

Back-to-School Workshop



September CAN be Hard!



What can we do to prepare?

What are some considerations we may not have thought of?

How do we make it more successful?

How do we increase independence in our children?

Goal Setting and Priorities

Keep in mind that everything you see in this workshop is not a priority to you or your child at this time. **Choose your battles and be compassionate with yourself and child.**

Choose a few goals to work on and break that goal down into small steps (example: getting dressed or opening lunch bags) What goal(s) will have the most impact for them?

For bigger goals like toileting, dressing or riding the school bus, we can book a clinic where we can individualize the goal for you



Parents Need Routines Too!

Think about your own morning schedule, make sure you allow time for yourself to get ready so you can create more time and focus on your child instead of trying to multi-task

Use reminders and timers for yourself

Try a calendar or to do list with time blocking



Morning Routine

Schedule a consistent wake-up time in August

to leave “enough” time to get ready (expect delays!)

Consider if you need to build in time for reinforcement (For example, 5 minutes of something they enjoy after getting dressed)

Try building in breaks

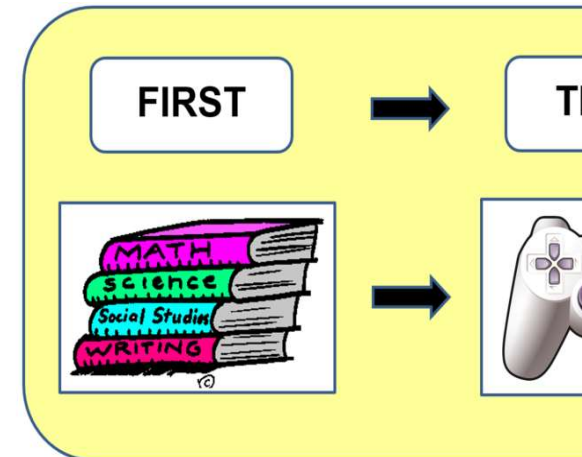
Effective Behaviour Strategies include: visual schedules, checkmarks, tokens, stickers, timers...

Use rewards and positive reinforcement for behaviours you want to see! (example: “good job finding your shoes!” or “I know you are holding my hand”)

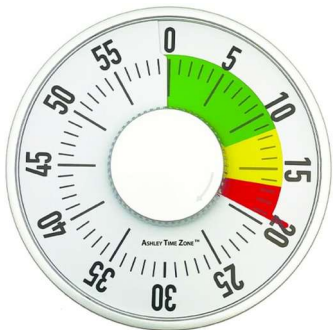
Consideration: Is this a ‘can’t’ situation rather than a ‘won’t’?

Morning Routine	
	Potty
	Brush Teeth
	Brush Hair
	Get Dressed
	Make Bed
	Eat Breakfast
	Jacket & Shoes
	Backpack and Lunch
	Hugs & Kisses
	Off to School

Find More Printable Resources at www.stockpilingmoms.com



Examples of Visuals



My Daily Schedule

get off bus	backpack in cubby	gym	bathroom	table work	circle time
snack time	chores	bathroom	recess	physical therapy	centers
speech	bathroom	lunchtime	occupational therapy	goodbye circle	get on bus

MY MORNING SCHEDULE

Today is Tuesday I am going to school

wake up	make bed	wash face	get dressed	breakfast
brush teeth	brush hair	backpack	put coat on	wait for bus

First work Then computer



Getting to School

Practice your route (walking or driving)

Walk to the bus stop together prior

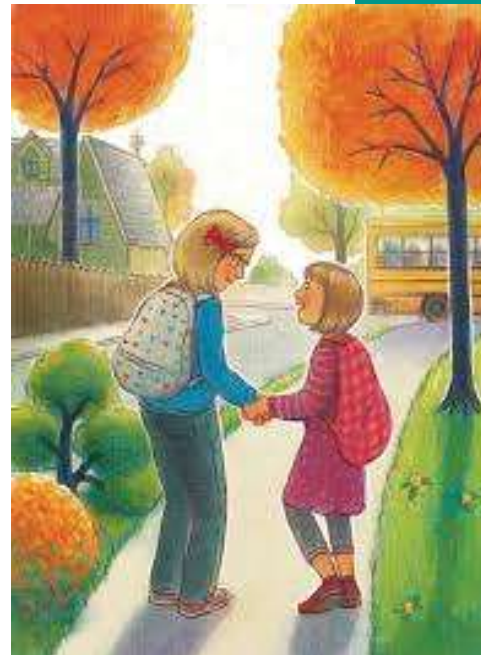
Learn about Signs- stop, wait, walk

Practice wearing a backpack

Practice holding hands

Time how long this all takes

Video Modeling



Lunch Time Routine

Provide your child with their lunch bag and containers that can be used at school and “practice” lunch time with them in August

Practice washing your hands before eating

Monitor what they will eat, how long it takes them, if they need help opening items, using utensils, etc....

