Give Special Education Students Access with Visuals!

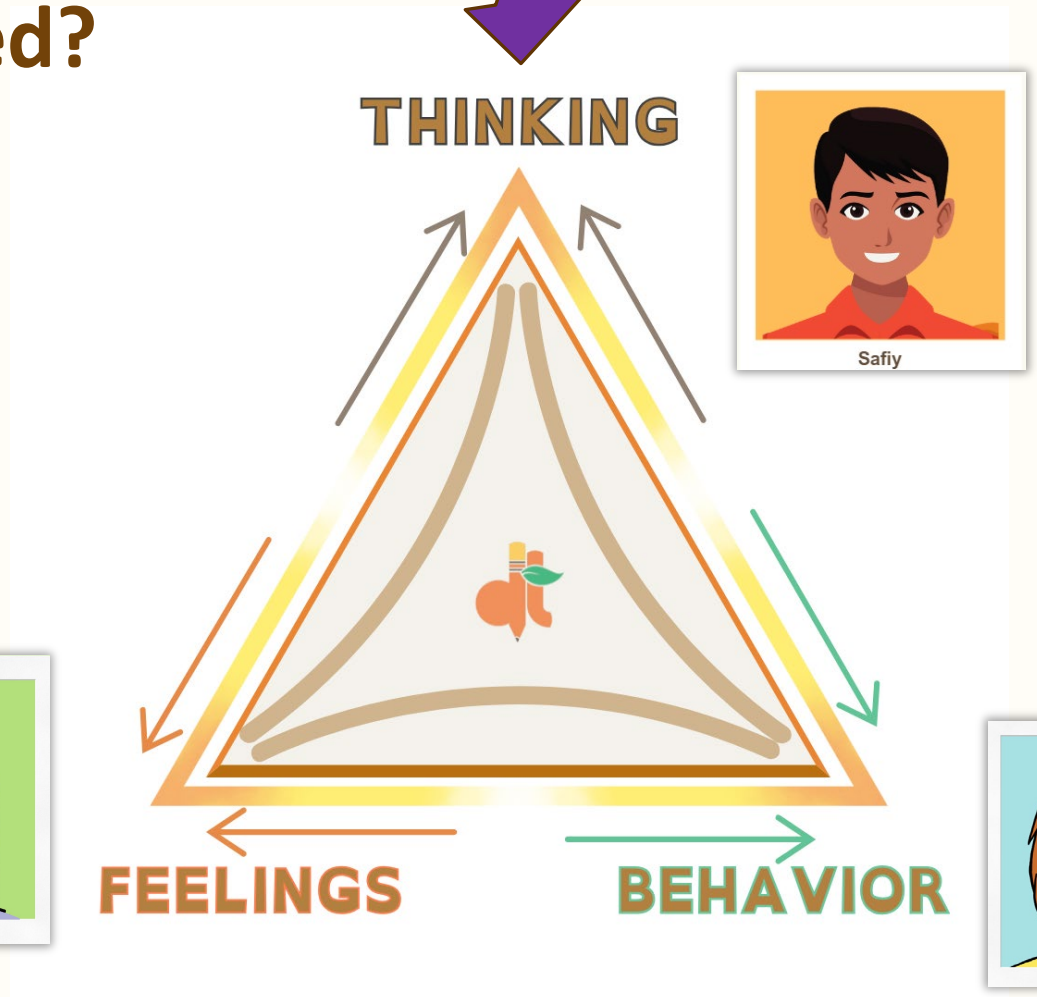
Nancy Roop

nancyroop.com/resources

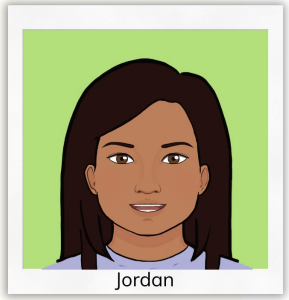
Agenda

- Why more communication is needed
- Visuals as an Extension of Communication
  - Cue Cards
  - Schedules
  - Timer Slides
- Take aways and Drawing!

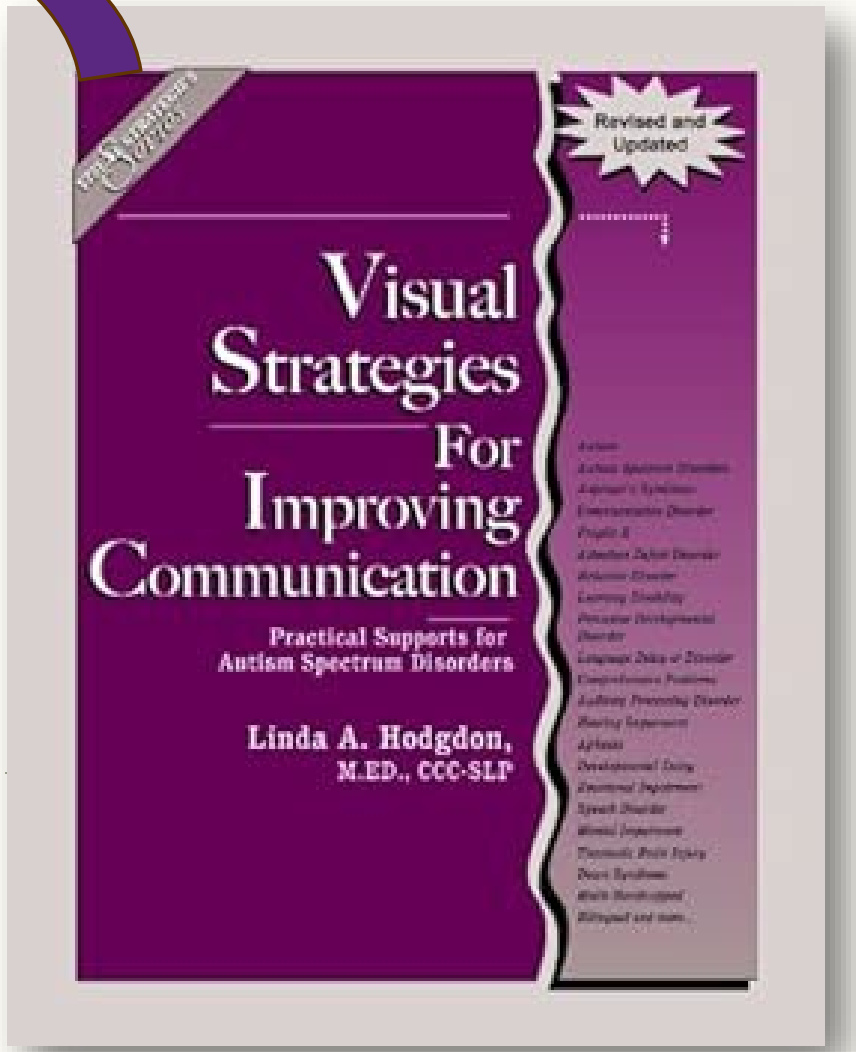
Why is Visual Communication needed?



