



# **Preparing for the School Year: Post COVID**

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**There are many unknowns,  
and each district will  
develop their own plan  
based on local data.**

**State providing guidance  
and support. And many are  
working with their state  
department of health  
colleagues.**





# Options

- **On-Line Learning**
- **In Person Learning**
- **Reduced Days**
- **Combination**
- **Parental Choice: May have limited ability to change mind during the semester, but who knows.**
- **In some districts, parents were surveyed.**





# Sharing Information With Your School

- You have been your child's teacher for the last several months and have learned things about your child that can help the teacher.
- For some of you, your child has struggled.
- For some of you, your child has excelled.
- <https://www.iidc.indiana.edu/irca/articles/heading-back-after-covid19.html>





# Information

- **My son/daughters usual day at home involved (e.g., academics, playing outside, working on a computer, playing video games, doing crafts, etc.).**
- **My son/daughter exhibited the following strengths, gifts, and special interests. I want you to know the following about my son/daughter and their positive qualities.**
- **These are the struggles or difficulties we dealt with at home. This is what we found to be most/least helpful.**



# Information

- **These strategies worked best with my son/daughter (e.g., iPad reward time, taking breaks, focusing on interest areas, movement/physical activity).**
- **This is what we found to be least helpful (e.g., time out, working before breakfast, paperwork).**
- **Information that is important for you to know (e.g., changes in diet, eating habits, medications, toilet training, sensory issues, overall health).**



# Information

- **My child communicated in the following ways (e.g., communication device such as an IPAD, sign language, gestures, nothing worked). Discuss what would have been helpful.**
- **My son/daughter learned these new skills since March.**
- **My son/daughter lost these skills since March.**
- **My son/daughter received services from these professionals outside the school district (e.g., counselors, ABA providers, speech therapists, occupational therapists for fine motor or sensory, etc.).**





# Information

- **After spending this time with my son/daughter on the autism spectrum, my top three priority goals that I would like school to work on are:**
- **My top three concerns for my child upon reentry back into the school setting (e.g., understanding social distancing, health and safety, breaking the routine of staying at home, social emotional well-being, behaviors, and/or having lost academic skills).**



# Start Preparing Now

- **Doing as much as we can now to explain what to expect will help children be able to better predict what will be happening when they return to school.**
- **Being able to predict what will happen helps reduce anxiety.**





# Preparing Your Child

- **Social Distancing**
- **Arrangement of Classroom**
- **Using Hand Sanitizer**
- **Wearing Masks**
- **New Recess Options...if any.**
- **New Lunch Options...eating in classroom or.....**
- **No Touching Others**
- **Washing of Hands Frequently**
- **Keeping Hands Away from Face**





# Preparation

- **Start Early and Desensitize**
- **Develop a Calendar and Mark the Days: Know how many days in advance you can prepare your child and not enhance anxiety.**
- **Practice Wearing Masks, Washing Hands, Using Hand Sanitizer, Coughing Into Your Elbow, Social Distancing**
- **Practice Getting Up in the Morning and Ready for School (whatever it is)**
- **May need to create rules for this new normal.**



# Visual Supports

- **Show expectations**
- **Give children information visually to support their comprehension**
- **Can be referred to over and over**
- **Point out visual supports in the community, so children get used to looking for them and understanding new expectations**

# Visuals

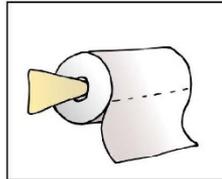


# Visuals at home

1. sit



2. wipe



3. flush



4. wash  
hands



Sing Happy Birthday  
2 times

# Visuals in the Community



Green squares show where to stand at Subway to social distance.



Signs show which doors to use to enter and exit a store.



# **Social Narrative**

- **Stories that use words and sometimes pictures to explain a variety of social situations.**
- **Can be re-read over and over.**
- **Usually written in first person, the story tells the person what they can do, what others will do, and how people will react.**
- **Should be written positively to encourage the child to do what is needed.**



## School on the Computer

Kids can't go to their classrooms right now because we don't want to spread germs. Staying at home is the best way to stay healthy. However, we still need to learn. I am going to learn using my computer at home.