It is unlikely they will have access to electronics during meal time at school so fade out screens at home well before school begins so they can practice

Transition breaks (2) vs. Lunch Break (1)

Label everything!



Dressing Routine

Give your child help you pick out their clothes
they tend to be fussy
can even be done the night before to help with time in
the morning!

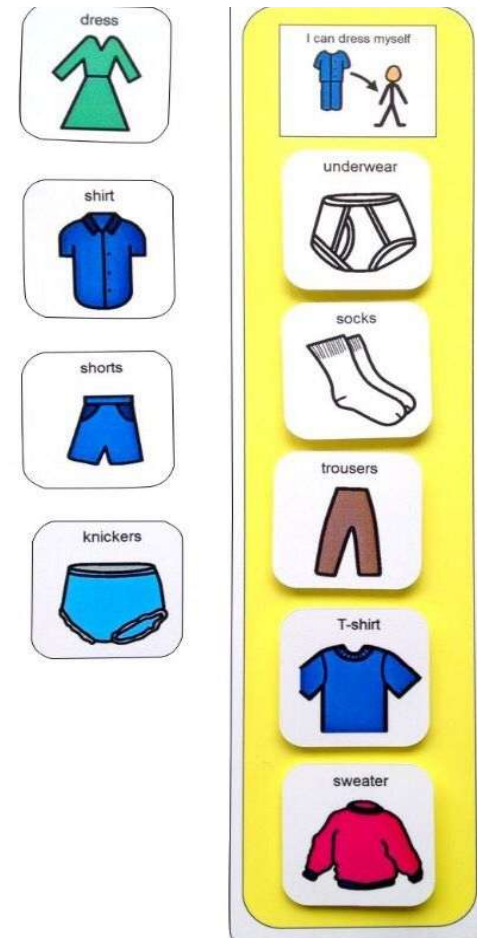
Give them practice dressing themselves

Child skills- what 'can't' they manage to do

Independently yet?

and extras!

Label everything!



I Can Dress Myself



toileting Routine

ave your child practice asking to go use the bathroom
(using their voice or PECS)

Visuals can be helpful to remind them to ask

Visuals can be helpful to remind them of the steps of the task

Practice closing the door

Practice washing hands

Practice pulling pants up and down

Watch for exactly what steps your child needs help with?

Public washroom etiquette

Proximity sensor sinks/toilets/dryers



Bathroom



Access

Visit your school playground with your child prior to school starting.

Practice reacting to school bells/chimes and reacting to them

Show them where they can and cannot play

Show them where they need to stay to be safe

If they are in Kindergarten, they may be in a specific fenced play yard so practice playing in that space

Usually they have their own entrance in Kindergarten



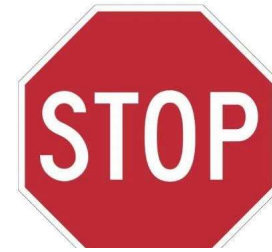
Visuals as strategies

First/Then

Visual Schedule

Social Stories

Markers



I am Going to a New School

I will be going to a new school.

My new bus will pick me up at home and take me to and from school.

An adult at the school will show me where to go and where my room is. I will meet my new teacher.

I will have a new classroom. I will have new students in my classroom.

My new teacher will have a schedule so I will know where to go and what to do.

My new school is going to be a lot of fun and a great place to learn new things.

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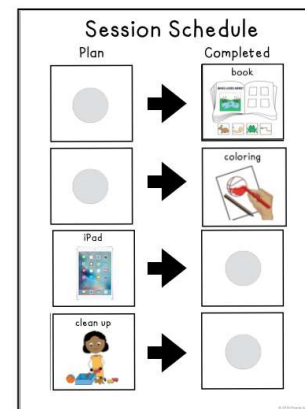
if possible, try to connect with school staff (principal or teacher) to see if you can get some photos of inside the school to show your child.

you may want to familiarize them with the entryway, bathroom, library, gym, classroom, cubby, or photos of their teacher, secretary, EA, etc...

