Neurodivergent Learners Thrive with Sentence Templates and Systematic Accommodations!

Megan Cavanaugh

Nancy Roop

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CALICONLINE 20 Years

Agenda

- Neurodiversity Affirming
- Visual Support
- Student Profiles
  - Differentiated instruction
  - Accommodations
  - Modifications
- Coregulation and Learning

Working Together to Support all Students!



Megan Cavanaugh
Teacher Consultant
Detroit, MI



Nancy Roop
Special Educator
Troy, MI

Tell us about you in the chat!

Name, Title, School, or City





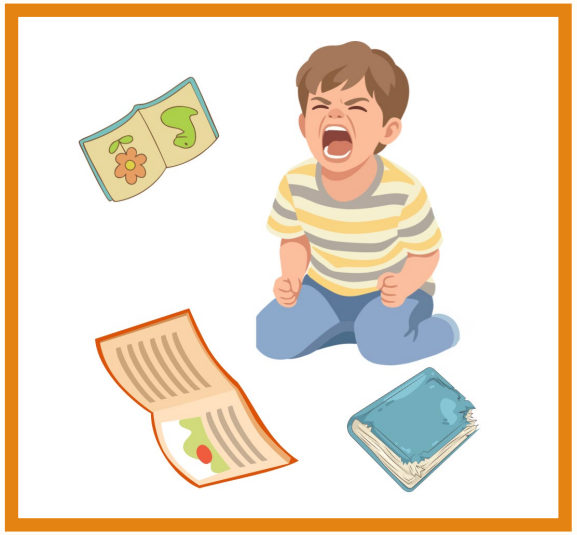
Challenges

Student Behavior

Access to Curriculum

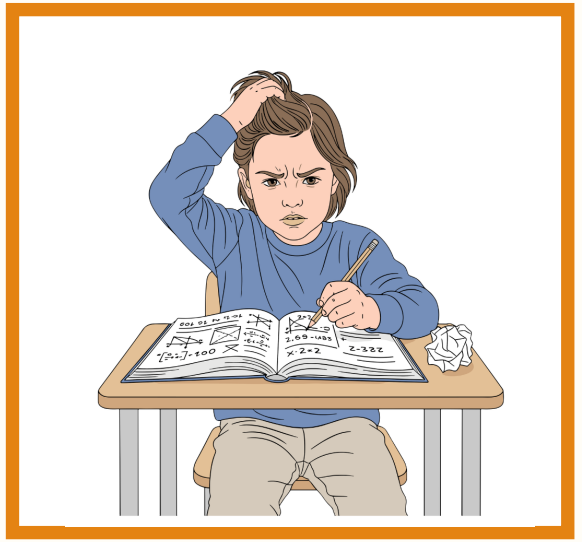
Engaging Struggling Readers

Let's chat!







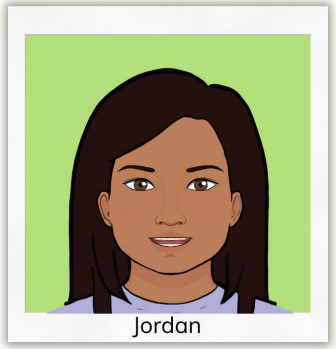


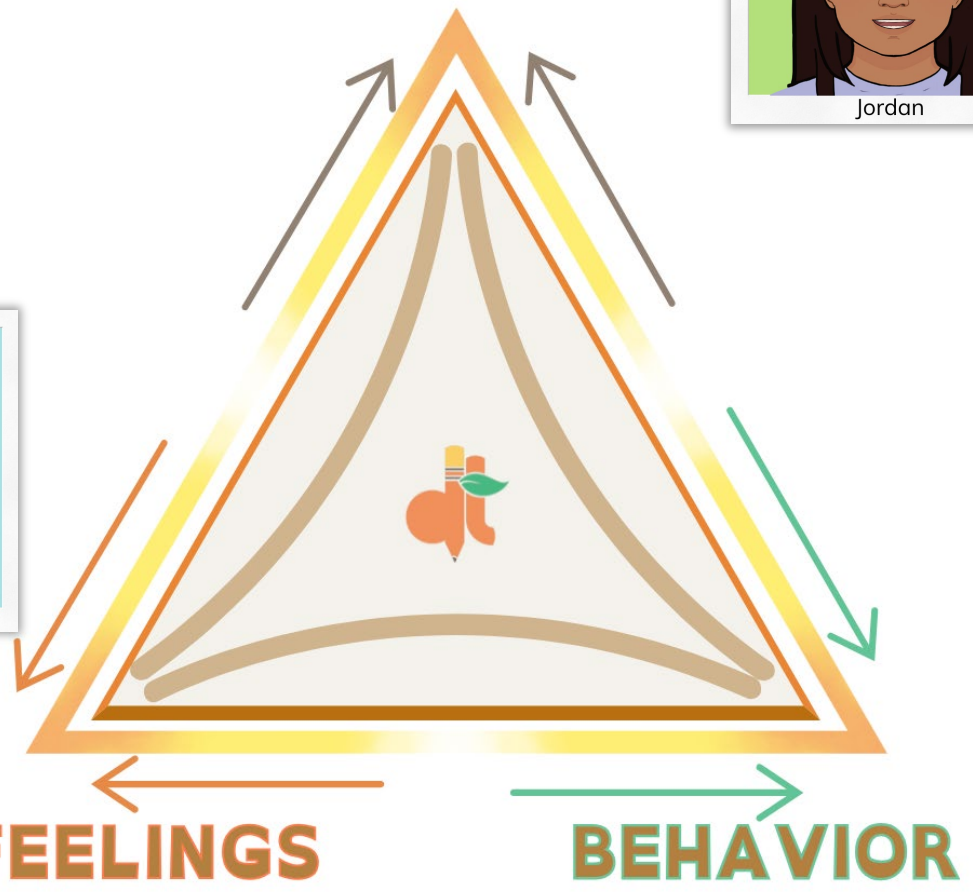


Neurodiversity Affirming

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







Thinking, Feelings, Behavior Triad



What did you come here to learn?

Let's chat!





Nancy Roop

Author Publisher

Developmental Texts

Paraeducator Coach and Trainer

Para to Para

Special Education Substitute Teacher

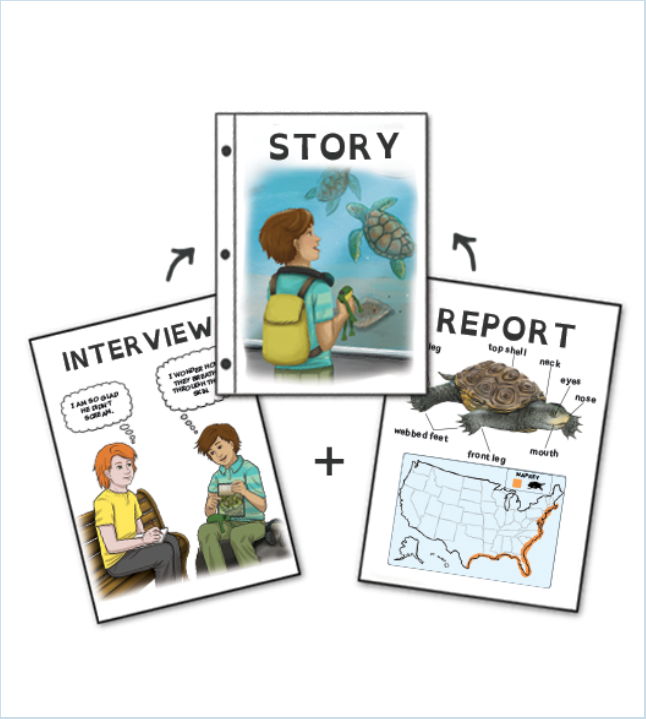
Former Paraeducator

Education

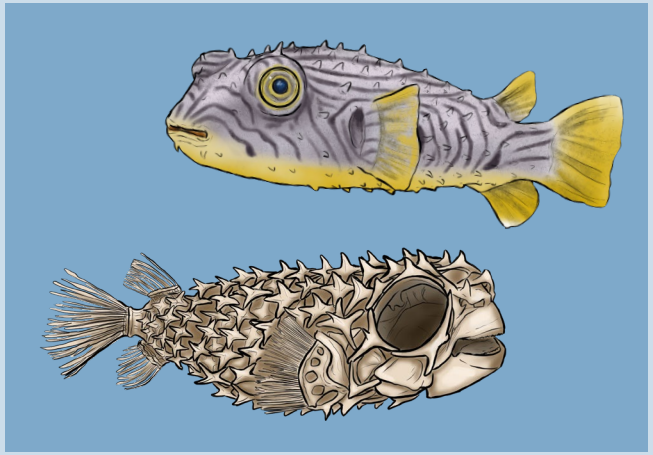
BA in Integrative Studies,

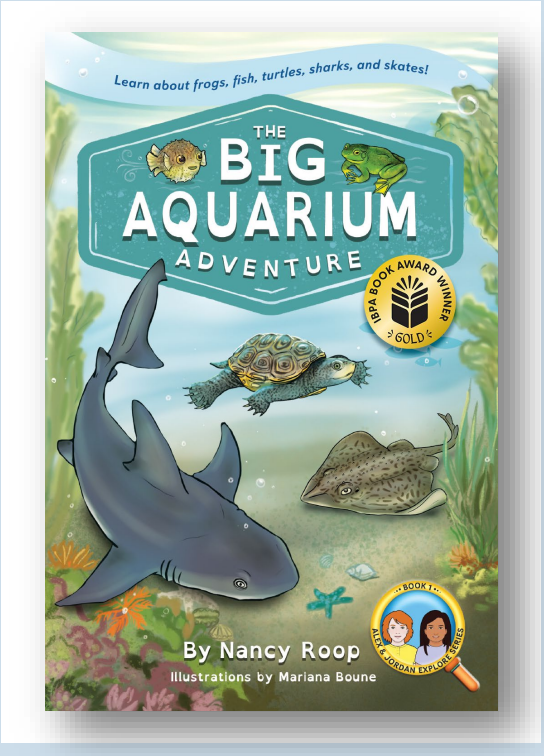
Oakland University





developmental texts





Nancy Roop
Author

Evidence-based comprehension strategies

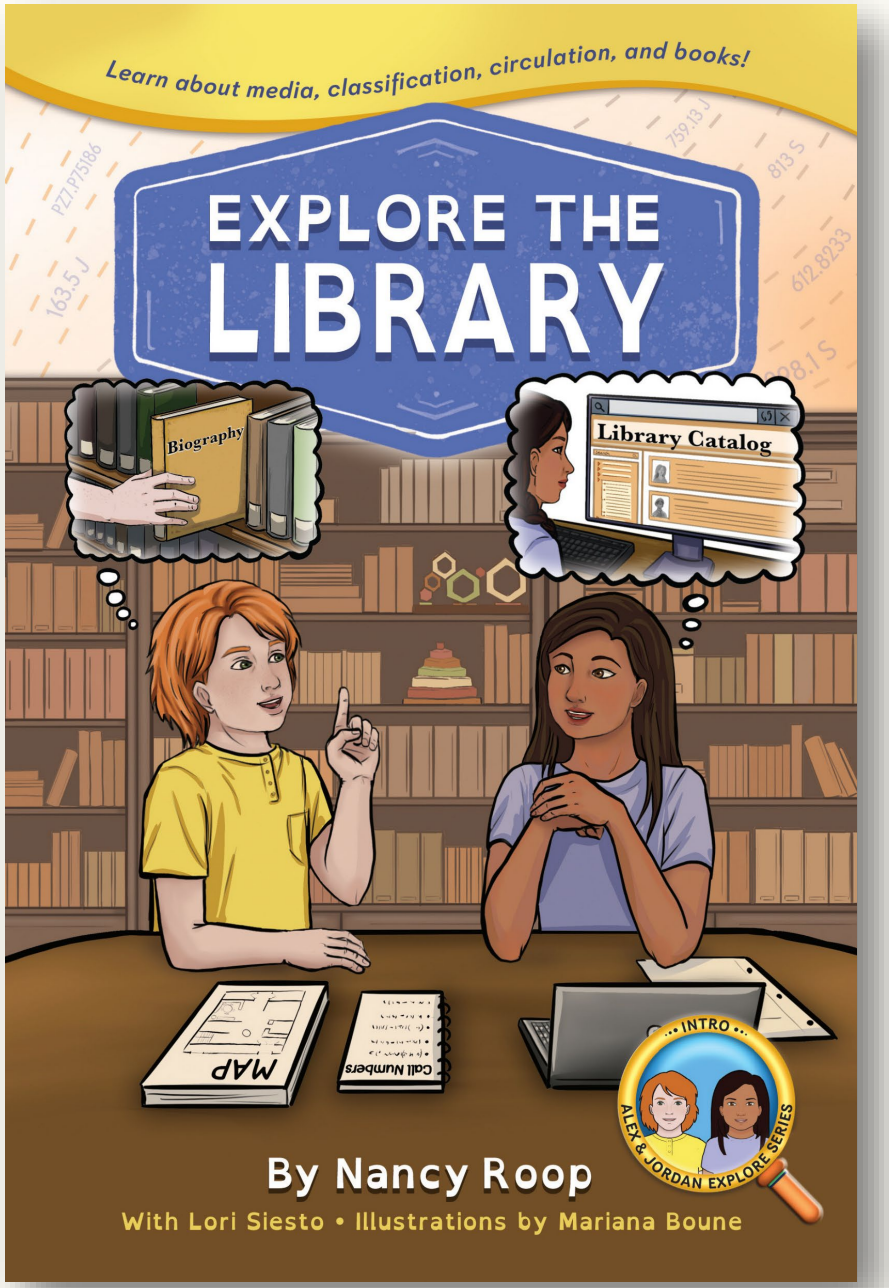
Builds background knowledge

Designed for neurodivergent readers

Beautiful illustrations

Real, relatable, and relevant!

Link In the CHAT



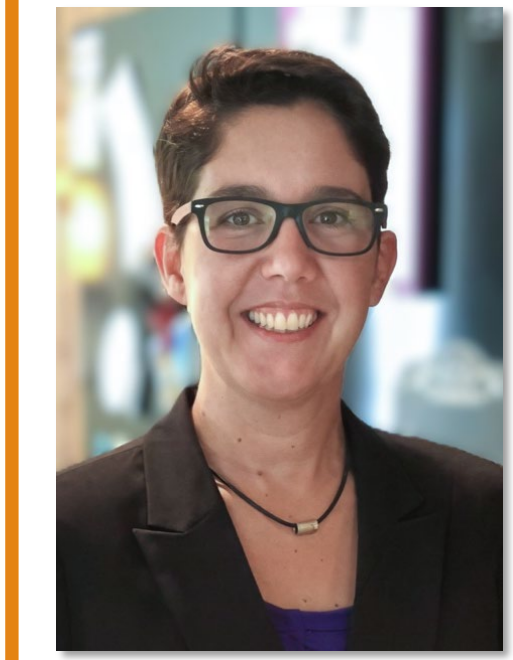
***The Big Aquarium Adventure* en Espanol!**



Coming in 2027

Explore the Library

Learn about media, classification, circulation, and books!



