



## "Go-To" Questions and Comments to Consider when Discussing your Child with their Teacher

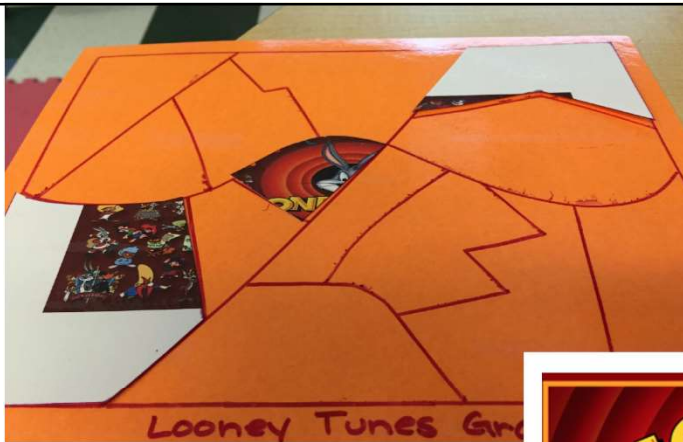
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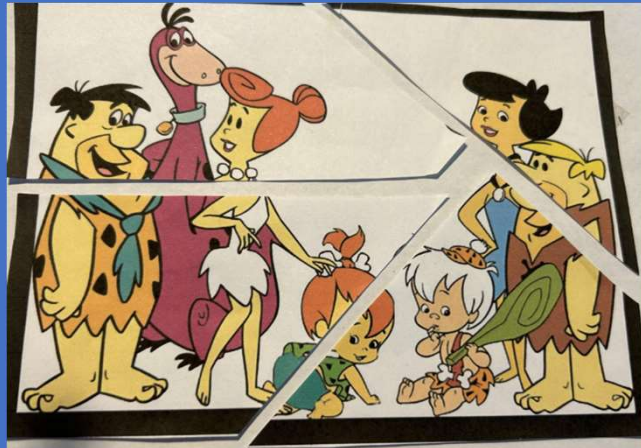
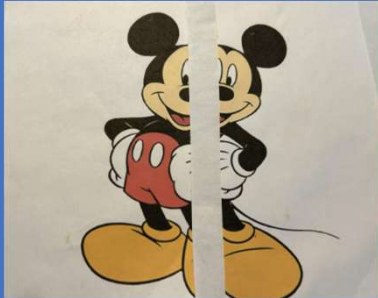
### "Go-To" Questions and Comments

Do you know what they love?	How would you describe the behavior?	Home routine and behavior	Do you know what they are really good at?	Where is their visual schedule?
What are they ready to learn?	Show them what you want to say.	What is their functional communication system?	Are you addressing sensory issues?	What do the data tell us?

## Do you know what they love?

- Does the teacher know?
- Preference assessments
  - Ask the teacher if they need you to complete one
  - There are tons online
  - What would they do at school if they were left alone in a room?
- Reinforcers are often weird – that is okay!
- Is there a character they love (videos, games, cereal boxes)?
- Consider token reinforcement systems
- Puzzle systems





How would  
you  
describe  
the  
behavior?

Is it measurable and observable?

How does it impact their learning?

What have you tried? For how long?

What time of day is the behavior occurring/not occurring?

Who is present/not present?



## Home routine and behavior?

- What have you told the teachers?
- Is there anything different happening at home?
  - Mom or dad out of town?
  - Are there guests visiting?
  - Sibling left for college?
  - When do they take medications?
  - Are they sleeping?
  - Are they eating?
  - Do they share a room?

## What are they good at in school?

- What can they do independently?
  - Sandwich that activity
- What can they not do independently?
  - What kind of prompts?
  - How many prompts?
  - Prompt hierarchy
  - Fade prompts





## Where is their visual schedule?

- Does it promote independence?
- Does it help them predict the activities of the day?
- Is it individualized?
- Do they need transition cues?
  - Consider name, photo, or favorite item icon

## Visual Schedules

- Having a consistent routine followed each day that is specific, and your children can rely on it.
- Using a visual schedule is the best way to do this.
- Your visual schedule should:
  - Depict the activities that will occur, and in what sequence
  - Show transitions within the day (like changing activities or environments)
  - Promote independence
  - It can be created for the whole day or broken up into chunks. For example, do morning and then afternoon
  - Consider mini-schedules within big activities (e.g., community = park, restaurant, groceries)







## “Mini” Schedules

- It's often not enough to have a "visual schedule" by subject or class period.
- Most students need to know what will occur within each subject or class period.



