

Special Ed Students Explore the Library with a Map, Self-regulation Tools, and a Library Journal

Nancy Roop
Angela Durham



nancyroop.com/resources

ALA Annual
Conference & Exhibition | **CHICAGO** ★
JUNE 25-29, 2026

FOR OUR LIBRARIES.
FOR 150 YEARS MORE.



Agenda

- Neurodiversity Affirming & Introduction
- Polyvagal Theory—*think fight or flight*
- 5 Tips for a Successful School Year
 - Read Aloud Books and Lesson Plans
 - Explore the Library Journal
 - Neurodivergent Readers
- Take aways and—*some Glimmers!*

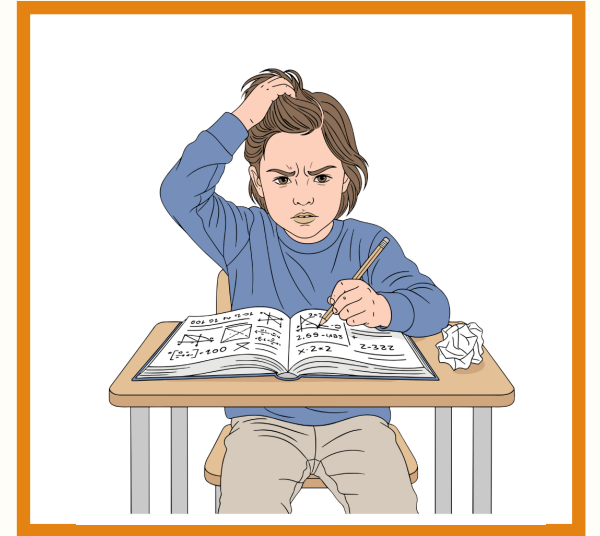
Challenges

Student Behavior

Access to Curriculum

Engaging Struggling Readers

Creating Book Joy



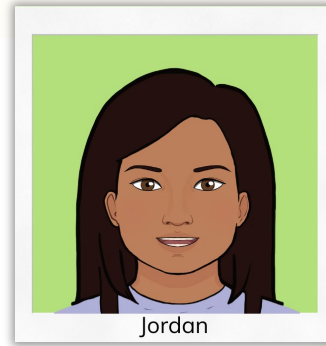
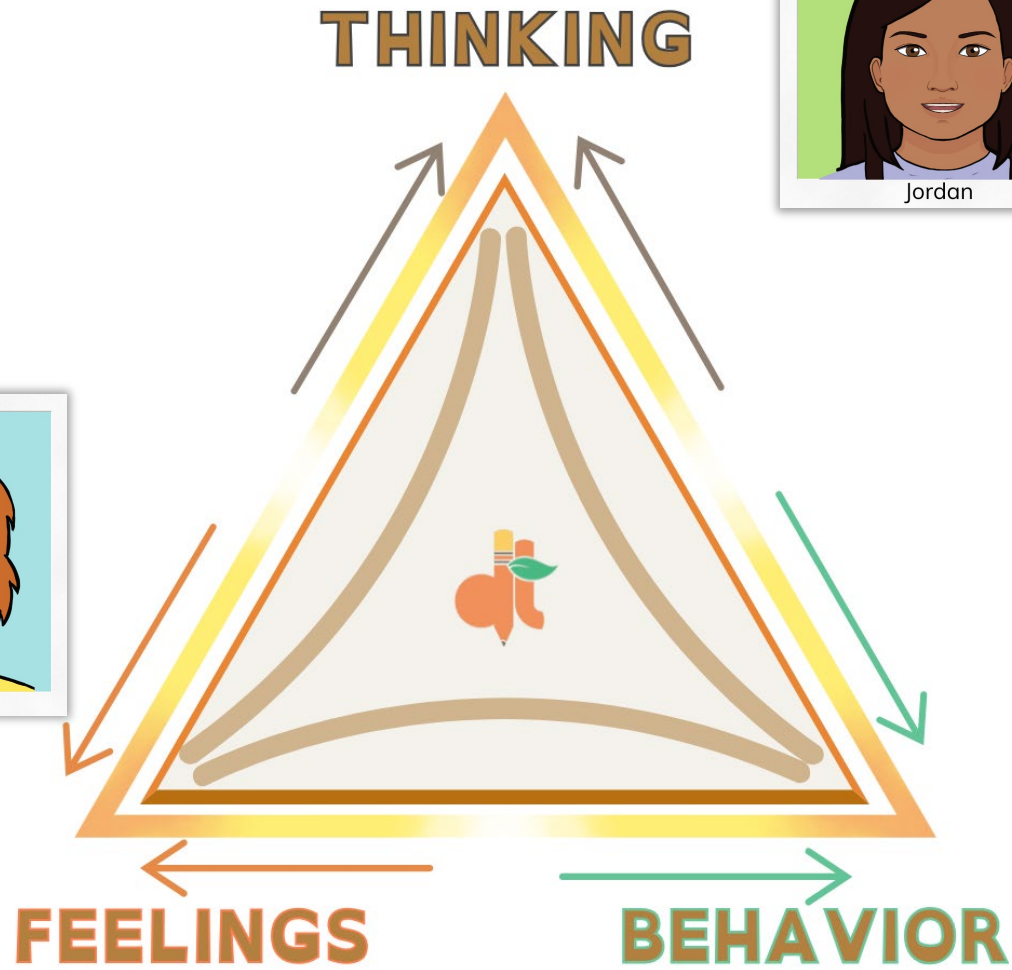
We are all Different



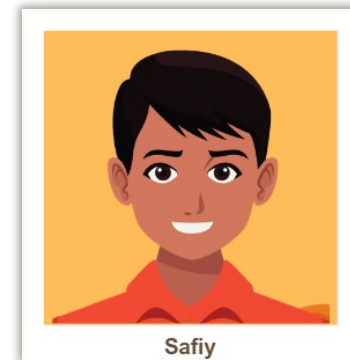
Neurodiversity Affirming

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





Thinking, Feelings, Behavior Triad





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

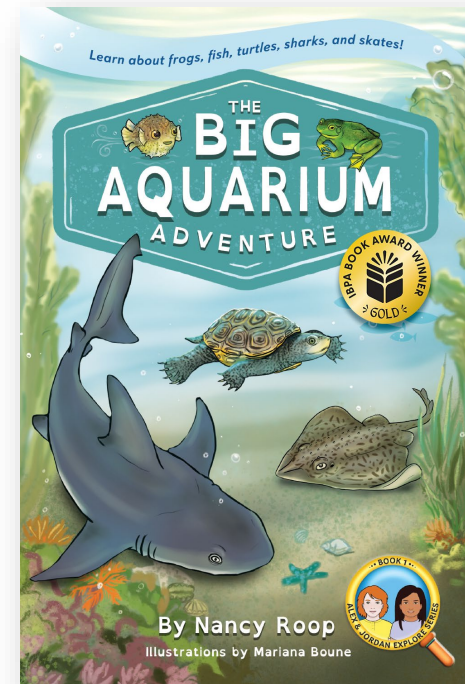


para^{to}
para





Nancy Roop Author



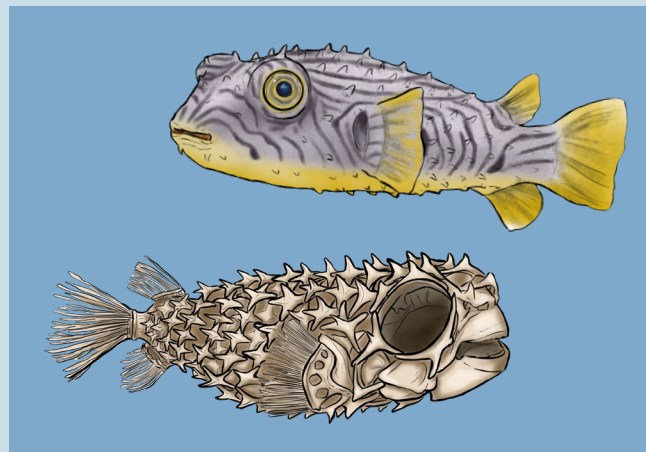
Evidence-based comprehension strategies

Builds background knowledge

Beautiful illustrations

Designed for neurodivergent readers

Real, relatable, and relevant!



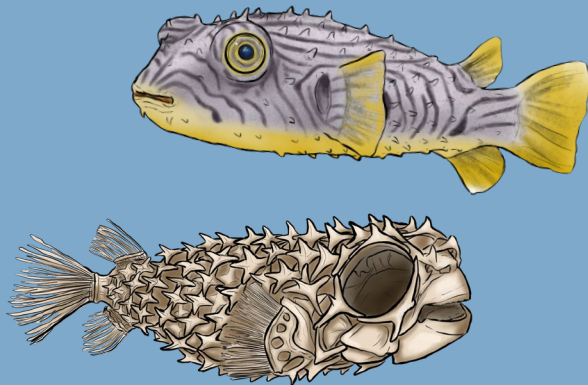


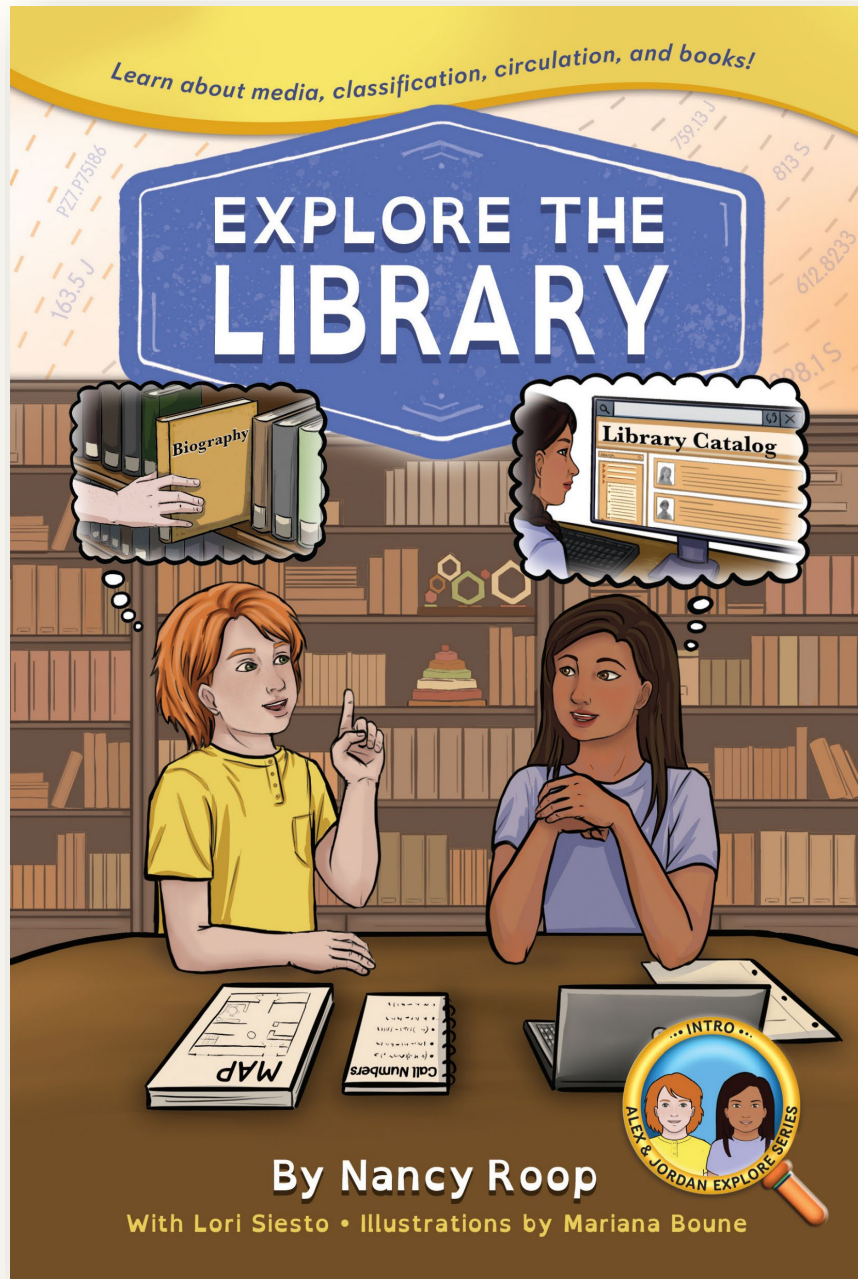
Nancy Roop Author



Spanish Edition
Beta Readers needed!

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





Nancy Roop

Learn about media, classification,
circulation, and books!

Advance reader copy in 2026



Visual Strategies for Improving Communication

Linda A. Hodgdon

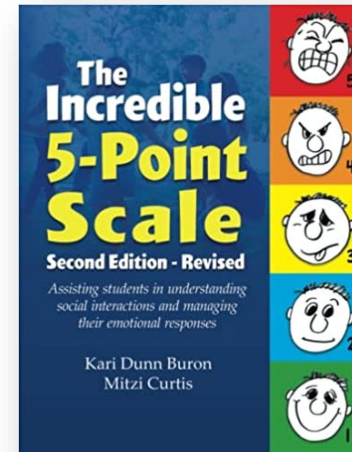
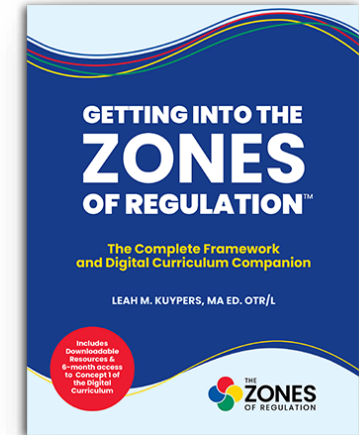
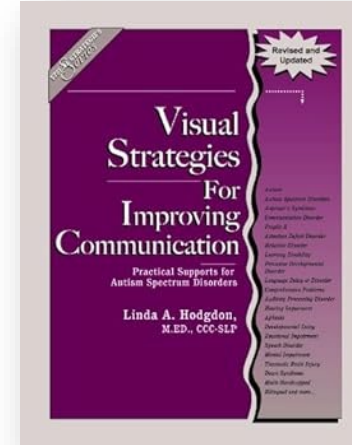
The Zones of Regulation

Leah M Kuypers

The Five Point Incredible Scale

Kari Dunn Buron

Mitzi Curtis





Neurodiversity Affirming Schools

Emily Kircher Morris

Amanda Morin

The Writing Revolution 2.0

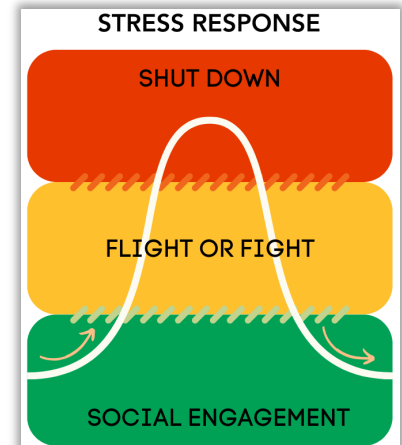
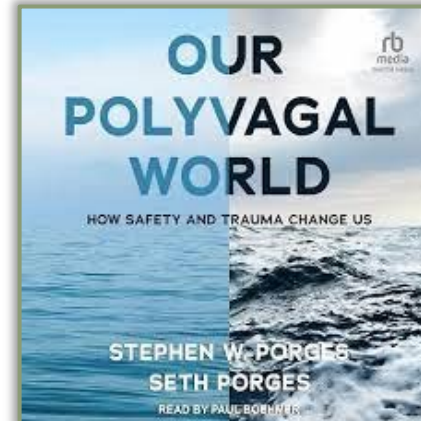
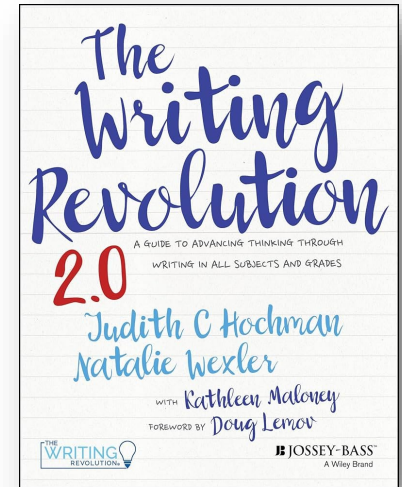
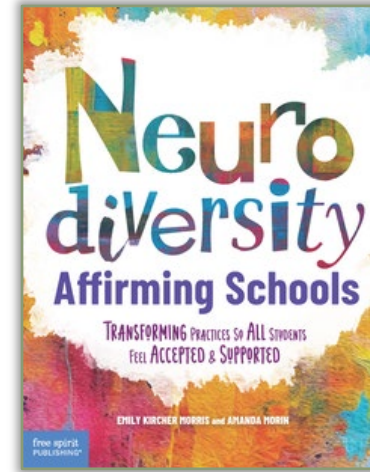
Janet C. Hoffman

Natalie Wexler

Our Polyvagal World

Stephen W. Porges

Seth Porges





Angela Durham

Retired Librarian

Oak Pointe Elementary School
2017-18 School Librarian of the Year
South Carolina

Coretta Scott King Book Award

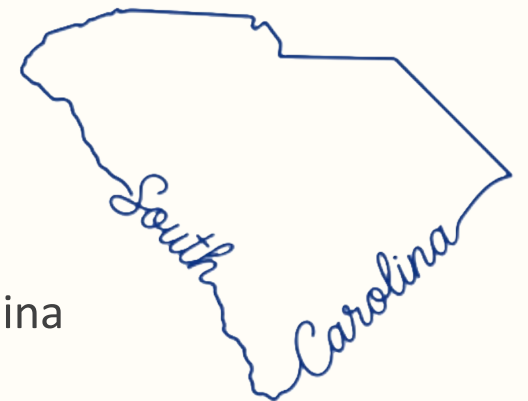
Juror 2024-2026

Education

B.S.B.A. M.L.I.S. NBCT

Ph.D. Candidate

University of South Carolina





— • *The* • —
**INCLUSIVE
LIBRARIAN**
— • —

Scaffolding literacy, media, and
accessible learning for diverse minds.