Megan Cavanaugh

MA.SPEd. QBHP

Teacher Consultant

Detroit Public Schools

Former Behavioral Consultant

Wayne County RESA

Former Special Education Teacher

Oakland County, Michigan

Education

MA Oakland University

BA Central Michigan University



Resources

Visual Strategies for Improving Communication

Linda A. Hodgdon

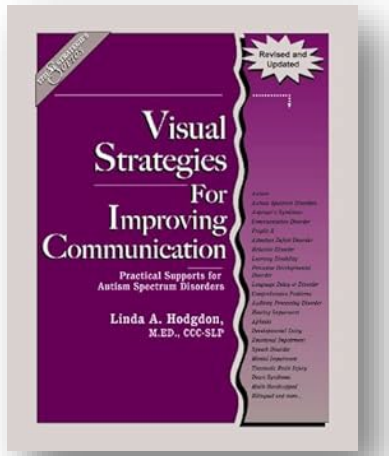
The Zones of Regulation

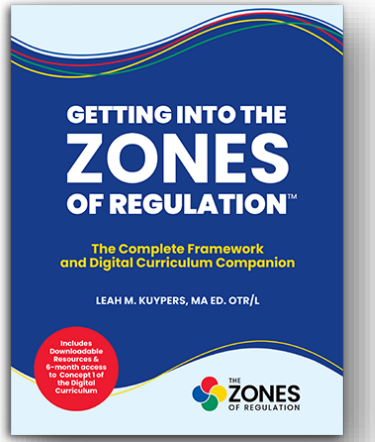
Leah M Kuypers

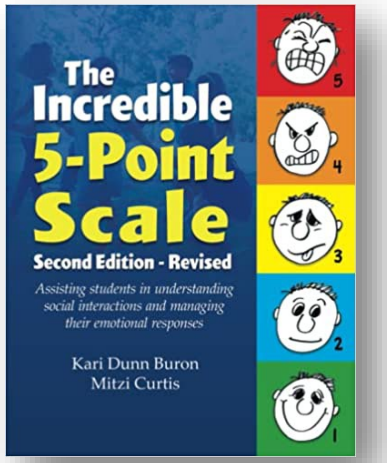
The Five Point Incredible Scale

Kari Dunn Buron

Mitzi Curtis









Resources

Neurodiversity Affirming Schools

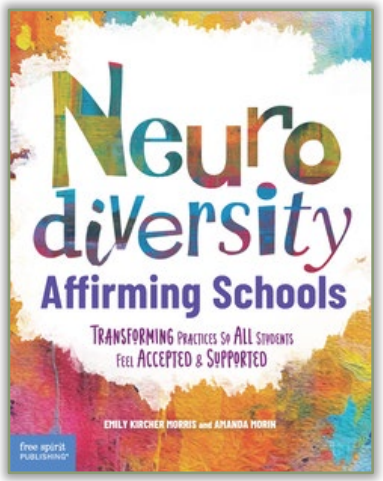
Emily Kircher Morris
Amanda Morin

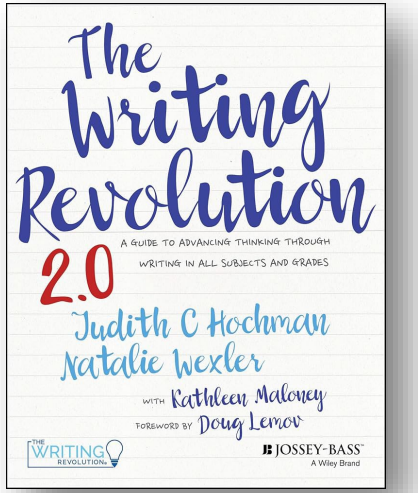
The Writing Revolution 2.0

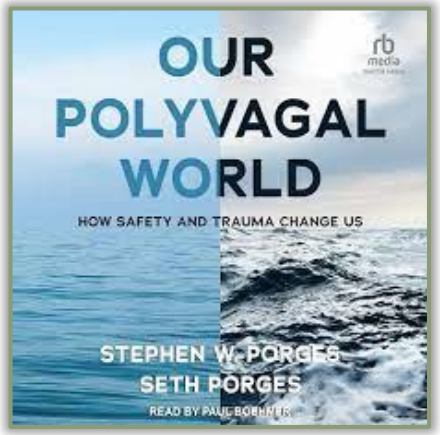
Janet C. Hoffman
Natalie Wexler

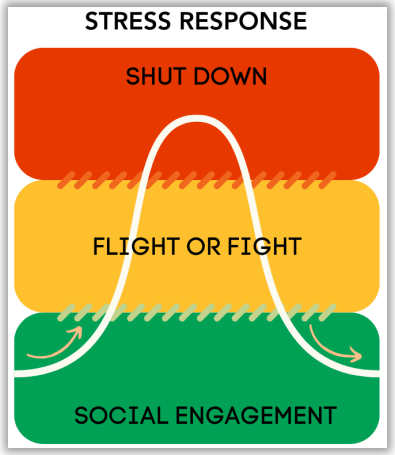
Our Polyvagal World

Stephen W. Porges
Seth Porges









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Put questions in Q & A comments in the chat!

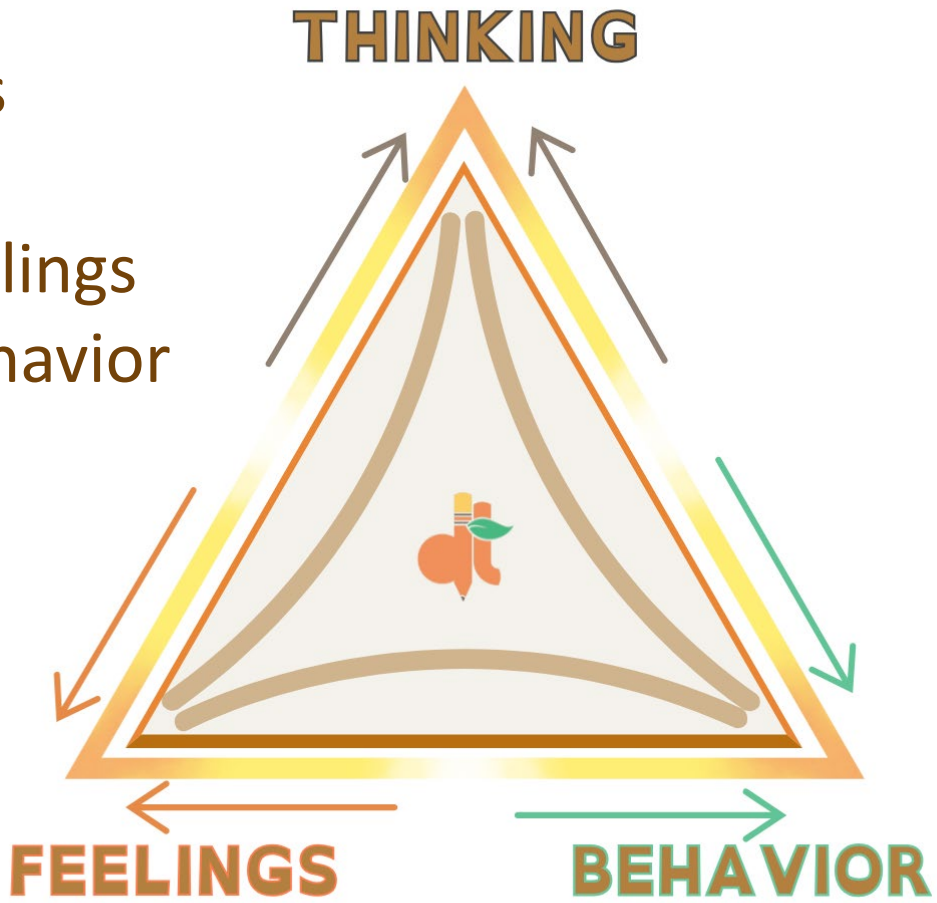
Agenda

Neurodiversity Affirming

- **Visual Support**
- **Student Profiles**
  - **Differentiated instruction**
  - **Accommodations**
  - **Modifications**
- **Coregulation and Learning**

Thinking

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



Change up Thinking

- Visual Supports
- Explicit directions
- Positive self talk
- Differentiate Instruction

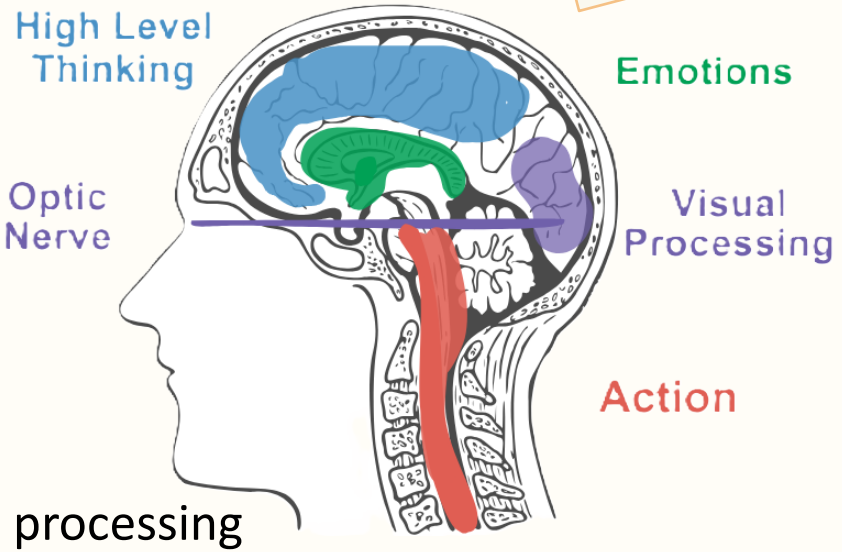
Feelings are improved
(both sensory and emotional)

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

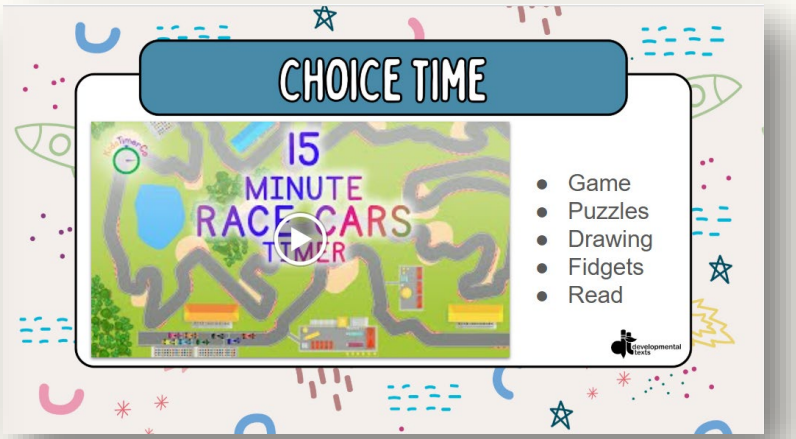


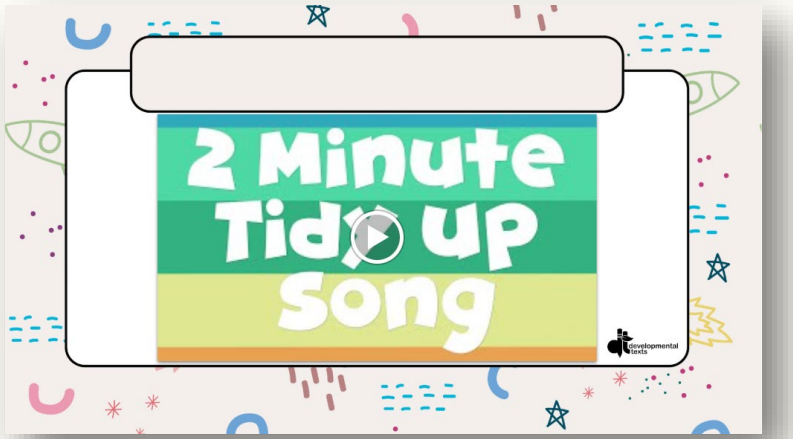


Download and use in the school library!











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

Tips for Gen Ed & Specials Teachers

Meet with the Special Education Teachers and Assistants

- Discuss students Individual Education Plan (IEP) & 504 Plans
  - Goal: be compliant with IDEA (Individuals with Disabilities Act)
  - Get to know the students
- Ages, levels of Support, Behaviors
- Favorite books, School District Curriculum, Class themes, etc.



Connecting the Power of Visuals

Visual Schedule for a Library Class

- 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"

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Accessing the Curriculum Vs. Changing it

An accommodation

- changes the teaching process of the content
- and/or change the method of how the student produces work or shows mastery

The curriculum content is accessed, *and* the content stays the same.

A modification changes

- the content by reducing requirements or using an alternative curriculum
- the pace of the content delivery; if slower, then full curriculum is not accessed
- the teaching process
- the method of how the student produces work; mastery isn't always the goal

The curriculum content may be partially accessed, *or* an alternate curriculum is used.

Accommodation Toolkit Supports Executive Functions

Organization

Planning

Task Initiation

Working Memory

Impulse Control

Emotional Control

Self Monitoring

Flexible Thinking



Link In the CHAT

Reducing Executive Functions

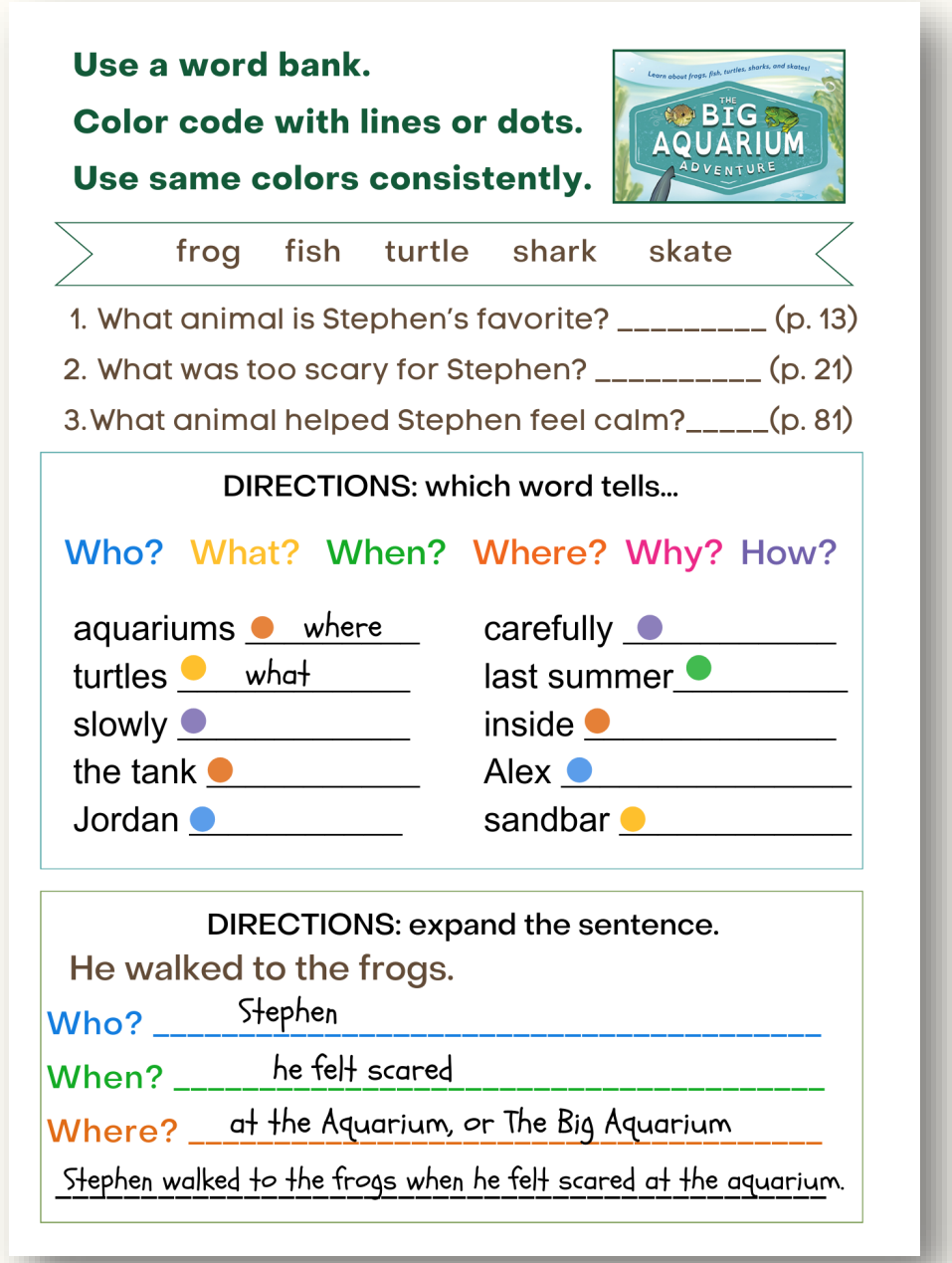
1. Identify the learning objective
2. Identify executive functions to complete the work
3. Make a change to the number of tasks or functions by providing support
4. Create Routines
5. Use visual cues or lists
   - Vision is processed easier than hearing



Scaffolding

1. Include word banks
   - Multiple words for multiple sentences.
   - Two words per sentence
2. Teach students to look back for answers
   - Detective questions; use page number clues
3. Add color to worksheets
   - Increases interest
   - Use the same color every time; boosts memory
   - Use color-coding to give clues to the answers

Note: Reduce or fade supports over time



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.

