

**Para to Para: Promote
Self-regulation with Co-
regulation and Learn How
to Use Accommodations
for Neurodivergent
Students.**

NANCY ROOP



nancyroop.com/resources



Agenda



Three Neurodivergent Readers

Books for Reluctant Readers

Accommodation Took Kit

Polyvagal Theory & Co-regulation

Student Break Protocol



Resources

Visual Strategies for Improving Communication

Linda A. Hodgdon

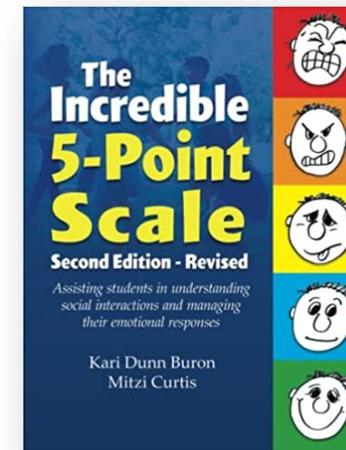
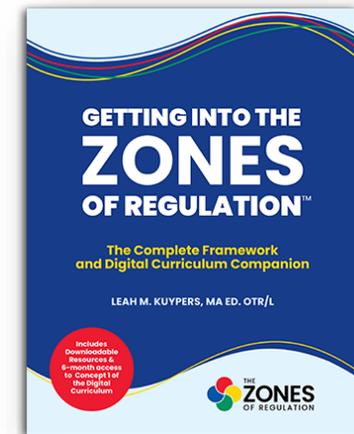
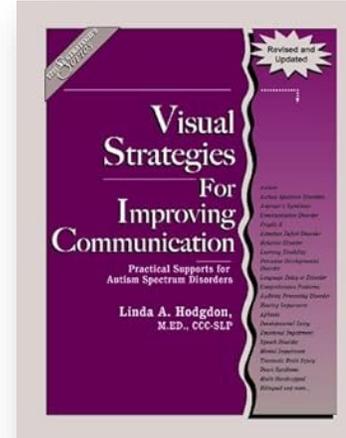
The Zones of Regulation

Leah M. Kuypers

The Five Point Incredible Scale

Kari Dunn Buron

Mitzi Curtis



Resources

Neurodiversity Affirming Schools

Emily Kircher Morris

Amanda Morin

The Writing Revolution 2.0

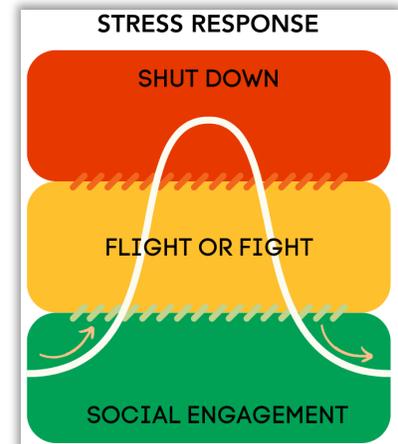
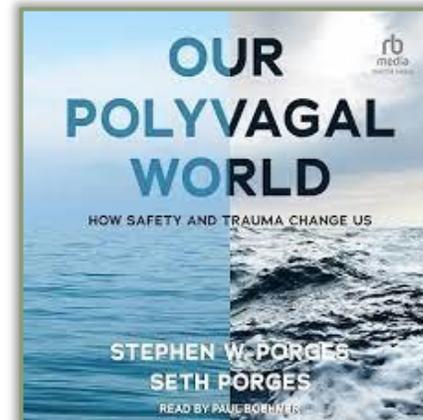
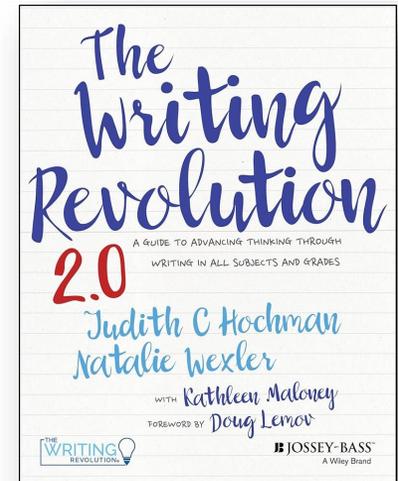
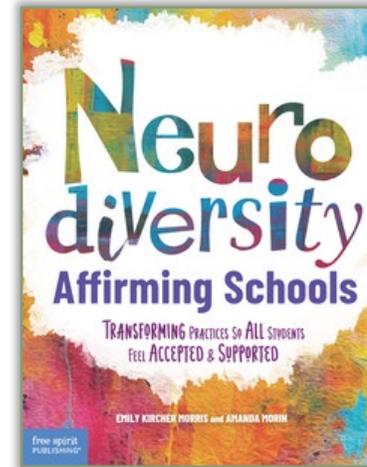
Janet C. Hoffman

Natalie Wexler

Our Polyvagal World

Stephen W. Porges

Seth Porges





Safiy



Student Profile: Safiy

Fourth Grader

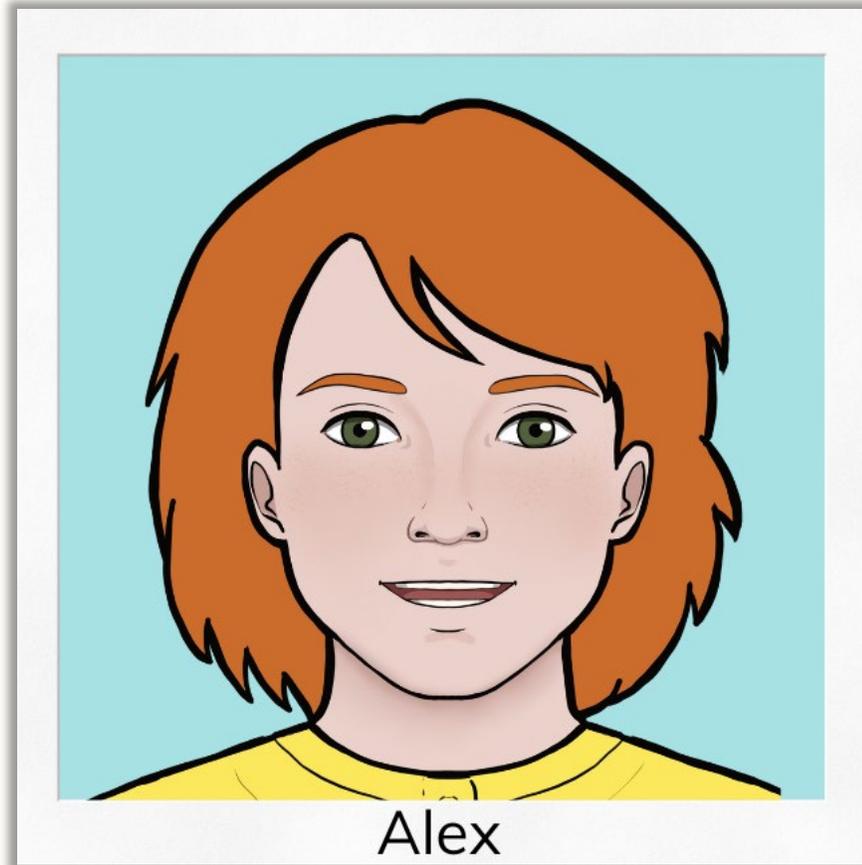
Hesitant with everything new

Easily overwhelmed

Reading level: first grade

CPTSD due to unstable home

Level three autism



Student Profile: Alex

Fifth Grader

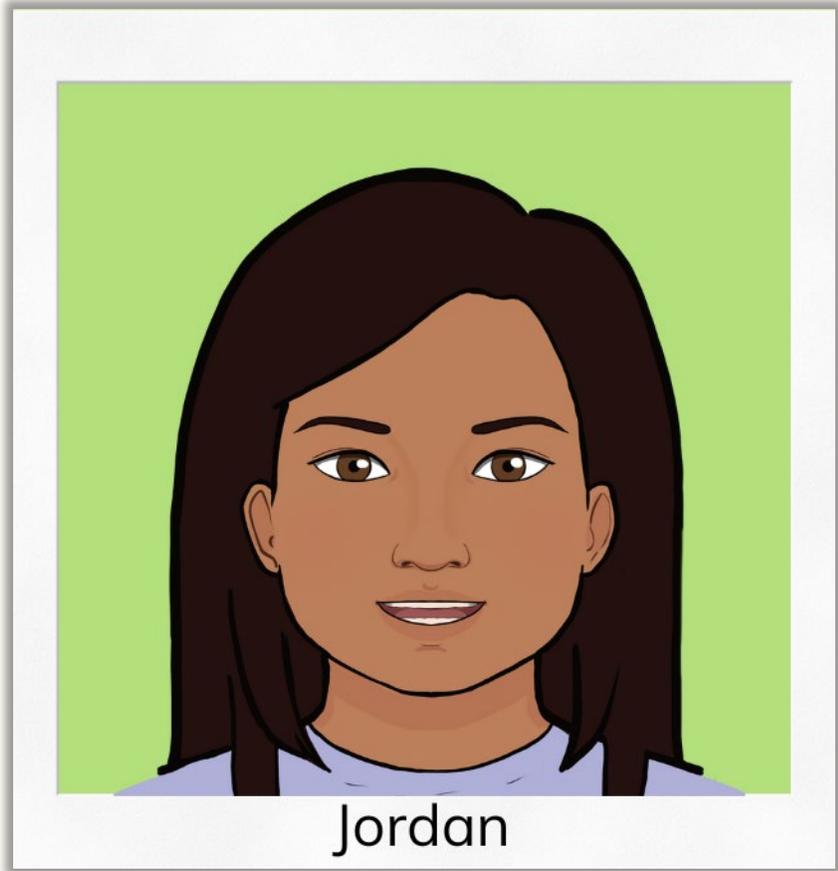
Likes to ask questions

Hyperactive body and mind

Reading level: third grade

Social and emotional delay

Dysgraphia



Student Profile: Jordan

Fifth Grader

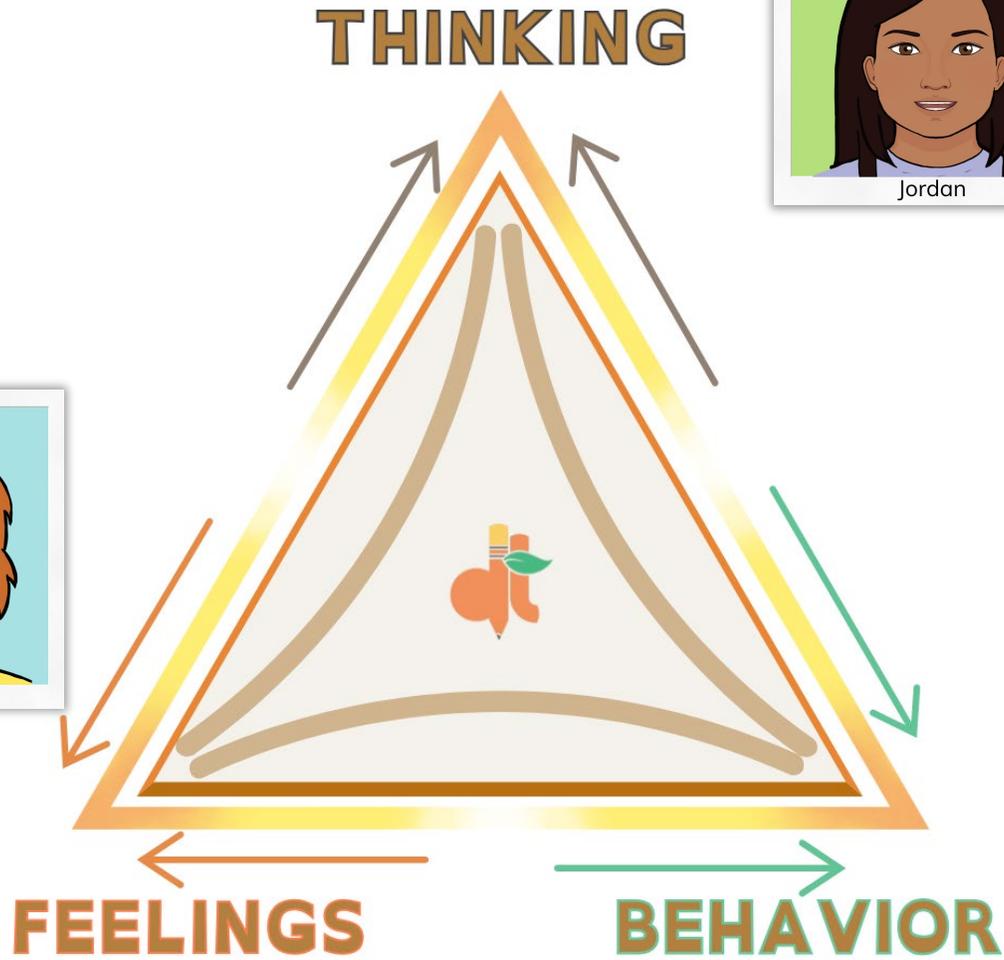
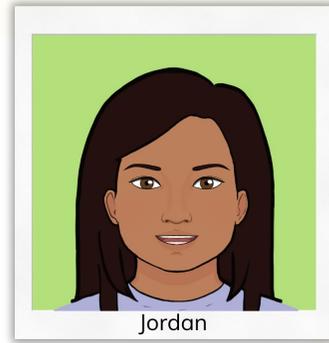
Likes to do research projects

Gifted

Reading level: eighth grade

Social and emotional delay

ASD and A.D.H.D



Thinking, Feelings, Behavior Triad



Pause and Think

ONE STUDENT THAT COMES TO MIND IS...



para^{to}
para



Nancy Roop

Author Publisher

Developmental Texts

Paraeducator Coach and Trainer

Para to Para

Special Education Substitute Teacher

Former Paraeducator

Education

BA in Integrative Studies,
Oakland University





Nancy Roop Author

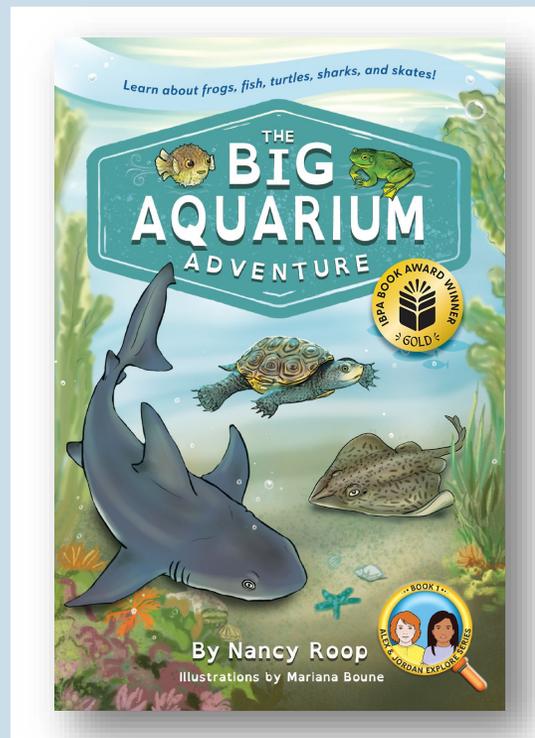
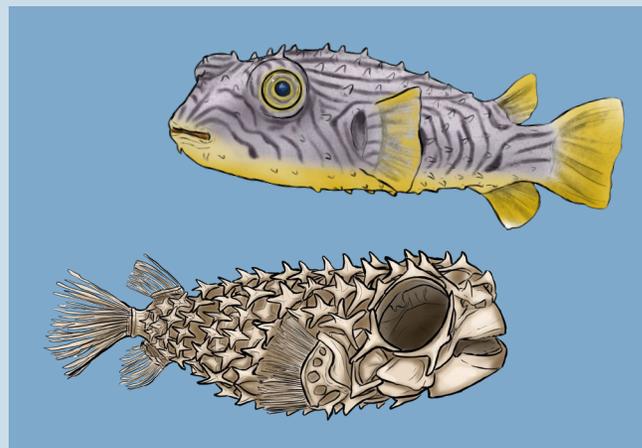
Evidence-based comprehension strategies

Builds background knowledge

Beautiful illustrations

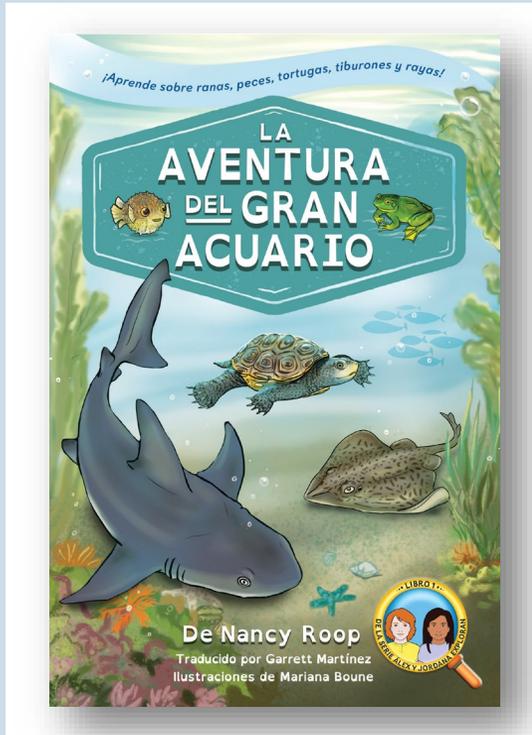
Designed for neurodivergent readers

Real, relatable, and relevant!