Safiy


Jordan


Alex





developmental texts

para to para



Nancy Roop

Author Publisher

Developmental Texts

Paraeducator Coach and Trainer

Para to Para

Special Education Substitute Teacher

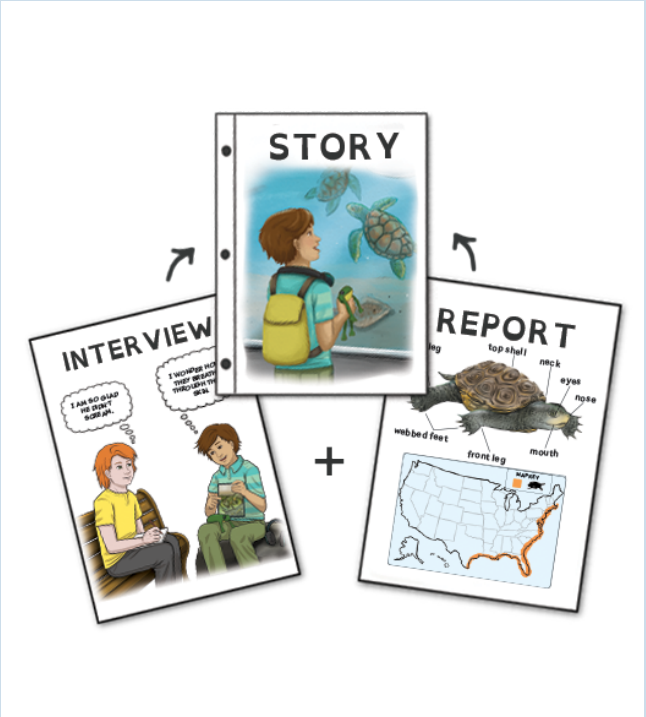
Former Paraeducator

Education

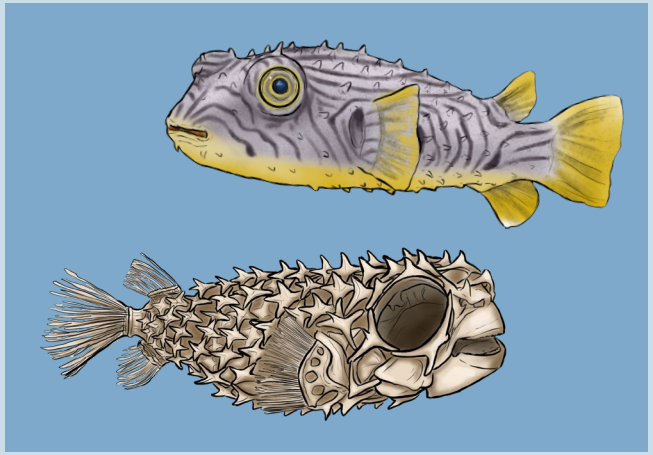
BA in Integrative Studies,

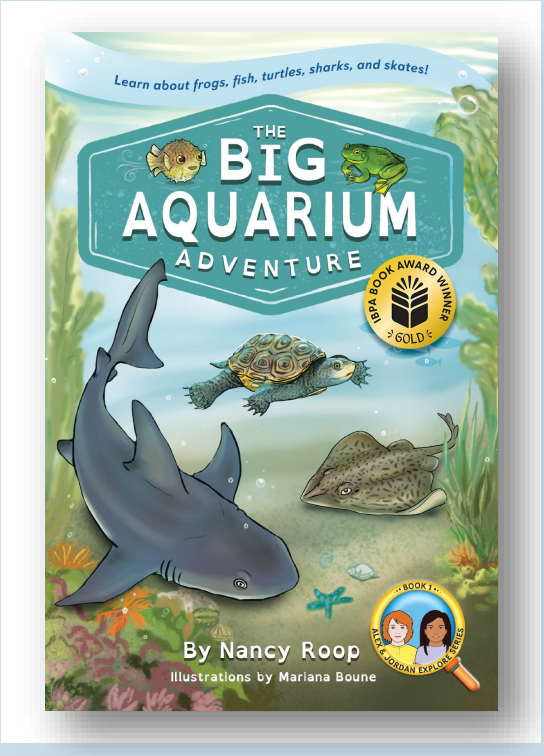
Oakland University





developmental texts





Nancy Roop
Author

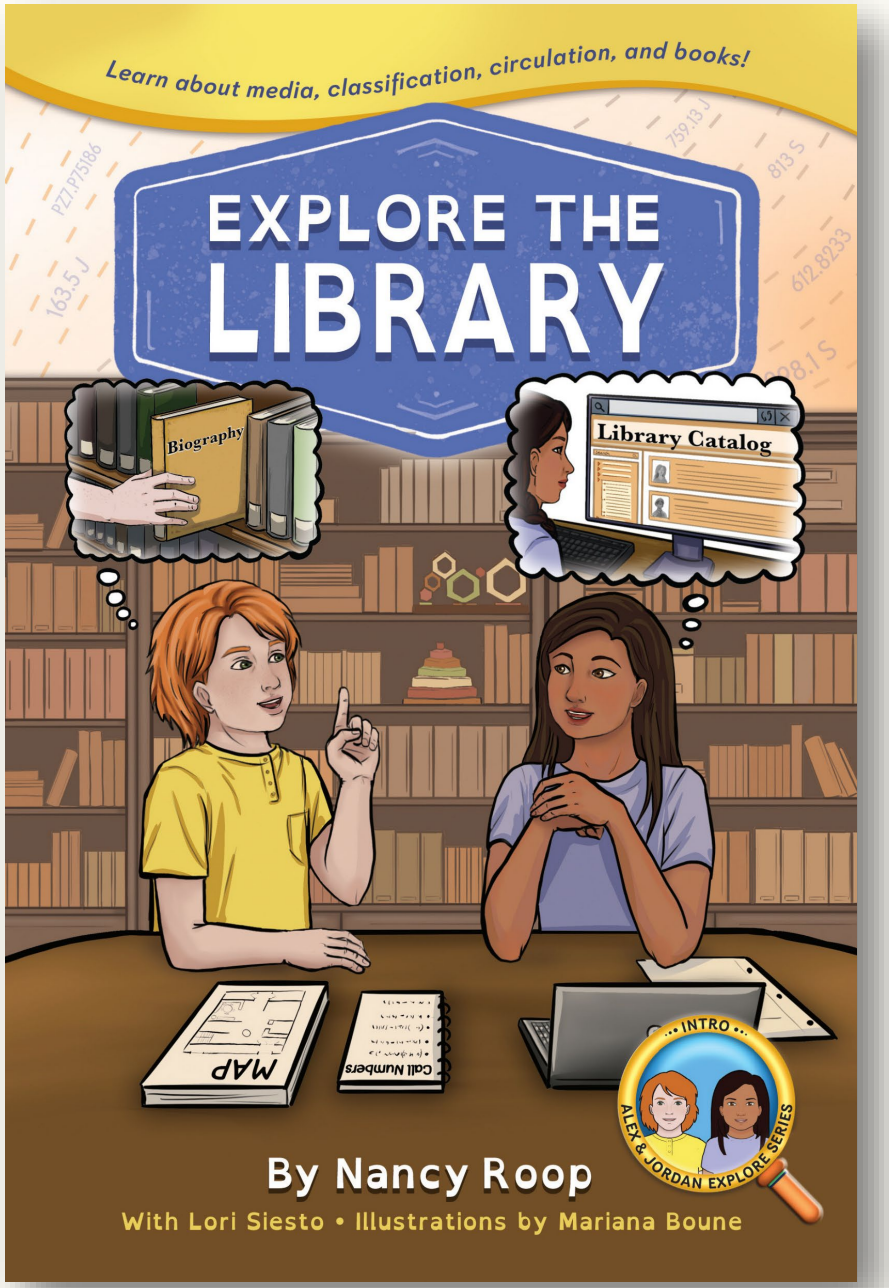
Evidence-based comprehension strategies

Builds background knowledge

Beautiful illustrations

Designed for neurodivergent readers

Real, relatable, and relevant!



The Big Aquarium Adventure en Espanol!



Coming in 2027

Explore the Library

Learn about media, classification, circulation, and books!

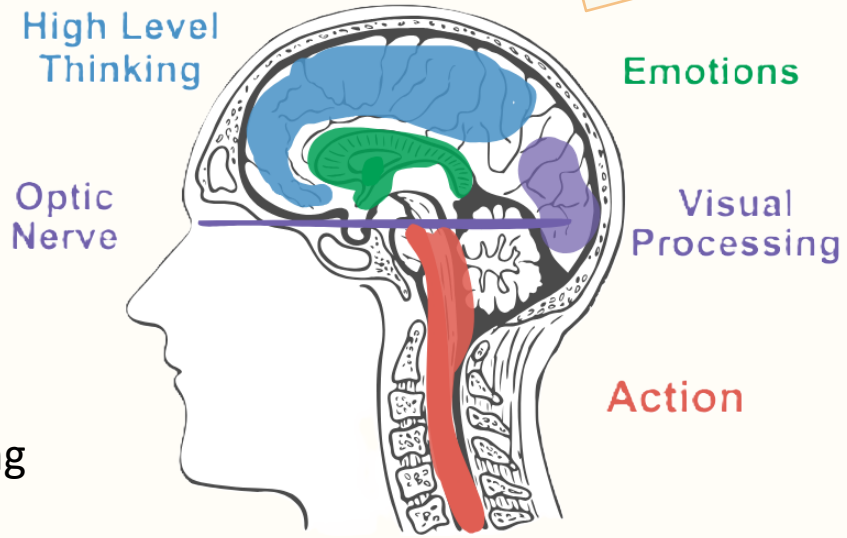
The Power of Visuals

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



Language takes higher-level processing











Connecting the Power of Visuals

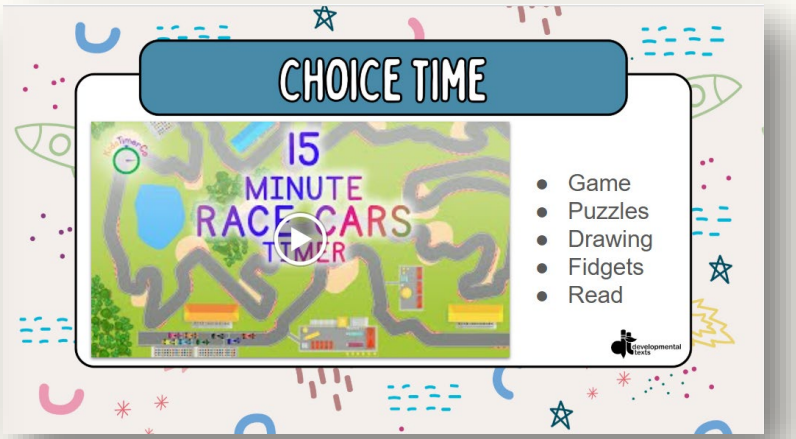
Create a Visual Schedule

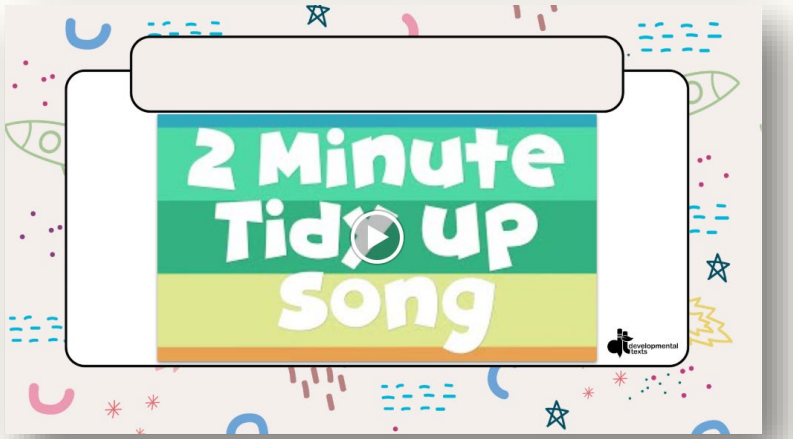
- They know what to expect
- It builds routines that feel safe
- Prepares for transitions

