Contents

Elopement....1
Motor Skills....1
Cognitive Skills....2
Sensory Processing....2
Self-Regulation....3
References....4
Practical Strategies for Supporting Regulation....9

Elopement

Resources

For more information and resources, check out the recorded session available in the KEB Virtual Learning Environment (KEB Resources → Professional Development Recordings and Presentation Slides → Special Education → Elopement or Running Away).

Helpful websites:

- National Autism Association – Big Red Safety Box: https://nationalautismassociation.org/big-red-safety-box/
- National Autism Association – Resources – see the Be REDy Booklet: https://nationalautismassociation.org/resources/wandering/
- CDC's page on Wandering (Elopement) and Children with Disabilities https://www.cdc.gov/ncbddd/disabilityandsafety/wandering.html
- Autism Speaks' Safety Kit: https://www.autismspeaks.org/tool-kit/autism-safety-kit

Motor Skills

Additional Resources

- Centre for Disease Control and Prevention: *CDC's Developmental Milestones.* https://www.cdc.gov/ncbddd/actearly/milestones/index.html
- Can Child: *Children with DCD at Home at School and in the Community.*
- https://www.canchild.ca/en/resources/112-children-with-dcd-at-home-at-school-and-in-the-community-booklet

- Develop Learn Grow – Fine motor and writing articles. https://developlearngrow.com/category/fine-motor/
- Develop Learn Grow – Sensory learning and brain breaks articles. https://developlearngrow.com/category/sensory-activities/
- Move and Play Pediatric Therapy: *Low Muscle Tone – what is it, and what does it mean for my child?* https://www.moveplaypaedtherapy.com.au/low-muscle-tone-what-is-it-and-what-does-it-mean-for-my-child/

Cognitive Skills

Additional Resources

Helpful Websites:

- Harvard University - Center on the Developing Child: *Activities guide: Enhancing and practicing executive function skills with children from infancy to adolescence*. https://developingchild.harvard.edu/resources/activities-guide-enhancing-and-practicing-executive-function-skills-with-children-from-infancy-to-adolescence/
- Life Skills Advocate: *Executive functioning 101 resource hub.* https://lifeskillsadvocate.com/executive-functioning-101-hub
- Life Skills Advocate: *Executive function skills by age*. https://lifeskillsadvocate.com/blog/executive-function-skills-by-age/
- Smart but Scattered resources – *links to handouts and printable templates.* https://www.smartbutscatteredkids.com/resources/print-articles/

Books:

- Smart but Scattered: The Revolutionary Approach to Helping Kids Reach Their Potential, by Peg Dawson and Richard Guare (2009)
- The Executive Functioning Workbook for Teens, by Sharon A Hansen (2013)

Sensory Processing

Helpful Resources

Videos:

- Brain Highways: *The Proprioceptive System.* https://www.youtube.com/watch?v=b2iOliN3fAE

Websites:

- Aide Canada: *Sensory Processing Differences Toolkit*, by Dr. Fakhri Shafai, Moira Peña, Elsbeth Dodman. https://aidecanada.ca/resources/learn/sensory-regulation/sensory-processing-differences-toolkit
- Child Mind Institute: *How Sensory Processing Issues Affect Kids in School.* https://childmind.org/article/how-sensory-processing-issues-affect-kids-in-school/
- STAR Institute: *Resources for Parents and Professionals.* https://sensoryhealth.org/basic/resources-for-parents-and-professionals
- STAR Institute: *Your Eight Senses.*https://sensoryhealth.org/basic/your-8-senses#f8
- For more information about how each sensory system works, you can visit https://sensoryhealth.org/basic/your-8-senses#f8

Books:

- *Building Bridges Through Sensory Integration, 3rd Edition: Therapy for Children With Autism And Other Pervasive Developmental Disorders* (2015). Paula Aquilla, Ellen Yack & Shirley Sutton.