LITERACY



MEDIA LITERACY



INCLUSION



ACCESSIBILITY

Resources

Library Programming for Autistic Children and Teens, 2nd Edition

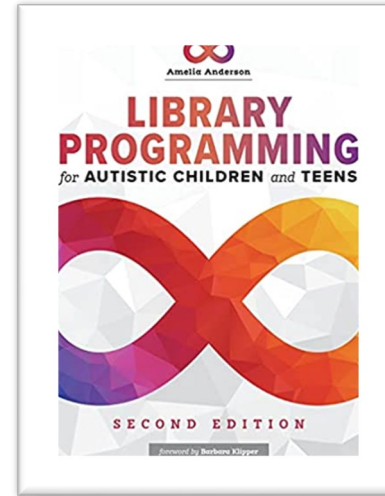
- Amelia Anderson

Programming for Children and Teens with Autism Spectrum Disorder

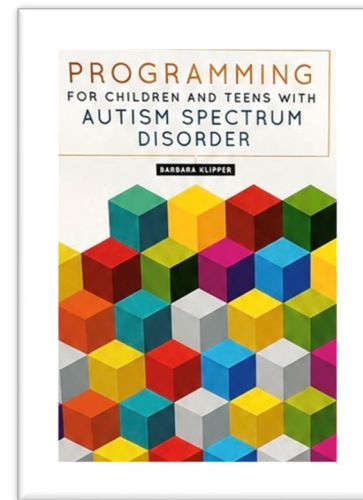
- Barbara Klipper

Project Enable

Library of Congress Blogs



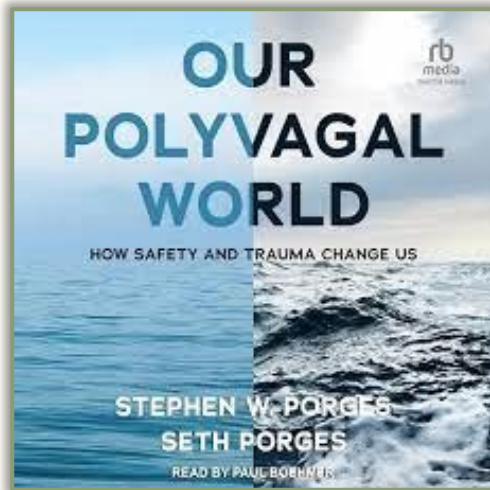
Project ENABLE
online training



**LIBRARY
OF CONGRESS**
BLOGS
Lesson Plans

Special Ed Students Explore the Library

NANCY ROOP



Agenda



Neurodiversity Affirming & Introduction



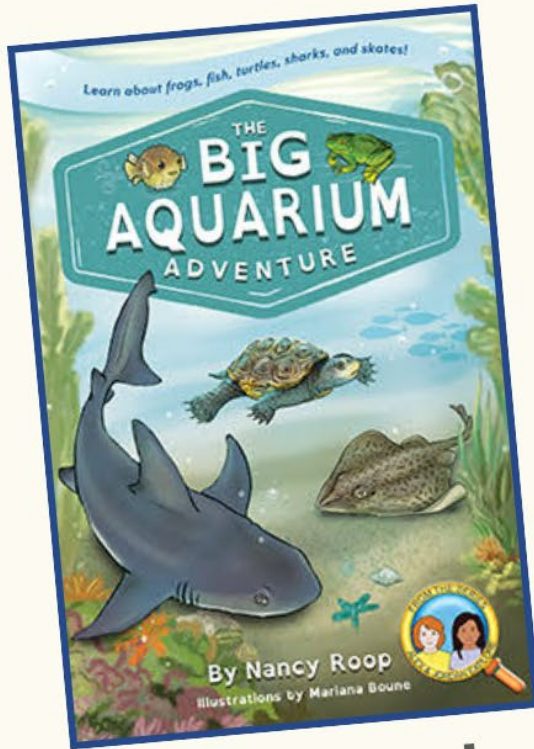
Polyvagal Theory—*think fight or flight*

5 Tips for a Successful School Year

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Take aways and—*some Glimmers!*

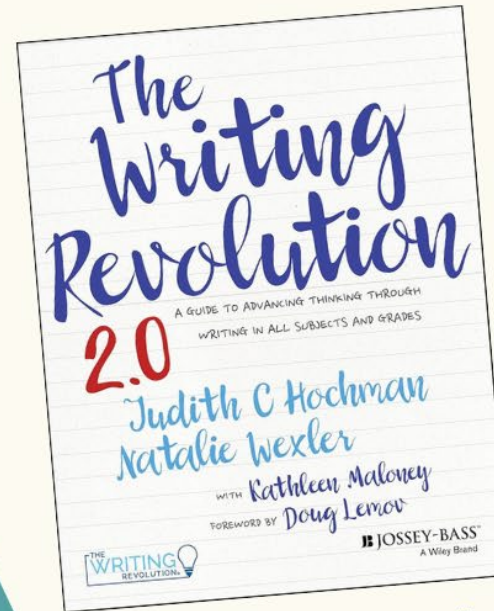
**Winners
choose at
the end!**



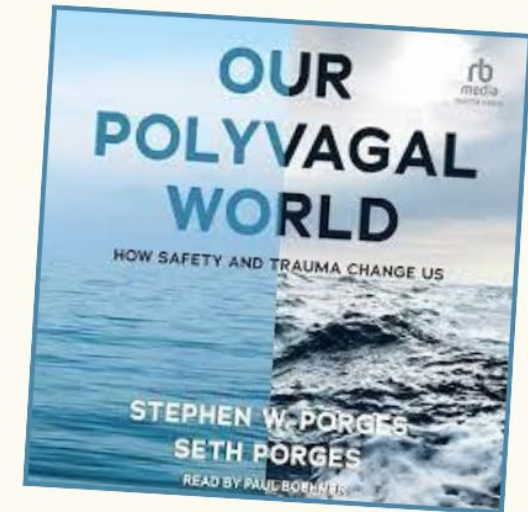
Paperback



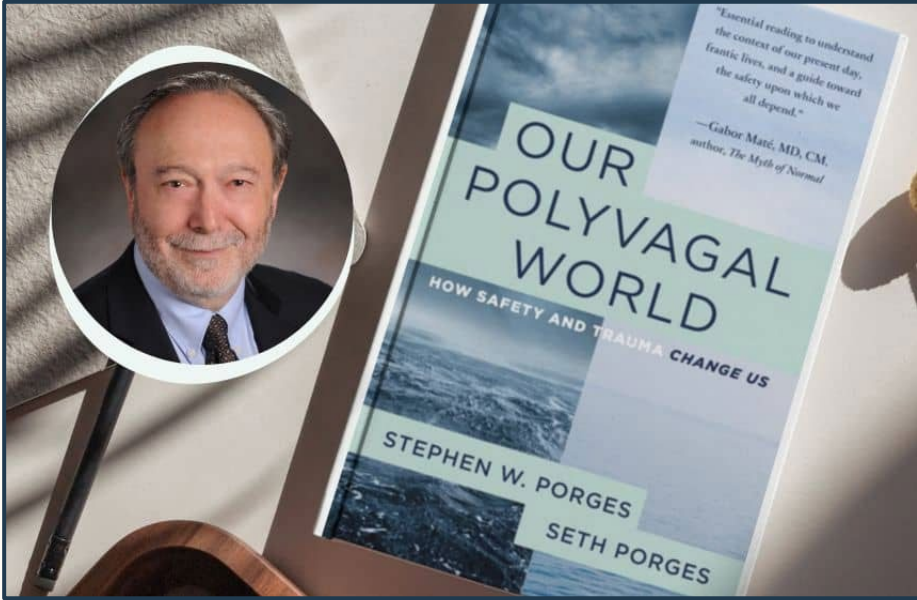
Libro.fm
Audiobooks



Audiobook



Audiobook



Polyvagal Theory by Stephen Porges

Neuroception: the body's automatic ability

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

Self Regulation:

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



Vagus Nerve

Vagus Nerve
Main Branch

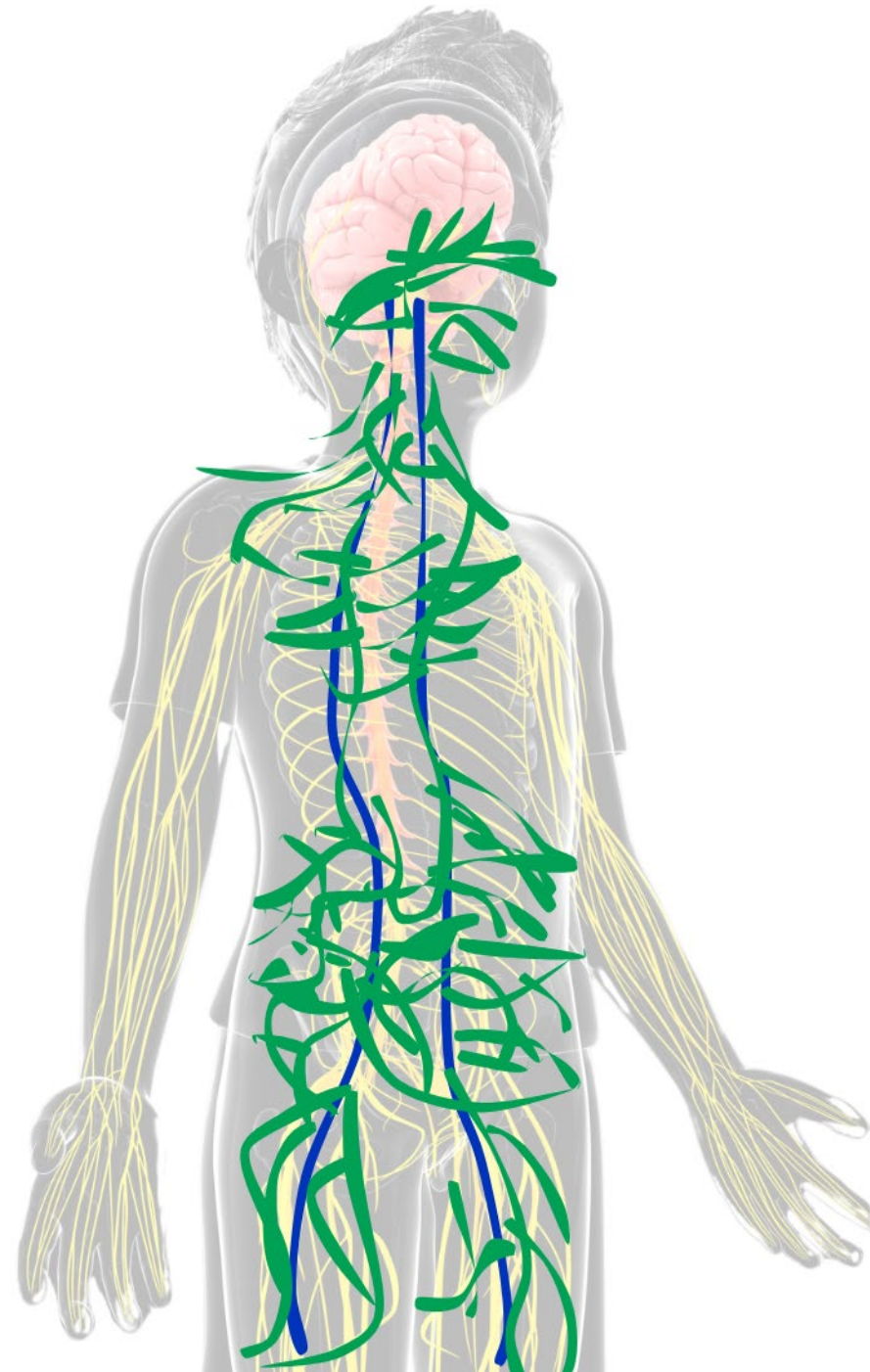
blue

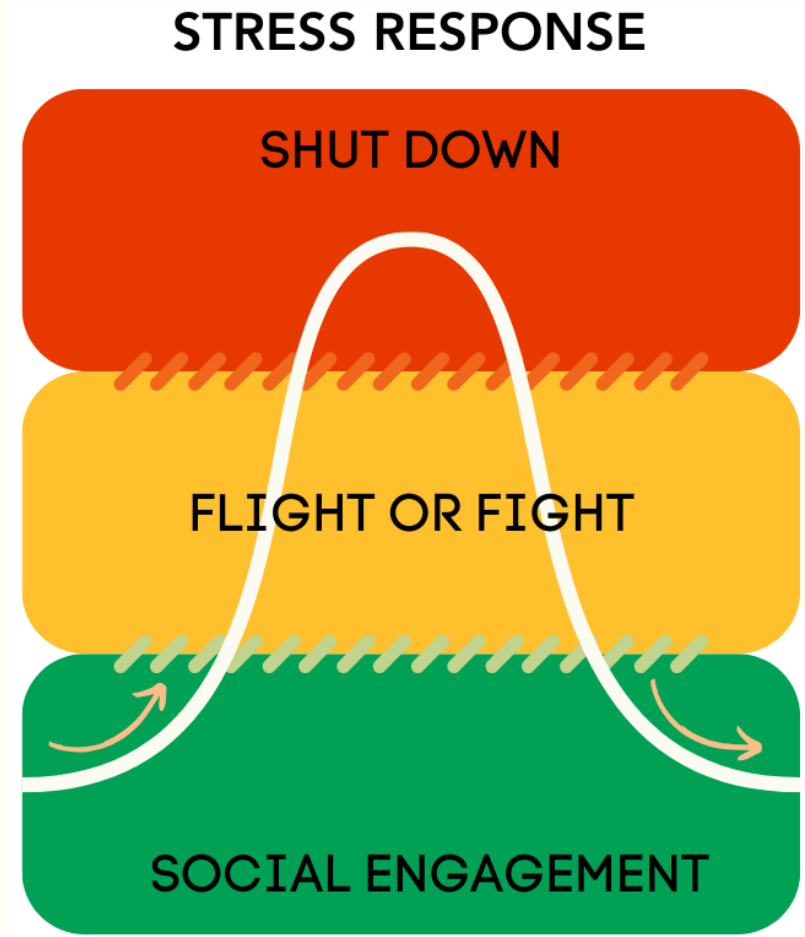
Vagus Nerve
Connections

green

Other
Nerves

yellow





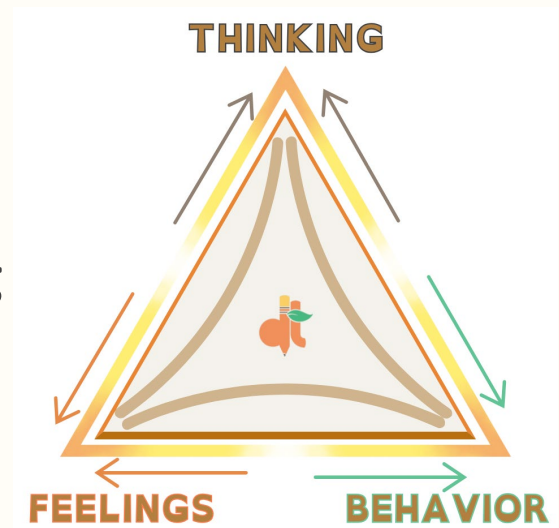
Polyvagal Theory

Physiological state is the sum of:

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

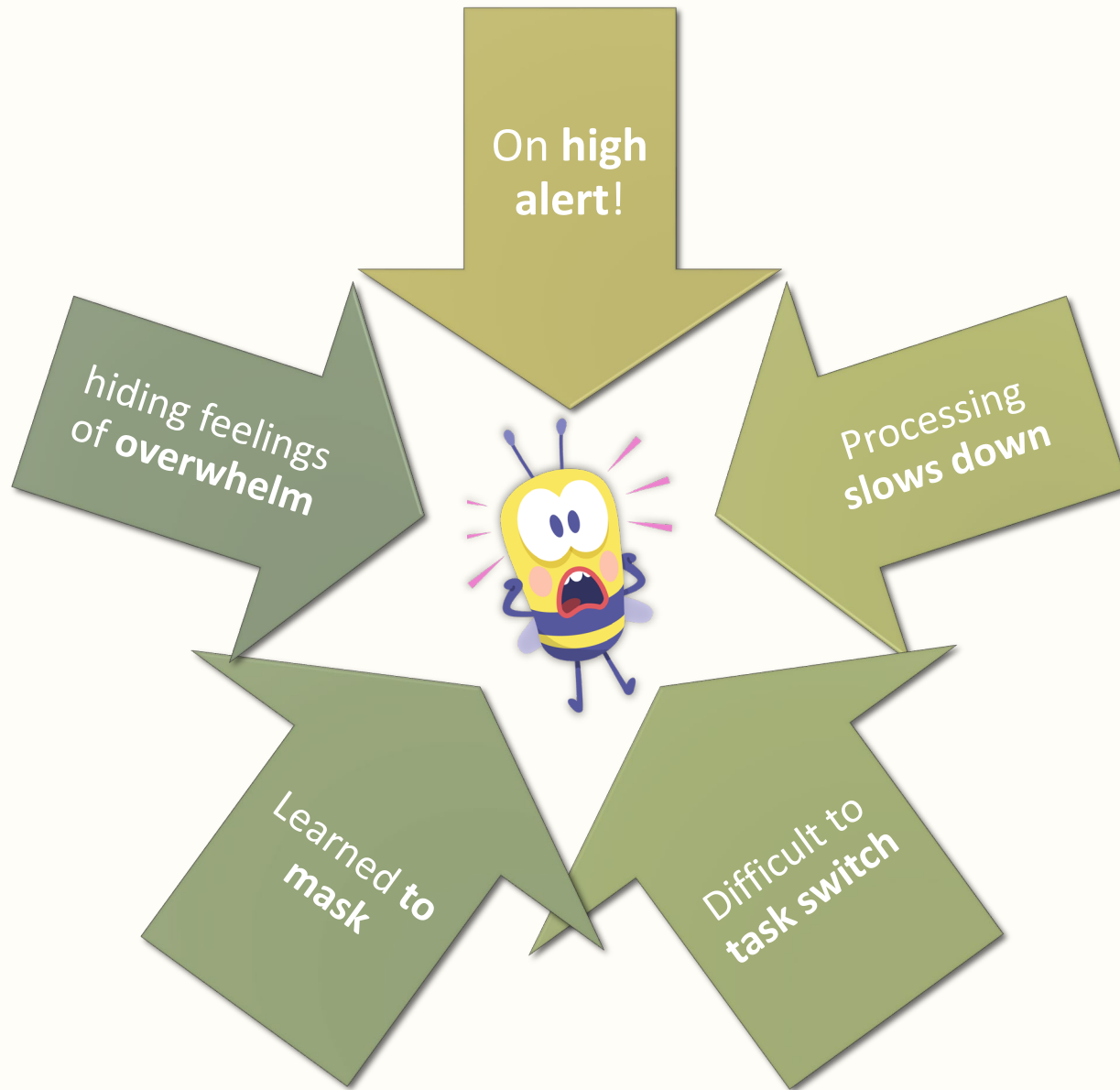
Must feel safe to maximize thinking

- Environment
- Emotionally
- Physically (sensory)



When feelings and behavior are regulated, learning is possible!

Emotional Regulation Takes Attention and Energy!



Empathy is our foundation

Understanding and honoring another person's situation, thoughts, and feelings



Check in with a feelings chart

Provides language to what is going on inside

Model desired energy level and manner

Match the energy level to task

"When you are ready..."

Provide explicit directions



"How about a fidget?"

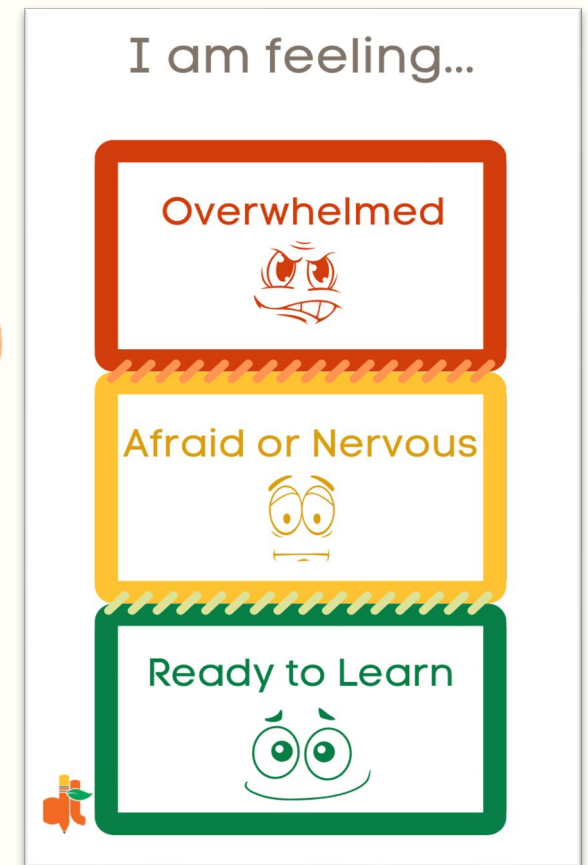
If agitated or unable to attend, say

"What will help you feel better?"

"I can help you get started."

Offer breaks as needed

"Do you need a break?"



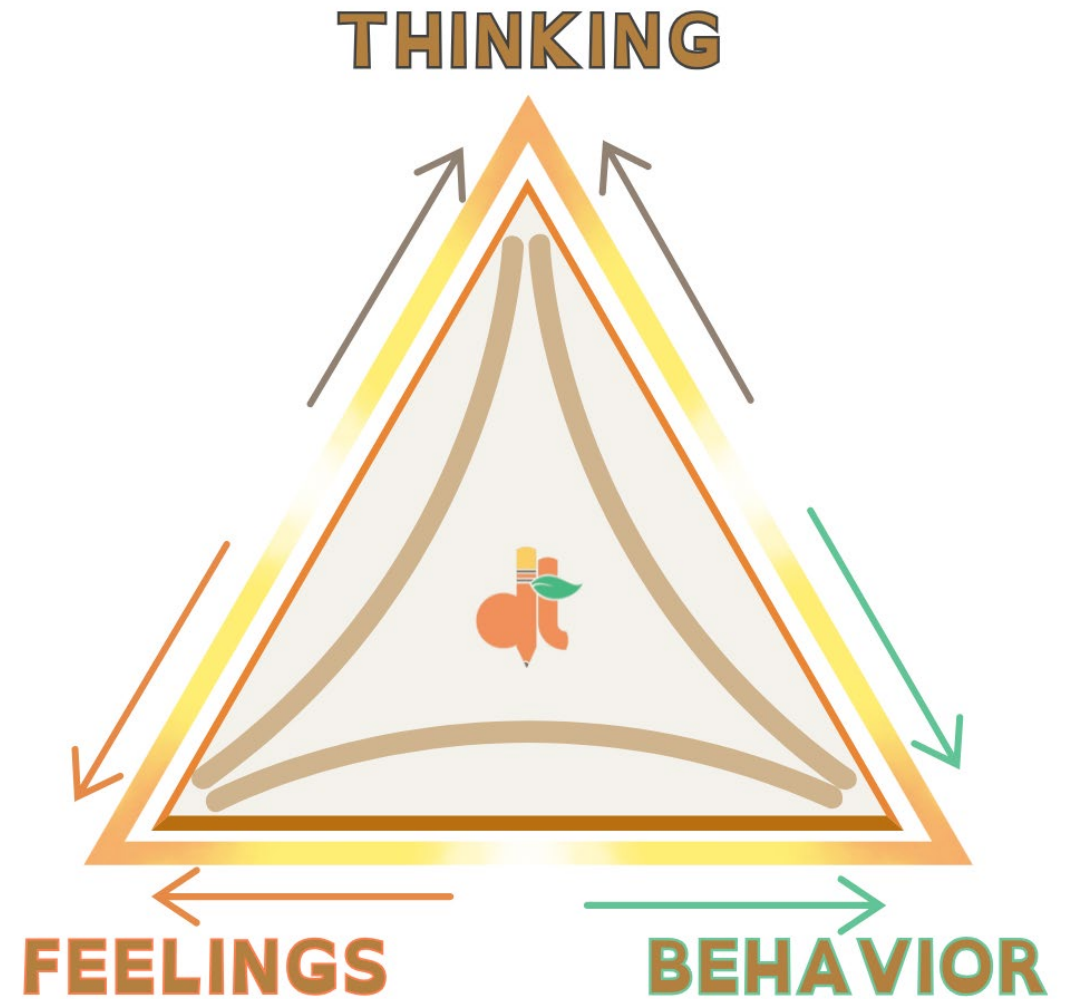
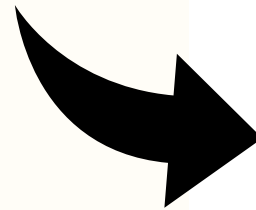


TFB Triad

Improve Sensory Input

based on what an individual needs:

- Thinking is improved
- Behavior is improved



The Eight Sensory Systems

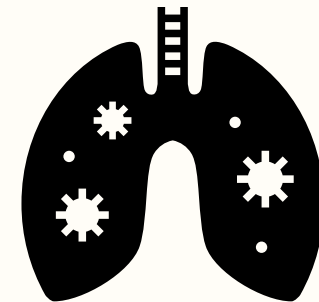
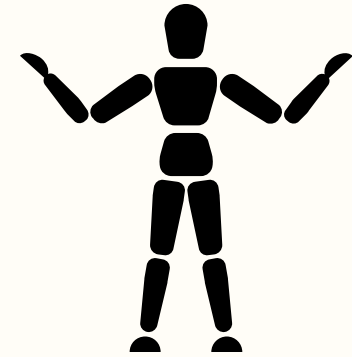
Basic Five: See, hear, smell, taste, and touch

*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





STEPHEN'S QUICK TIP FOR STAYING CALM



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

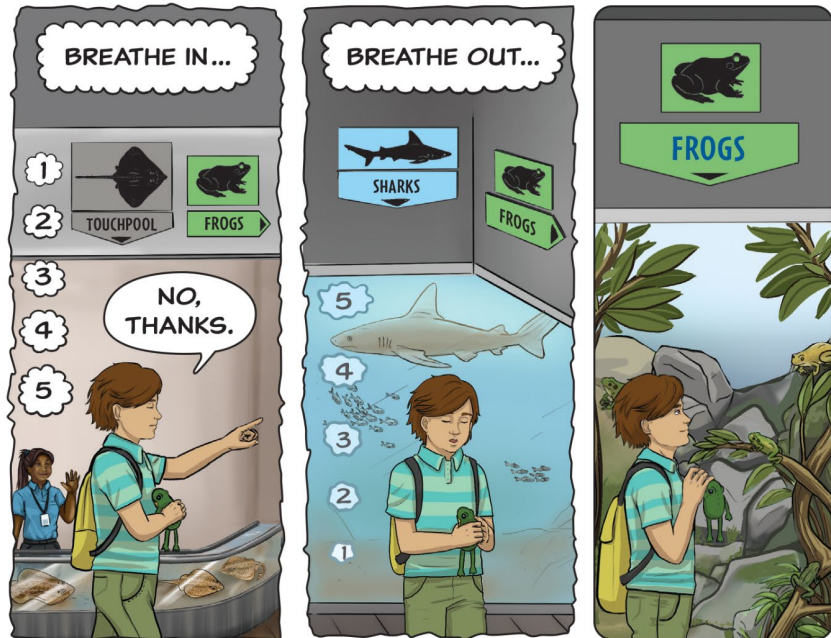
I breathe in with a deep belly-breath and count to five: 1 2 3 4 5.

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.

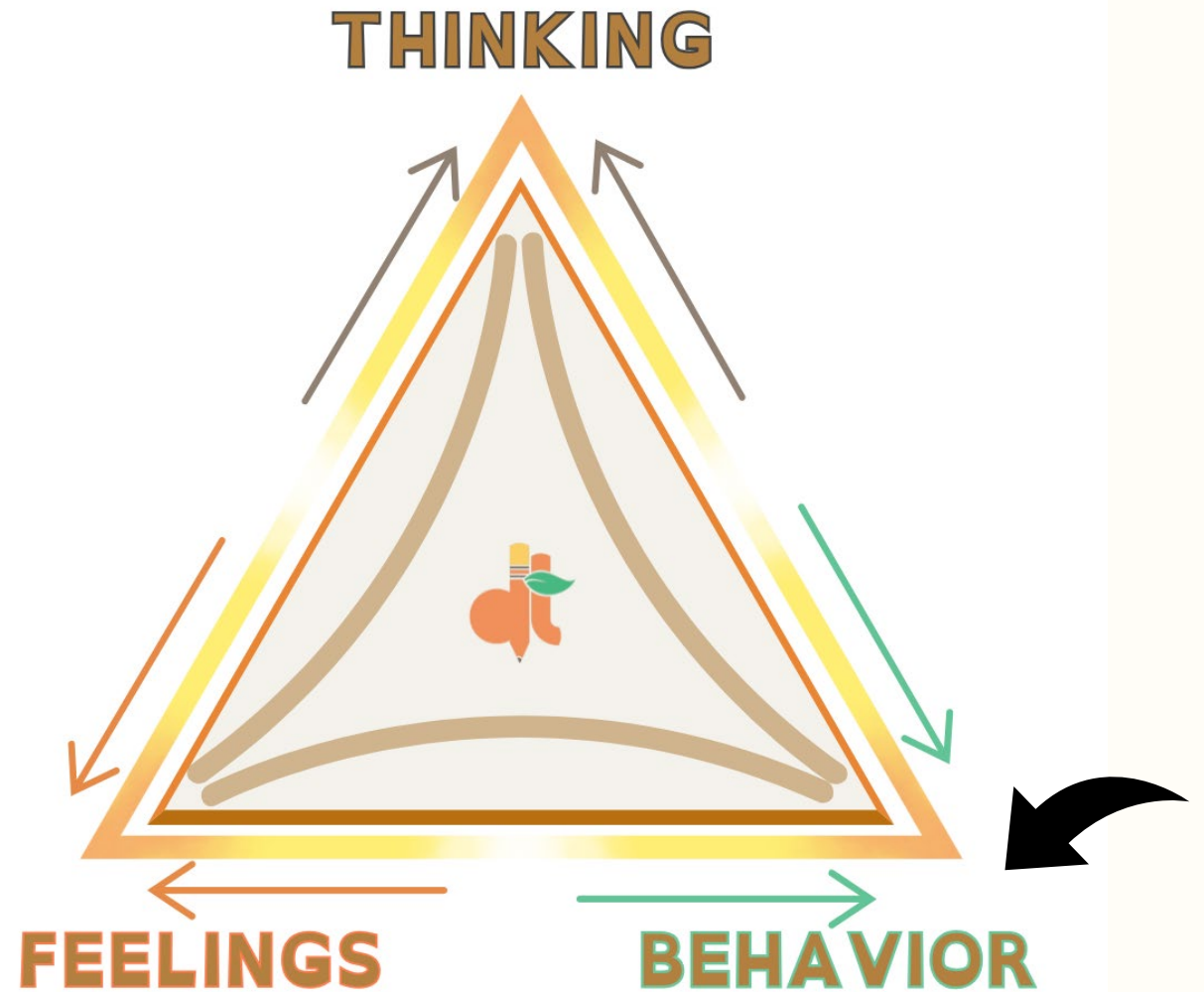


TFB Triad

Change up Behavior

based on what an individual needs:

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





Movement

Walking helps regulate the Vagus Nerve

- Bilateral Stimulation
- Cross midline: eyes are sweeping
- Other area with different sensory input

All movement outside is optimal

- Natural sensory input

Occupational therapist prescribed activities

- Activating vs. deactivating



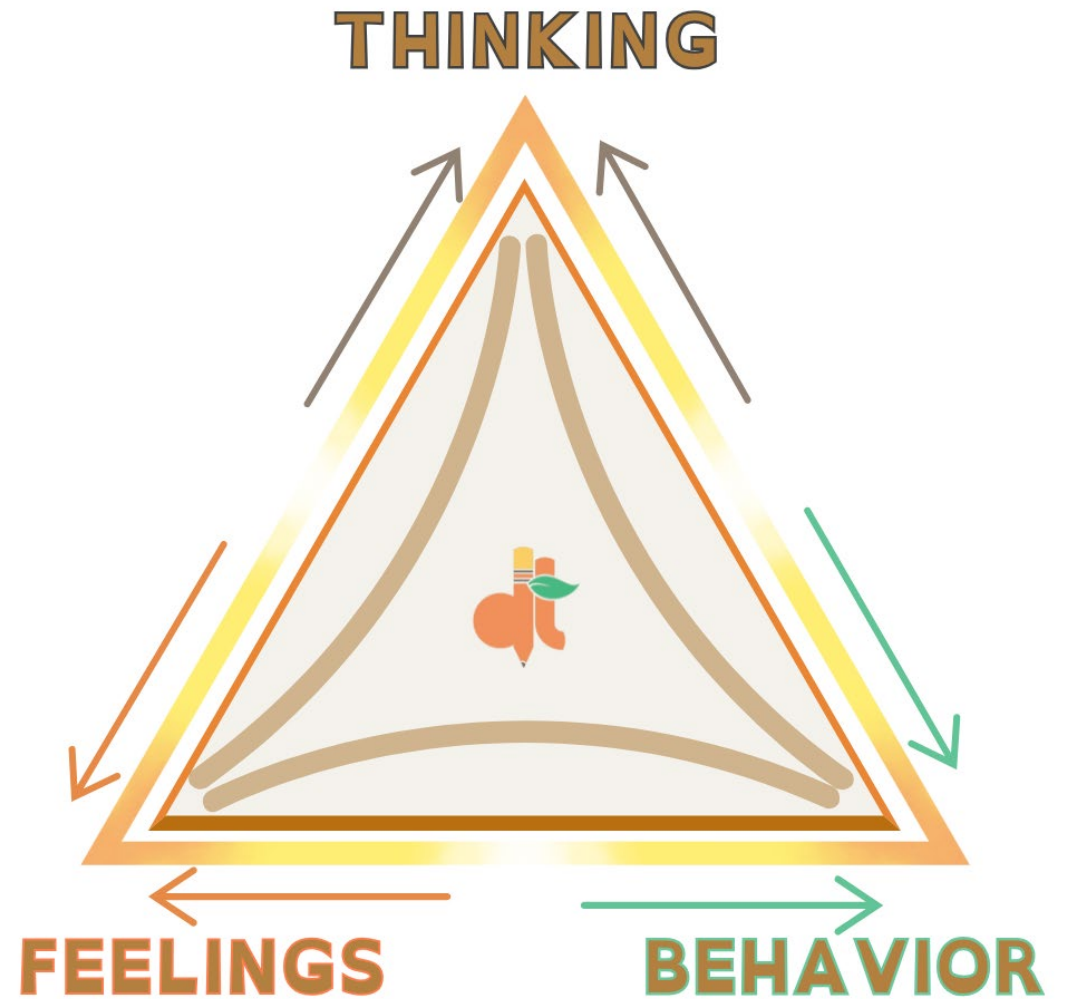
TFB Triad

Change up Thinking



Model Positive self talk:

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





The Power of Visuals

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



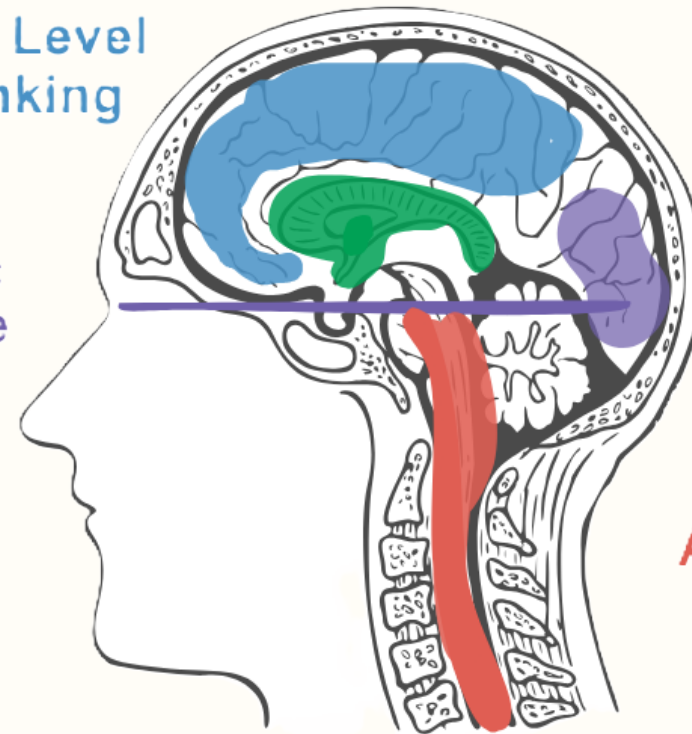
Language takes higher-level processing

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



High Level
Thinking

Optic
Nerve



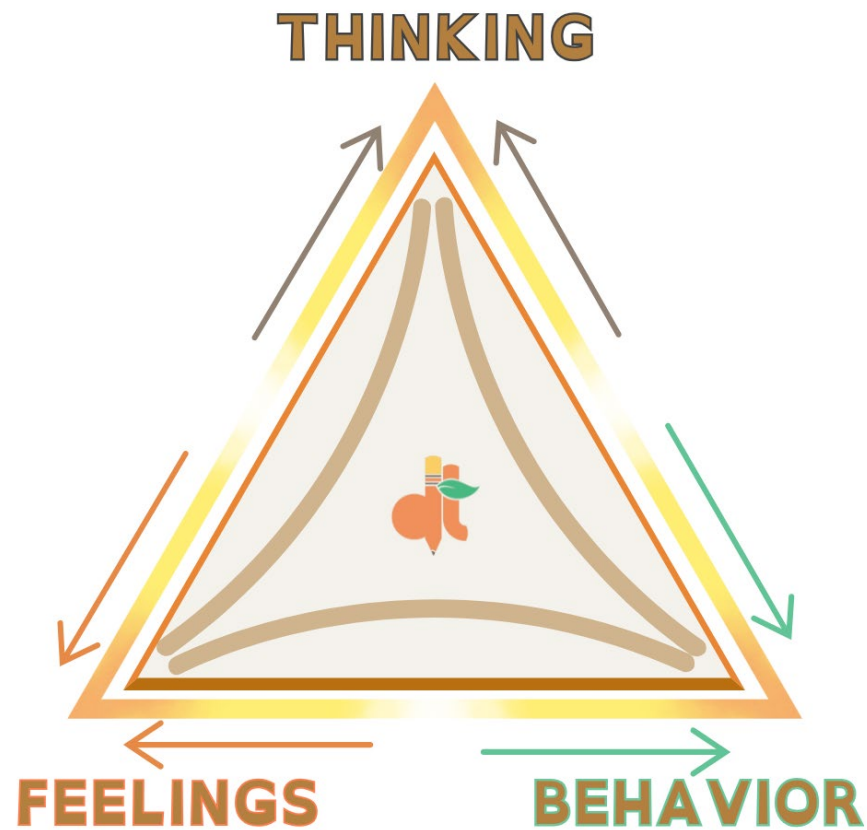
Emotions

Visual
Processing

Action



TFB Triad Summary



Thinking

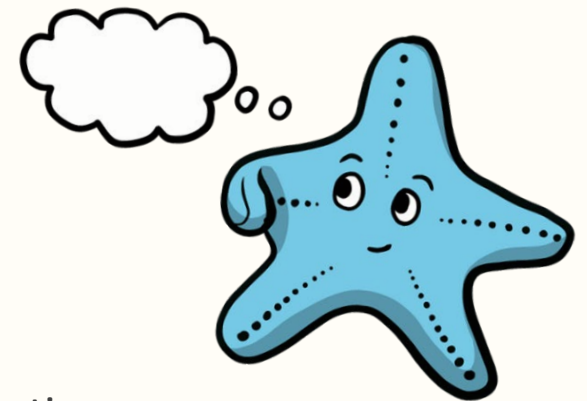
- Executive Functions
- Decisions / choices
- Thoughts about feelings
- Thoughts about behavior
- Learning

Feelings

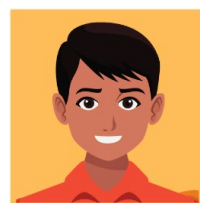
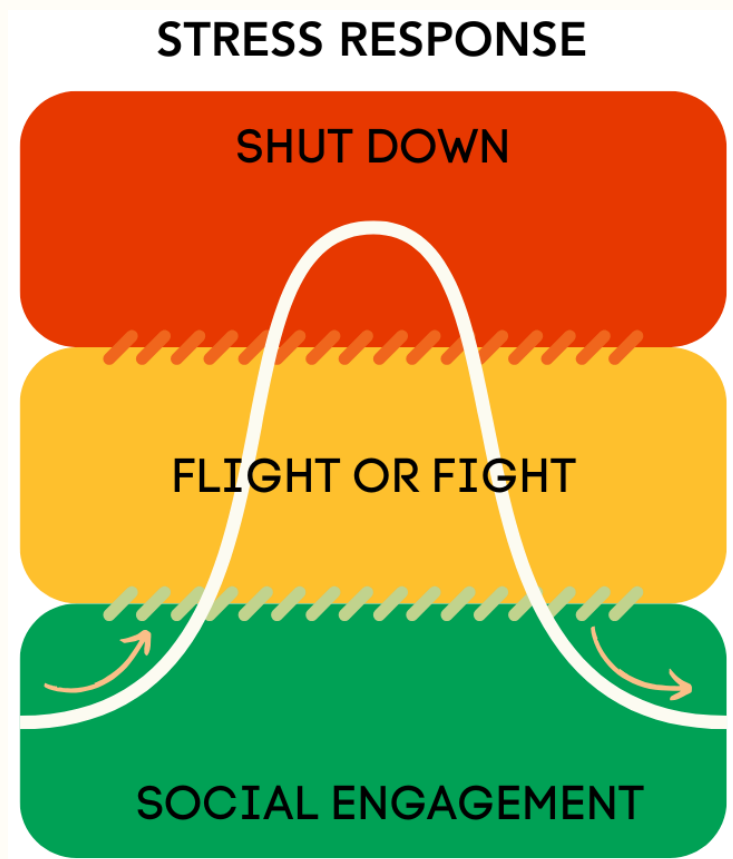
- Physical: internal & external
- Sensory
- Emotional

Behavior

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



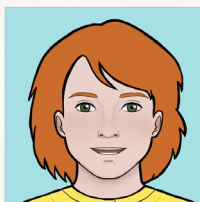
Pause and Think About Your Student



Safiy



Jordan

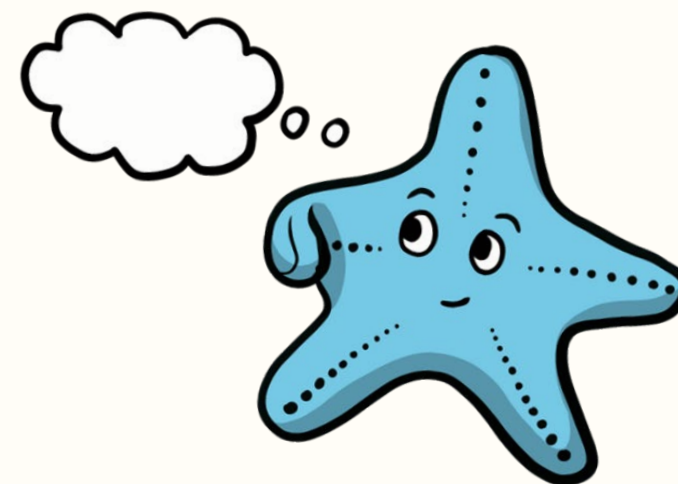


Alex

What color(s) match your student?

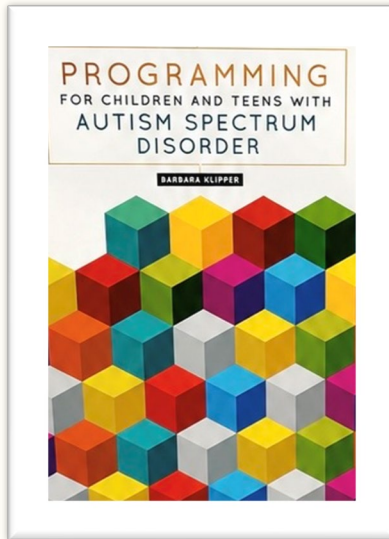
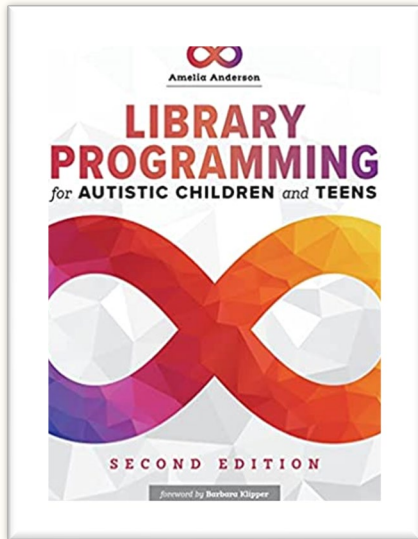
Think about co-regulating with them!

- Breathing
- Movement
- Visuals



Special Ed Students Explore the Library

ANGELA DURHAM



Agenda



Neurodiversity Affirming & Introduction

Polyvagal Theory—*think fight or flight*

5 Tips for a Successful School Year

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Take aways and—*some Glimmers!*

A-Team is Coming to the Library!

Angela Durham



Tips and Tricks for Getting Started

Tip #1: Meet with the Special Education Teachers and Assistants

- Goal: Discuss information about their students Individual Education Plan (IEP) & 504 Plans
- Ages, levels of Support, behaviors
- Favorite books, School District Curriculum, Class themes, etc.





A-Team is Coming to the Library!

Our Daily Agenda



1



Welcome

Say hello and get ready for a great day!



2



Storytime

Listen to a story and enjoy!



3



Let's Get Busy!

Work on a fun activity together.



4



What did I learn today?

Think about what you learned and share (if you want to).



5



Checking out the books!

Pick out the books you want to read.



We are kind. We are safe. We are learners!



Connecting the Power of Visuals

Tip #2: Create a Visual Schedule

- 25 Minutes recommended
- Decide the learning area
seating options or books on table, etc.
- Red timers
- Fidget basket
- Class Management: same wording from classroom
“Use your Listening Ears” or “Sit and Raise your Hand”



A-Team is Coming to the Library!

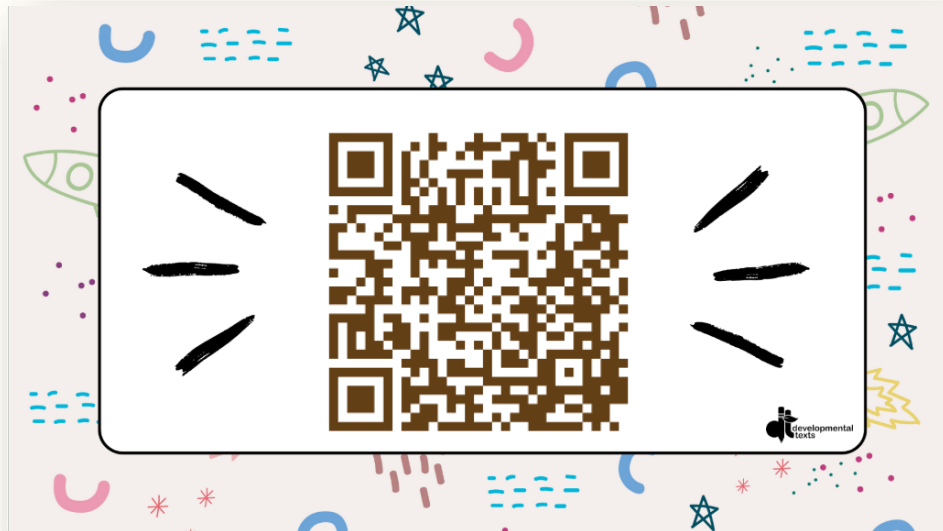
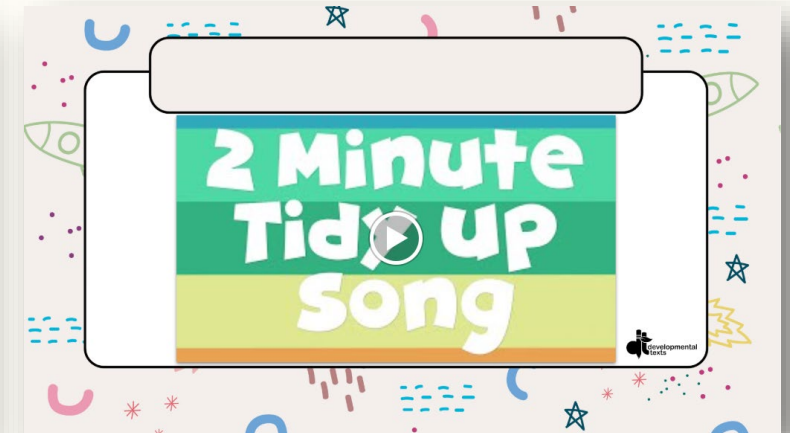
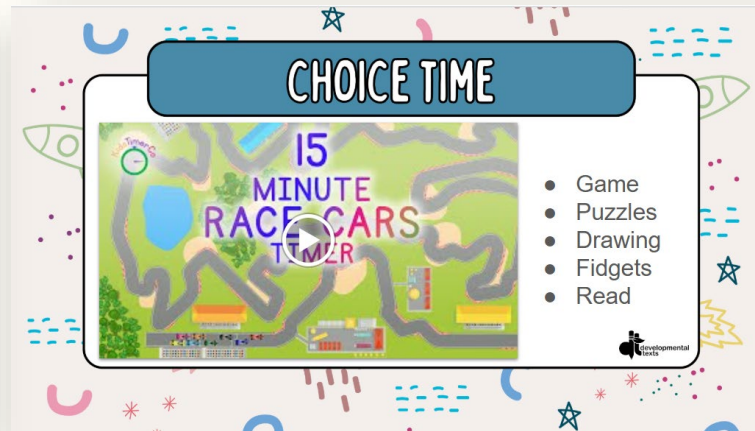
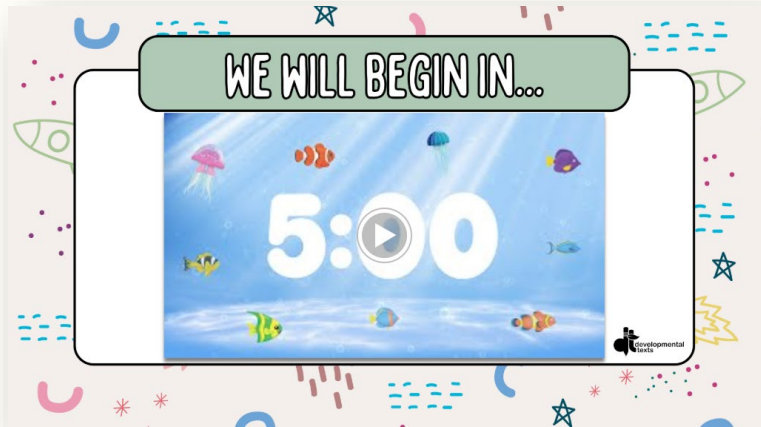


Tip #3: Think...Who Will I Be Teaching today?