This schedule is for a center-based class

- 25 Minutes recommended
- Fidget Basket
- Calming Corner or Break area









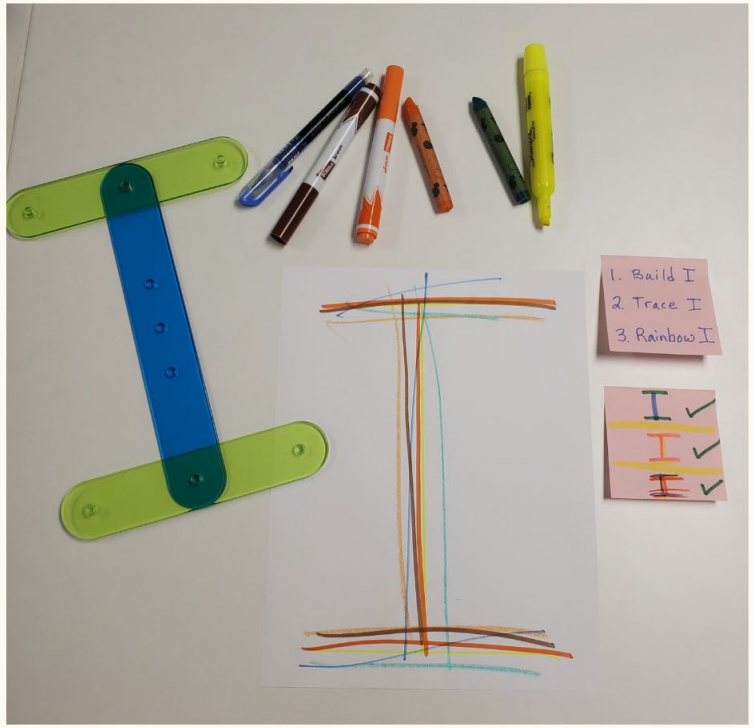
Timer Slide Shows

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

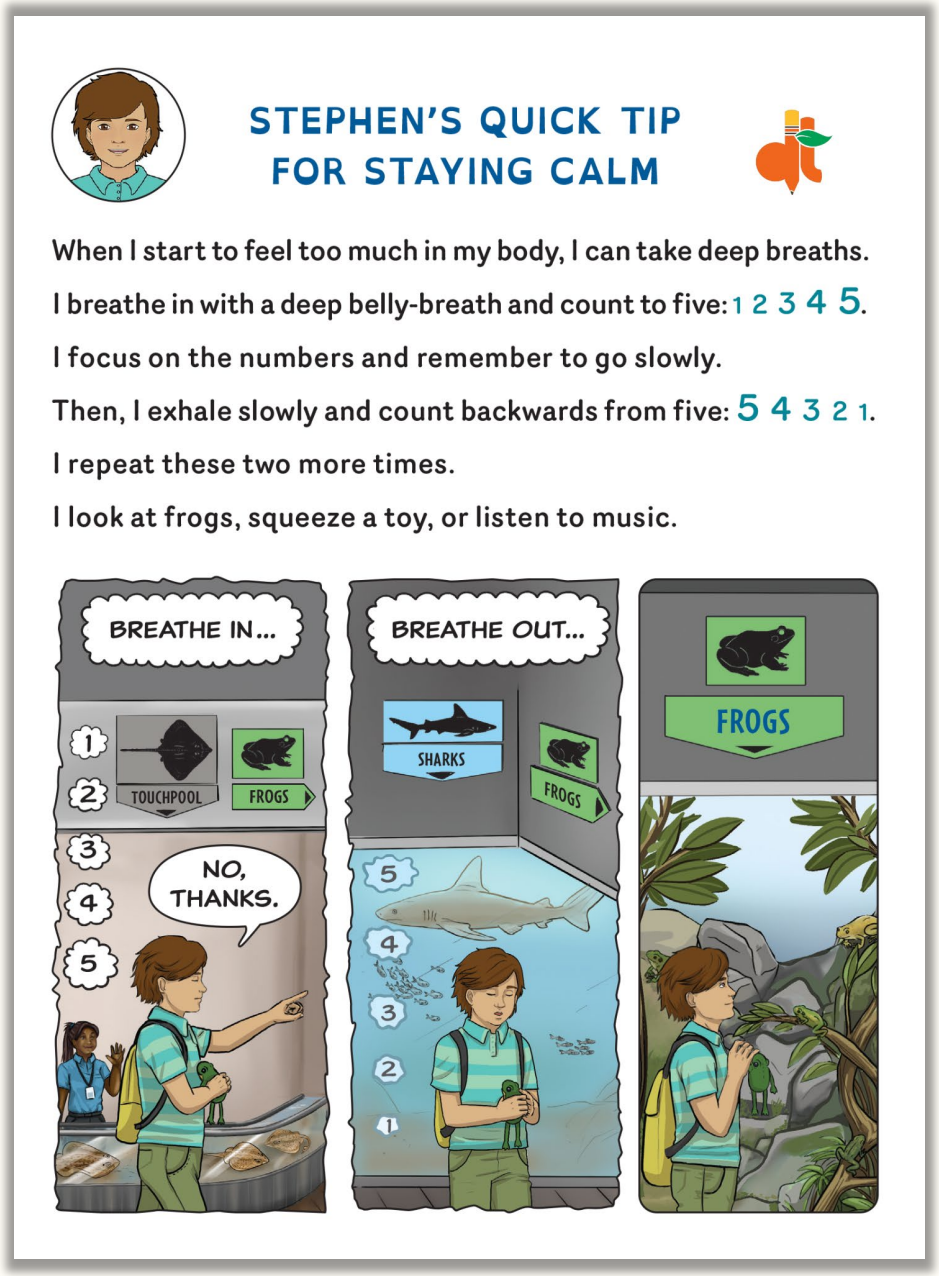
Organization and Planning

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: _____



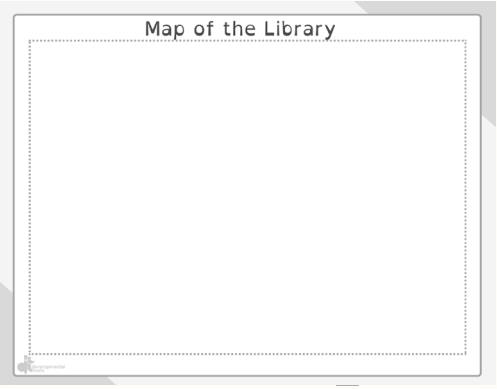
Deep Breathing

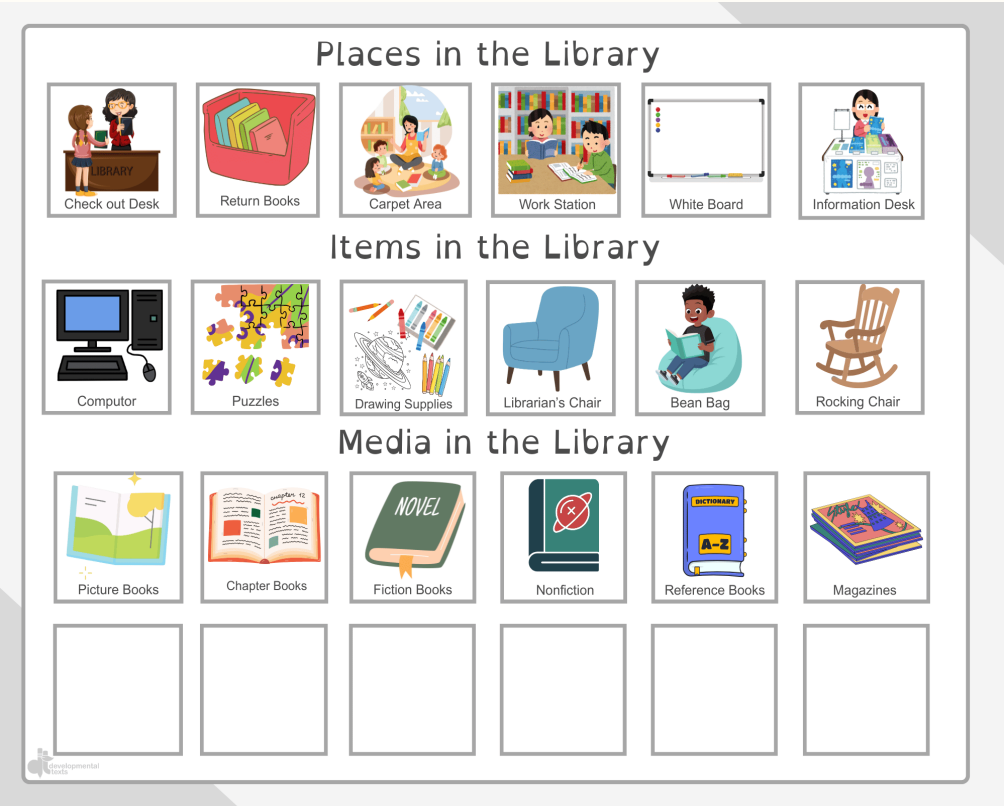
- Breathing and mindfulness calms the vagus nerve.
- Be sure to practice with students when they are calm.
- Stephen's Quick Tip for Staying Calm is in the handouts.
- Print and laminate.
- Print a poster size for comfort or sensory room.

