



**TRANSITION
BACK TO
SCHOOL**



**COVID-19 Resources for
Parents and Teachers**



**Preparing children
for transition**



**Learning Safety
Measures**



**Useful Visuals
and more!**

About the AIR-B Network:

We are a group of researchers, educators, parents, self-advocates and community organizations with the mission of helping diverse families of individuals on the autism spectrum.

To help guide students transitioning back to school after the COVID-19 hiatus, we have developed this handbook for **parents and teachers** - available in English, Spanish and Korean.

We would like to give a special thanks to the Los Angeles Unified School District, Autism Little Learners, Autism Society and the Indiana Resource Center for Autism for generously sharing their resources.



GETTING READY FOR RETURNING STUDENTS!



TABLE OF CONTENTS:

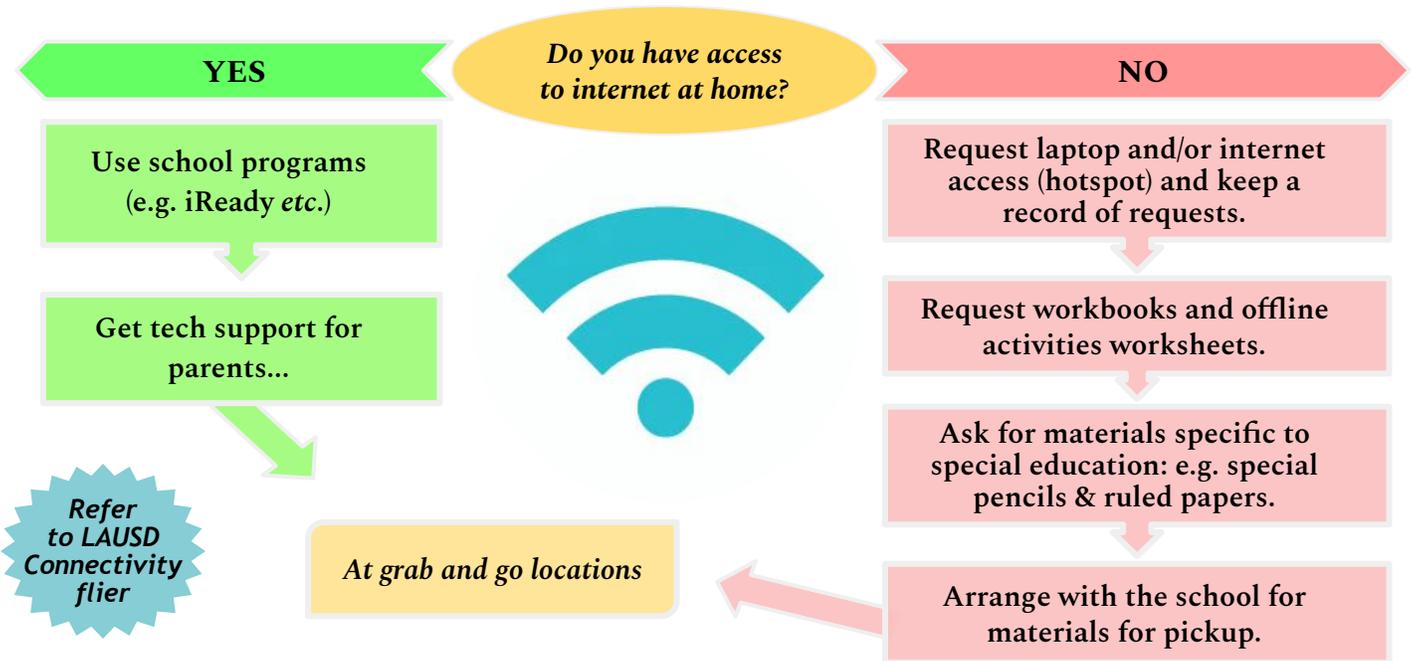
Be Present and Be Prepared	...p.1
LAUSD Technology Resources	...p.3
Student Snapshot	...p.4
Tracking Your Child's Progress	...p.7
Back to School Tips	...p.9
Trying Meditation	...p.10
Distraction Free Tool	...p.11

SOCIAL STORIES FOR KIDS

Visual 3 Main Student Safety Steps	...p.12
Why Can't I Go to School - Social Story	...p.13
Having Problems with Internet at Home for Elearning Days - Social Story	...p.14
Going Back to School - Social Story	...p.15
I need a test for Covid-19 - Social Story	...p.27
Additional Resources	...p.29



BE PRESENT: What to Do Now



CHILD'S ACADEMIC NEEDS

- Ask teachers to provide specific recommendations to support your child's learning at home
- If remote group instruction is not successful, discuss possibility of 1-to-1 individual instruction for your child
- Keep a journal or record your observations of your child's learning progress and overall experience

CHILD'S BEHAVIORAL NEEDS

- Create a personalized visual schedule of daily routines and activities
- Spend time playing board games, puzzles, crafts, and hands-on activities (try to reduce screen time)
- Communicate directly with behavior therapist about your child's continued services
- Ask to have the remote therapy sessions recorded so that you can review if needed
- Keep a record of progress and overall experience to share with your provider contacts
i.e. Regional Center, District, Insurance, Providers.