Strategies: Visual Schedules

- provide structure and predictability
- help with independence
- show what is occurring next and throughout the day
- help with decreasing challenging behaviours
- encourage receptive and expressive language

Schedule is presented and when task is completed, can check it off or move to an all done column



Strategies: First/Then Board

Two pictures are displayed.

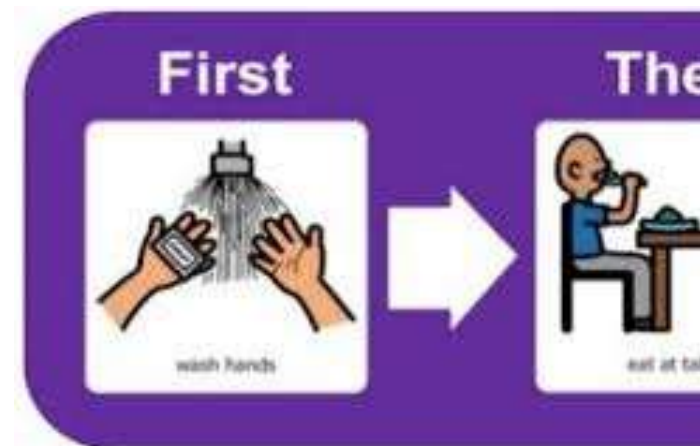
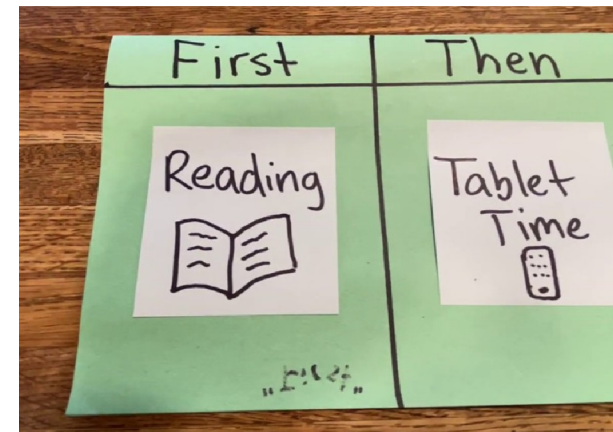
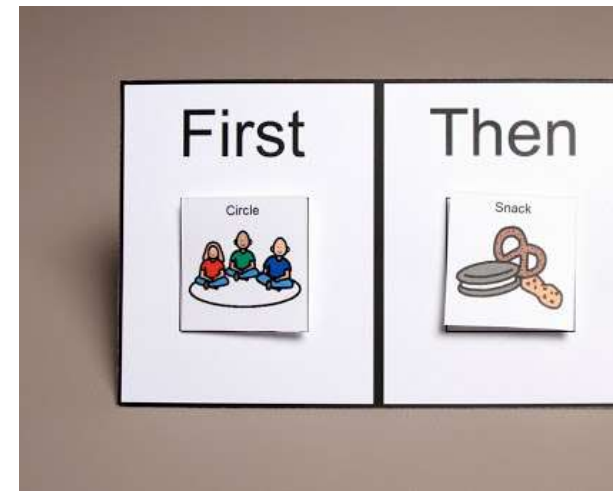
The first activity must be completed prior to completing the second activity.

