**Sample Paper**

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October 1, 2021

**Title of the Paper Goes Here**

Children on the autism spectrum now make up 11% of American students under the age of eighteen (American Psychological Association, 2017). Thus, an important goal of psychological research is to evaluate techniques that promote connection in this student population. Two techniques that have proved successful when fostering connection between early-childhood (ages 18 months to 5) students with Autism Spectrum Disorder (ASD) and those with Neuro-typical tendencies are storytelling and structured sharing (McWhurter & Love, 2019). *Storytelling* aids connection for students, when characters represent a diverse population, true to reality, students can make comparison to their world more quickly and readily. *Structured sharing* on the other hand, refers to introducing sharing during play hours in progressive stages. Early Childhood Education (ECE) teachers should add these to the repertoire for successful student interactions.

**Heading 2 Here**

 In the research, teachers who use this unique combination of storytelling and progressive sharing have seen improvements in behavior, kind regard, and academic performance (such as recall of color and shape vocabulary) in their students with ASD. Benton, Myer, and Whitehead (2004) concluded the following:

. . . wonderful outcomes follow a thoughtful pedagogical approach, in which all children with all learning styles are given opportunity to interact. By far, a teacher’s ability to bring children together to tell a common story or complete a common task is contingent on student success and well-being. (p. 341)

Thus, even small changes to classroom practices can promote calm and foster a better learning environment for all.

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