

Book Joy for Neurodivergent Readers

Connecting with those who
experience books in a
unique way

Nancy Roop



nancyroop.com/resources

Agenda



- **Neurodiversity**
- **Co-regulation Supports Self-regulation**
- **5 Tips for a Successful School Year**
 - **Best Practices**
 - **Differentiated Instruction**
 - **Neurodivergent Readers**
- **Take aways *and some glimmers!***



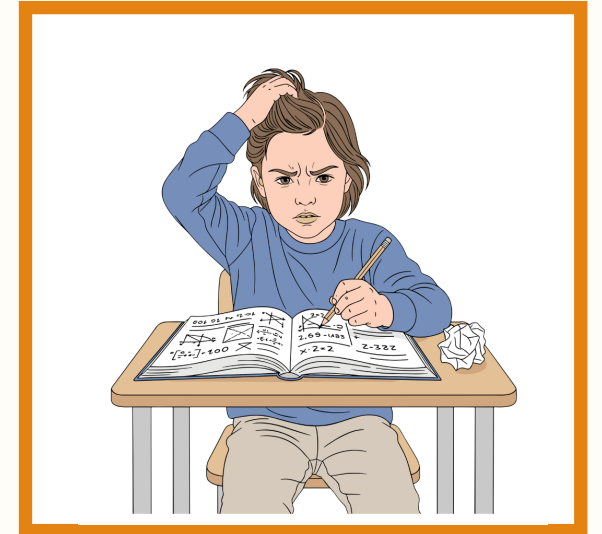
Challenges

Student Behavior

Access to Curriculum

Engaging Struggling Readers

Creating Book Joy



Neurodiversity: Why it Matters to the School Library

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

We are all Different





Sensory Regulation and Learning



Environment:

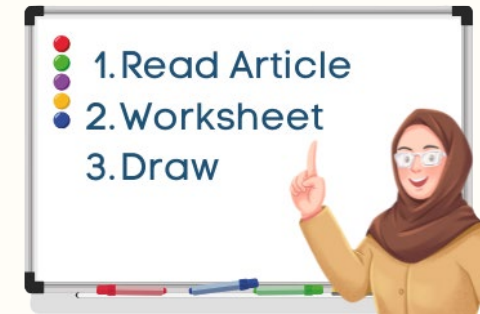
- Designated quiet or comfy areas
- Reduce visual stimulation

Promote self-regulation

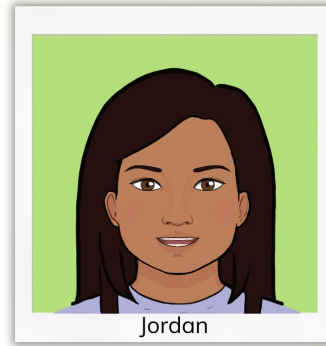
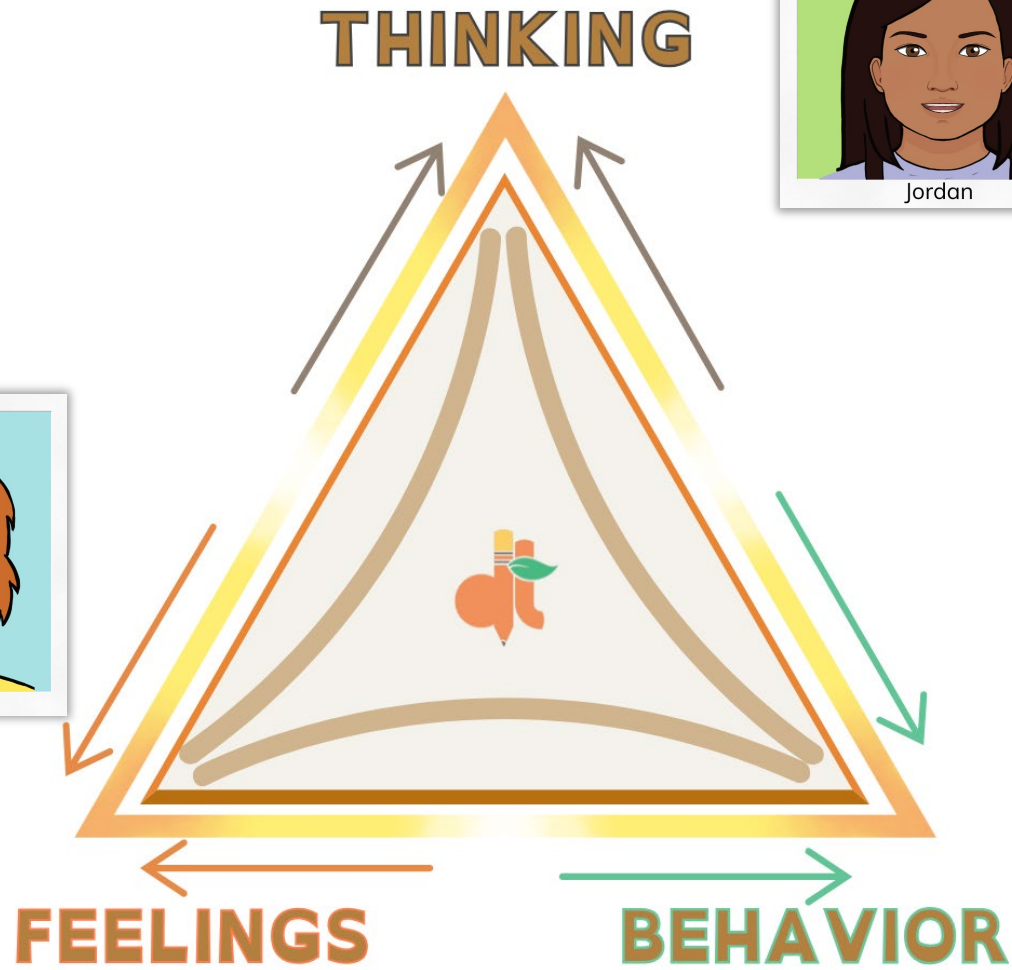
- Provide headphones and fidgets
- “When you are ready...”

Explicit directions

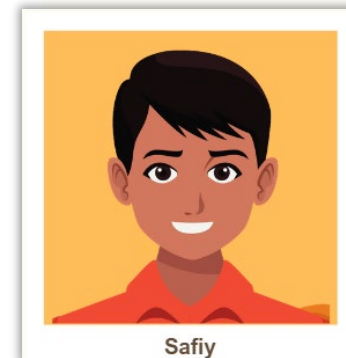
- Pause frequently
- Written on the board



1. Read Article
2. Worksheet
3. Draw



Thinking, Feelings, Behavior Triad





**PARA TO
PARA**



Nancy Roop

Author Publisher

Developmental Texts

Paraeducator Coach and Trainer

Para to Para

Special Education Substitute Teacher

Former Paraeducator

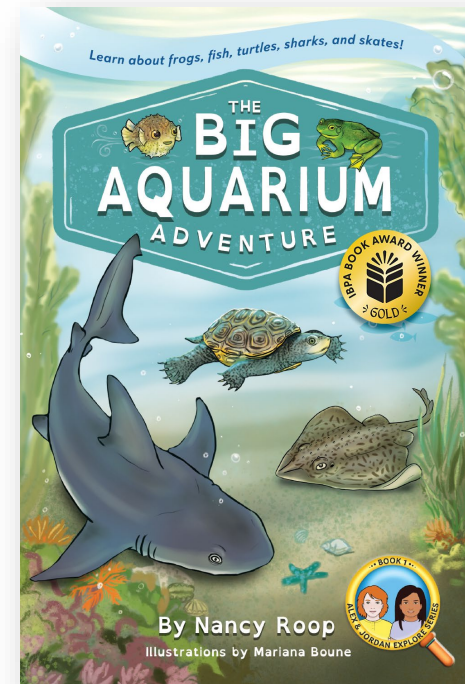
Education

BA in Integrative Studies,
Oakland University





Nancy Roop Author



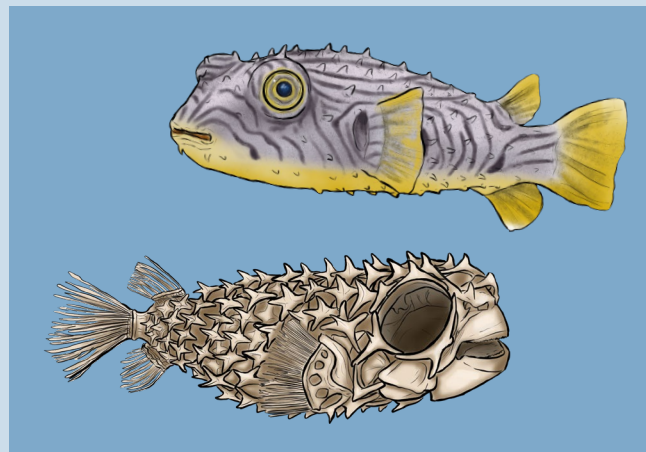
Evidence-based comprehension strategies

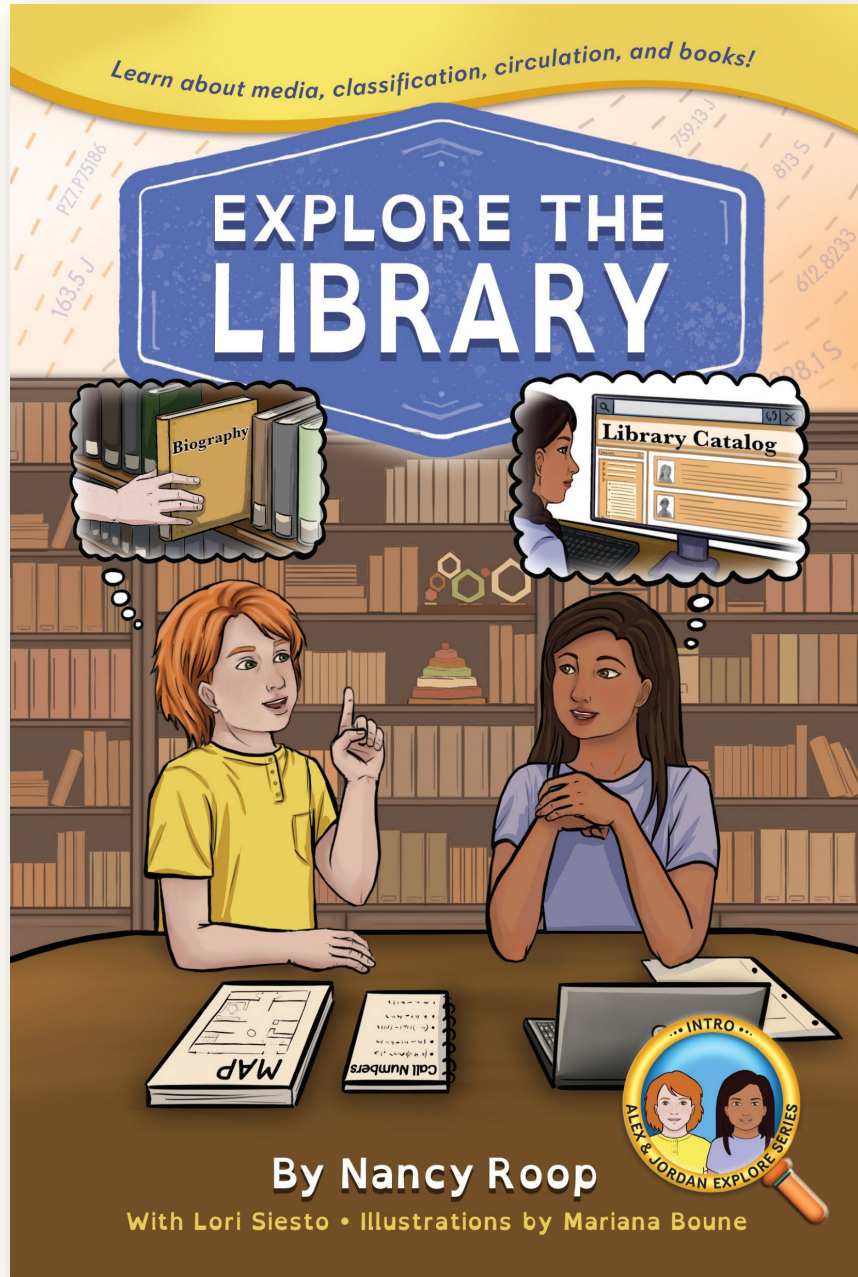
Builds background knowledge

Beautiful illustrations

Designed for neurodivergent readers

Real, relatable, and relevant!





The Big Aquarium Adventure en Español!



Coming in 2027

Explore the Library

*Learn about media,
classification, circulation,
and books!*



Neurodiversity Affirming Schools

Emily Kircher Morris
Amanda Morin

The Writing Revolution 2.0

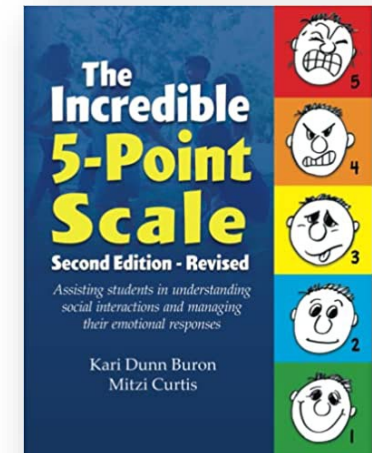
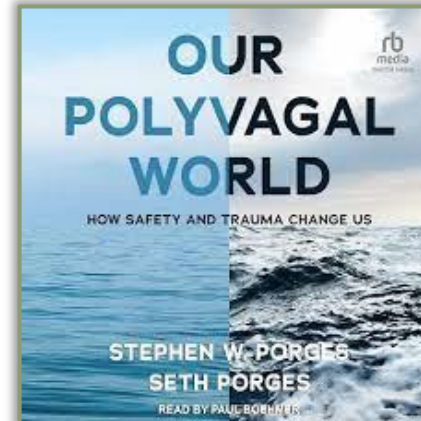
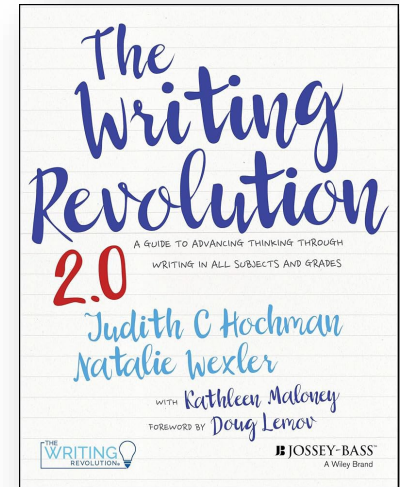
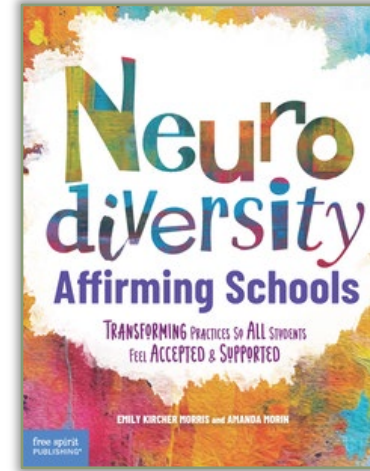
Janet C. Hoffman
Natalie Wexler

