"A new school year means new beginnings, new adventures, new friendships, and new challenges."

Welcome Back to School!

After 6 Months filled with virtual learning and vacation - how do we get our kids back to school with the new COVID-19 rules?

The Basics....

Time to get back into a routine....

- Start waking your child up a little earlier each day as you get closer to the first day of school as well as working toward a reasonable bedtime at night.

- Make your child's meal times as close to their school scheduled meal times so their bodies adjust.

- Talk about going to school the same way you would talk about going to a party 😉

- Let them help pick out supplies such as backpack, notebooks, mask etc...

- Schedule a visit (if possible) to see the school and meet the teacher.

Not so basic..

Face mask

Help your child adjust to wearing a mask by practicing for longer periods of time each day ☑

Social Distance

Practice standing and sitting at a safe distance from others - practice in increasing time increments and use visual supports ☑

Hand washing

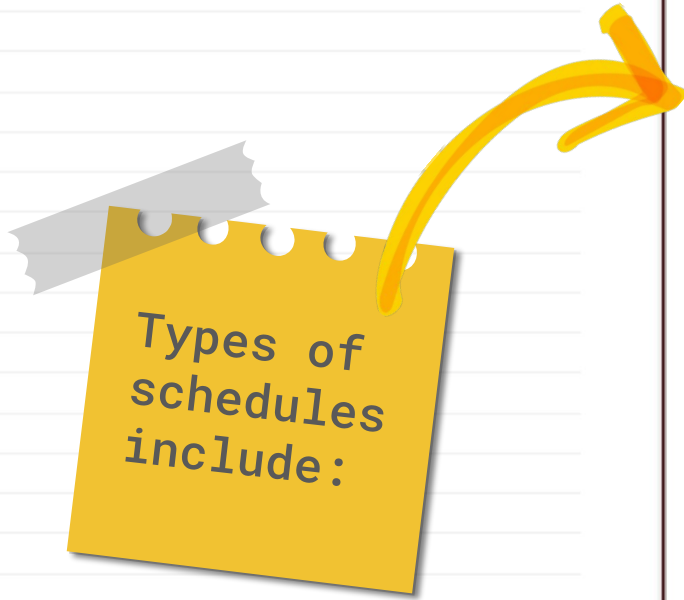☑ Practice, Practice, Practice sing songs and use visual supports (examples provided)

Health Checks

☑ Help your child to tolerate a temperature scan

CORONAVIRUS

How do we get them to do all that???

TEACH IT
with
VISUALS

Teach with schedules

Types of schedules include:

Object

For children who may not relate to pictures and words, the object becomes associated with an activity
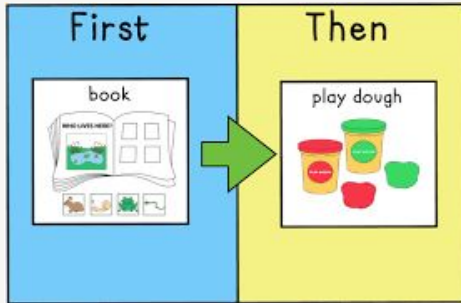
Daily/Activity

Using pictures/words to help children understand what is coming next in a series of activities (child's daily planner)
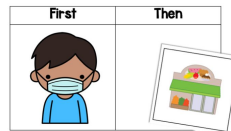
Mini-schedules

Explains the steps within an activity

Schedules help kids understand:

1.) what comes next
2.) when less preferred tasks will end
3.) the order in which to do things
4.) when they will be rewarded.

First / Then

book → play dough

FREE COVID-19
Mask
First/Then Board

First | Then

Jenna Rayburn Kirk, MA, CCC-SLP

This is _____ morning routine.

first | next | last | reward

This is _____ afternoon routine.

first | next | last | reward

ink saving   Eco

Virtual Learning- Daily Schedule-Monday-K students

1
Breakfast/Get Dressed/Check in with Mrs. Champi-30 minutes

2
GO NOODLE BREAK-20 minutes

3
Choose a math Website (see web addresses list)- 20 minutes

4
Play game with family member-20 minutes

5
epic!
Read a book on Epic OR Storyline & discuss-30 minutes

6
Snack, Movement Break and check in with Mrs. Champi- 30 minutes

7
Social Skills Lesson-See Google Classroom-30 minutes

8

9
Enjoy Recess and Lunch- 1 hour

10
dreambox
Dreambox or Lexia- 30 minutes

11
Phys. Ed.- See PE Google Classroom- 30 minutes

12
Play outside and Check in with Mrs. Champi and tell about day-30 minutes

Schedules

Daily Schedule

Toy Story - Countdown calendar - Printable

Countdown to ....

