

Preparing for the Return to School

what's most important to communicate with teachers before school starts?

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Please mute your mic



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don't panic— there's still time to . . .



- get organized
 - review the IEP
 - create a communication log
 - share information
 - ask questions
 - get involved
- ➔ <https://howard-autism.org/backtoschool2021/>
- ➔ <https://www.hcps.org/2022-2023/>
- ➔ [ReadingRockets.org](https://www.readingrockets.org/)



Organize the Paperwork

- binder
- folder
- new folder in your email for “school 2022”

choose a system that works for *you* and you’ll be more likely to use it

Consider a communication log

Date:		<input type="checkbox"/> Phone	<input type="checkbox"/> Email	<input type="checkbox"/> Letter	<input type="checkbox"/> In person
Who initiated:	Who participated, received, or attended:				
What prompted the communication:					
What was discussed:					
What was decided:					

communication log examples

Date:	Person:	Method:	Concern:	Notes:
		<input type="checkbox"/> Email <input type="checkbox"/> Call / Text <input type="checkbox"/> Note Home <input type="checkbox"/> Meeting	<input type="checkbox"/> Behavior <input type="checkbox"/> Academic <input type="checkbox"/> Routines <input type="checkbox"/> Other	
		<input type="checkbox"/> Email <input type="checkbox"/> Call / Text <input type="checkbox"/> Note Home <input type="checkbox"/> Meeting	<input type="checkbox"/> Behavior <input type="checkbox"/> Academic <input type="checkbox"/> Routines <input type="checkbox"/> Other	
		<input type="checkbox"/> Email <input type="checkbox"/> Call / Text <input type="checkbox"/> Note Home <input type="checkbox"/> Meeting	<input type="checkbox"/> Behavior <input type="checkbox"/> Academic <input type="checkbox"/> Routines <input type="checkbox"/> Other	
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		<input type="checkbox"/> Email <input type="checkbox"/> Call / Text <input type="checkbox"/> Note Home <input type="checkbox"/> Meeting	<input type="checkbox"/> Behavior <input type="checkbox"/> Academic <input type="checkbox"/> Routines <input type="checkbox"/> Other	

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Date	Contact Type	Person Contacted	Topic
	phone note e-mail left msg.		
	phone note e-mail left msg.		
	phone note e-mail left msg.		
	phone note e-mail left msg.		
	phone note e-mail left msg.		

Use email for important communications

- **Helps keep track of the conversation**
- Documents the discussion for further consideration
- Decide what is most important to communicate
- Be succinct
- Don't overwhelm teachers with daily emails
- Don't email at all hours of the day and night

Review your child's current IEP



- important dates
- “present levels” in the IEP
- current needs
 - do the goals “fit”?
 - are the accommodations up to date?

Section I. (p. 1) -- dates

IEP Annual Review Date: 03/30/2021 ←

Parent was provided a copy of the *Procedural Safeguards Parental Rights*.

The parents were provided a verbal and written explanation of the parents' rights and responsibilities in the IEP team process.

The parents were provided verbal and written information about access to habilitative services, including a copy of the Maryland Insurance Administration's Parents' Guide to Habilitative Services.

Native Language Translation: Parent Informed? Yes No N/A

Projected Annual Review Date: 03/30/2022 ←

Most Recent Evaluation Date: 03/02/2021 ←

Projected Evaluation Date: 03/02/2024 ←

Primary Disability: Autism

Section II. – present levels

Individualized Education Program (IEP)

Maryland State Department of Education (MSDE)

Division Of Special Education/Early Intervention Services (Form approved by MSDE for use July 1, 2020)

II. Present Level of Academic Achievement and Functional Performance

Name: [REDACTED]

Agency: The Howard County Public School System

IEP Team Meeting Date: 04/21/2021

Academic: Reading Foundational Skills (Document student's academic achievement and functional performance levels in academic areas, as appropriate.)