Level 3: Most support needed; may be nonverbal and using tech devices; likely 5-7 years old

Level 2: Mixed group or travels with general education class; likely 7 years old and up

Level 1: Least support needed; verbal; may participate with general education class and a learning buddy.



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

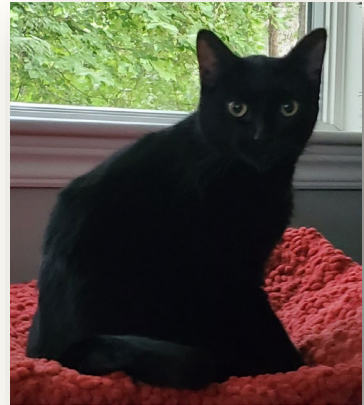
Quick Tip from our Pets!



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

Special Ed Students Explore the Library

ANGELA DURHAM



Agenda



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Polyvagal Theory—*think fight or flight*

5 Tips for a Successful School Year



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Take aways and—*some Glimmers!*



Safiy



Student Profile: Safiy

Fourth Grader

Level three Autism

Likes to play with sensory toys

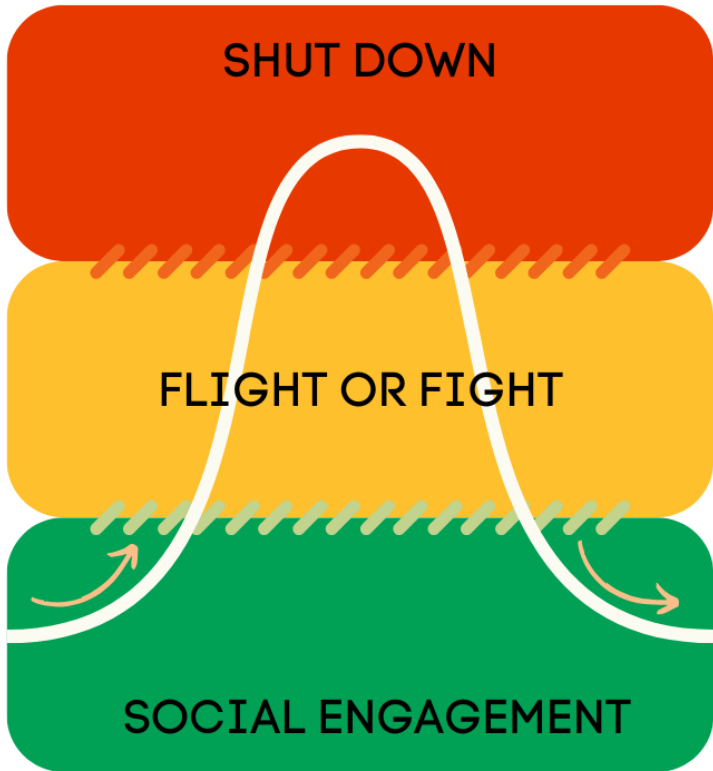
Hesitant with everything new

Easily overwhelmed

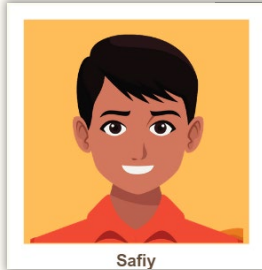
Reading level: first grade

CPTSD due to unstable home

STRESS RESPONSE



Safiy



Safiy

Often hovers near red

- Body feels trauma
- Transitions are hard

Is seldom in green

- Routine schedule
- Favorite activities

Needs extra time to process

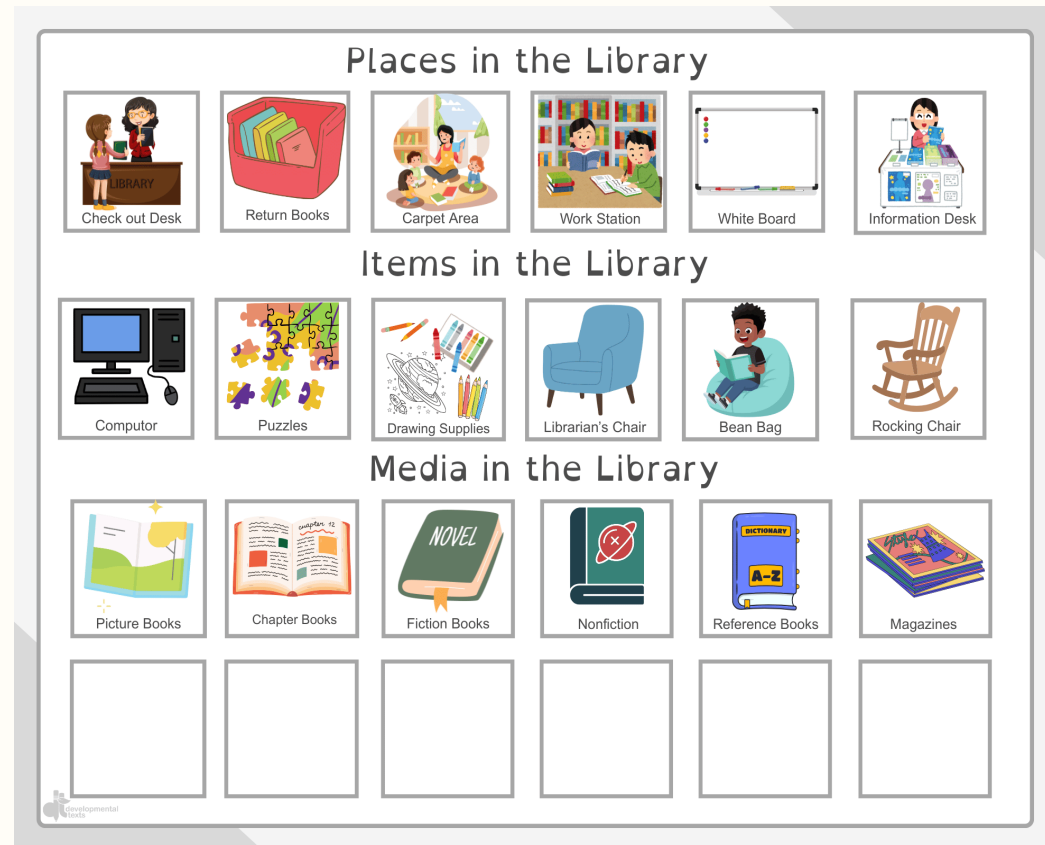
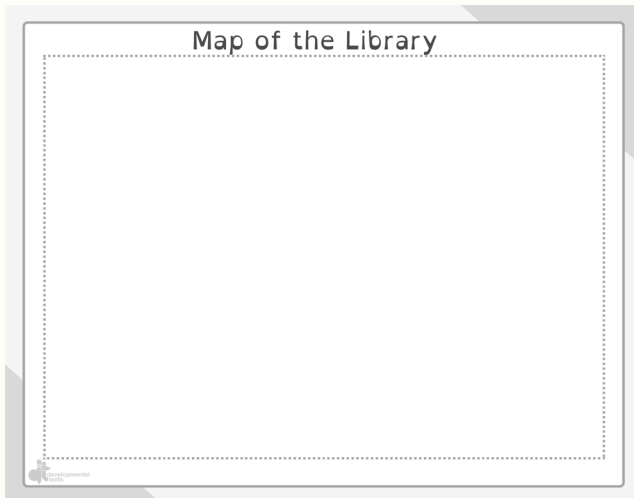
- Finish scripting and routines
- Needs to work on one goal at a time.

Safiy needs to work on one goal at a time.



Map Activity

Students get to know the library with an adaptive map



[Nancyroop.com/resources](https://nancyroop.com/resources)

- Draw the floor plan
- Students cut & glue

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.
- Optional: cut apart the rows, and complete them over three sessions.

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 indefinitely.

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.

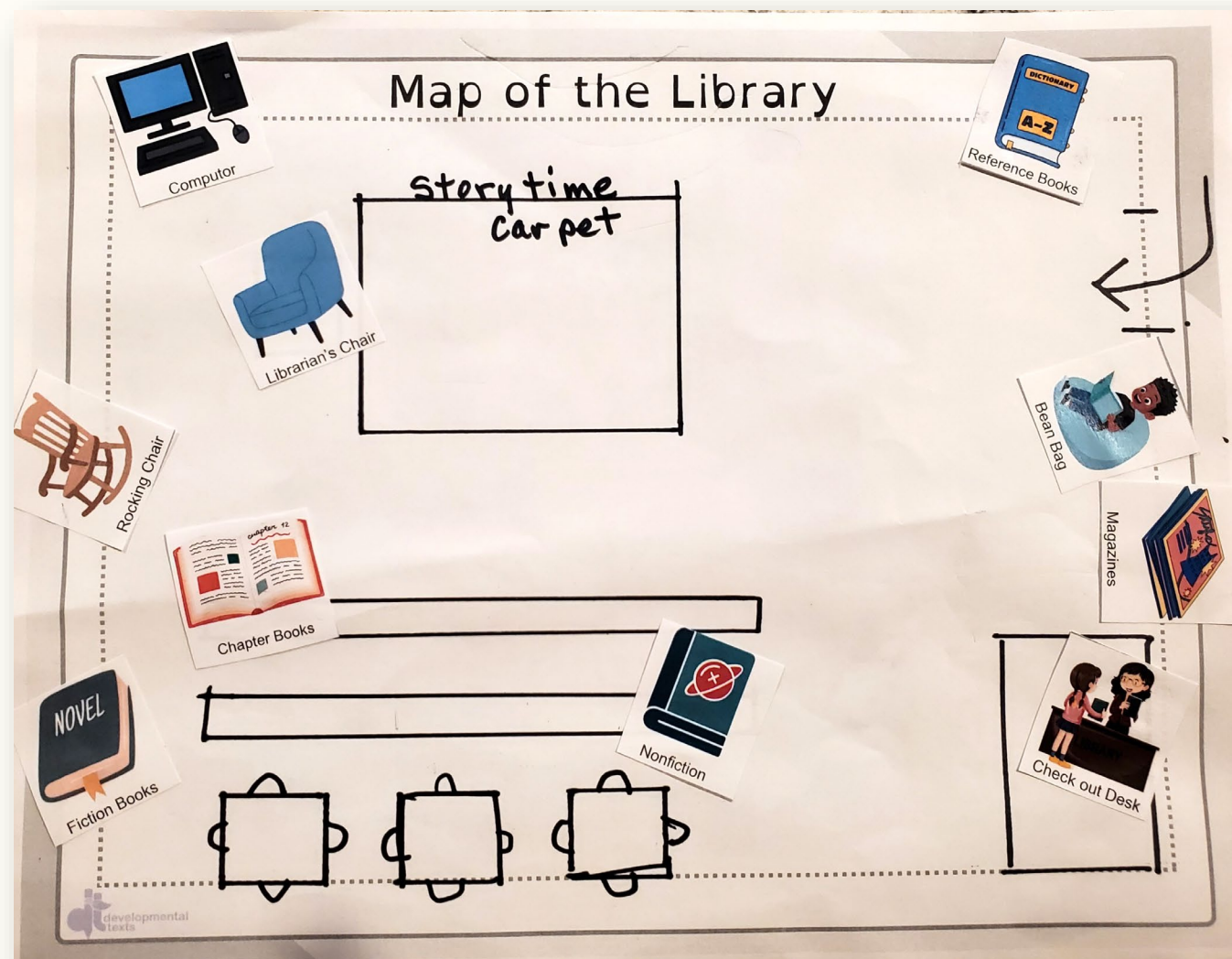
Scavenger Hunt



Accommodations:

- Color code
- Do one row per week

[Nancyroop.com/resources](https://nancyroop.com/resources)





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

Tip 4: Start with a Variety of Learning Ideas!

- Read Aloud stories 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*

- Art Activities

- Research/Writing and Technology-based learning



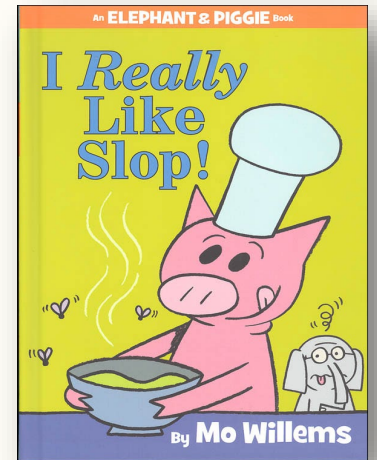
Article by Angela Durham available at
<https://schoollibraryconnection.com>



Level 3: Activity for Elementary

Student Participation Activity

- Show the video, read the book, do the sensory pot activity
- Fill the pot with multiple items and strings of yarn
- Students reach in without looking to identify items



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





Level 3: Activity for Elementary

Read About 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*



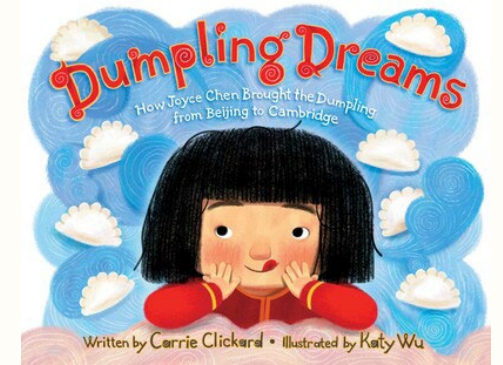


Level 3: Activity for Middle/High



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



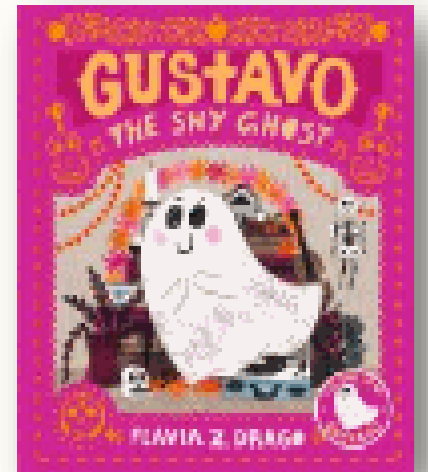
Dumplings Dreams
(Diversity and Lunar New Year)



Level 3: Activities for Middle/High

Student Art Activity

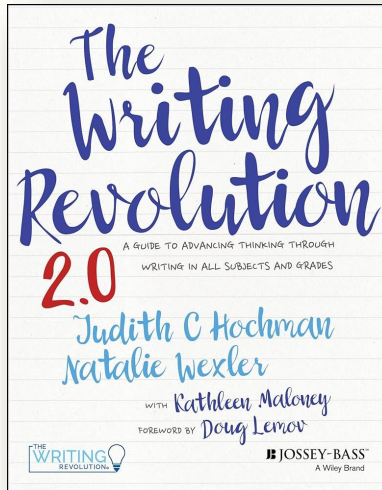
- Use white (nontoxic) paint, black card stock paper and large holed straws
- Students will blow a circle of paint into a ghostly form and let them dry



***Gustavo the Shy Ghost
(Spooky Fun)***

Special Ed Students Explore the Library

Nancy Roop
Angela Durham



Agenda



Neurodiversity Affirming & Introduction



Polyvagal Theory—*think fight or flight*



5 Tips for a Successful School Year



Read Aloud Books and Hand-on Lessons



- Explore the Library Journal

- Neurodivergent Readers

Take aways and—*some Glimmers!*



Student Profile: Alex

Fifth Grader

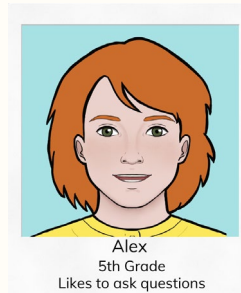
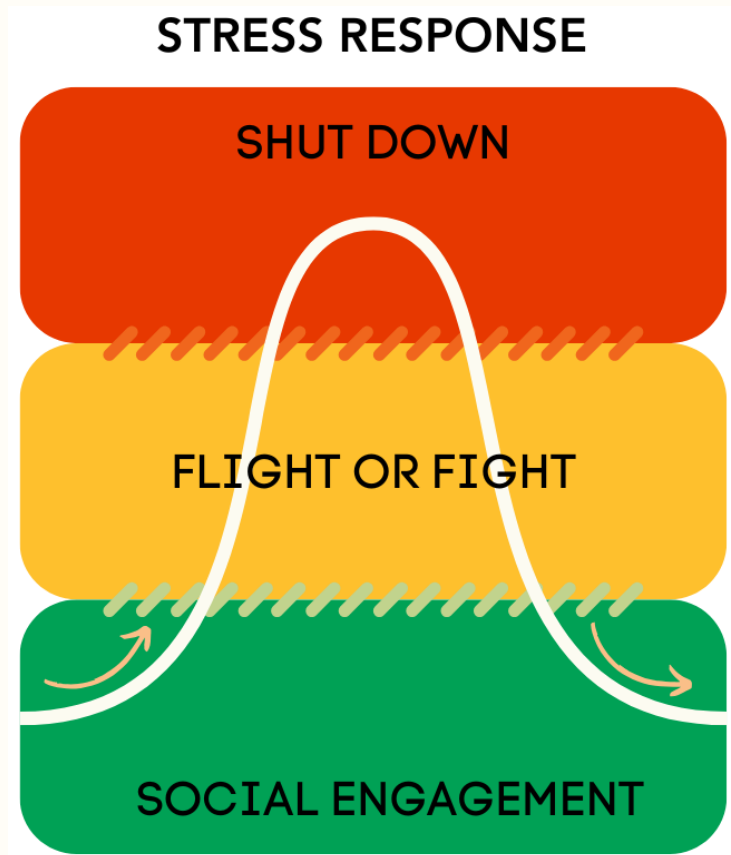
ADHD and Dysgraphia

Likes to ask questions

Hyperactive body and mind

Reading level: third grade

Social and emotional delay



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!