CHILD'S SERVICES NEEDS

- Continue to receive speech and ABA therapies remotely
- Ask for mental health counseling and social skills sessions in remote format
- Ask for support to deal with technical difficulties
- If a group service delivery is not working for your child, ask for 1-to-1 individual service
- Ask providers for OT/PT videos and practice activities with your child
- Keep a journal or record your child's progress

UNDERSTAND IEP WHILE DISTANCE LEARNING

- Exercise in writing your Right to STAY PUT if you are not ready for an IEP meeting
 - Request hard copy of IEP mailed home, translated in your native language
 - Track difference in learning hours (FAPE) *received* vs. *offered* in the IEP
 - Request in writing Extended School Year services focused on specific goals
 - Keep a written record of all communications
- Learn more about updated IEP recommendations at WrightsLaw.com and LearningRights.org**



BE PREPARED: What to Do For the New Year Transition

CHILD'S FUTURE IEP NEEDS

- How is your child doing today? How far has your child progressed since the start of the remote learning?
- Ask for a new evaluation from the district and/or an independent evaluator to really find out how your child is doing, i.e. present level of academic achievement and functional performance (PLAAFP)
- Check your current IEP: Which goals are being met? What does the progress report say?
- Ask to schedule an IEP meeting after completion and review of the evaluation report
- Keep written records of all communications.

PREPARE YOUR CHILD

- Talk together about distance learning:
 - What worked well for your child?
 - What was hard?
- Talk about what back-to-school will be like:
 - What does your child want to learn?
 - What makes them nervous?
 - Talk about what will be different when school starts again
- Teach about the "new normal" in-class learning:
 - Practice with visual schedules, step-by-step guides, and photo supports
- Fill out the "Student Snapshot" together
- Have student participate in IEP team meetings discussing transition planning.
 - Practice self-advocating with your child.

PREPARE YOURSELF

- Congratulate yourself on all the work you've already done!
- Grow with the new "normal" and focus on your child's learning needs
- Ask for services based on how your child is doing today
- During IEP meetings, ask for:
 - Updated evaluations
 - Updated goals
 - Updated services
 - Updated way to view progress
 - Recommendations on how to prepare your child for the new therapy and learning experience
- Ask how the new school will look
 - How will your child make progress?
 - How will your child stay safe?

KEY TAKEAWAYS

- ★ Keep things in perspective. It's OK not to be perfect.
- ★ Prioritize physical and mental health well-being, then worry about functional skills and academic skills progress.
- ★ Continue to communicate with teachers and providers.
- ★ Keep written records of all observations and communications.



Los Angeles Unified School District

We are committed to providing the resources students, families and others needed to help teaching and learning continue during the COVID-19 crisis.

Technology Resources for Families

Getting Online...

Explore various options for providing affordable home connectivity through the District and its partners.

- **Charter Spectrum** is providing free internet service to families of K-12 students. No income or other eligibility required. call **844-488-8395** to learn more.
- **Comcast** is offering similar services to households as an expansion of its *Internet Essentials* program. Learn more by calling **855-846-8376**.
- The non-profit **human-I-T** helps connect families and community-based organizations with internet connectivity and affordable computing devices. Learn more at hitconnect.org or send a text message to **(562) 372-6925**.
- The **City of Los Angeles** is partnering with the California Emerging Technology Fund and EveryoneOn to help residents find options for low-cost internet services, access to computers, and digital literacy services. Call **(877) 947-4321** to learn more.
- **AT&T** is offering two months of free internet service for qualifying limited-income households. Call **855-220-5211** to learn more.
- **T Mobile** is offering 20GB of hotspot data for existing customers for the next 60 days. Call **800-937-8997** to learn more.

Get Help...

Call **213-443-1300** with questions related to school closures.

Get help online at achieve.lausd.net/chat

Note: This information is provided for informational purposes only. LAUSD is not responsible for any offers, promotions and/or guarantees from the above service providers.

★ Student Snapshot Instructions ★

The Student Snapshot was developed by the Autism Intervention Network on Behavioral Health (AIR-B) Network as part of Building Better Bridges. This product was funded by the Health Resources and Services Administration (HRSA) award number UA3 MC11055 HRSA PI: Kasari. **The [snapshot](#) includes important information about the person's preferences, communication styles, and interests.**

The document is intended to be completed by the person themselves (i.e., the student) and their current caregiver(s) or teachers. Once completed, the document can be a document to provide to a new educator, to help them understand how to best support the transition.



GUIDELINES TO PREPARE THE DOCUMENT

1

Complete the **Snapshot** using the fillable function in PDF or you can print and write in the boxes.

2

Ensure that the person themselves are involved as much as possible in the development of the document.

3

Share the completed document with potential team members ahead of time and walk them through it in person, if possible, ensuring comprehension of instructions.

4

Revisit the document every year to update and every time there is a major change in the content.

5

Maintain an electronic version, in addition to printed copies.

6

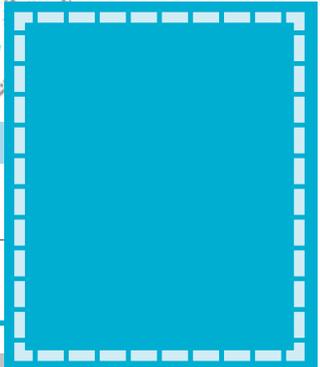
Keep a copy in the person's care binder or in a location along with other important family documents.



Student Snapshot (COVID-19)

Support me during my transition back to school by reviewing this critical information about my interests, strengths, needs and supports.

STUDENT INFO	
Name:	Grade:
Teacher (2020-2021):	Case manager (2020-2021):



SUPPORTS/SERVICES

I had the following supports and services since April:
Please review IEP/documents for more information.

- Assistive Technology
- Occupational/Physical Therapy
- Communication Device
- Speech and Language Services
- Behavior Plan
- Testing Accommodations
- Health Plan
- Transportation
- Instructional Aide/Support
- Other: _____

MY TEAM

Team members:

STRENGTHS

I am really good at...

INTERESTS

I like...

REWARDS

I enjoy...

COMMUNICATION

I communicate best by.....

I communicate best when.....

PARENT'S TIPS

I respond best to...

UNIQUELY ME

What makes my child unique:

Name: _____



BEHAVIORS

Active Behavior Plan

Sometimes I might...

When this happens...

The best way to help me...

OTHER THINGS YOU SHOULD KNOW!