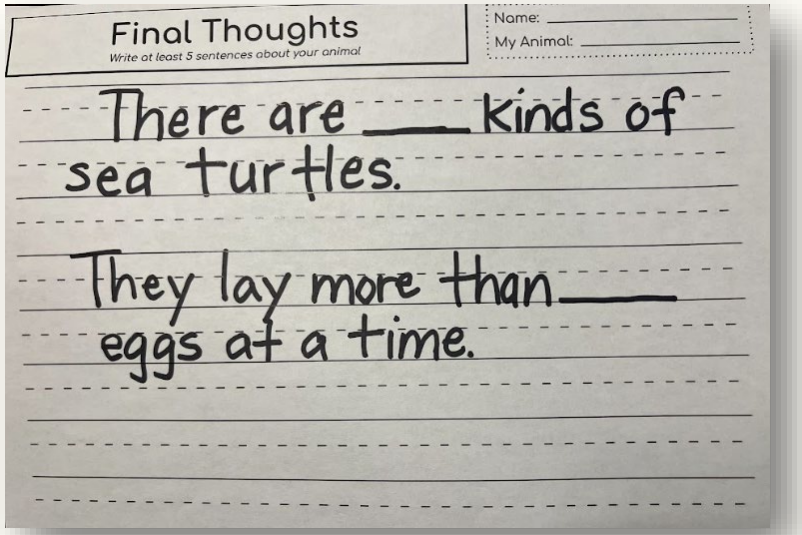
He walked to the frogs.

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.

Scaffolding

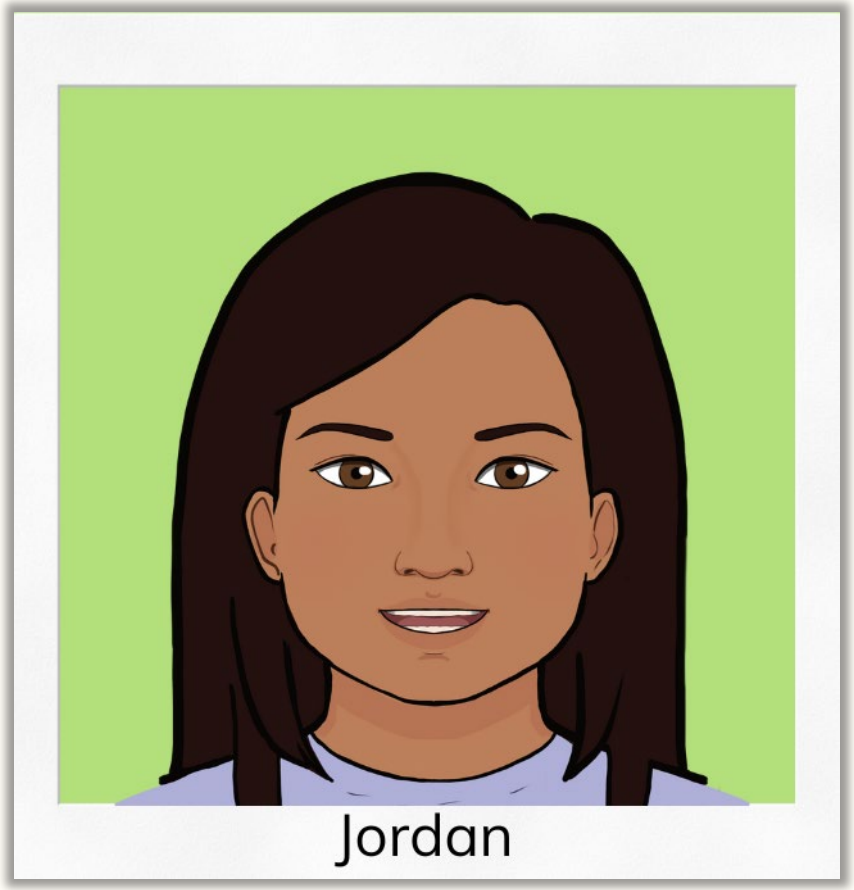
4. Instead of writing whole sentence, provide them with one or two words to add to a pre-written sentence. (fill-in-the-blank)
5. Review sheet: provide answer keys
   - Have student highlight the answers
   - Cut and paste answers from a word bank
6. Tests: reduce the number of multiple choice to two
7. Para scribes for student in notebook
   - Taking notes of teacher's lesson
   - Brainstorming ideas and sentence creation
8. Sentence starters: Stephen felt scared when_____.



Tier 1: Intervention for All *

- **Differentiated instruction** (accommodate content, process, product)
- **Visual supports**
- **Opportunities to vary the response or show mastery**
- **Flexible learning environment**
- Explicit modeling
- Behavior expectations taught
- PBIS Reinforcement
- SEL mini lessons
- Formative Assessment Collaboration

* Align with your school district's policies.



Student Profile: Jordan

Fifth Grader

Likes to do research projects

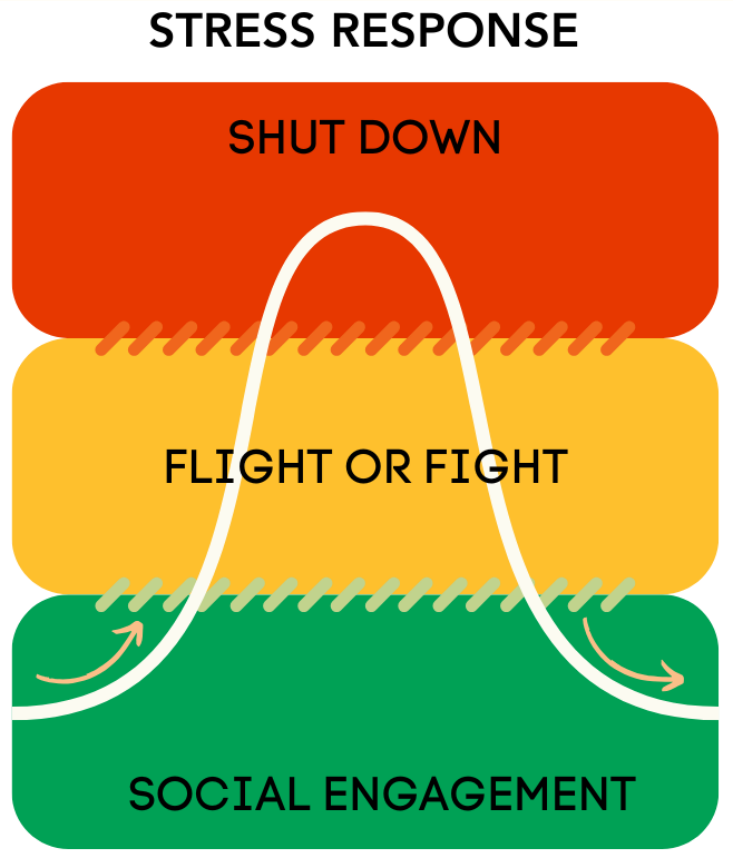
Gifted

Reading level: eighth grade

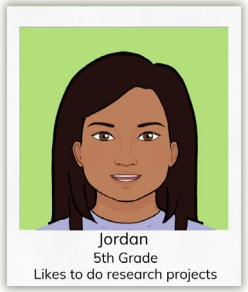
Social and emotional delay

ASD and A.D.H.D





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

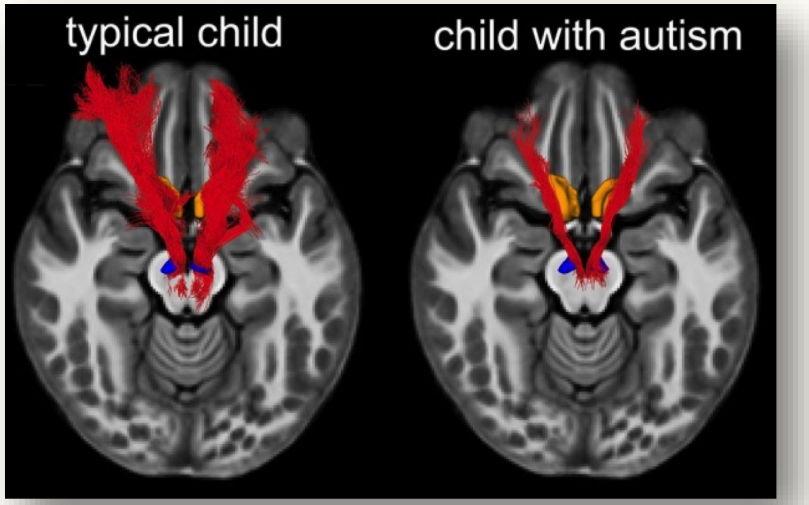
Loses control
- Short period of time
- Tends to blow up after getting home

Jordan benefits from taking breaks and draws pictures.

Language Delays and Comprehension

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

Nation et al 2004



Most neurodivergent youth have language differences:

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





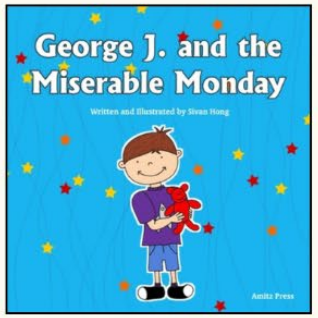
Book Features for Reluctant Readers

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

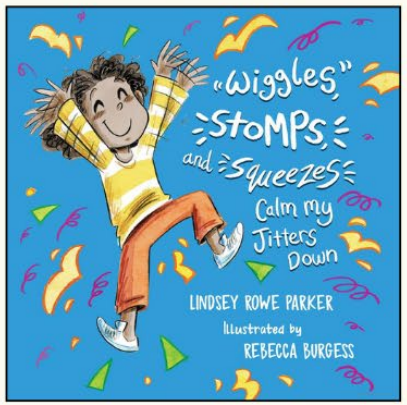
NEURODIVERSE INCLUSIVE BOOKS

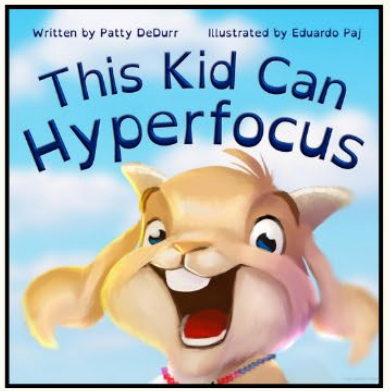
A NOVEL MIND

anovelmind.com

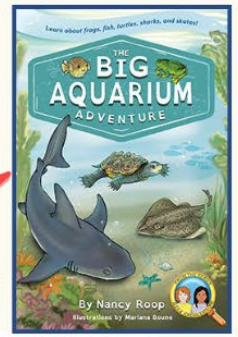


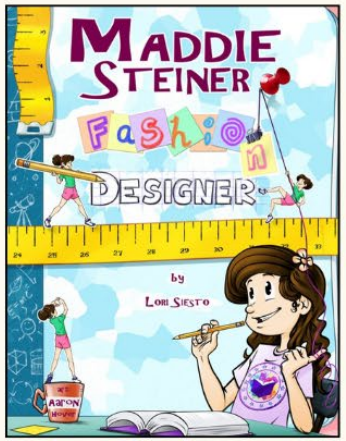
#SPDAuthor



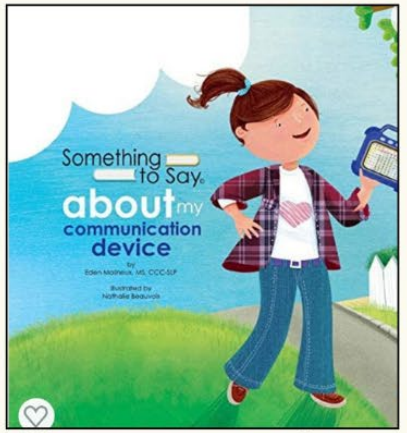


#ADHDAuthor

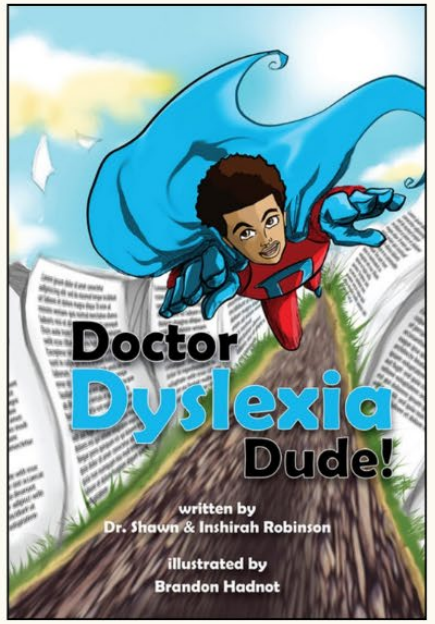




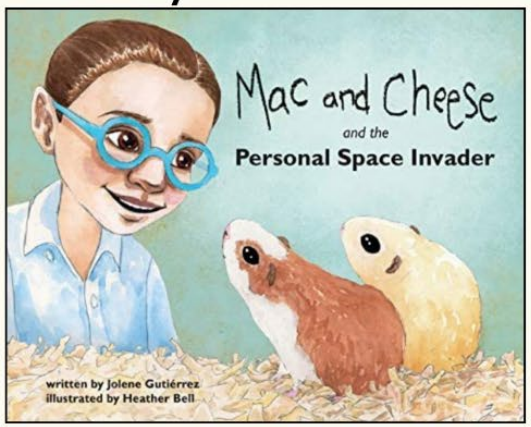
#ASDAuthor



#AACAuthor



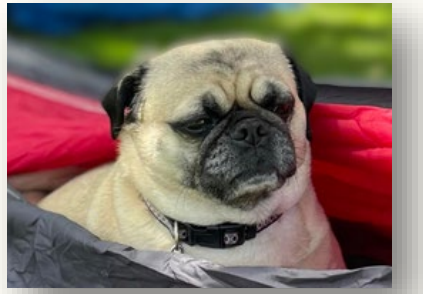
#DyslexiaAuthor



#proprioceptionauthor

Neurodivergent Database

Quick Tip from our Pets!



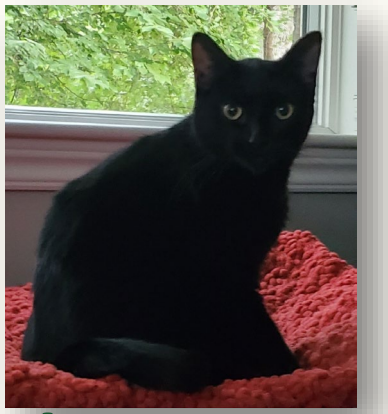


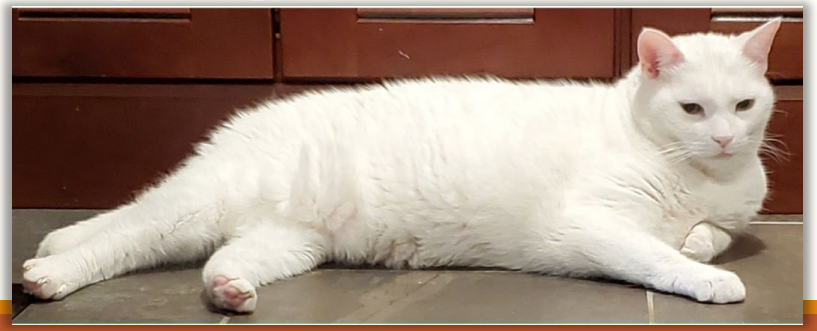
Stephen Porges says: Brains are naturally wired to focus on negative thoughts to keep us safe. Modern brains haven't evolved, yet.





