

# Book Study

## Practical Strategies for Supporting Emotional Regulation in Students with Autism: Enhancing Engagement and Learning in the Classroom

by Leslie Blome with Maureen Zelle

Discover how to support students with autism using this practical guide. Based on research, this guide provides descriptions of strategies followed by ways to implement the strategies in inclusive environments. Using real-life examples, the authors connect emotional regulation to understanding behaviors, learning, and engagement in the classroom.

### Introduction

pp. 9-21

1. Talk about the models that are foundational to the authors' approach: developmental, relationship-based, positive behavior support, structured teaching, sensory, physiological, social-emotional. If any are unfamiliar, take some time to look up information about them.
2. How open are your colleagues and families to an integrated approach for supporting individuals with autism? How can you help them see the value of an integrated approach rather than a single strategy?
3. Talk about how you can build relationships with autistic individuals.
4. Discuss the quote: "Problem behavior—that which interferes with learning, engaging, and forming relationships—is often an attempt to regulate arousal level or simply the 'outward expression of an inward state.'" (page 15). Is this different from current beliefs about behavior?

## Chapter 1 Three Guidelines

pp. 23-31

1. Share how you implement processing/wait time with autistic individuals to help avoid prompt dependency and increase their self-regulation.
  
2. Shorten these directions to the essential message:
  - a. "Time for reading. Go to your desk, get your reading books out, get ready to read! Hurry up now. Time for reading. Turn to page 5. Time to read!"
  - b. "You are going to the block center. Time to play blocks. You can use your favorite blue blocks to build a tower, or you can make a track to roll the cars on. Block time! Yay!"
  
3. Do you and your colleagues commonly use visual supports to help your students with autism increase their understanding? Which visual supports do you use? What else would you like to implement?
  
4. Refer to OCALI's Autism Center Grab and Go Resource Gallery: [Turn Taking Supports \(https://www.ocali.org/project/resource\\_gallery\\_of\\_interventions/page/Turn-Taking-Supports\)](https://www.ocali.org/project/resource_gallery_of_interventions/page/Turn-Taking-Supports) for ideas to use to teach turn taking. Which support(s) might you try to use if you are helping your students to learn how to play a game with peers.

## Chapter 2 Sensory Overview

pp. 33&34

1. What sensory strategies do you personally use to help self-regulate?

2. Review the sensory strategies list on page 34. Choose one strategy you have used with one of your students and describe how you implemented it into their daily activities.

## Section: Show and Tell

### Chapter 3 Modeling

pp. 37-41

1. To teach a desired behavior, what steps might you need to take to gain an autistic person's attention when using modeling as a strategy?
2. Think of a scenario in your classroom where you might use video modeling to teach a desired behavior. Describe the situation and identify three benefits of using video modeling as a strategy.
3. Share an example of when you successfully used modeling (live or video) with a student in your classroom.

### Chapter 4 Show How Many/Show How Long

pp. 43-49

1. Explain possible reasons why those with autism may struggle completing non-preferred tasks.

2. How does providing “how long” and “how many” to individuals with ASD help them stay regulated and available for learning?
  
  
  
  
  
  
  
  
  
  
3. As described in this chapter, what are some examples of visuals you could use with a student to represent how much time is left to complete an activity? How do you decide which visuals to use?
  
  
  
  
  
  
  
  
  
  
4. Your student is struggling transitioning from recess to the classroom. Provide some examples of supports you could use to help with this transition. Describe how you would use these supports to teach the student.

## Chapter 5 Verbalize a Rule

pp. 51- 54

1. You have a student who throws items in the classroom. The student often goes to your desk and picks up items and tosses them. How would you model language to teach the student what to do? Provide an example of scripting on how you would state and model the rules/expectations in the classroom.
  
  
  
  
  
  
  
  
  
  
2. Using a positive behavior support approach, describe how you might share with families the importance of stating rules/expectations.



## Chapter 8 | Start/You Finish

pp. 69-72

1. Describe why the “I Start/You Finish” strategy may help an autistic student stay regulated and engaged in an activity.
2. Using this strategy, how can we help students with autism become less prompt dependent?
3. You have a student who is struggling to keep his locker clean, and materials organized. Describe how you might use the “I Start/You Finish” strategy to support this student.

## Section: Helping Hands

### Chapter 9 Simple Tasks

pp. 75-82

1. How can simple tasks increase engagement? Share an example.
2. Go to the top of page 78 and review the example of a put-in task using pictures from a book being read. Now, think of a simple task you could use in your classroom or at home that would include a current academic activity for a student/child.



## Chapter 11 Visual Schedules

pp. 91-102

1. The author describes using a choice board type of schedule for unstructured times. For more information, refer to OCALI's Autism Center Grab and Go Resource Gallery of Interventions: [Choice Boards](https://www.ocali.org/project/resource_gallery_of_interventions/page/choice-boards) web page ([https://www.ocali.org/project/resource\\_gallery\\_of\\_interventions/page/choice-boards](https://www.ocali.org/project/resource_gallery_of_interventions/page/choice-boards)). Watch the videos together and discuss which style of choice board you might consider creating for a student in your program and why.
2. From page 100, discuss some of the tips for teaching an individual how to use a schedule. Share how some of these ideas have worked for you, and/or what ideas you might try.
3. You have a child with autism who gets upset every time they need to transition from one activity to the next. What type of schedule would you try with this child and why? How would you teach the schedule?

## Section: One More Thing

### Chapter 12 Techniques

pp. 105-110

1. Review the techniques for "Things We Do". Discuss how to apply one of these techniques with a student/child. How and when would you use it?



