

Special Ed Students Access Reading with Self-regulation Tools, Modifications, and a Reading Journal!

NANCY ROOP



nancyroop.com/resources



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

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dt Resources

Visual Strategies for Improving Communication

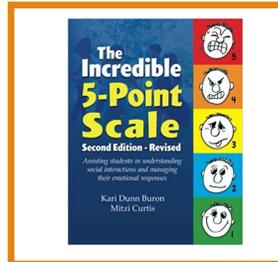
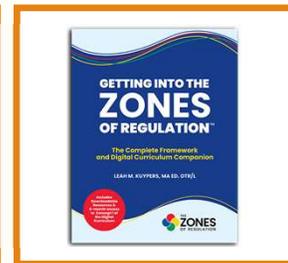
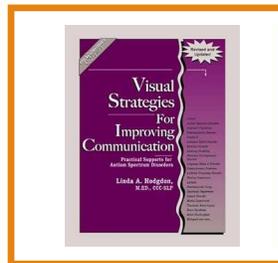
Linda A. Hodgdon

The Zones of Regulation

Leah M. Kuypers

The Five Point Incredible Scale

Kari Dunn Buron
Mitzi Curtis



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Resources

Neurodiversity Affirming Schools

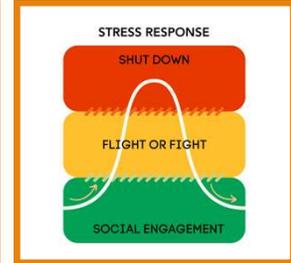
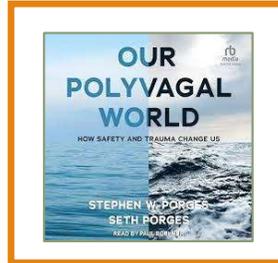
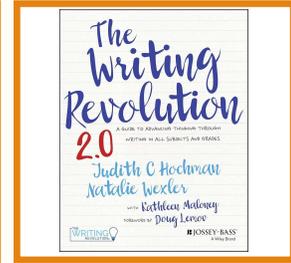
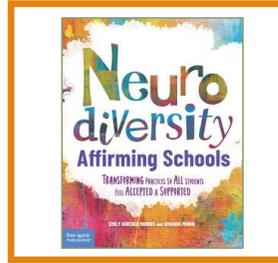
Emily Kircher Morris
Amanda Morin