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





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

ENTER TO

WIN

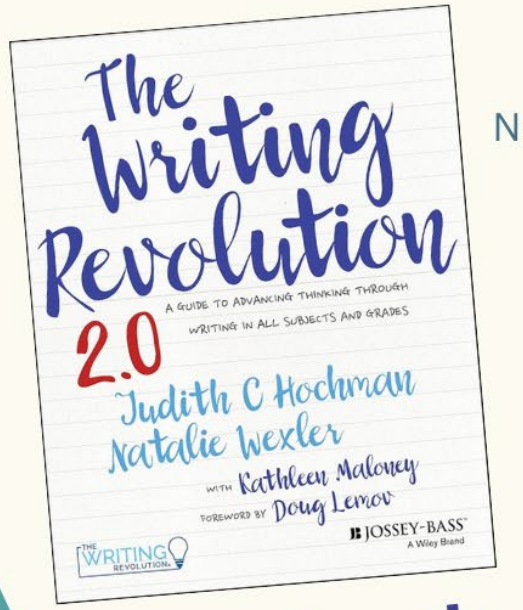
Link In the CHAT



Paperback

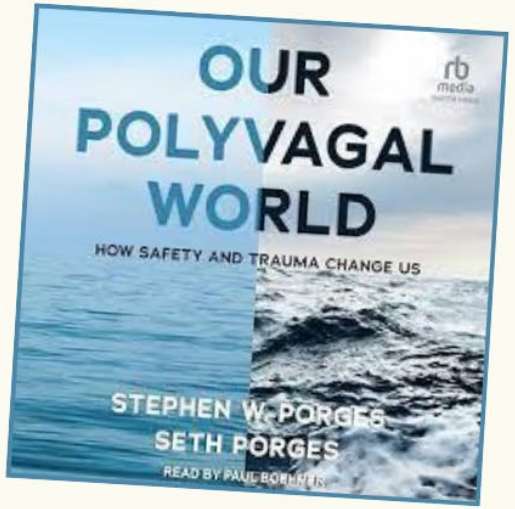
Libro.fm

Audiobooks



Audiobook

Nancyroop.com/resources



Audiobook

Tier 2: Intervention for Some *

- Small-group instruction (accommodate content, process, product)
- Modifications might occur grades K-8 *
- Structured intervention program
- Check-in/Check-out (CICO)
- Behavior skills groups
- SEL groups
- **Home-school logs**
  - **list accommodations for homework**
  - **focus on positive: find one positive everyday**

* Align with your school district's policies.



Student Profile: Alex

Fifth Grader

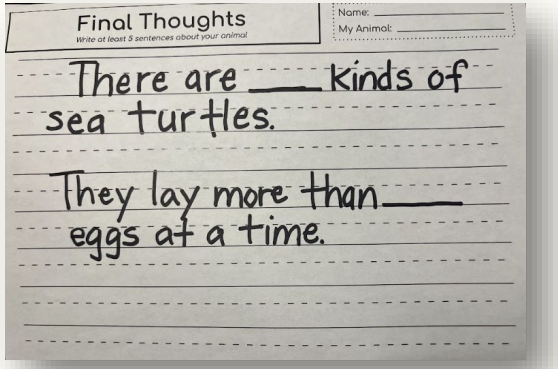
Likes to ask questions

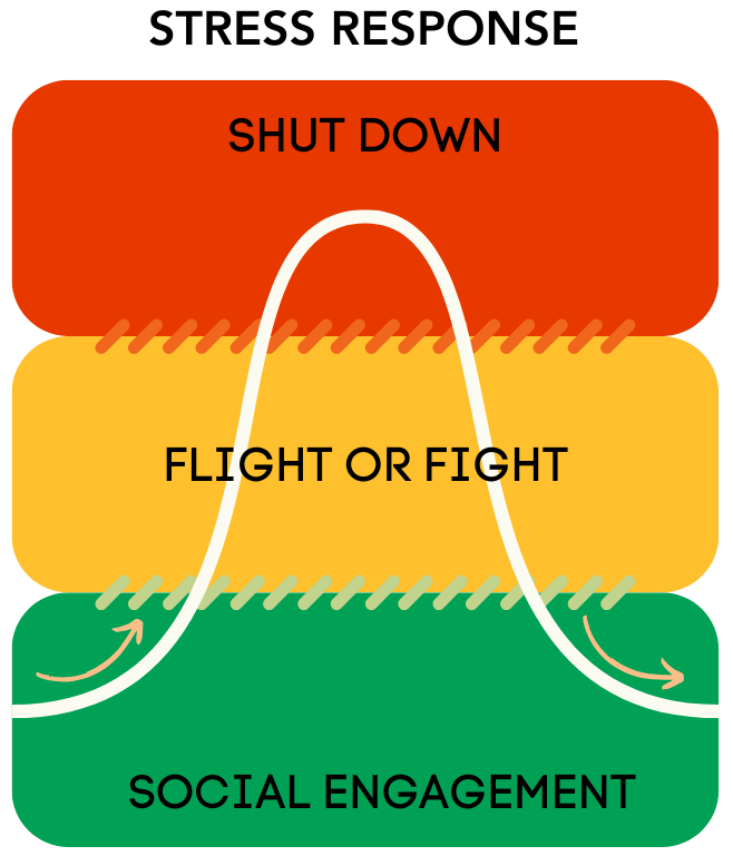
Hyperactive body and mind

Reading level: third grade

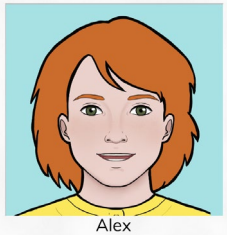
Social and emotional delay

Dysgraphia





Alex



Often in green
- Very social
- Has agency over sensory needs

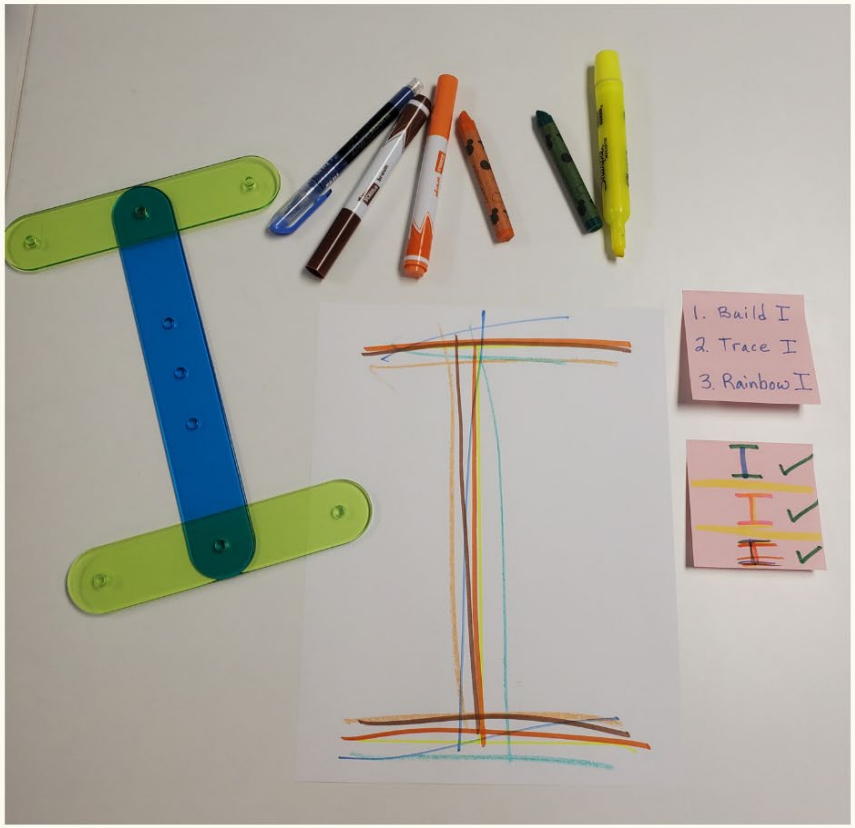
Goes up to yellow quickly
- High demands
- Task switching too fast

Demands continue
- Escalates into red
- 20 minutes until de-escalation

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

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: _____

Writing Templates Supports Reading Comprehension

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

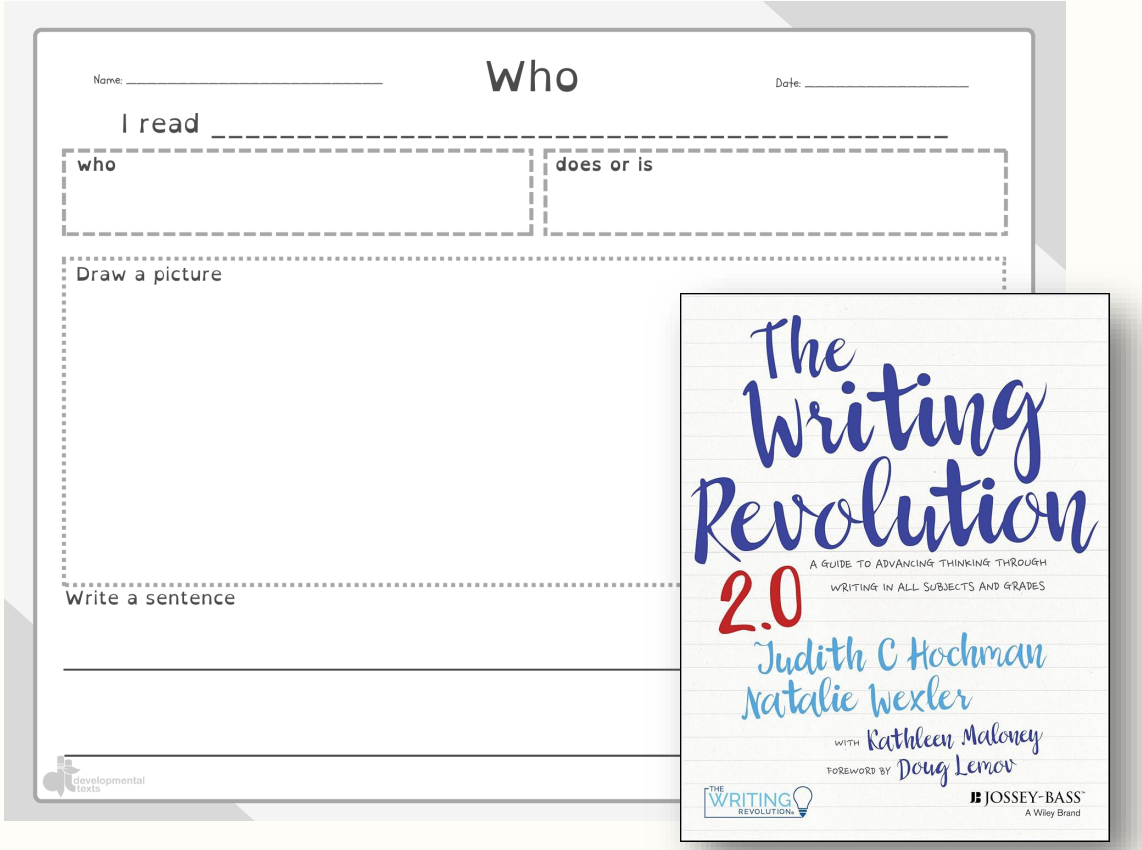
   Who or What does or is

   (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

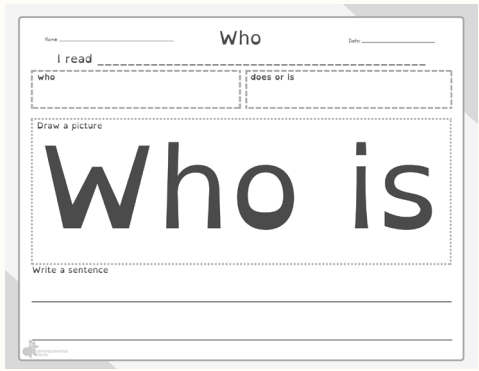


Notetaking Templates
for Teaching Writing Strategies

Link In the CHAT

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



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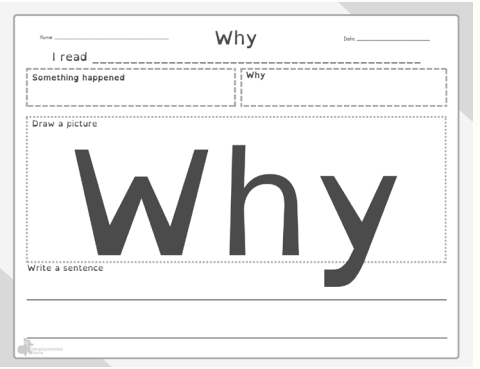
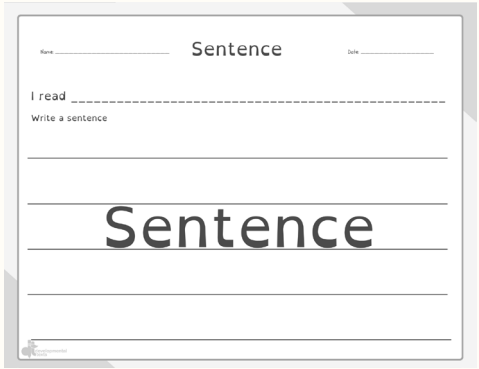
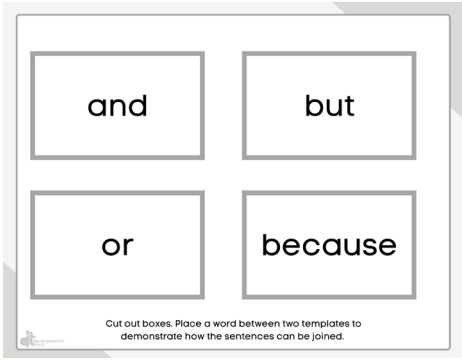






Use templates to organize information across all subject lessons.

Tier 3: Intervention for a Few *

- **One-to one intervention**
- **Modifications to Gen Ed curriculum for access and exposure**
- **Individualized academic intervention**
- May have an alternate curriculum
- Specialist collaboration
- Functional Behavioral Analysis to Behavior Intervention plan (FIB to BIP)
- Increased dosage

* Align with your school district's policies.



Student Profile: Safiy

Fourth Grader

Uses sensory fidgets and chew stick

Hesitant with everything new

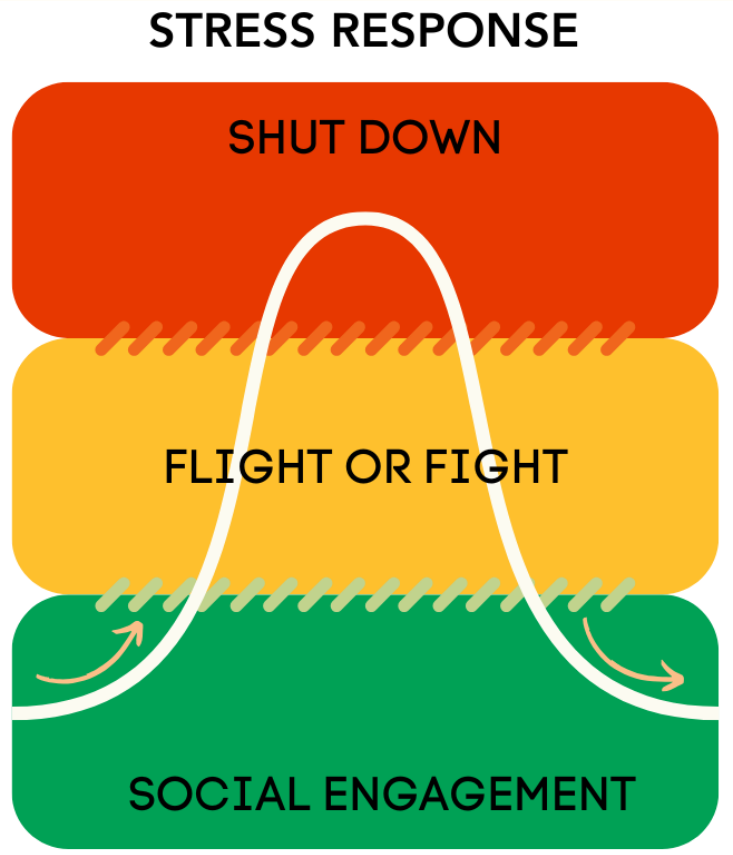
Easily overwhelmed

Reading level: first grade

CPTSD due to unstable home

Level three autism





Safiy



Often hovers near red
- Body feels trauma
- Transitions are hard

Is seldom in green
- Routine schedule
- Favorite activities

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

Safiy needs an educator who is patient and empathetic.

Modified Curriculum Differentiated Instruction

A framework that provides low to high scaffolds to access the general education curriculum.