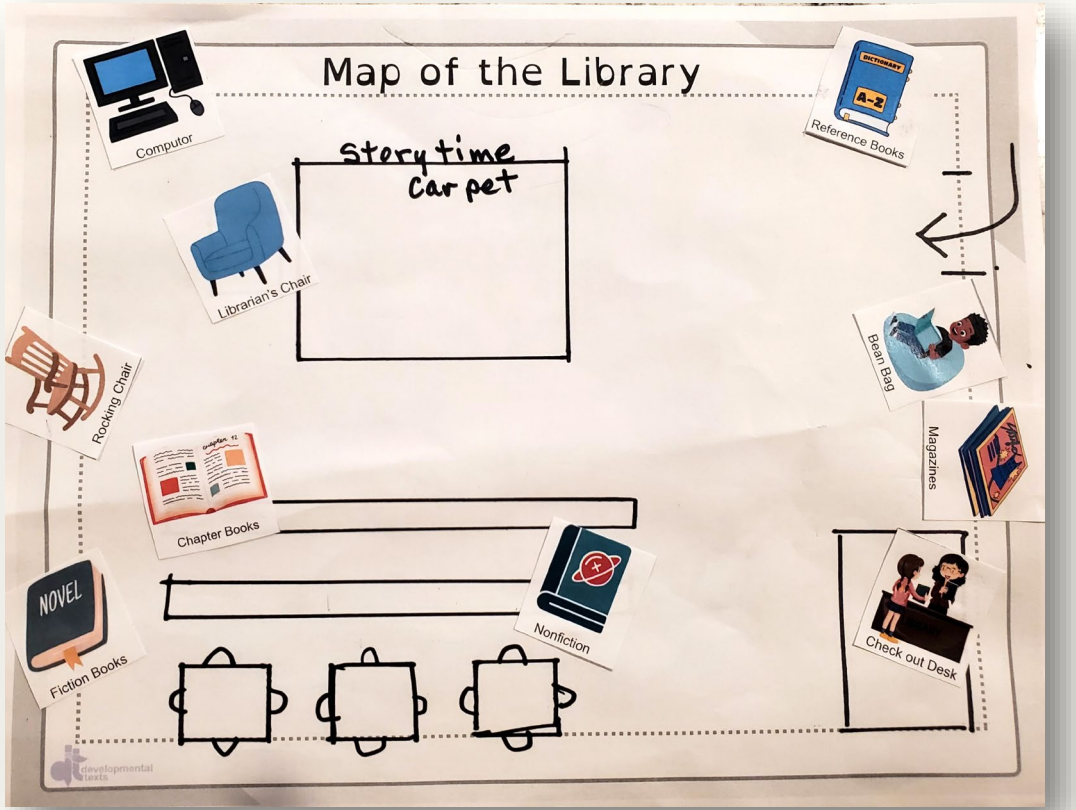
Map Activity

Students get to know the library with a map

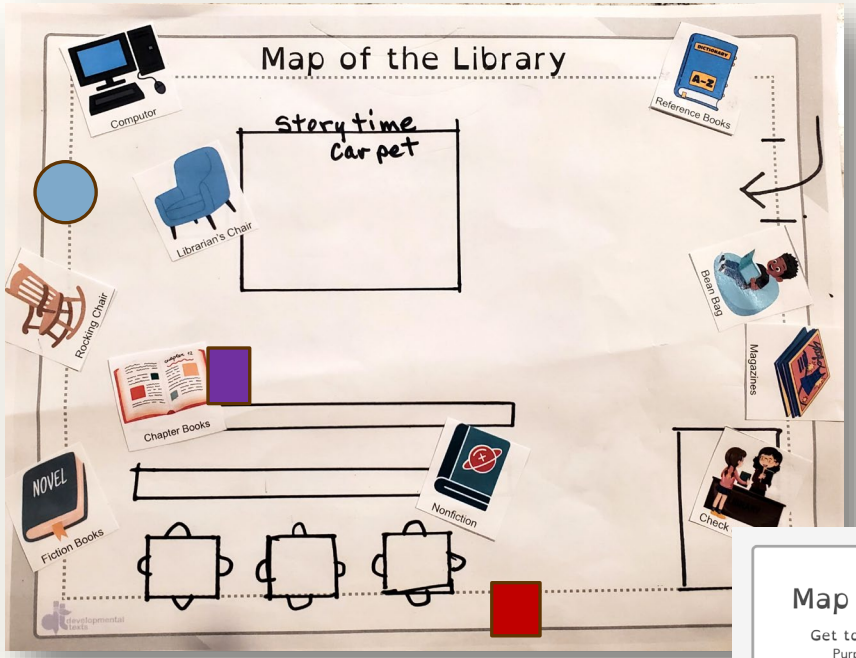
- **Draw the floor plan**
- **Students cut & glue icons**







Scavenger Hunt





Map Activity:

Get to know the library

Purpose: to familiarize students with places, items, and media in the library.

Preparation:

- On the "Map of the Library" page, use a straight-edge and draw the perimeter of the library. Include walls and doors. Maybe draw an arrow pointing in the door, to show the starting point.
- Make one copy of the map and one of the places, items, and media page.
- In the blank boxes sketch any items that are unique to your library.
- Gather supplies: scissors and glue.

Discussion:

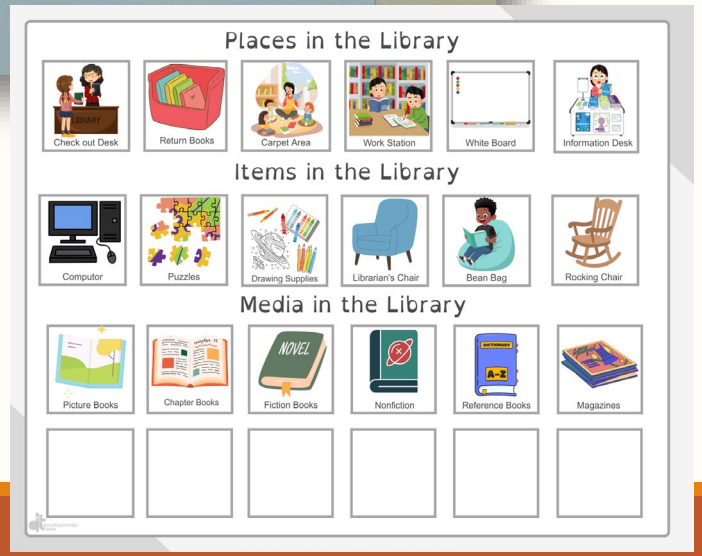
- Discuss areas of your library.
- Discuss that libraries are similar, but they may have some different features.
- Have students put an X over items that you do not have in your library.
- Depending on age and skill levels, model where the locations go on a map sample.
- Optional: cut apart the rows, and complete them over three sessions.

Scaffold:

- 1:1 support: adults can color code. Put a small colored dot on the front or back of the square. Then put the same color where it goes on the map.
- Color coding could also be done prior to making copies for multiple students, or all students.
- Glue each place, item, or media card to a larger colored page and put them around the library. You can also use a different color for the places, items, and media. Keep these up indefinately.

Scavenger Hunt:

Glue each place, item, or media card to a larger colored page and put them around the library. You can also use a different color for the places, items, and media.



Download Instructions:

Accommodations:

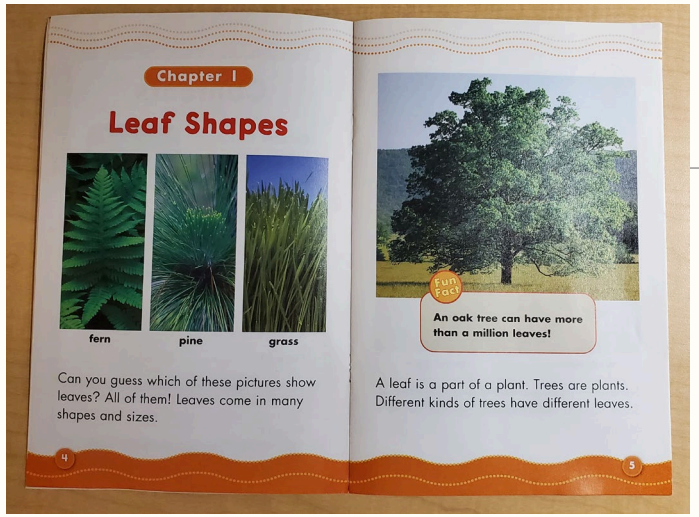
- Color code
- Do one row per week

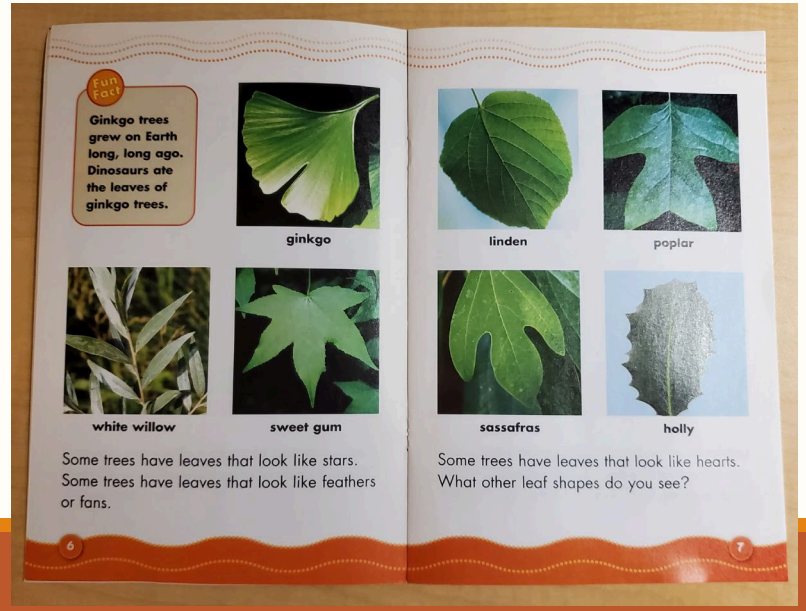
Nancyroop.com/resources



What Books Should I Collect?

Book Features for Reluctant Readers

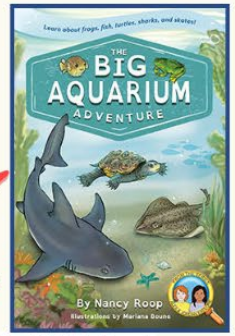




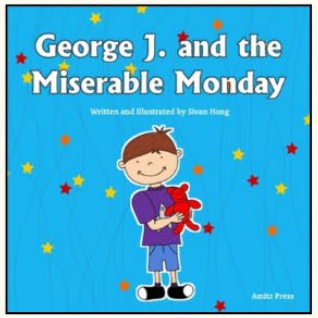
1. **Clear, uncluttered pages**
2. **Predictable organization**
3. **Concrete, relatable content**
4. **Familiar series or repeated formats**
5. **Nonfiction or realistic fiction**

NEURODIVERSE INCLUSIVE BOOKS

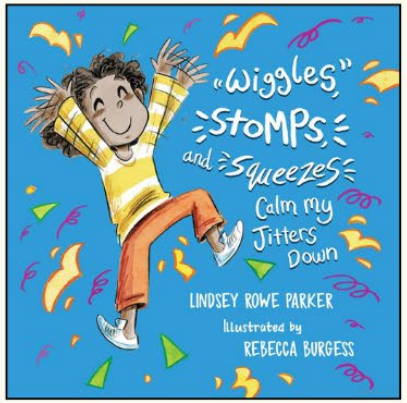
A Novel Mind

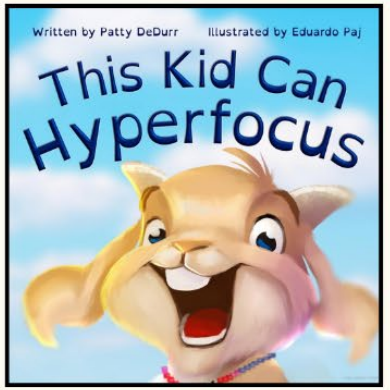


anovelmind.com

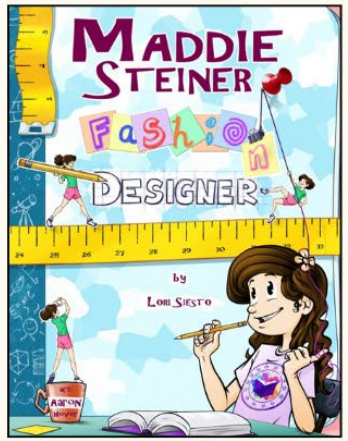


#SPDAuthor

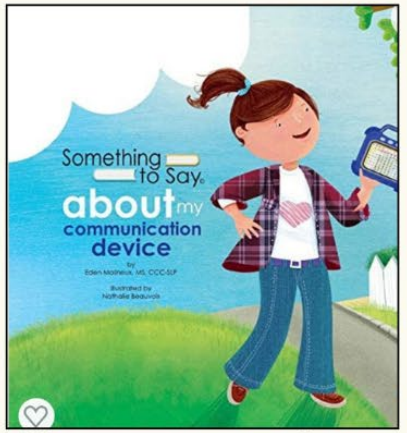




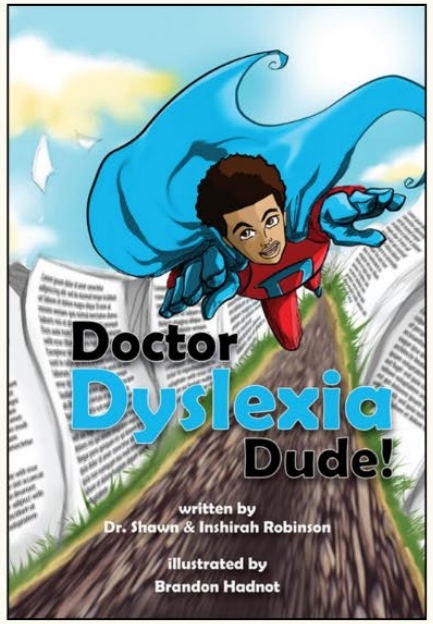
#ADHDAuthor



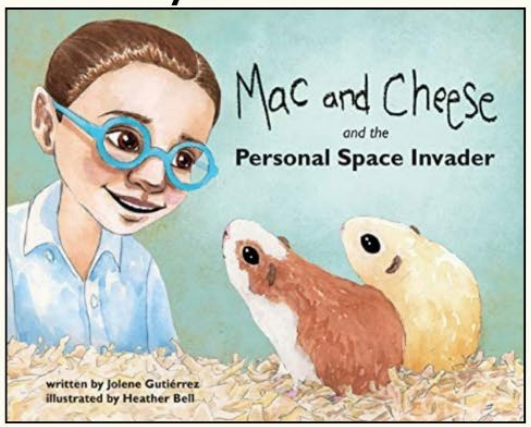
#ASDAuthor



#AACAuthor



#DyslexiaAuthor



#proprioceptionauthor

Neurodivergent Database

It's time to select books and check them out!







Younger students:

Call names on library cards during today's closing activity

Students choose a book from either the Fiction or Nonfiction tables

Students line up at the Circulation Desk

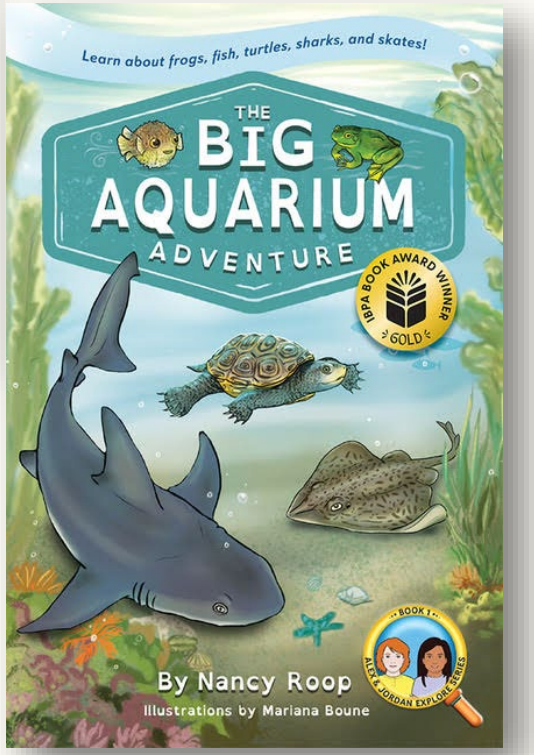
Resources

Nancy@DevelopmentalTexts.com

Get an Occasional newsletter

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





Access Slide Deck (including 16 bonus slides—*all grades*), Accommodation Guide, and More!

- nancyroop.com/resources

Thank you for being here!