Nancy Roop Author

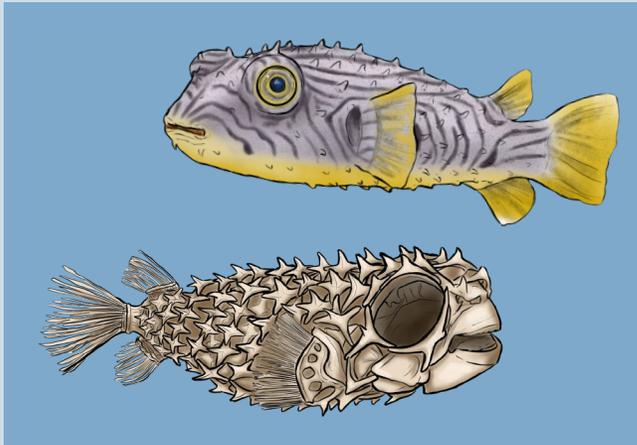


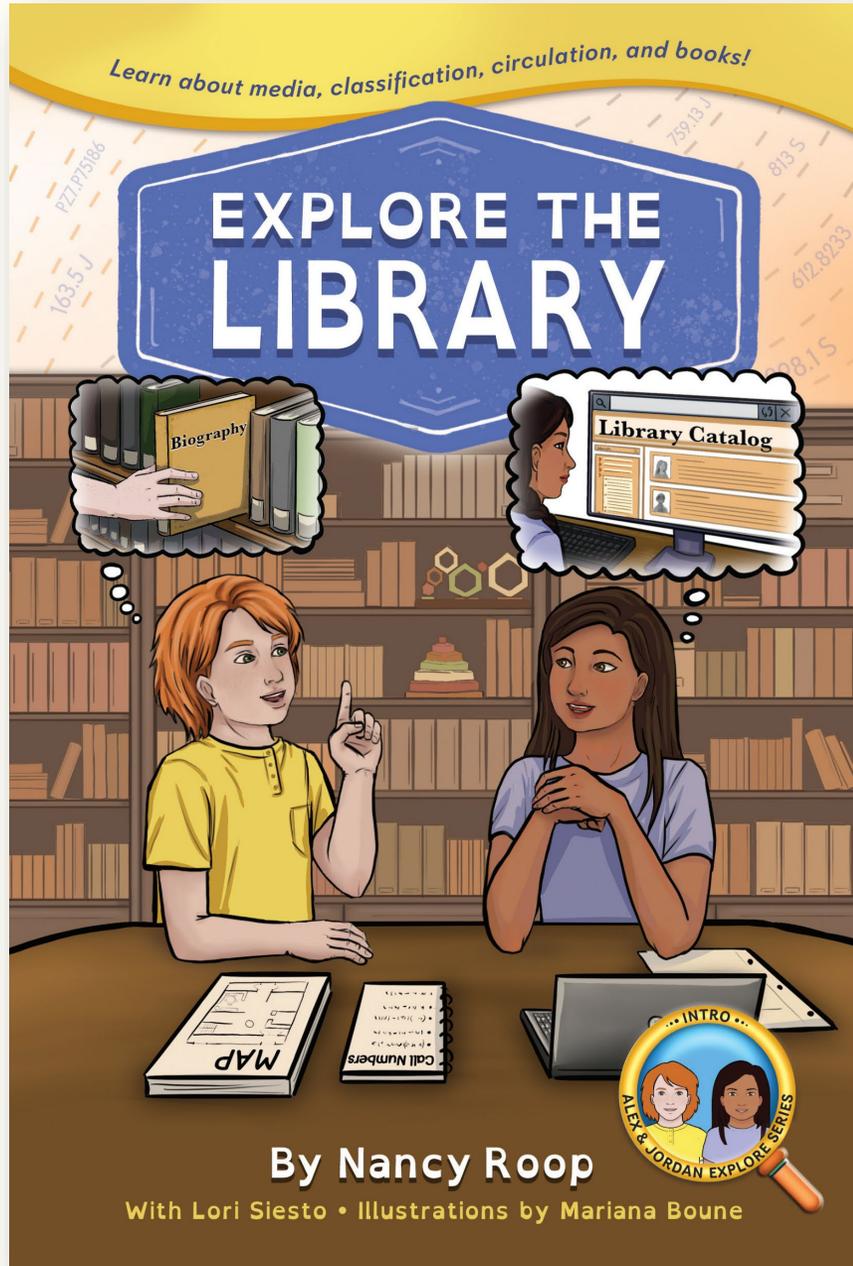
Spanish Edition
Beta Readers needed!

Free book upon publishing

Send an email to:

Nancy@developmentaltexts.com





Explore the Library

Learn about media, classification,
circulation, and books!

Advance reader copy in 2026

An icon for the agenda, featuring a stylized orange and yellow pencil with a green leaf-like shape above it.

Agenda



Three Neurodivergent Readers

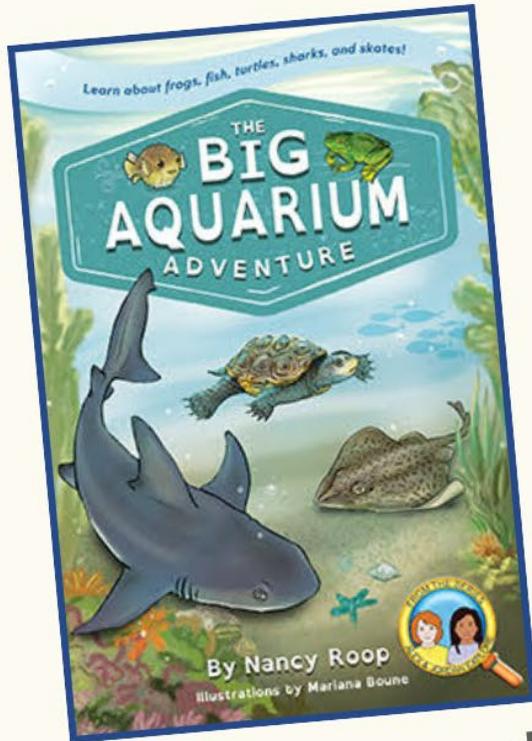
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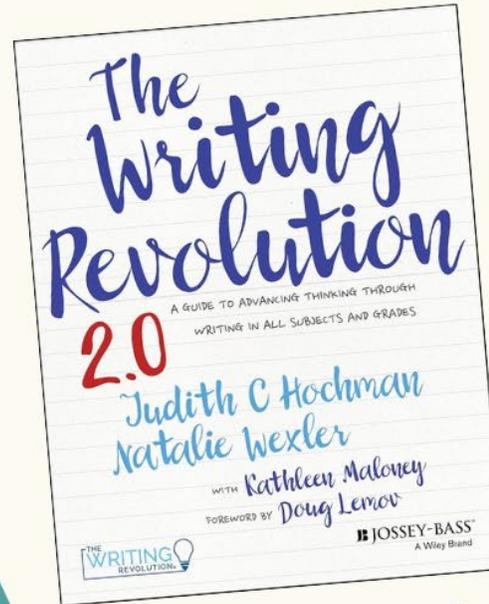
**Winners
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the end!**



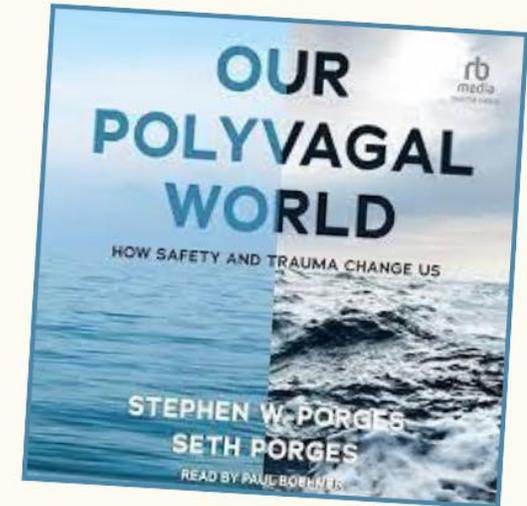
Spiral Bound



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Audiobooks



Audiobook



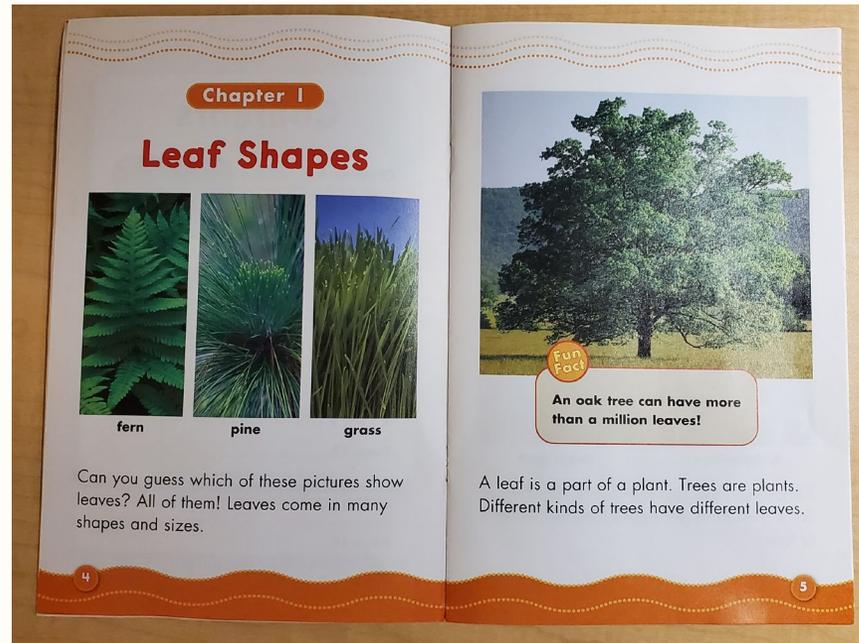
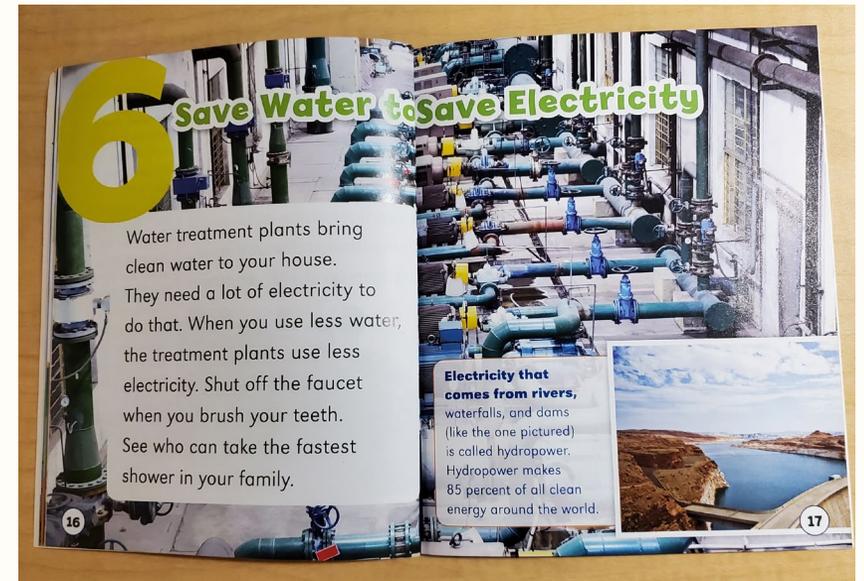
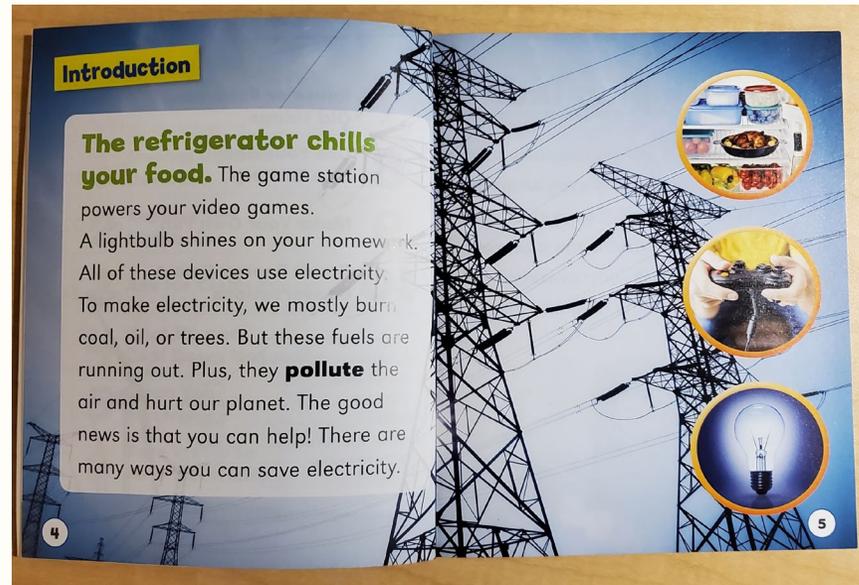
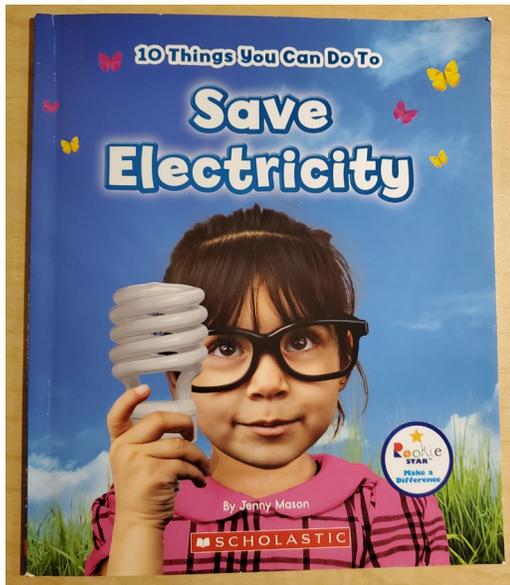
Audiobook



Book Features for Reluctant Readers



1. Match sensory needs of book to reader
2. Accessible: rounded font on white paper
3. Systematic organization is predictable
4. Avoid figurative language; complex social situations
5. Nonfiction; or real & relatable stories
6. Books in a series are predictable and familiar
7. Graphic novels: pictures are processed differently
8. Repeated readings allow familiarity





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Accommodation Toolkit to supports Executive Functions

Organization

Planning

Task Initiation

Working Memory

Impulse Control

Emotional Control

Self Monitoring

Flexible Thinking



Take Back to Class Accommodation Guide

Student Led: use favorite topics & characters.

Audiobooks and read alouds: listen then create three action pictures from the story.

Paras can scribe for a student so they can get their ideas down with less frustration.

Reduce the number of multiple choice answers to two.

Give the answer key of the review sheets to students with blanks for them to copy one or more words based on their level. Or they can use a highlighter to highlight the answer already given which allows the review the correct information!



**Empathy, compassion,
and patience are key!**





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





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

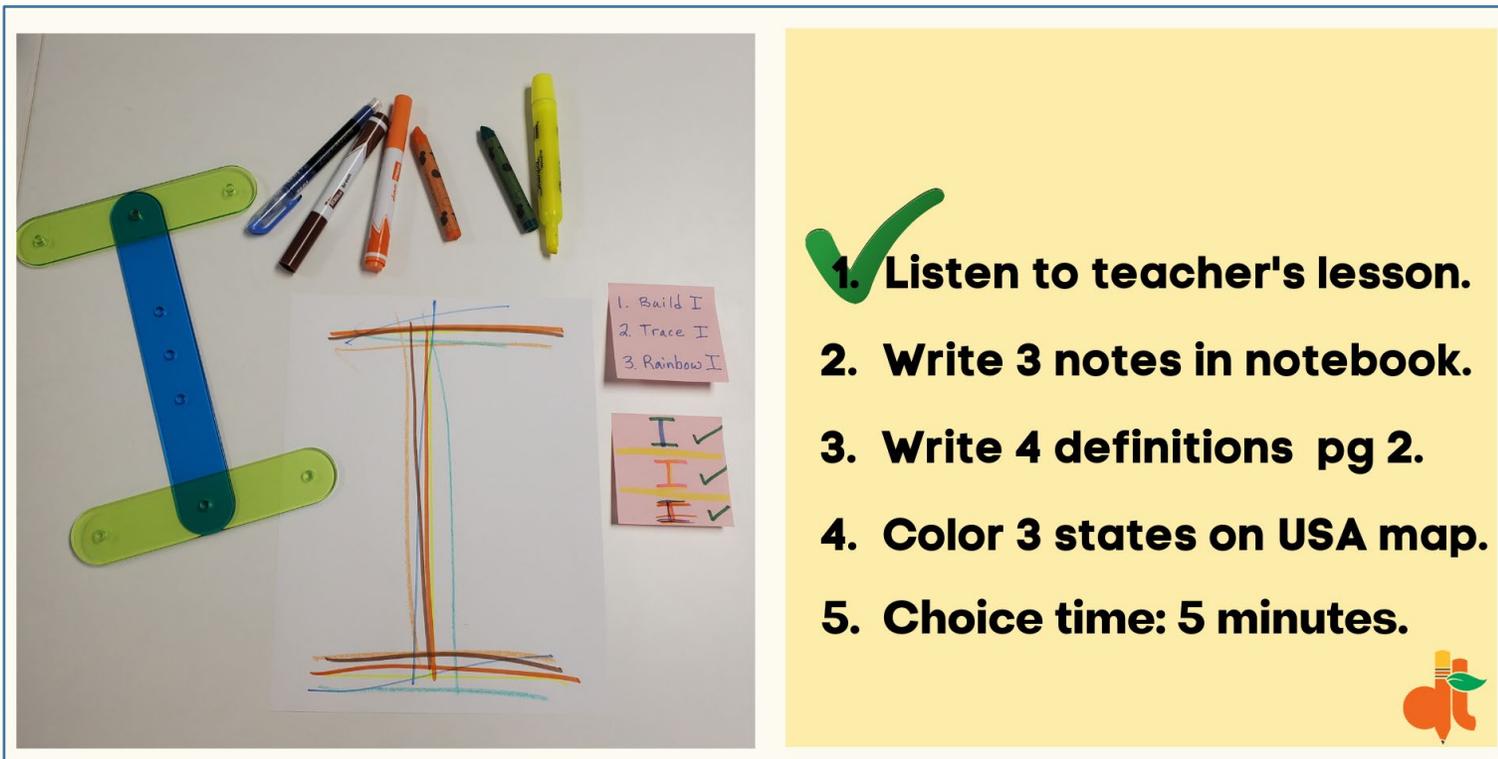
Where? at the Aquarium, or The Big Aquarium

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



Organization and Planning

Short Task Lists: written on sticky notes or laminated paper



- 1. 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. _____

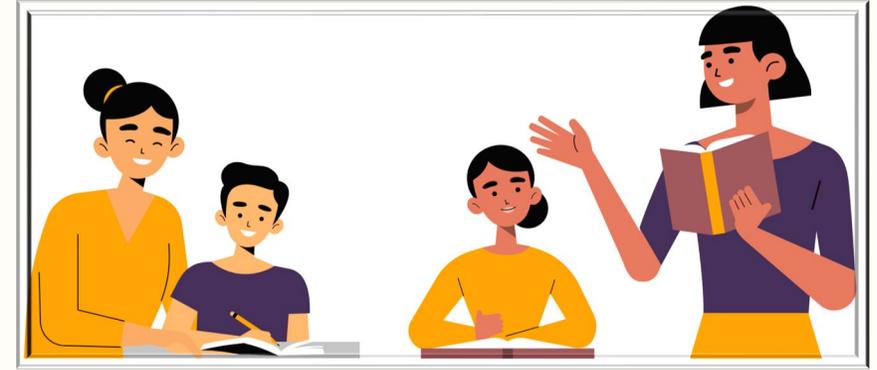
3. _____

4. _____

Next: _____



The Roop Method



Easiest content standard in chunks of 2-3 days

Capitalizes on familiarity and routines

Builds executive function skills

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



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
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





Reading Journal Templates

The Hockman method is accessible to all!