The Writing Revolution 2.0

Janet C. Hoffman
Natalie Wexler

Our Polyvagal World

Stephen W. Porges
Seth Porges



3



Safiy

Student Profile: Safiy

Fourth Grader

Hesitant with everything new

Easily overwhelmed

Reading level: first grade

CPTSD due to unstable home

Level three autism

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Alex



Student Profile: Alex

Fifth Grader

Likes to ask questions

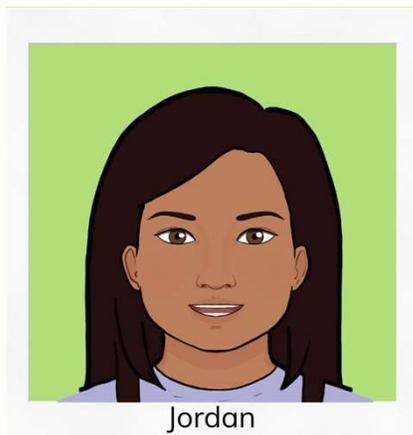
Hyperactive body and mind

Reading level: third grade

Social and emotional delay

Dysgraphia

5



Jordan



Student Profile: Jordan

Fifth Grader

Likes to do research projects

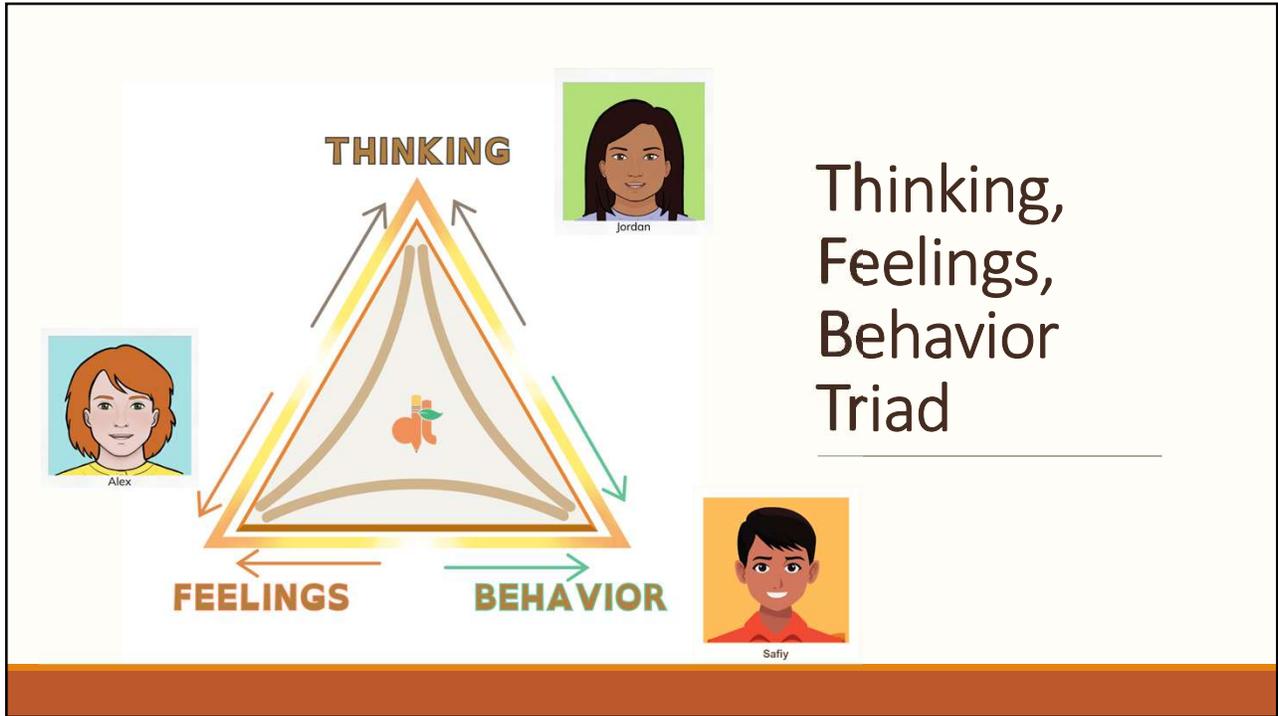
Gifted

Reading level: eighth grade

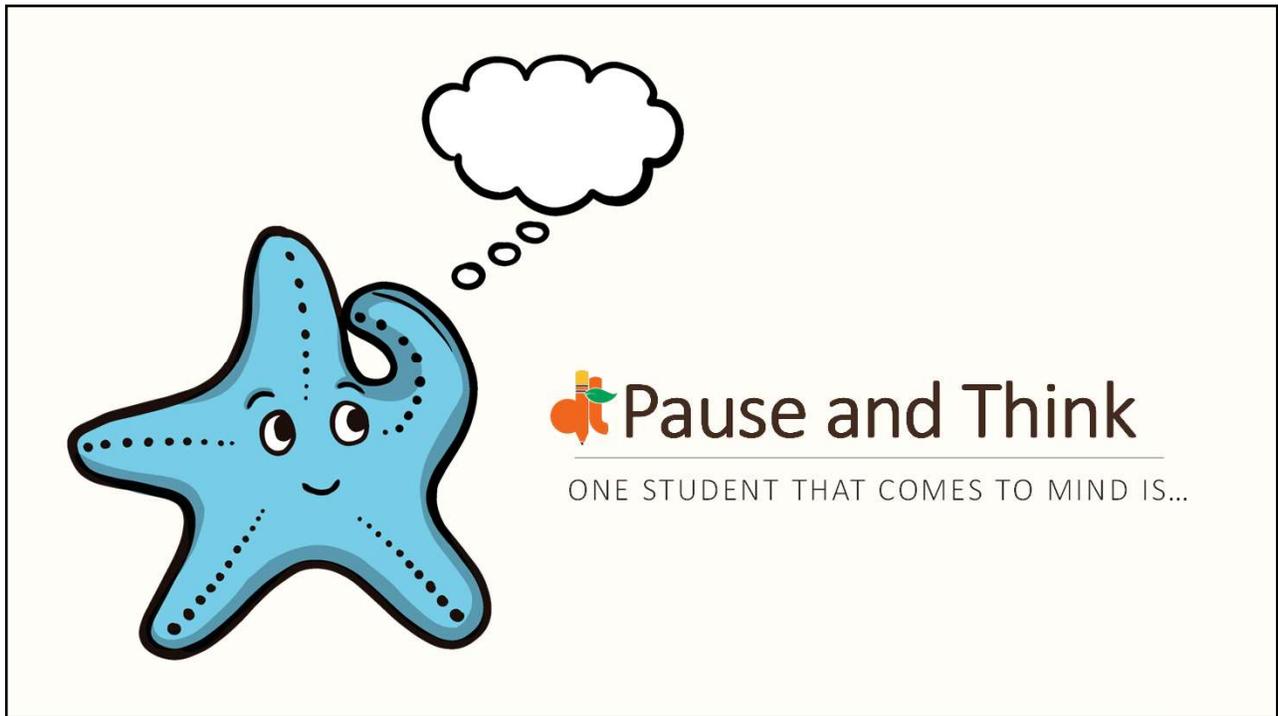
Social and emotional delay

ASD and A.D.H.D

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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



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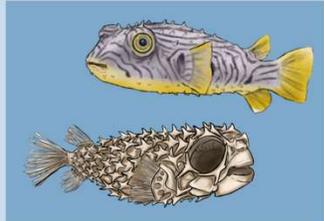


Nancy Roop Author

Evidence-based comprehension strategies
 Builds background knowledge
 Beautiful illustrations
 Designed for neurodivergent readers
 Real, relatable, and relevant!