Our Polyvagal World

Stephen W. Porges
Seth Porges

The Five-Point Incredible Scale

Kari Dunn Buron
Mitzi Curtis





Angela Durham

Retired Librarian

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

Coretta Scott King Book Award

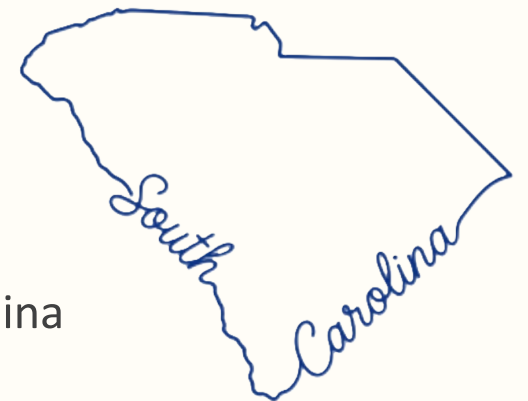
Juror 2024-2026

Education

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

Ph.D. Candidate

University of South Carolina





Resources

Library Programming for Autistic Children and Teens, 2nd Edition

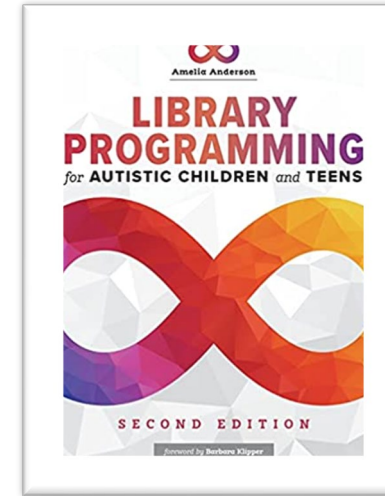
- Amelia Anderson

Programming for Children and Teens with Autism Spectrum Disorder

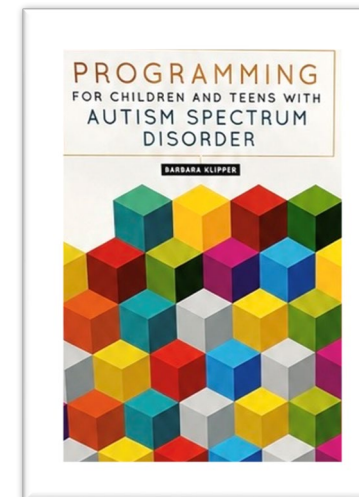
- Barbara Klipper

Project Enable

Library of Congress Blogs



Project ENABLE
online training



**LIBRARY
OF CONGRESS**
BLOGS
Lesson Plans

Book Joy for Neurodivergent Readers



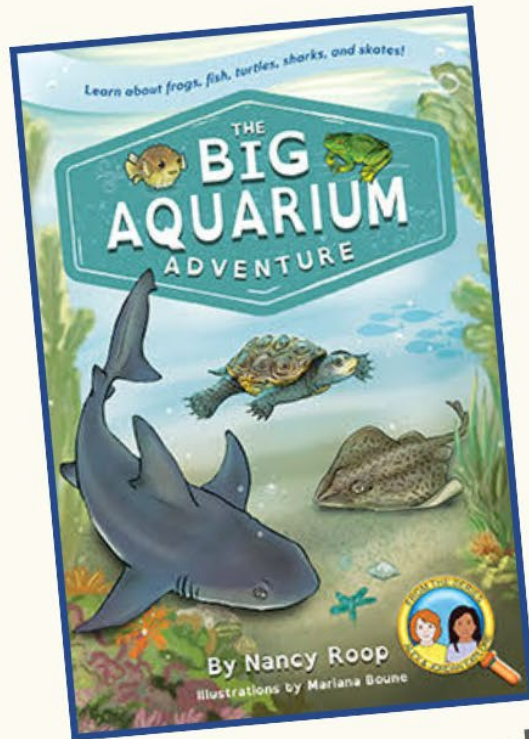
Agenda



Neurodiversity

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 - Best Practices
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 - Neurodivergent Readers
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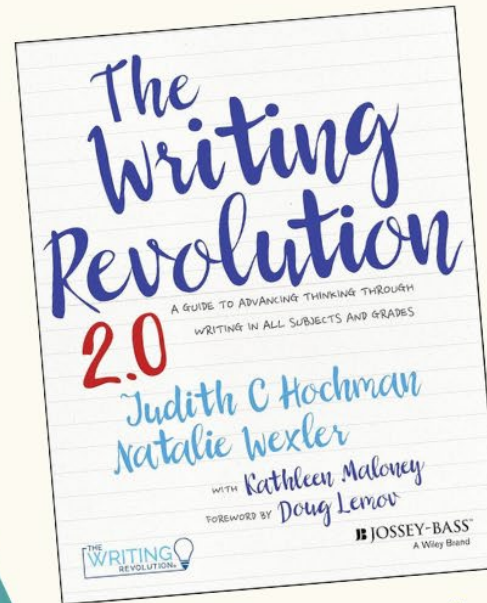
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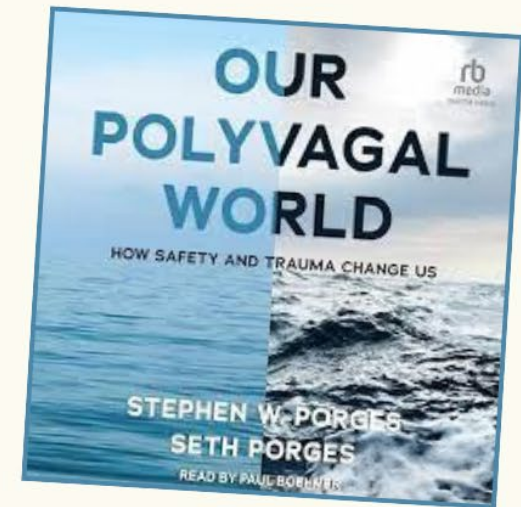
Spiral Bound



Libro.fm
Audiobooks

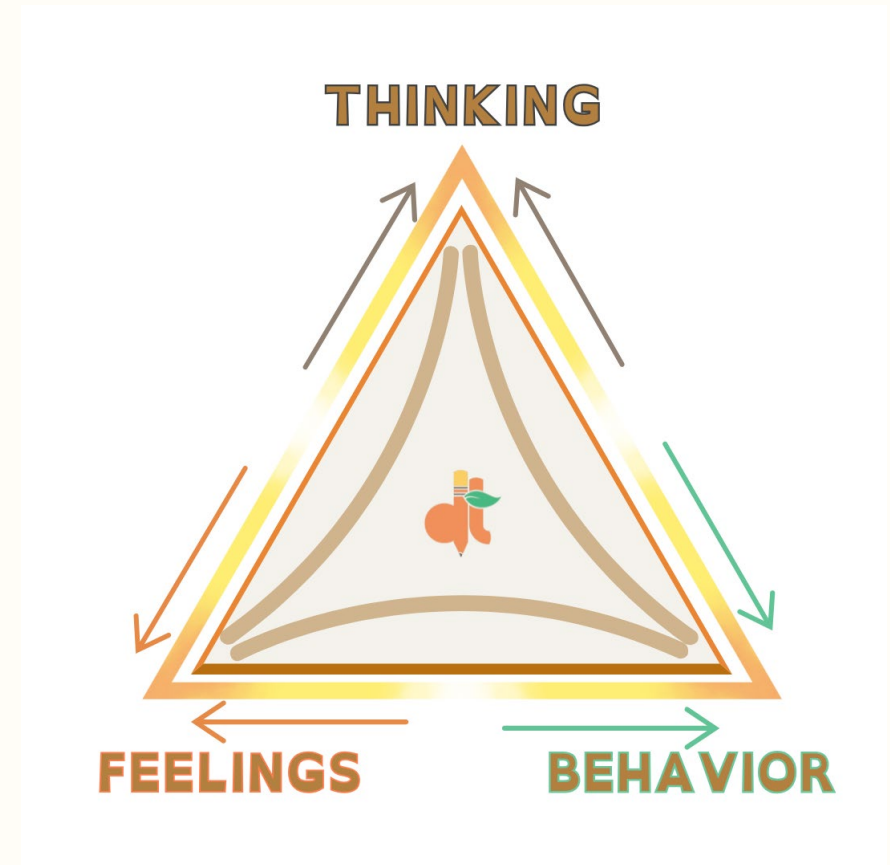
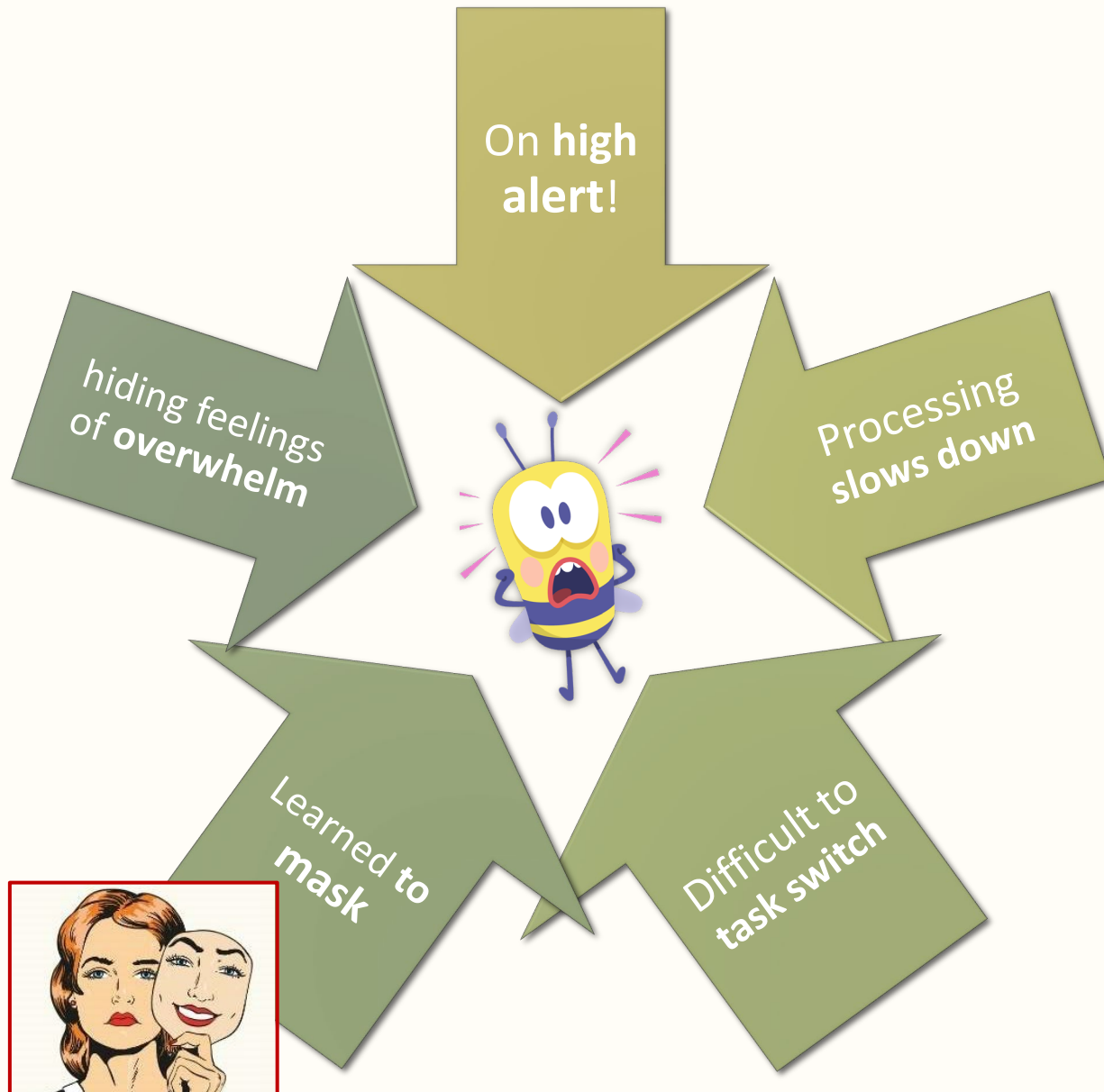


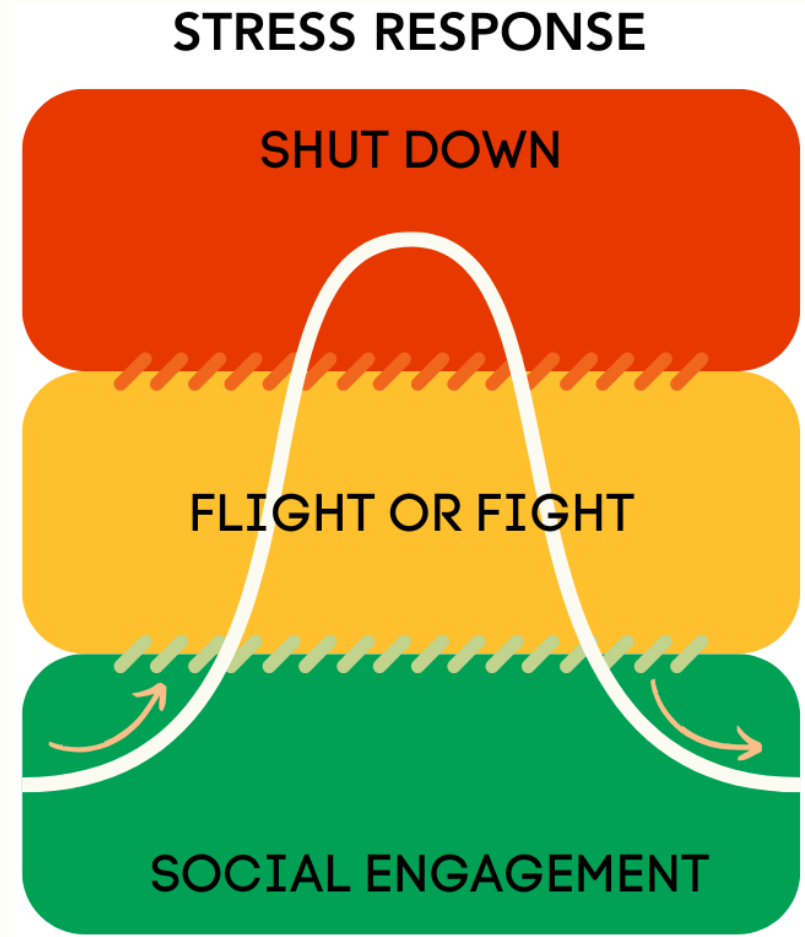
Audiobook



Audiobook

Emotional Regulation Takes Attention and Energy!