1. Read a book; complete a page
 - (10 - 15 of each one in order of difficulty.)
2. Put page in binder.
3. Review the last five pages daily to boost retention.

Name _____ Date _____

Who

I read _____

who	does or is
-----	------------

Draw a picture

Write a sentence

Name _____ Date _____

What

I read _____

what	does or is
------	------------

Draw a picture

Write a sentence

Name _____ Date _____

When

I read _____

Something happened	when
--------------------	------

Draw a picture

Write a sentence

Name _____ Date _____

Where

I read _____

Something happened	where
--------------------	-------

Draw a picture

Write a sentence

Name _____ Date _____

Why

I read _____

Something happened	why
--------------------	-----

Draw a picture

Write a sentence

Name _____ Date _____

How

I read _____

Something happened	how
--------------------	-----

Draw a picture

Write a sentence

Name _____ Date _____

What Happened

I read _____

what happened

Draw a picture

Write a sentence

Who ?
What ?
When ?
Where ?
Why ?
How ?



The Writing Revolution

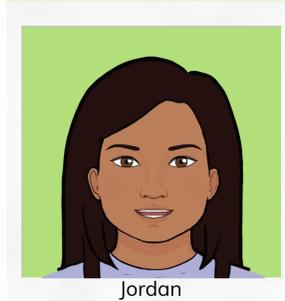
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Poster available at
thewritingrevolution.org



Safiy

Pause and Think About Your Reader

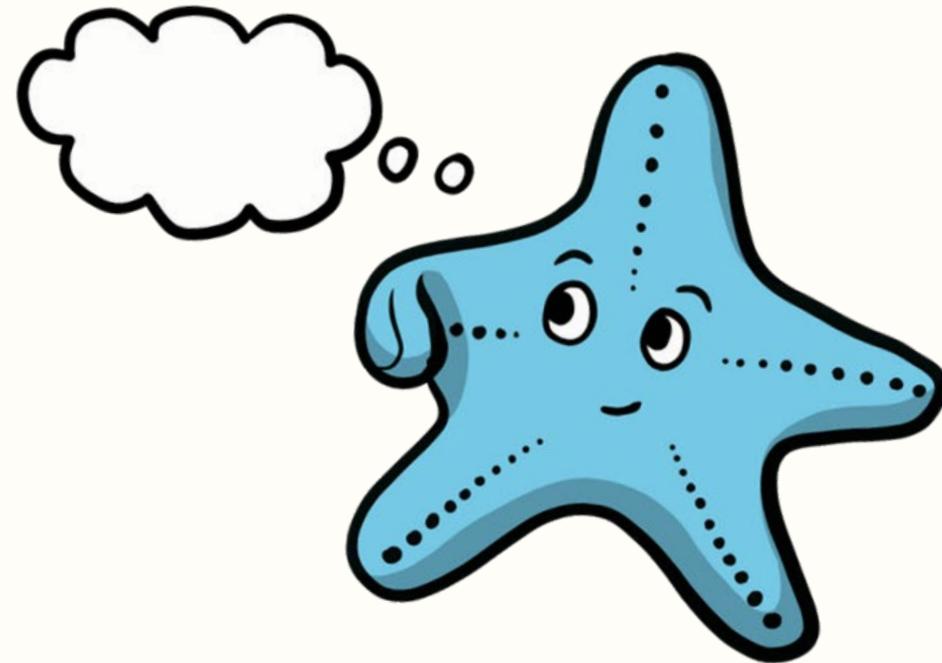


Jordan

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



Alex





Agenda

✓ Three Neurodivergent Readers

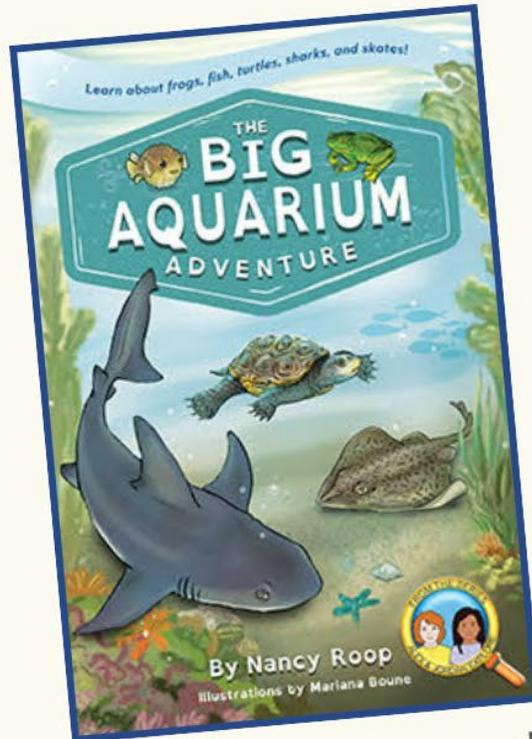
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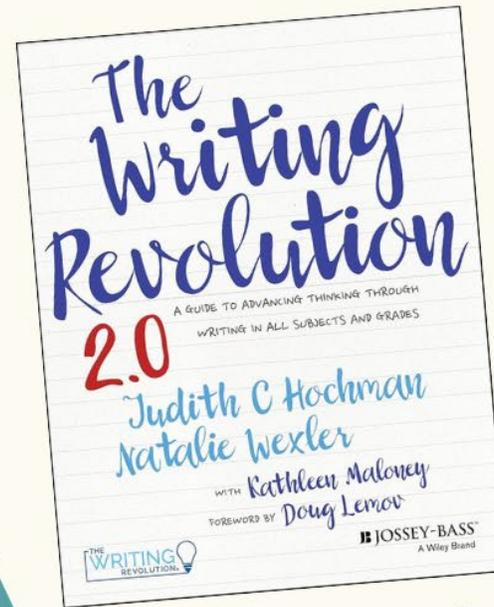
**Winners
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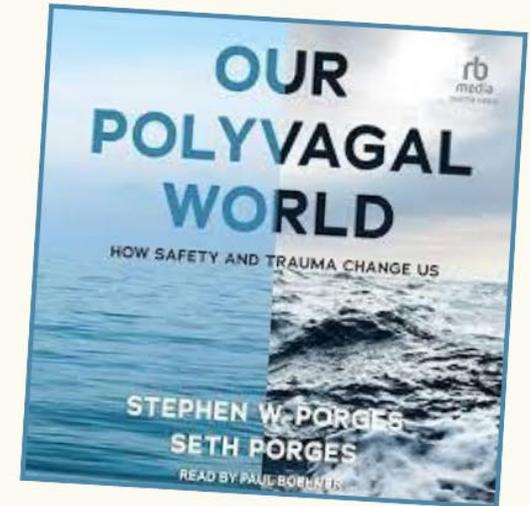
Spiral Bound



Libro.fm
Audiobooks

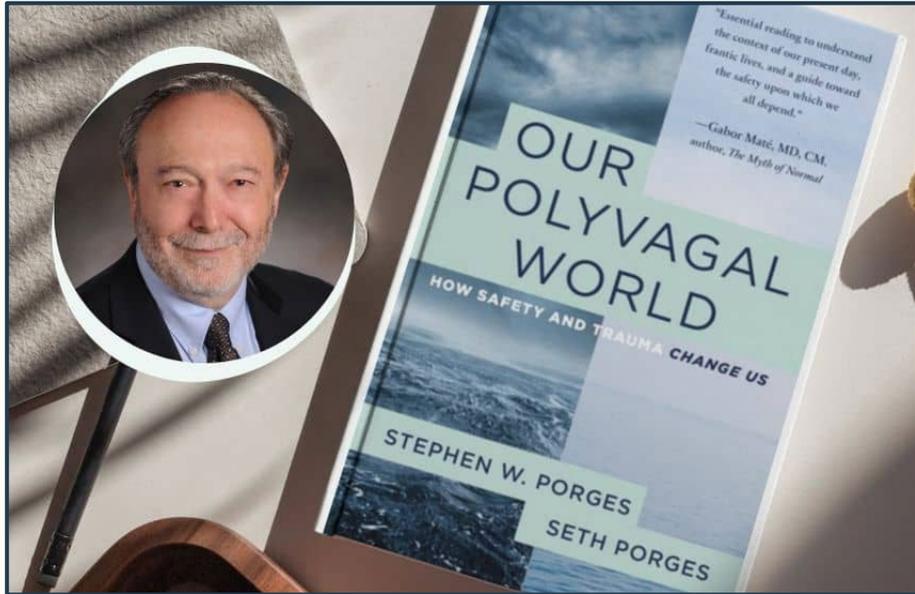


Audiobook



Audiobook

Polyvagal Theory by Stephen Porges



PVI | polyvagal institute

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

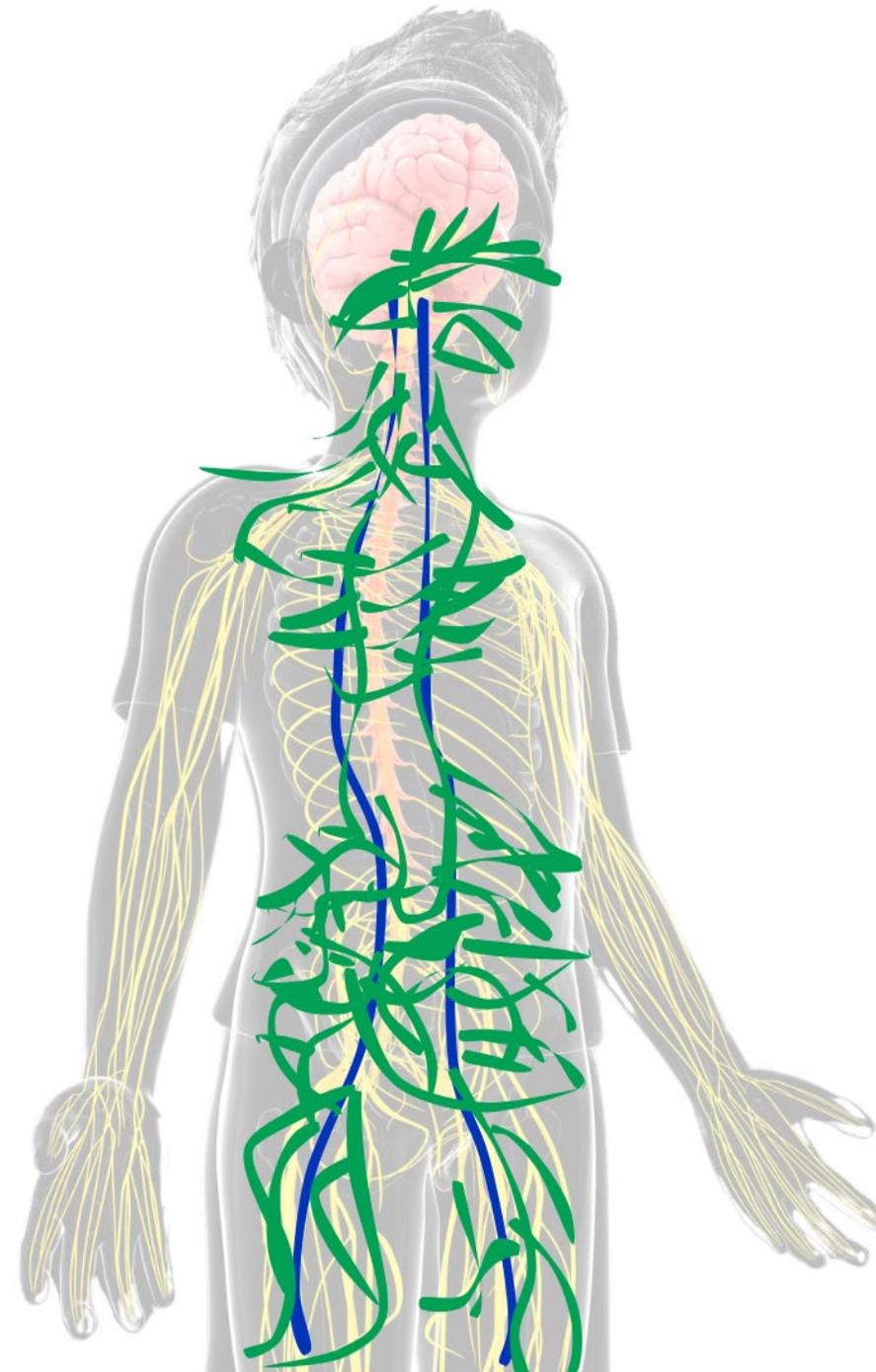
blue

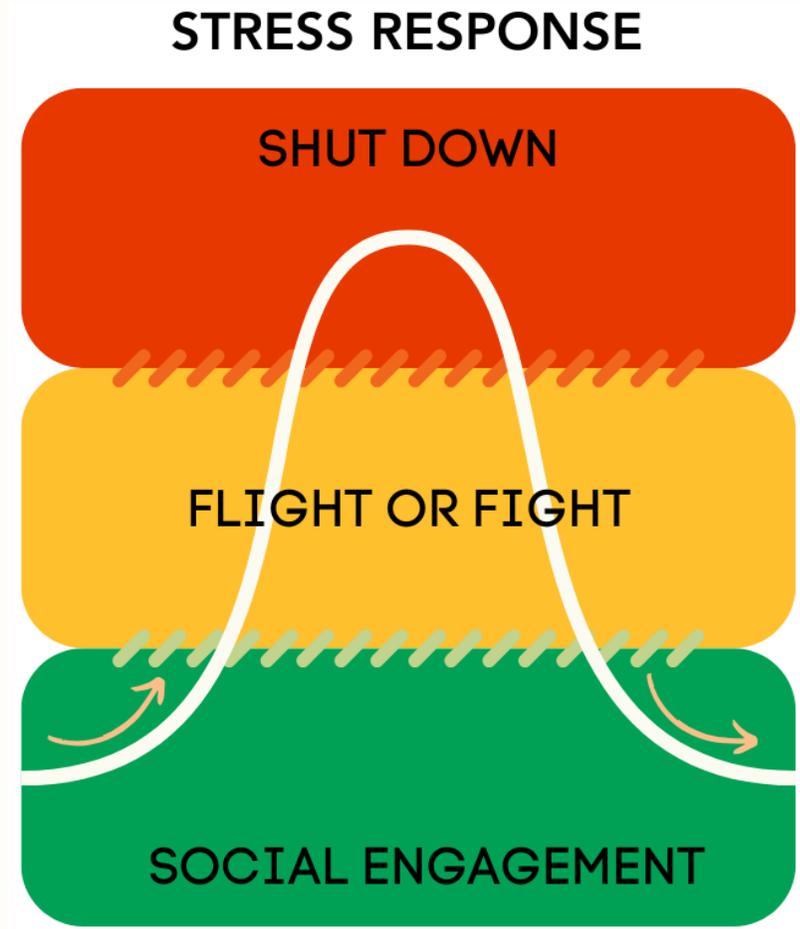
Vagus Nerve
Connections

green

Other
Nerves

yellow





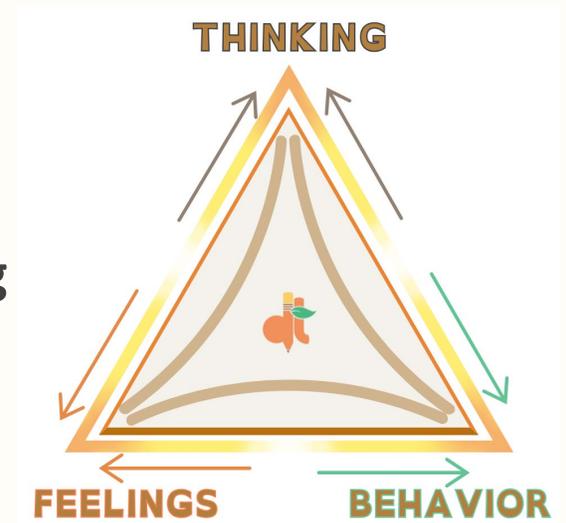
Polyvagal Theory

Physiological state is the sum of:

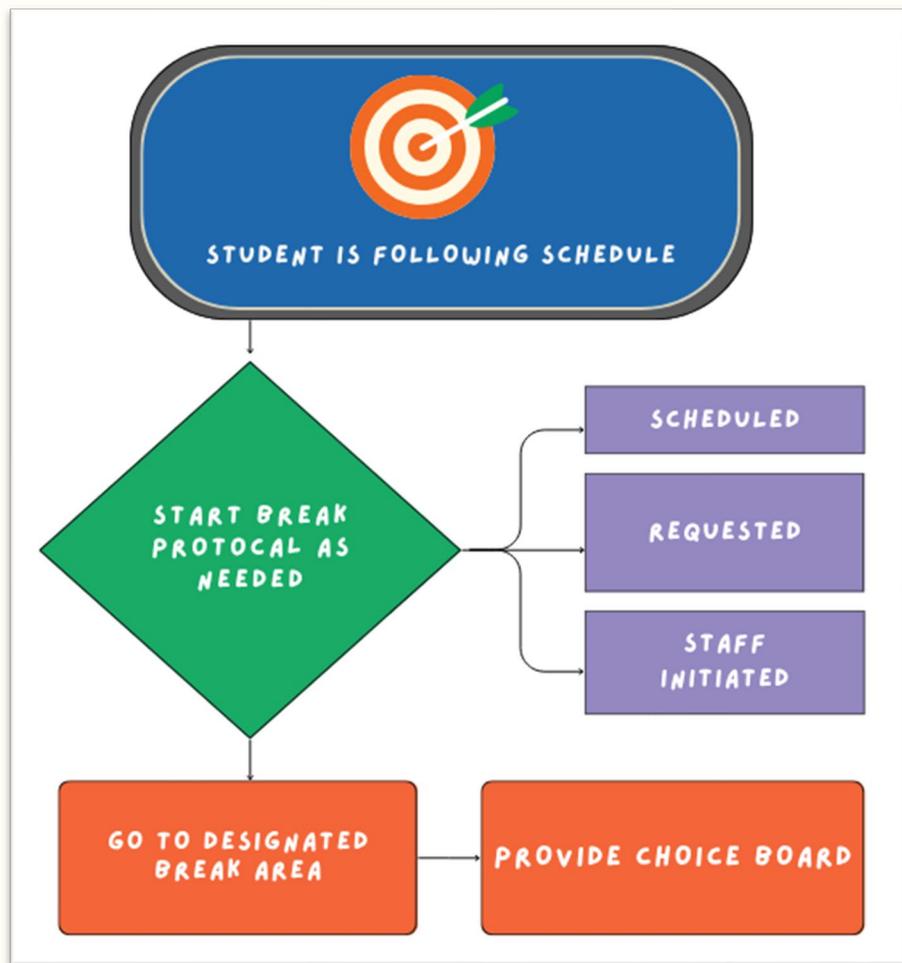
- Emotions and sensory perceptions
- Ability to manage executive functions
- Carry out the chosen behavior

Must feel safe to maximize thinking

- Environment
- Emotionally
- Physically (sensory)



When feelings and behavior are regulated, learning is possible!




