

THE ALERT PROGRAM[®] FOR SELF-REGULATION

CHARACTERISTICS OVERVIEW CHART

Verbal Skills	Grade Levels	Cognitive Level	Areas Addressed
<input type="checkbox"/> Nonverbal	<input type="checkbox"/> PK	<input type="checkbox"/> Classic	<input type="checkbox"/> (Pre)Academic/Cognitive/Academic
<input type="checkbox"/> Mixed	<input type="checkbox"/> Elementary	<input type="checkbox"/> High Functioning	<input type="checkbox"/> Adaptive Behavior/ Daily Living
<input type="checkbox"/> Verbal	<input type="checkbox"/> Middle/High		<input type="checkbox"/> Behavior <input type="checkbox"/> Communication/Speech <input type="checkbox"/> Social/Emotional

BRIEF INTRODUCTION

Students with autism generally experience sensory issues and self-regulation challenges. The ALERT Program[®] for Self-Regulation was designed to address these issues.

DESCRIPTION

The ALERT Program[®] for Self-Regulation is designed to help students with autism and related disabilities choose appropriate strategies to change or maintain their levels of alertness. Based on the theory of sensory integration, this program consists of activities that teach sensory self-awareness and empowers students to select interventions to ensure that their alertness matches environmental demands. Thus, students learn self-regulation (Williams & Shellenberger, 1996).

SUMMARY

How Does Your Engine Run?® A Leader's Guide to the Alert Program® for Self-Regulation (Williams & Shellenberger, 1996) teaches sensory awareness and interventions. In addition, the publisher has created songs and games to supplement the book.

RESEARCH TABLE

Number of Studies	Ages (year)	Sample Size	Area(s) Addressed	Outcome
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REFERENCES

Williams, M. S., & Shellenberger, S. (1996). *How does your engine run: A leader's guide to the alert program[®] for self-regulation*. Albuquerque, NM: TherapyWorks, Inc.

RESOURCES AND MATERIALS

- How Does Your Engine Run?: www.alertprogram.com

This website gives an introduction to the program as well as information for ordering products.