PARENT CONTACT INFO

Name: _____

Best way to contact me: text phone email Best time of day: _____

Phone: _____

Email: _____

DREAM

My biggest goal for my child this year:

Three things that happened during summer/school from home:

My distance learning was...

HEALTH / SAFETY / OTHER CONCERNS

Important information you should know:

COVID-19 Skills:

Tracking Your Child's Progress

It is crucial that you maintain open communication with your child's teachers and IEP team so they can ensure that your child continues receiving the support that he/she needs. In order to do that, it can be helpful to document any significant changes to your child's home environment and your concerns regarding your child's behavioral, emotional and educational needs.

Take notes regularly on your child's IEP goal progress, how he/she behaves at home and how they are doing with distance learning sessions. Use this form to summarize your notes and help prepare for your meeting with your child's teacher or the next IEP meeting.

After your meeting, update this form, save it for your record and continue observing and tracking your child's progress at home. Fill out a new form with updated information and your new notes for your next meeting.

Meeting Date:				
Team Members Present:				
Wanted to Meet? Yes / No / Prefer to Postpone				
Fill out BEFORE the meeting				Discuss DURING the meeting
Type of Service	Hours Approved to Receive	Actual Hours Received	Updates/Concerns about Service and Child's Progress	Updated Goals / Solutions

Fill out BEFORE the meeting				Discuss DURING the meeting
Type of Service	Hours Approved to Receive	Actual Hours Received	Updates/Concerns about Service and Child's Progress	Updated Goals / Solutions
Other updates or concerns to share with your child's team:				

Strategies for a successful start to the school year

Quick tips to set your child up for success going to school or learning from home

Create a consistent daily routine

Schedule times for school work, family activities, and free time.

Follow the same general pattern during the week, even when your child is learning from home.

Set clear expectations

Use short and simple directions. Be calm, kind, and confident.

When giving a direction, say something like "Time for school" rather than asking a question like "Do you want to go to school now?"

Offer available choices

Help your child feel more in control by offering two choices. Keep your language simple and clear.

Offer a simple choice like, "Do you want to carry your backpack or your water bottle?"

Be positive

Tell your child what they are doing well. Use encouraging words throughout the day.

If your child does something nice like pick up toys, you can say, "Thanks for cleaning up!"

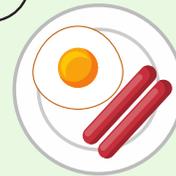
Include visual supports

Show your daily routine in small steps

1



2



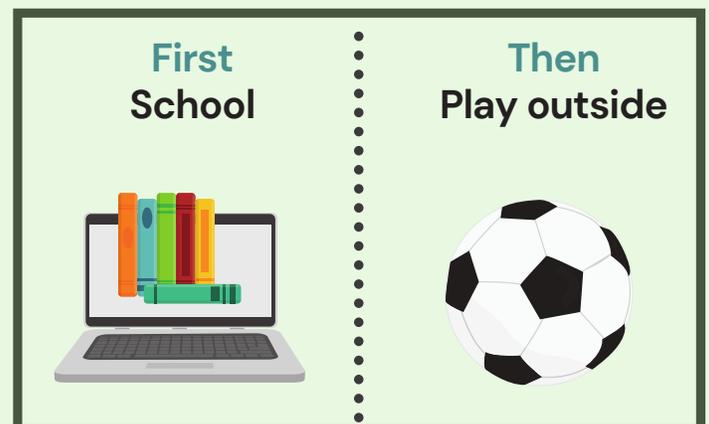
3



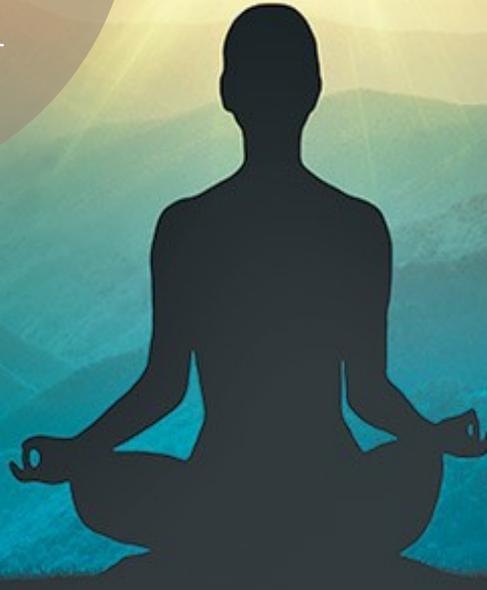
Use a timer to show your child when it's time to transition



Use a "First, Then" schedule to show what comes next in the day



Trying Meditation



Practice staying present and letting go

Meditation can take some time to get used to, but sticking with it can make a difference over time.

If you are interested in starting meditation, try the following free guided meditation to see how you like it

<http://marc.ucla.edu/mindful-meditations>

We suggest starting with the meditation Working with Difficulties

For other examples of guided meditations, try

www.stopbreathethink.org

www.headspace.com

www.calm.com

www.omvana.com

REFOCUSING STRATEGIES

- ❖ For kids, focusing on schoolwork can be a real challenge. Distractions can be both external (e.g. cluttered space, loud noise, new environment) and internal (confusion, anxiety, lacking energy or motivation, and boredom).
- ❖ Getting a child to refocus when their attention slips away can seem like an impossible task. But there are strategies that can help!
- ❖ Developing routines and keeping your surroundings free of distractions will help children find and maintain their workflow.
- ❖ **On the right are some useful starting strategies to help limit students' distractions and stress, and increase attention spans.**



Clean Space

Keep work spaces clean and organized. Use checklists to keep track and manage their time. Productivity will increase without the interruption of clutter.

Playing calm music or music without words can help students tune out distractions and focus. Listening to music they enjoy can also increase their motivation and lessen anxiety.

Music

Energy

Set a bedtime that allows the child to get 8-10 hours of sleep. Sleep provides energy critical for concentration. Make sure the child eats something before starting to work- hunger can be a distraction.