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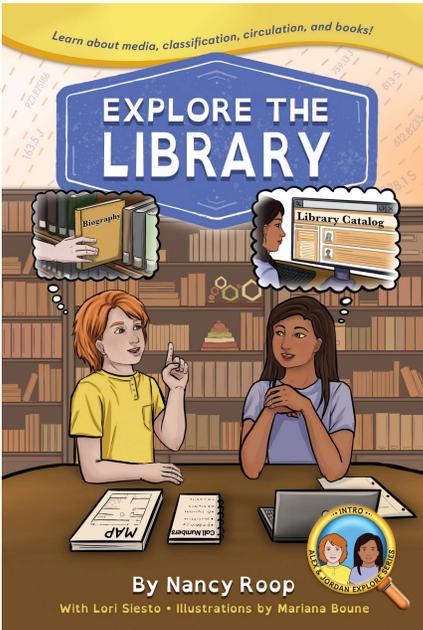
Nancy Roop

Author

Spanish Edition
Beta Readers needed!

Free book upon publishing
Send an email to:
Nancy@developmentaltexts.com

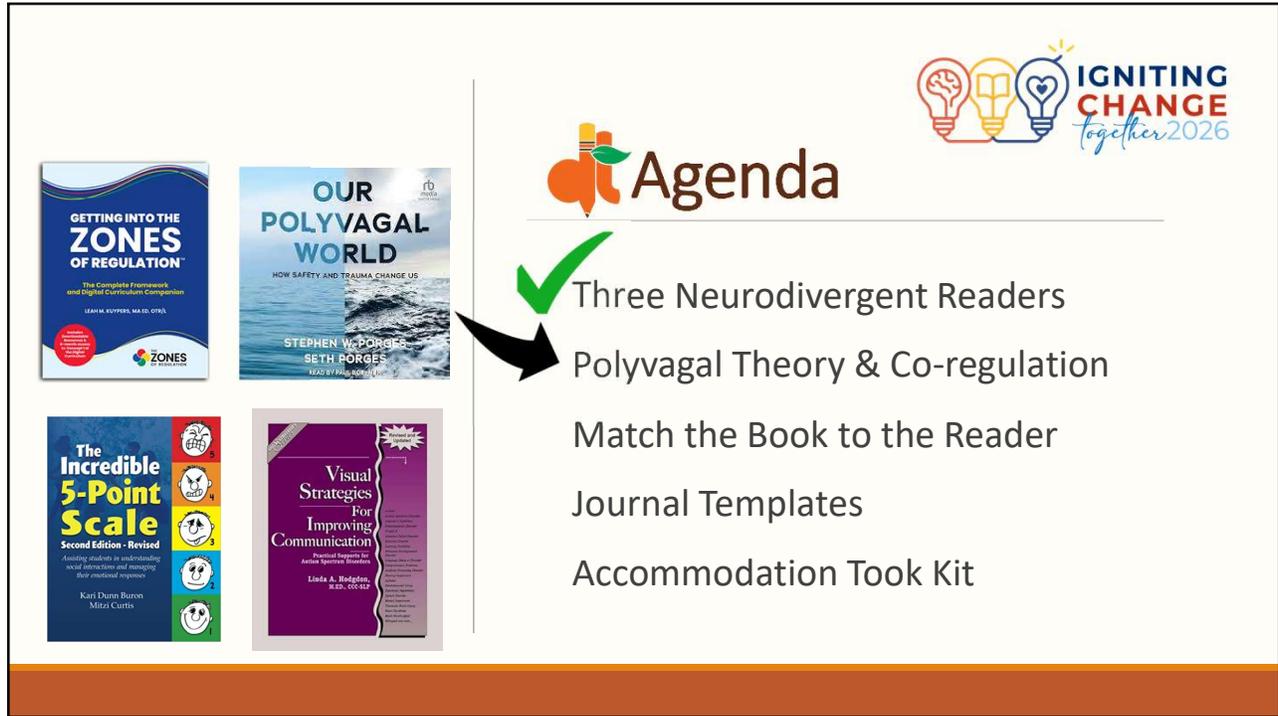
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Explore the Library

Learn about media, classification, circulation, and books!
Advance reader copy in 2026

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IGNITING CHANGE
together 2026

Agenda

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

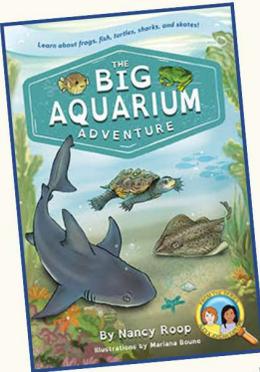
(Note: A green checkmark and a black arrow point from the 'Three Neurodivergent Readers' item to the book covers on the left.)

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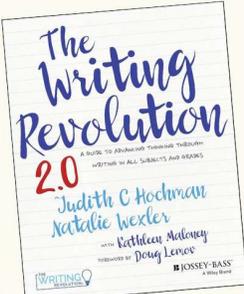


Winners choose at the end!