The Hochman Method

The Writing Revolution 2.0

A guide to advancing thinking through writing in all subjects and grades

By: Judith C. Hochman
Natalie Wexler

Who ?

What ?

When ?

Where ?

Why ?

How ?



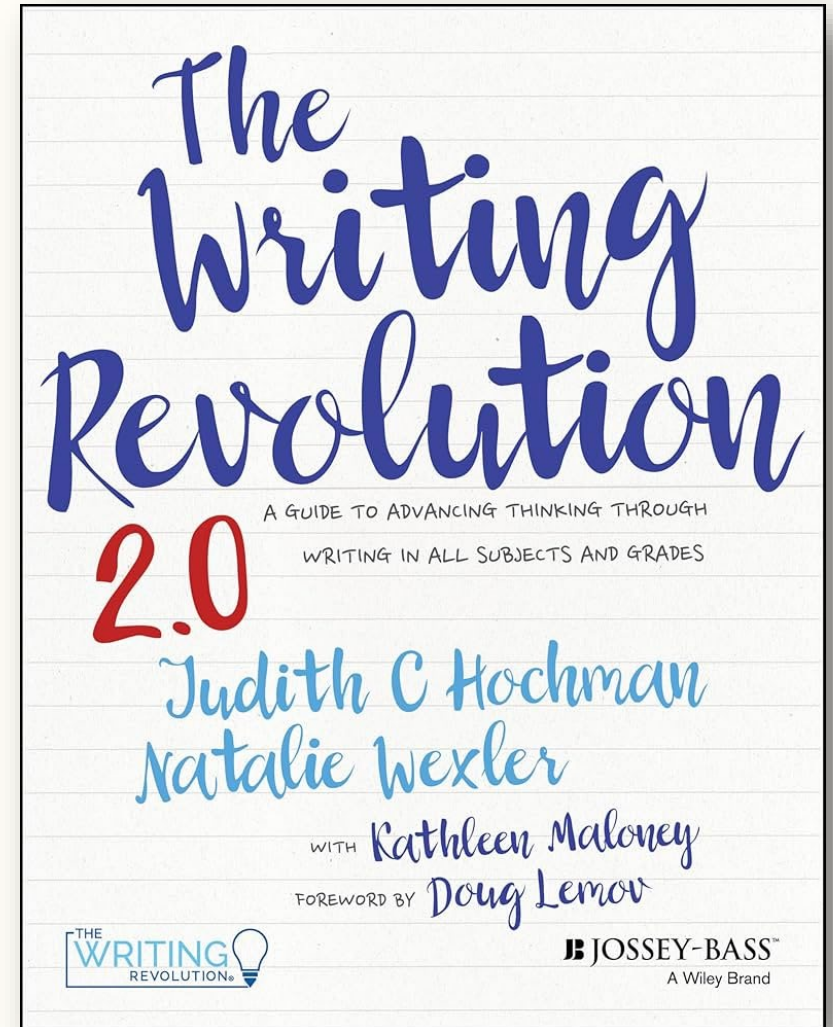
The Writing Revolution

Copyright © 2017 The Writing Revolution. All rights reserved.

Strategies start with a
kernel sentence, then
expand to complex.

Poster available at

thewritingrevolution.org





Notetaking Templates

Support Reading Comprehension

1. Read a book 2-3 days in a row
2. Complete a template after each Subject/verb page creates kernel

Who or What does or is

Description page expands on

When, Where, Why, or How

Put pages in a binder

3. Master each template with 10 repetitions before moving to next

Name: _____ Date: _____

Who

I read _____

who _____ does or is _____

Draw a picture

Write a sentence

developmental texts



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.

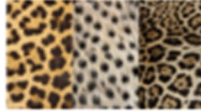
Final Thoughts	Name: _____
Write at least 5 sentences about your animal	My Animal: _____
There are _____ kinds of sea turtles.	
They lay more than _____ eggs at a time.	



Red Wolf

Endangered Animal Research project:

- Go to [QuiverVision](#)
- Gather animal features
- Have students circle their answers
- Sample available [here](#)

Physical Characteristics				Name: _____	
Circle all that apply!				My Animal: _____	
Body		Legs		Body	
Fur 	Scales 	2 legs 	Spots 		
Shell 	Feathers 	4 legs 	Stripes 		
Mouth		Wings 	Multicolor 		
Teeth 	Beak 	Claws 	Solid 		
Lips 	Snout / Trunk 	Tail 	Face		
			Ears 	Eyes 	
			Whiskers / Antenas 	Horns 	



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](#)



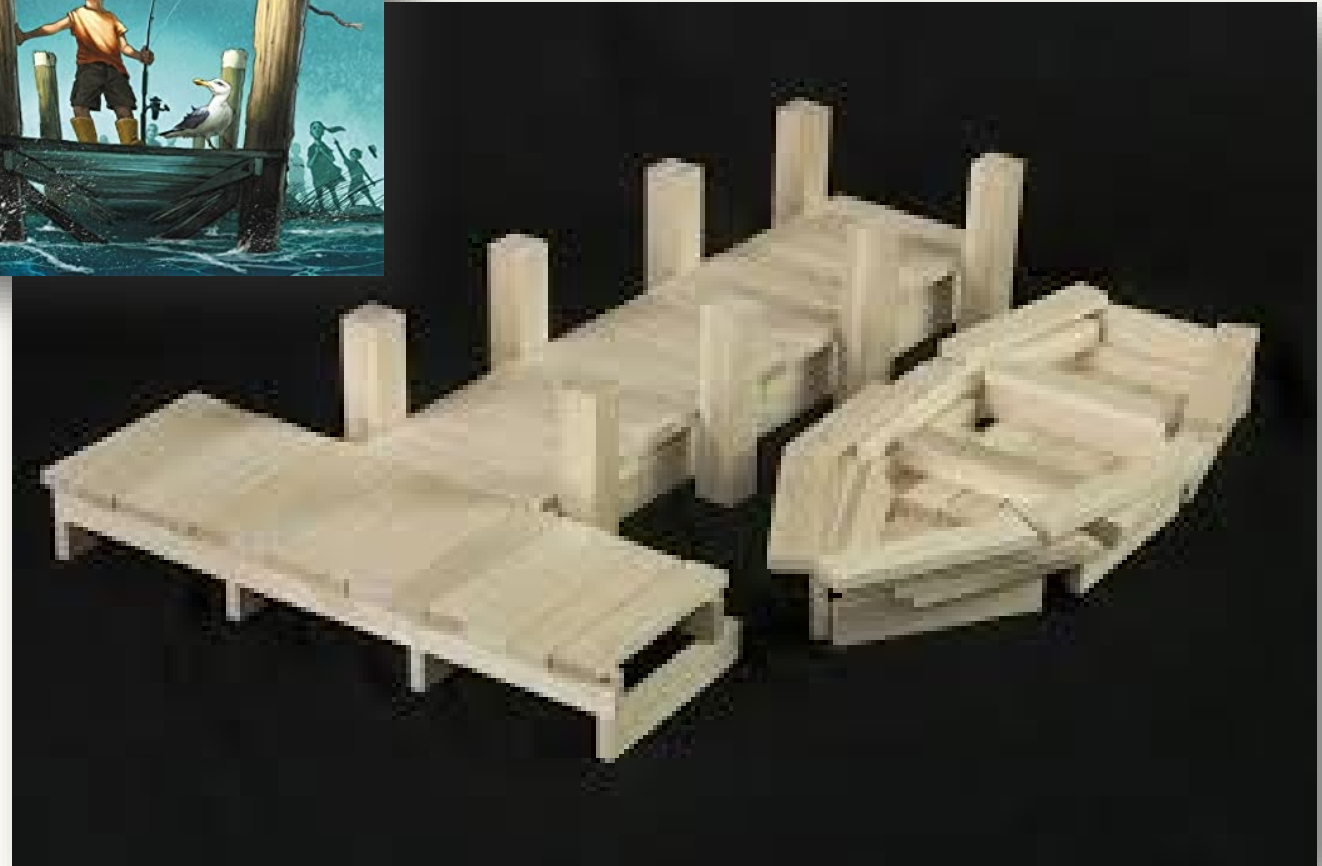
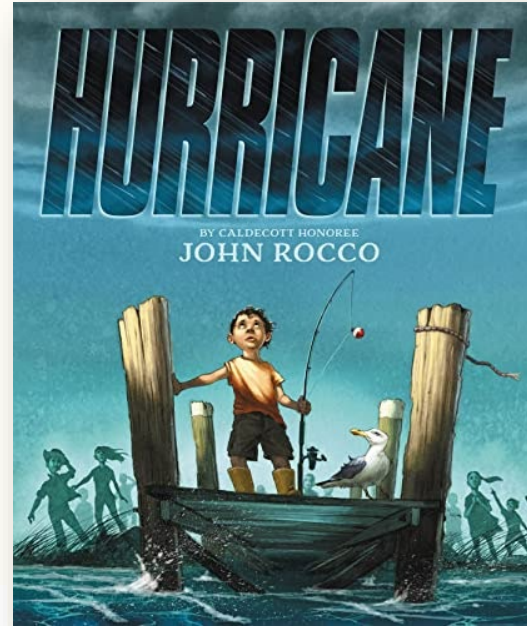


Hurricanes

Extreme weather and STEM activity

Hurricane by John Rocco with building the dock and boat

- Read the printed or show E-book (video)
- Pass out the keva planks to groups
- Build boats and docks
(build towers if extra time)



Special Ed Students Explore the Library

Nancy Roop
Angela Durham



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!**



Agenda



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5 Tips for a Successful School Year