Co-regulation

Empathy is the foundation of our interactions

Check in with a feelings chart

Model desired energy level and manner (sensory input)

- Match the energy level to task
- “When you are ready...”
- Provide explicit directions

Offer breaks as needed. If agitated say

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





The Power of Visuals in Communication

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

Language takes higher-level processing.

I am feeling...

- Overwhelmed 
- Afraid or Nervous 
- Ready to Learn 

Break

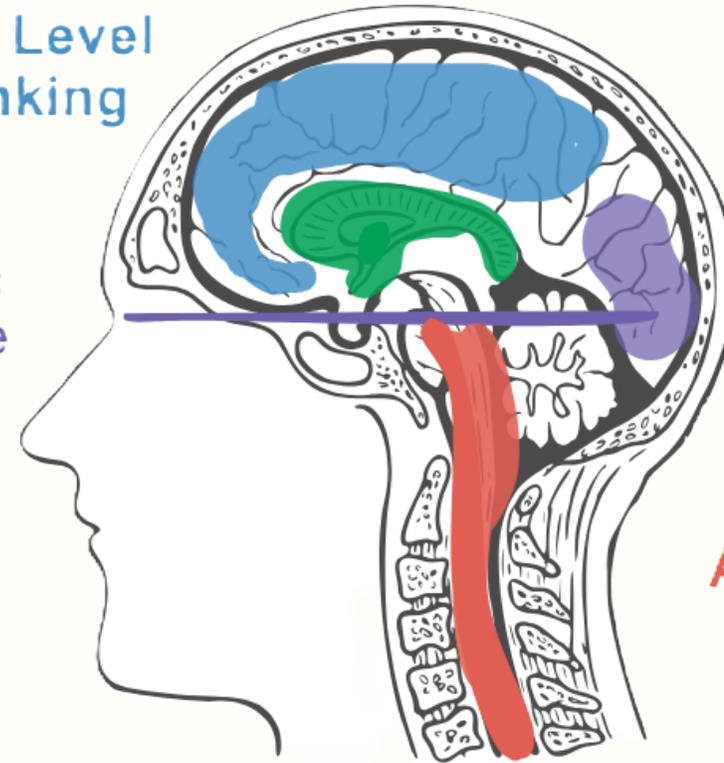
Voice Quiet 

1. _____
2. _____
3. _____
4. _____

Next: _____

High Level Thinking

Optic Nerve



Emotions

Visual Processing

Action

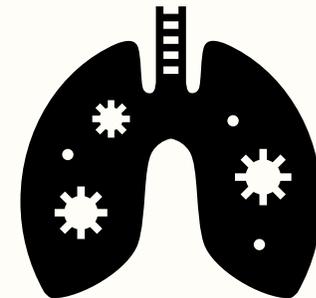
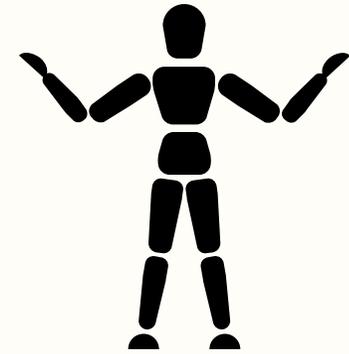
The Eight Sensory Systems

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





TFB Triad

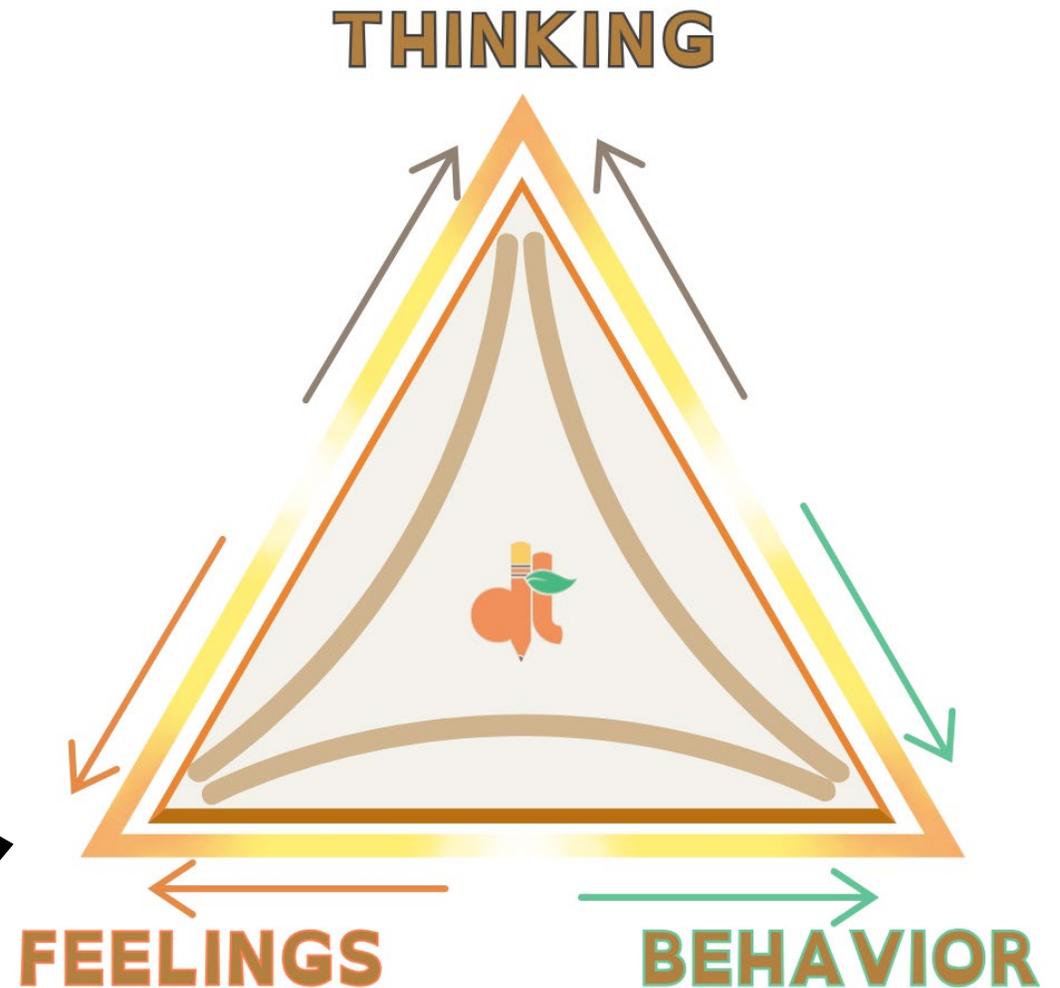
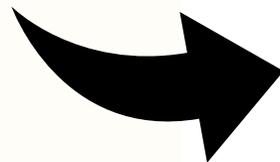
Feelings

- Physical: internal & external
- Sensory
- Emotional

Improve Sensory Input

Add sensory supports

- Thinking is improved
- Behavior is improved





Sensory Regulation

Flexible Seating

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

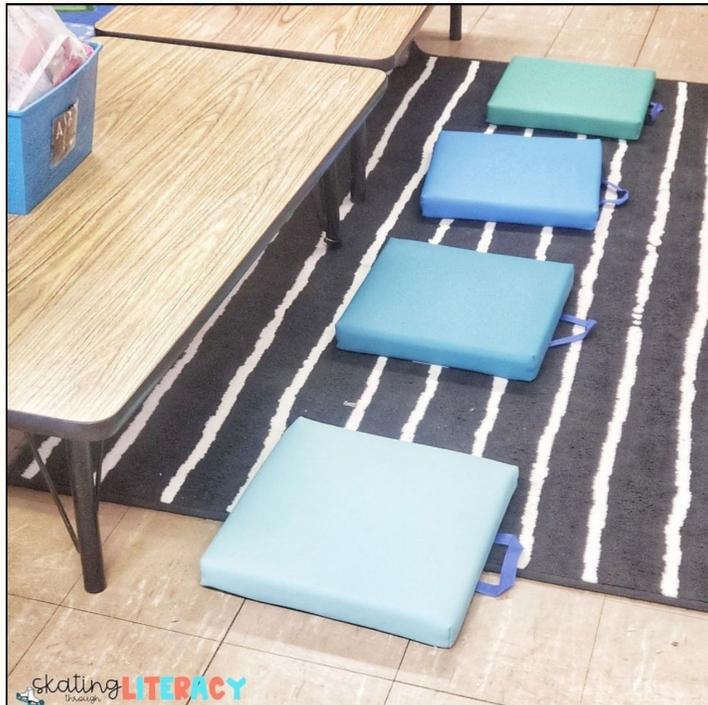
Access to fidgets

- Quiet items like scrunchies

Drawing

- Six-sided crayon or multi-colored pen

Calming Station



**Think of all the senses
and what your student
responds to!**



Stimulation

Visual

- Items in motion
- Static picture

Sound

- Music
- Rhythms

Tactile

- Fidgets, texture, exercise bands, water, etc.

Oral

- Chanting
- Snacks or drinks

Smell

- Lotions



TFB Triad

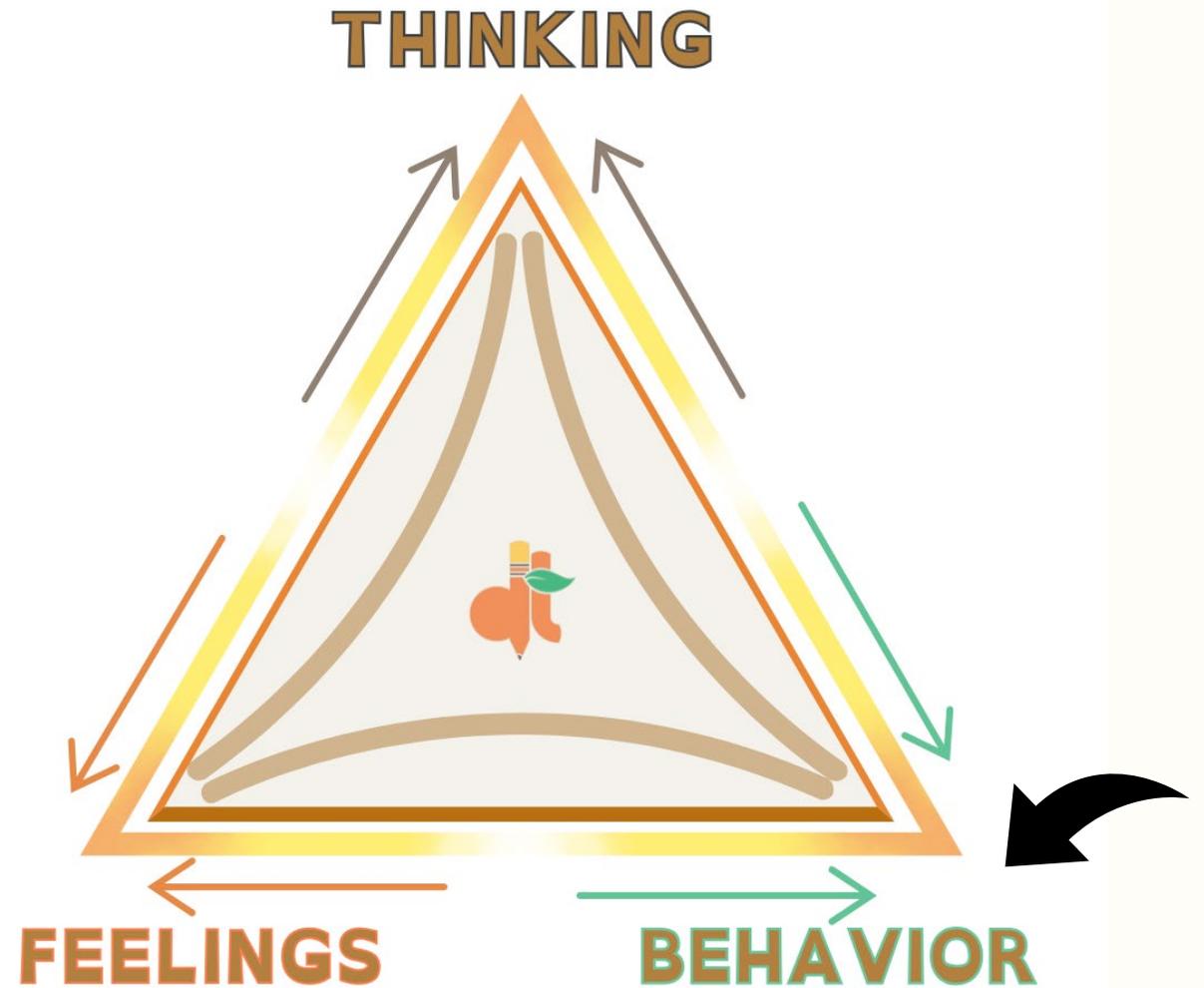
Behavior

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

Change up Behavior

Add movement

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





STEPHEN'S QUICK TIP FOR STAYING CALM



When I start to feel too much in my body, I can take deep breaths.

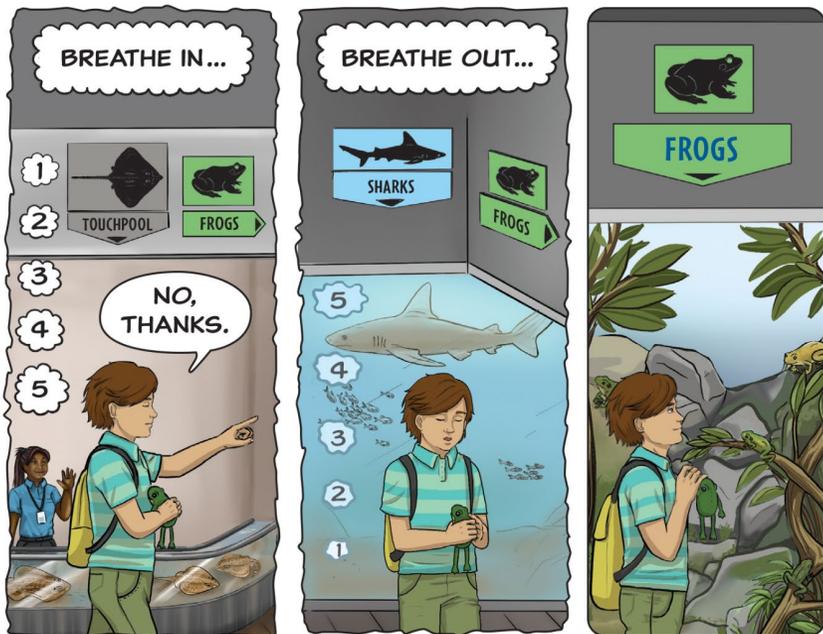
I breathe in with a deep belly-breath and count to five: **1 2 3 4 5**.

I focus on the numbers and remember to go slowly.

Then, I exhale slowly and count backwards from five: **5 4 3 2 1**.

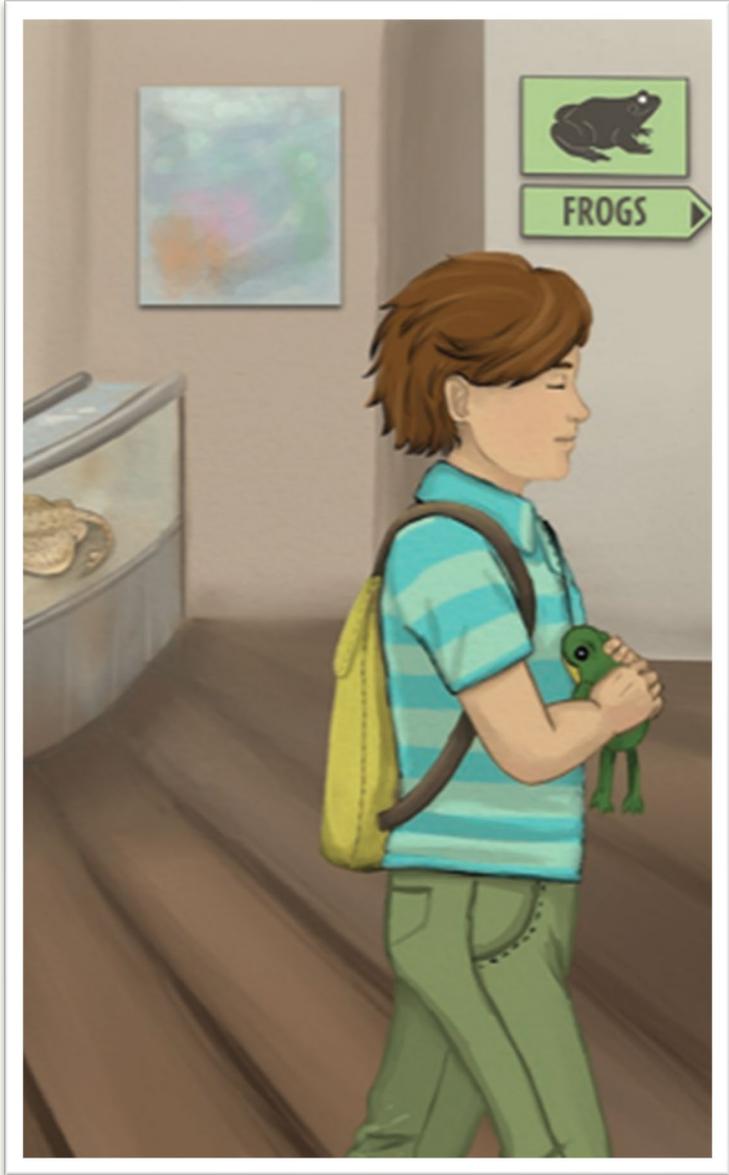
I repeat these two more times.

I look at frogs, squeeze a toy, or listen to music.



Deep Breathing

- 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.
- Print a poster size for comfort or sensory room.