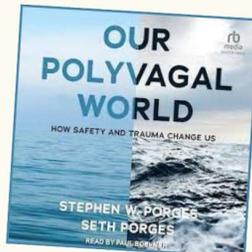
Libro.fm
Audiobooks



Spiral Bound

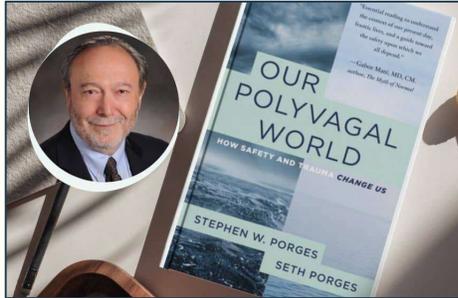


Audiobook



Audiobook

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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



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Vagus Nerve

Vagus Nerve Main Branch

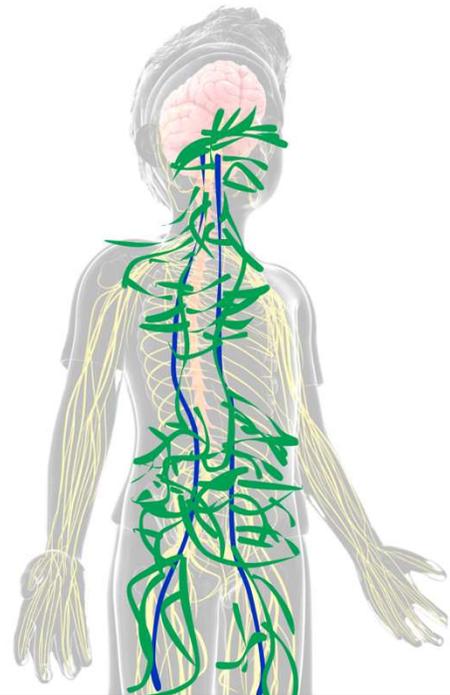
blue

Vagus Nerve Connections

green

Other Nerves

yellow



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STRESS RESPONSE

SHUT DOWN

FLIGHT OR FIGHT

SOCIAL ENGAGEMENT

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!

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STRESS RESPONSE

SHUT DOWN

FLIGHT OR FIGHT

SOCIAL ENGAGEMENT

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 after a meltdown due to cortisol for the rest of the day!

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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, listening to music with one earbud, taking breaks and drawing pictures as listed in a 504 plan.

Jordan
5th Grade
Likes to do research projects

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STRESS RESPONSE

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 educators who is patient and empathetic. A para guides his breaks from class.

Safiy

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Pause and Think About Your Student

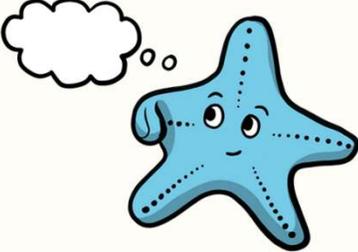
STRESS RESPONSE

What color(s) match your student?

Think about co-regulating with them!








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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

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Emotional Regulation Takes Attention and Energy!

On high alert!

hiding feelings of overwhelm

Processing slows down

Learned to mask

Difficult to task switch

248-821-0415

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Co-regulation

STUDENT IS FOLLOWING SCHEDULE

START BREAK PROTOCOL AS NEEDED

SCHEDULED

REQUESTED

STAFF INITIATED

GO TO DESIGNATED BREAK AREA

PROVIDE CHOICE BOARD

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?”

I am feeling...

Overwhelmed

Afraid or Nervous

Ready to Learn

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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.

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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



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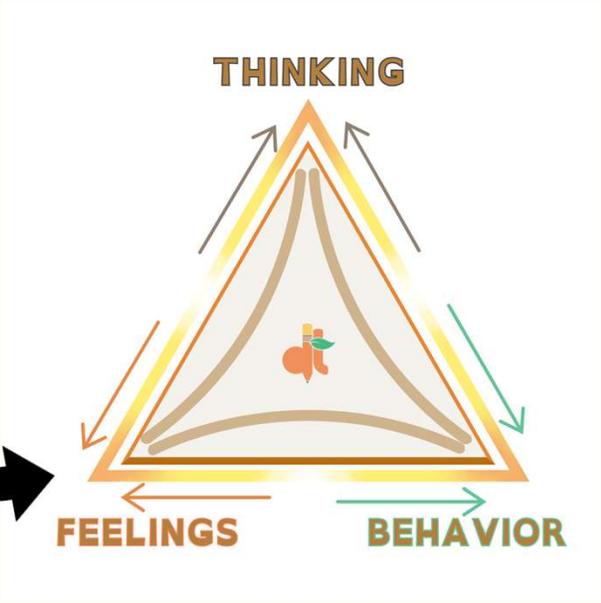
TFB Triad

Feelings

- Physical: internal & external
- Sensory
- Emotional

Improve Sensory Input
Add sensory supports

- Thinking is improved
- Behavior is improved



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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**