Read Aloud Books and Hand-on Lessons

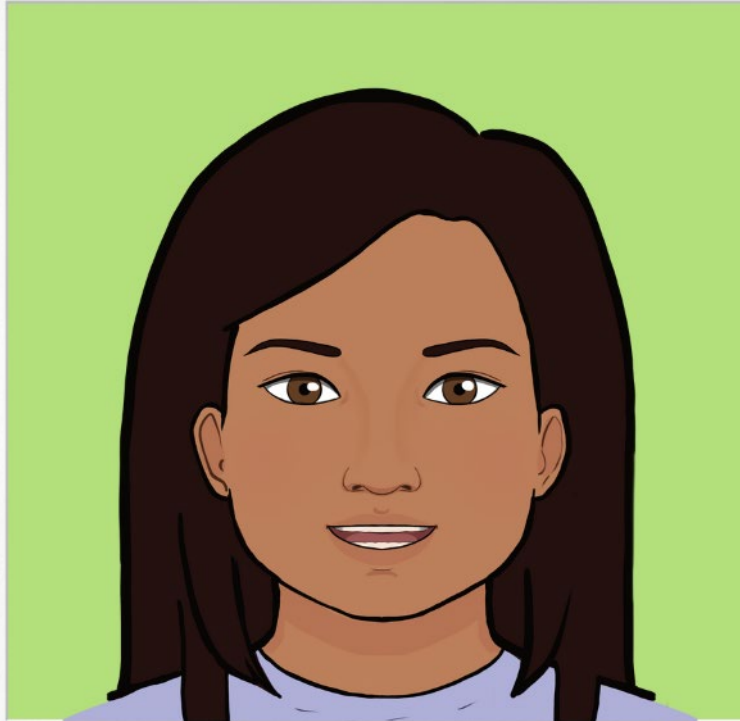


Explore the Library Journal



Neurodivergent Readers

Take aways and—*some Glimmers!*



Jordan

Student Profile: Jordan

Fifth Grader

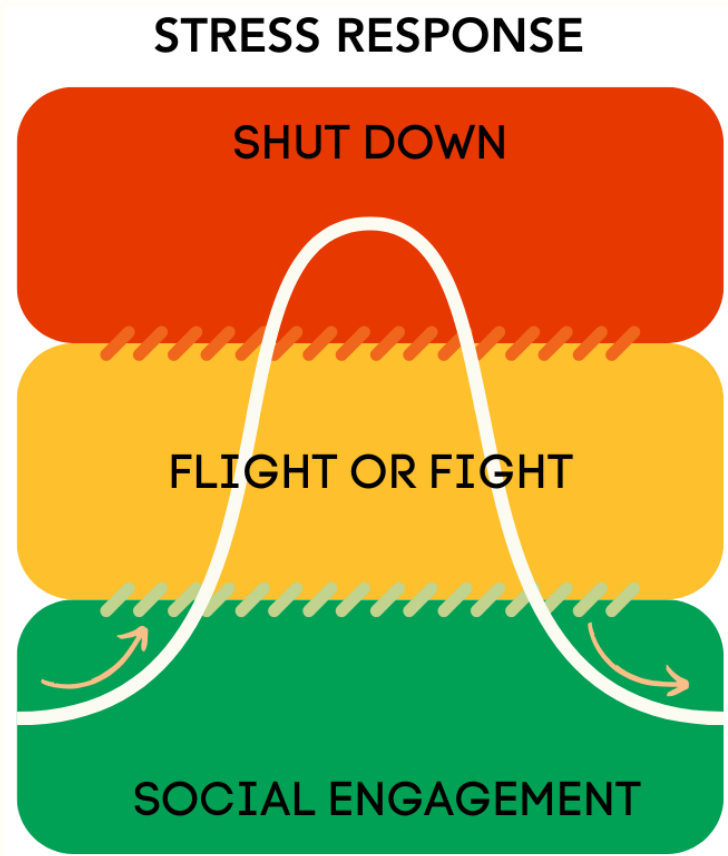
ASD and ADHD

Likes to do research projects

Gifted

Reading level: eighth grade

Social and emotional delay



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



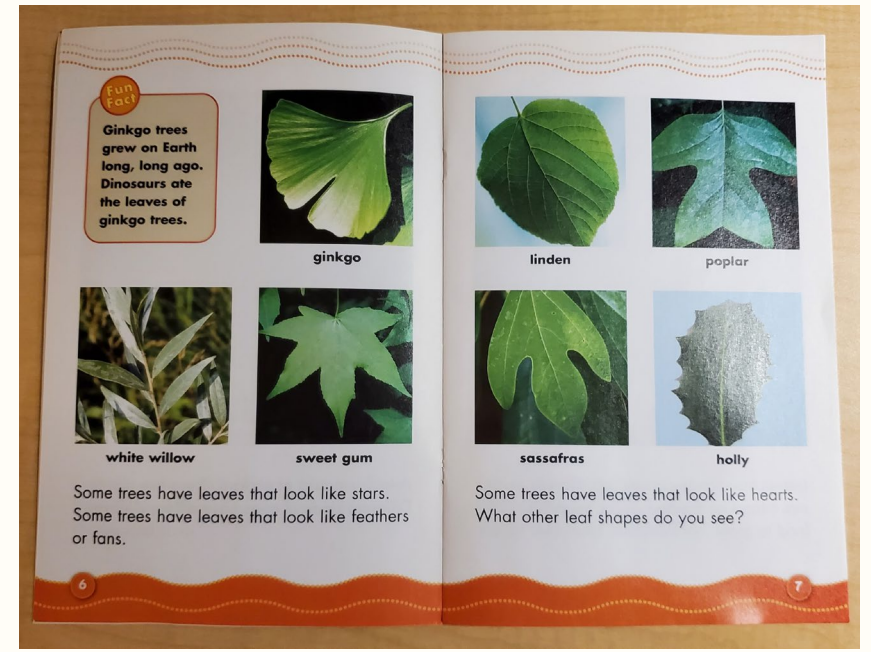
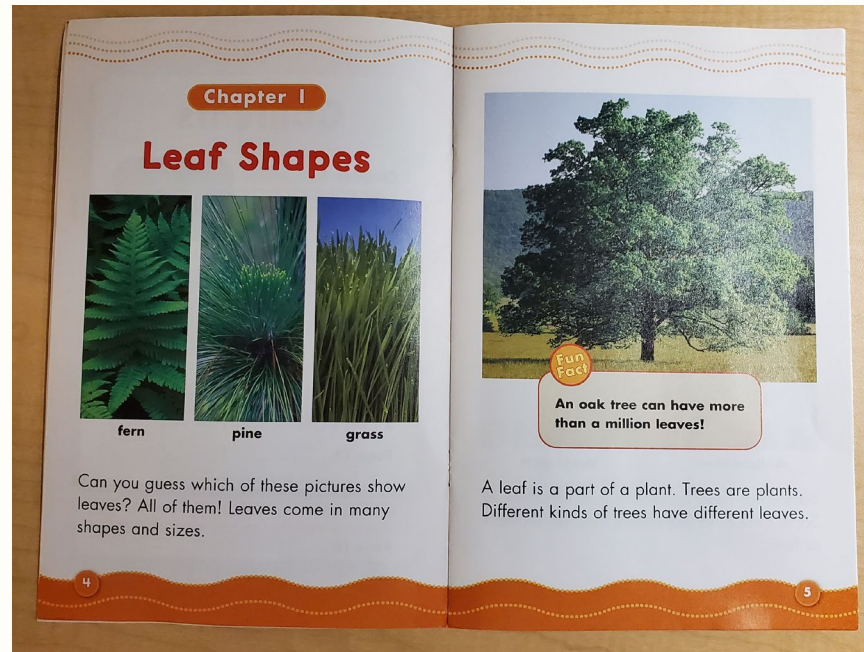
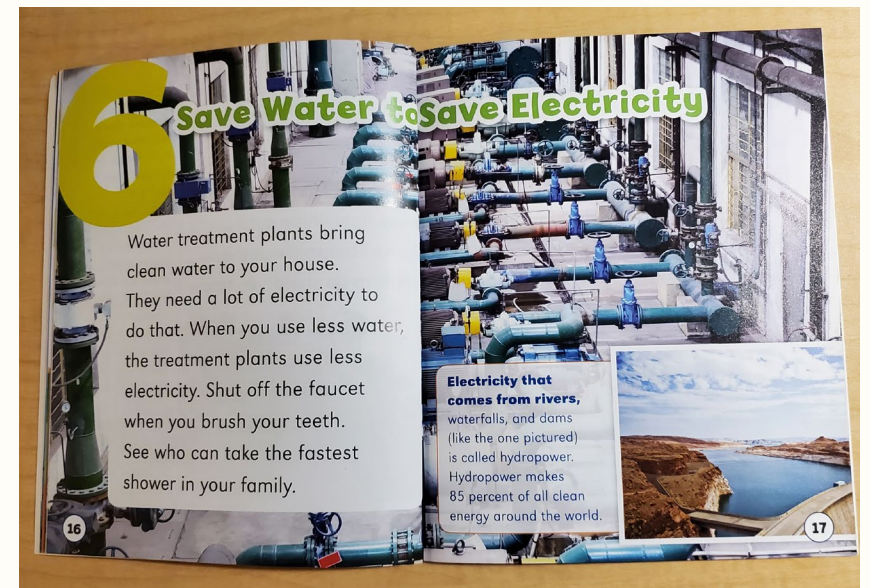
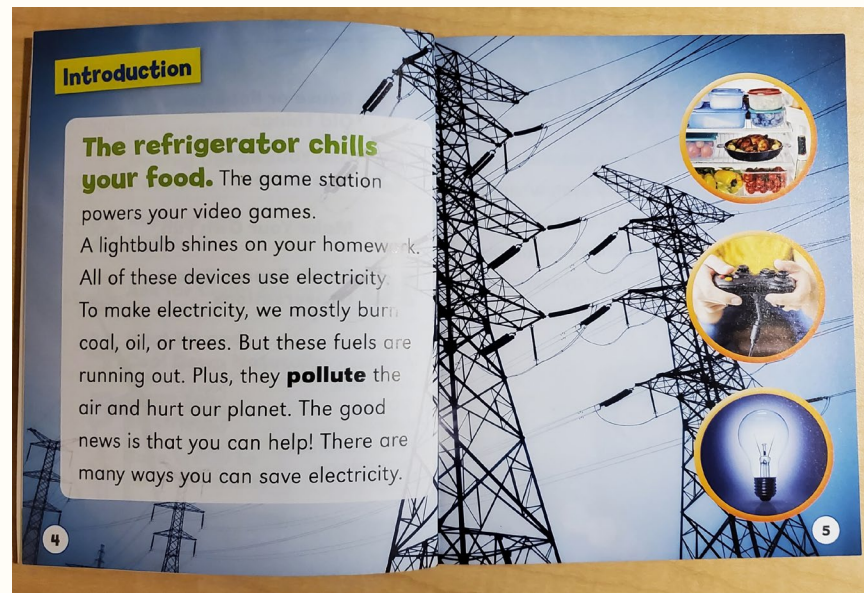
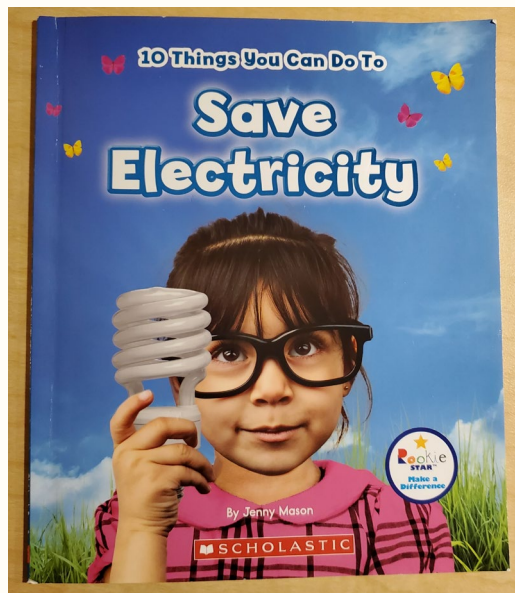
Jordan benefits from taking breaks and draws pictures.



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



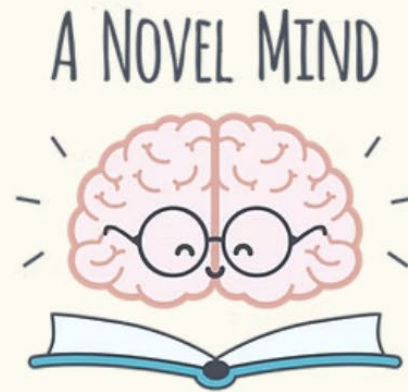


Book Features for Reluctant Readers

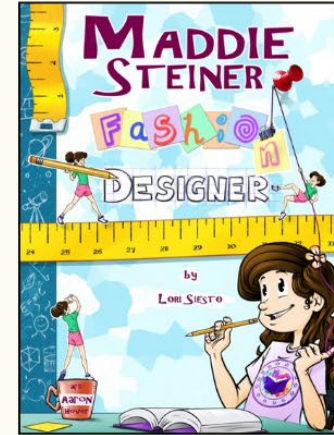
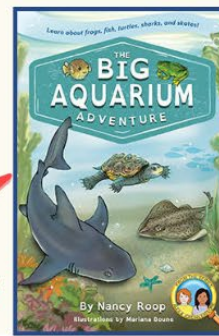


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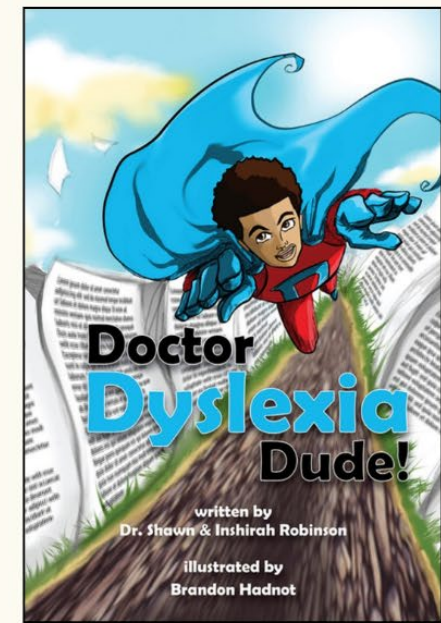
NEURODIVERSE INCLUSIVE BOOKS



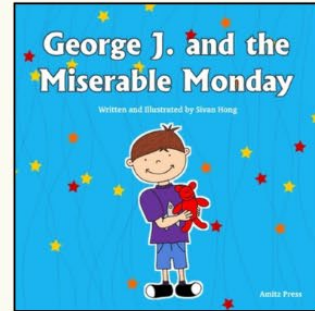
anovelmind.com



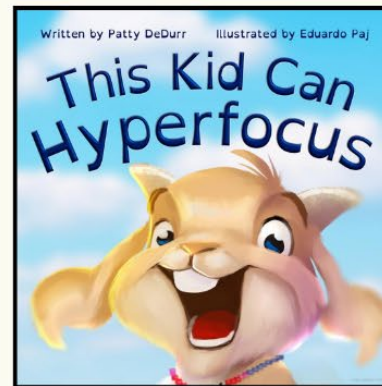
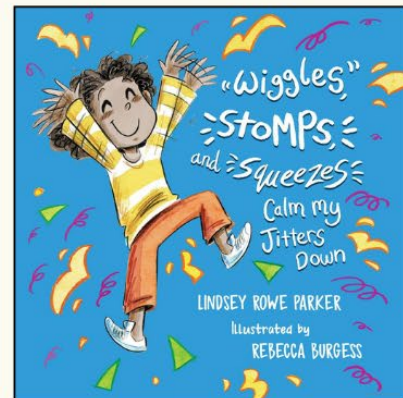
#ASDAuthor



#DyslexiaAuthor



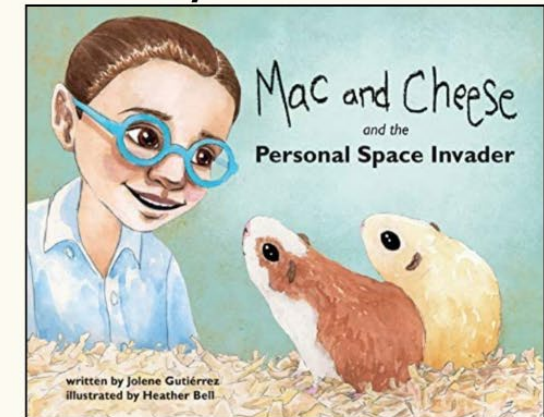
#SPDAuthor



#ADHDAuthor



#AACAuthor



#proprioceptionauthor

 Neurodivergent Database



- Analyze the 1930 Great Depression toy ad with a partner
- Write answers on the "[Analyze a Poster](#)" worksheet.
- Lesson: [Library of Congress](#)

Analyze a Poster

Meet the poster.

What do you see?

Are there more words or pictures?

Observe its parts.

What are the main colors in the poster?

Are there any symbols?
If so, what do they mean?

Write two words that describe the poster.

Try to make sense of it.

Who do you think made the poster?

Who do you think was supposed to see the poster?

When do you think this poster was made?

What is the main idea of the poster?
List two parts (words or pictures from the poster) that support the main idea.










Use it as historical evidence.

Where do you think you could find out more information about the people, pictures, or message in the poster?



All Administration are in the public domain.

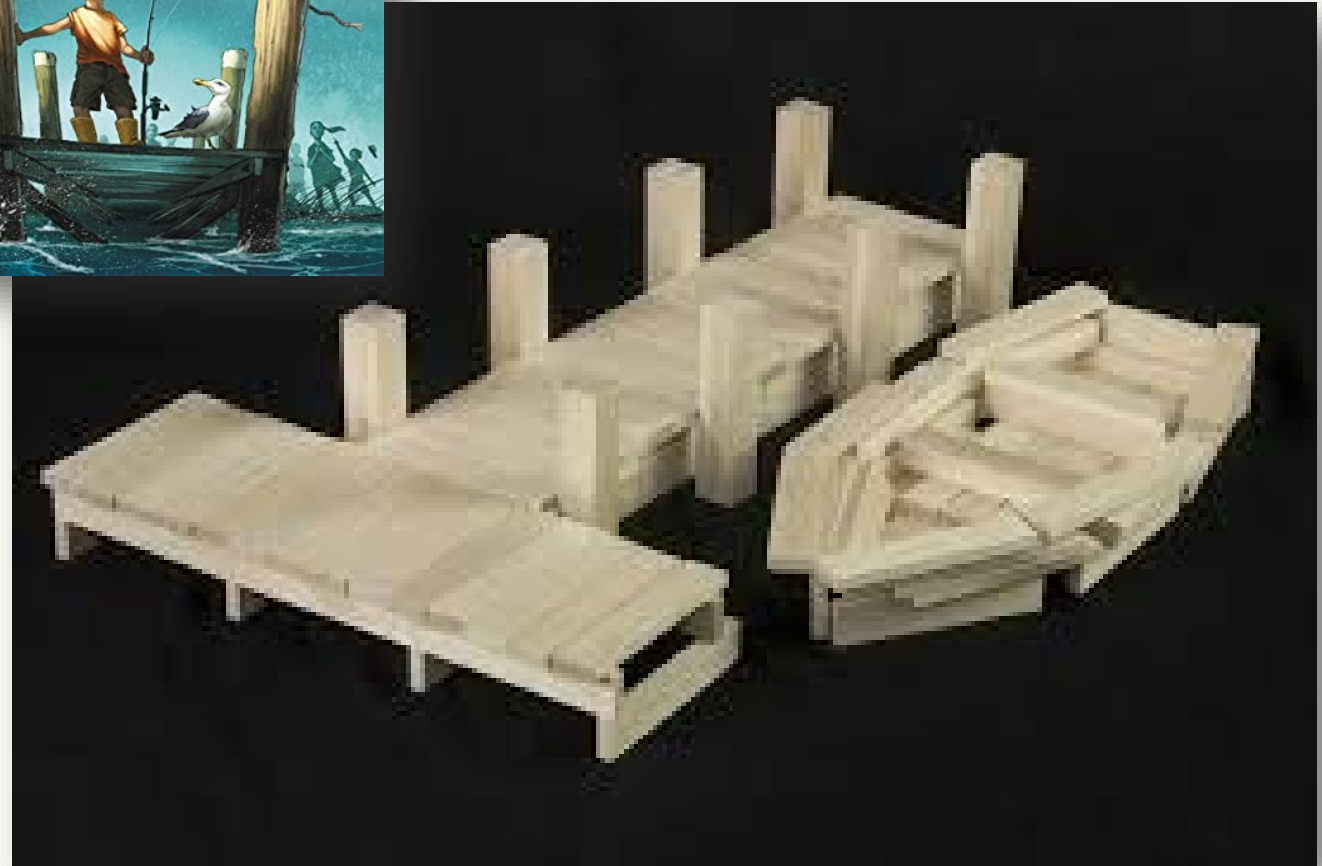
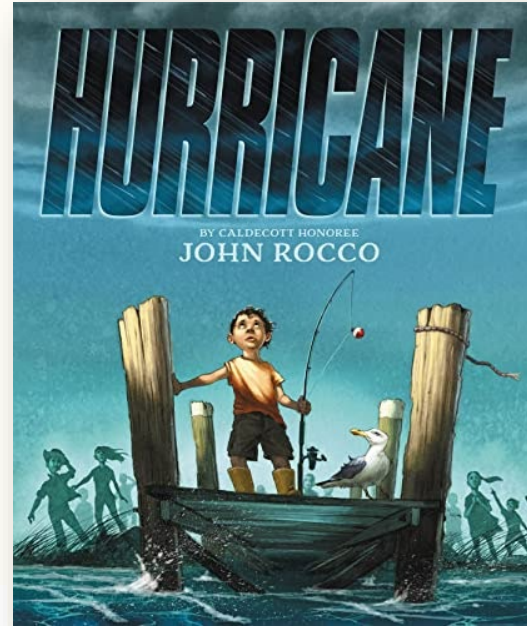


Hurricanes

Extreme weather and STEM activity

Hurricane by John Rocco with building the dock and boat

- Read the printed or show E-book (video)
- Pass out the keva planks to groups
- Build boats and docks
(build towers if extra time)





Lessons & Activities for Middle and High School

Lesson Time:

- 30-minute lesson
- Folktales
- Music & Dancing
- Adulting Vocation stations (salesclerk, interview skills & online forms)
- Board and Card Games (Uno, Bingo, Jenga, Sorry, Checkers, etc.)

Group Activities:

- Book Cub
- Pi Day (Circles with Compass)
- Makerspace Salt Art



Technology Fun!

- Virtual Reality
- Trivia Games
- QuiverVision 3
- Augmented Coloring – Legos
- Code.org
- Ozobots (coding builds sequential thinking)



A-Team is Coming to the Library!