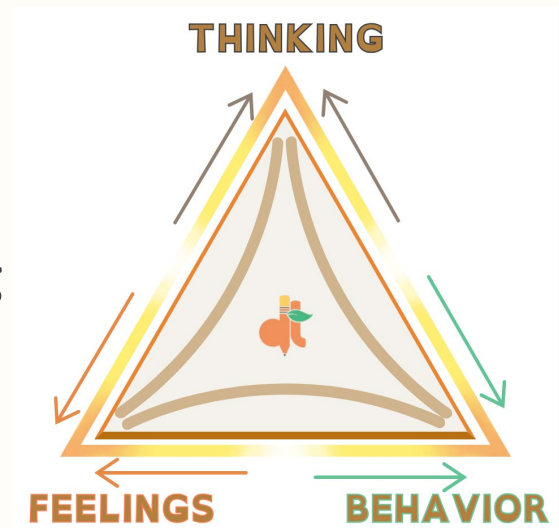
Polyvagal Theory

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!

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

I am feeling...

Overwhelmed



Afraid or Nervous



Ready to Learn



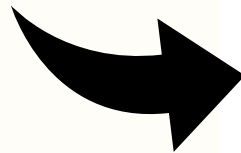


TFB Triad

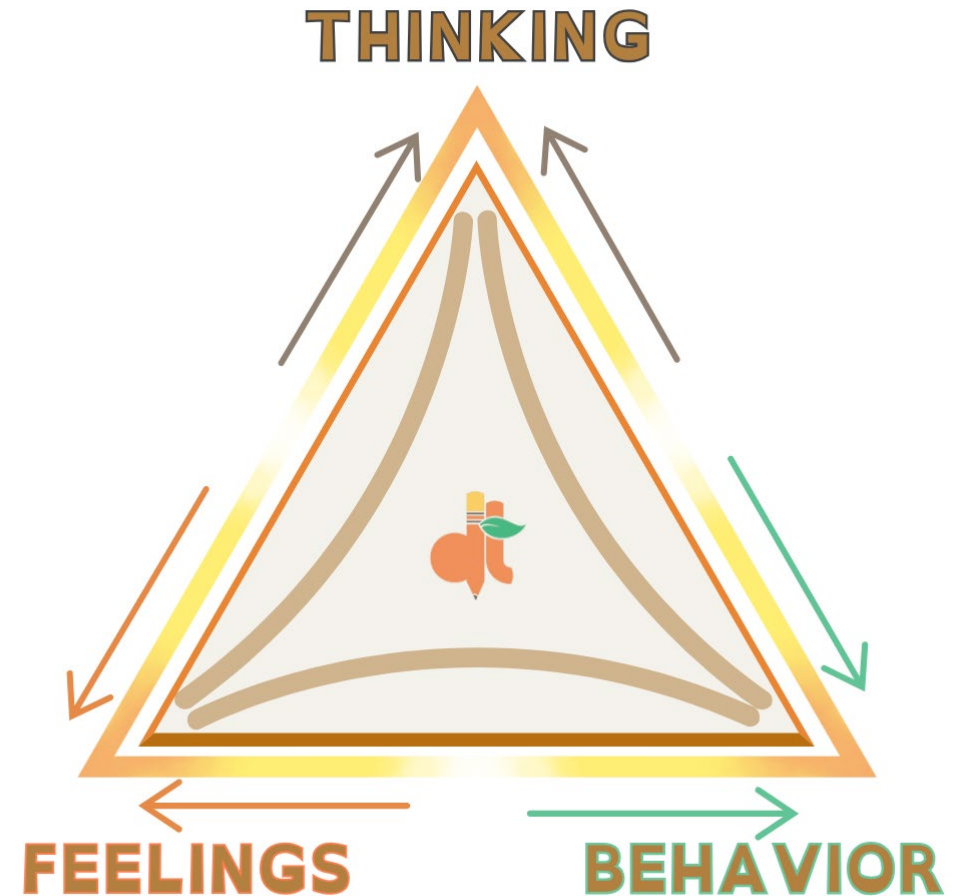
Feelings are

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

Improve Sensory Input



Then thinking and behavior improves.





STEPHEN'S QUICK TIP FOR STAYING CALM



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

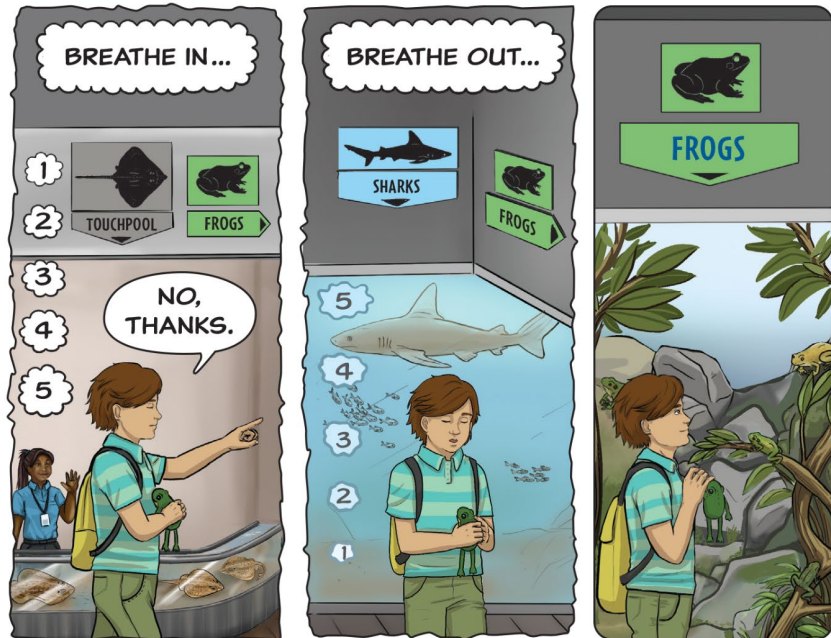
I breathe in with a deep belly-breath and count to five: 1 2 3 4 5.

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.

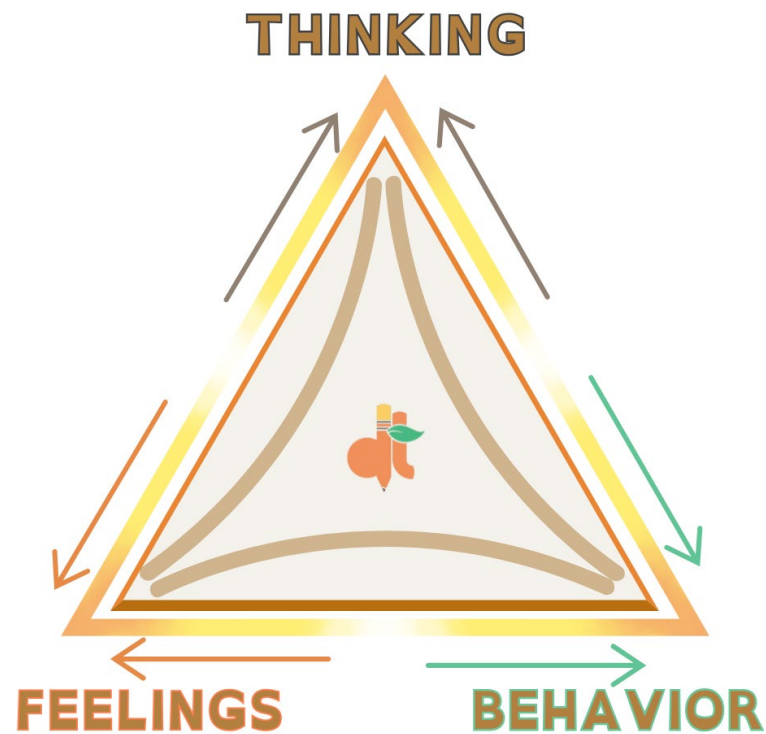


Deep Breathing

- 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



Behavior

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



Change up behavior

Then thinking and sensory improves.



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

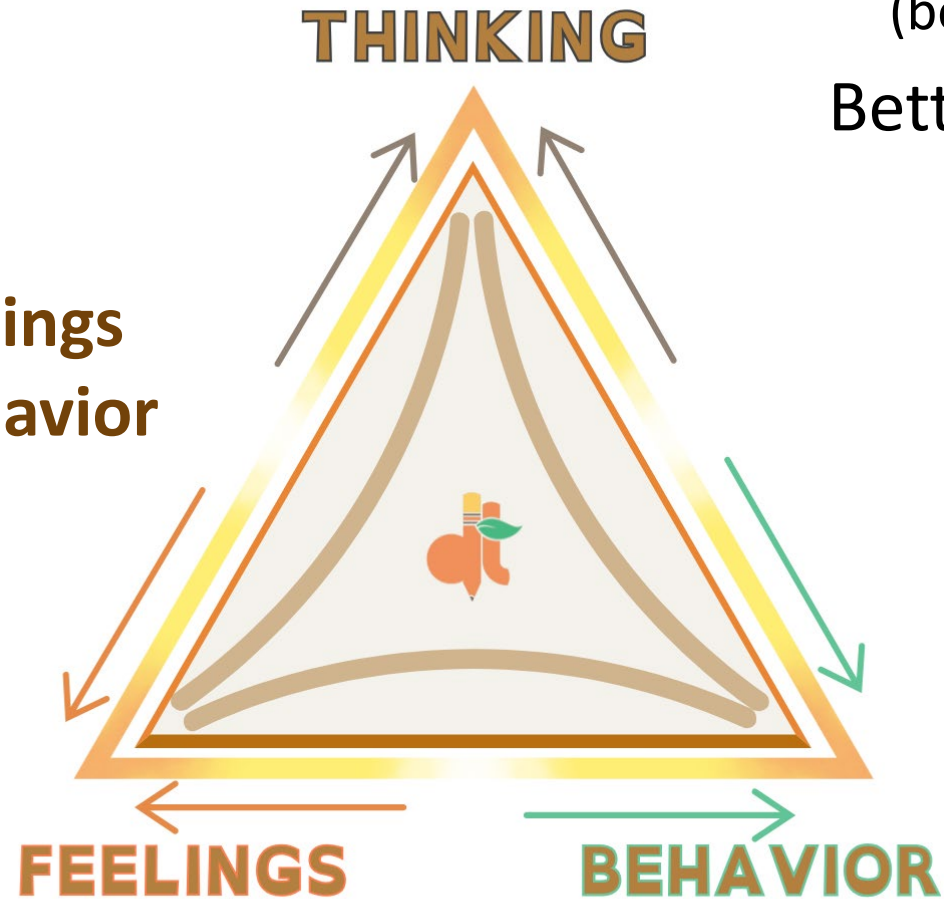
- Activating vs. deactivating



TFB Triad

Thinking

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



Change up Thinking

Feelings are improved
(both sensory and emotional)

Better able to make good
behavior choices

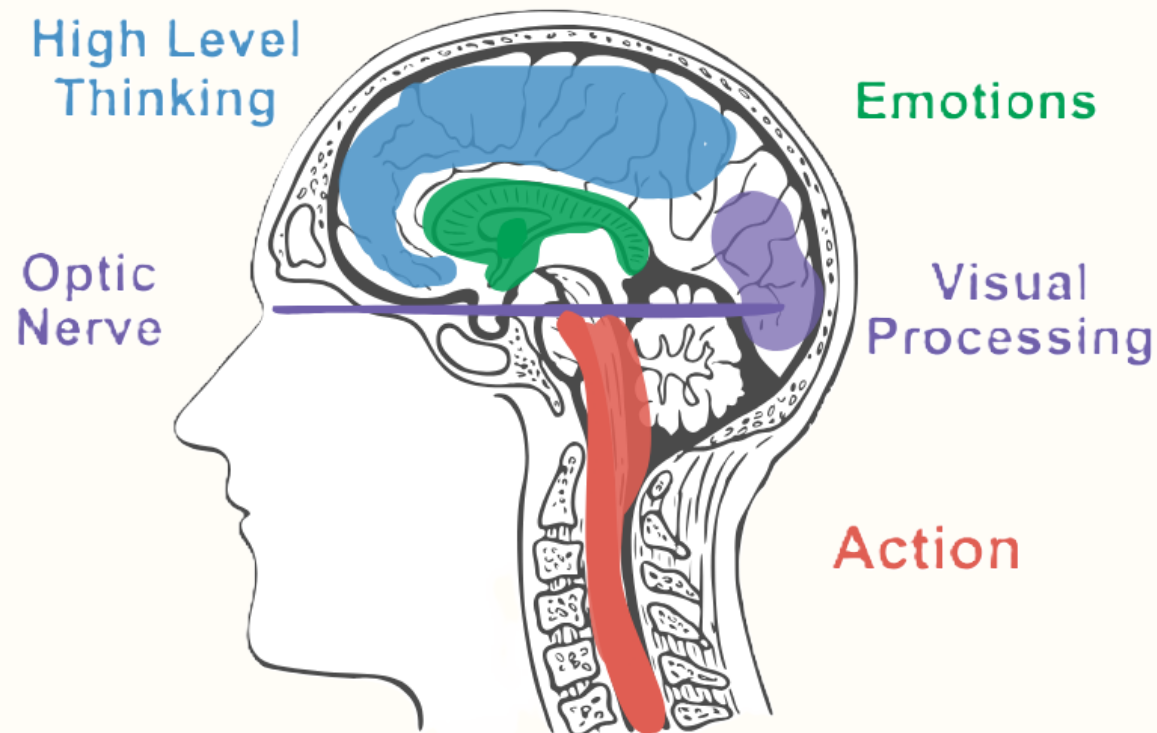
The Power of Visuals

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



Language takes higher-level processing

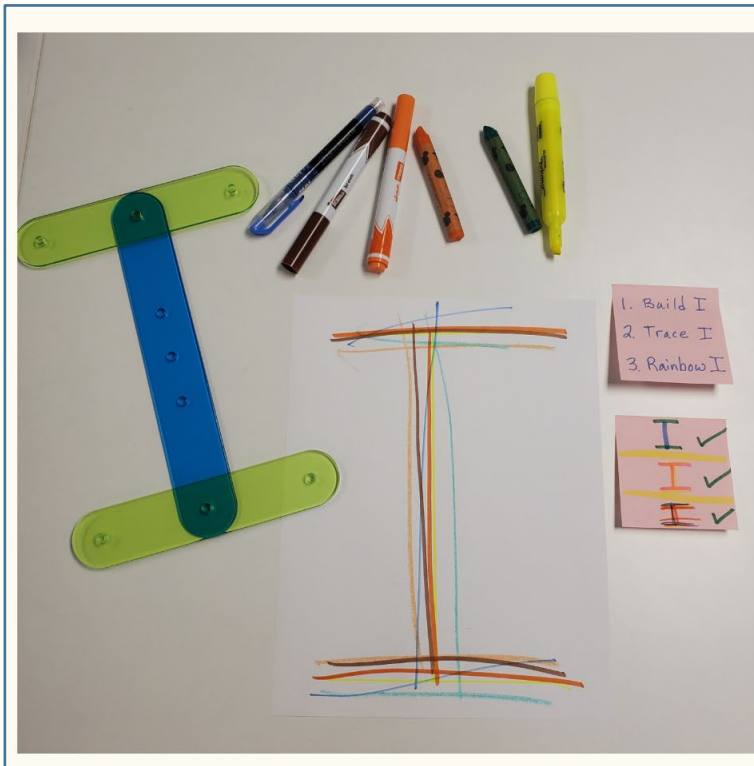
1. _____
2. _____
3. _____
4. _____
- Next: _____