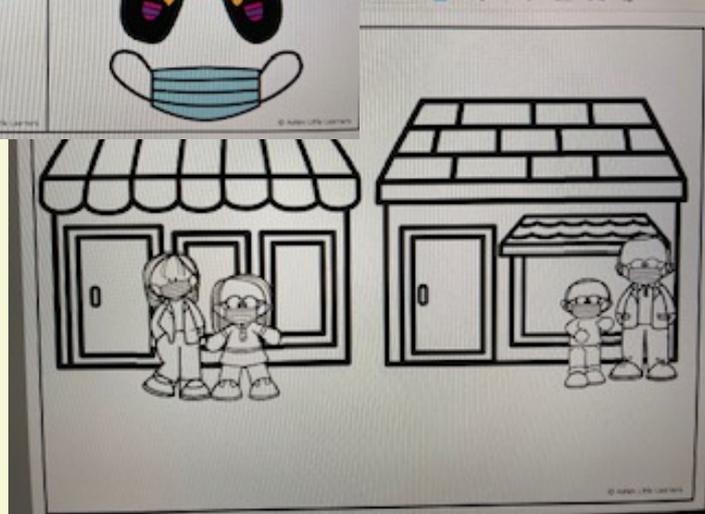
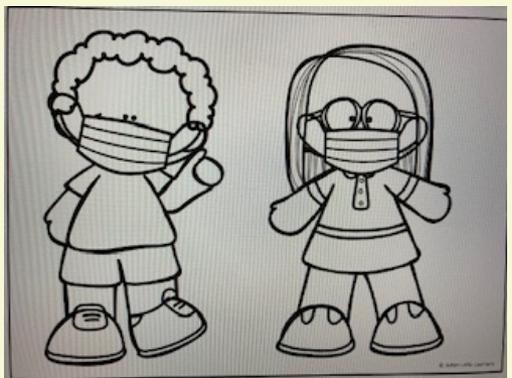
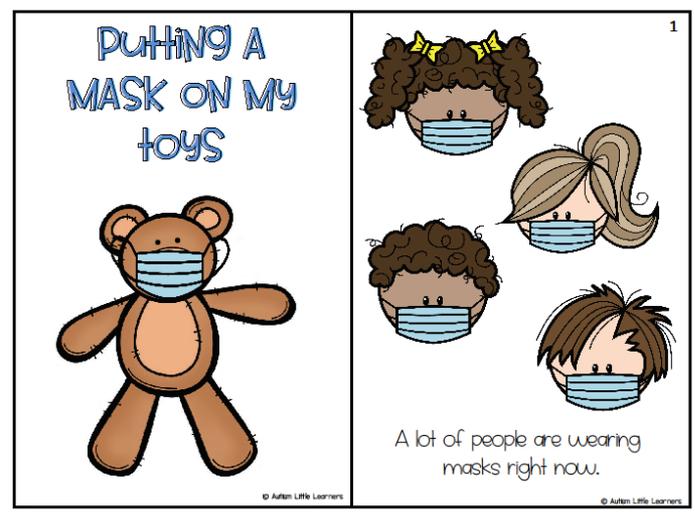
My teacher will give me work to do on my computer. I may watch a video and answer questions. I can watch a video of my teacher teaching me a lesson. Sometimes, I might talk to my teacher and kids in my class on my computer. It will be different seeing my teacher and friends on my computer. We can talk about a story or math. We might talk about the weather or science.



I might think this is funny or weird. I might feel uncomfortable. It will be ok. It is good for me to talk to my teacher and friends using my computer. I can do this until it is safe to go back to my school building and classroom.



# Autism Little Learners



Find on Teachers Pay Teachers



# Visual Supports on Indiana Resource Center for Autism's website

<https://www.iidc.indiana.edu/irca/index.html>

- **Resources**
  - **COVID-19 Visuals and Social Narratives**
  - **Visual Supports**



# Masks

- **Put masks on toys**
- **Play “Beat the Clock” to practice wearing a mask and gradually extend the time**
- **Wear a mask while playing a game or watching a TV show**
- **Decorate masks**
- **Start with the mask just under the chin, then work up to covering mouth, then nose**

# Practice through Play



She sings the hand washing song.



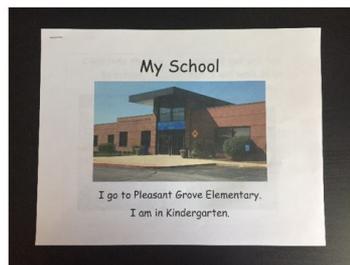
# Practice through Play

- **Play through new school routines with toys**
- **Set up arrows around the yard for kids to follow walking/running a particular direction**
- **Put food coloring drops on a table outside to practice cleaning a table**
- **Use hula hoops and pool noodles to practice social distancing**



# Make a “My School” Book

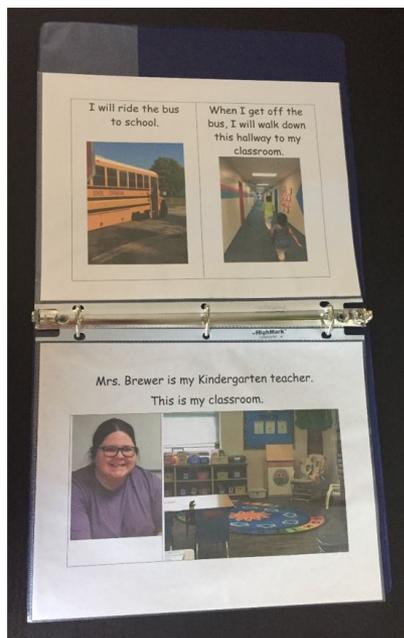
Print the picture and caption and  
staple the pages together



Glue the picture onto a page and  
write the caption.



Place each page in a page protector sleeve and put in  
a three ring binder



Include visuals, social narratives, pictures of teachers, routines, user name and login, and other helpful supports



<https://www.iidc.indiana.edu/irca/articles/how-to-get-your-child-with-asd-ready-for-a-new-school-year.html>



# Preparation

- **Visit with Teacher Whether Virtual or On-Site.**
- **Clearly Understand Rules, Restrictions, Policies, and Expectations.**
- **Talk to district if you have limited access to Wi-Fi or technology.**





**These are unusual times. Emotions are running high and fears are great. Collaborate with your school staff. Grace. Many teachers are balancing life, kids and work too.**