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



Deactivating & Activating the Nervous System

Visual

- Items in motion
- Static picture

Sound

- Music
- Rhythms

Tactile

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

Oral

- Chanting
- Snacks or drinks

Smell

- Lotions

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TFB Triad

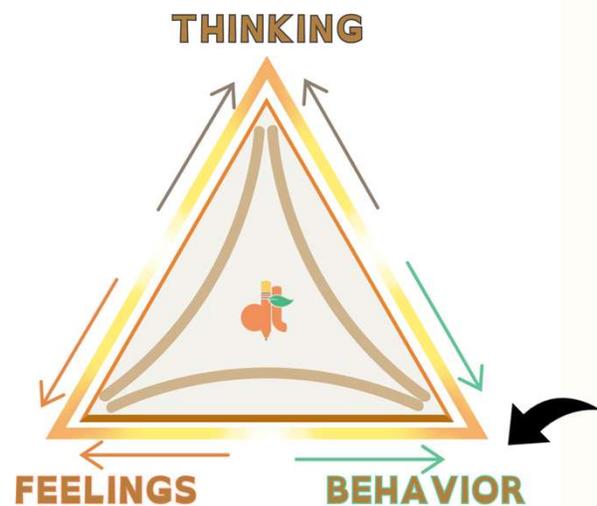
Behavior

- 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)



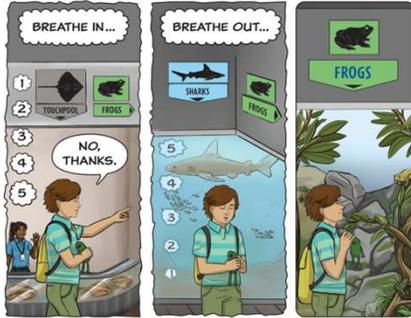
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STEPHEN'S QUICK TIP FOR STAYING CALM



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.

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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: Can stimulate and energize
 - Deactivating: Can calm and regulate

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TFB Triad

Thinking

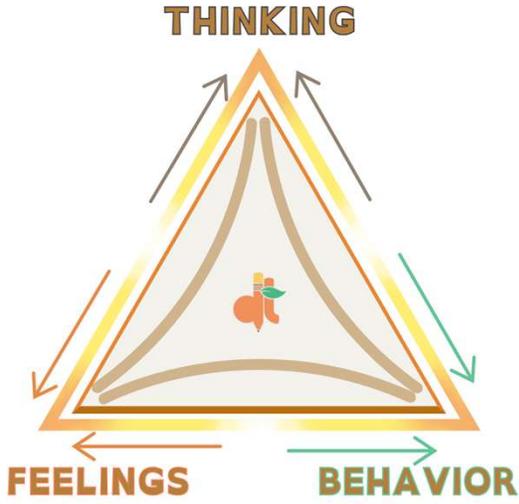
- Executive Functions
- Decisions / choices
- Thoughts about feelings
- Thoughts about behavior
- Learning

Change up Thinking

Provide praise

Model Positive self talk:

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

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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




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TFB Triad Summary

Thinking

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

Feelings

- Physical: internal & external
- Sensory
- Emotional

Behavior

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

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Developmental Texts for Children with Autism:
Creating a Safe Space in the Written World
Nancy A. Roop
Oakland University

Agenda

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

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Winners choose at the end!

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Audiobooks

The Writing Revolution 2.0
A GUIDE TO PRODUCTION-COMPATIBLE PUBLISHING
WHETHER IN ALL SUBJECTS AND DEGREES
Judith C Hochman
Kathie Wexler
with Kathleen Meloney
introduced by Doug Lemov
WRITINGMAGIC.COM
JOSSEY-BASS
A Harcourt Book

OUR POLYVAGAL WORLD
HOW SAFETY AND TRAUMA CHANGE US
STEPHEN W. PORGES
SETH PORGES
READ BY PAUL ROBINETTE

Spiral Bound

Audiobook

Audiobook

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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

typical child child with autism

Most neurodivergent youth have language differences:
Autism, ADHD, Dyslexia, Dysgraphia, Dyscalculia, PTSD, CPTSD,
Traumatic Brain Injury, Anxiety disorders, Other Learning Disabilities

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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.

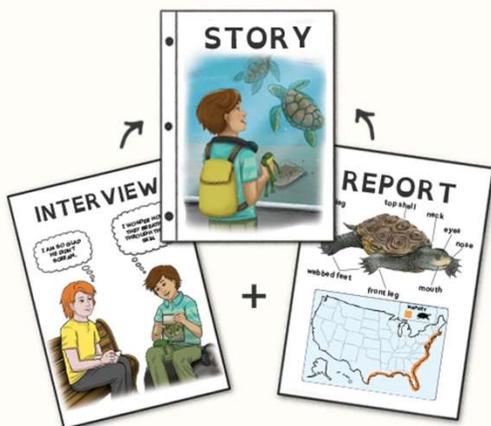
Frustration and anxiety may cause negative behaviors such as inattentiveness, acting out, and an increase in ritualistic behavior.”

Developmental Texts for Students with Autism;
a Safe Space in the Written World.
Nancy Roop, Undergraduate Thesis, 2020

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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

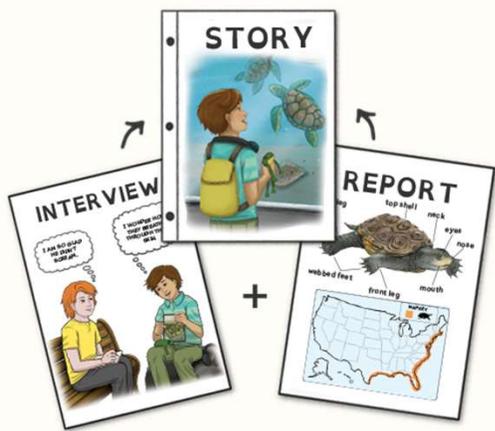
40



41



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NEURODIVERSE INCLUSIVE BOOKS

A NOVEL MIND

anovelmind.com

#SPDAuthor

#ADHDAuthor

#ASDAuthor

#AACAuthor

#DyslexiaAuthor

#proprioceptionauthor

 Neurodivergent Database

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 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.