Source(s): Classroom-based Assessments

Informal Observation

Parent Input

Teacher Input

Work samples

Section III. – accommodations

Individualized Education Program (IEP)					
Maryland State Department of Education (MSDE)			III. Special Considerations And Accommodations		
Division Of Special Education/Early Intervention Services (Form approved by MSDE for use July 1, 2020)					
Name: _____			Agency: The Howard County Public School System IEP Team Meeting Date: 04/21/2021		
Supplementary Aids, Services, Program Modifications And Supports					
Service Nature	Service Description Anticipated Frequency	Begin Date	End Date	Duration	Provider(s)
Instructional Supports					

Instructional supports

Program modifications

Social/behavior supports

Physical/environmental supports

Are agreed-upon accommodations in place?

If accommodations are not provided, students are not receiving FAPE.

Schools are responsible for providing a **free and appropriate public education**. “Appropriate” for your child is determined by the IEP.

Supplementary Aids & Supports / Accommodation Examples

Extended time

Timer

Non-conditional breaks

Visual daily schedule

Task list

Yes / No response card

Immediate feedback

Agenda book

Checklists

Daily check-in/check-out with
case manager

Program Modification Examples

Alternative textbooks

Alternative content

Fewer problems

Revised assignments

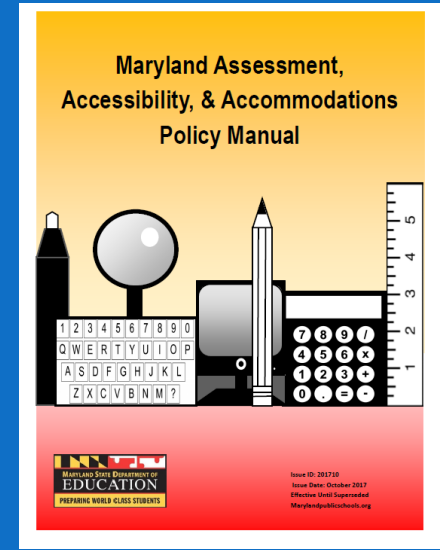
Different method of
instruction

Picture books

Hints/clues to correct
responses

Modified materials to be
more developmentally
appropriate

Maryland Assessment, Accessibility, and Accommodations Policy Manual (MSDE 2017)



<https://marylandlearninglinks.org/maryland-assessment-accessibility-accommodations-policy-manual/>

Does the IEP “fit” your child’s current needs?

- The IEP identifies special education and related service supports needed for a student with a disability — **are revisions necessary?**
- If you believe the current IEP needs revision, **request an IEP meeting.**
- **An interim IEP meeting** (45-days, 60-days after school year begins) may be helpful to schedule in advance

Communicating with teachers



- What to communicate
- How
- When
- With Whom

WHAT to communicate

- **Introductory letter to the teacher(s)**
- Narrow down your list to top 5 things
- Most important things to know for first week
- Why are these things essential to know?



WHAT to communicate

- Autism, ADHD, [disability] all affect children in different ways. Provide specifics on how your child's disability affects them.
- **Accommodations that are essential and why (important for ALL teachers, especially general educators)**
- Anything going on at home that may affect your child's learning (social emotional needs affect learning)

WHAT to communicate

- Child's strengths
- What your child needs help with
- Strategies that work

Understood.org 3x3x3

Get to know me

Name: _____

Teacher: _____

Strengths

1. _____

2. _____

3. _____

Challenges

1. _____

2. _____

3. _____

Strategies

1. _____

2. _____

3. _____

WHAT to communicate

- Experience with hybrid or distance learning
- Strengths and challenges
- Recent events

Understood.org Back-to-School Update

Back-to-school update

My child's name: _____ My name: _____

My email and/or phone: _____

Hybrid or distance learning

My child's experience with hybrid or distance learning was (check all that apply):

Mostly positive Manageable Done independently Engaging

Mostly negative Stressful Done with lots of support Boring

Other: _____

Video lessons helped my child learn. Yes No Not sure Other: _____

Other comments? Questions? _____

Strengths and challenges

My child is good at or enjoys (reading, science, art, etc.) _____

My child needs help or has a hard time with _____

Challenging behaviors I've noticed recently in my child (check all that apply):

Angry outbursts Worrying a lot Stomachaches Crying

Refusing to follow rules Trouble focusing Headaches

Trouble wearing a mask Trouble sleeping Other: _____

Other comments? Questions? _____

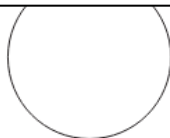
Recent events

With all that's been happening recently, it's important for my child's teacher to be aware that