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. _____

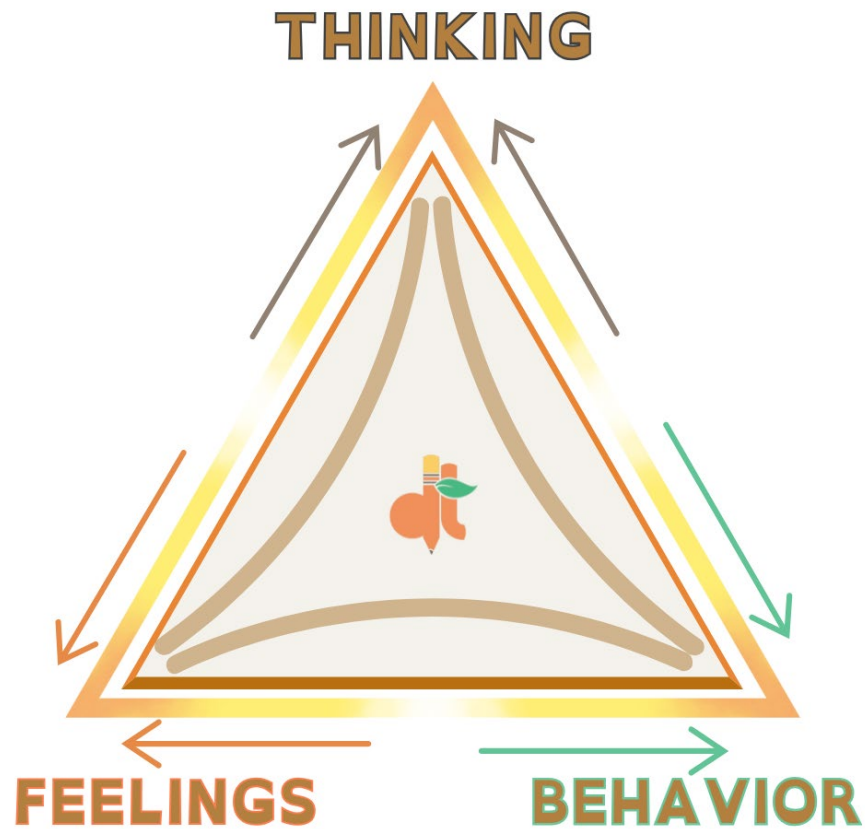
3. _____

4. _____

Next: _____



TFB Triad Summary



Thinking

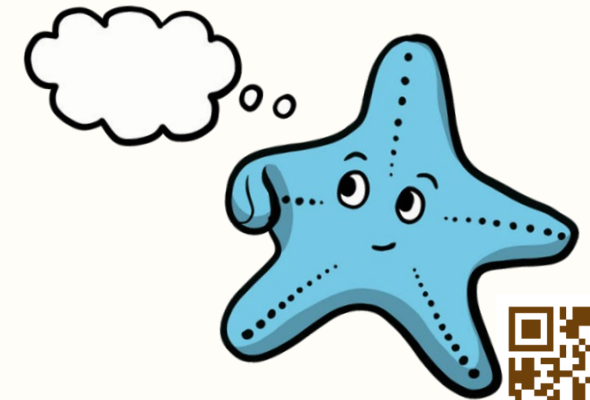
- Executive Functions
- Decisions / choices
- Thoughts about feelings
- Thoughts about behavior
- Learning

Feelings

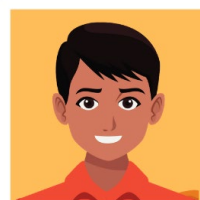
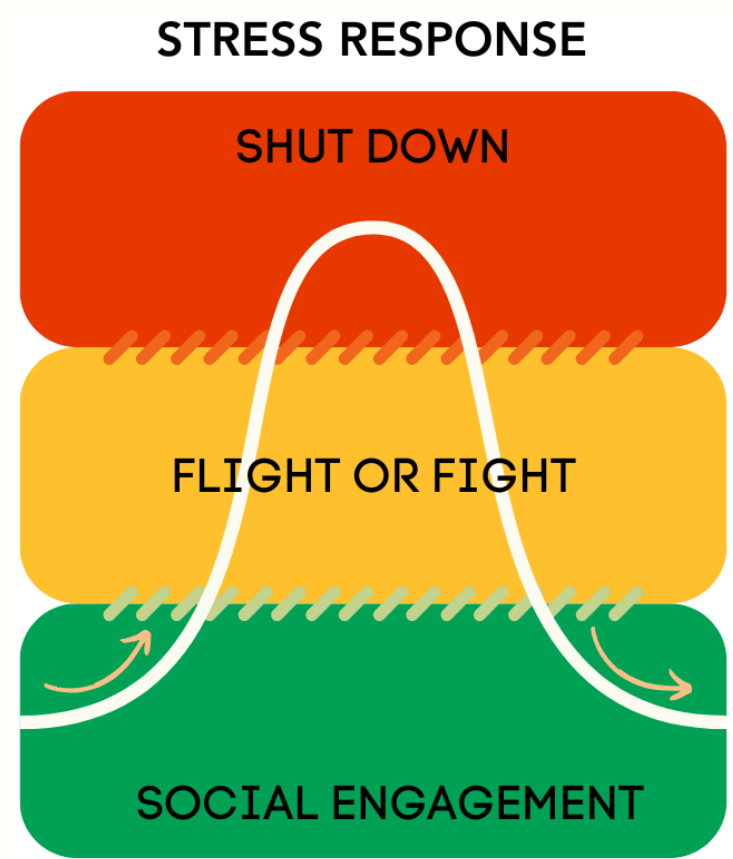
- Physical: internal & external
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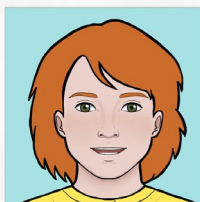
Pause and Think About Your Student



Safiy



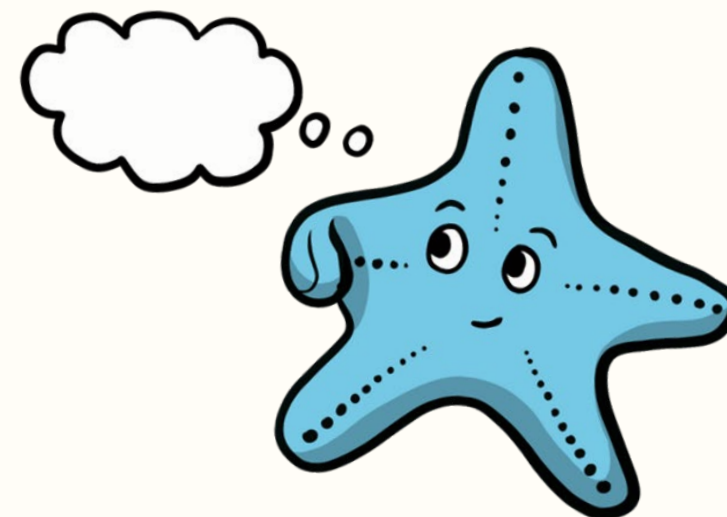
Jordan



Alex

What color(s) match your student?

Think about co-regulating with them!



Book Joy for Neurodivergent Readers



Agenda



Neurodiversity

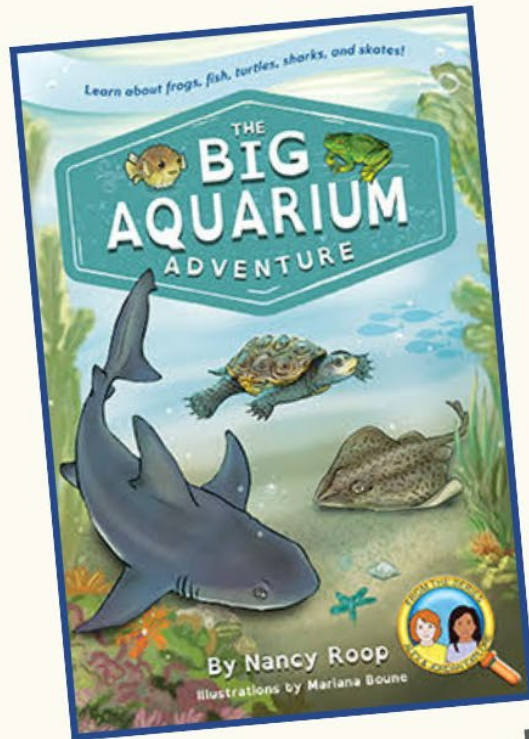
Co-regulation Supports Self-regulation

➤ **5 Tips for a Successful School Year**

- **Best Practices**
- **Differentiated Instruction**
- **Neurodivergent Readers**

➤ **Take aways *and some glimmers!***

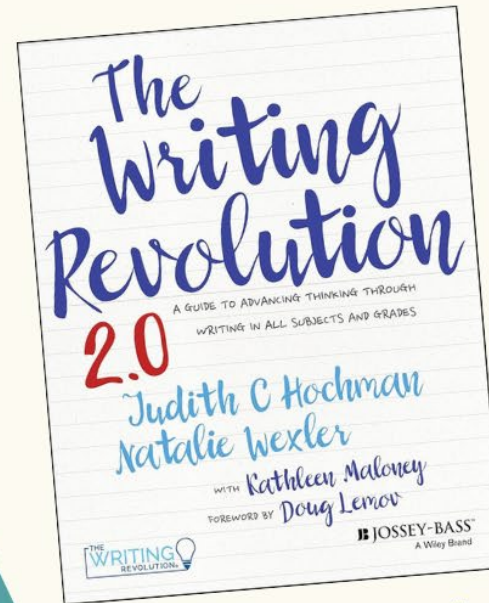
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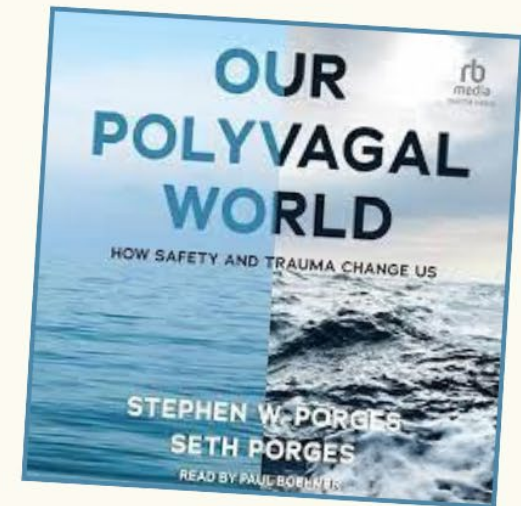
Spiral Bound



Libro.fm
Audiobooks



Audiobook



Audiobook

A-Team is Coming to the Library!



Tips and Tricks for Getting Started

Tip #1: 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.





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.



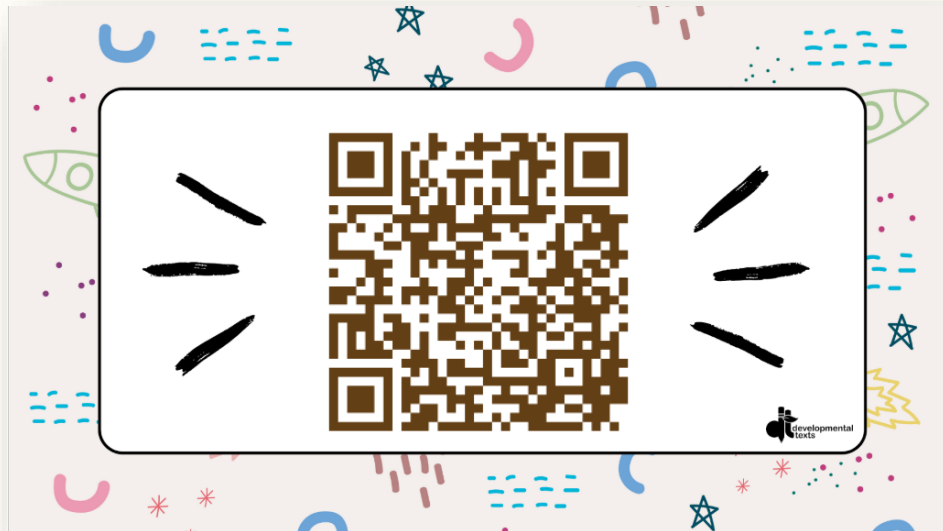
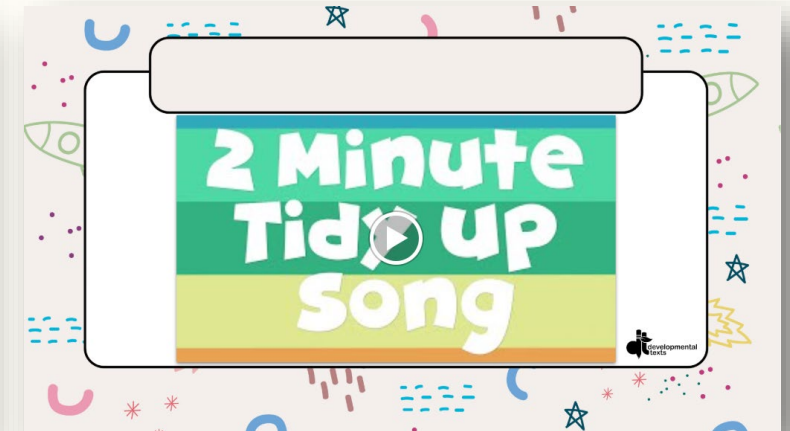
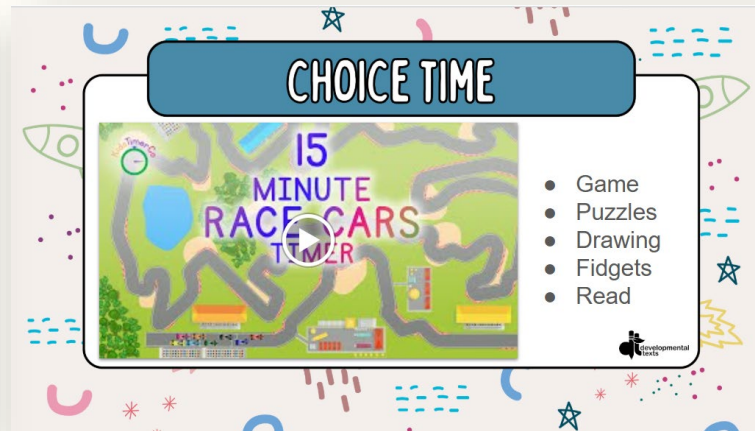
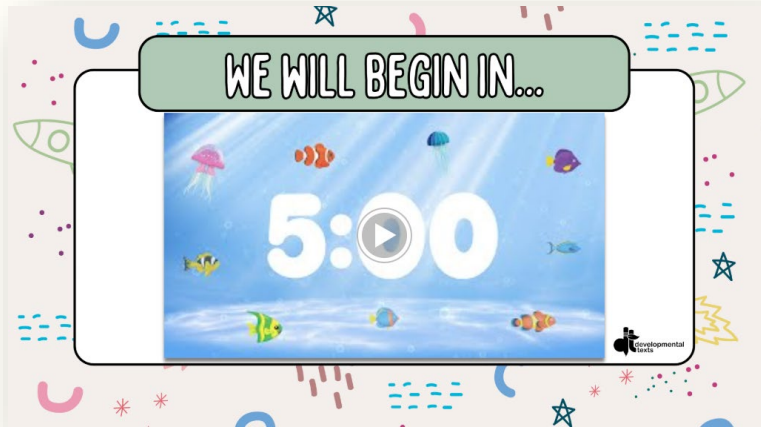
We are kind. We are safe. We are learners!