Self-Regulation

Additional Resources

Videos:

- Co-regulation In Action Video Series Co-Regulation in Action Video Series: Introduction (youtube.com) https://www.youtube.com/watch?v=3fW1l30Y1E4

Helpful Websites:

- Harvard Health: *Co-regulation: Helping children and teens navigate big emotions*. https://www.health.harvard.edu/blog/co-regulation-helping-children-and-teens-navigate-big-emotions-202404033030
- The MEHRIT Centre: https://self-reg.ca/self-reg-101/
- The Whole-Brain Child handouts from Dr. Dan Siegel https://drdansiegel.com/whole-brain-child-handouts/
- Zones of Regulation: *Learn more about the zones*. https://www.zonesofregulation.com/learn-more-about-the-zones.html

Sample Self-Regulation Programs:

- Social Thinking programs, by Michelle Garcia Winner, including You Are a Social Detective, The Incredible Flexible You, We Thinkers, and Superflex Programs. For more information, visit: https://www.socialthinking.com/
- The Alert Program, by Williams, M.S. & Shellenberger, S. (1995). For more information, visit: https://alertprogram.com/resources/
- The Incredible 5 Point Scale, by Kari Dunn Baron. For more information, visit: https://www.5pointscale.com/
- The Zones of Regulation, by Leah Kuypers (2011). For more information visit: https://zonesofregulation.com/how-it-works/

Books:

- Calm, Alert and Learning, by Stuart Shanker (2013).
- Self-Reg: How to help your child (and you) break the stress cycle and successfully engage with life, by Stuart Shanker (2016).
- The Whole-Brain Child, by Daniel Siegel and Tina Payne Bryson (2012).
- The Zones of Regulation (manual), by Leah Kuypers (2011).

References

Functional Behaviour Analysis (FBA)

Dunlap, G., Wilson, K., Strain, P., & Lee, J.K. (2013). Prevent-Teach-Reinforce for Young Children. Baltimore, MD: Brookes Publishing Company.

Kelley, M.E., LaRue, R.H., Roane, H.S., Gadaire, D.M. (2011). Indirect behavioral assessments In W.W. Fisher, C.C. Piazza, H.S. Roane (Eds). Handbook of Applied Behavior Analysis (182-190). New York: The Guilford Press.

Layng, T.V.J., Andronis, P.T., Codd, R.T., & Abdel-Jalil, A. (2022). Nonlinear Contingency Analysis: Going Beyond Cognition and Behavior in Clinical Practice. New York: Routledge.

O'Neill, et al. (1997). Functional Assessment and Program Development: A Practical Handbook. Pacific Grove, CA: Brookes/Cole Publishing Company.

Creating a Solid Classroom Routine

Best Start. (n.d.). Learning to play: From birth to school age. https://resources.beststart.org/k27e-learning-to-play-htmlpage/

Centers for Disease Control and Prevention. (n.d.). Quick tips: Structure and routines for toddlers and preschoolers. https://www.cdc.gov/parents/essentials/toddlersandpreschoolers/structure/quicktips.html

Play & Learn. (n.d.). Kindergarten. https://playandlearn.healthhq.ca/en/kindergarten

Zero to Thrive. (n.d.). Routines for kids. https://zerotothrive.org/routines-for-kids/

Independent Activity Schedules

McClannahan, L.E., & Krantz, P.J. (2010). *Activity Schedules for Children with Autism: Teaching Independent Behavior, 2nd ed*. Bethesda, MD: Woodbine House, Inc.

Elopement

Anderson, C., Law, J. K., Daniels, A., Rice, C., Mandell, D. S., Hagopian, L., & Law, P. A. (2012). Occurrence and family impact of elopement in children with autism spectrum disorders. *Pediatrics,130*(5), 870–877. https://doi.org/10.1542/peds.2012-0762

Geiger, K. B., Carr, J. E., & LeBlanc, L. A. (2010). Function-based treatments for escape-maintained problem behavior: A treatment-selection model for practicing behavior analysts. *Behavior Analysis in Practice*, *3*(1), 22–32. https://doi.org/10.1007/BF03391755

National Autism Association. (2012). Big Red Safety Toolkit: A digital resource for caregivers. Retrieved from https://nationalautismassociation.org/docs/BigRedSafetyToolkit.pdf

National Autism Association. (2017). Mortality and Risk in ASD Wandering/Elopement 2011–2016. Retrieved https://nationalautismassociation.org/wp-content/uploads/2017/04/NAAMortalityRiskASDElopement.pdf

Phillips, L. A., Briggs, A. M., Fisher, W. W., & Greer, B. D. (2018). Assessing and treating elopement in a school setting. *Teaching Exceptional Children*, 50(6), 333–342. https://doi.org/10.1177/0040059918770663

Scheithauer, M., Call, N.A., Lomas Mevers, J. et al. A feasibility randomized clinical trial of a structured function-based intervention for elopement in children with autism spectrum disorder. *J Autism Dev Disord 51*, 2866–2875 (2021). https://doi.org/10.1007/s10803-020-04753-4