Plan breaks during the workday so that the child can move and stretch their body. Small activities like fidget toys for their hands and changing locations where they do their work can also renew energy and stimulate focus.

Motion + Breaks

Blocking Distracting Sites ❌



StayFocusd (Free) *Chrome extension*

StayFocusd blocks websites according to the time limits, time periods, and blacklists you set. It also has an option to block all sites, only sites you've blacklisted, or everything except sites you allow.



Cold Turkey (Free) *Desktop App*

Cold Turkey lets you choose what hours, days, and periods different groups of websites and applications should be blocked. Settings can also be locked.



Mindful Browsing (Free) *Chrome extension*

Looking for a gentler prompt to avoid sites than outright blocking? Mindful browsing offers serene pictures with custom reminders to use your time more wisely while on sites that decrease your productivity.



Phone too Distracting? *Plant some trees*

FOREST (iOS, Android) is a productivity app that helps people quit their phone addiction and aid the environment at the same time. By not using your cell phones, you can earn credits to plant real trees around the world.



Keep Track of Phone Usage and *Your Time*

Moment (iOS, Android) is an app that tracks daily how much you use your phone. Set limits for being on your device and when you go over: either be notified or forced off your phone.



Today I need to...



**WEAR
MASK**

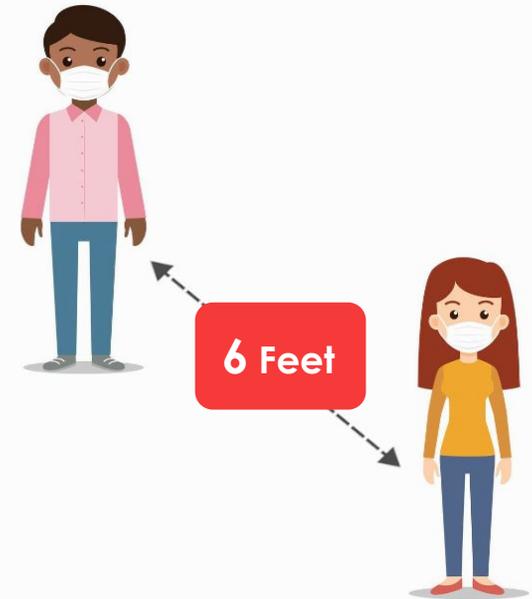


**WASH
HANDS**

**20
sec**



**KEEP
DISTANT**



Why Can't I Go To School?

Right now, there is a new kind of sickness called the Coronavirus. The germs of this virus are making a lot of people sick. These germs are very easy to catch. If I catch this germ, I could get sick.



The people in my town are trying to not get sick. The best way to stay healthy right now is to try our best to not be around too many people, so we don't catch the germs or make anyone else sick.



Kids can't go to school right now because there are too many people in the building and we don't want to spread the Coronavirus germs. It is best for us to stay at home and do our school work at home. This will help keep everyone healthy.

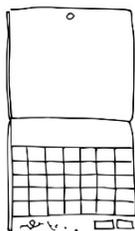


I know the best way to stay healthy right now is to stay home and not be around a lot of people. I also need to keep washing my hands with soap and water. When the Coronavirus virus germs stop making so many people sick, I will be able to go back to my school and be with my friends.

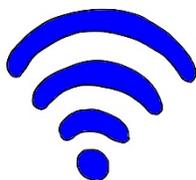


Having Problems with Internet at Home for Distance Learning Days

The work I am doing on distance learning days have a due date. It can sometimes be the next day and sometimes my teacher will let me have an extension of 2-5 days to post my work. It is important to post my completed work on time.



Sometimes the internet, hot spot, or satellite works from home and sometimes it does not. The problem could be because too many people in my state are using the internet at the same time, so it could be busy.