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”



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

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

More supported needed

- Simple directions
- Visual and technical supports
- Accessible ways to participate
- May be nonverbal.

Range of Learners

- Different levels of support within the same activity
- Travels with general education classes
- Likely 7 years old & up

More independent

- Milder learning or support needs
- Verbal
- may participate with peers and a learning buddy.

These categories reflect the level of support you are providing, not based on the student's diagnosis.



Safiy



Student Profile: Safiy

Fourth Grader

Uses sensory fidgets and chew stick

Hesitant with everything new

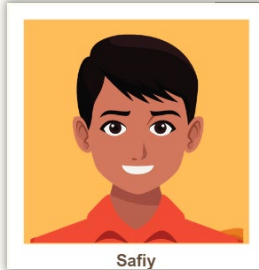
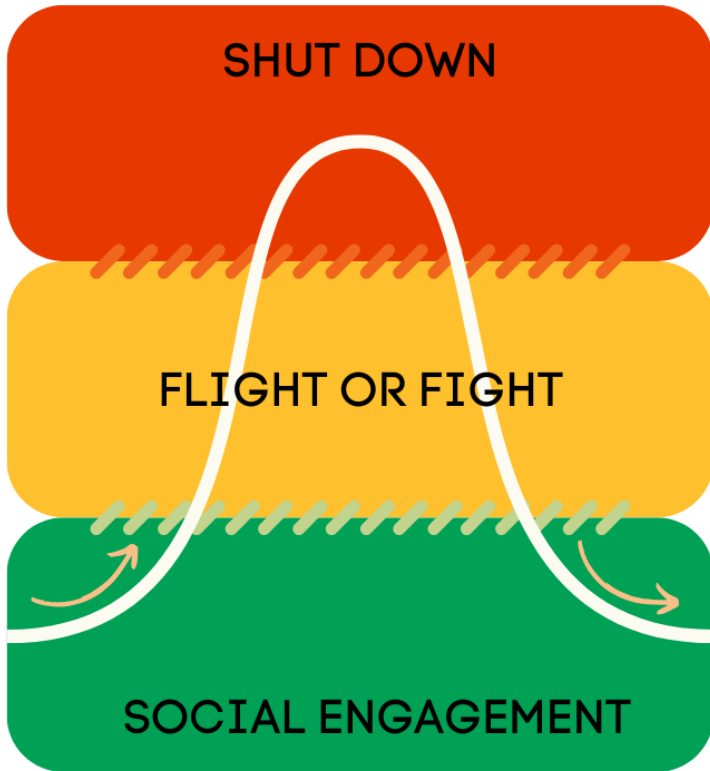
Easily overwhelmed

Reading level: first grade

CPTSD due to unstable home

Level three autism

STRESS RESPONSE



Often hovers near red

- Body feels trauma
- Transitions are hard

Is seldom in green

- Routine schedule
- Favorite activities

Needs extra time to process

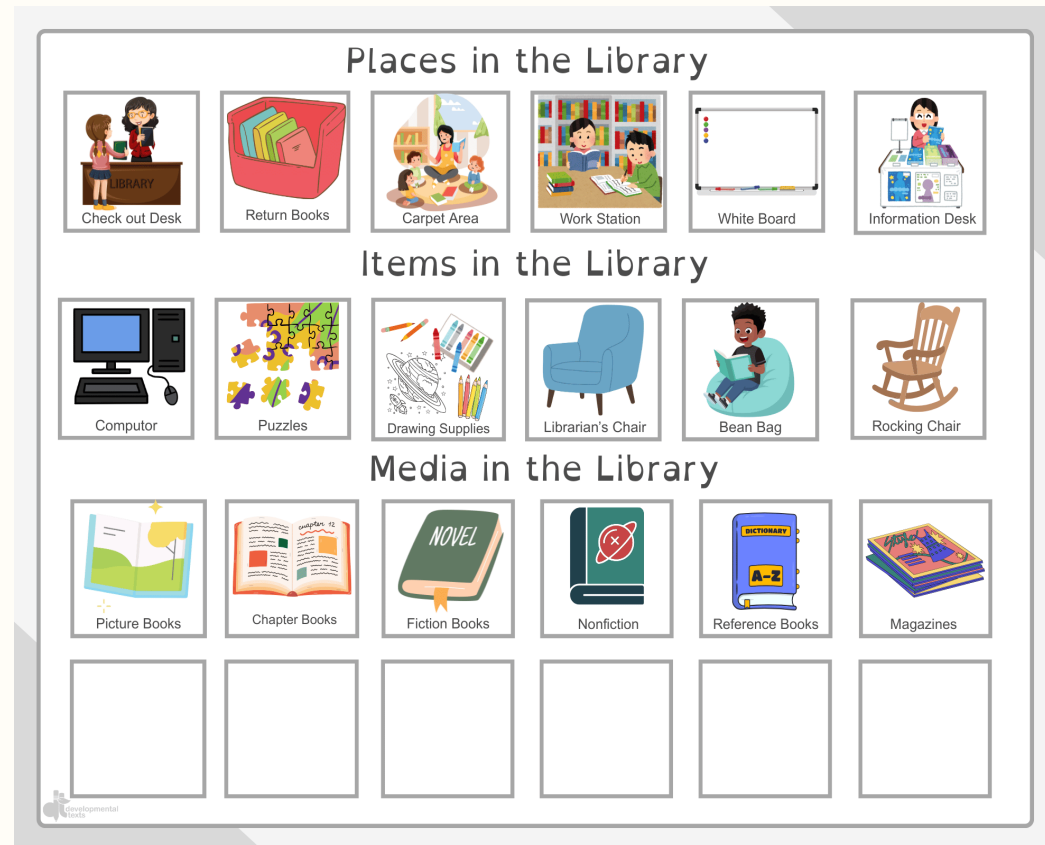
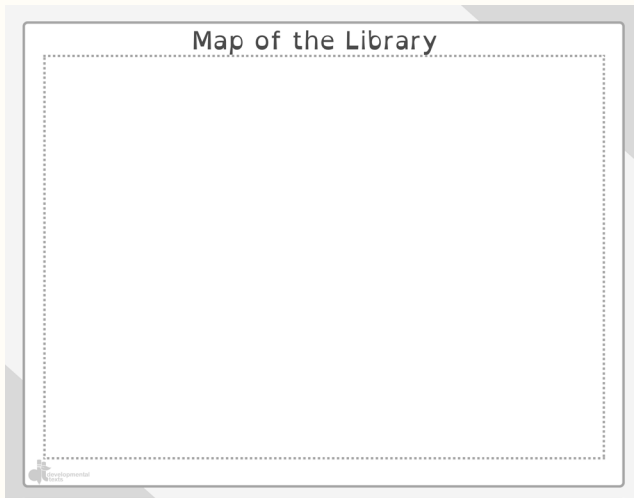
- Finish scripting and routines
- Needs to work on one goal at a time.

Safiy needs an educator who is patient and empathetic.



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.

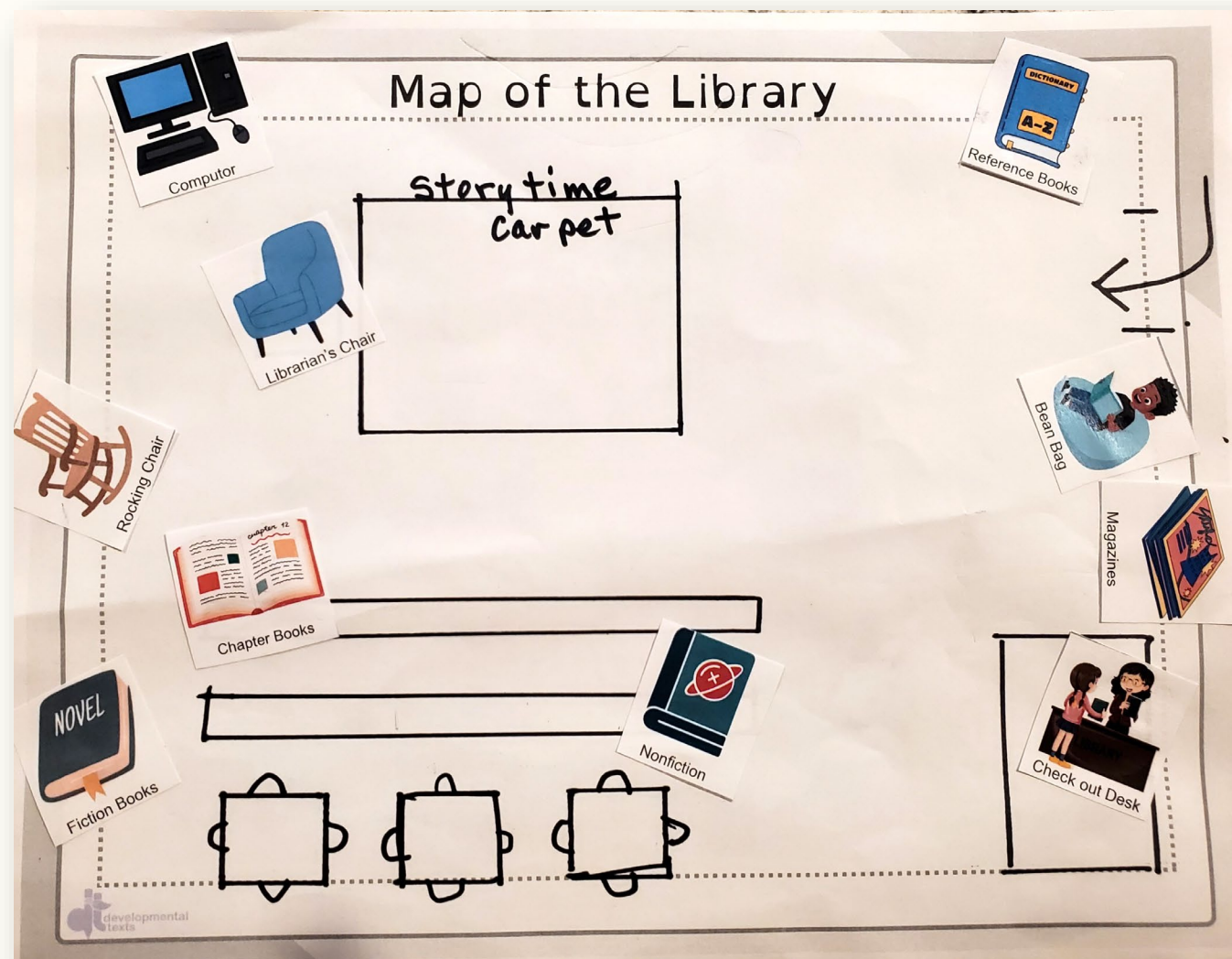
Scavenger Hunt



Accommodations:

- Color code
- Do one row per week

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





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.

Tip 4: Explore a Variety of Learning Ideas!



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



Angela Durham

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

Read Alouds with Kinesthetic or Art Activities:

hand gestures, body movement, or songs.

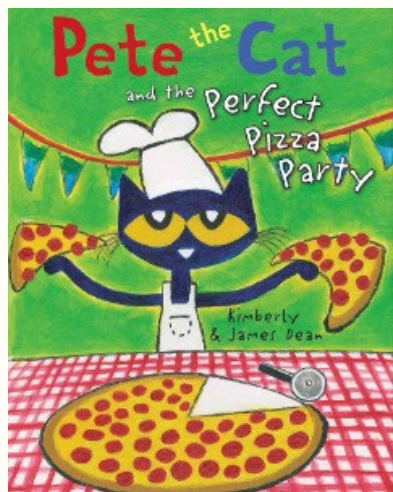
- *Goin' on a Bear Hunt*
- *The Wheels on the Bus*
- *Chicka Chicka Boom Boom*
- *I Want Slop*
- Article by Angela Durham available at <https://schoollibraryconnection.com/>





Pizza Sequencing Activity

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



1. Read "Pete the Cat's Pizza Party" book
2. Students add felt or paper pizza ingredients in a sequence
cheese, pepperoni, sausage, mushroom,
bell peppers

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

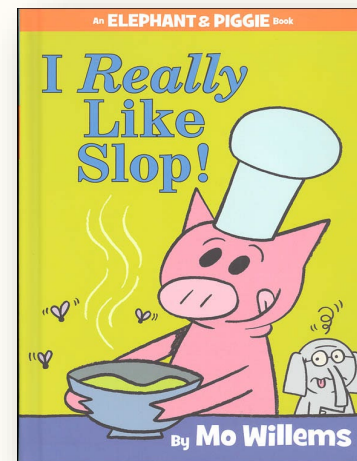




Level 3: Activity for Elementary

Student Participation Activity

1. Show the video or read the book
2. Fill the pot with multiple items and strings of yarn & stir
3. Complete the sensory pot activity:
 - one item from the pot
 - Keep eyes closed
 - 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 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*



Student-led Bookmaking

Use topics of interest or common items at school.