## Prepare for changes

- *Sometimes* the schedule needs to change – assemblies, testing
- Universal “No” symbol
- Special activity symbol
- First/then statements
- Grandma’s rule



## What are they ready to learn?

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What are they **not** ready to learn?

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What are the prerequisite skills?

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Consider discrete trial training

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More bang for your buck

## How does the Child Functionally Communicate - How do they get their needs met?

- Picture exchange?
- Sign language?
- Voice output?
- Verbally – Can they get their needs met or is it echolalia?
- Do they follow simple directions?



Just because  
children talk...

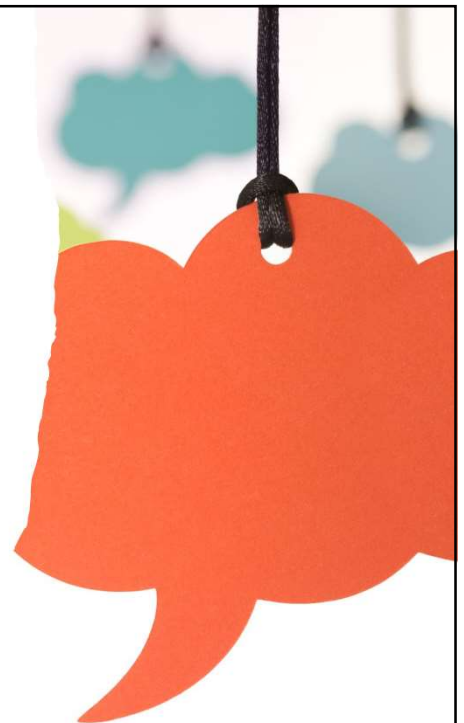
- Does not mean they communicate effectively
- Does not mean they understand

Just because  
children do not  
talk...