Who ?

What ?

When ?

Where ?

Why ?

How ?

The Writing Revolution

Poster available at thewritingrevolution.org

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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!**





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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



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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 assignment 1-2 times
 High to low scaffolds/modifications
3. When class begins a new unit, move on

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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

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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.

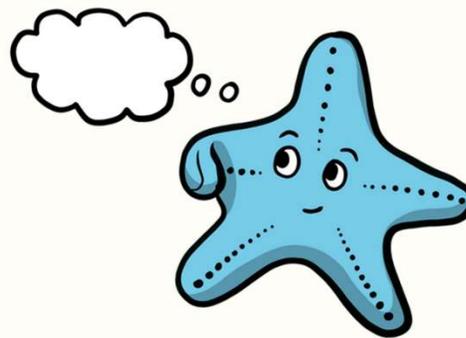
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Pause and Think About Your Reader



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



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dt Agenda

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- ✓ Match the Book to the Reader *
- ✓ Journal Templates *
- ✓ Accommodation Took Kit

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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

Nancyroop.com/blog

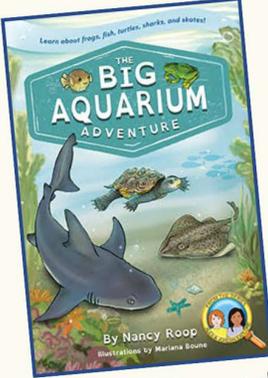
Instagram: @developmental_texts

Thank you for being here!




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Winners choose at the end!

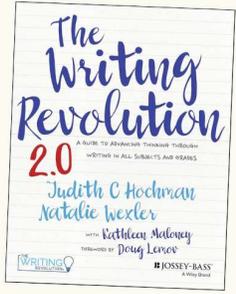


Learn about frogs, fish, turtles, sharks, and skates!

THE BIG AQUARIUM ADVENTURE

By Nancy Roop
Illustrations by Mariana Boone

Spiral Bound



The Writing Revolution 2.0

A Guide to Abolishing Unnecessary Writing in All Subjects and Grades

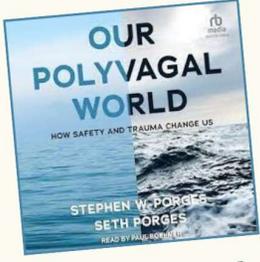
Judith C. Hochman
Natalie Wexler

with Kathleen McMoran
Foreword by Doug Lemov

WRITING REVISIONS

JOSSEY-BASS
A Wiley Brand

Audiobook



OUR POLYVAGAL WORLD

HOW SAFETY AND TRAUMA CHANGE US

STEPHEN W. PORGES
SETH PORGES

READ BY PAUL ROBBIE

Audiobook

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SECOND CHANCE DRAWING

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Special Ed Students Access Reading with Self-regulation Tools, Modifications, and a Reading Journal!

Learning Objectives

Program Description: Educators can support social, emotional, and sensory regulation, so all students can access grade level content! Neurodivergent readers struggle with executive functions and self-regulation which form learning barriers. We explore how some readers struggle to absorb the words on a page or freeze while attempting the appropriate marks on paper. With the Take Back to Class Accommodation Guide, you can utilize a systems-based approach to support unique learners.

Create environments and processes that address the sensory, social, cognitive, and emotional needs of students who receive Special Education services. How a reader feels inside their body and mind impacts whether they are ready to engage with books.

Learn how thinking, feelings, and behavior impact the ability to be ready to learn and explore books. Based on Stephen Porges's Polyvagal Theory from *Our Polyvagal World*, (2023). I will close with eight text features that boost engagement for many neurodivergent readers!

Participants will be able to...

1. Implement accommodation strategies including Reading Journal templates using the Hockman Method with easy to implement scaffolds to give all students access.
2. Understand the needs of neurodivergent or developmentally delayed readers with a brief overview of the polyvagal theory so you can support with co-regulation.
3. List eight book features that are helpful for neurodivergent reader engagement.

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References

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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)

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NEURODIVERGENT:
 A difference in brain function that often impacts reading comprehension ability.
 --Nancy Roop's addition to a dictionary's definition.

Instagram Creators in this presentation are in green

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

More Favs in purple

- @benjaminMizrahi
- @skatingthroughliteracy
- @zonesofregulation
- @teachergoals
- @mrsspeechiep
- @helping_little_minds
- @summer.the.therapist
- @missraesroom
- @autismlittlelearners
- @thelisteningslp
- @neurodivergent_lou
- @the_therapist_parent
- @theotherendofreadingrope
- @kelly_mahler
- @thecptsdbrain
- @readingwithmrsif
- @raisingfireflies



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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/>



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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?