- Going beyond exposure
- Fosters independence in small increments
- Belonging to the learning community
- Impacts a family's relationship to the student's learning

Hierarchy of supports of the work (usually open-ended strategies):

- Visual Organization: organizers, sentence frames, highlighted info, symbols
- Closed Strategies: sentence stems, fill-in-the-blank, word banks
- Choice Strategies: two-choice word bank, color coding, reduced answer
- Yes/No: written or verbal yes/no responses, response cards, head nods
- Errorless learning; guide the access of correct information

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

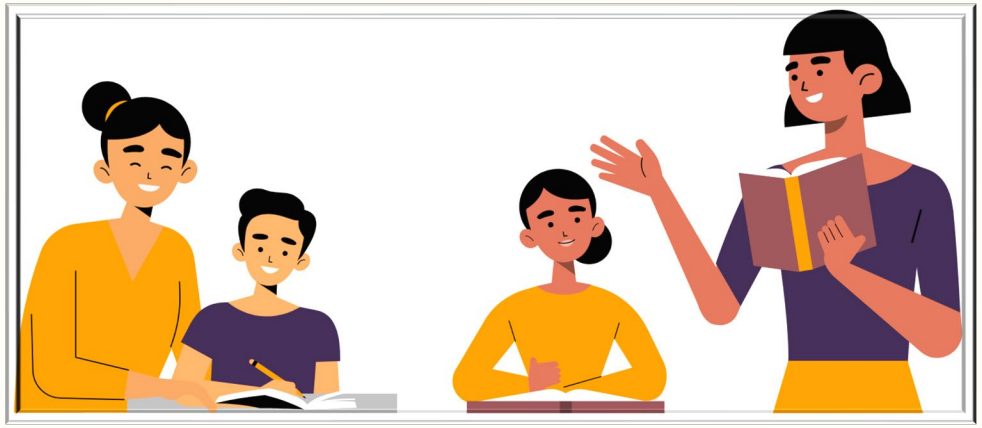
1. Write a word, phrase, or a sentence on lined paper
2. Draw an illustration on plain paper
3. Put pages in binder
4. Read the book after new pages are added
5. Create cover page when book is complete.



Scaffold as needed: sentence choices or outline illustration

Focus on Core Content Standards

The Roop Method



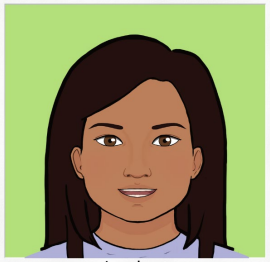
- Easiest content standard in chunks of 2-5 days
- Capitalizes on familiarity and routines
- Builds executive function skills and resilience

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




Safiy

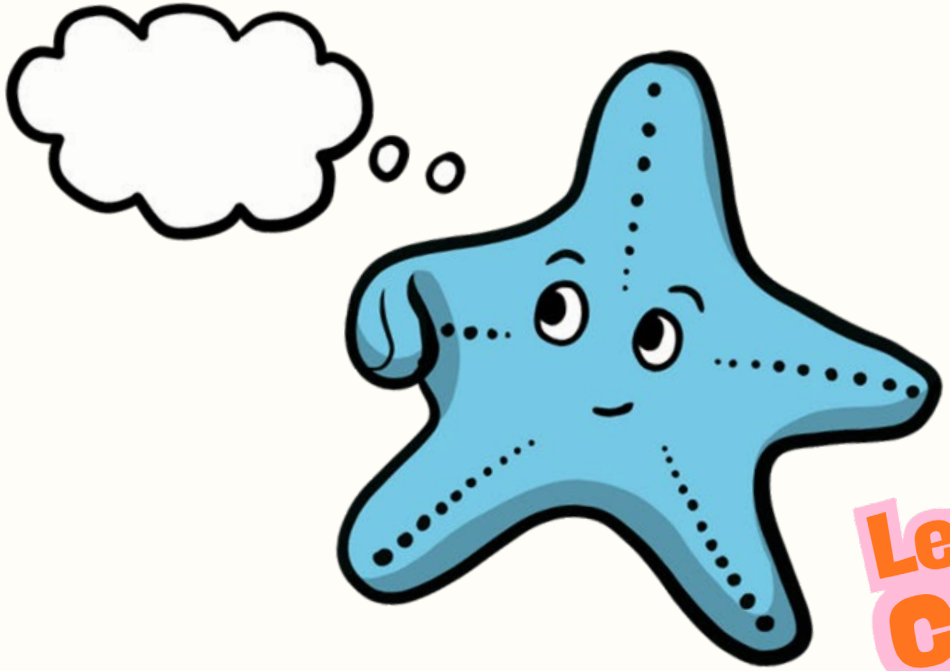
Break


Jordan

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


Alex

Pause and Think About Your Students



Let's chat!

Neurodivergent Learners Thrive with Sentence Templates and Systematic Accommodations!

Agenda

- Neurodiversity Affirming
- Visual Support
- Student Profiles
  - Differentiated instruction
  - Accommodations
  - Modifications
- Coregulation and Learning

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/

Link In the CHAT

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

<u>Younger students:</u>

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

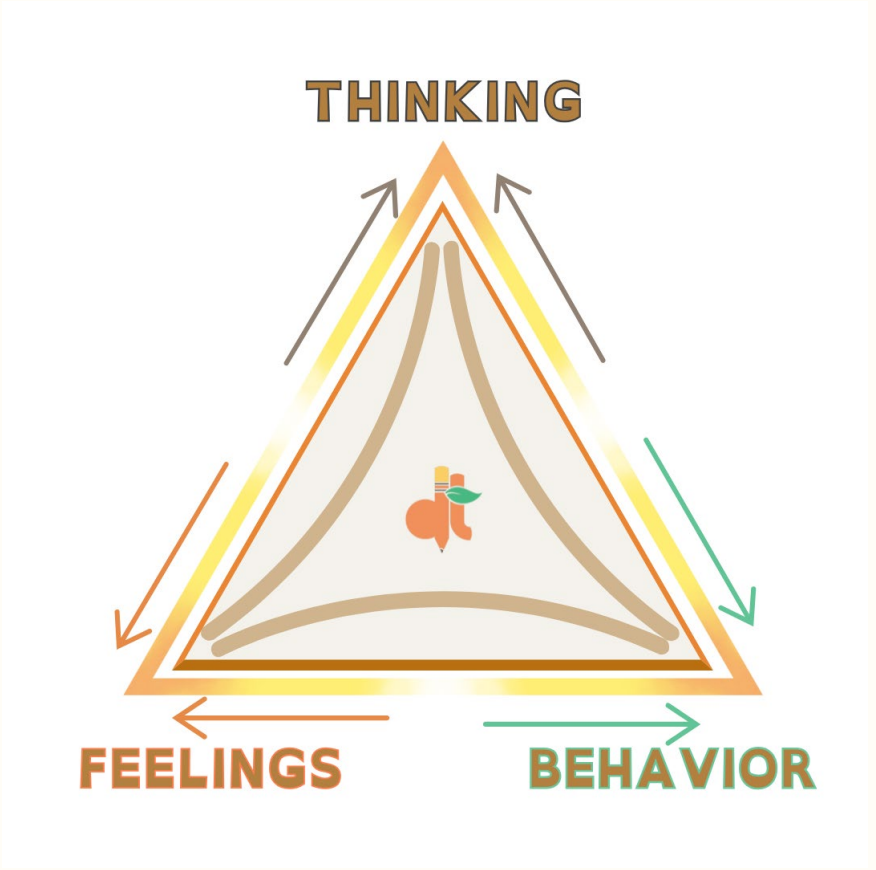






Emotional Regulation Takes Attention and Energy!





Our calm response can help students regulate.

- **Check in with a feelings chart**
- **Stay calm and empathetic**
- **Use clear, simple directions**
- **Offer a fidget or break**
- **Give time to respond**



Empathy is our foundation

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

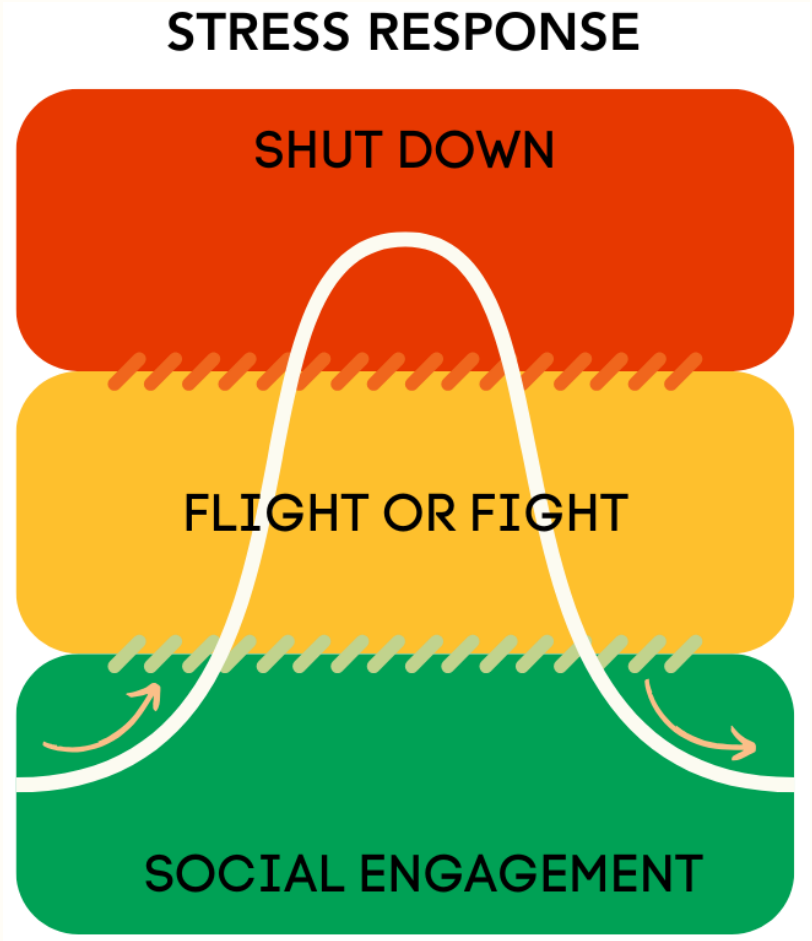






Co-regulation





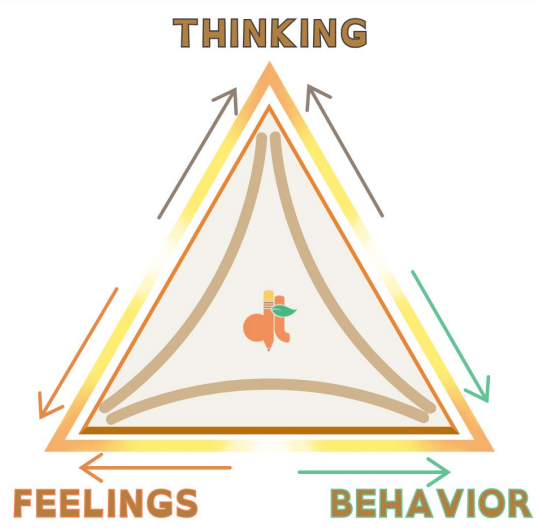
Polyvagal Theory

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

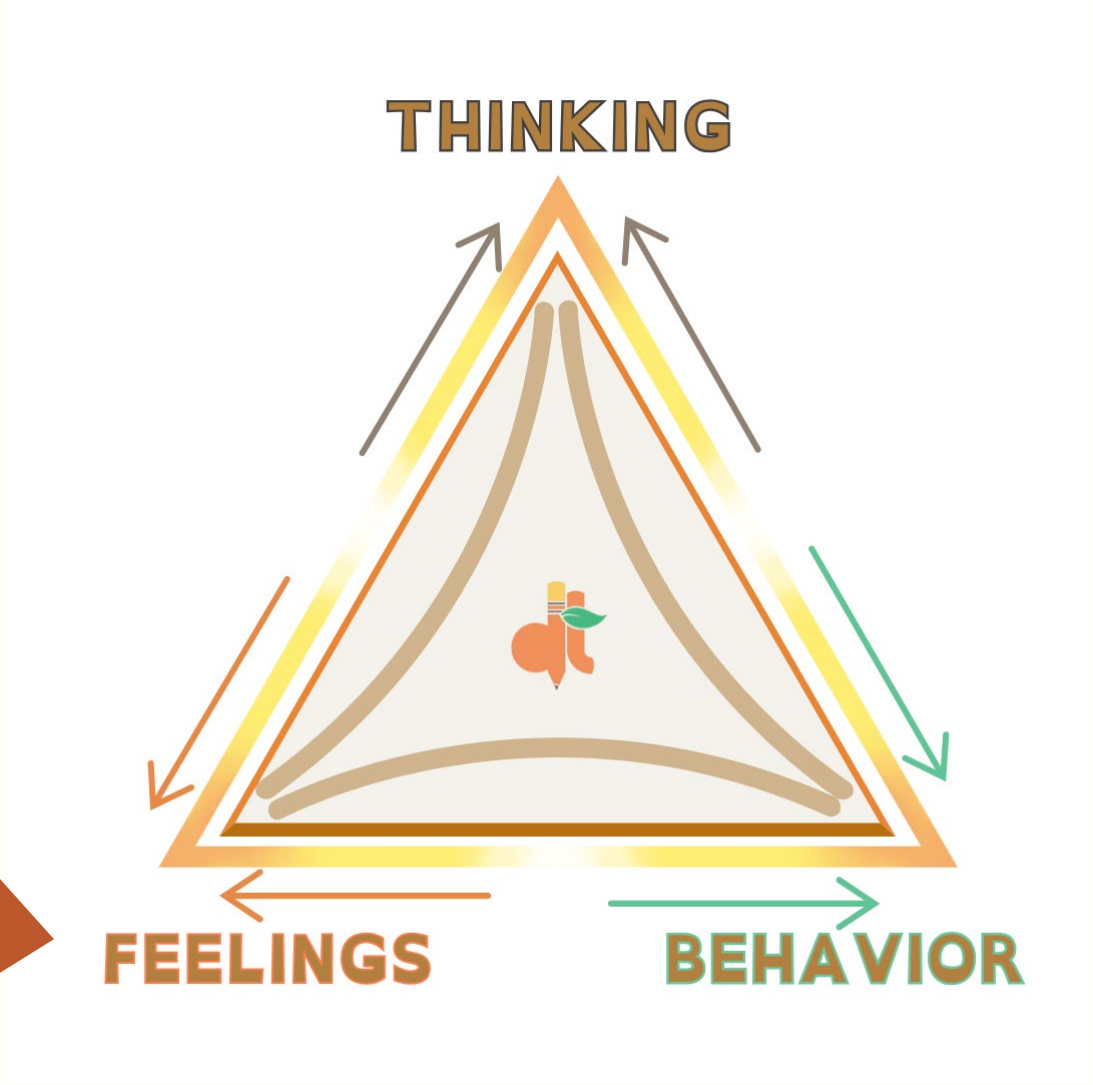
- Environment
- Emotionally
- Physically (sensory)



When feelings and behavior are regulated, learning is possible!