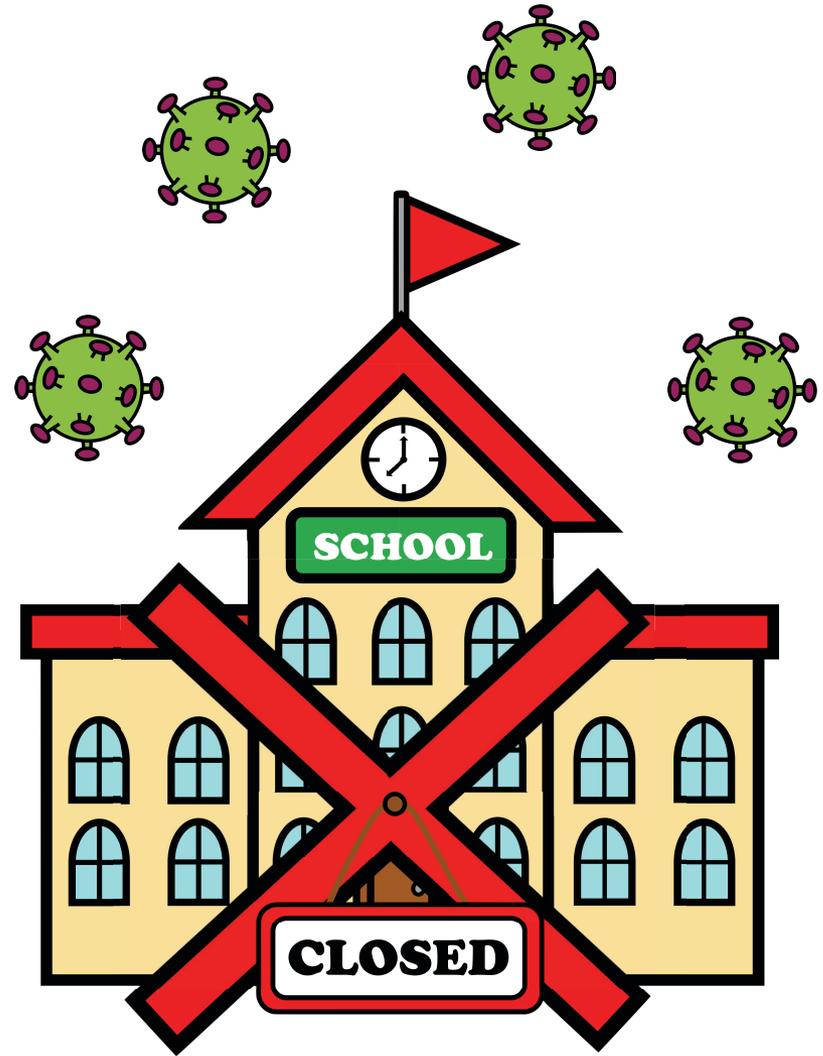
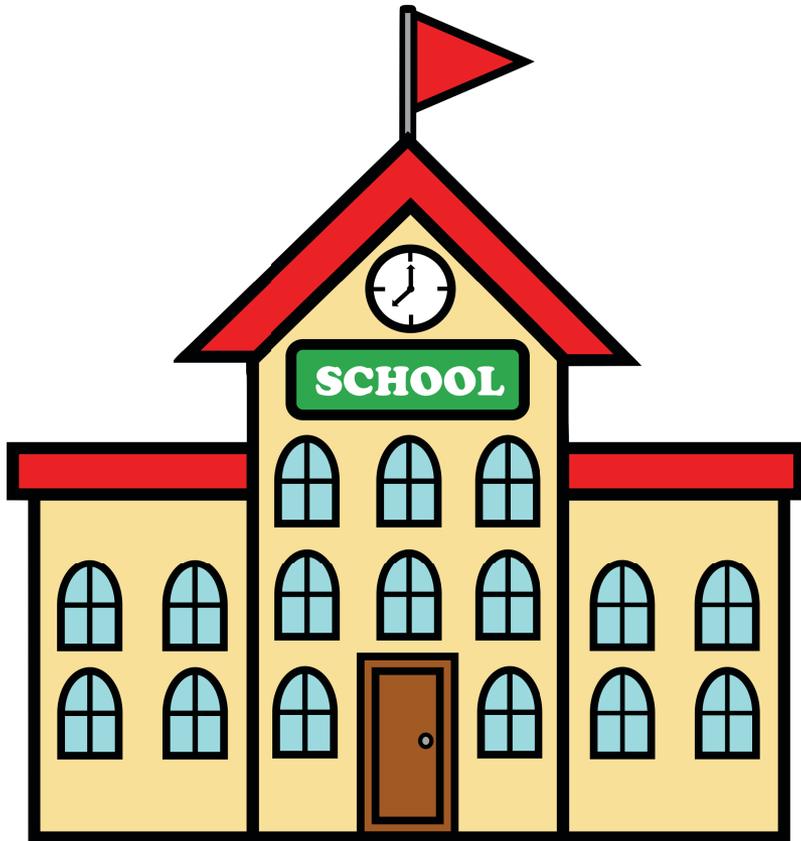
When it does not work, there are options. First, I need to let my teacher know that sometimes it does not work. I will calmly explain the problem to my teacher so s/he can give me suggestions. I will contact my teacher or the assistant.



I can also have my parent drive me to the local community center, restaurant, or other place with available wi-fi to use their free wi-fi from our car just by sitting in the parking lot. I will try to connect to the internet daily to show my teacher my work.



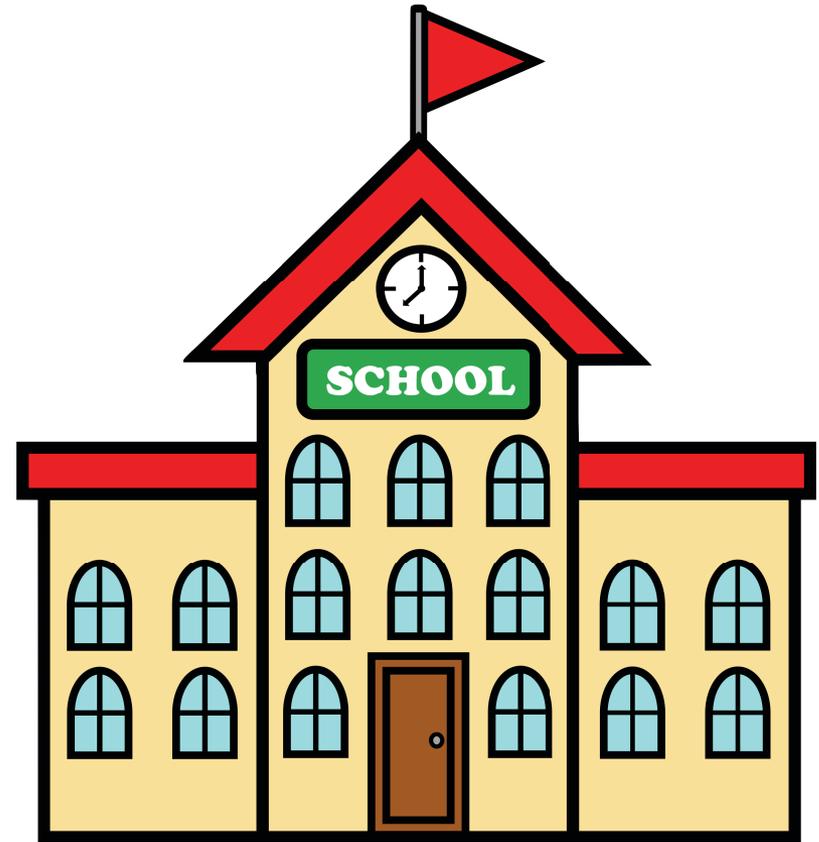
GOING BACK to SCHOOL!



My school was closed for a long time because of Coronavirus.