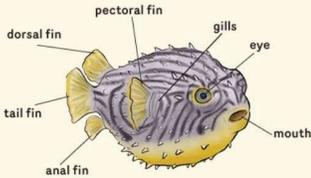


- ✓ Make a prediction, or guess, about this chapter.

6

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STRIPED BURRFISH: BODY PARTS



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

BONY SKELETON



48

STRIPED BURRFISH: SIZE

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

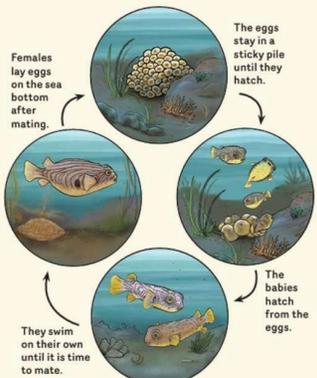


STRIPED BURRFISH: HABITAT



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STRIPED BURRFISH: LIFE CYCLE



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

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PAUSE AND THINK BACK

- Think back, or reflect, about the interview.
- 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
- One thing I am really wondering about at the aquarium is...

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RESOURCES



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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



- Beginning**
 - Stephen went to the aquarium.
 - Stephen saw frogs, fish, turtles, sharks, and skates.
- Middle**
 - Stephen became very afraid and wanted to run and scream.
 - Stephen paused and said, "No, thanks!" and walked away.
- End**
 - Stephen watched frogs and took deep breaths.
 - Stephen felt calm.

85

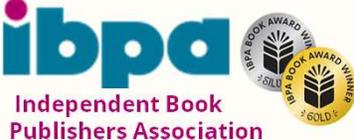
34

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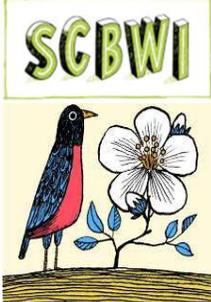
Independent Publishing Resources




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](#)

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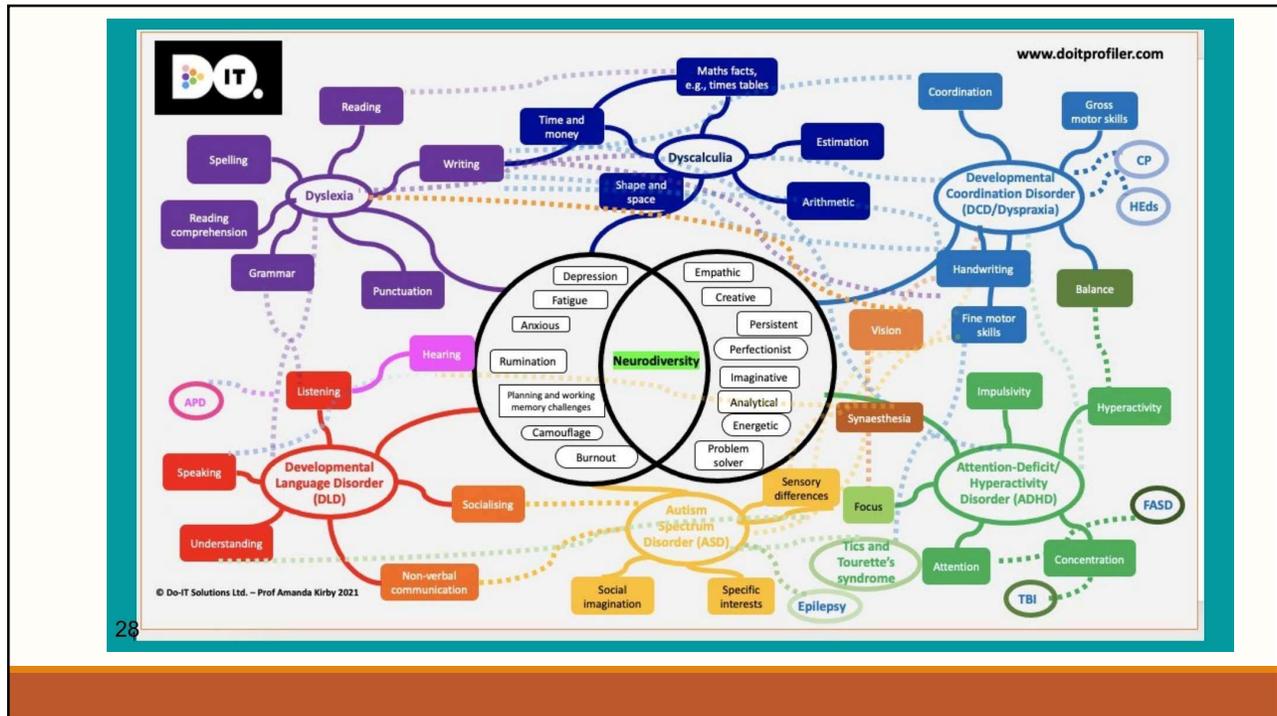