Feelings

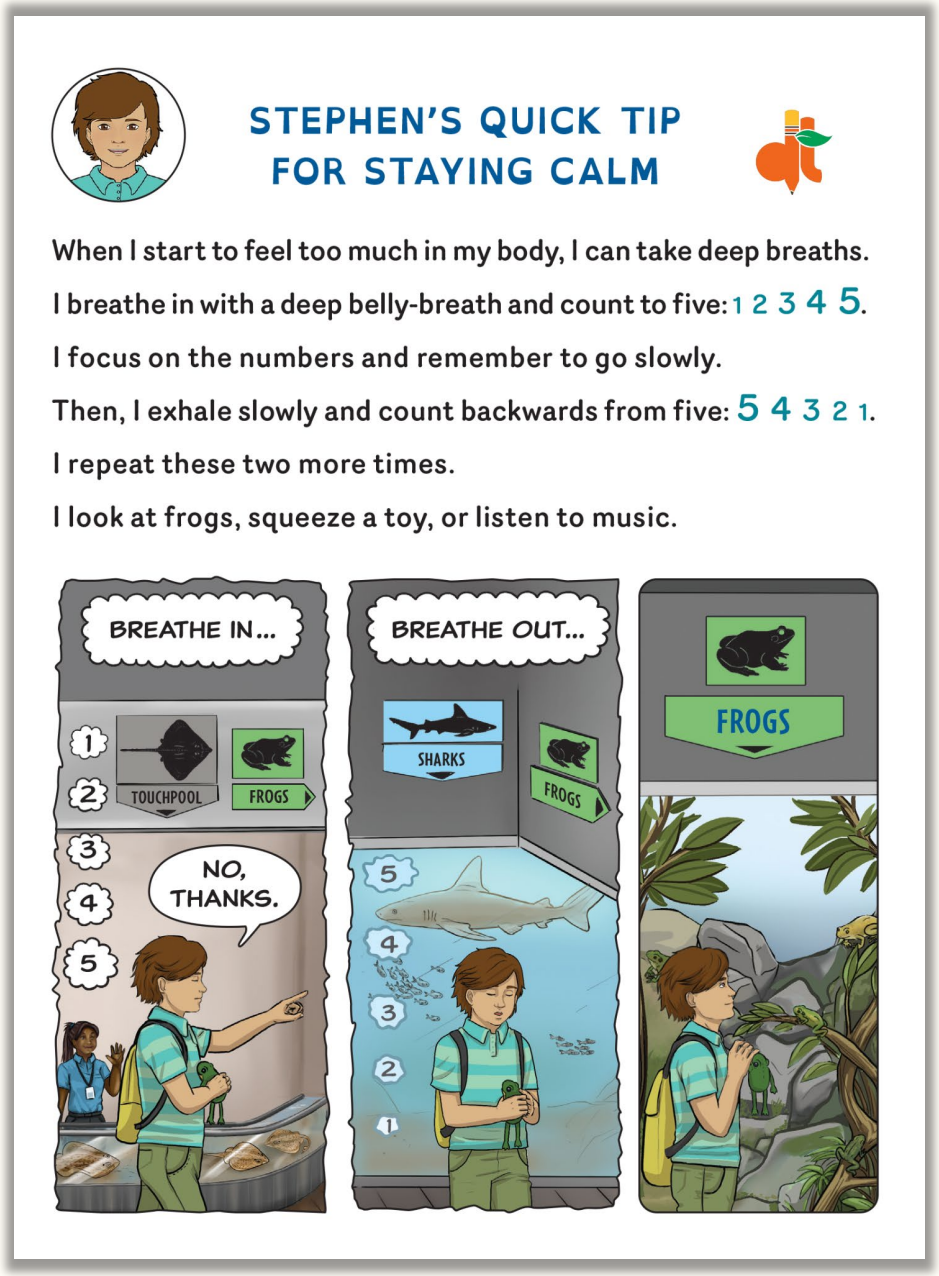
- Physical: internal & external
- Sensory : 8 senses
- Emotional



Improve Sensory Input

- Visual supports
- Music, rhythm regulates
- Deep Breathing

Then thinking and behavior improves.

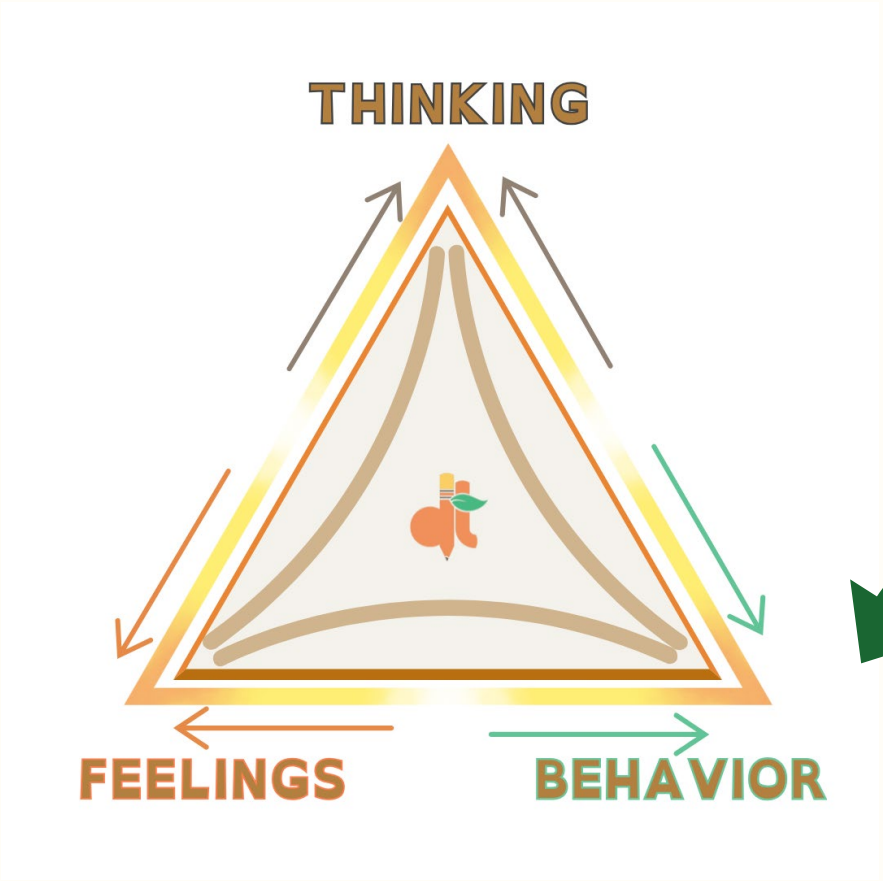


Deep Breathing

- Breathing and mindfulness calms the vagus nerve
- Practice with students when they are regulated
- Card: Stephen's Quick Tip for Staying Calm
- Print and laminate
- Print a poster size for comfort or sensory room

Behavior

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



Change up behavior

- Stand instead of sit or add movement
- Reduce expectations
- Break at desk or calming corner

Then thinking and sensory improves.



Movement

Walking helps regulate the Vagas Nerve

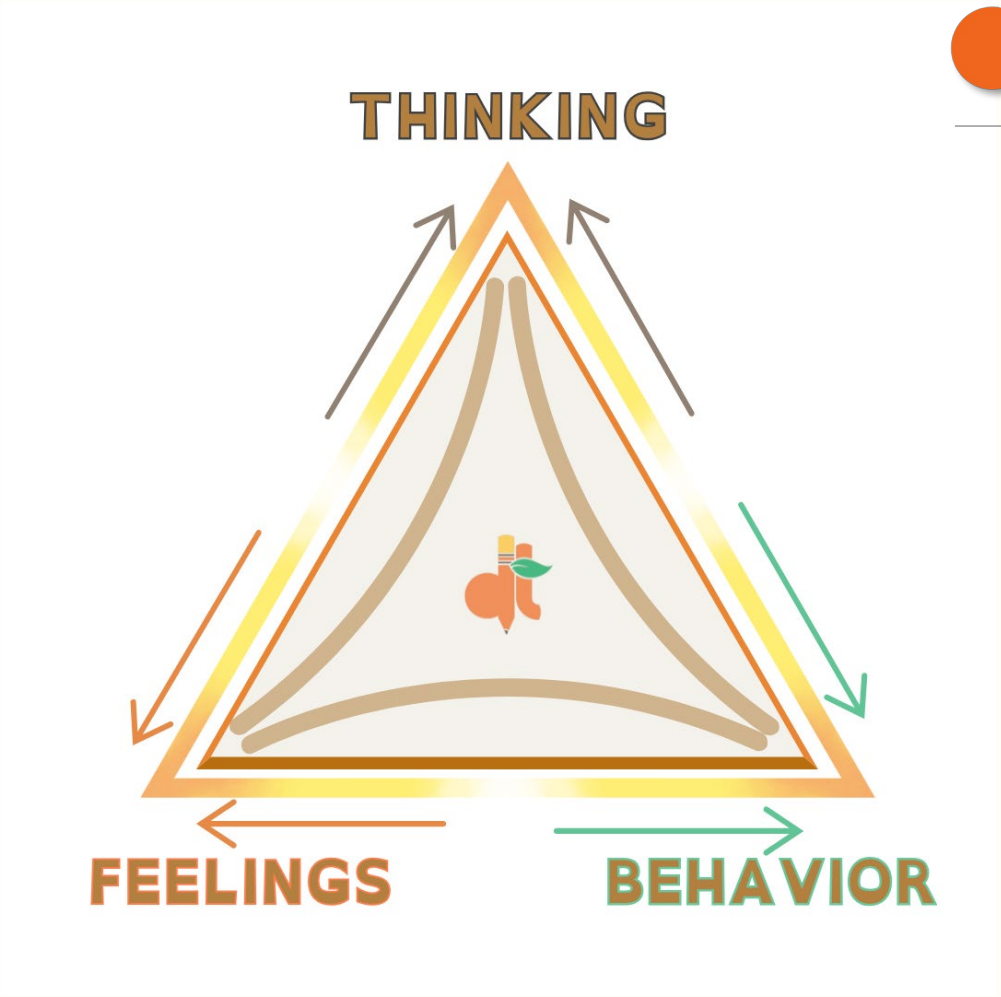
- Bilateral Stimulation
- Cross midline: eyes are sweeping
- Other area with different sensory input

All movement outside is optimal

- Natural sensory input

Occupational therapist prescribed activities

- Activating vs. deactivating



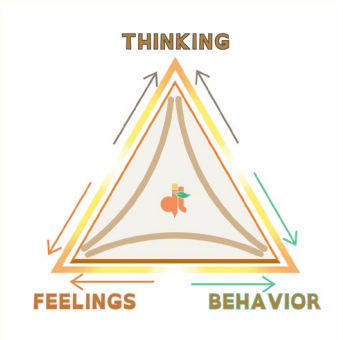
TFB Triad Summary

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

Feelings
- Physical: internal & external
- Sensory
- Emotional

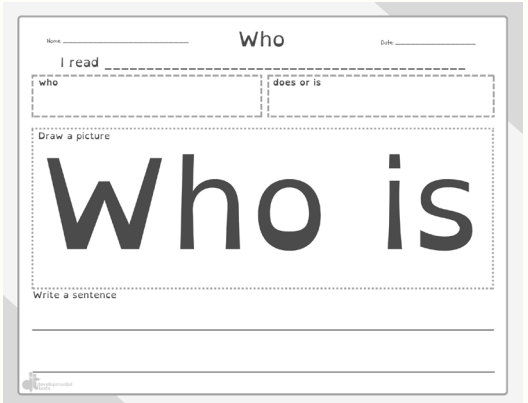
Behavior
- Physical actions
- Behavior choices in action
- Stress response / impulsive reactions







Link In the CHAT



Learning Takeaways:
Four Things You Can Do Tomorrow

1. **Coregulate:** provide empathy and support (download TFB framework card)
2. **Use visual** agendas, timers, sensory options
3. **Accommodate a Lesson** (download the Take Back to Class Accommodation Guide)
4. **Use a Writing Template** after a read aloud

Resources

OCALICONLINE 20 Years

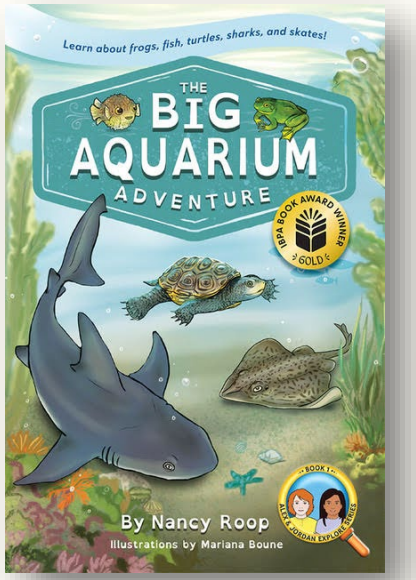
Nancy@DevelopmentalTexts.com

Megan.cavanaugh@detroitk12.org

Link In the CHAT

Get an Occasional newsletter

- Chance to win a book
- Quick Tips for ND Readers
- Advance reader copies of new books





Access Slide Deck, Accommodation Guide, and More!

- nancyroop.com/resources

Thank you for being here!

Neurodivergent Learners Thrive



Extra Slides are Next!

- Neurodiversity Affirming
- Visual Support
- Student Profiles
  - Differentiated instruction
  - Accommodations
  - Modifications
- Coregulation and Learning

Neurodivergent Learners Thrive with Sentence Templates and Systematic Accommodations!

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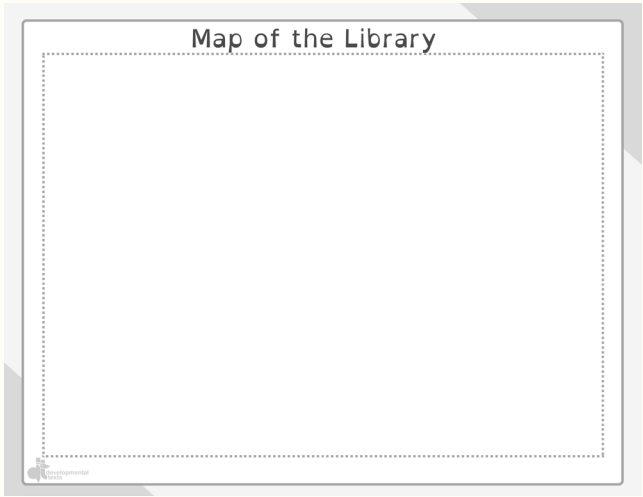
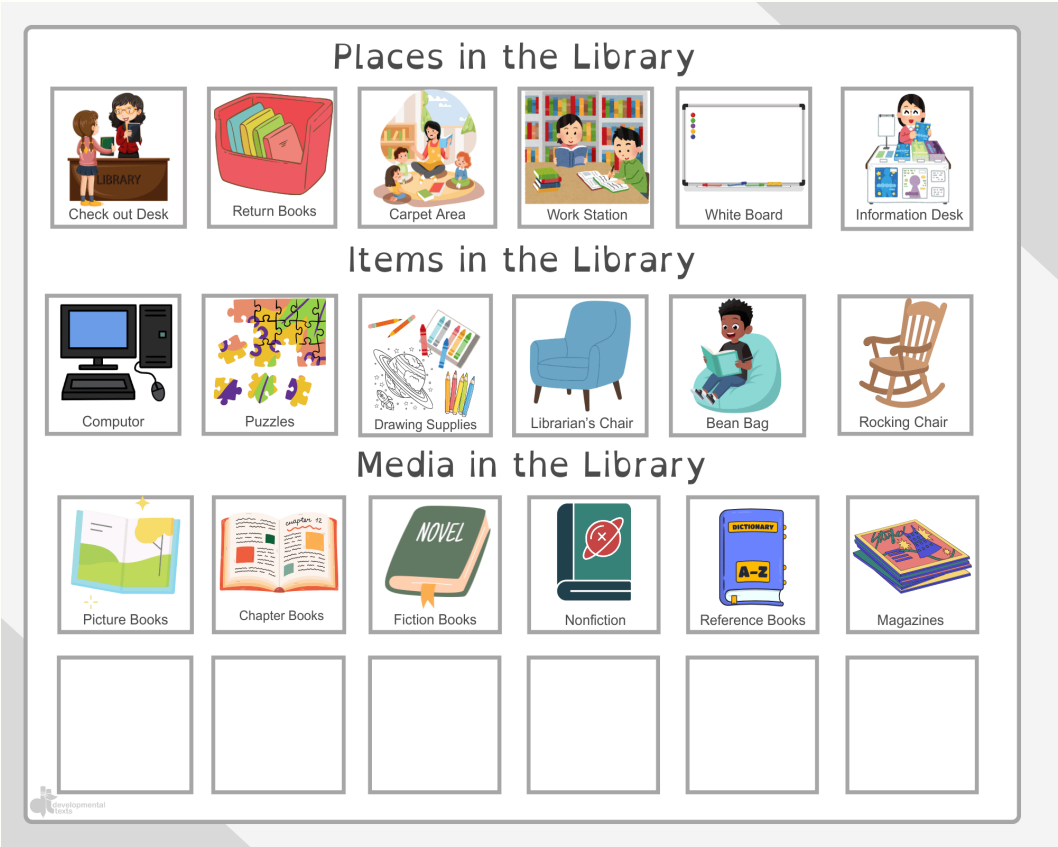
Map Activity

Students get to know the library with an adaptive map



- Draw the floor plan
- Students cut & glue



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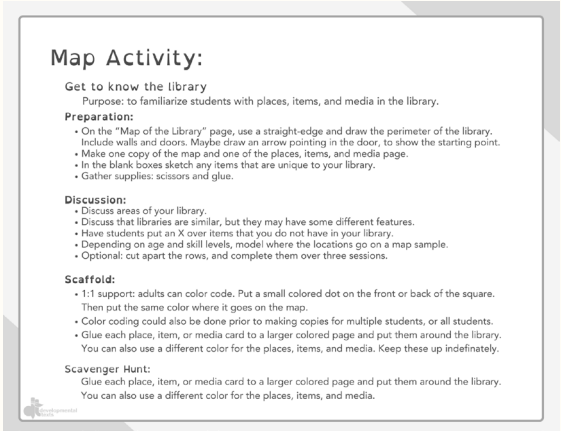