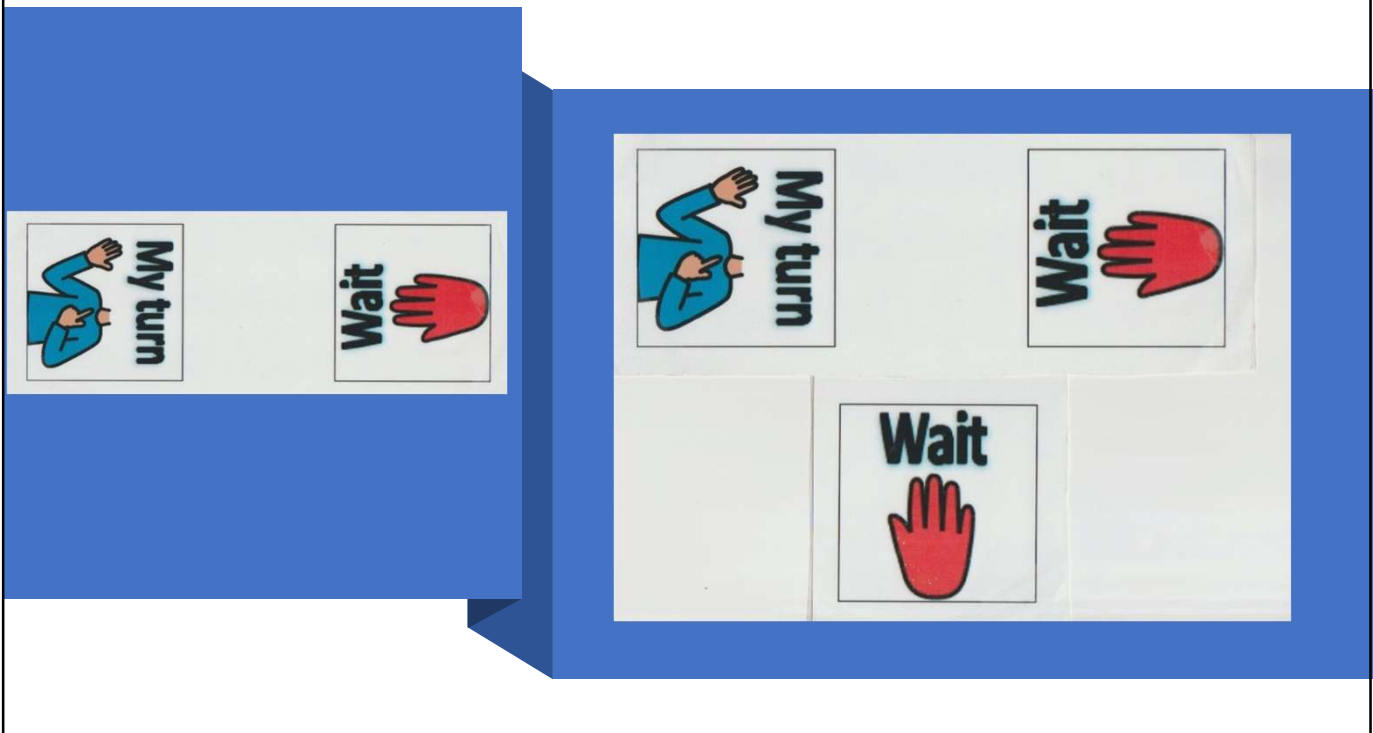
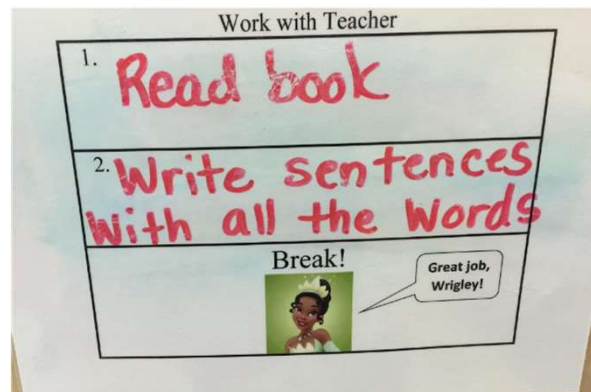
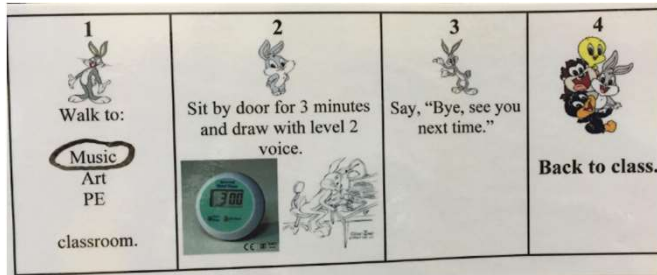
- Does not mean they cannot communicate effectively
- Does not mean they do not understand

Show them what you want to  
say

- If you say it more than once,  
make it visual
- When, then
- First, then
- Let the visual be the "bad guy"



# Show what you want to say



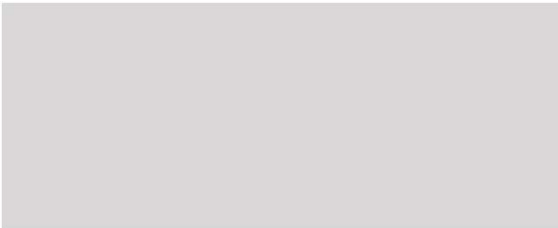
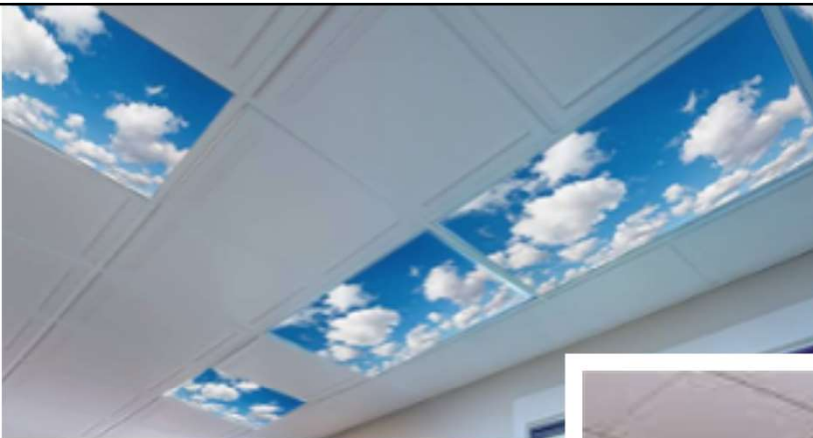
## Do they have Sensory issues?