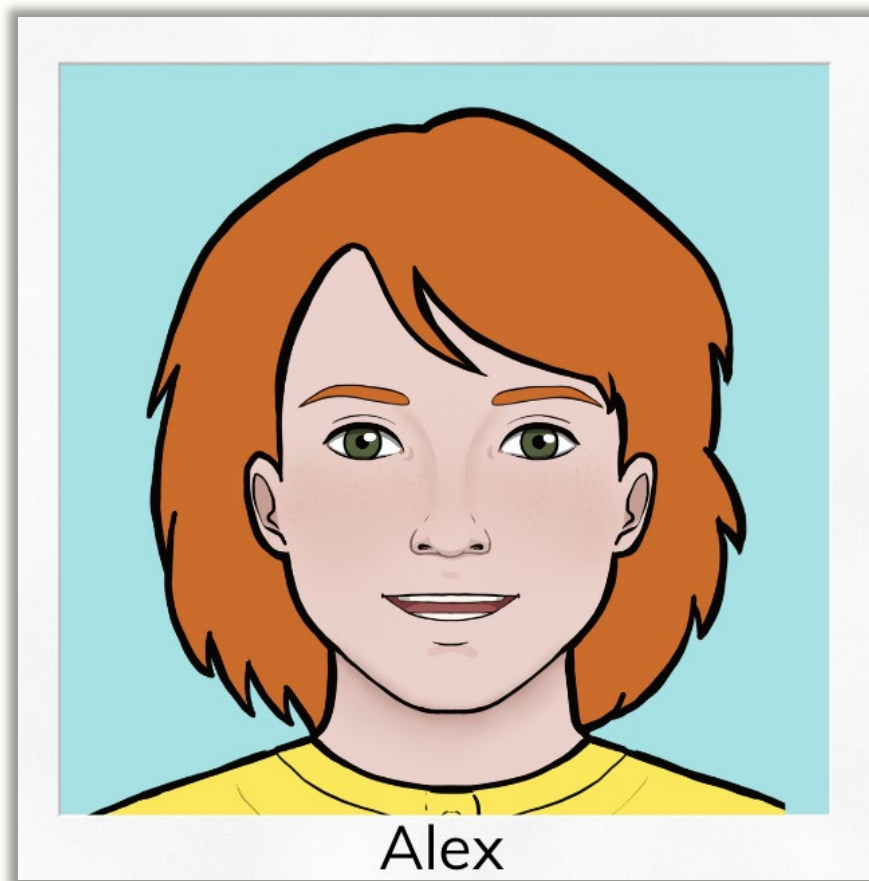
Use a binder, lined paper, and plain white paper

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





Student Profile: Alex

Fifth Grader

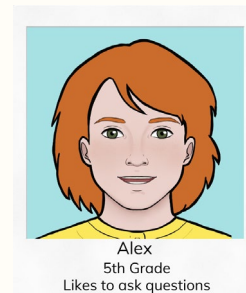
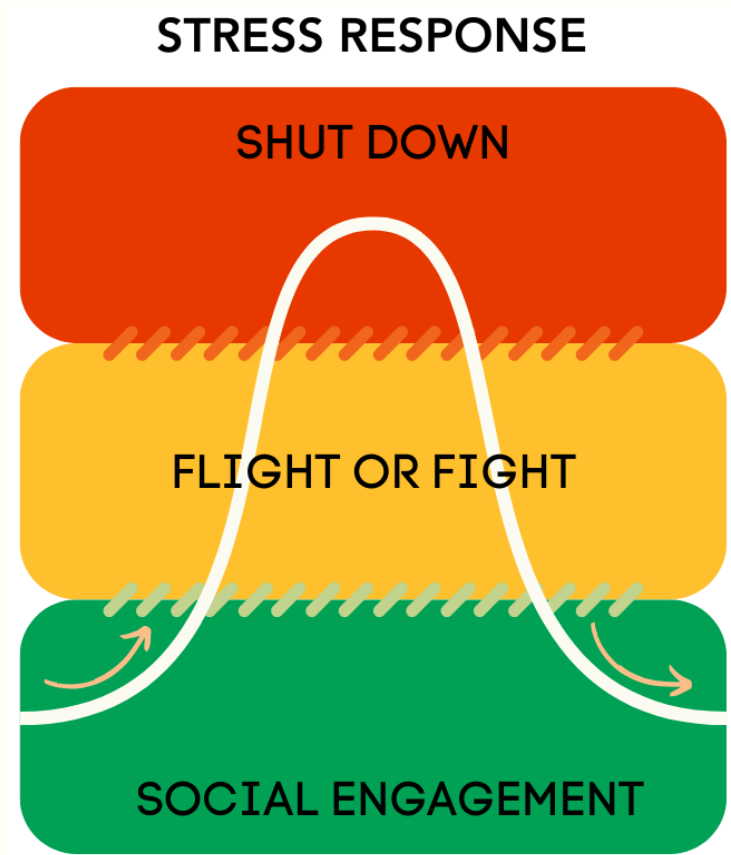
Likes to ask questions

Hyperactive body and mind

Reading level: third grade

Social and emotional delay

Dysgraphia



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!



Notetaking Templates for Readers Response

Support Reading Initiative and Comprehension

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

Who or What does or is

(Subject/verb page creates base sentence)

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

When, Where, Why, or How

4. Put pages in a library folder

The image shows a notetaking template and a book cover. The template is titled 'Who' and has fields for 'Name', 'Date', 'I read', 'who', 'does or is', 'Draw a picture', and 'Write a sentence'. The book cover is for 'The Writing Revolution 2.0' by Judith C. Hochman and Natalie Wexler, with a foreword by Doug Lemov. The book is published by Jossey-Bass, a Wiley Brand.

Name: _____ Who Date: _____

I read _____

who _____ does or is _____

Draw a picture _____

Write a sentence _____

developmental tools

The Writing Revolution
2.0
A GUIDE TO ADVANCING THINKING THROUGH
WRITING IN ALL SUBJECTS AND GRADES
Judith C. Hochman
Natalie Wexler
WITH Kathleen Maloney
FOREWORD BY Doug Lemov
THE WRITING REVOLUTION
JOSSEY-BASS
A Wiley Brand



Notetaking Templates for Teaching Writing Strategies

Combine sentences from two + templates
with writing strategies:

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

Name _____ Date _____

I read _____

who _____ does or is _____

Draw a picture

Who is

Write a sentence

because

Name _____ Date _____

I read _____

Something happened _____ why _____

Draw a picture

Why

Write a sentence

Name _____ Date _____

I read _____

Write a sentence

Sentence

and but

or because

Cut out boxes. Place a word between two templates to demonstrate how the sentences can be joined.

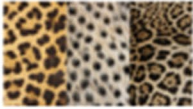
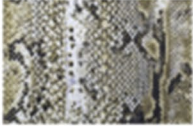
Use templates to organize information across all subject lessons.



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.

Physical Characteristics				Name: _____ 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 	



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
Write at least 5 sentences about your animal

Name: _____
My Animal: _____

There are _____ kinds of
sea turtles.

They lay more than _____
eggs at a time.

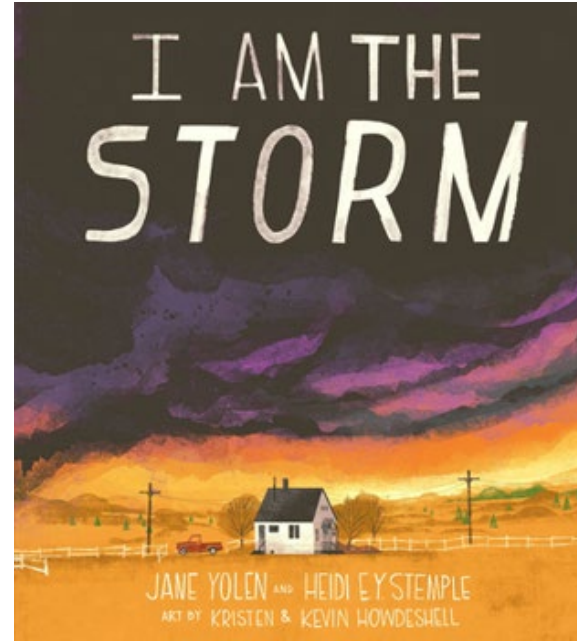
A Port in a Storm



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](#)



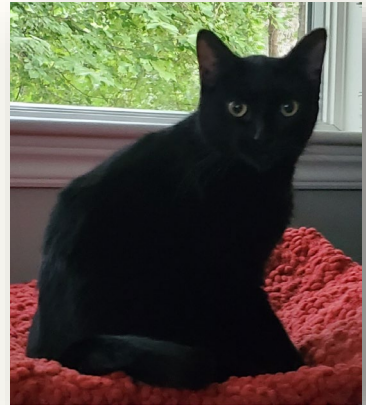
Quick Tip from our Pets!



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.



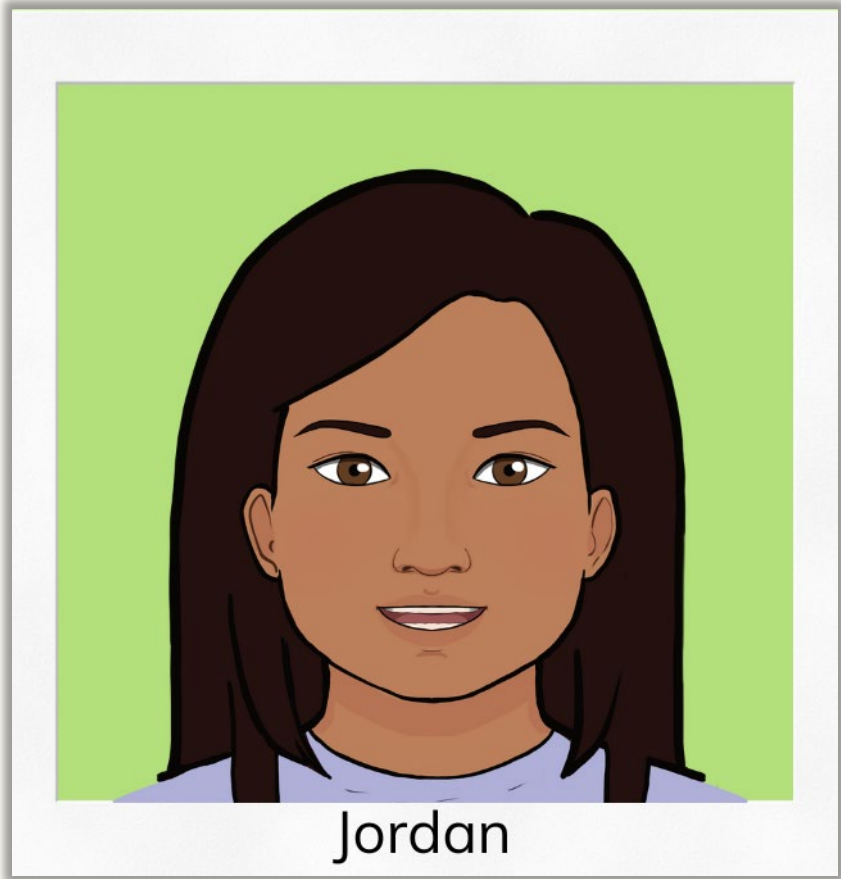
Use **good** gossip!
Positive narration
Mindfulness
Affirmations

Book Joy for Neurodivergent Readers



Agenda

- ✓ Neurodiversity
- ✓ Co-regulation Supports Self-regulation
- 5 Tips for a Successful School Year
- ✓ Best Practices
- ✓ Differentiated Instruction
 - Neurodivergent Readers
- Take aways *and some glimmers!*



Student Profile: Jordan

Fifth Grader

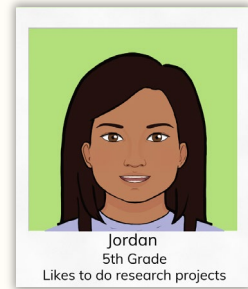
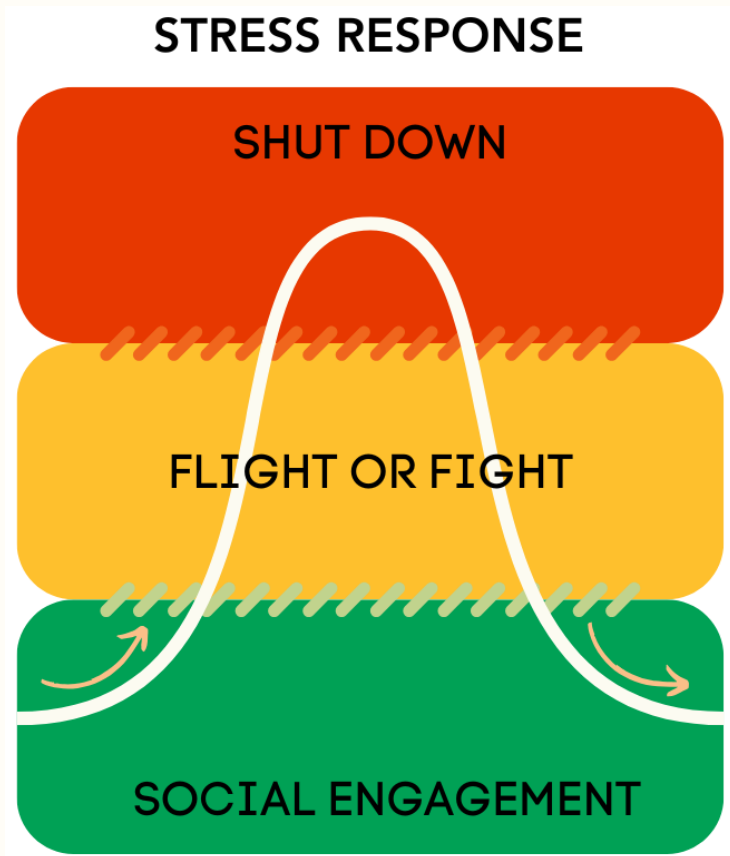
Likes to do research projects

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

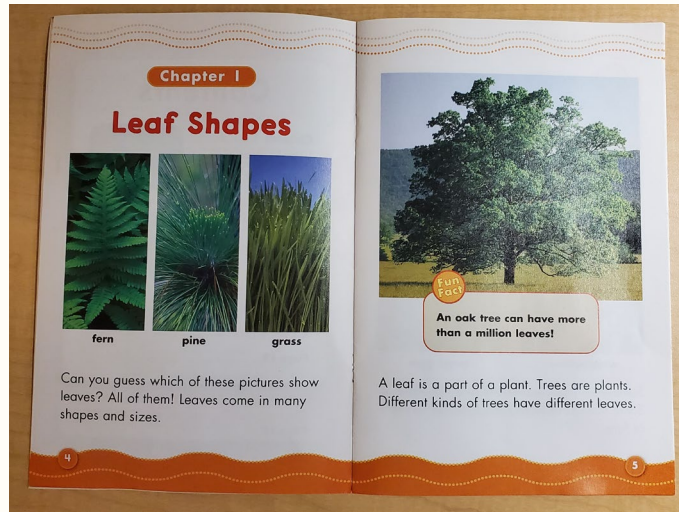
Loses control

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

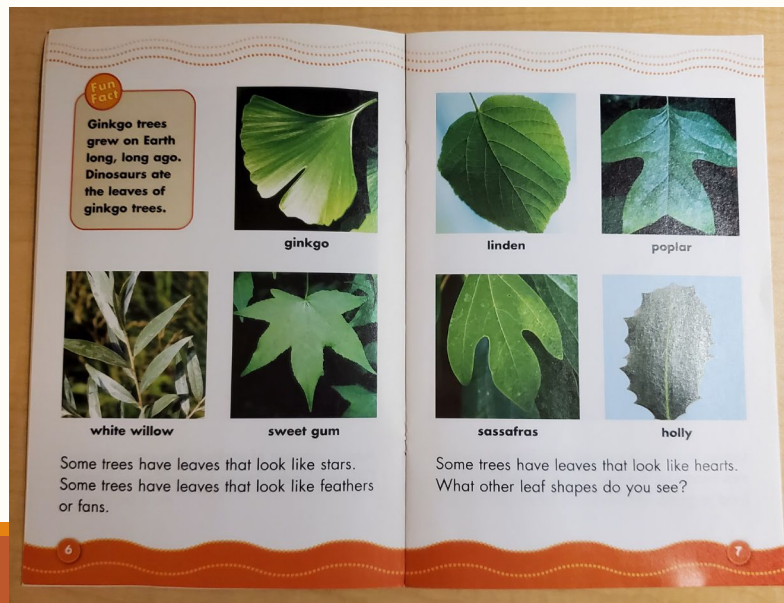
Jordan benefits from taking breaks and draws pictures.

