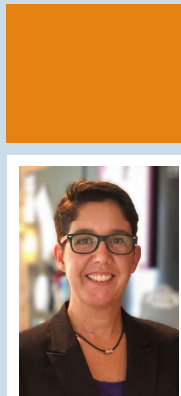
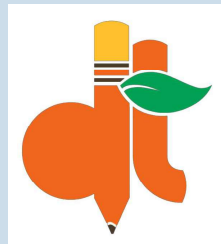
Nancy Roop Author

Evidence-based comprehension strategies

Beautiful illustrations

Designed for neurodivergent readers

Real, relatable, and relevant!



Megan Cavanaugh MA.SPEd., QBHP

Consultant and Speaker

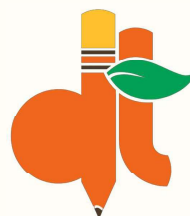
Developmental Texts

Former

- Behavioral Consultant, Wayne County
- Special Education Teacher, Oakland County

Education

- MA.SPEd., Oakland University
- Behavior Analysis Accreditation
UC Santa Barbara
- BA in Education
Central Michigan University



Agenda



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Neurodiversity and Promoting Self-regulation



What will you choose?



OUR POLYVAGAL WORLD
HOW SAFETY AND TERROR AFFECT US
STEPHEN WOOD
KEITH POORE

The Writing Revolution
A GUIDE TO IMPROVING WRITING THROUGH
JUDITH C. GORMAN · BOBIE GORMAN

BIG AQUARIUM ADVENTURE
BY NANCY ROOP

Spiral Bound Book

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Language Delays and Comprehension

“It is perhaps not surprising that children with poor speech and language have problems with literacy.”

Nation et al 2004

Most neurodivergent students have language differences:

Autism, ADHD, Dyslexia, Dysgraphia, Dyscalculia, PTSD, CPTSD, Traumatic Brain Injury, Anxiety disorders, Other Learning Disabilities

Moving from Book Trauma to Book Joy!

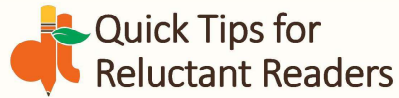


“If a child with ASD is put in a learning situation that they don’t understand, it is likely to produce anxiety which interrupts their ability to attend and learn.

Frustration and anxiety may cause negative behaviors such as inattentiveness, acting out, and an increase in ritualistic behavior.”

Developmental Texts for Students with Autism;
a Safe Space in the Written World.

Nancy Roop, Undergraduate Thesis, 2020

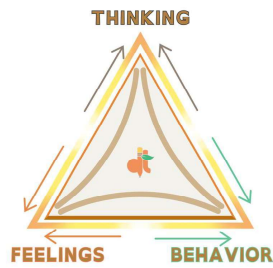


Neurodivergent Database


The Neuroaffirming Classroom



Pause and Think Back TFB Triad

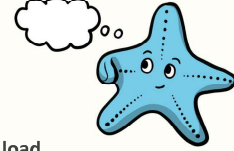


Co-regulation

- Modeling desired mood, tone, and behavior
- Provide sensory tools
- Match the energy level to the task
- Allow breaks with signs of overwhelm

Movement:

- walking, jumping, stretching,
- bilateral tapping
- Can stimulate and energize
- Can calm and regulate



Regulation reduces cognitive load.



Executive Functions

Organization	Planning
Task Initiation	Working Memory
Impulse Control	Emotional Control
Self Monitoring	Flexible Thinking



Reducing Executive Functions

1. Identify the learning objective
2. Identify executive functions to complete the work
3. Make a change to the number of tasks or functions
4. Create Routines
5. Use visual cues or lists
 - Vision is processed easier than hearing

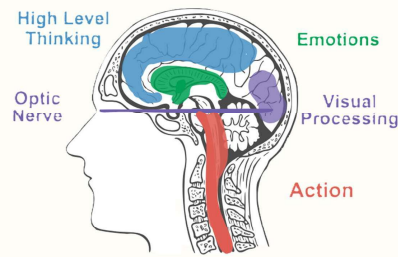


The Power of Visuals

The only part of the autistic brain that is not affected by autism is **visual processing**.



Language takes higher-level processing



1. _____
2. _____
3. _____
4. _____
Next: _____



Organization and Planning

Short Task Lists: written on sticky notes or laminated paper



- ✓ Listen to teacher's lesson.
- 2. Write 3 notes in notebook.
- 3. Write 4 definitions pg 2.
- 4. Color 3 states on USA map.
- 5. Choice time: 5 minutes.