Movement

- Walking helps regulate the Vagus Nerve
 - Bilateral Stimulation
 - Cross midline: eyes are sweeping back and forth
 - Often go to another area with different sensory input
- All movement outside is optimal
 - Natural sensory input
- Specific activities prescribed by an Occupational Therapist
 - Activating vs. deactivating



TFB Triad

Thinking

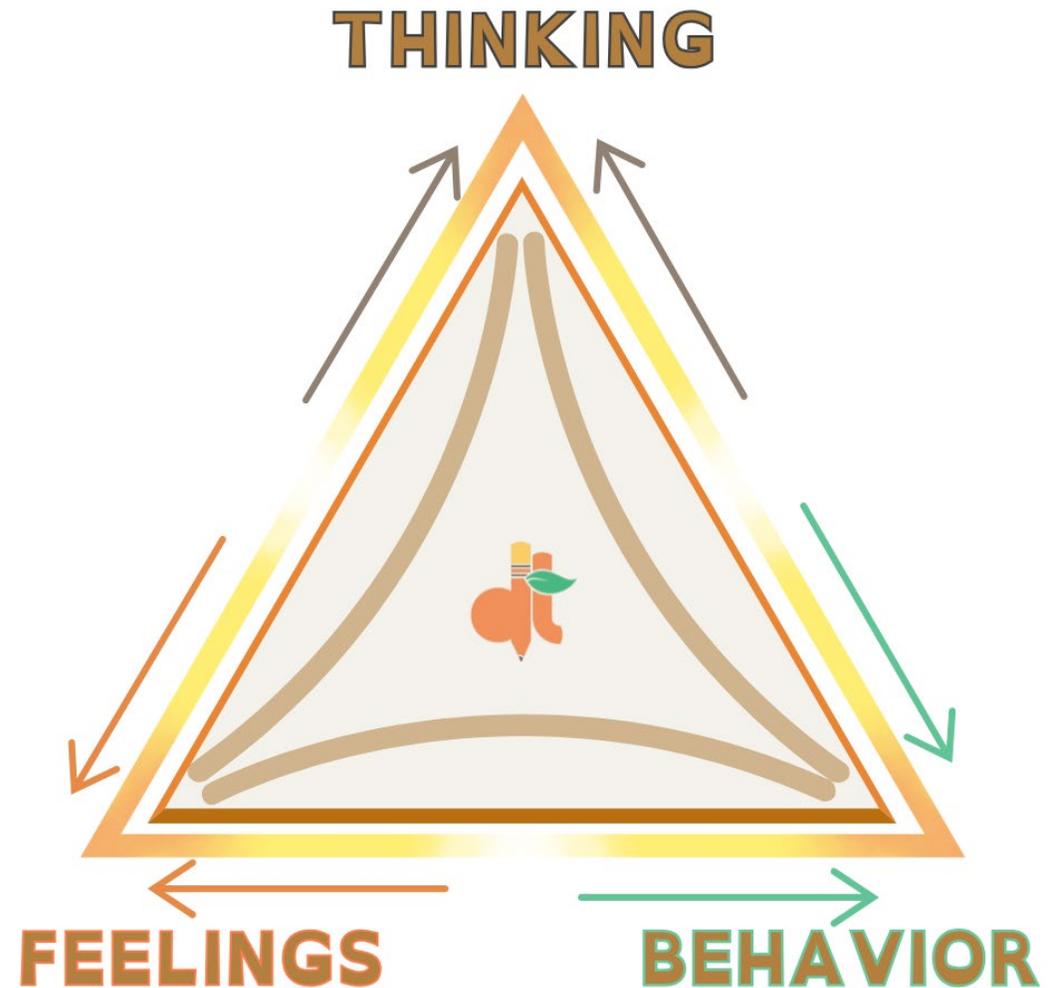
- Executive Functions
- Decisions / choices
- Thoughts about feelings
- Thoughts about behavior
- Learning

Change up Thinking

Provide praise

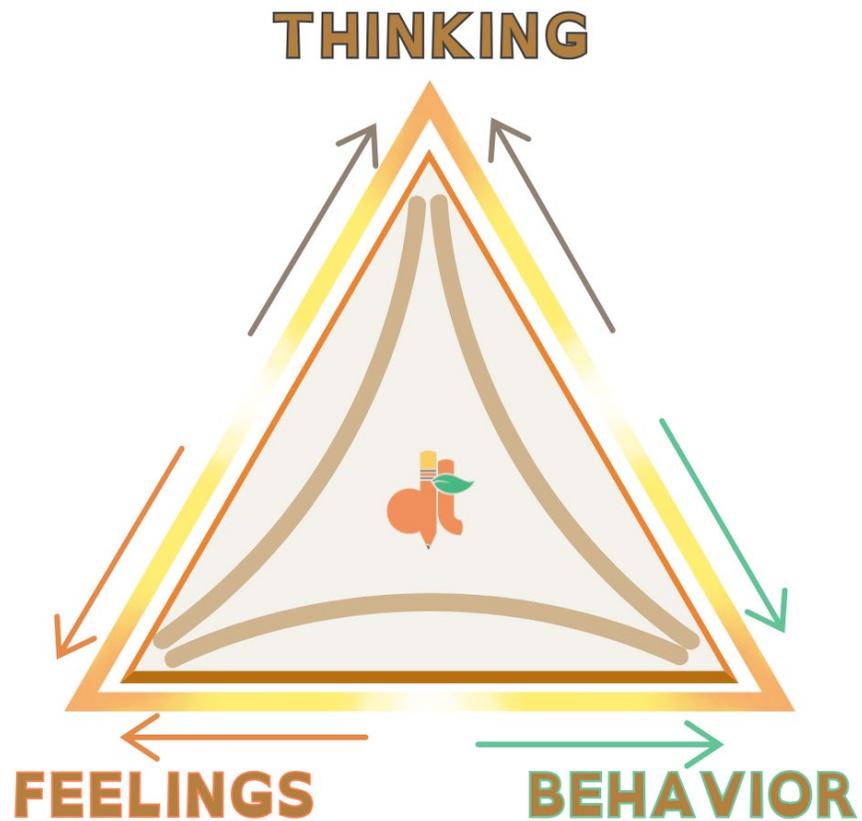
Model Positive self talk:

- Feelings are improved
- Better able to make good behavior choices





TFB Triad Summary



Thinking

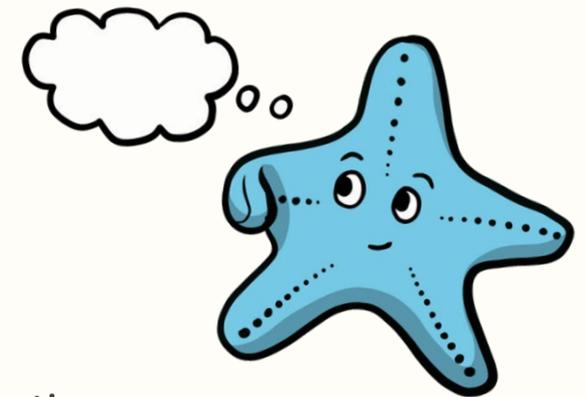
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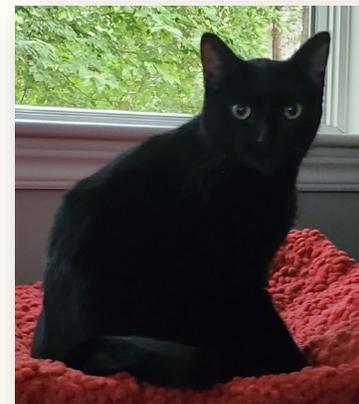
Quick Tip from our Pets!



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

ALLOWS FOR THE STUDENT TO SELF REGULATE!

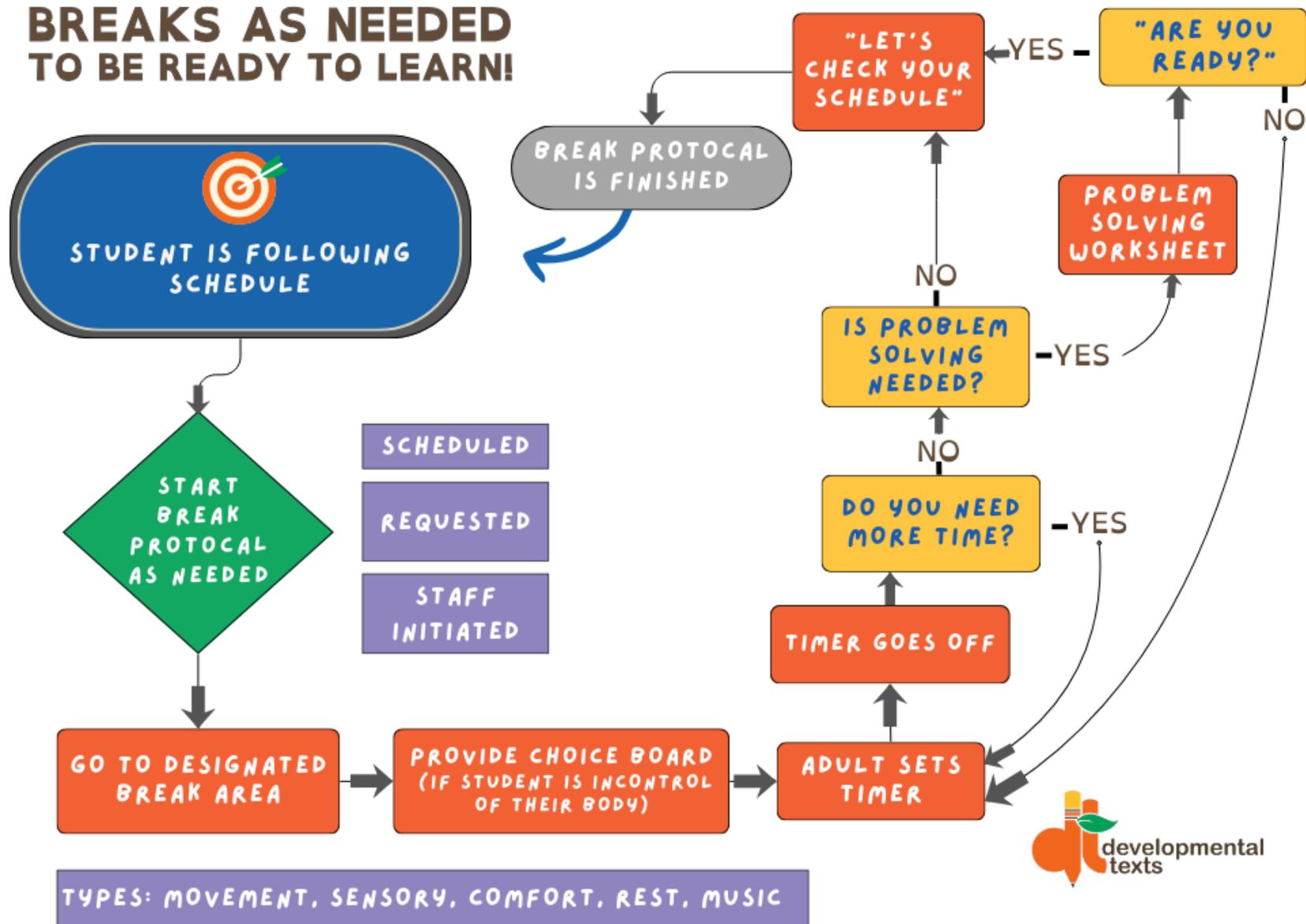
REQUESTED BREAKS

UNLIMITED, BUT...WITH A FEW LIMITS

- 3-5 MINUTE ALONE OR W/ SENSORY TOY
- TIMER; STAFF CHECK-IN, "DO YOU NEED MORE TIME?"
- IF YES, 3-5 MINUTES:
- HAVE STUDENT CHECK SCHEDULE IN ORDER TO SEE UPCOMING PREFERRED ACTIVITIES
- IF STUDENT FAILED TO REQUEST A BREAK: STAFF INITIATES THE BREAK, THEN PROBLEM SOLVE AT END.



BREAKS AS NEEDED TO BE READY TO LEARN!

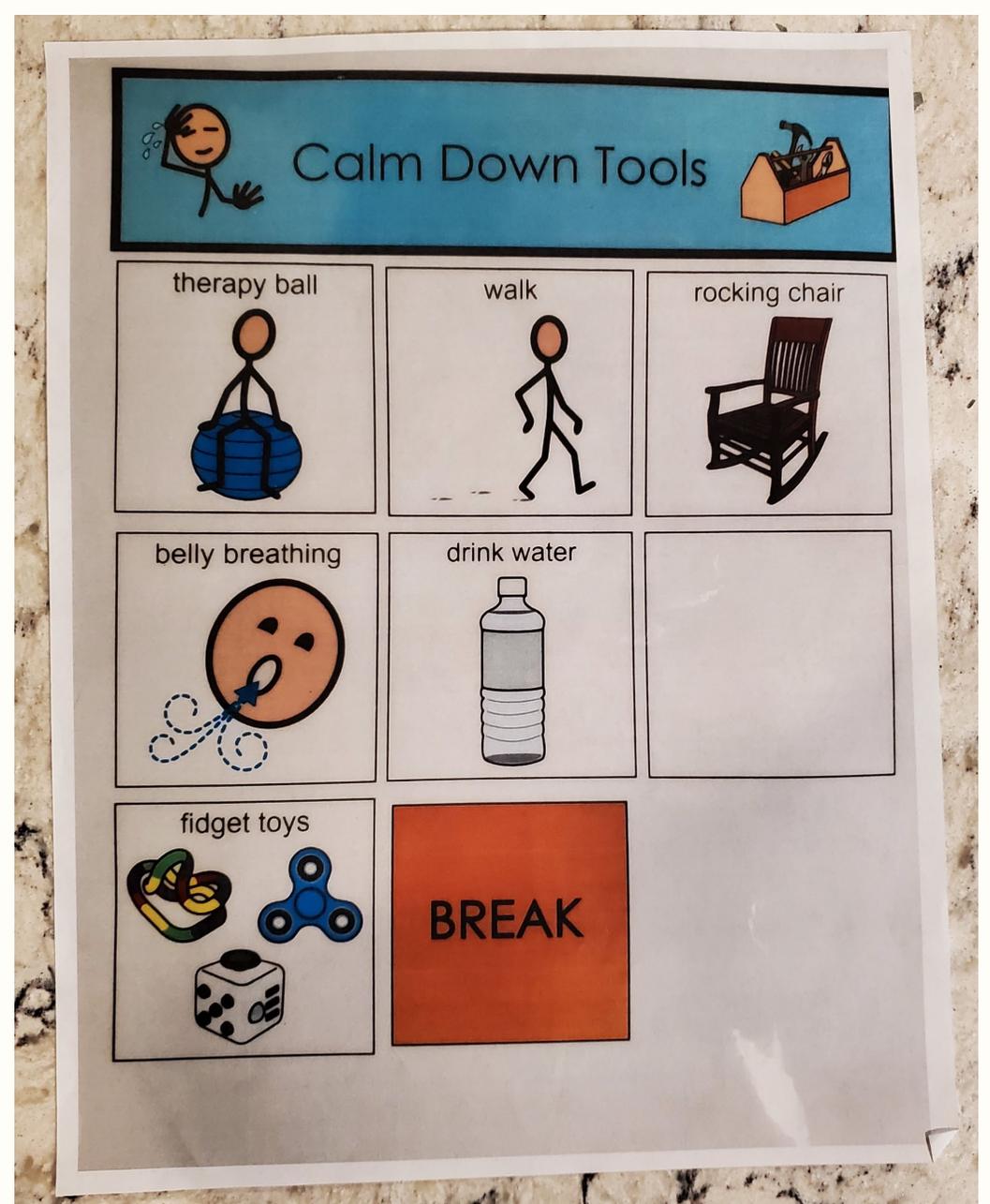


Choice Boards

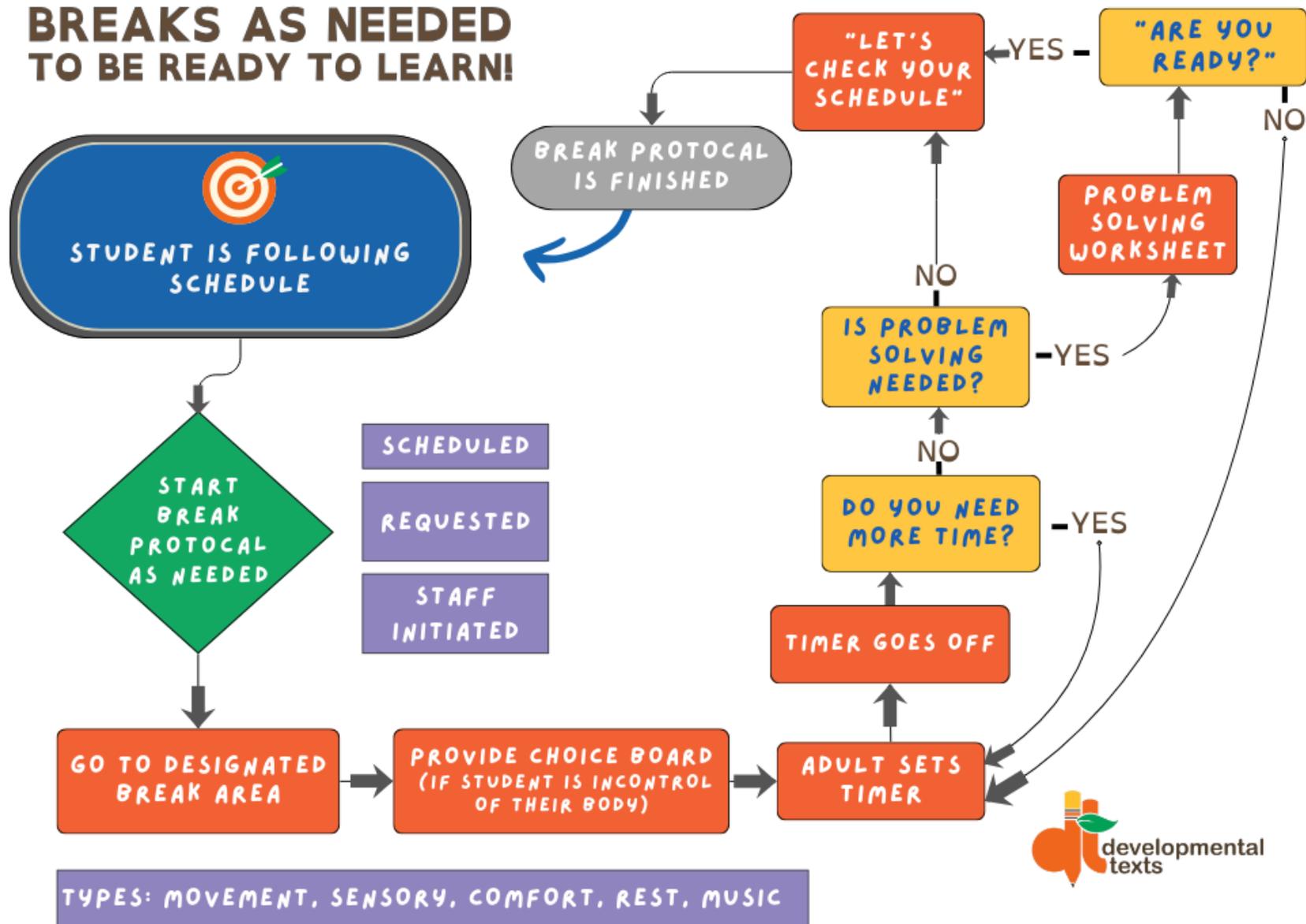
You and the student share control.