Map Activity:

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:

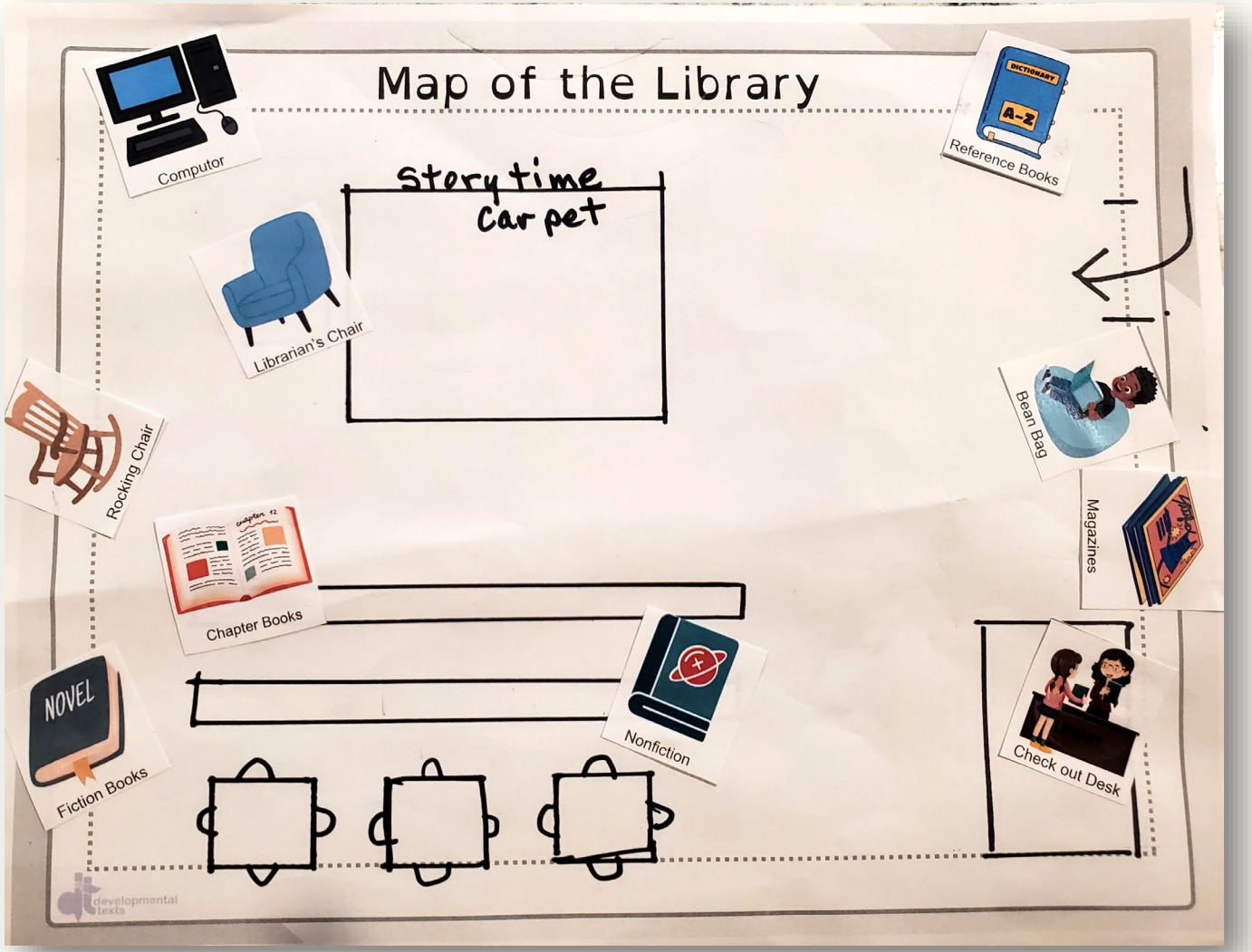
- 1:1 support: adults can color code. Put a small colored dot on the front or back of the square. Then put the same color where it goes on the map.
- Color coding could also be done prior to making copies for multiple students, or all students.
- Glue each place, item, or media card to a larger colored 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.

Scavenger Hunt





Accommodations:

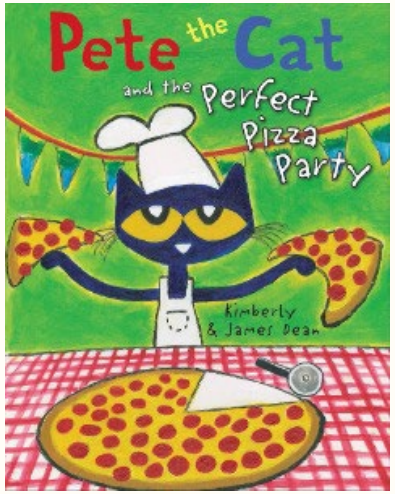
- Color code
- Do one row per week

Nancyroop.com/resources

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]

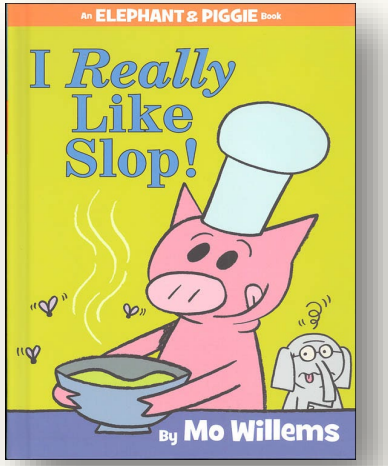




Level 3: Activity for Elementary

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



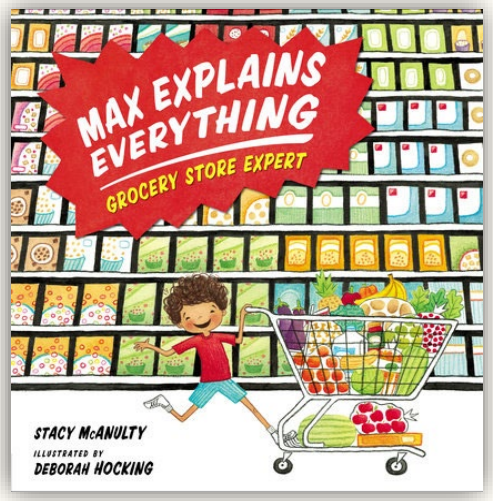
Elephant and Piggie's
I Really Like Slop
Video with Mo Willems



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

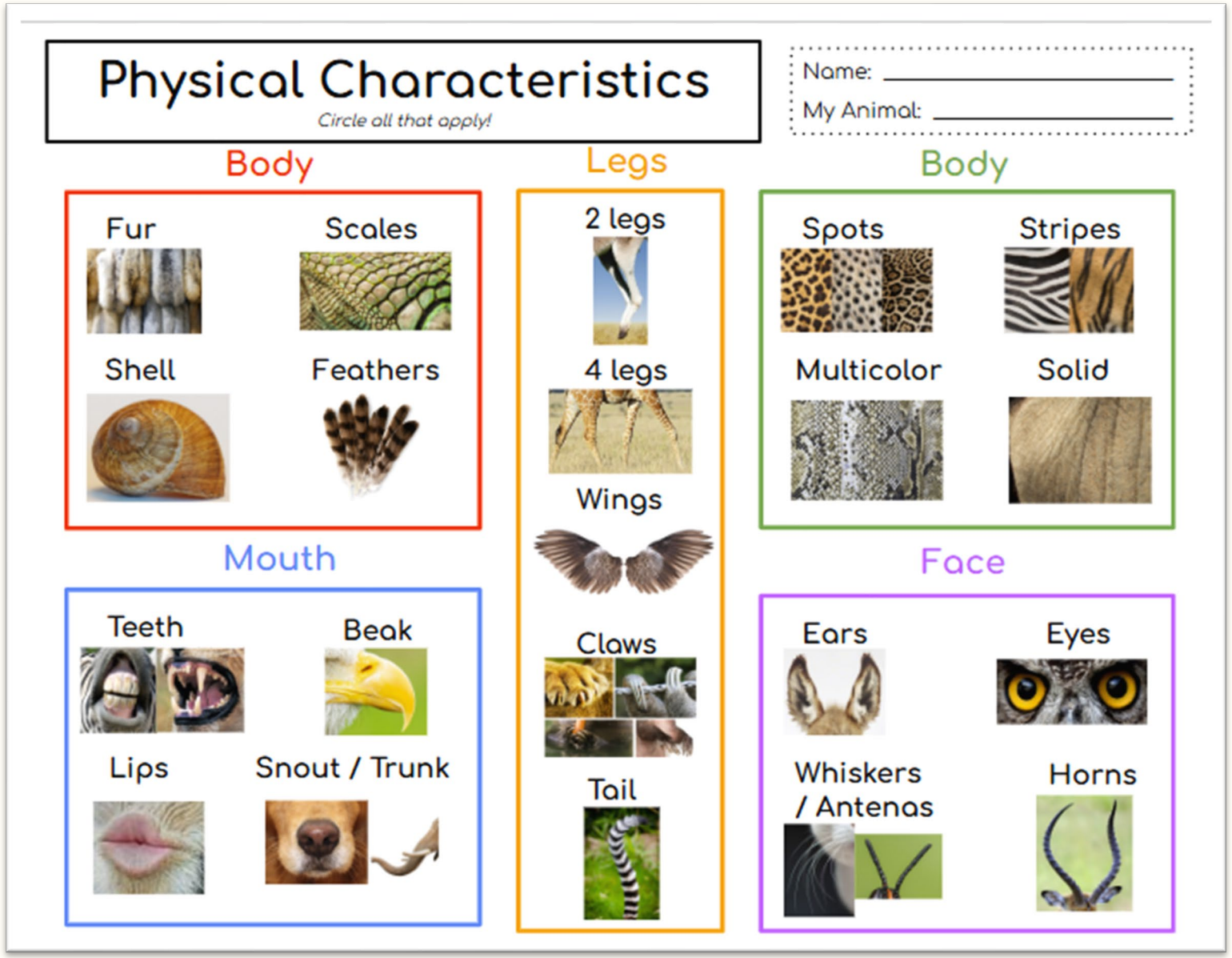


Max Explains Everything; Grocery Store Expert

Red Wolf

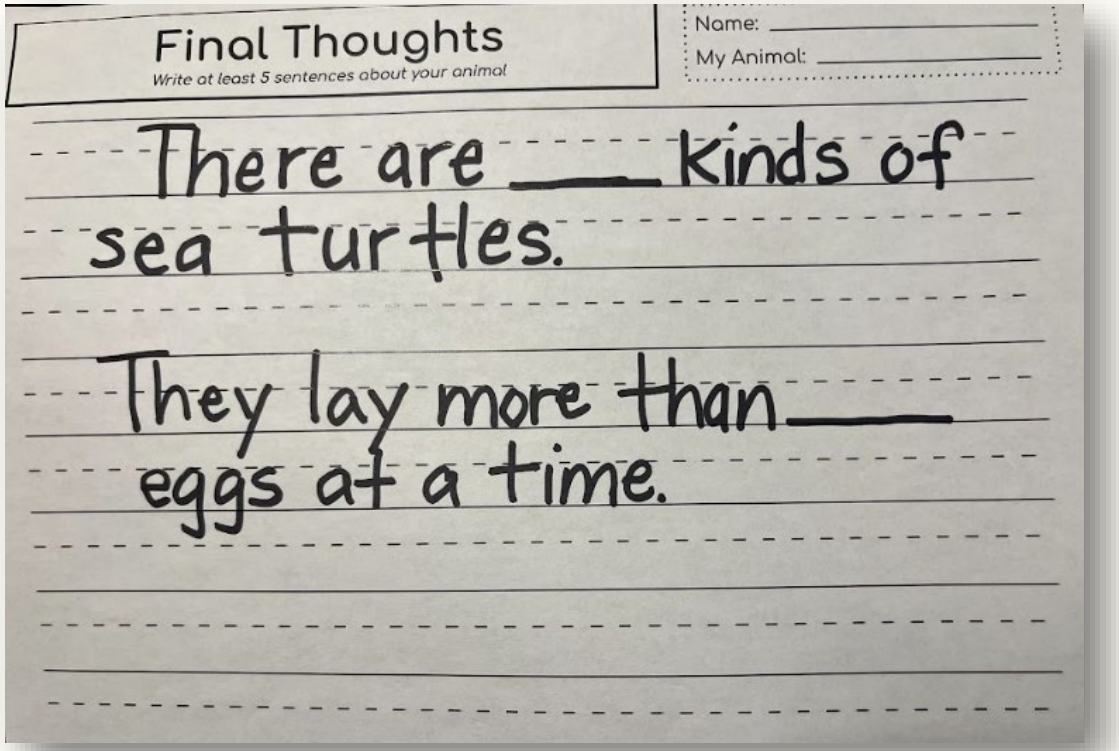
Endangered Animal Research project:

- 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:

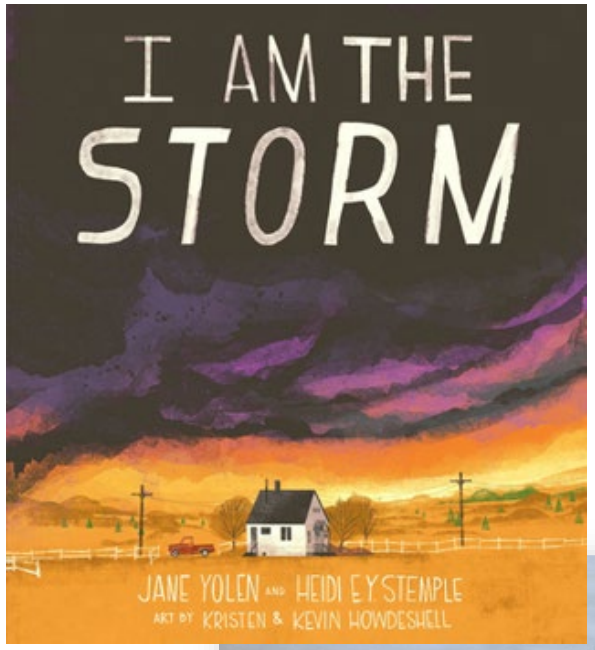


- Student choose an animal from a preselected group
- Use the Enchanted Learning & Teachers Pay Teachers website (re: embracing special) to create a "Read and Response Booklet"
- Print out basic facts of the animal.
- Read animal facts and student fills in the blanks using the facts.