1. _____
2. _____
3. _____
4. _____
Next: _____

Scaffolding

1. Include word banks
2. Detective questions: use page number clues
3. Add color to worksheets
 - Increases interest
 - Use color-coding to give clues to the answers.
4. Review sheet: provide answer keys
5. Reduce the number of multiple choice to two
6. Para scribes for student in notebook
 - Taking notes of teacher's lesson
 - Brainstorming ideas and sentence creation

Use a word bank.
Color code with lines or dots.
Use same colors consistently.

frog fish turtle shark skate

1. What animal is Stephen's favorite? _____ (p. 13)
2. What was too scary for Stephen? _____ (p. 21)
3. What animal helped Stephen feel calm? _____ (p. 81)

DIRECTIONS: which word tells...

Who?	What?	When?	Where?	Why?	How?
aquariums	where	carefully			
turtles	what	last summer			
slowly		inside			
the tank		Alex			
Jordan		sandbar			

DIRECTIONS: expand the sentence.
He walked to the frogs.

Who? _____ Stephen

When? _____ he felt scared

Where? _____ at the Aquarium, or The Big Aquarium

Stephen walked to the frogs when he felt scared at the aquarium.

Student-led Bookmaking

Use topics of interest or common items at school.
Use a binder, lined paper, and plain white paper

Create a picture book—one page a day

1. Write a word, phrase, or a sentence on lined paper
2. Draw an illustration on plain paper
3. Put pages in binder (3-hole punch)
4. Read the book after new pages are added
5. Create cover page when book is complete.



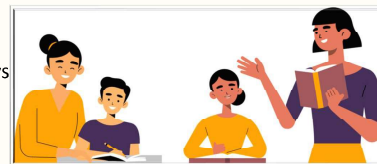
Scaffold as needed: sentence choices or outline illustration

Organization and Planning

The Roop Method

Easiest content standard in chunks of 3-5 days
Capitalizes on familiarity and routines
Builds executive function skills

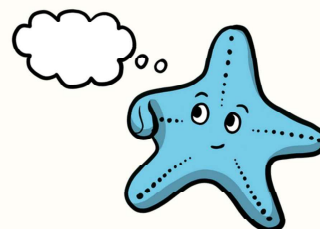
1. Attends the teacher's daily lesson
Based on self-regulation; a break may be needed
Adult prepares 3 to 5 copies
2. Student repeats the lesson for up to 5 days
High to low scaffolds/modifications
3. When class begins a new unit, move on and repeat



1. _____
2. _____
3. _____
4. _____
Next: _____



Pause and Think About Your Student

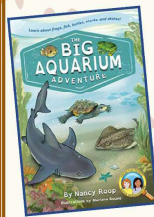


Agenda

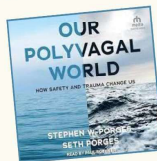


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- ✓ Presenter Bios
- ✓ Ease Working Memory and Cognitive Load
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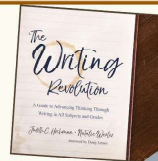
What will
you
choose?



Spiral
Bound Book



Libro.fm
Audiobooks



SECOND
CHANCE
DRAWING

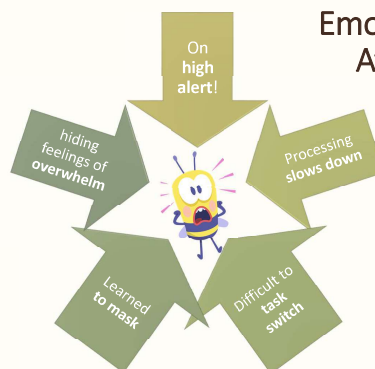
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Emotional Regulation Takes Attention and Energy!



We are all Different



Neurodiversity Affirming

- Presume competence
- Promote autonomy
- Respect all communication styles
- Strength's base approach
- Tailor supports to individual needs



The Eight Sensory Systems

Basic Five: See, hear, smell, taste, and touch

*touch is everywhere on the body

Proprioception is the body's spatial awareness

Vestibular is the motion and balance sense

Interoception is the body's internal awareness



Sensory Regulation and Learning



Environment:

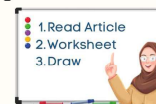
- Designated quiet or comfy areas
- Reduce visual stimulation

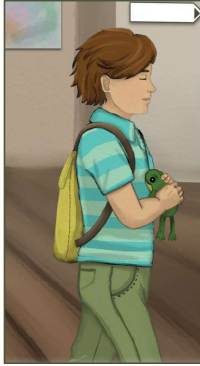
Promote self-regulation

- Provide headphones and fidgets
- "When you are ready..."