Tip 5: What Books Should I Collect?

Book Features for Reluctant Readers



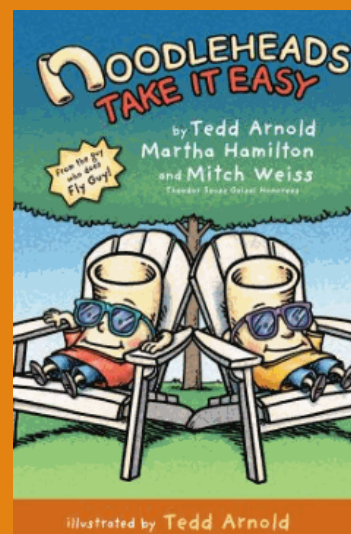
1. Clear, uncluttered pages
2. Predictable organization
3. Concrete, relatable content
4. Familiar series or repeated formats
5. Nonfiction or realistic fiction



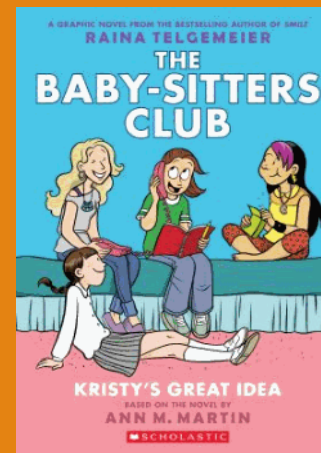


Series Recommendations:

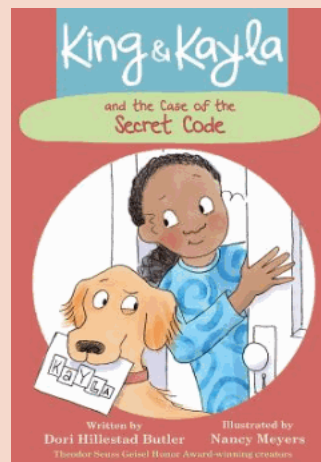
Out of My Mind by Sharon Draper



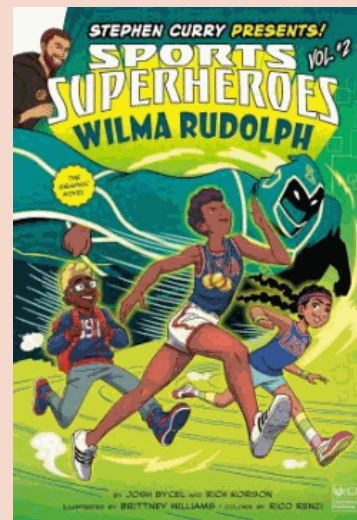
Baby Sitter Club series



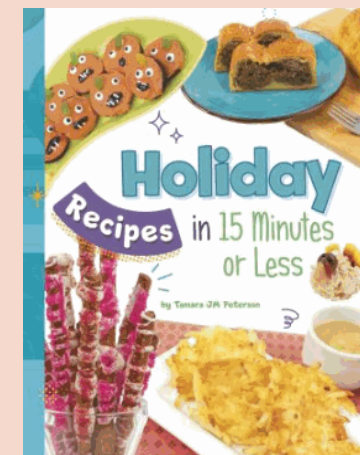
King and Kayla series



Sports Superheroes



15 Minutes or Less Series

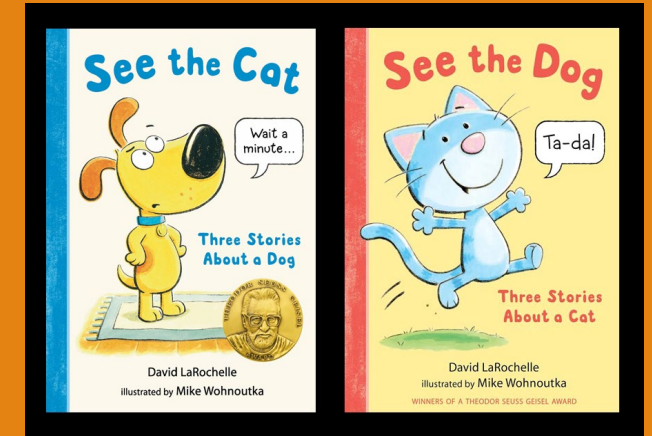




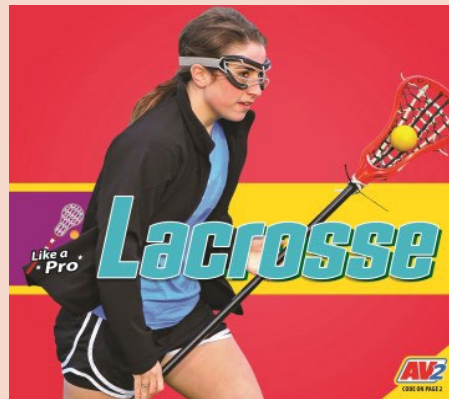
Recommendations:



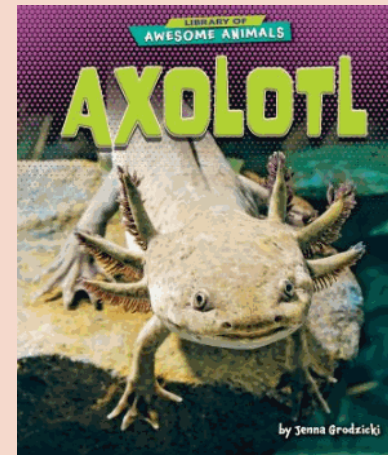
David LaRochelle series



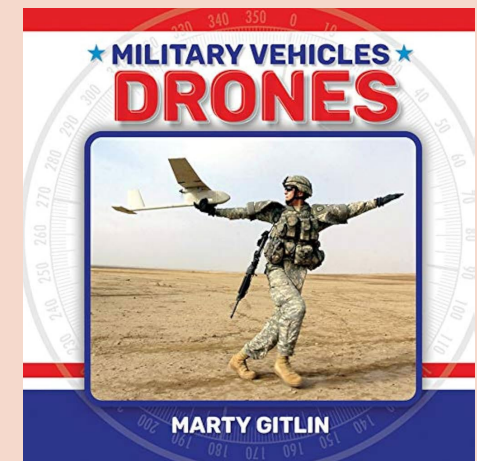
Lacrosse by Jessica Coupe'



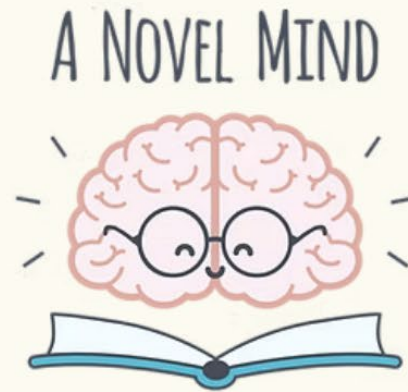
Axolotl by Jenna Grodzicki



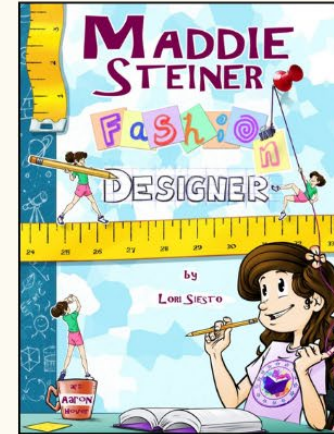
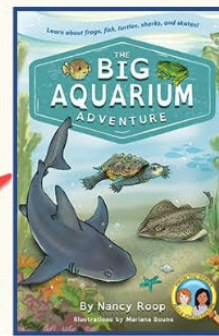
Drones by Marty Gitlin



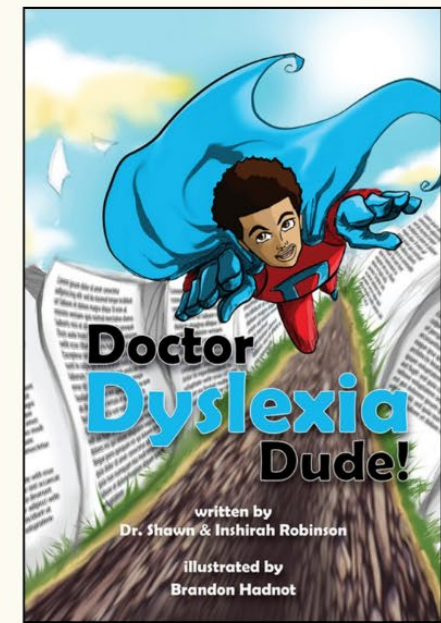
NEURODIVERSE INCLUSIVE BOOKS



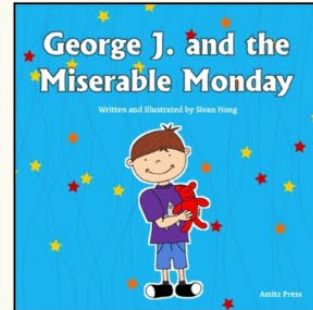
anovelmind.com



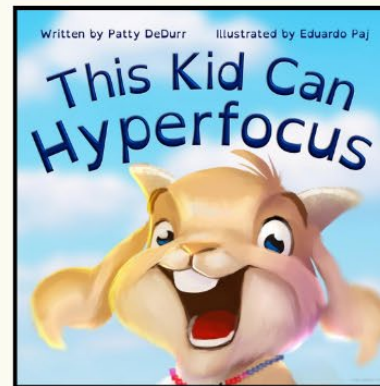
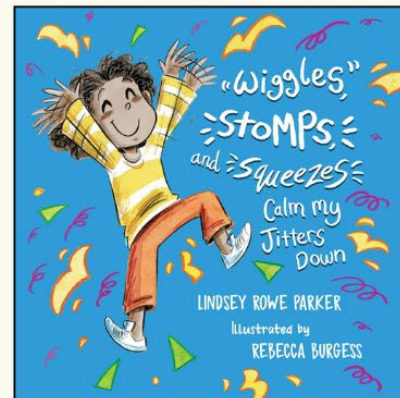
#ASDAuthor



#DyslexiaAuthor



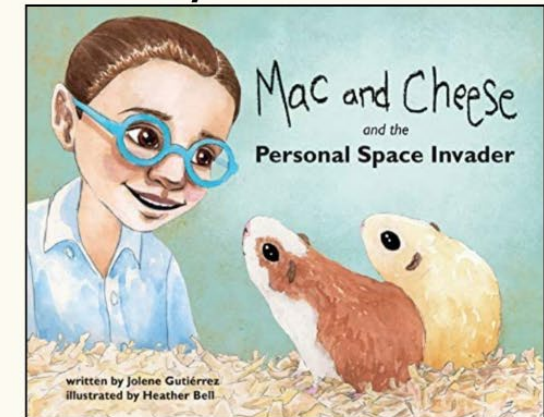
#SPDAuthor



#ADHDAuthor



#AACAuthor



#proprioceptionauthor

 Neurodivergent Database

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



Younger students:

Call names on library
cards during today's
closing activity

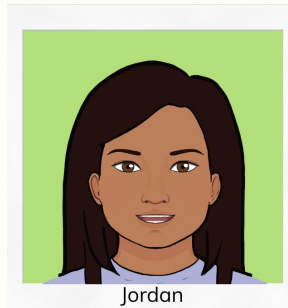
Students choose a book
from either the Fiction
or Nonfiction tables

Students line up at the
Circulation Desk





Safiy



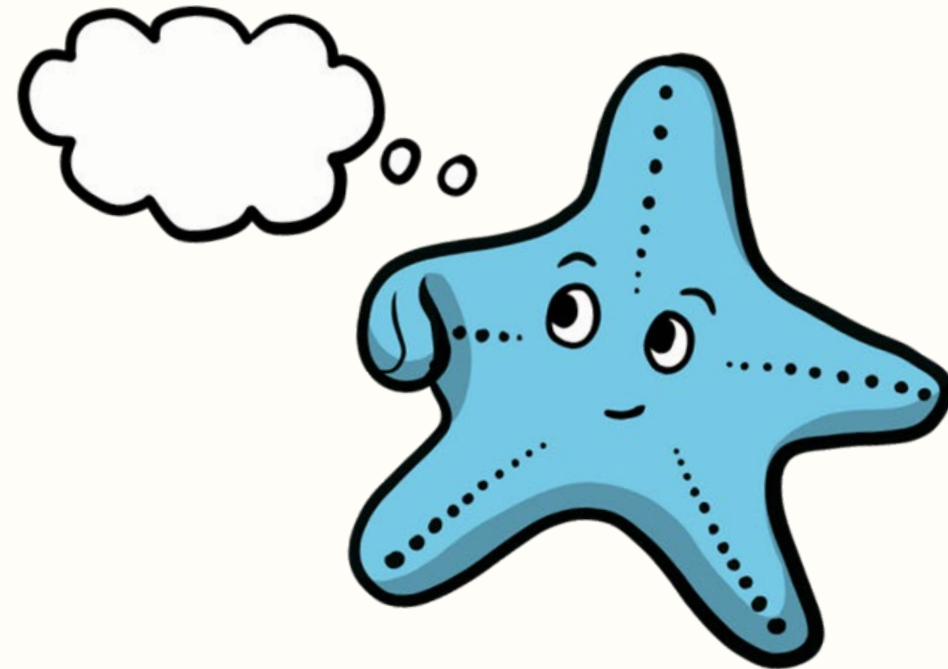
Jordan

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

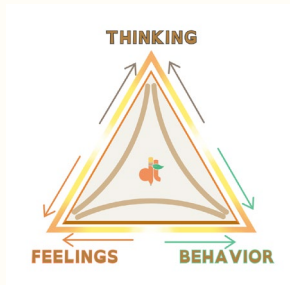


Alex

Pause and Think About Your Readers



Understanding Neurodiversity to Create an Inclusive Library



*What's in a Year-
Long Library Plan*



Learning Takeaways: Five Things You Can Do Tomorrow

1. **Meet with the Special Education Team** to learn who you are teaching
2. **Coregulate:** provide empathy and support ([download TFB framework card](#))
3. **Use visual** agendas, timers, seating, sensory options
4. **Adapt a lesson** ([Refer to “Year at a Glance”](#))
5. **Collection development** of books and resources

Resources



Nancy@DevelopmentalTexts.com

Get an Occasional newsletter

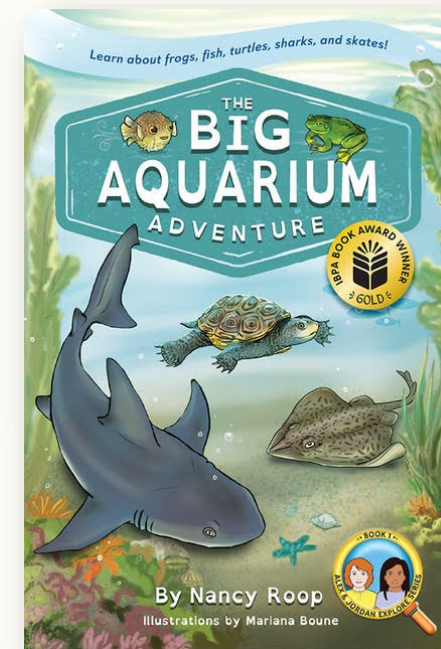
- Quick Tips for ND Readers
- Advance reader copies of new books



Access Slide Deck, Accommodation Guide, and More!