When my school building was closed, I did distance learning.



My teacher and parents will tell me when it is time to go back to my school building.



When I go back to my school, it will be so fun to see my friends and my teachers!



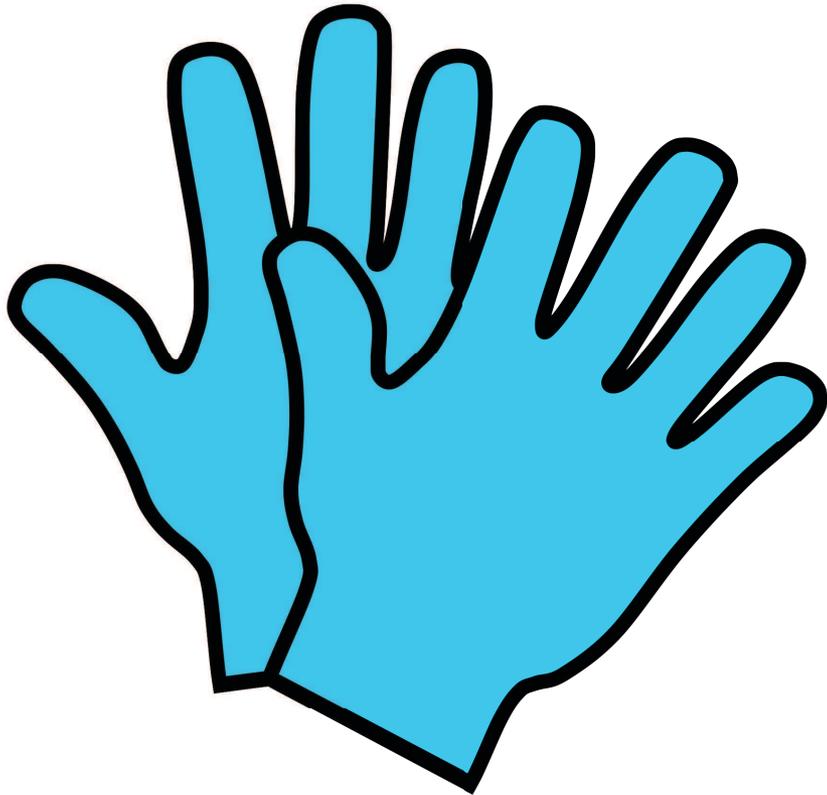
But, some things might be a little different when I go back to my school building.



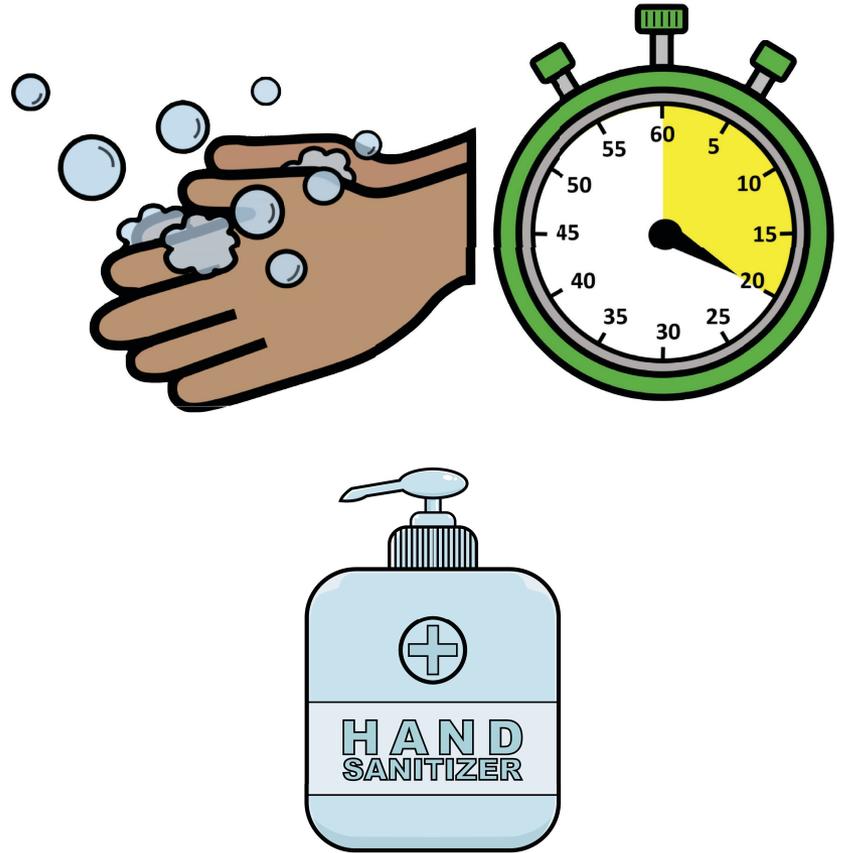
Some schools will be checking kid's temperatures when they come to school. This is just to make sure kids aren't sick.