Explicit directions

- Pause frequently
- Written on the board





Sensory Regulation and Learning

Movement

- Walking is bilateral stimulation
- Designate a pacing and standing area
- Student delivers something to the office

Flexible Seating

- Chairs or stools that allow for movement
- Low tables, so student sits on the floor
- Put a colored tape boundary

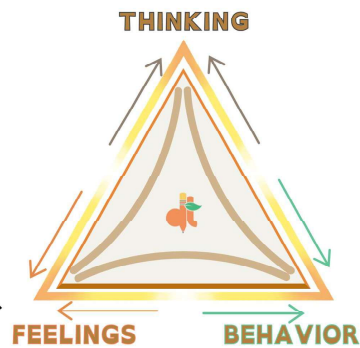


TFB Triad

Improve Sensory Input

based on what an individual needs:

- Thinking is improved
- Behavior is improved

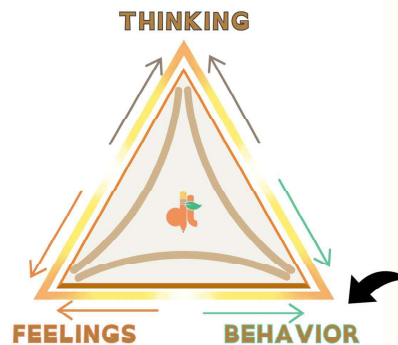


TFB Triad

Change up Behavior

based on what an individual needs:

- Thinking is improved
- Feelings are improved (both sensory and emotional)

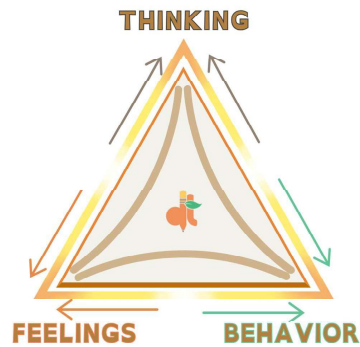




Change up Thinking

Model Positive self talk:

- Feelings are improved (both sensory and emotional)
- Better able to make good behavior choices



What zone am I in?

Angry or Upset

Afraid or Nervous

Happy and Ready to Learn!



Model desired energy level and manner

- Match the energy level to task
- Provide explicit directions
- Add, "When you are ready..."

Check in with a feelings chart

Offer breaks as needed

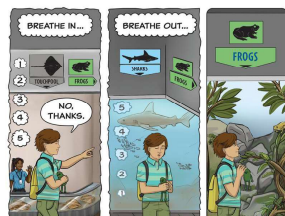
If agitated, ask,

- "What will help you feel better?"
- "I can help you get started."
- "Do you need a break?"



STEPHEN'S QUICK TIP FOR STAYING CALM

When I start to feel too much in my body, I can take deep breaths. I breathe in with a deep belly-breath and count to five: 1 2 3 4 5. I focus on the numbers and remember to go slowly. Then, I exhale slowly and count backwards from five: 5 4 3 2 1. I repeat these two more times. I look at frogs, squeeze a toy, or listen to music.



- Breathing and mindfulness calms the vagus nerve.
- Be sure to practice with students when they are calm.
- Stephen's Quick Tip for Staying Calm is in the handouts.
- Print and laminate

Quick Tip from our Pets!



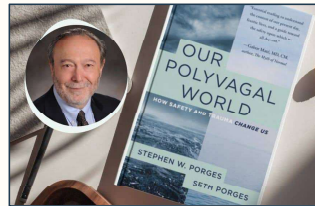
Stephen Porges says: Brains are naturally wired to focus on negative thoughts to keep us safe. Modern brains haven't evolved, yet.



Deb Dana says: **Glimmers** are micro-moments of regulation that foster feelings of well-being.