- nancyroop.com/resources

Thank you for being here!



Book Joy for Neurodivergent Readers



Agenda



✓ Neurodiversity

✓ Co-regulation Supports Self-regulation

✓ 5 Tips for a Successful School Year

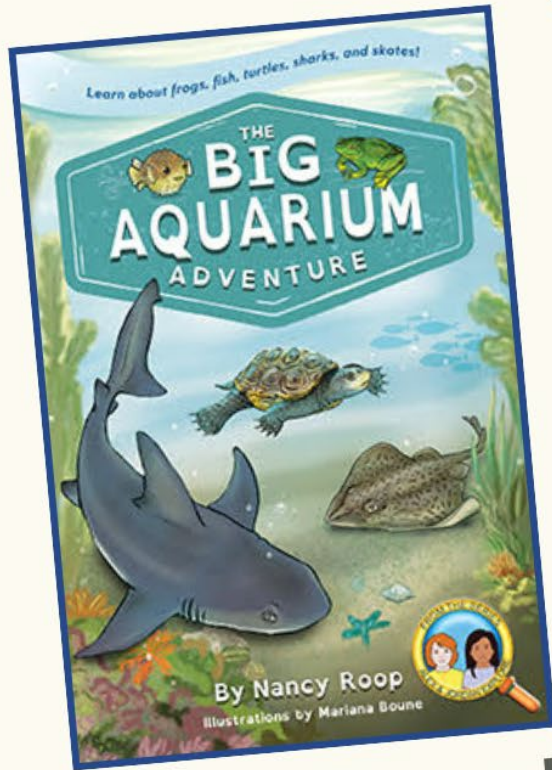
✓ Best Practices

✓ Differentiated Instruction

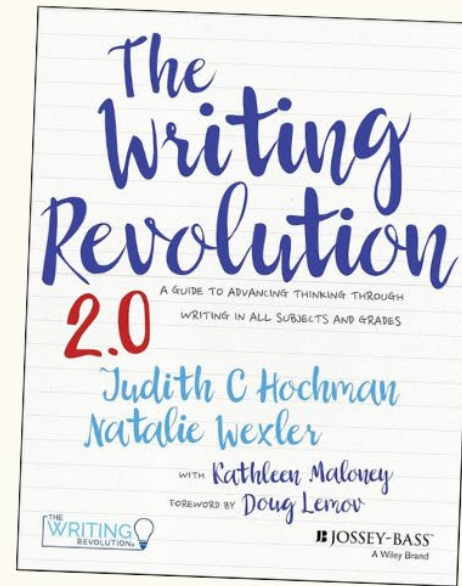
✓ Neurodivergent Readers

✓ Take aways *and some glimmers!*

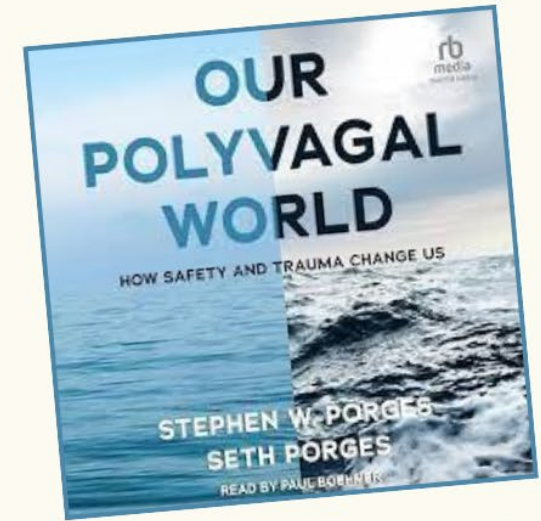
**Winners
choose
at the
end!**



Spiral Bound



Audiobook



Audiobook

**SECOND
CHANCE
DRAWING**

**Join Newsletter!
NancyRoop.com**


Libro.fm
Audiobooks
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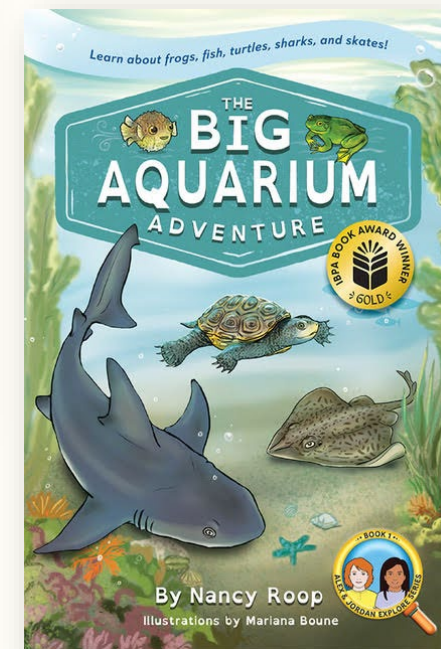
- Quick Tips for ND Readers
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- nancyroop.com/resources

Thank you for being here!





Accommodation Toolkit to Supports Executive Functions

Organization

Planning

Task Initiation

Working Memory

Impulse Control

Emotional Control

Self Monitoring

Flexible Thinking



Take Back to Class Accommodation Guide

Student Led: use favorite topics & characters.

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

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

Reduce the number of multiple choice answers to two.

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



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





Reducing Executive Functions

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



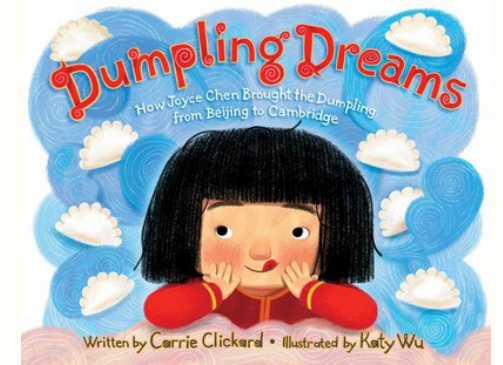


Level 3: Activity for Middle/High



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



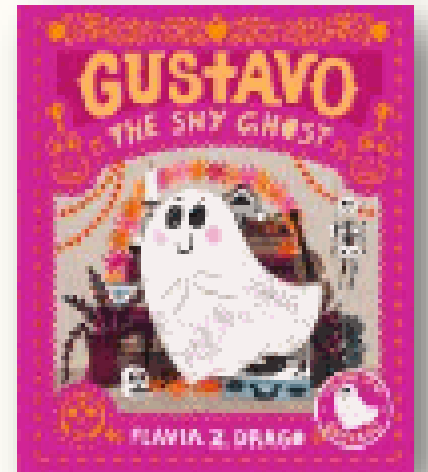
Dumplings Dreams
(Diversity and Lunar New Year)



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



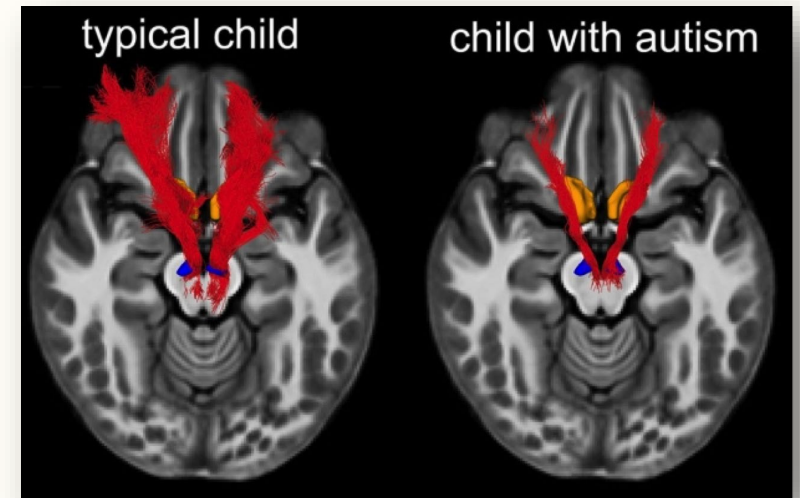
***Gustavo the Shy Ghost
(Spooky Fun)***



Language Delays and Comprehension

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

Nation et al 2004



Most neurodivergent youth have language differences:

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



Moving from Book Trauma to Book Joy with Empathy!

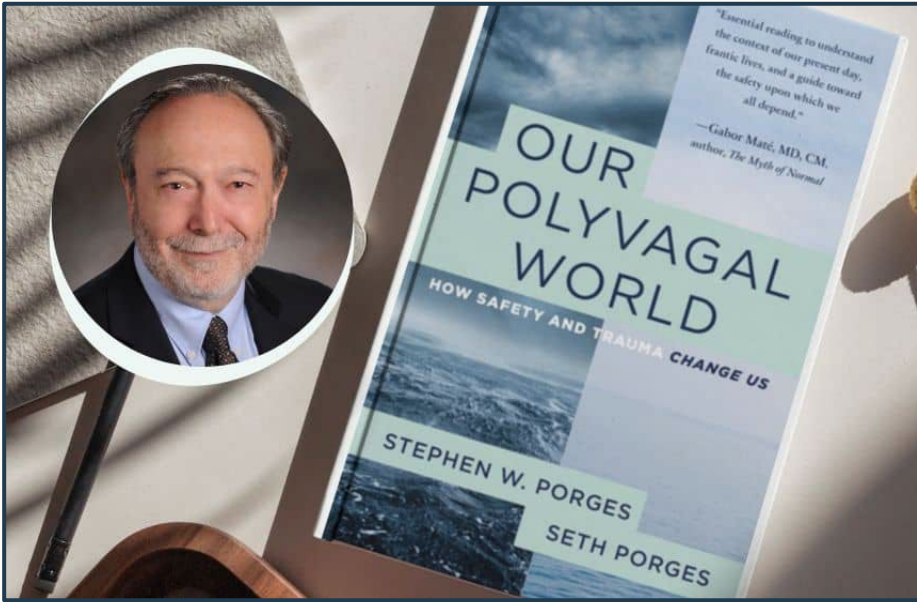


“If a child with ASD is put in a learning situation that they don’t understand, it is likely to produce anxiety which interrupts their ability to attend and learn.

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

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

Nancy Roop, Undergraduate Thesis, 2020



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

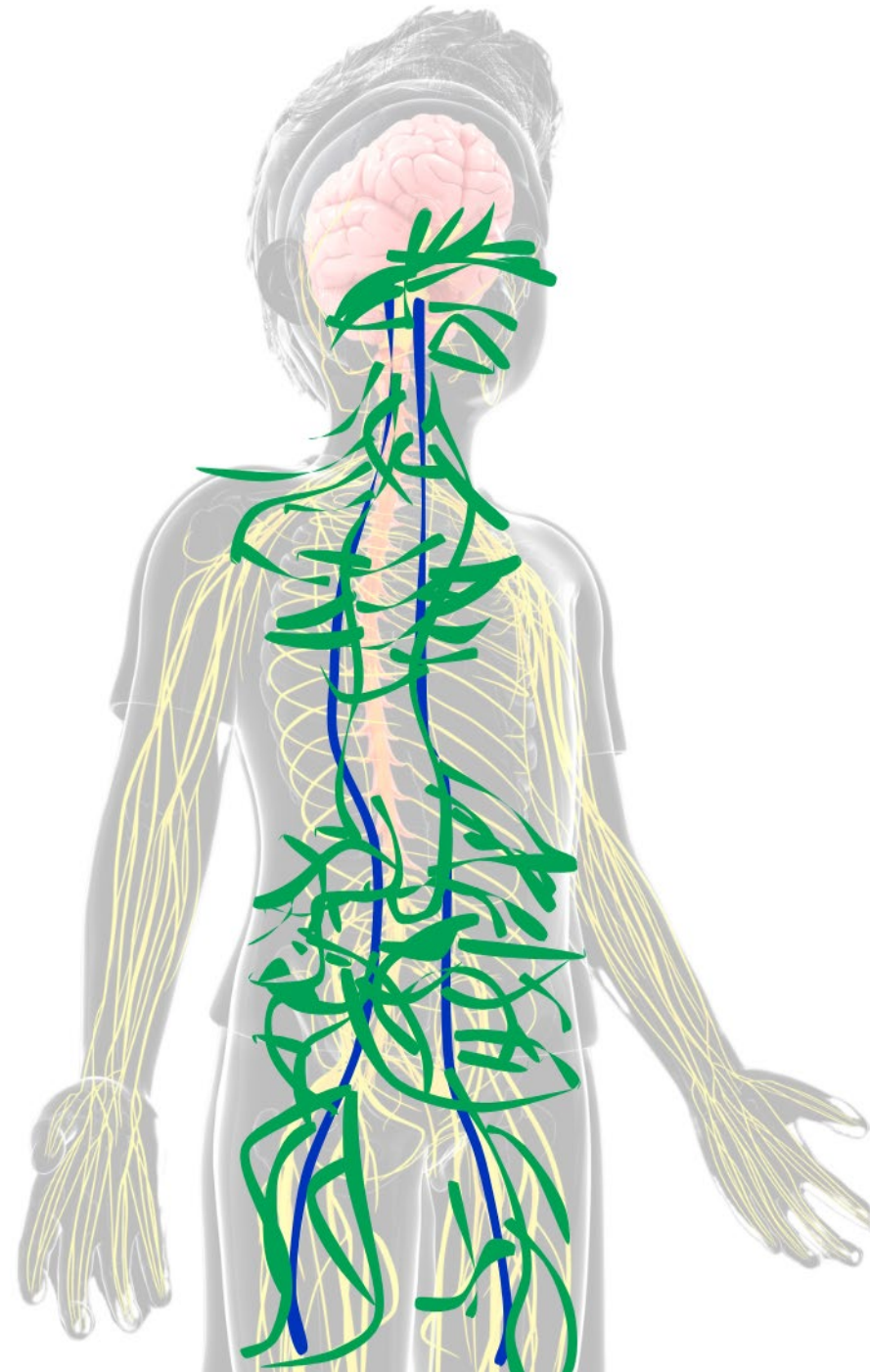
blue

Vagus Nerve
Connections

green

Other
Nerves

yellow



The Eight Sensory Systems

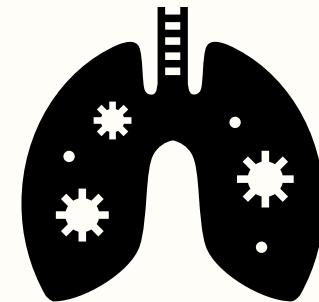
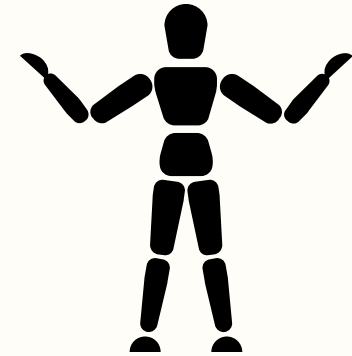
Basic Five: See, hear, smell, taste, and touch

*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



Understanding Neurodiversity to Create an Inclusive Library

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