Articulation and Stuttering References

Cozart, G. & Wilson, L. (2022). Strategies for teachers to support children who stutter: Perspectives of Speech-Language Pathologists. *Perspectives of the ASHA Special Interest Groups, 7(1),* 73–86. https://doi.org/10.1044/2021_PERSP-20-00281

Crowe, K., & McLeod, S. (2020). Children's English consonant acquisition in the United States: A review. *American Journal of Speech-Language Pathology*. https://doi.org/10.1044/2020_AJSLP-19-00168

Gordon, M.K (2017) Phonetic and Phonological Research on Native American Languages: Past, Present, and Future. *International Journal of American Linguistics*, *83(1)*, 79-110. **https://www.journals.uchicago.edu/doi/abs/10.1086/689303**

Indigenous Languages in Canada. *The Canadian Encyclopedia*. Retrieved from **https://www.thecanadianencyclopedia.ca/en/article/aboriginal-people-languages** on August 19, 2024

Starkweather, C.W., & Gottwald, S.R. (1990). The demands and capacities model ii. clinical applications. *Journal of Fluency Disorders, 15*, 143-157.

Expressive and Receptive Language References

Buckley, L., Mancilla-Martinez, J. & Ozdemir, M. (2023). Teacher questioning to promote extended language use for preschool emergent bilinguals. *Language, Speech, and Hearing Services in Schools, 54(2)*, 436–455 **https://doi.org/10.1044/2022_LSHSS-22-00056**

Christopulosa, T.T. & Kean, J. (2020). General education teachers' contribution to the identification of children with language disorders. *Perspectives of the ASHA Special Interest Groups, 5(4),* 770–777. **https://doi.org/10.1044/2020_PERSP-19-00166**

Deshmukh, R.S., Pentimonti,J.M., Zucker, T.A., & Curry, B. (2022). Teachers' use of scaffolds within conversations during shared book reading. *Language, Speech, and Hearing Services in Schools • Vol. 53(1),* 150–166. https://doi.org/10.1044/2021_LSHSS-21-00020

Gillam, S., Holbrook, S., & Mecham J. (2017, Nov. 14). *Working Memory Interventions for Students with Developmental Language Disorders* [Conference session]. 2018 ASHA Convention, Boston, MA, United States.

Mitchell, M.P., Ehren, B.J., & Towson, J.A. (2022). Vocabulary outcomes with third graders in a teacher and Speech-Language Pathologist collaboration. *Perspectives of the ASHA Special Interest Groups, 7(6),* 2067–2087. https://doi.org/10.1044/2022_PERSP-22-00008

Pentimonti, J. M., & Justice, L. M. (2010). Teachers' use of scaffolding strategies during read alouds in the preschool classroom. *Early Childhood Education Journal, 37(4),* 241–248. **https://doi.org/10.1007/s10643-009-0348-6**

van den Broek, P., Kendeou, P., Lousberg, S., & Visser, G. (2011). Preparing for reading comprehension: Fostering text comprehension skills in preschool and early elementary school children. *International Electronic Journal of Elementary Education, 4(1),* 259–268. https://www.iejee.com/index.php/IEJEE

Wanzek, J. Wood, C. & Schatschneider, C. (2023). Teacher Vocabulary Use and Student Language and Literacy Achievement. *Journal of Speech, Language, and Hearing Research*, *66(9),* 3574–3587. **https://doi.org/10.1044/2023_JSLHR-22-00605**

Phonological Awareness and Reading References

American Speech and Hearing Association. (n.d). *Written Language Disorders.* https://www.asha.org/practice-portal/clinical-topics/written-language-disorders/

Chall, J. S. (1983). *Stages of reading development.* McGraw-Hill.

Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility (2nd ed.).* Alexandria, VA: ASCD.

New South Whales Education Department. (2024, December 19). *Gradual Release of Responsibility.* https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/gradual-release-of-responsibility

Scarborough, H. S. (2001). *Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (*Eds.), Handbook of early literacy research (Vol. 1, pp. 97–110). Guilford Press.