You choose what goes on the board

The student chooses what to do in the moment



BREAKS AS NEEDED TO BE READY TO LEARN!



Problem Solving
Worksheet

Today, I _____

I felt, wanted, needed (circle one)

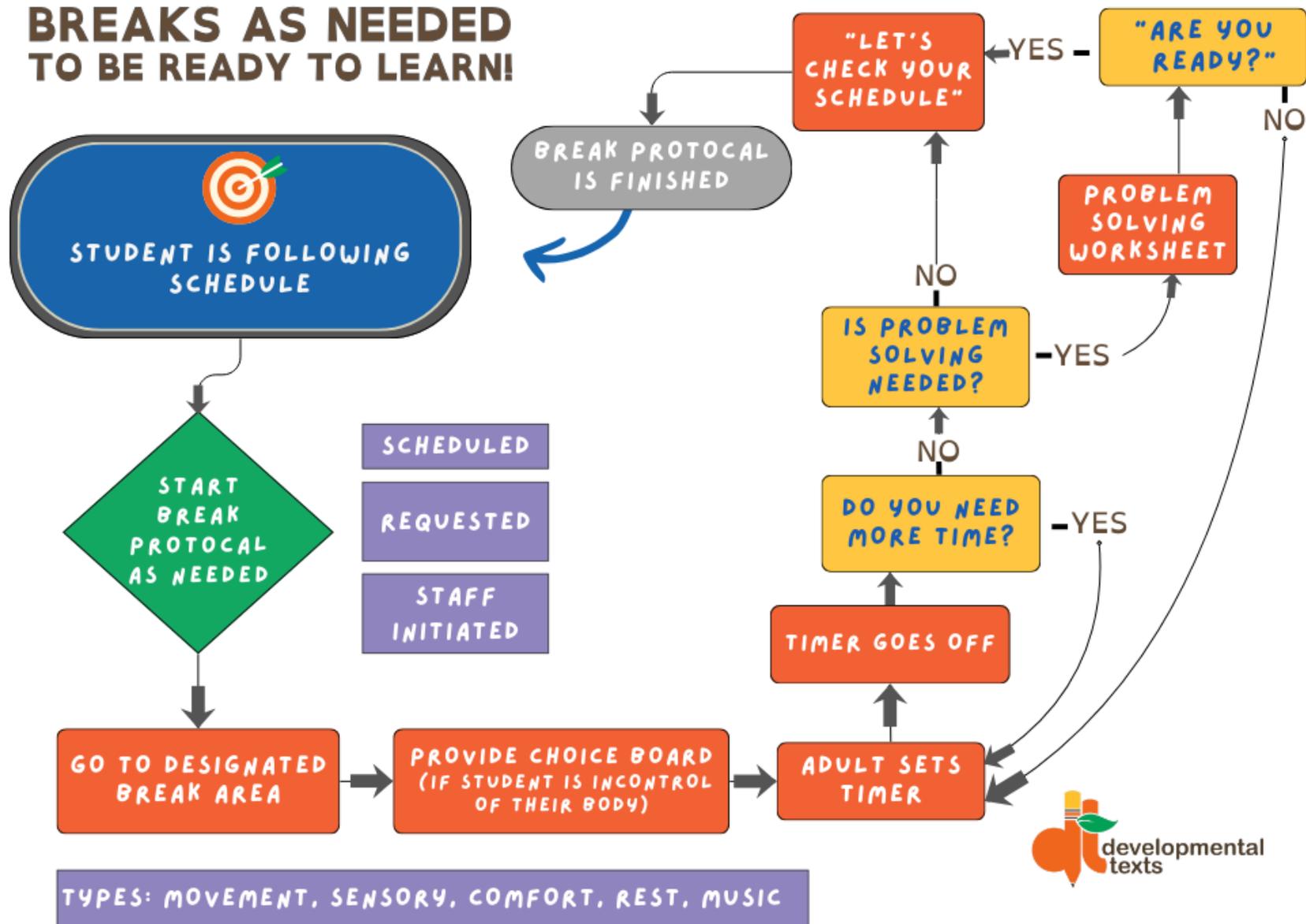
Next time,
I can _____

- I need:
- a drink 
 - to use the bathroom 

I am ready to check my schedule.



BREAKS AS NEEDED TO BE READY TO LEARN!





Agenda



- ✓ Three Neurodivergent Readers
- ✓ Polyvagal Theory & Co-regulation *
- ✓ Match the Book to the Reader *
- ✓ Journal Templates *
- ✓ Accommodation Tool Kit



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!

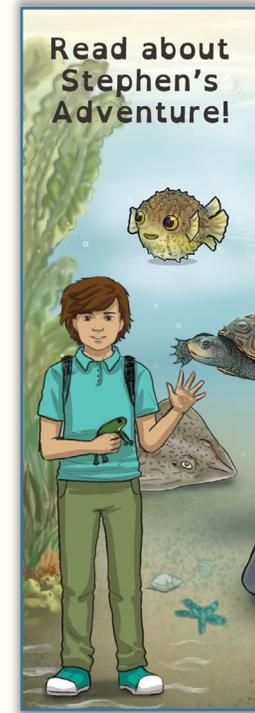
- nancyroop.com/resources



Nancyroop.com/blog

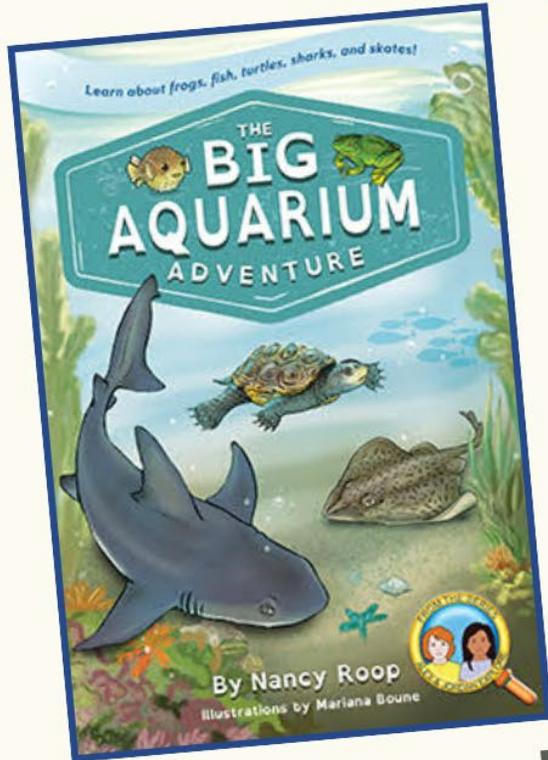
Instagram: [@developmental_texts](https://www.instagram.com/developmental_texts)

Thank you for being here!

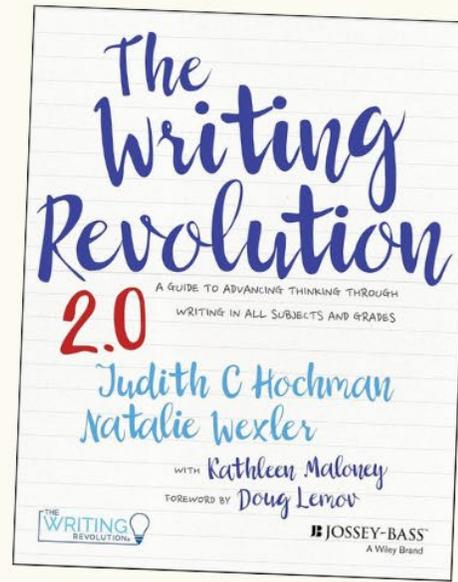


**IGNITING
CHANGE**
together 2026

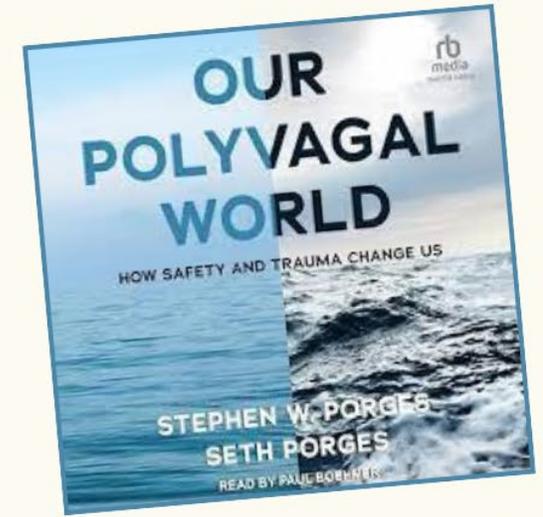
**Winners
choose
at the
end!**



Spiral Bound



Audiobook



Audiobook

**SECOND
CHANCE
DRAWING**

**Join Newsletter!
NancyRoop.com**


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1 credit





Resources Available to You!

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Sign up for my occasional newsletter

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



Access Slide Deck, Accommodation Guide and More!

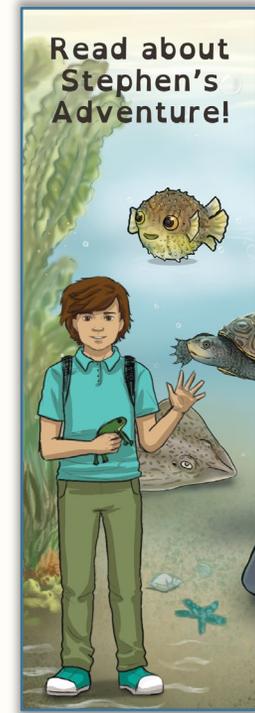
- nancyroop.com/resources



Nancyroop.com/blog

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

Thank you for being here!



**IGNITING
CHANGE**
together 2026

**Neurodivergent Readers
Thrive with Self-regulation
Tools, Accommodations,
and a Journal!**

Learning Objectives

Program Description:

Calling all paras and teachers working with paras! As a former paraeducator, I will break down how to solve some executive function pitfalls and self-regulation mishaps. Learn about neurodiversity, co-regulation, inclusion, and curriculum accessibility because supporting student's learning is what we do!

Participants will be able to:

1. Understand the needs of neurodivergent or developmentally delayed students, while promoting inclusion with their typical peers.
2. Recognize sensory or cognitive overload, and steps to take to co-regulate with students.
3. Make learning accessible with several types of modifications from the Take Back to Class Accommodation Guide. (Under the direction of classroom teacher.)

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Because I am a maximalist,
I want to share all my
ideas!

Bonus Slides

The following slides are from previous talks.

- Who to follow on Instagram
- How to use read alouds with activities and songs
- Finding a local author
- A peek into *The Big Aquarium Adventure*
- Nancy's work as a publisher supporting DEI
- Neurodiversity Affirming Classroom (6 slides)

NEURODIVERGENT:

A difference in brain function that often impacts reading comprehension ability.

--Nancy Roop's addition to a dictionary's definition.

My Top Six

@developmental_texts
@sensorystoriesbynicole
@expertally
@missluluspecial
@neurodivergent_insights
@livedexperienceeducator
@informedlit



Instagram Creators in this presentation are in green

@adhdcoachnicole
@sensinggreatness
@truley_tish_ADHD
@dyslexiasuccessparenting
@embodied.expressions
@wholeheartedschoolcounselor
@autismsupermoms
@terasumpter_slp
@_readingrachel_
@foundationsforfutures
@scbwi (find local region)
@neurodivergent.slp
@mwliteracy
@selfloverainbow

@benjaminMizrahi
@skatingthroughliteracy
@zonesofregulation
@teachergoals

More Fav's in purple

@mrsspeechiep
@helping_little_minds
@summer.the.therapist
@missraesroom
@autismlittlelearners
@thelisteningslp
@neurodivergent_lou
@the_therapist_parent
@theotherendofreadingrope
@kelly_mahler
@thecptsdbrain
@readingwithmrsif
@raisingfireflies



What's in a Year-Long Library Plan for Special Education Classes?



Angela Durham

B.S.B.A. M.L.I.S.
Ph.D. Candidate
University of South Carolina

Read Alouds with Kinesthetic activities:

hand gestures, body movement, or songs.

- *Goin' on a Bear Hunt*
- *The Wheels on the Bus*
- *Chicka Chicka Boom Boom*
- *I Want Slop*

<https://schoollibraryconnection.com/>



Society of Children's Book Writers and Illustrators



Check out the Michigan Chapter:

- Author list for visits
- Writing resources
- Michigan Author Book Announcements

scbwi.org/regions/michigan



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CHAPTER ONE

ALEX'S QUESTIONS

CHAPTER PREVIEW

1.  Keywords
2.  Pause and think ahead
3.  The Interview
4.  Pause and think back



Alex talks with his friend, Stephen, after school.

5



KEYWORDS

These words are important in this chapter. If they are new to you, the definitions are in the glossary on pages 94–95.

aquarium	prediction
interview	predator
overwhelmed	reporter
vacation	



PAUSE AND THINK AHEAD

Think about the title, keywords, and pictures. Ask yourself these questions:

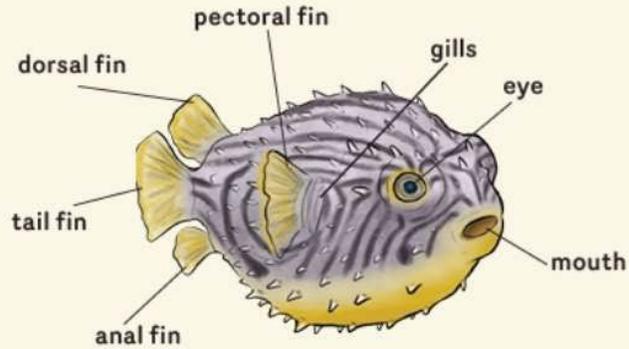
- ✓ Have I been to an aquarium?
- ✓ What animals might live in an aquarium?



- ✓ Make a prediction, or guess, about this chapter.

6

STRIPED BURRFISH: BODY PARTS

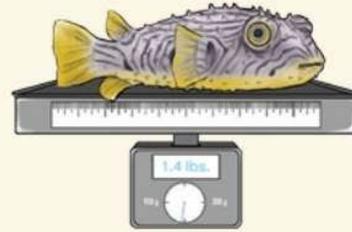


Their scaly skin is expandable; water inflates their body when they fear predators.



STRIPED BURRFISH: SIZE

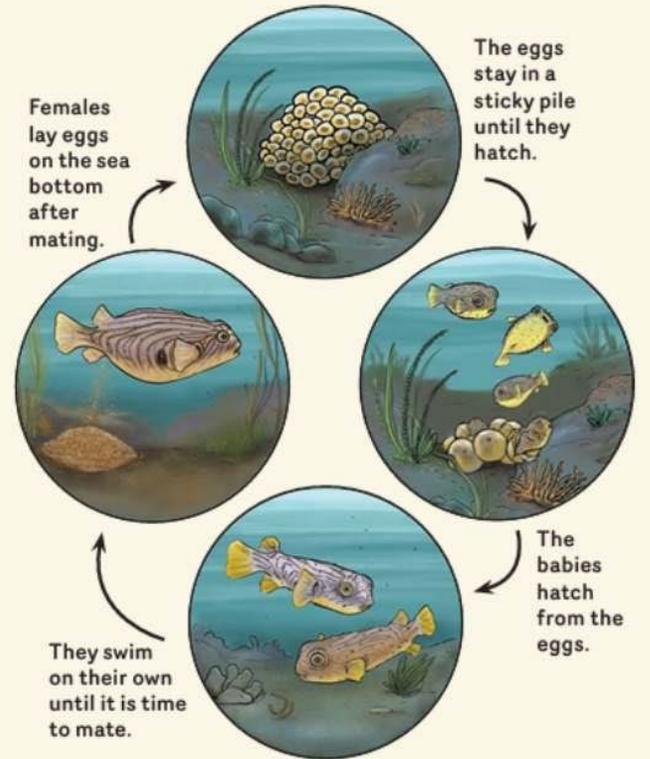
They grow up to 10 inches long (25 centimeters). Their average weight is 1.4 pounds (630 grams.)



STRIPED BURRFISH: HABITAT



STRIPED BURRFISH: LIFE CYCLE



Adults lay many small eggs in a pile on the soft sea bottom at night.

PAUSE AND THINK BACK



1. Think back, or reflect, about the interview.

2. Then ask yourself these questions:

■ Have I been to an aquarium?

Yes or No



■ Have I seen turtles?

Yes or No



■ Have I seen fish?

Yes or No



■ Have I seen sharks?

Yes or No



■ Have I touched sea life?

Yes or No



3. One thing I am really wondering about at the aquarium is...



RESOURCES



— CONTENTS —

A Letter from Alex & Jordan	84
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My Story Summary	86
My Look-Back Questions	87
Alex's How To Interview Guide	89
Nancy Roop's Quick Tips for Adults	91
What's Next for Alex and Jordan?	93
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STORY MOUNTAIN

When I read a story, I notice there is a beginning, a middle, and an end. They are connected and they flow from one to the next. One section may be bigger or smaller than the others.

Usually, the beginning introduces the characters and explains where the story takes place, also known as the scene. I don't always notice this, but details start to build some tension towards the middle. Often, something happens which creates a problem for the main character. In the end, the problem is fixed, and any issues regarding the problem are resolved.

I can use a diagram or graphic organizer to put key events onto a story arc (sometimes called a story mountain) to understand a story better.

STORY MOUNTAIN OF *Stephen Visits the Aquarium*



1. Beginning

- Stephen went to the aquarium.
- Stephen saw frogs, fish, turtles, sharks, and skates.

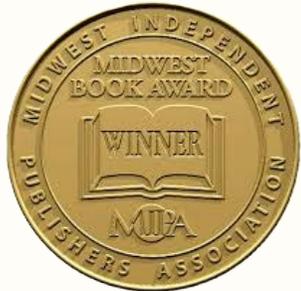
2. Middle

- Stephen became very afraid and wanted to run and scream.
- Stephen paused and said, "No, thanks!" and walked away.