15	14	13	12	11
10	9	8	7	6
5	4	3	2	1

Happy Calendars

Morning Routine

- ☐ Eat breakfast
- ☐ Get dressed
- ☐ Brush teeth
- ☐ Do hair
- ☐ Put on shoes
- ☐ Pack backpack

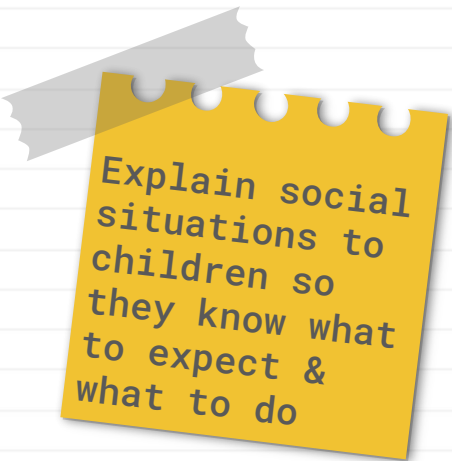Free visual schedule materials for parents:
https://www.andnextcomesl.com/2014/04/free-printable-daily-schedule.html

Object Schedule

simplifythechaos.com

Wash Hands

Turn Water On	Wet Hands	Get Soap	Scrub Hands	Rinse Soap Off
Turn Water Off	Get Paper Towel	Dry Hands	Paper Towel in Trash	All Done

Task Schedule/Task Analysis

Social Narratives

Explain social situations to children so they know what to expect & what to do

Important parts of a social narrative
(Carol Gray)

1. Descriptive:
– This part answers the wh- questions relevant to the situation. Where it is, who it's occurring with, and why it's happening.

2. Perspective:
– This part includes opinions, feelings, ideas related to the situation.

3. Directive:
– This part includes a range of responses for a particular situation. It's important that they have a positive focus and refrain from using "I have to" or "I must" in them.

4. Affirmative:
– This part includes statements that enhance the importance of the message to reassure the person.

5. Co-Operative:
– This part includes statements to provide meaning to a situation

When There Is No Chocolate Milk

I have lunch at school on school days.

Usually I have chocolate milk for lunch.

Sometimes there is no chocolate milk.

When there is no chocolate milk, it makes me upset.

It is okay to be upset , but it is not okay to scream.

When I scream, no one knows what I want and it may scare my friends.

The next time there is no chocolate milk, I will try to choose something else to drink or ask the cafeteria ladies if there is any more chocolate milk or ask a friend if they would like to trade milks.

Using my words instead of screaming will make my friends and teachers happy.

I will feel proud that I was able to solve a problem without screaming.

Interrupting

I can't interrupt when others are having a conversation or are busy with something.

It's not polite

If it's extremely important, I can tap the person on the shoulder and say excuse me, otherwise I must be patient and wait until they're finished.

Interrupting makes people angry because you stop them from talking and they might forget what they were talking about.

Everyone deserves to talk without being interrupted.

Grown-ups like polite children

They're especially proud of children who do not interrupt.

Sometimes I might think it's important and the grown-up will tell me it's not. If that happens, I need to wait patiently.

CORONA VIRUS

https://praacticalaac.org/?wpfb_dl=385

https://paautism.org/resource/coronavirus-social-story/

https://littlepuddins.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf

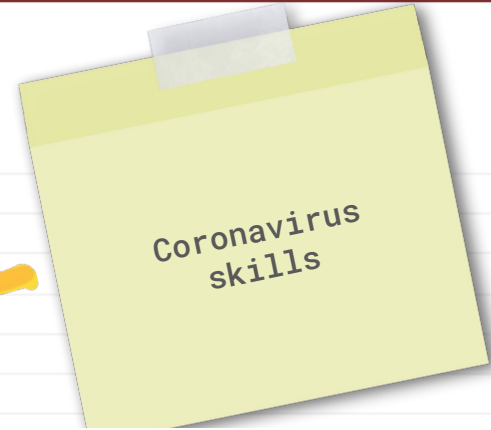

https://www.youtube.com/watch?v=qSJOubTUO8I&feature=youtu.be&fbclid=IwAR3ptiYCiisF8--_IztvIO0CotJxWy_dKWbKpv5swQwp314fGnqYBeYL2PA

https://paautism.wistia.com/medias/y7lc98u4lo?embedType=async&videoFoam=true&videoWidth=640   (video social narrative)

Video Modeling

- https://www.youtube.com/watch?v=ugjxzDBtiWU&t=47s wearing a mask

- https://www.youtube.com/watch?v=ewVlJcLXeOg washing hands

- https://www.youtube.com/watch?v=IZNOGQgoD4E social distancing

Coronavirus skills

Video Modeling is a visual teaching method that occurs by watching a video of someone modeling a targeted behavior or skill and then imitating the behavior/skill watched.