MASL
Michigan Association of School Librarians

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

Accommodation Toolkit to Supports Executive Functions

Organization

Planning

Task Initiation

Working Memory

Impulse Control

Emotional Control

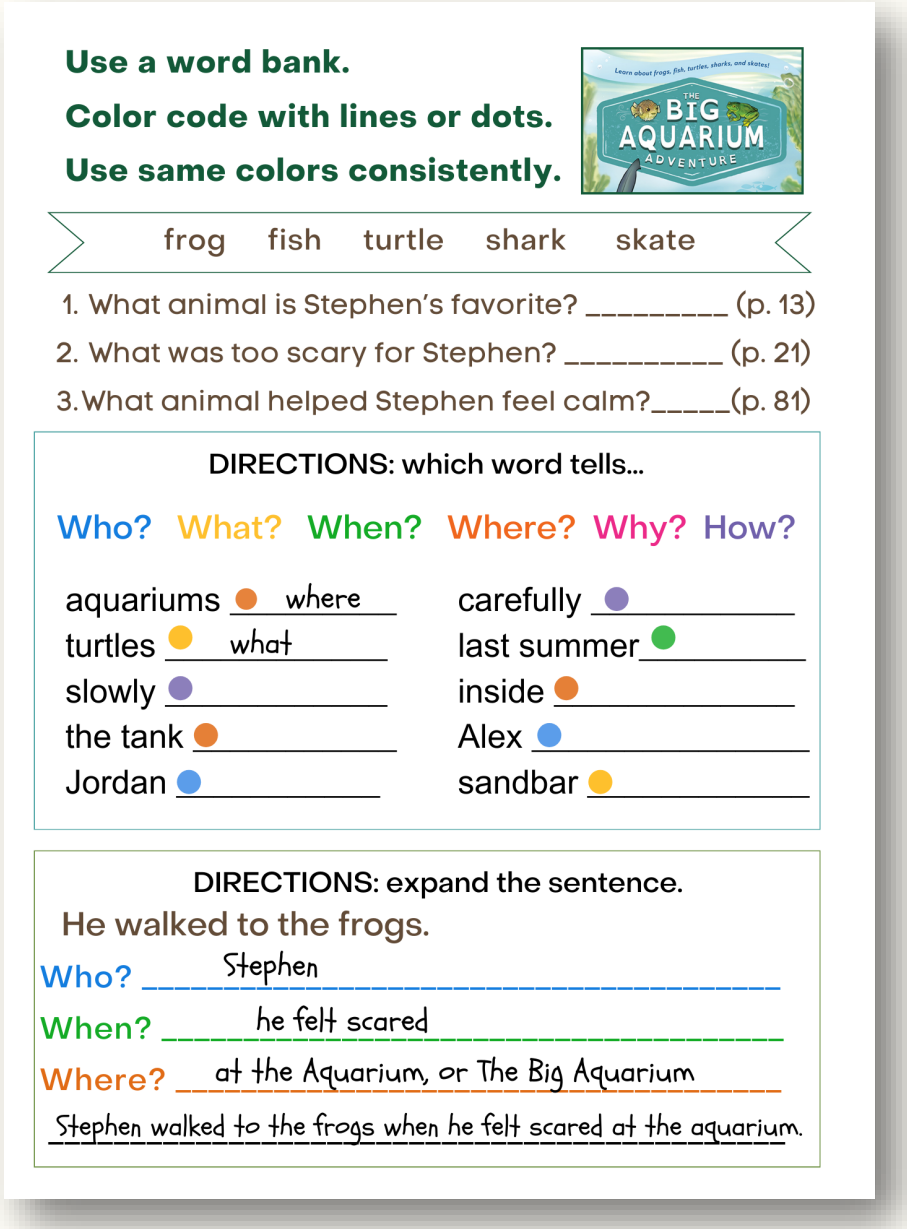
Self Monitoring

Flexible Thinking



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
turtles what
slowly _____
the tank _____
Jordan _____
carefully _____
last summer _____
inside _____
Alex _____
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.

Notetaking Templates
Support Reading Initiative and Comprehension

1. Listen while librarian reads a book
2. As a Class, record literacy details of the book in each section.

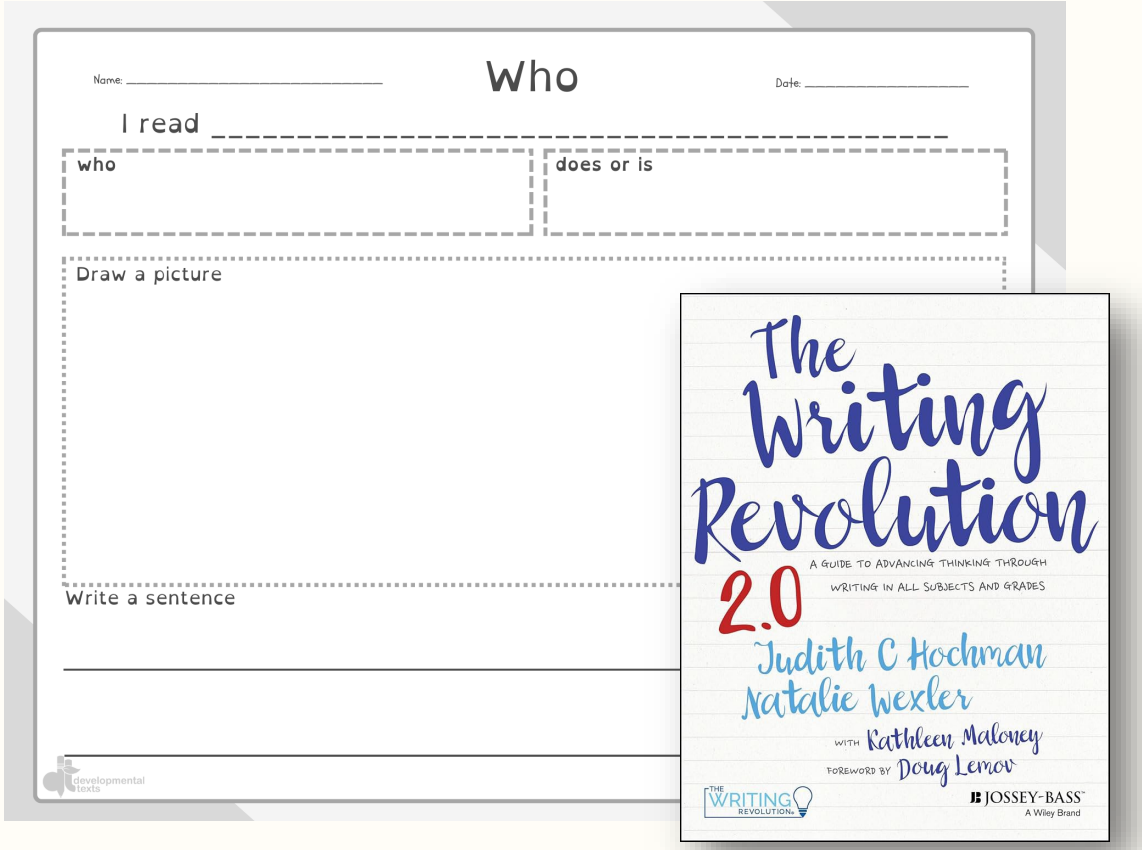
   Who or What does or is

   (Subject/verb page creates base sentence)

3. Write a sentence about the favorite part of the story. May include details such as:

   When, Where, Why, or How

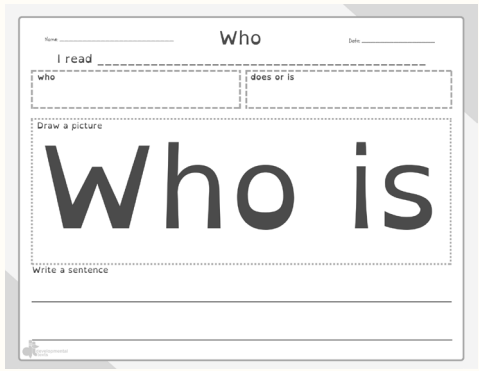
4. Put pages in a library folder



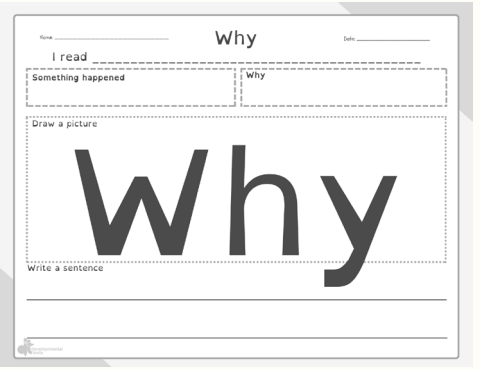
Notetaking Templates
for Teaching Writing Strategies

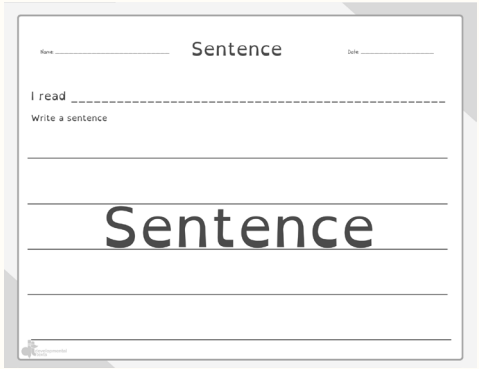
Combine sentences from two + templates with writing strategies:

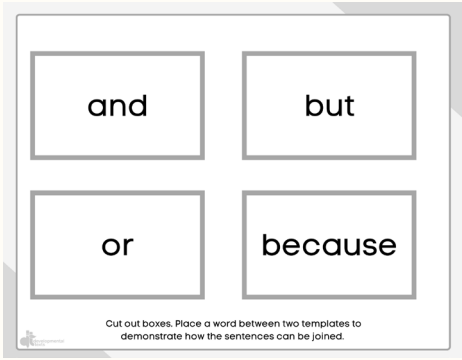
1. Subject/verb page
   Who or What
2. Description page
   When, Where, Why, or How
3. Compound sentence with appositives, conjunctions, transitions, and dependent clauses



because







Use templates to organize information across all subject lessons.

Tip 4: Explore a Variety of Learning Ideas!