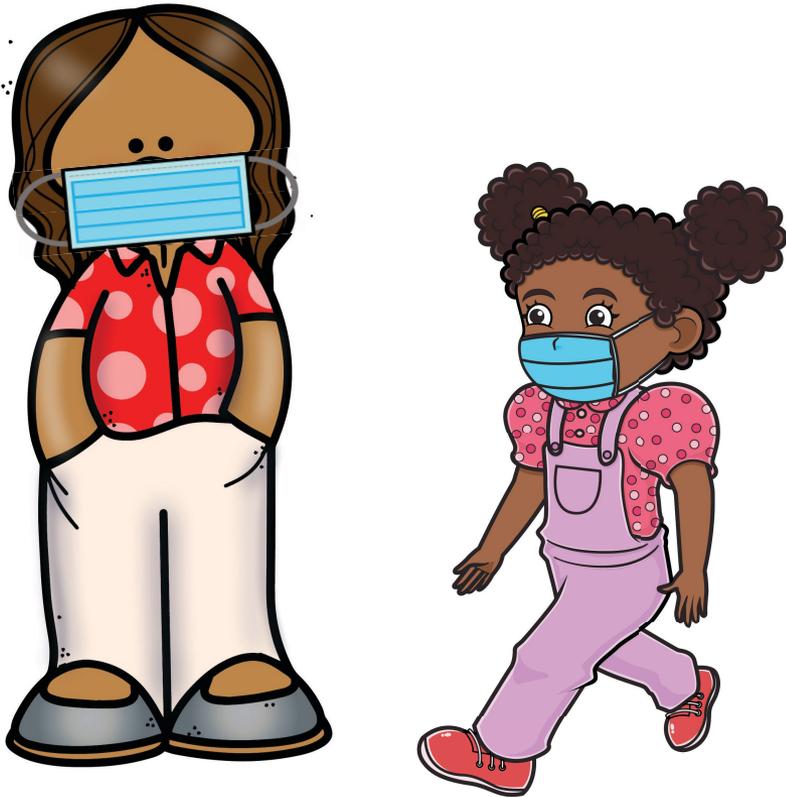
If I'm sick, I need to stay home and rest until I'm better.



Another thing I might see are people wearing gloves. Gloves can help protect that person from getting germs on their hands.



We will also wash our hands and use hand sanitizer a lot more often.



I might even see teachers or kids wearing masks.



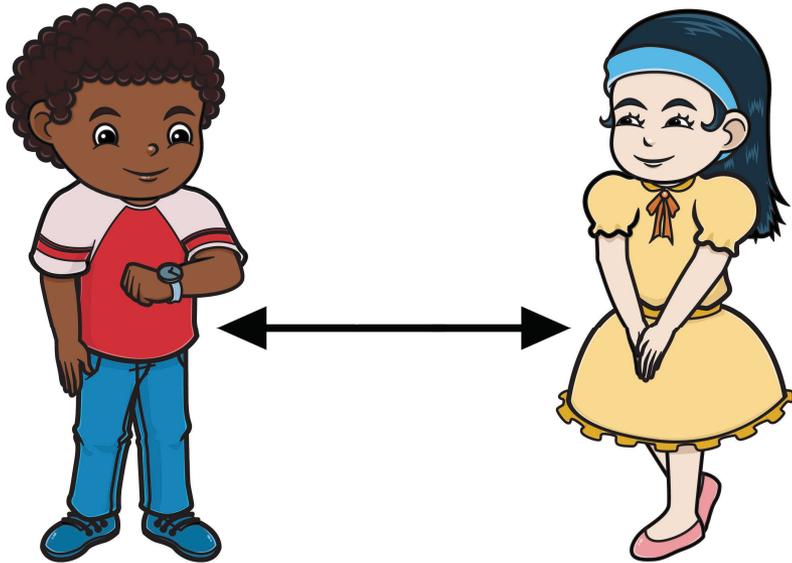
A mask helps keep the droplets from a cough from flying through the air.



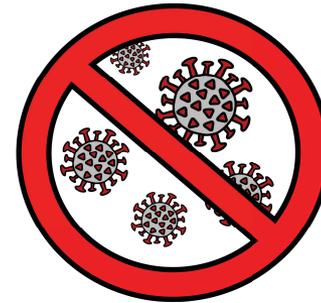
If I don't have a mask on and I need to cough, I should cough into my elbow.



In school it will be important to try not touch my face as much. Touching my face and then touching other things can spread germs.



I will probably need to maintain social distancing at school too. This helps prevent germs passing between me and my friends.



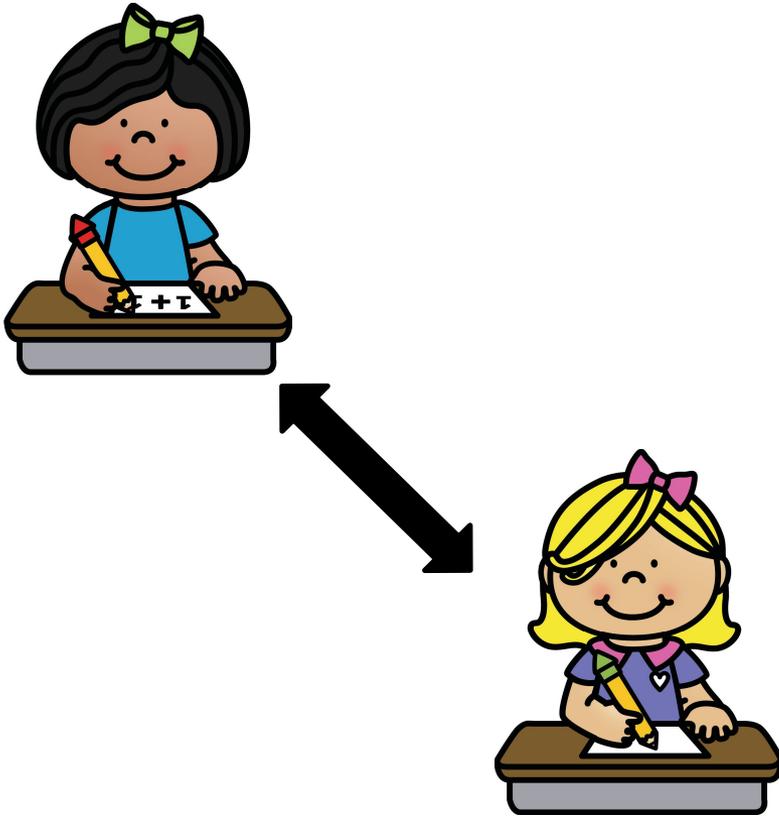
It is important to eat a healthy diet and exercise to help keep me from getting sick.



At school, I probably won't be giving high 5's, handshakes or touch my classmates for a while.