Ex. first clean up/then get snack

Helps with decreasing challenging behaviours

Encourages receptive and expressive communication

Shows reinforcement

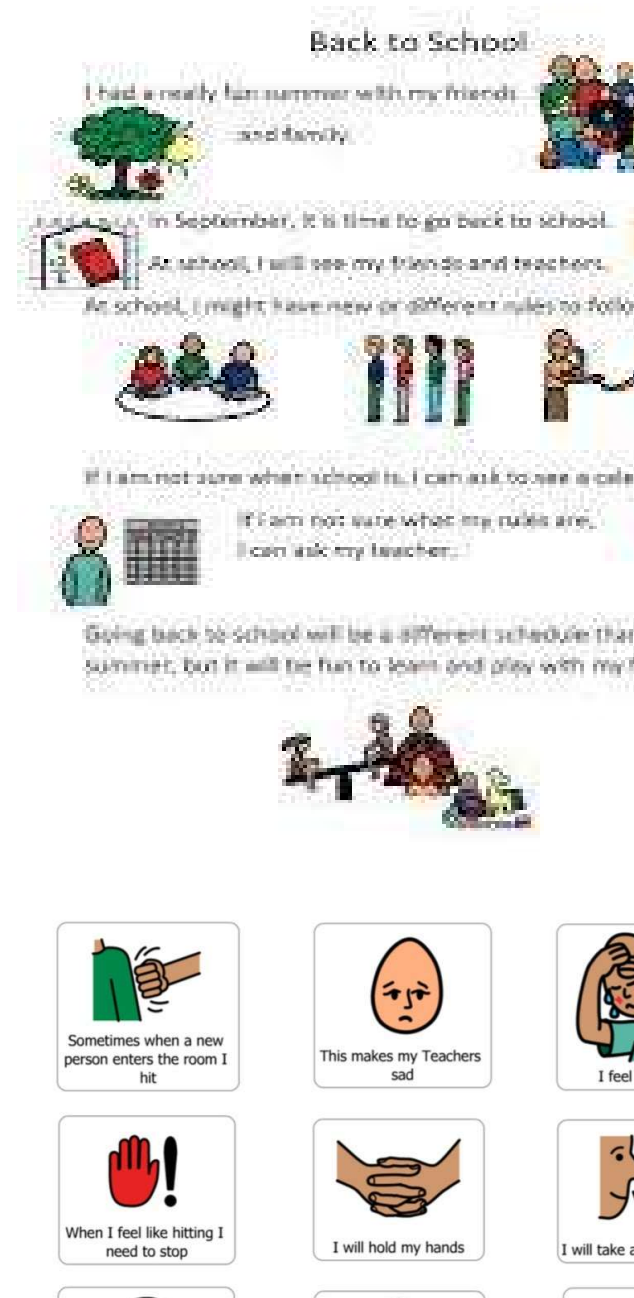


Strategies: Social Stories

help individuals understand expected behaviors, interpersonal issues, perspective taking skills.

is a story written specifically for a child, and is the most individualized techniques that can be used.

describes a skill, concept or situation that is meaningful to the child/family and uses positive language and is usually written in the first person

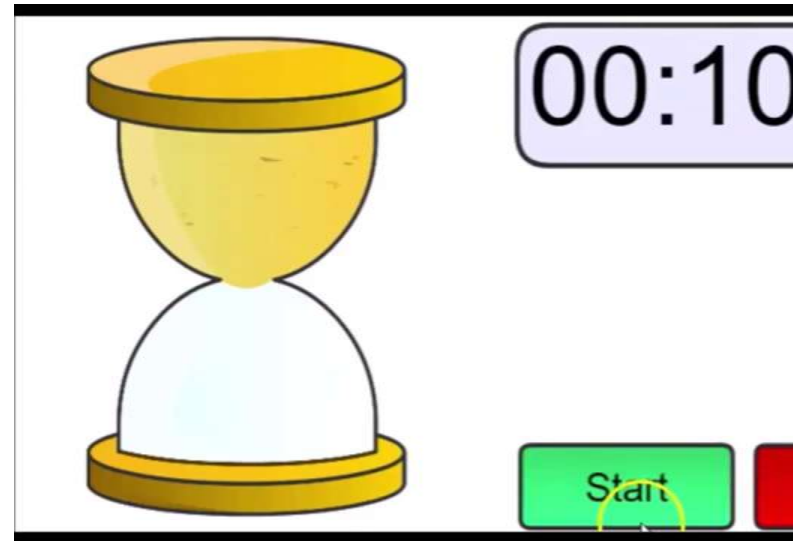


Strategies: Timers

Helps with transitions

Helps individuals know how long before activity is over

Helps with organization

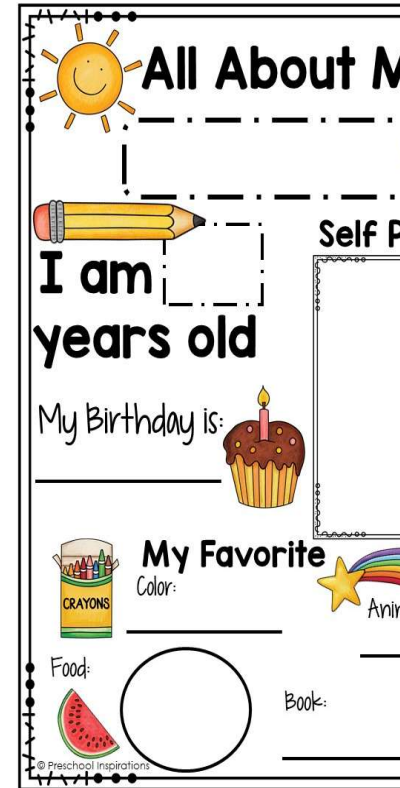


Meet the Teacher....and secretary, and EA, and custodian, and principal...