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 or Art Activities:

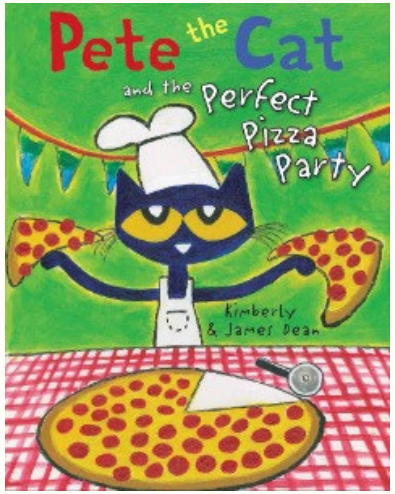
hand gestures, body movement, or songs.

- *Goin' on a Bear Hunt*
- *The Wheels on the Bus*
- *Chicka Chicka Boom Boom*
- *I Want Slop*
- Article by Angela Durham available at https://schoollibraryconnection.com/

Pizza Sequencing Activity

Students build a pizza with Pete the Cat's friends.





1. Read "Pete the Cat's Pizza Party" book
2. Students add felt or paper pizza ingredients in a sequence

   cheese, pepperoni, sausage, mushroom, bell peppers

Free paper pieces are available at
[Mrs. Merry Printable Pizza]

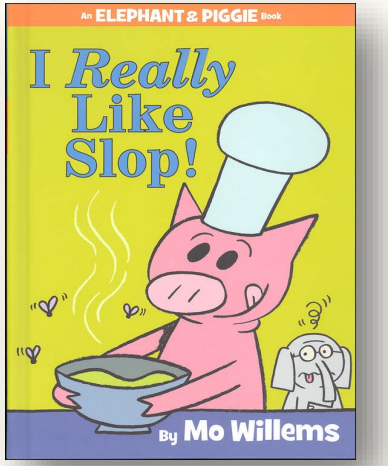




Level 3: Activity for Elementary

Student Participation Activity

1. Show the video or read the book
2. Fill the pot with multiple items and strings of yarn & stir
3. Complete the sensory pot activity:
   - one item from the pot
   - Keep eyes One student at a time
   - Remove closed
   - Feel the object & guess what it is



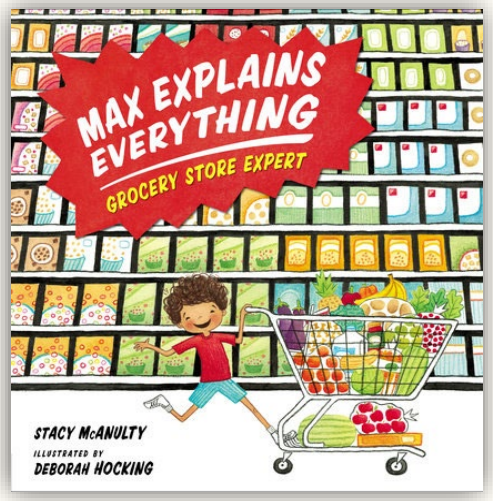
Elephant and Piggie's
I Really Like Slop
Video with Mo Willems



Level 3: Activity for Elementary

Read Aboud Activity

- Use scavenger/bingo cards and dry eraser markers
- Read the story while students mark the grocery store items on the card

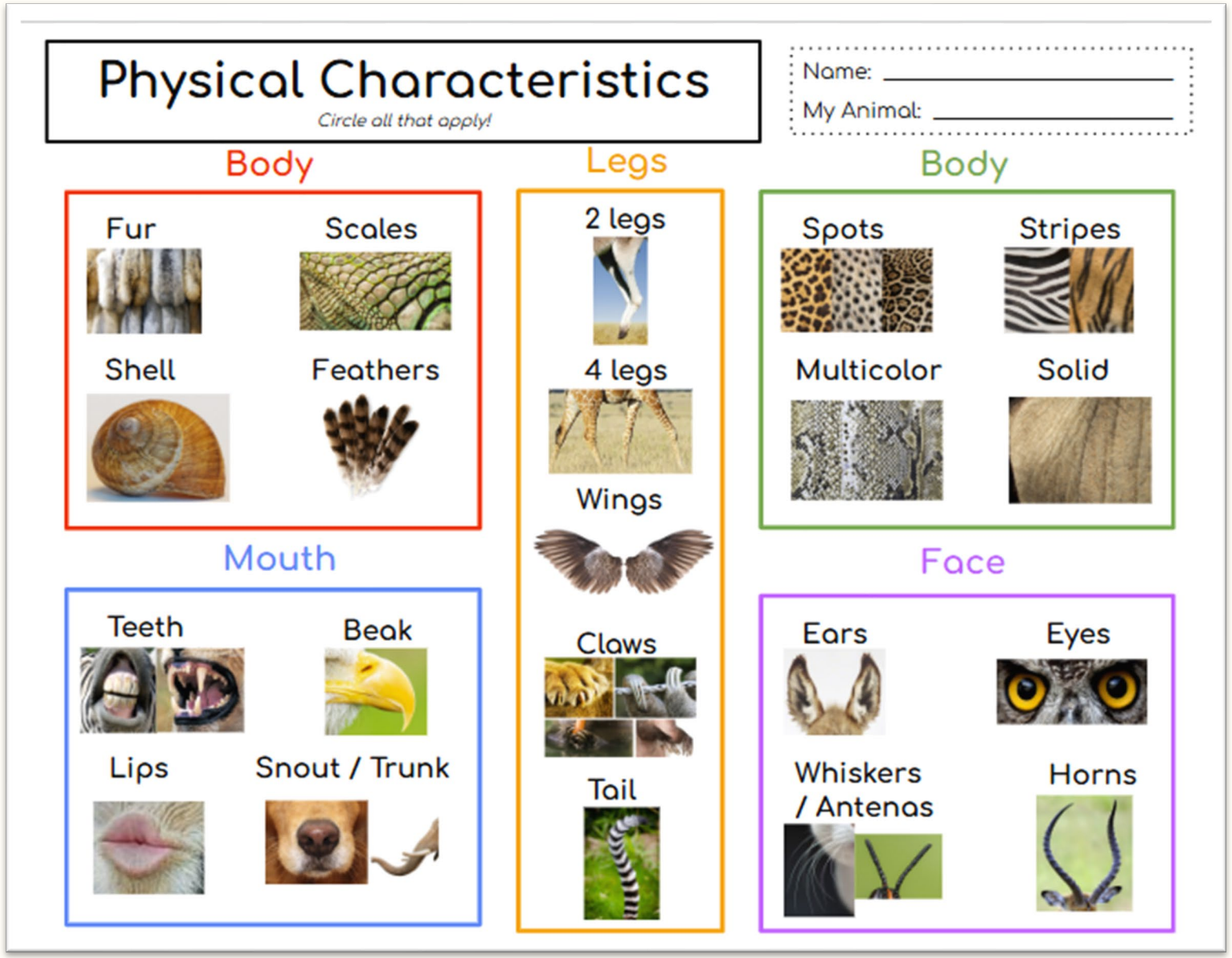


Max Explains Everything; Grocery Store Expert

Red Wolf

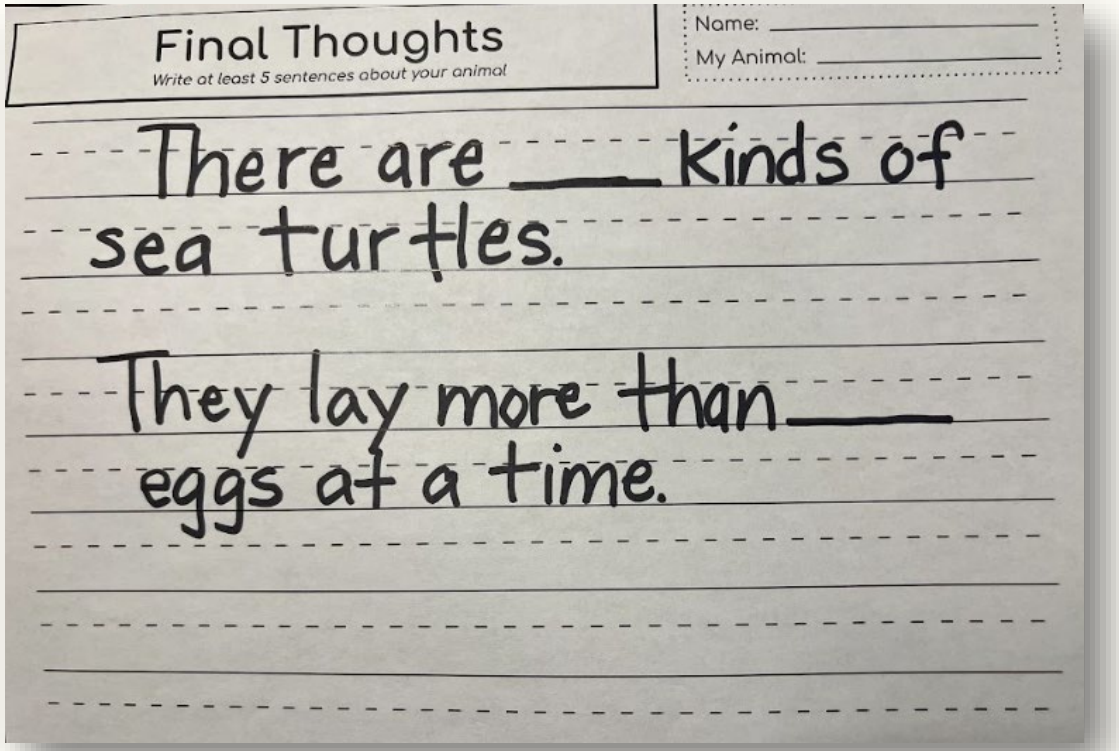
Endangered Animal Research project:

- Go to PebbleGo and Enchanted Learning for learning facts
- Distribute animal features page(s) from Teachers Pay Teachers ($6.50)
- Have students circle their answers
- Have students use the Enchanted Learning facts to fill in the blank and complete a sentence about their chosen animal.



