

# Elementary Family Tip Sheet

*Back to School for Students with Disabilities After COVID-19 Closure*

## Start Talking About School



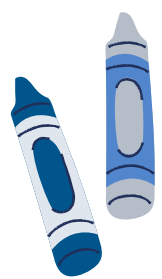
Make going back to school part of your **daily conversations**.



Discuss what your child is **most excited about** when school resumes.



Ask your child if they have any **questions or concerns**.



Offer a variety of opportunities for your child to **express how they feel** through books, discussions, writing, drawing, and play.



**Read or tell stories** about going back to school.

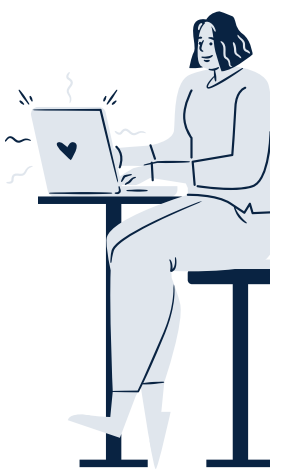


**Be aware of changing behavior** because this can be a sign of anxiety or fear. If this occurs, **discuss coping and calming strategies**.

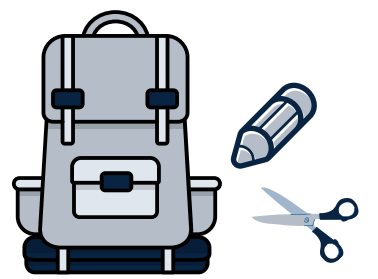
## Foster Connections from a Distance

Create **positive social interactions** to ensure connections are occurring:

- Create **social time with family** where communication can occur (e.g., sit down to dinner, play a game).
- Plan ways for your child to **communicate with friends** via phone calls, text, email, and/or video platforms.
- Have your child **play a game with friends** online.
- Allow your child to **do schoolwork with a friend** over the phone or video call.



## Prepare Materials and Supplies



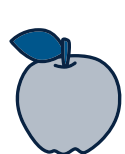
Gather **back to school supplies** and collect **items that need to be returned** to the school.

Help your **child start organizing their supplies** to build excitement.

## Maintain/Build Routines

Get your child back into their school **bedtime and morning** routines.

Get a copy of your child's **school schedule and bus route**. You may want to create a visual schedule and review it with your child ahead of time.



**Adapt eating routines** like the school schedule, with times for breakfast, lunch, and snacks.



**Build academic endurance** by extending school activities (i.e., move from 15 minutes of reading to 20 minutes).



**Provide learning opportunities at home** (e.g., ReadyRosie, PBS, or school supplied resources/activities).

## Communicate with the School

**Tell your child's teacher(s) about how your child has been doing** during the school closure to assist with their transition (e.g., strengths, weaknesses, changes, fears, triggers, effective at home strategies).

**Ask special educators** to help with your child's transition by requesting copies of the daily school schedule, social stories to read at home, and prepared visual supports.

**Communicate important updates** to the school (e.g., medication, new diagnosis, changes in behavior, life events).

**Plan to meet with the IEP team** in order to review your child's current performance levels, identify gaps in learning that resulted from school closings, and determine what additional services, if any, may need to be provided.

