

Running Head: PROVIDING A TOOL BASKET FOR SELF-REGULATION
FOR STUDENTS WITH AUTISM

by

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Abstract

Students with autism spectrum disorder (ASD) face many challenges in school including gaining access to curriculum due to the need for adaptations for learning challenges, overstimulation from the environment, and the need for support with lagging skills in areas such as self-regulation. The research sought to explore why students with autism have challenges with self-regulation, what self-regulation is, why it is important, and what interventions would support students' self-regulation in the classroom. The purpose of the study was to investigate the engagement and attention effects on students with ASD when they had access to a self-regulation tool basket. The exploration involved pre- and post-observations and teacher interview/questionnaires related to the implementation of a basket containing sensory tools to support in students' self-regulation. Results showed that students with ASD improved in many aspects of regulation with the intervention of a sensory tool basket in their classroom. With students being regulated, classroom teachers will be able to have them focused and ready to engage in class activities that will support them in learning.

Keywords

self-regulation, autism