Sea Turtle

Endangered Animal Research project:

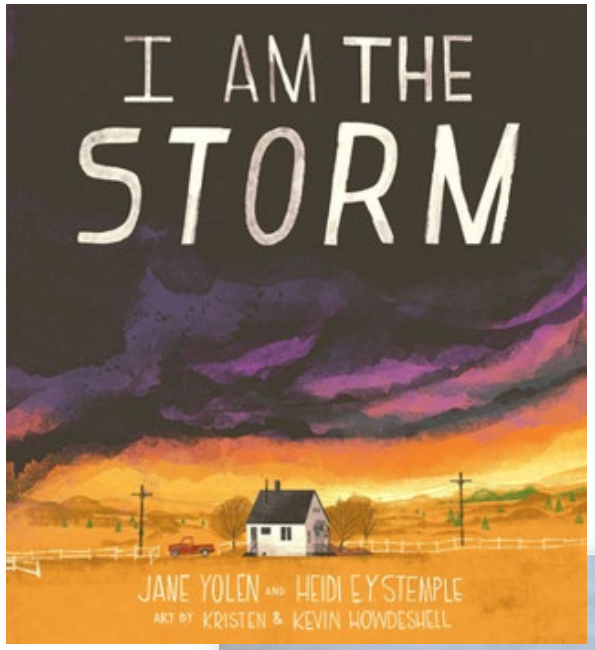


- Student choose an animal from a preselected group
- Use the Enchanted Learning & Teachers Pay Teachers website (re: embracing special) to create a "Read and Response Booklet"
- Print out basic facts of the animal.
- Read animal facts and student fills in the blanks using the facts.

A Port in a Storm

Extreme weather and STEM activity
***I Am the Storm* by Jane Yolen with building the sturdy storm shelter**

- Read the printed or show E-book (video)
- Pass out the keva planks to groups
- Build a sturdy shelter
  (build towers if extra time)





Lincoln's Pockets

What Did Lincoln Have in His Pockets the Night of His Assassination?

(primary Source lesson)

- Create a worksheet to match the items
- show the revealing video from the Library of Congress

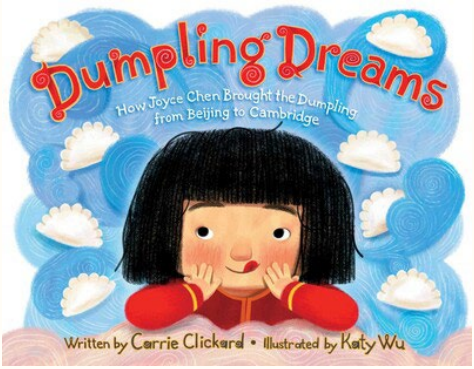


Level 3: Activity for Middle/High



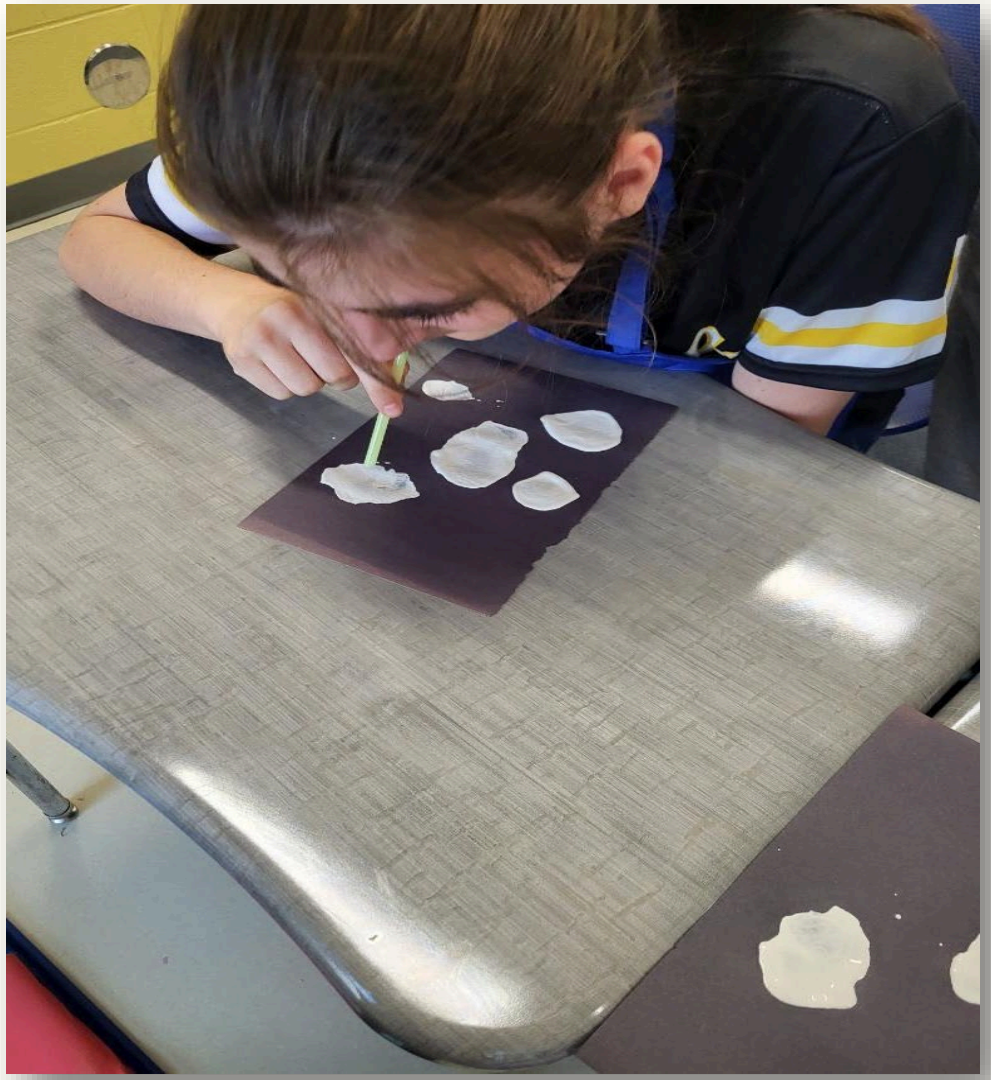
Student Craft Activity

- Show the video or read the book
- Use Coffee filters, cotton or pompom balls & glue
- Students will scoop cotton balls into filters and glue them closed



Dumplings Dreams

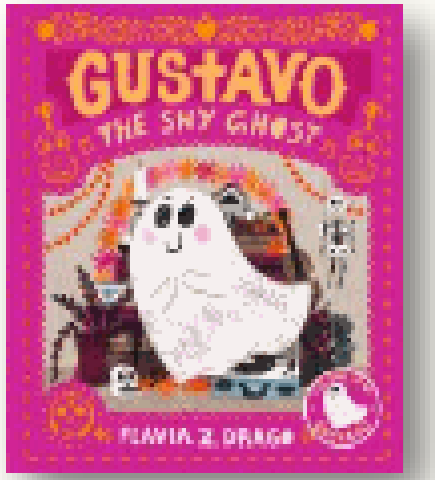
(Diversity and Lunar New Year)



Level 3: Activities for Middle/High

Student Art Activity

- Use white (nontoxic) paint, black card stock paper and large holed straws
- Students will blow a circle of paint into a ghostly form and let them dry



Gustavo the Shy Ghost
(Spooky Fun)

Teen Story and Activities



Helen Prince
2025-26 SC School Librarian of the Year

Scan or click this link for more ideas!

Lesson Time:	What Should I Read?
--30 minute lesson --Folktales --Music & Dancing --Adulting Vocation stations (salesclerk, interview skills & online forms)	--Informational books --Superhero & Action stories --Fantasy and Science Fiction Stories --Graphic Novels --Ebooks (EPIC!) --Audiobooks --Tumblebooks (SC DISCUS) --Storyline Online --Real true stories

Teen Story and Activities



Helen Prince
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Scan or click this link for more ideas!

Technology Fun!

QuiverVision 3D Augmented Coloring

-Autistic Gaming Initiative website



--Trivia Games
--Legos, Code.org and Ozobots (builds sequential thinking)

Group Activites:

--Book Club
--Pi Day (Circles with Compass)
--Board & Card Games
--Makerspace Salt Art



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Independent Publishing Resources

MIPA
MIDWEST INDEPENDENT PUBLISHERS ASSOCIATION

Midwest Book Award Recipients

ibpa
Independent Book Publishers Association

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

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