Meet your ibpa DEI Committee

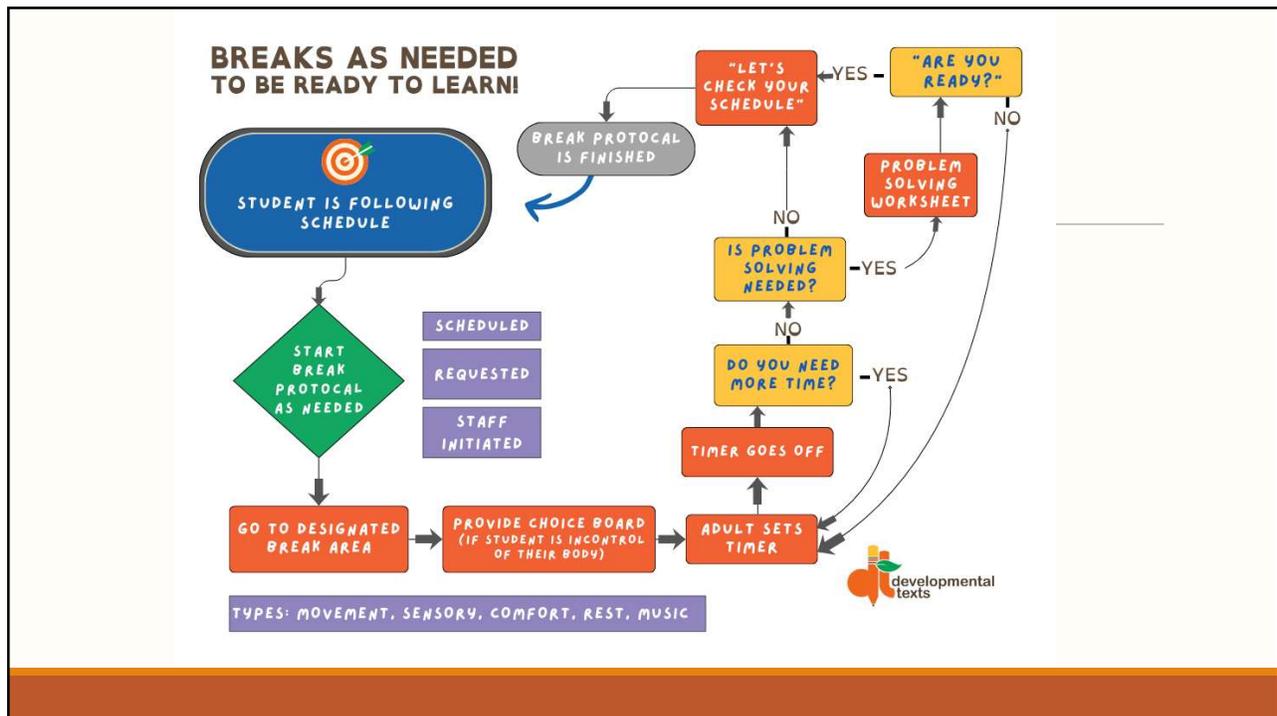
Wiley Barnes Ian Henzel
 Troy Johnson Priya Kumari Dr. Pinky Nancy Roop Sara Thaxton Kirk Whisler

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

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IS YOUR SPACE INCLUSIVE AND NEUROAFFIRMING?



Environment



Supportive Adults



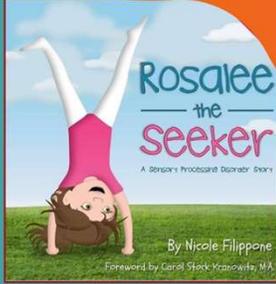
Visual Aides



Breaks



Repetition



Books for ND



67

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 ...



Disability Category	Percentage
Specific learning disability	33.6
Speech or language impairment	19.5
Other health impairment	14.4
Autism	10.2
Developmental delay	6.6
Intellectual disability	5.3
Emotional disturbance	5.1
Multiple disabilities	1.9
Hearing impairment	1.1
Orthopedic impairment, visual impairment or traumatic brain injury	<1% each



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We are all Different



Neurodiversity Affirming

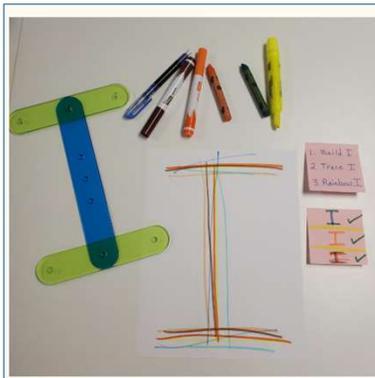
- Presume competence
- Promote autonomy
- Respect all communication styles
- Strength's base approach
- Tailor supports to individual needs



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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: _____

70



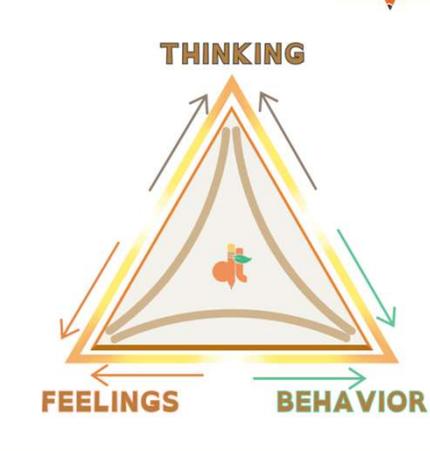
Timer Slide Shows

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



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Pause and Think Back TFB Triad

Co-regulation

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

Regulation reduces cognitive load.

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