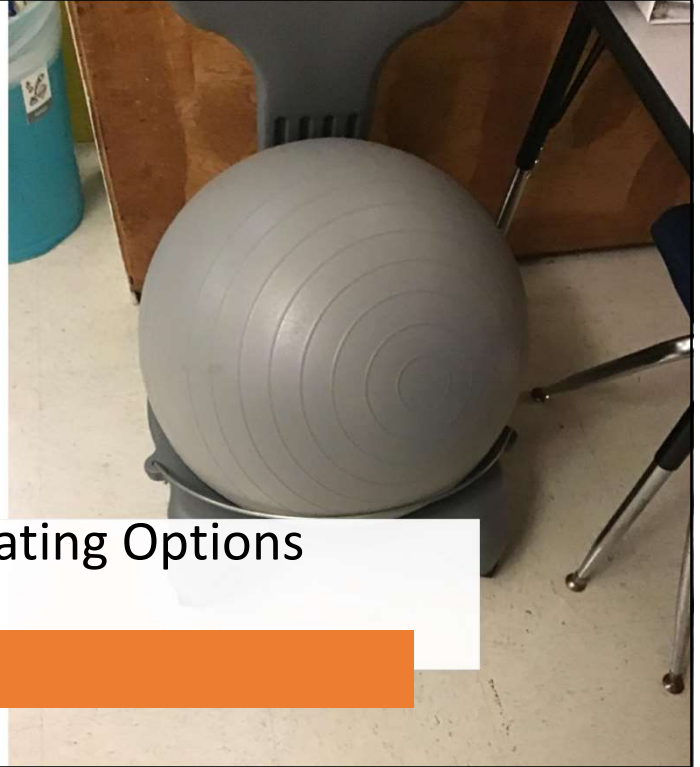
- Increased sensitivity to sound, light, taste, touch, or smell?
- Auditory hypersensitivities very common
- Prone to notice “small noises” (pencil tapping, humming of fan, light)
- Difficulty staying focused
- Need for movement and sensory input
- They need to deal with the sensitivity quickly because they may get overwhelmed and over-react
- Odd responses to pain?
- Resistive to touching certain textures?
- Rigid food repertoires?
- Prefer to sit in the same spot?

## Sensory Needs How you can help

- Provide a personal, quiet space for the student to relax and collect their thoughts
- Recognize need for different kinds of input
- Don’t automatically assume it is “inappropriate behavior”
- Consider “heavy work” throughout the day
- Allow the child to have self-calming items to use when experiencing sensory issues (stress ball, fidget) – also works for people with ADHD
- Talk to an OT for ideas

## Sensory breaks





## Different Seating Options

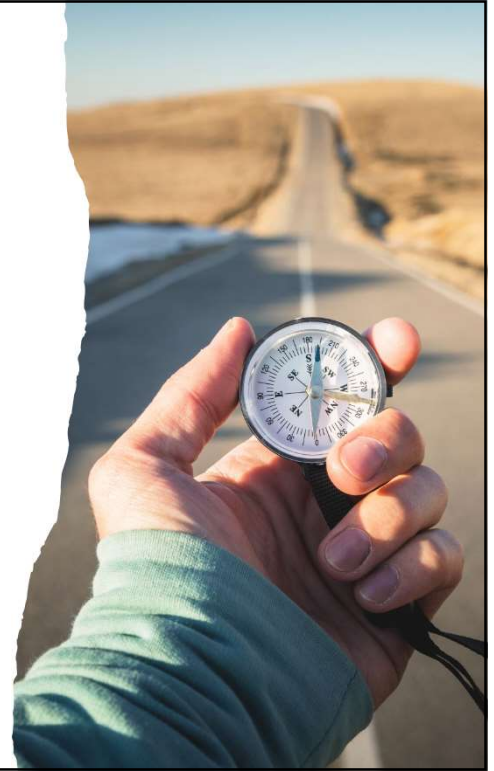


## “Heavy Work”

- Any type of activity that pushes or pulls against the body
- Can help the child feel “centered”
- Heavy work engages a sense called proprioception (body awareness)

## What do the Data Tell Us?

- Data tells the story
- Data keeps things objective
- Data holds us accountable
- "He's at about 70%" – Those days are gone
- Easy to do
  - Timers
  - Items in your pocket
  - Masking tape on leg
  - Dry erase markers
  - Post-it notes



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