Tambyraja, S.R., Farquharson, K. & Justice, K. (2020). Reading risk in children with Speech Sound Disorder: Prevalence, persistence, and predictors. *Journal of Speech, Language, and Hearing Research, 63(11),* 3714–3726. https://doi.org/10.1044/2020_JSLHR-20-00108

Symbol Use in the Classroom References

Millar, D. C., Light, J. C., & Schlosser, R. W. (2006). The impact of augmentative and alternative communication intervention on the speech production of individuals with developmental disabilities: A research review. *Journal of Speech, Language, and Hearing Research, 49(2).* https://doi.org/10.1044/1092-4388(2006/021)

Porter, G. (2007). Pragmatic Organization Dynamic Display (PODD) communication books: Direct access templates (A4/A5paper version). Melbourne: Cerebral Palsy Education Centre.

Practical Strategies for Supporting Motor Skill Development

Blank, R., Smits-Engelsman, B., Polatajko, H., Wilson, P., & European Academy for Childhood Disability. (2012). European Academy for Childhood Disability (EACD): recommendations on the definition, diagnosis and intervention of developmental coordination disorder (long version). *Developmental Medicine and Child Neurology*, *54*(1), 54–93. https://doi.org/10.1111/j.1469-8749.2011.04171.x

Donica, D. K., Giroux, P., & Faust, A. (2018). Keyboarding instruction: Comparison of techniques for improved keyboarding skills in elementary students. *Journal of Occupational Therapy, Schools, & Early Intervention*, *11*(4), 396–410. https://doi.org/10.1080/19411243.2018.1512067

Down Syndrome Resource Foundation: *Gross Motor Development*. https://www.dsrf.org/resources/information/physical-skill-development/gross-motor-development/

Down Syndrome Resource Foundation: *Positioning Reference Sheet.* https://www.dsrf.org/wp-content/uploads/2022/05/Positioning-Handout.pdf

Goulardins, J. B., Marques, J. C. B., & De Oliveira, J. A. (2017). Attention Deficit Hyperactivity Disorder and Motor Impairment: A Critical Review. *Perceptual and Motor Skills*, *124*(2), 425-440. https://doi.org/10.1177/0031512517690607

Mohd Nordin, A., Ismail, J., & Kamal Nor, N. (2021). Motor development in children with autism spectrum disorder. *Frontiers in Pediatrics*, *9*. https://doi.org/10.3389/fped.2021.598276

Niles-Campbell, N., Tam, C., Mays, J., & Skidmore, G. (2008). Understanding the development of keyboarding skills in students with fine motor difficulties. *Occupational Therapy Now*, 10(4), 13–15. Retrieved from www.caot.ca

Olsen J., & Knapton E. (2008). *Handwriting Without Tears* (3rd ed.). Cabin John, MD: Western Psychological Services.

Practical Strategies for Supporting Executive Functioning, Attention, Hyperactivity

American Speech-Language-Hearing Association. (n.d.). Executive function deficits. Retrieved from https://www.asha.org/practice-portal/clinical-topics/executive-function-deficits/

Betts, J. L., Eggins, E., Chandler-Mather, N., Shelton, D., Till, H., Harnett, P., & Dawe, S. (2022). Interventions for improving executive functions in children with fetal alcohol spectrum disorder (FASD): A systematic review. *Campbell Systematic Reviews*, *18*(4). https://doi.org/10.1002/cl2.1258

Blair, C. (2016). Developmental science and executive function. *Current Directions in Psychological Science, 25*(1), 3-7. https://doi.org/10.1177/0963721415622634

Cramm, H. A., Krupa, T. M., Missiuna, C., Lysaght, R. M., & Parker, K. C. H. (2013). Executive functioning: A scoping review of the occupational therapy literature. *Canadian Journal of Occupational Therapy, 80*(3), 131–140. https://doi.org/10.1177/0008417413496060

Dawson, P., & Guare, R. (2009). *Smart but scattered: The revolutionary approach to helping kids reach their potential*. The Guilford Press.

Diamond, A. (2013). Executive functions. *Annual Review of Psychology, 64*, 135-168. https://doi.org/10.1146/annurev-psych-113011-143750

Practical Strategies for Supporting Sensory Processing

Ayres, J., Robbins, J., Mcatee, S., & Pediatric Therapy Network. (2005). *Sensory integration and the child : understanding hidden sensory challenges*. Western Psychological Services.

Ebert, H., Tran, A., Wexler, S. (2024). Sensory Strategy Learning Model. *Sensory Safety* [Group handout]. Surrey Place, Caregiver Sensory Education Group.