Tip #5: Organize Your Resources:

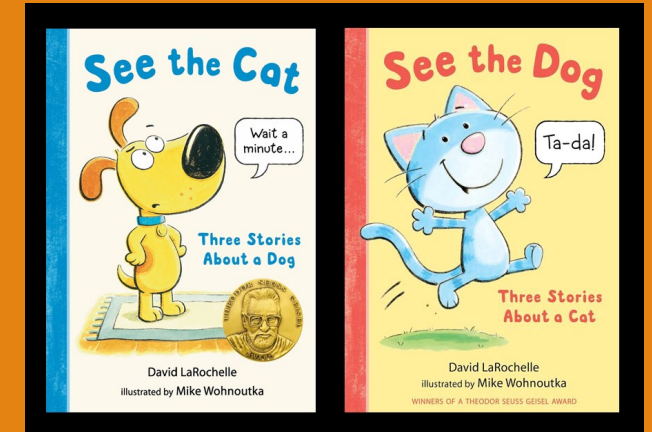
- Include resources that have book covers, music/sounds/videos and movement
- Refer to “Year at a Glance”
- Create lessons with Google Slide Presentation #1 & #2
- Save your favorite videos/Ebooks on YouTube Channel Playlist
- Create Choice Boards for special lesson plans, holidays or themes
- Create a website such as “My A-Team Friends”



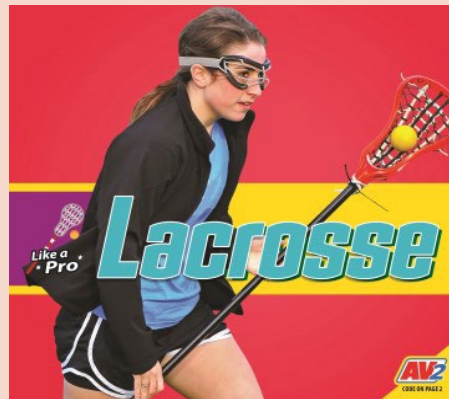
Recommendations:



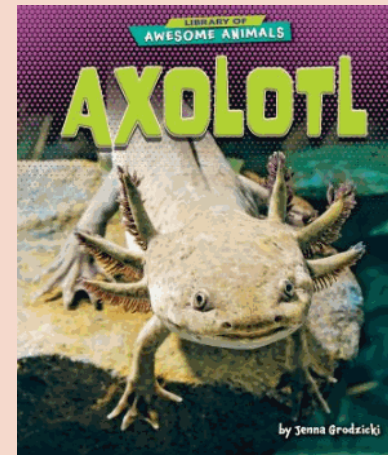
David LaRochelle series



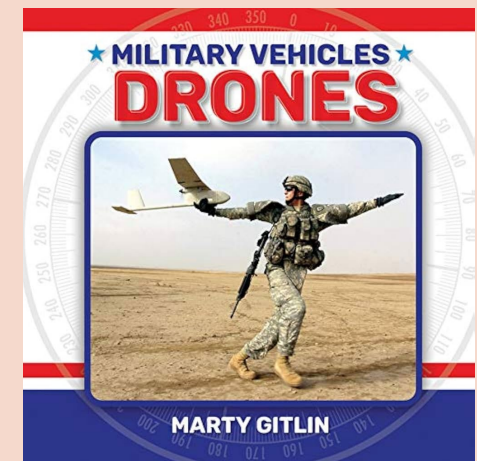
Lacrosse by Jessica Coupe'



Axolotl by Jenna Grodzicki



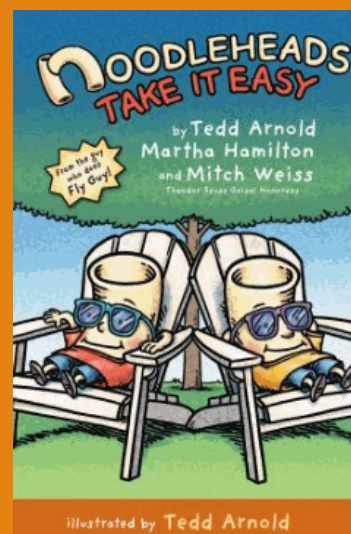
Drones by Marty Gitlin



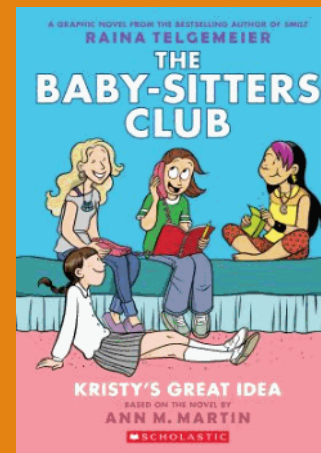


Series Recommendations:

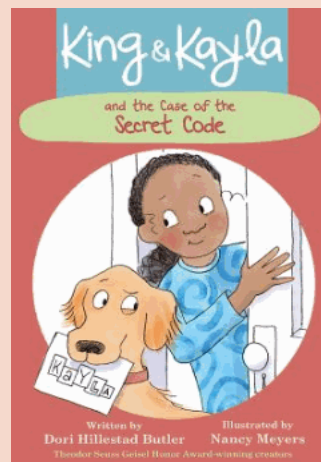
Out of My Mind by Sharon Draper



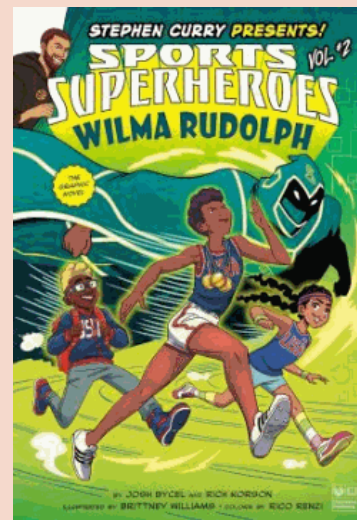
Baby Sitter Club series



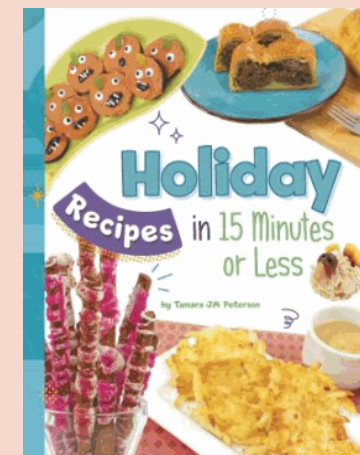
King and Kayla series



Sports Superheroes



15 Minutes or Less Series





Accommodation Toolkit 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!

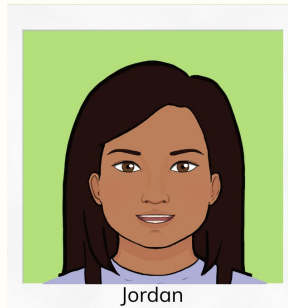


**Empathy, compassion,
and patience are key!**





Safiy



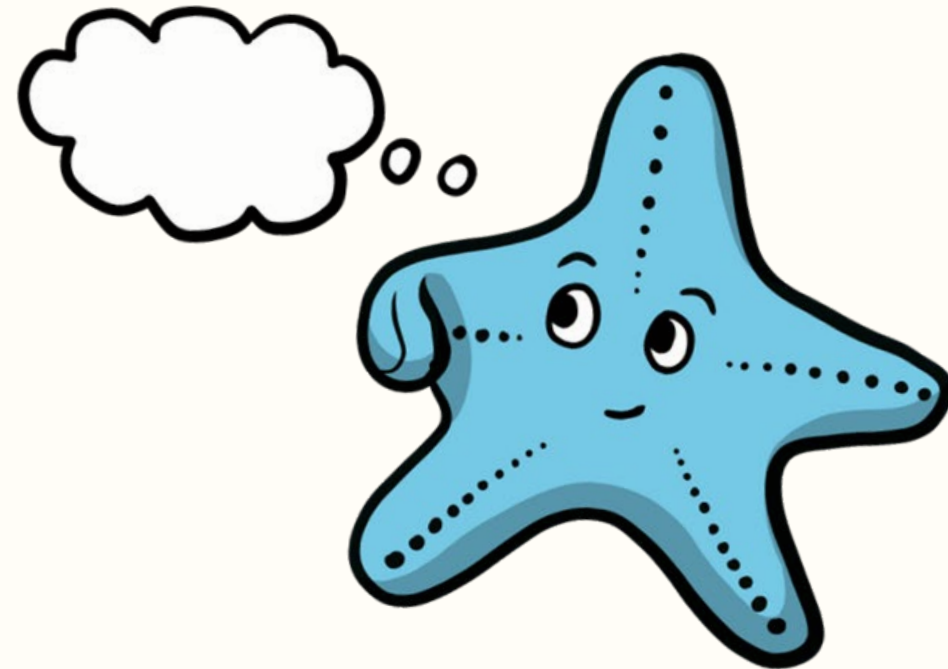
Jordan

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



Alex

Pause and Think About Your Readers



Special Ed Students Explore the Library

Nancy Roop

Angela Durham



Agenda

- ✓ Neurodiversity Affirming & Introduction
- ✓ Polyvagal Theory—*think fight or flight*
- ✓ 5 Tips for a Successful School Year
- ✓ Read Aloud Books and Hand-on Lessons
- ✓ Explore the Library Journal
- ✓ Neurodivergent Readers

 **Take aways and—*some Glimmers!***

Resources



Nancy@DevelopmentalTexts.com

Get an Occasional newsletter

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



Access Slide Deck, Accommodation Guide, and More!

- nancyroop.com/resources



InclusiveLibrarianSC@gmail.com

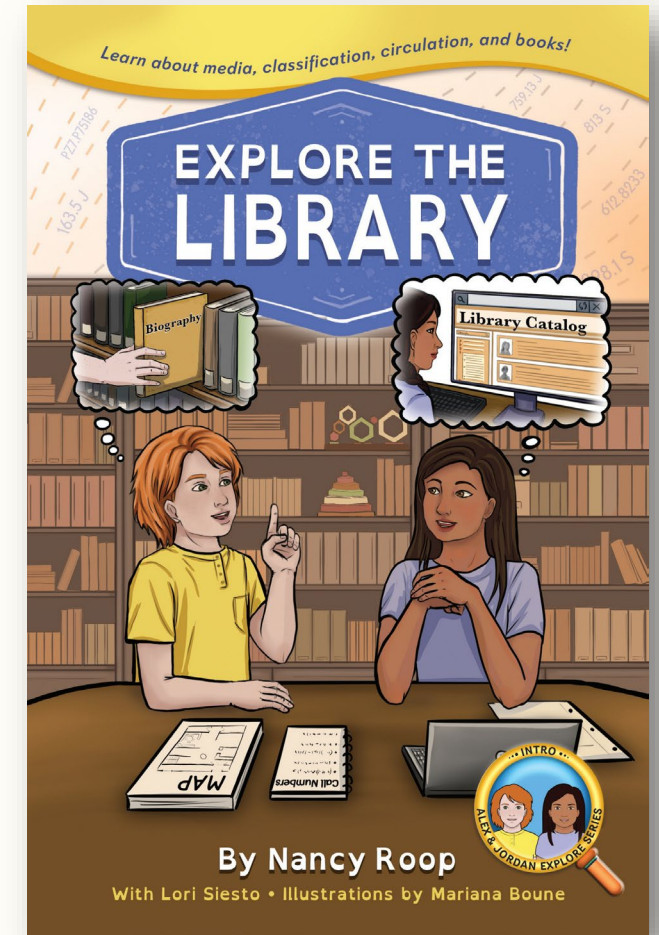


Thank you for being here!

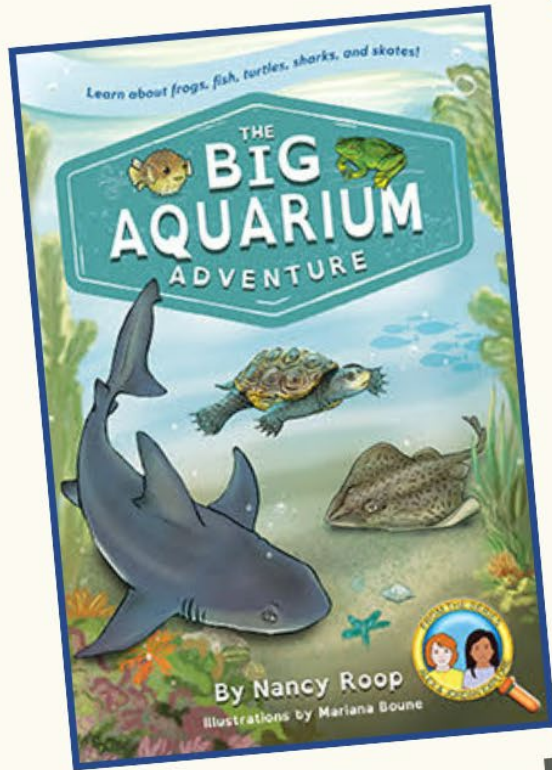
ALA Annual
Conference & Exhibition

CHICAGO ★
JUNE 25-29, 2026

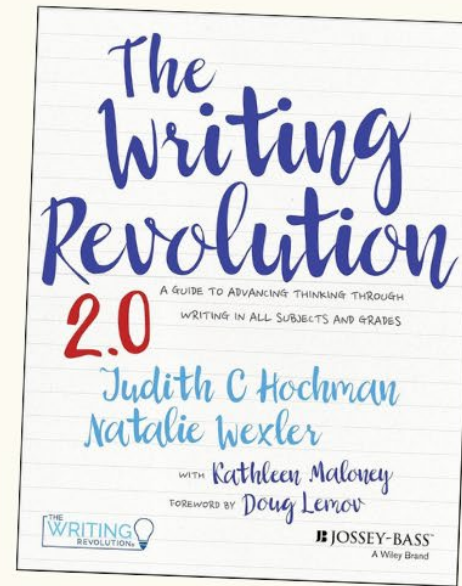
**FOR OUR LIBRARIES.
FOR 150 YEARS MORE.**



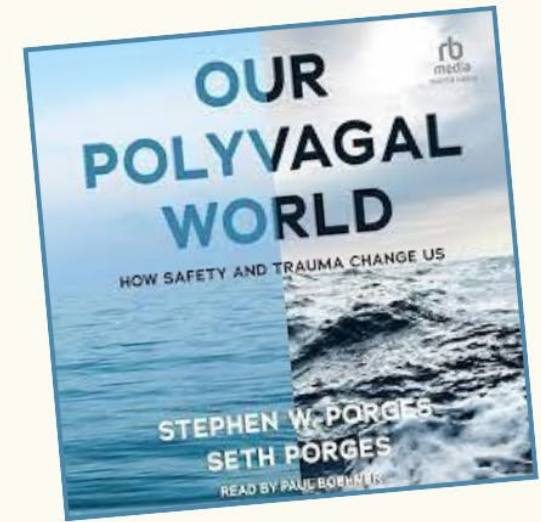
**Winners
choose
at the
end!**



Spiral Bound



Audiobook



Audiobook

**Join Newsletter!
NancyRoop.com**

**SECOND
CHANCE
DRAWING**


Libro.fm
Audiobooks
1 credit





Sensory Regulation and Learning



Environment:

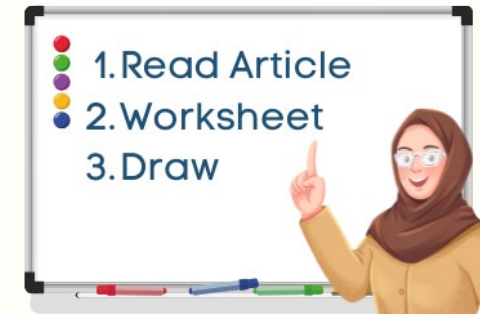
- Designated quiet or comfy areas
- Reduce visual stimulation

Promote self-regulation

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

Explicit directions

- Pause frequently
- Written on the board



1. Read Article
2. Worksheet
3. Draw



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



Reducing Executive Functions

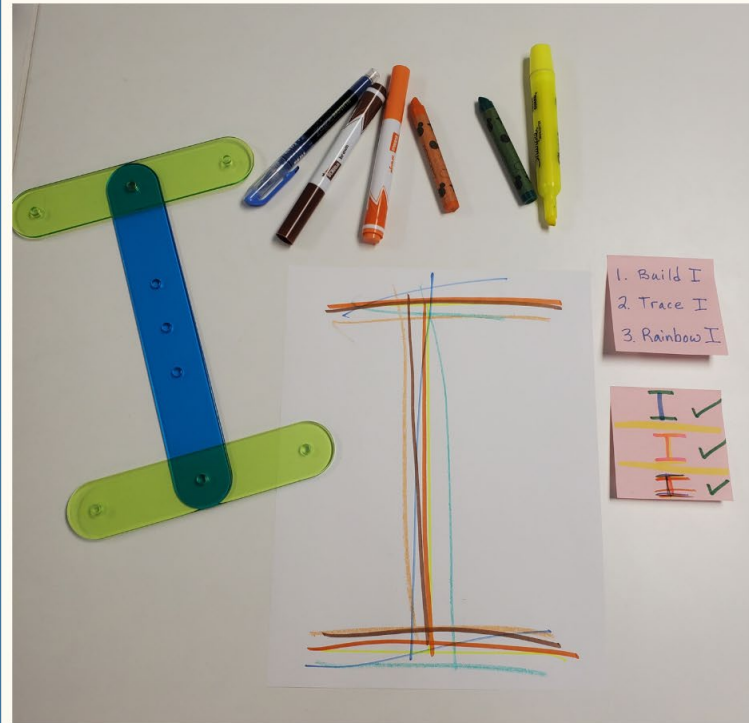
1. Identify the learning objective
2. Identify executive functions to complete the work
3. Make a change to the number of tasks or functions
4. Create Routines
5. Use visual cues or lists
 - Vision is processed easier than hearing





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: _____



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