Video Modeling is a simple and effective teaching tool that motivates children to learn through a fun and enticing visual medium.

Video Modeling can be effective when your child watches a recording of himself engaging in the desired behavior, a preferred person, or a favorite character.

This is one video that is okay to watch over and over again!

PRACTICE MAKES PERFECT!

Repeating new skills over and over Reinforces the Concept

To reduce stress and anxiety incorporate visual schedules, repetition of social narratives, and repeated practice into learning new skills. These strategies will help establish new routines and increase desired behavior in a positive way.

It's been 6 months - Meltdowns are bound to happen...

Preparation is key - Talk to your child's teacher about:

Warning Signs....

Are there warning signs that your child exhibits indicating a meltdown is coming?

Triggers....

What can trigger a meltdown?

Looks Like...

What does your child's meltdown look like?

Calming Strategies are MEGA important

Identify how your child currently de-escalates…

WHO does s/he go to to calm down?

WHERE does s/he go to calm down?

WHAT does s/he he use to calm (ie.object, activity, strategy)?

Examples: breathing, singing, visual stimulation, deep pressure, etc...

With the help of your child's teacher and CST Create a plan:
- A place,
- A person,
- Familiar tools, and
- A procedure for calming your child when upset.

Preparation is Key….

Video meet with the teacher (and paraprofessional if 1:1)

Discuss:
- Daily routines and schedule
- Changes due to COVID-19
- Behavior Plans (indiv. & class)
- Reinforcement/Motivation System
- Obtaining photos of the school/classroom/teaching staff
- Life skills (feeding,toileting, grooming, problem-solving/coping skills)
- Visual supports they can provide

Review:

- <u>Communicate</u> with your child's school.

- Use schedules to help your child understand new routines (start small and simple); **provide rewards**

- Use Social narratives and video modeling to support your child's understanding of new expectations.

- Take your new knowledge and start preparing your child for their transition back.

- Don't forget to start with the basics - Slide 5

- Use your new tools to support your child in learning new expectations and routines as we venture back to school.

- Remember -
Keep it Visual!

Wishing you a great start to the new school year!
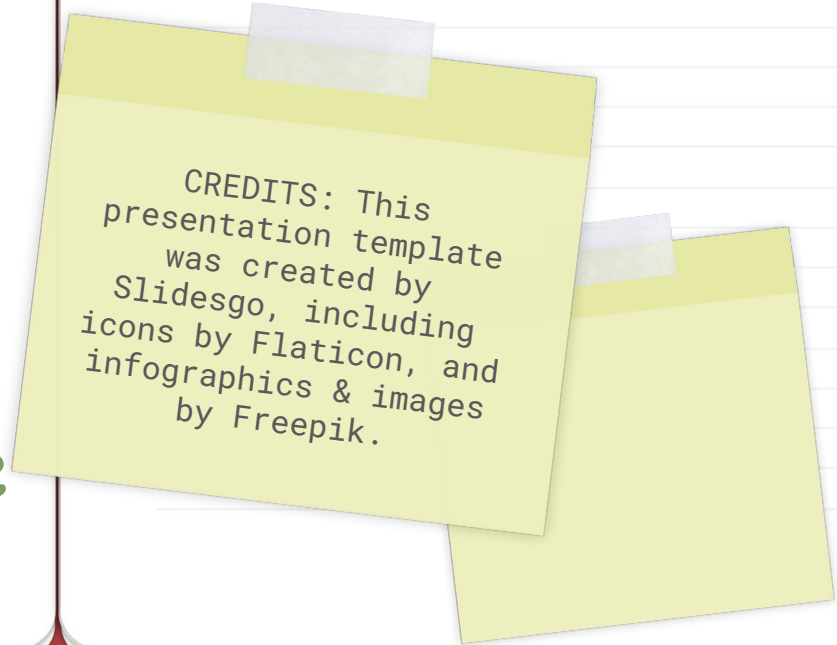
Resources

"The New Normal" Strategies to Successfully Transition Back to School/Work After the COVID-19 Pandemic by James Ball & Kristie Brown-Lofland

Praacticalaac

AND NEXT COMES L

Carol Gray Social Stories

The-Autism-Educator-

Paautism.org

Youtube

Butterfly Effects

https://www.thirdspace.scot/nait/education-resources/

https://www.autism-society.org/covid-education/