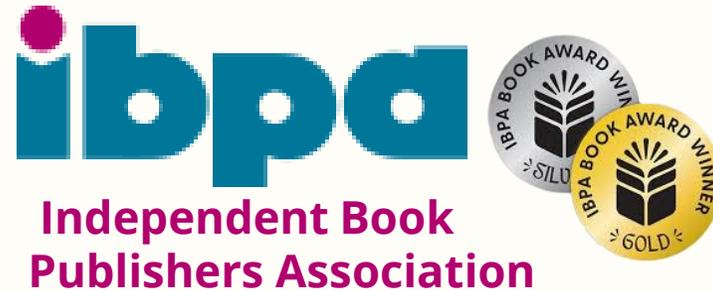
3. End

- Stephen watched frogs and took deep breaths.
- Stephen felt calm.

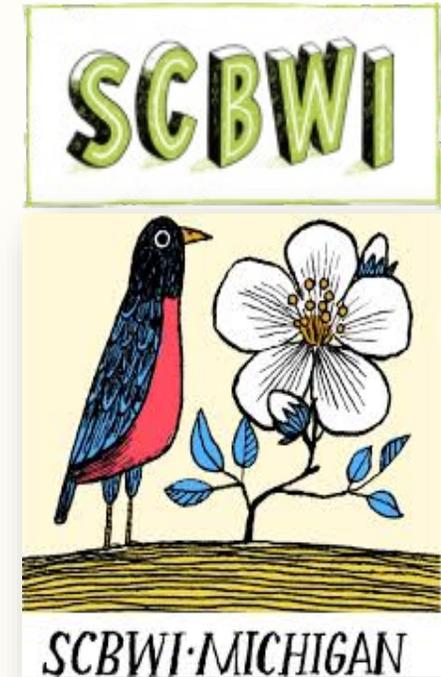
Independent Publishing Resources



**Midwest Book
Award Recipients**



**Black/African American
Communities
Disabled Communities
First Nations/Indigenous
Communities
Latina/o/e Communities
LGBTQIA2+ Communities
Neurodivergent Communities**



Local Authors
The Mitten Blog

Meet your

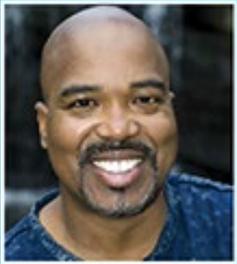
ibpa DEI Committee



Wiley Barnes



Ian Henzel



Troy Johnson



Priya Kumari



Dr. Pinky



Nancy Roop



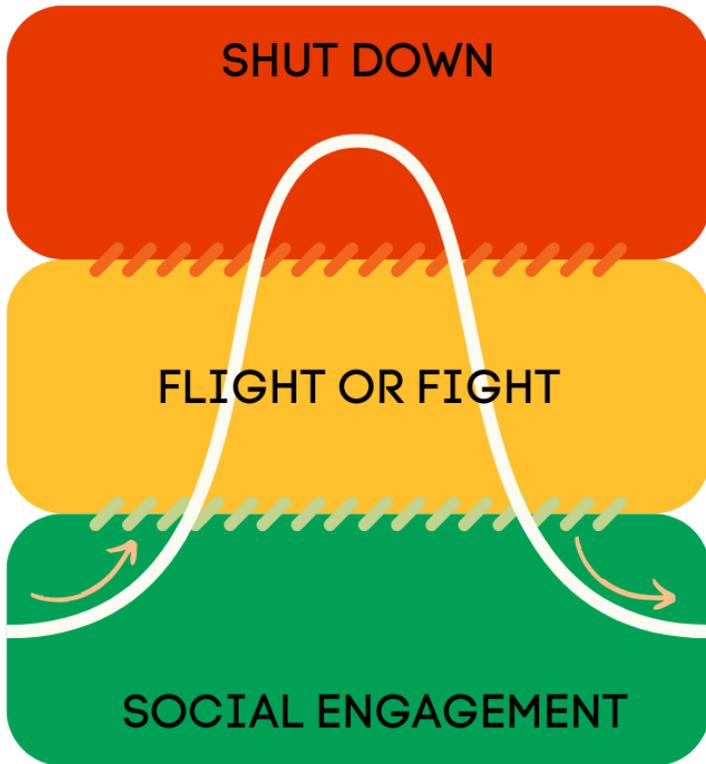
Sara Thaxton



Kirk Whisler

IBPA remains unwavering in its commitment to fostering diversity, equity, and inclusion within its leadership, policies, practices, publications, programs, and membership.

STRESS RESPONSE



Often in green

- Very social
- Has agency over sensory needs

Goes up to yellow quickly

- High demands
- Task switching too fast

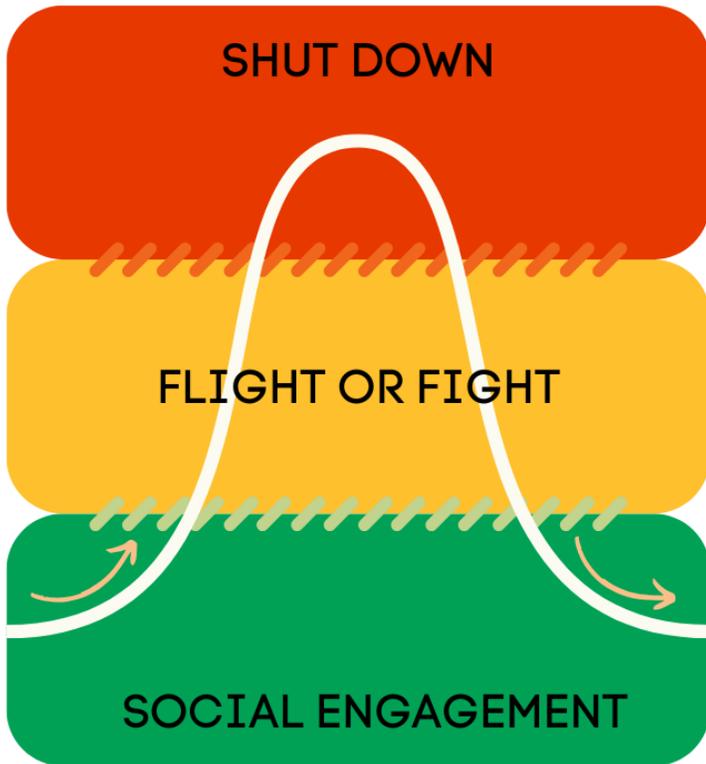
Demands continue

- Escalates into red
- 20 minutes until de-escalation



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

STRESS RESPONSE



Jordan

Often in yellow

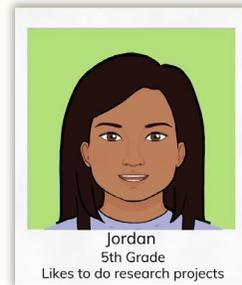
- But appears to be in green
- She masks her anxiety

Goes up to red slowly

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

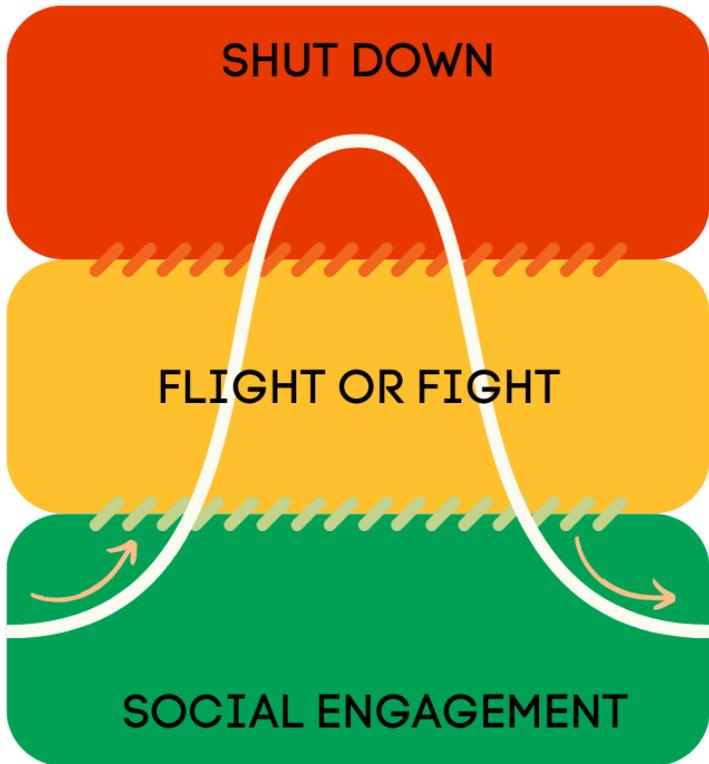
Loses control

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



Jordan benefits from taking breaks and draws pictures.

STRESS RESPONSE



Often hovers near red

- Body feels trauma
- Transitions are hard

Is seldom in green

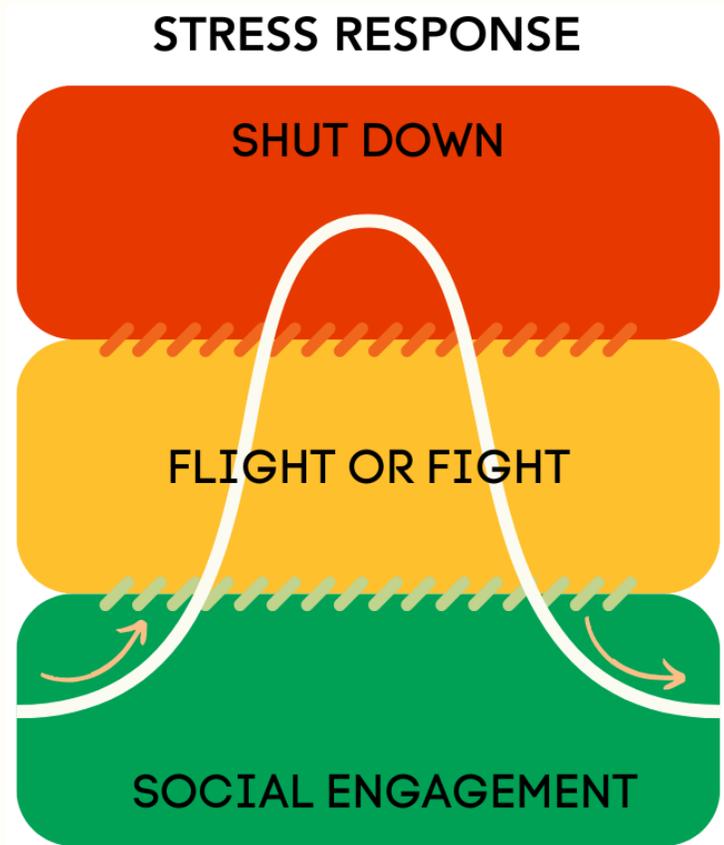
- Routine schedule
- Favorite activities

Needs extra time to process

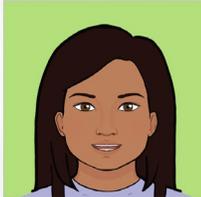
- Finish scripting and routines
- Needs to work on one goal at a time.

Safiy needs an educator who is patient and empathetic.

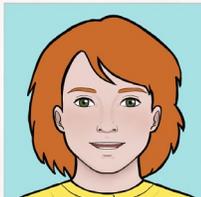
Pause and Think About Your Student



Safiy



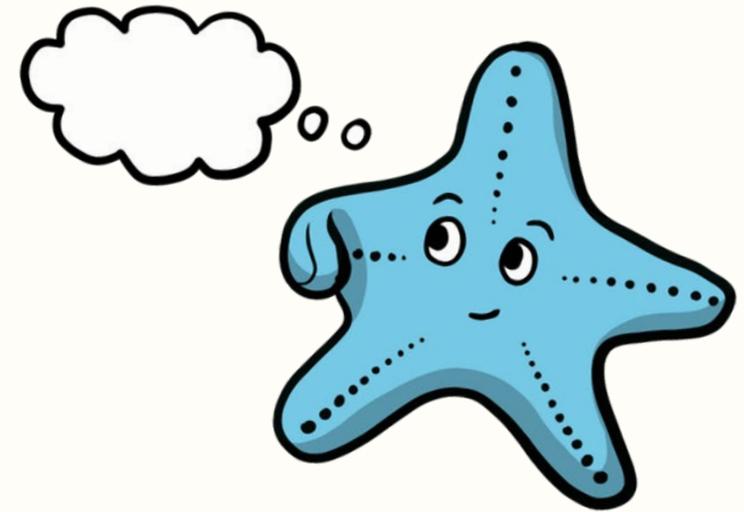
Jordan



Alex

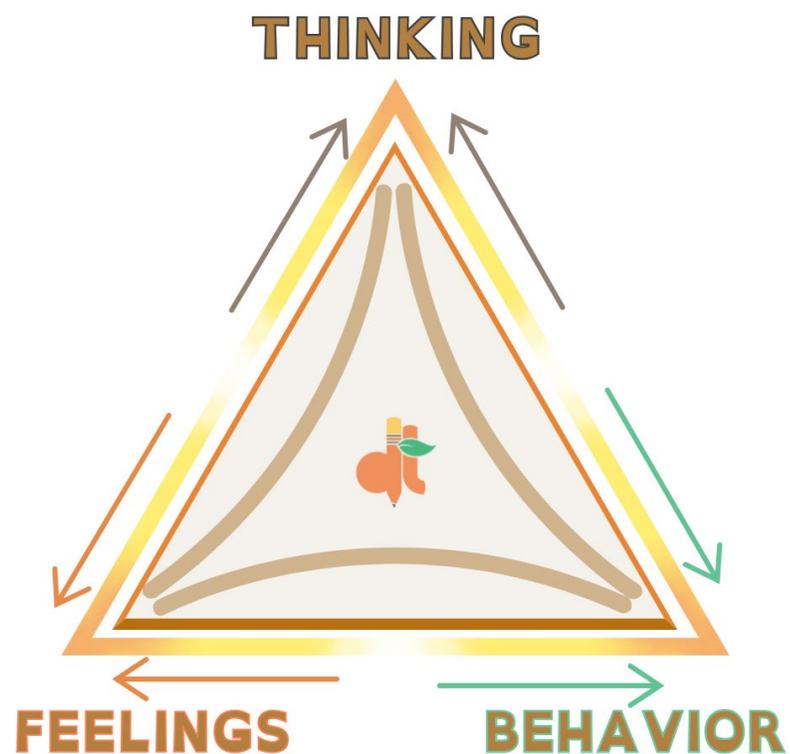
What color(s) match your student?

Think about co-regulating with them!





Pause and think back

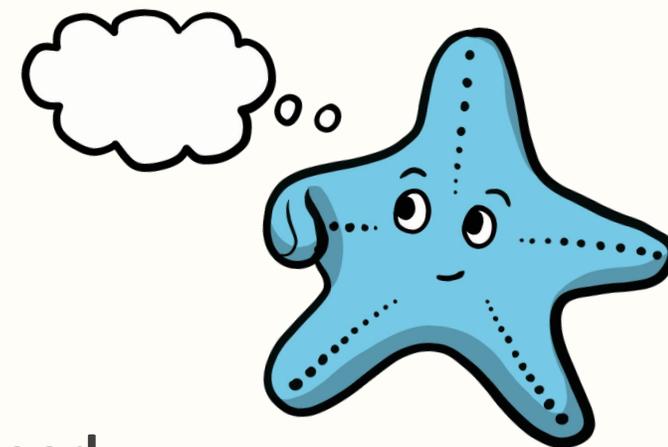


Co-regulation

- 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



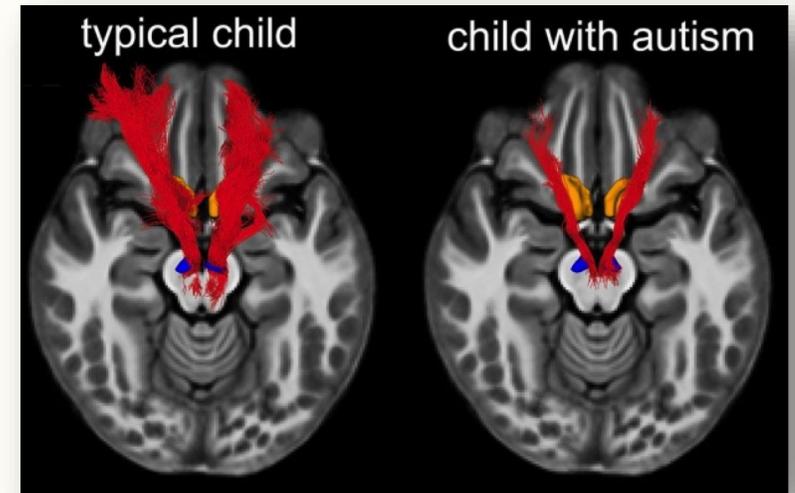
Regulation reduces cognitive load.



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 youth 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 with Empathy!



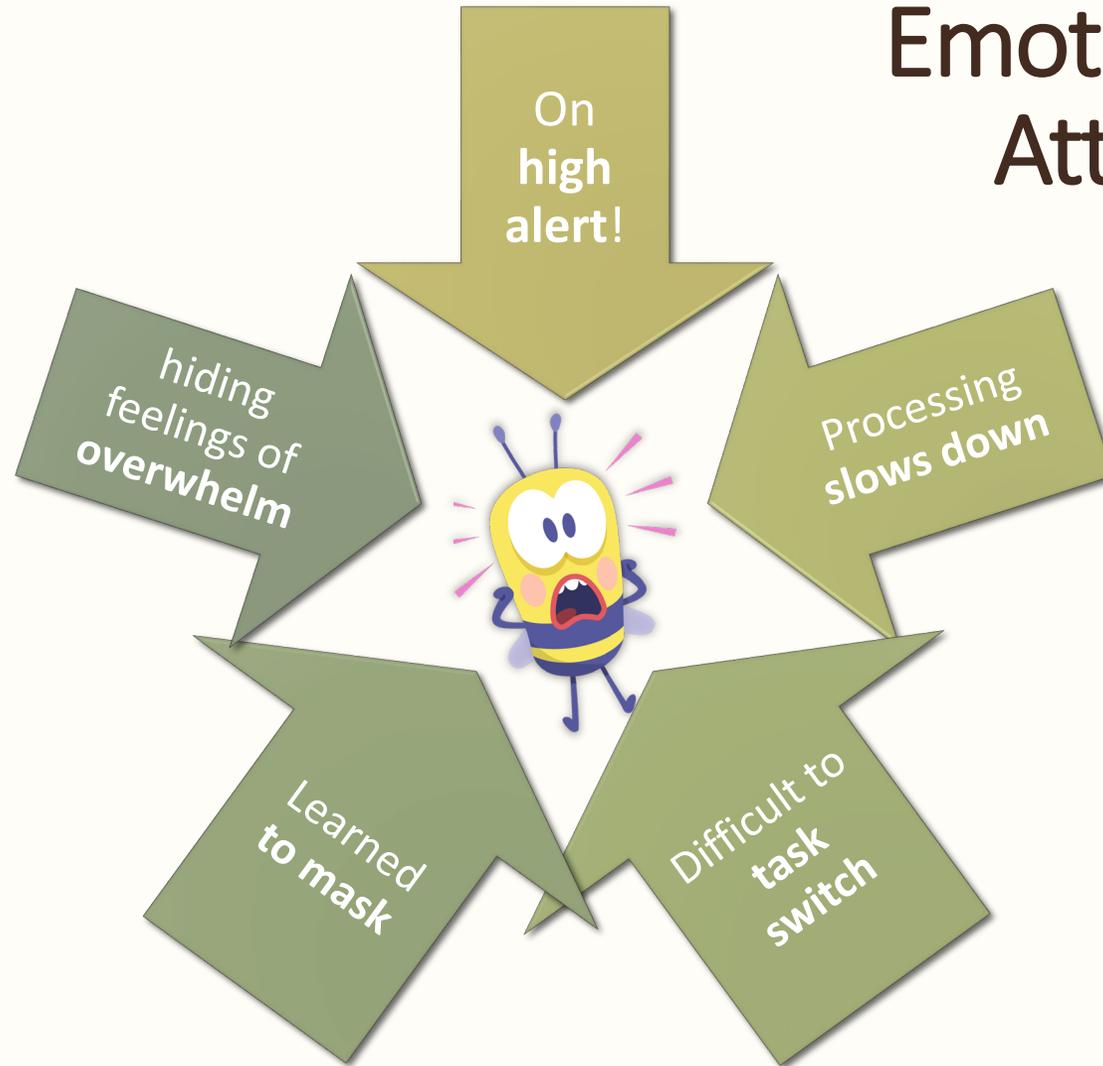
“If a child with ASD is put in a learning situation that they don’t understand, it is likely to produce anxiety which interrupts their ability to attend and learn.