Other comments? Questions? _____

Hi! My name is: _____

I liked to be called: _____



This is me

This school year, I'm looking forward to:



My favorite subject in school is:

Because:



I want my new teacher to know:



When I'm not at school, I like to:



Sometimes I need extra help with:



Hi! My name is: _____

I like to be called: _____

This school year, I'm looking forward to:

When I'm not at school, I like to:

My favorite subject in school is

because:

Sometimes I need extra help with:

- _____
- _____
- _____

I want my new teacher to know:

WHAT to communicate

“Share the little things that [you] do for the child at home. For example, if the student needs help with toileting or opening food items. Or, if there are any sign approximations that would be helpful for staff to understand.”

“Share prompts that are helpful—verbal, visual, gestural. Share social stories and strategies that helpful. Share, share, share!”

HOW to communicate

- Email
- Phone for sensitive conversations
- Informal meeting
- IEP meeting

Early on, it's a good idea to ask teachers how they generally prefer to be contacted and how quickly parents should expect a reply.

WHEN to communicate

Communicate early—touch base by Thursday (this week!) so the teacher can respond if necessary on Friday.

If you have questions or concerns after the first day of school, it's ok to ask them. (Of course the first week of school will have bumps for kids, parents, *and* teachers!) Do not wait until there is a crisis to communicate, but also be realistic as everyone is getting settled.

WITH WHOM to communicate

- Direct email to your child's teacher(s) instead of group emails initially
- Communicate directly with the general educator(s) as well as the special educator
- Copy the case manager
- Consider related service providers (school psychologist, nurse, speech teacher) and what they may need to know specific to their role



Be open minded.

While things may have not gone well the year before, give your teacher a chance to try new strategies or adapt techniques to fit your child's needs.

Partner with your teacher— together come up with a plan when new strategies are needed.



Be positive.

Your attitude matters—to teachers and to your child (and/or children)

Keep your expectations high

Participate in school meetings and activities, volunteer, chaperone—get involved in the school community

Give your child and teachers time to adjust



Keep the lines of communication open as everyone settles back in

Tell teachers what is working (not just what isn't)

Acknowledge the challenges teachers are facing too

Back to School 2022 Resources

Howard County Autism Society

<https://howard-autism.org/backtoschool2021/>

Resources

- Howard County Autism Society (howard-autism.org)
- HCPSS Family Support and Resource Center
<https://www.hcpss.org/special-education/family-support-and-resource-center/>
- Understood.org
- Wrightslaw.com
- Disability Rights Maryland (disabilityrightsmd.org)
- Parents Place of Maryland (ppmd.org)

Special Education Instructional Facilitator/Resource Teacher School Assignments 2022-2023