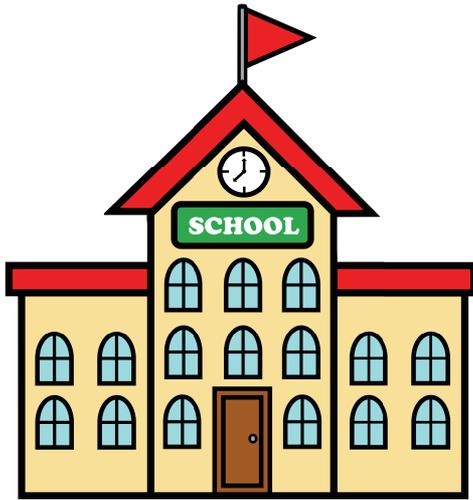
I can wave at my friends! My teacher will come up with fun new ways of greeting each other without touching.



In my classroom, my desk might not be as close to my friend's desk as it used to be. That is because we need social distancing.



Eating lunch might be a little different too. We might eat in our classroom, or maybe in the cafeteria with social distancing.



Some schools will be doing part of the school day in the school building, and the other part at home through distance learning.



These are all changes for me. Sometimes change can be hard. Doing these things will help so we don't get sick and we can keep going to school! I can handle it!

Terms Of Use



AUTISM little LEARNERS

Resources and ideas for families *and* educators

This product is free, and I give you permission to distribute, copy and use as you wish. When able, give credit to Autism Little Learners or Tara Tuchel and refer people to my website: www.autismlittlelearners.com

AUTISM little LEARNERS

WEBSITE/BLOG



Instagram

Connect!



Credits



Thank you for purchasing this activity from my store! I hope you find these materials as useful as I have in my classroom. Be sure to come back for newly added products!

Thank You!

♥ tara TUCHEL

Speech/Language Pathologist

I NEED A TEST FOR COVID-19

Getting a Nasal Test at a Drive-Up Clinic



I need to have a test to see if I have COVID-19. I have to have this test if I feel sick or if I need to have surgery or a test in the hospital. I can get this test in my car.



We will drive up to the tent. My family will tell one of the helpers my name and birthday.



I will stay in the car the whole time. I can bring my favorite toy or game with me. I can even listen to music during my test if I want to!



As we get closer to the helpers who will do the test, I will see people dressed up in gowns, gloves, masks, & face shields. They are wearing these to keep me safe.





Even though I can't see their faces, the helpers have big smiles and they want to take the best care of me!



It is time to get ready for my test. It is very important that I sit still and keep my hands on my own body while the helper does the test. My family can get closer to me to help me to follow directions for my test.



The helper has to do the test to see if there are any germs in my nose. The helper will put a long Q-tip into my nose. The Q-tip will stay in my nose for a count of 10. It may tickle or feel uncomfortable.



My test is done! My family will be very glad that I got my test. I can wave goodbye to the helpers and go home.



UCLA Center for Autism Research and Treatment (CART)

<https://www.semel.ucla.edu/autism/covid-19-resources>

Videos on a variety of topics by UCLA CART clinicians and information on local resources, mental health, education and more

UC Davis MIND Institute

<https://health.ucdavis.edu/mindinstitute/resources/covid-19.html>

Videos, Q&A with experts document, and general resources

University of Rochester Medical Center

<https://www.urmc.rochester.edu/childrens-hospital/coronavirus-information-for-families/resources-for-families.aspx>

Resources for talking to children about the coronavirus pandemic, information on parenting, mental health, stay-at-home activity ideas and general resources

Mask Wearing Toolkit:

<https://www.urmc.rochester.edu/MediaLibraries/URMCMedia/strong-center-developmental-disabilities/documents/Mask-Wearing-Toolkit.pdf>

Fillable guide to prepare for an unexpected change in care:

<https://www.urmc.rochester.edu/strong-center-developmental-disabilities/programs/fillable-short-term-care-guide.aspx>

Indiana Resource Center for Autism

<https://www.iidc.indiana.edu/irca/resources/covid19-visuals-and-social-narratives.html>

COVID-19 visuals and social narratives for families and children

Sample Topics:

- Doing My School Work Online at Home for eLearning
- My Parents and I are Working from Home
- My Schedule Will Change
- My Work Choice Board
- Staying Connected to My Teacher

Autism Society

<https://www.covid19.autism-society.org/>

Downloadable COVID-19 social stories

Sample Topics:

- How to Wear My Mask
- Social Distancing
- Getting tested for COVID-19

Autism Little Learners

<https://www.autismlittlelearners.com/2020/07/covid-19-related-stories-for-schools.html>

COVID-19 social stories that relate to school

Sample Topics:

- How to Video Chat with Other People
- Riding the Bus Will Be Different
- Mask Etiquette

Did you like the COVID-19 Resource Handbook for Parents & Teachers?

Do you have any comments or suggestions?

SEND US YOUR FEEDBACK!

SURVEY INSTRUCTIONS

Type the following address on your Internet browser or simply scan the QR code to fill out a quick 3-question survey:

INTERNET



Please scan the qr code

OR

visit: <https://tinyurl.com/airbcovid> to take our survey online!

No Internet?

TEXT

You can simply text your response to the UCLA Center for Autism Research and Treatment at: **925-335-6431**.

When you text, first type “**covid resource**” and tell us...

1. If you are a:

Parent of a child
with autism
(a)

Parent of a typically
developing child
(b)

Educator/
service provider
(c)

Other
(please specify)
(d)

2. How satisfied you are with the COVID-19 Resource Handbook:

Very satisfied
(a)

Satisfied
(b)

Neutral
(c)

Dissatisfied
(d)

Very dissatisfied
(e)

3. Do you have any comments or feedback about this handbook? What other topics would you like to know more about?

Thank you for taking your time to provide your valuable input!