Child development is a marathon- not a sprint.


Create a partnership with school staff on how you can work together to build your child's skills so they are as successful as they can be.

Make an updated 'All About Me' profile about your child for your teacher- highlight your child's current strengths, needs, triggers, favorite things, fears, safety concerns, sensory accommodations, communication methods, other involved professionals, etc.....






All About Me

 I am _____ years old

My Birthday is: _____ 

My Favorite

Color: _____   Animal: _____

Food: _____  Book: _____

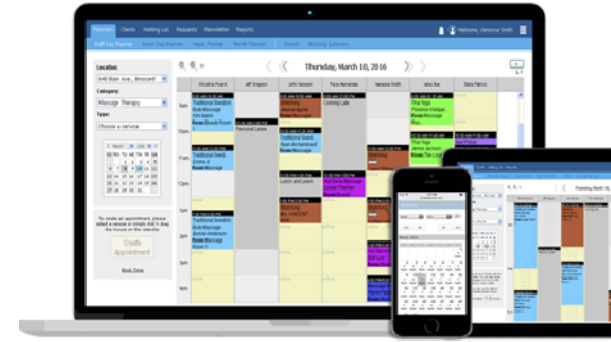
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MEET THE TEACHER

Visiting the School

- Many children in special education services benefit from desensitization to unfamiliar places
- School staff are not in the building until the week prior to school starting, but perhaps connect with them via phone or email to see if it is possible for a scheduled tour inside the building to familiarize your child with their;
 - cubby, classroom, washroom, gym, library, and playground-before it is full of classmates.

Open Communication



Ask your teacher their preferred preference of communication
(communication book, email/ phone/ face-to-face)

Ask your teacher what their preferred frequency of communication may be?
(daily email, weekly written)

Try and find a balance between partners

You can request meetings to connect and share

We have communication templates that we can share with you if you need

If-Advocacy

If your child is able, please consider including them in back to school planning and teacher consultation as much as possible.



Teaching your child about policies, procedures, their education rights, setting goals, making choices and assertive communication is an invaluable learning experience.

Timeline

Weeks Prior

- Establish a 'closer' bedtime and wake-up time
- Introduce the child's lunch bag and backpack
- Use the lunch bag and any containers or packages the child may need help with
- If new shoes are needed start introducing soon
- Start to practice your walk to school

Week Prior

- Call the school to see if you can arrange a visit for your child
- Have any last minute discussions with your principal or teacher to ensure you are on the same page

The Night Before

- Remain calm for your child
- Go through your plans and visuals with your child
- Have yourself organized
- Get your camera ready!



Bottom Line....

School is often hard, we need to be easy on each other.

There is no way to work out all of the tricky pieces for every child, within the first week of school.

Your school experience will look much different in September than by December, which will look much different than March, etc... practice patience!

You are the best advocate for your child so communicate with the school to help with the transition for everyone

Even a small element of success can call for celebration!



Discover Resources at Lansdowne, online

Free pre-recorded videos, helpful articles and printables

lansdowneCentre.ca

lansdowneCentre.ca/autism

lansdowneCentre.ca/resources

lansdowneCentre.ca/familyengagement



ore programs and clinics, register online

1:1 targeted consultations with an Autism Therapist to discuss any goals or concerns you may have.

Clinics are 1 hour in length and can have 1-2 follow up appointments.

Example of clinic topics can be

- Toileting
- Transitions
- Behaviours
- Picky Eating
- Sensory
- Routines



Reach a Family Support Worker by phone or email
Monday to Friday between 8:30 a.m. and 4:30 p.m.
Call [1-800-454-7186](tel:1-800-454-7186) (local [519-753-3153](tel:519-753-3153))
ext. 268 or ext. 327,
or email autism@lansdownecc.com