Michele Redmiles Elementary 410-313-5354	Leslie Harmon Elementary 410-313-5354	Jessica Yamiro Elementary 410-313-5354	Katie Collins Elementary 410-313-5366	Elizabeth Augustin Secondary 410-313-5366	Missie Baxter Secondary 410-313-5366	Yvonne Cox K-12 Instruction 410-313-5366	Elisa Kinnee Program Lead CCEIS 410-313-6837
Latacha Harrison ES Resource Teacher Ext. 6837	Jennifer Silbaugh ES Resource Teacher Ext. 6837	Jessica Hanauer ES Resource Teacher Ext. 6837	Ashley Edmunds ES Resource Teacher Ext. 6837	Christine Hoelscher MS Resource Teacher Ext. 6837	Colleen Garratt HS Resource Teacher Ext. 6837	Bianca Roberts Resource Teacher K-3 Instruction Ext. 6837	Victoria Walker Resource Teacher Ext. 6837
Atholton ES Centennial Lane ES Deep Run ES Guilford ES Northside ES Phelps Luck ES Running Brook ES Seven's Forest ES Veterans ES West Friendship ES	Bollman Bridge ES Bellows Spring ES ✓ Devron Oaks ES ✓ Elkridge ES Forest Ridge ES Ichester ES ✓ Jeffers Hill ES Longfellow ES PL @ PRES ✓ PL @ WavES ✓	Cradlerock ES ✓ Fulton ES • Hanover Hills ES • ^ Swainsfield ES St Johns Lane ES Thunder Hill ES • Triadelphia Ridge ES • Waterloo ES • ^	Bushy Park ES # Cedar Lane School Clarksville ES # Duckens Lane ES # Pointers Run ES ✓ # Rockburn ES # Worthington ES # Waverly ES ✓ #	Burleigh Manor MS Clarkville MS Elkridge Landings MS # ^ Folly Quaker MS # Hammond MS Hanes's Choice MS ^ Lime Kiln MS Mayfield Woods MS Pennant Valley MS Wildie Lake MS # ^	Atholton HS # ^ Glensig HS Long Reach HS ^ Oakland Mills HS # ^ River Hill HS Wildie Lake HS ^ Community Connections + Project Search ** Cedar Lane HS Program Vacancy HS Resource Teacher Ext. 6837	Select Schools:	Select Schools
Ashley Edmunds ES Resource Teacher Ext. 6837	Jessica Hanauer ES Resource Teacher Ext. 6837	Jennifer Silbaugh ES Resource Teacher Ext. 6837		Brandon Garry MS Resource Teacher Ext. 6837			
Clemens Crossing ES Laurel Woods ES Manor Woods ES	Bryant Woods ES Talbot Springs ES	Gorman Crossing ES Hammond ES Hollfield Station ES Lisbon ES		Bonnie Branch MS ^ Dunloggin MS Elkridge Middle MS • Glenwood MS • Lake Elkhorn MS ^ Mt. View MS Murray Hill MS • ^ Oakland Mills MS ^ Peapack MS Thomas Vadenet MS ^	ARL Centennial HS Hammond HS ^ Howard HS ^ Mansions Ridge HS Mt. Hebron HS • Reservoir HS • ^ Missie Baxter 410-313-5366 Homewood Center ^ Mary Augustin Behavior Specialist Ext. 6837		
Vacancy ES Resource Teacher Ext. 6837	Vacancy ES Resource Teacher Ext. 6837						
# Regional ALS ✓ PL/JUL Schools	^ CCEIS	• Regional ED					

Jen Riccardi, Coordinator Early Intervention Services #7017			
Cynthia Bouchard, Instructional Facilitator Shannon Roberts, Instructional Facilitator #7017			
Ashley Murphy Resource Teacher #7017	Linda Murveit Resource Teacher #7017	Kimberley Waldron Resource Teacher #7017	Aliya Brodsky Resource Teacher #7017
Atholton RECC Bushy Park RECC Dayton Oaks RECC Forest Ridge RECC Gorman Crossing RECC Longfellow RECC Pointers Run RECC Running Brook RECC Waverly RECC	Bellows Spring RECC Cedar Lane School Duckens Lane RECC Fulton RECC Hanover Hills RECC Ichester RECC Phelps Luck Rockburn RECC Talbot Springs RECC Waterloo RECC	Bollman Bridge RECC Bryant Woods PreK Cradlerock RECC Deep Run RECC Elkridge RECC Laurel Woods RECC Veterans RECC Stevens Forest PreK	Bellows Spring ITP Gorman Crossing ITP Manor Woods ITP Running Brook ITP Veterans ITP

Early Intervention Specialists		
Candice Shin Autism Specialist x7017	Hiedi Patterson Behavior Specialist x7017	Rebecca Godwin Behavior Specialist x7017
Early Intervention Services Administrative Staff		
Barbara Carter	Tina Eder	Kate Zimmer
Early Intervention Behavior Paras x7017	Early Intervention Assessment Team x7046	PALS Team x7017
Tameka Atkins Tina Brown Jasmine Johnson	Program Head: Kim Kallini	Lead: Sue Schuster

THANK YOU!
Time for Questions 😊



Howard County Autism Society

410-290-3466

howard-autism.org

“And now here is my secret,
a very simple secret;
it is only with the heart that
one can see rightly.
What is essential is
invisible to the eye.”

- *Antoine de Saint Exupery (The Little Prince)*



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FOR AUTISM

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