Use **good** gossip!
Positive narration
Mindfulness
Affirmations



PVI | polyvagal institute

Polyvagal Theory by Stephen Porges

Neuroception: the body's automatic ability

- To assess danger
- Reacts
- to keep us safe
- Attention

Self Regulation:

- A development skill
- Learning varies per person
- Is influenced by the nervous system
- Nervous system can override thinking and feeling



Vagus Nerve

Vagus Nerve
Main Branch

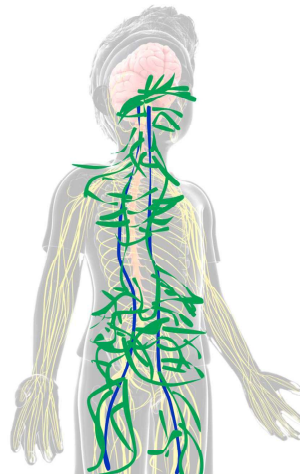
blue

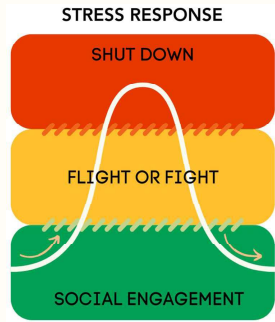
Vagus Nerve
Connections

green

Other
Nerves

yellow





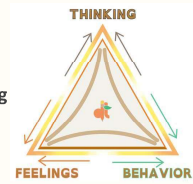
Polyvagal Theory

Physiological state is the sum of:

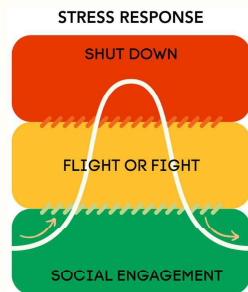
- Emotions and sensory perceptions
- Ability to manage executive functions
- Carry out the chosen behavior

Must feel safe to maximize thinking

- Environment
- Emotionally
- Physically (sensory)



When feelings and behavior are regulated, learning is possible!



Alex

Often in green

- Very social
- Has agency over sensory needs

Goes up to yellow quickly

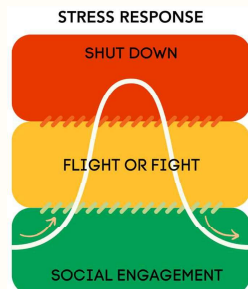
- High demands
- Task switching too fast

Demands continue

- Escalates into red
- 20 minutes until de-escalation



Alex stays on alert due to cortisol for the rest of the day!



Jordan

Often in yellow

- But appears to be in green
- She masks her anxiety

Goes up to red slowly

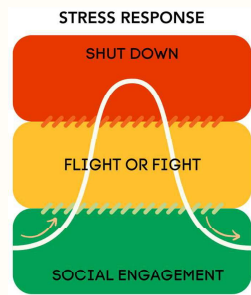
- Works hard to not escalate
- She cannot learn in this state
- Starts to show agitation

Looses control

- Short period of time
- Tends to blow up after getting home



Jordan benefits from taking breaks and draws pictures.



Safiy

Often hovers near red

- Body feels trauma
- Transitions are hard

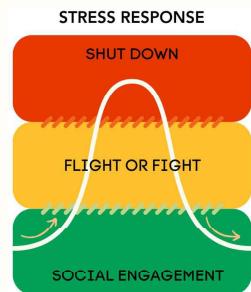
Is seldom in green

- Routine schedule
- Favorite activities

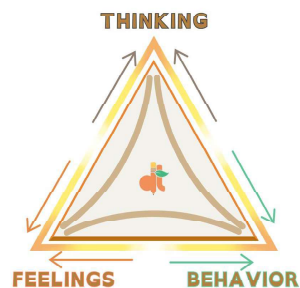
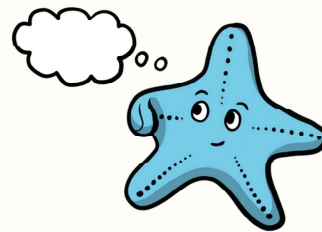
Needs extra time to process

- Finish scripting and routines
- Needs to work on one goal at a time.

Safiy needs an educator who is patient and empathetic.



Pause and Think About Your Student



TFB Triad Expanded

Thinking

- Executive Functions
- Decisions / choices
- Thoughts about feelings
- Thoughts about behavior
- Learning

Feelings

- Physical
- Sensory
- Emotional

Behavior

- Physical actions
- Behavior choices in action
- Stress response / impulsive reactions



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Resources Available to You!

Nancy@DevelopmentalTexts.com

Sign up for my occasional newsletter

- Quick Tips for ND Readers
- Advance reader copies of new books



Access Slide Deck, Accommodation Guide and More!

- nancyroop.com/resources—scroll to the bottom

Coming Soon:



Nancyroop.com/blog
[Instagram/@developmental_texts](https://www.instagram.com/@developmental_texts)



Thank you for being here!