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

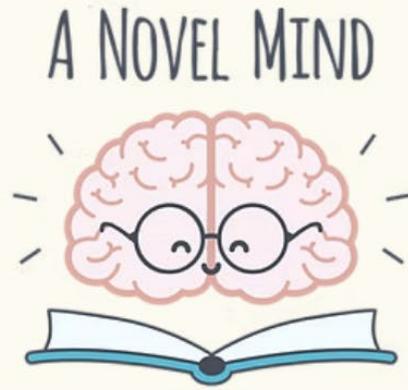
Developmental Texts for Students with Autism;
a Safe Space in the Written World.

Nancy Roop, Undergraduate Thesis, 2020

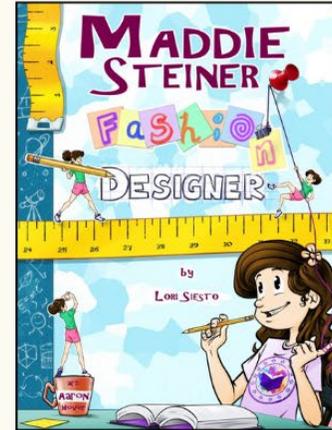
Emotional Regulation Takes Attention and Energy!



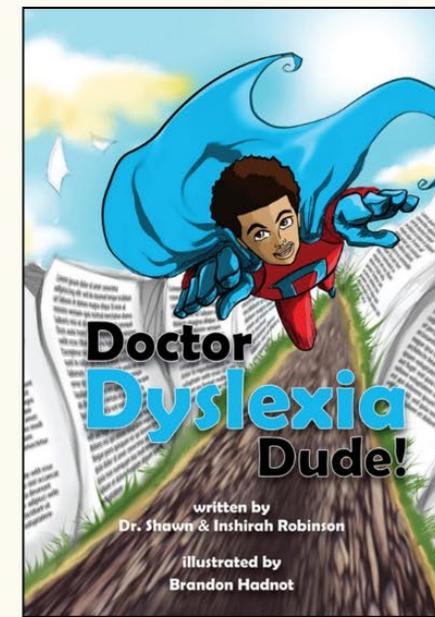
NEURODIVERSE INCLUSIVE BOOKS



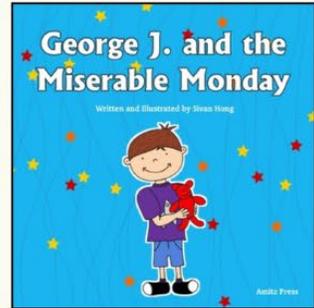
anovelmind.com



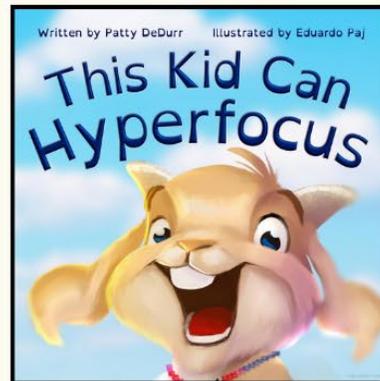
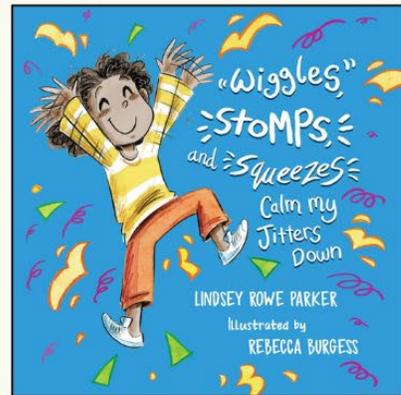
#ASDAuthor



#DyslexiaAuthor



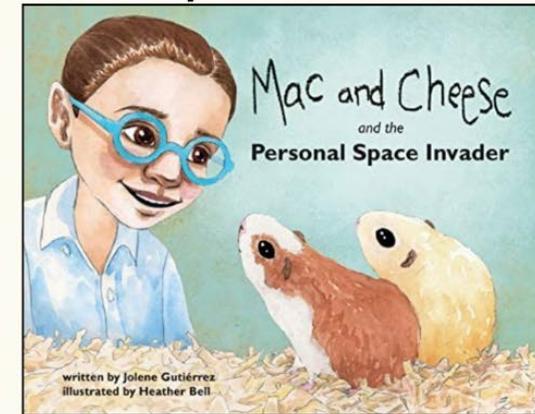
#SPDAuthor



#ADHDAuthor



#AACAuthor



#proprioceptionauthor



Sensory Regulation and Learning

Environment:

- Designated quiet or comfy areas
- Reduce visual stimulation

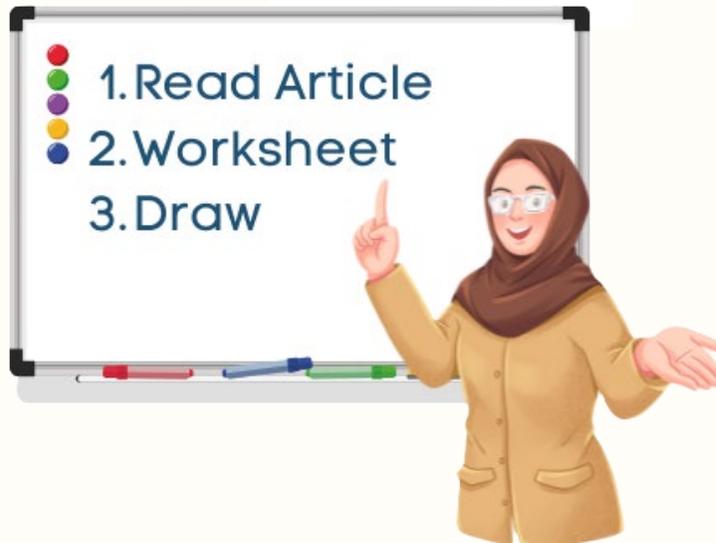
Promote self-regulation

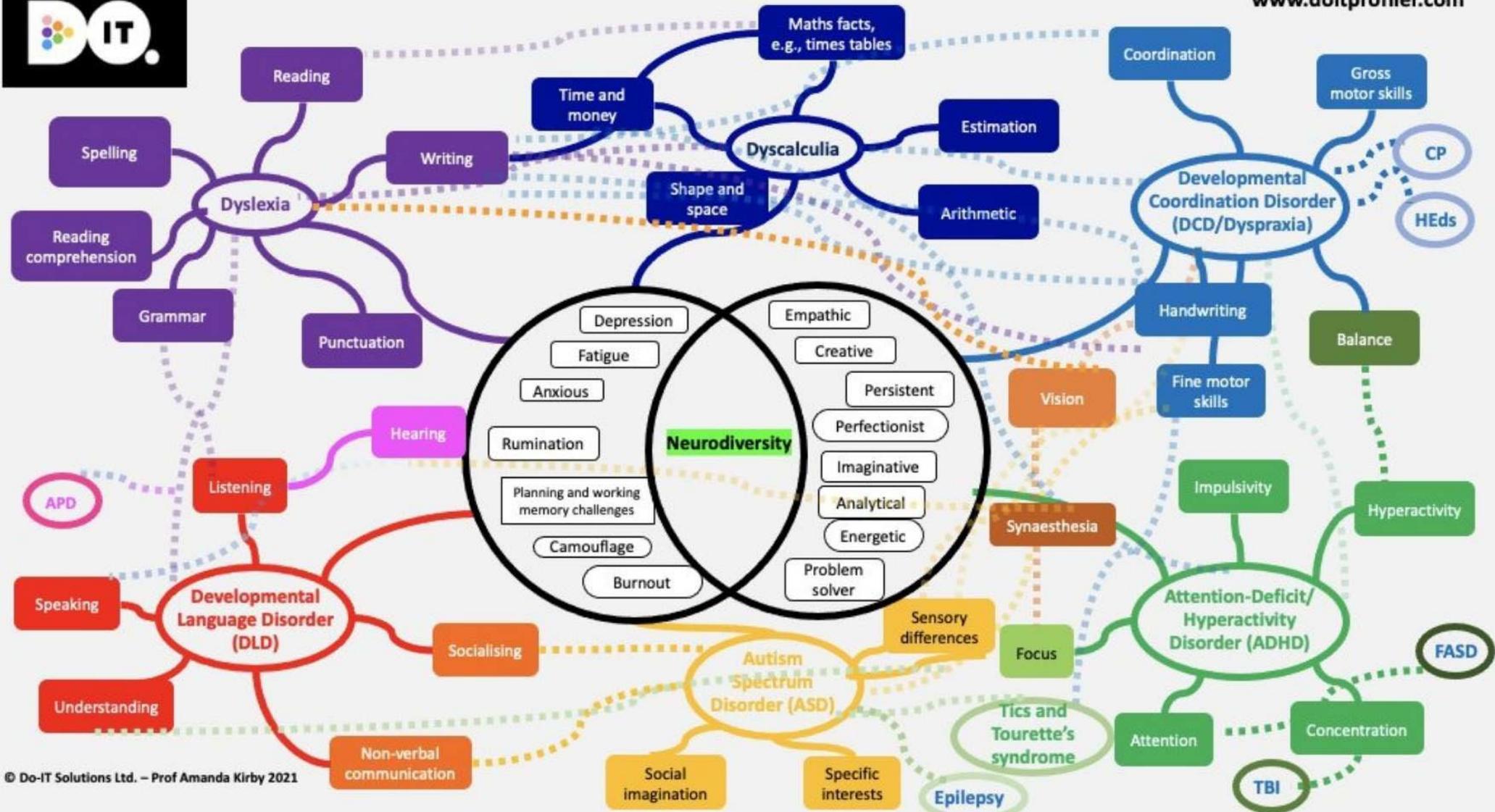
- Provide headphones and fidgets
- “When you are ready...”



Explicit directions

- Pause frequently
- Written on the board







Environment

IS YOUR SPACE INCLUSIVE AND NEUROAFFIRMING?



Supportive Adults



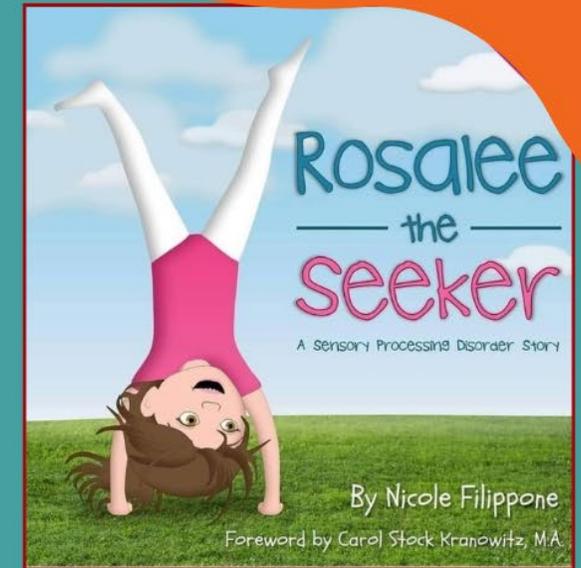
Visual Aides



Breaks



Repetition



Books for ND

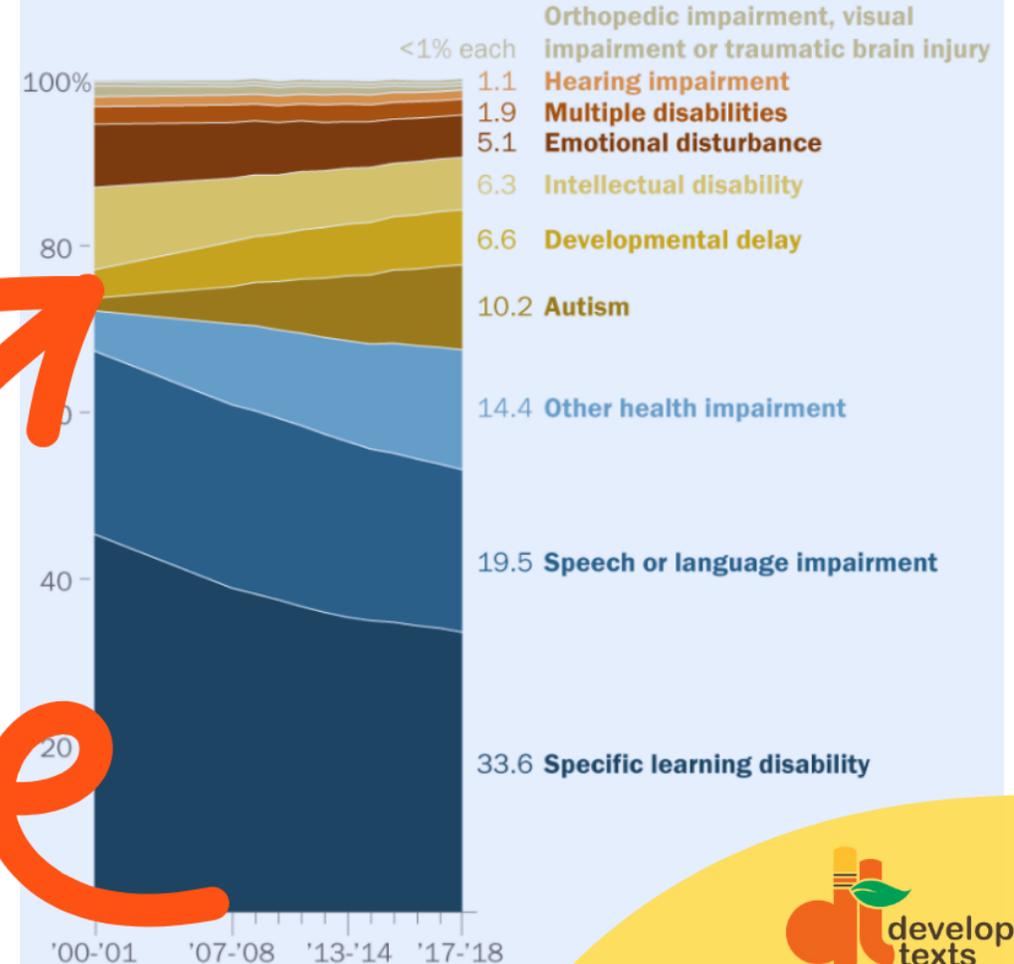
STUDENTS IN SPECIAL EDUCATION MAKE UP 13.7% OF TOTAL SCHOOL ENROLLMENT.

Language-based disorders make up most of the services provided.

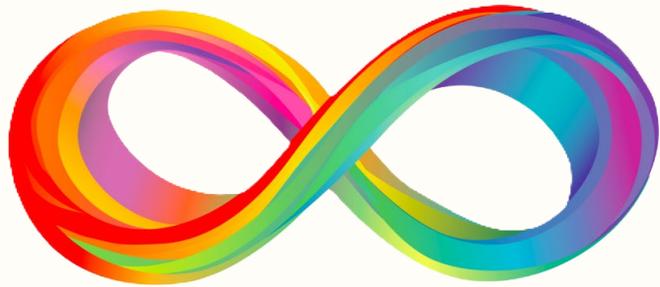
- ADHD is categorized as other health impairment which impedes alertness.
- Speech or Language Impairment impacts ability to learn to read and comprehend.
- Specific learning disability includes language disorders of dyslexia and dysgraphia.

About a third of disabled U.S. students have a 'specific learning disability,' such as dyslexia

% of students served in the 2017-18 school year under the Individuals with Disabilities Education Act (IDEA) who have ...



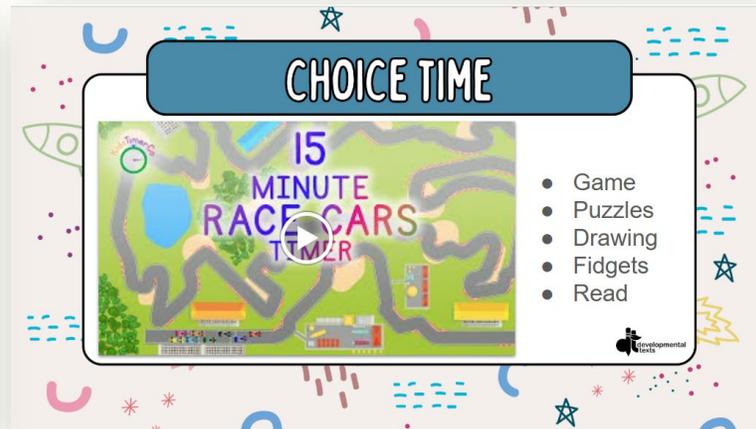
We are all Different



Neurodiversity Affirming

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





Timer Slide Shows

USE A SLIDE DECK TO PROVIDE TIMERS

1. Students can relax and not wonder about time
2. Kids walking into the room know what is happening
3. Systematic organization is predictable and supports self-regulation



Pause and Think

ONE STUDENT THAT COMES TO MIND IS...