Fisher, A. V., Godwin, K. E., & Seltman, H. (2014). Visual Environment, Attention Allocation, and Learning in Young Children. *Psychological Science*, *25*(7), 1362–1370. https://journals.sagepub.com/doi/abs/10.1177/0956797614533801

MacLennan, K., O'Brien, S., & Tavassoli, T. (2021). In Our Own Words: The Complex Sensory Experiences of Autistic Adults. *Journal of Autism and Developmental Disorders*, *52*(7). https://doi.org/10.1007/s10803-021-05186-3

Mahler, K. (2015). *Interoception: The Eighth Sensory System.* AAPC Publishing

Miller, L. J., Fuller, D. A., & Roetenberg, J. (2014). *Sensational kids: hope and help for children with sensory processing disorder (SPD)*. Penguin Group.

Passarello, N., Tarantino, V., Chirico, A., Menghini, D., Costanzo, F., Sorrentino, P., Fucà, E., Gigliotta, O., Alivernini, F., Oliveri, M., Lucidi, F., Vicari, S., Mandolesi, L., & Turriziani, P. (2022). Sensory Processing Disorders in Children and Adolescents: Taking Stock of Assessment and Novel Therapeutic Tools. *Brain Sciences*, *12*(11), 1478. https://doi.org/10.3390/brainsci12111478

Shkaabe Makwa. (2021, June). *Beautiful difference: A Primer on Intellectual and Developmental Disabilities for Indigenous Helpers* [Virtual presentation]. The Centre for Addiction and Mental Health. https://www.camh.ca/en/driving-change/shkaabe-makwa/training#:~:text=Beautiful%20Difference%3A%20A%20Primer%20on,and%20policy%20landscapes%20across%20Ontario.

STAR Institute, *Understanding the Sensory Integration Process*. Retrieved from: https://sensoryhealth.org/basic/understanding-sensory-integration-process

Wilbarger, P., & Wilbarger, J. (1991). Sensory Defensiveness in Children Ages 1 - 12: An Intervention Guide for Parents and Other Caretakers. Santa Barbara, CA: Avanti Educational Programs.

Practical Strategies for Supporting Regulation

Duckworth, A. L., & Carlson, S. M. (2013). Self-regulation and school success. In B. W. Sokol, F. M. E. Grouzet, & U. Müller (Eds.), *Self-regulation and autonomy: Social and developmental dimensions of human conduct* (pp. 208-230). Cambridge University Press.

Kuypers, L. (2011). *The Zones of Regulation*. Social Thinking Publishing.

Nigg, J. T. (2017). Annual Research Review: On the relations among self-regulation, self-control, executive functioning, effortful control, cognitive control, impulsivity, risk-taking, and inhibition for developmental psychopathology. *The Journal of Child Psychology and Psychiatry*, 58(4), 361-383. https://doi.org/10.1111/jcpp.12675

Mayes, L. C. (2000). A developmental perspective on the regulation of arousal states. *Seminars in Perinatology*, 24(4), 267-279. https://doi.org/10.1053/sper.2000.9121

Murray, D. W., & Rosanbalm, K. (2017). Promoting self-regulation in adolescents and young adults: A practice brief. OPRE Report #2015-82. Washington, DC: Office of Planning, Research, and Evaluation.

Murray, D. W., Rosanbalm, K., Christopoulos, C., & Hamoudi, A. (2015). Self-regulation and toxic stress: Foundations for understanding self-regulation from an applied developmental perspective. OPRE Report #2015-21. Washington, DC: Office of Planning, Research, and Evaluation. https://www.acf.hhs.gov/opre/resource/self-regulation-and-toxic-stress-foundations-for-understanding-self-regulation-from-an-applied-developmental-perspective

Murray, D. W., Rosanbalm, K., Christopoulos, C., & Meyer, A. (2019). An applied contextual model for promoting self-regulation enactment across development: Implications for prevention, public health, and future research. *The Journal of Primary Prevention*, 40(4), 367-403. https://doi.org/10.1007/s10935-019-00556-1

Sara, S. J., & Bouret, S. (2012). Orienting and reorienting: The locus coeruleus mediates cognition through arousal. *Neuron*, 76(1), 130-141. https://doi.org/10.1016/j.neuron.2012.09.011

Shanker, S. (2013). *Calm, Alert and Learning*. Pearson Canada.

Shanker, S. (2016). *Self-Reg: How to help your child (and you) break the stress cycle and successfully engage with life*. Penguin Random House Canada.

Siegel, D. J., & Bryson, T. P. (2012). *The Whole-Brain Child*. Random House.