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

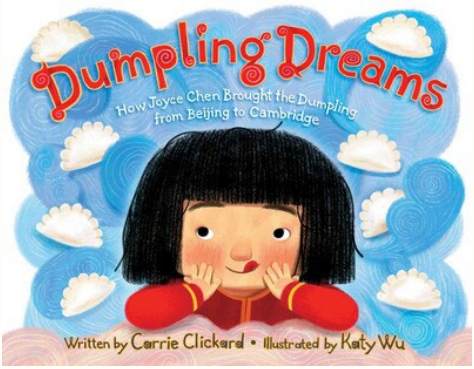


Level 3: Activity for Middle/High



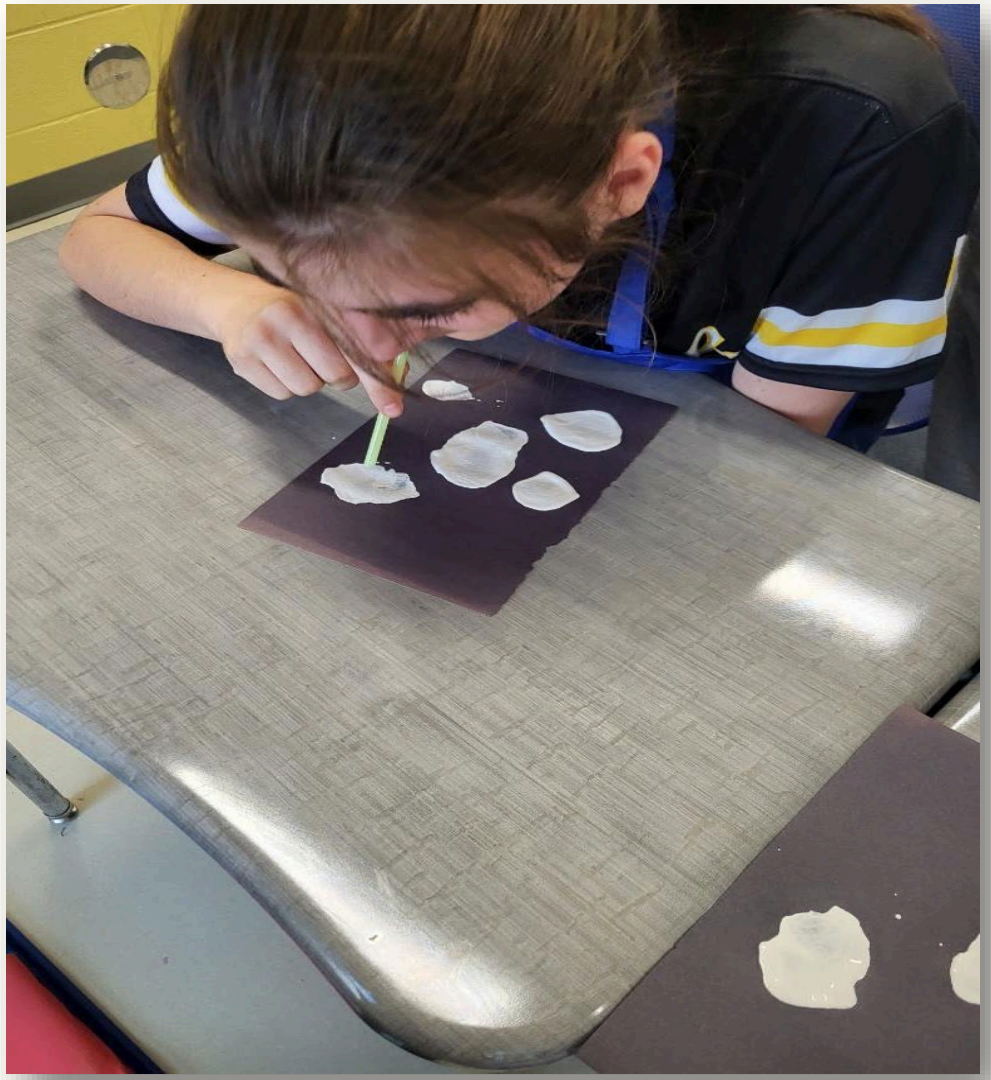
Student Craft Activity

- 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

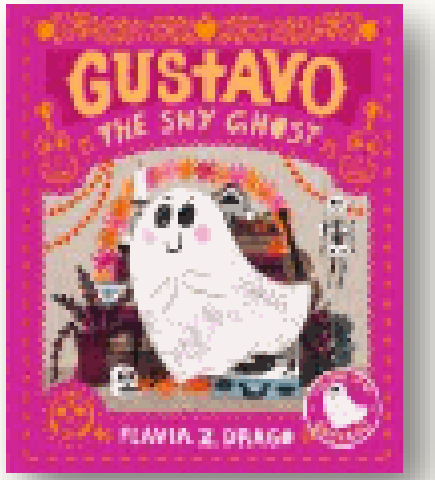
(Diversity and Lunar New Year)



Level 3: Activities for Middle/High

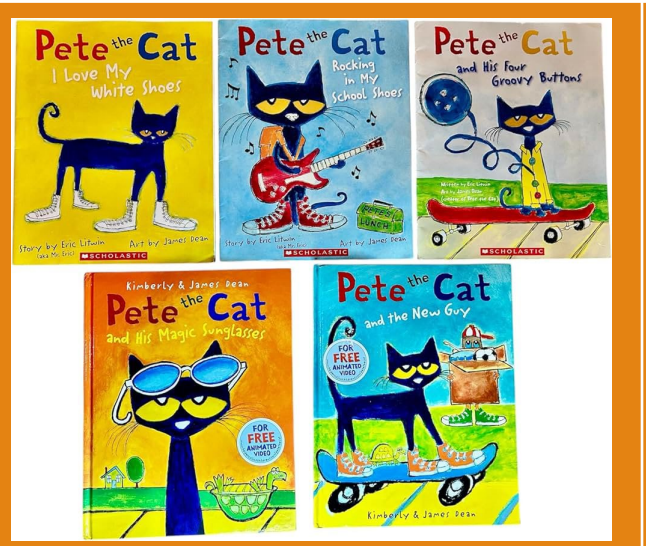
Student Art Activity

- 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



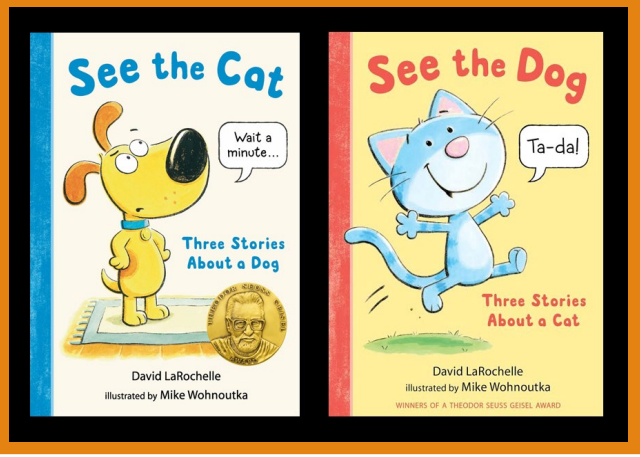
Gustavo the Shy Ghost
(Spooky Fun)

Recommendations:

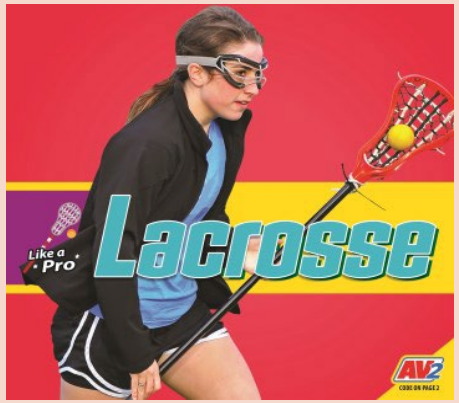




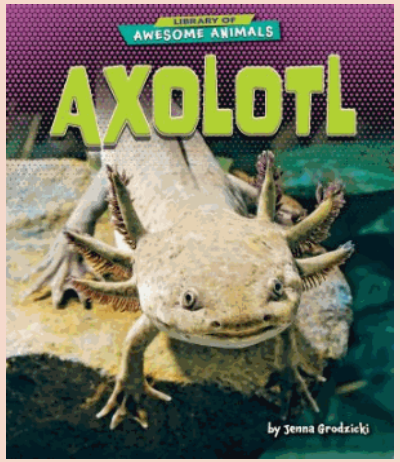
David LaRochelle series



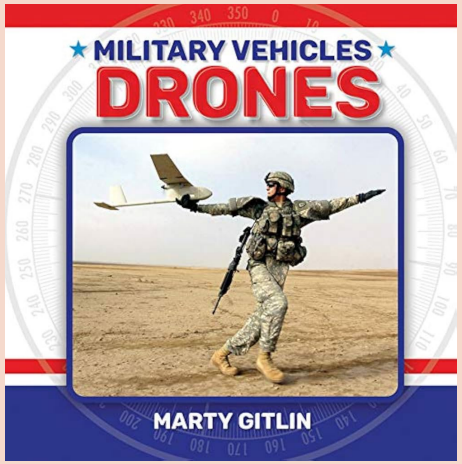
Lacrosse by Jessica Coupe'



Axolotl by Jenna Grodzicki



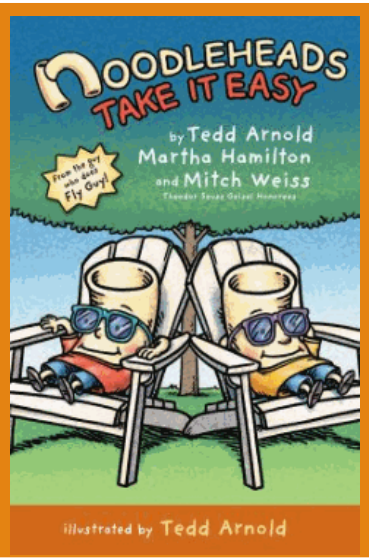
Drones by Marty Gitlin



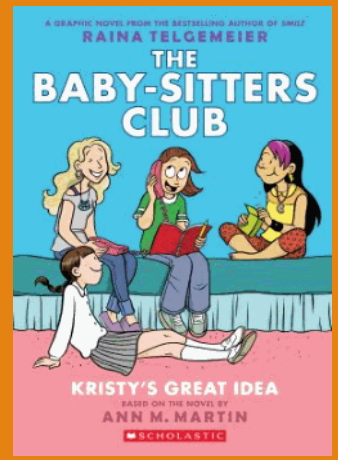
Series Recommendations:

Out of My Mind
by Sharon Draper

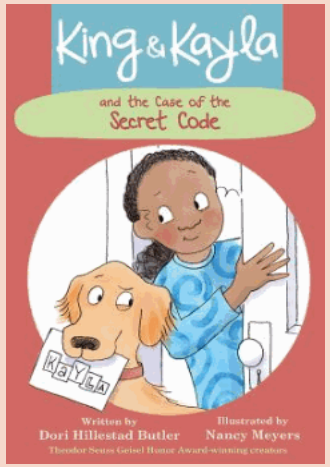




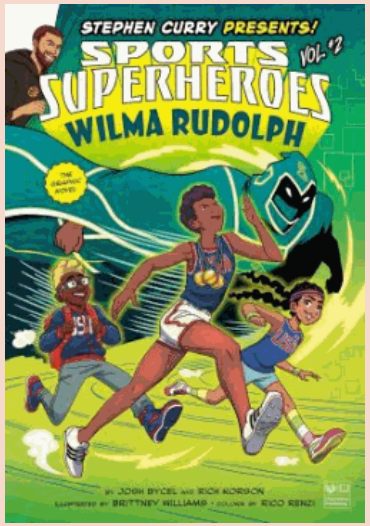
Baby Sitter Club series



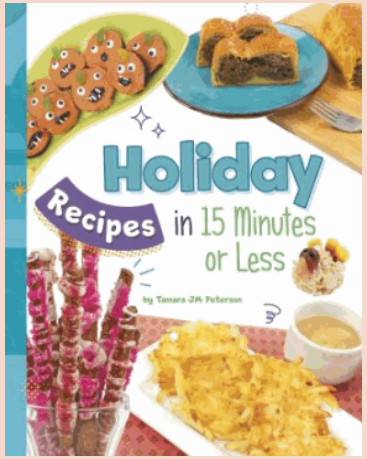
King and Kayla series



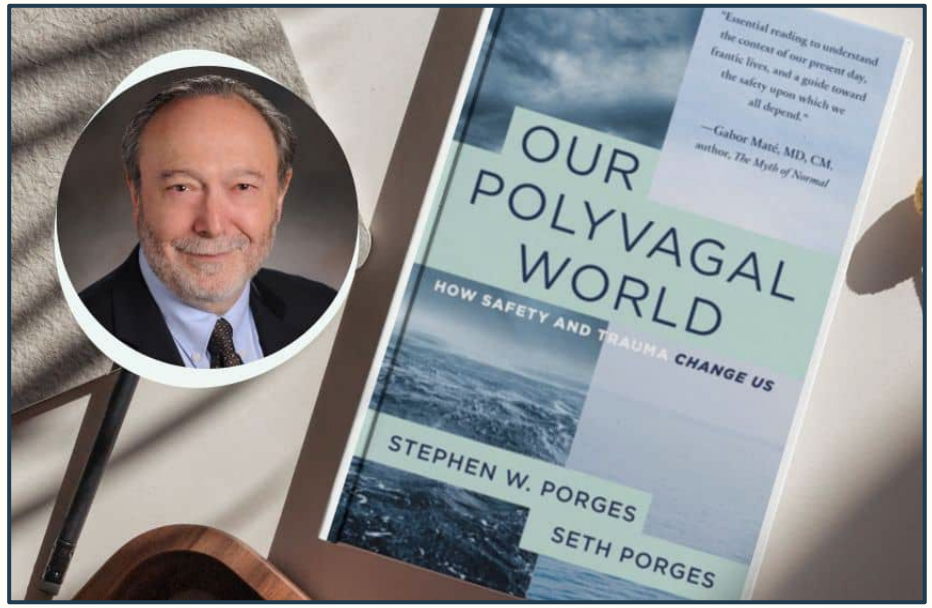
Sports Superheroes



15 Minutes or Less Series



Polyvagal Theory by Stephen Porges



PVI | polyvagal institute

Neuroception: the body's automatic ability

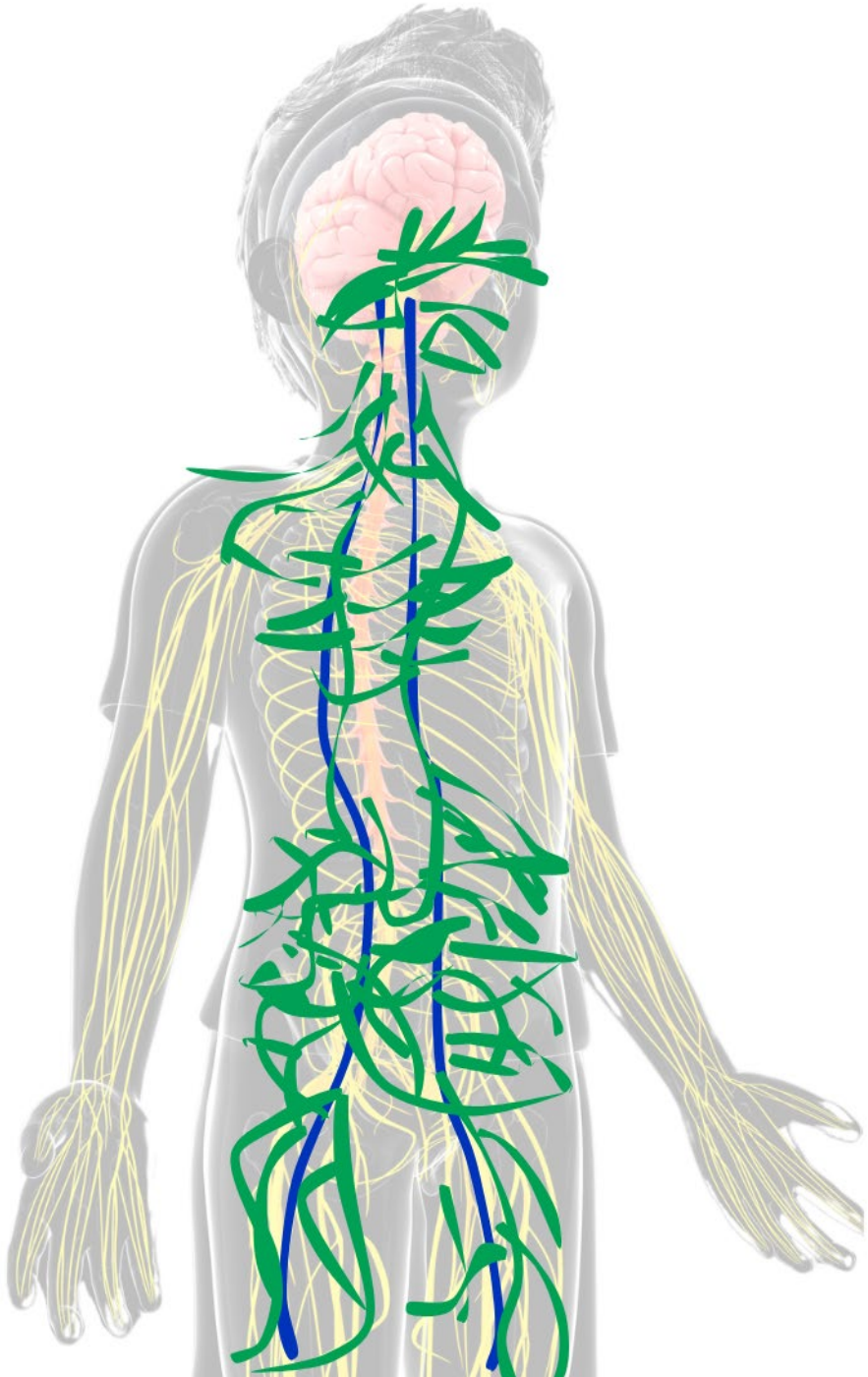
- To assess danger
- Reacts
- to keep us safe
- Attention

Self Regulation:

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

Vagus Nerve

Vagus Nerve Main Branch	Vagus Nerve Connections	Other Nerves
blue	green	yellow



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

