

Returning to school

Secondary school focus



Acknowledgement



All Aboriginal and Torres Strait Islander people are advised that this presentation may contain images or voices of deceased persons.






Working together to support school-aged students on the autism spectrum


Australian Government
Department of Education, Skills and Employment

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Positive Partnerships is delivered by Autism Spectrum Australia (Aspect).

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 **Welcome**


Alison Macrae
• Facilitator


Trish Nicoll
• Facilitator


Katrina Langhorn
• Facilitator



Using the webinar tools

#NB Ensure you set your 'chat box' to "ALL panelists and attendees"

Chat window

Zoom Webinar Chat

From Natasha to All panelists and attendees: Hi and thank you for this opportunity

From Liesl to All panelists and attendees: Hello everyone

You can open the chat window and pop on the side of your screen

question and click enter

Something about you...

Where are you joining us from today?

In what capacity are you attending?

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Session intentions

Explore why students on the spectrum may need additional support

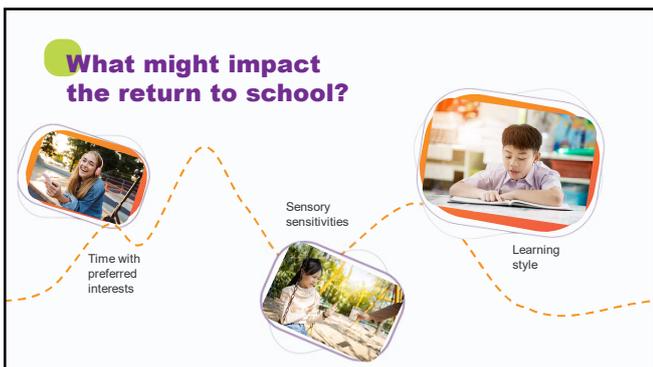
Identify strategies to prepare and support individuals on the spectrum

Plan for home school communication and collaboration

Identify ways to support the mental health and wellbeing of young people on the spectrum

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FF6

1. Support understanding



Provide information that is clear, accurate and direct



Explain what they can do to keep safe and healthy



FF7

1. Support understanding



Consider using visual supports



Keep them up-to-date with relevant changes



Identify who they can talk to if they are worried or have questions.



FF8
7N2

Resources



COVID-19 and children with disability: return to on-site schooling



Return to on-site schooling for students with neurodevelopmental disabilities: information for teachers



What's COVID-19?



Slide 13

JF66 updated to reflect changes throughout 2020 and 2021

Jessica Feary, 30/09/2021

Slide 14

JF67 updated to reflect numerous transitions back to school after home learning periods.

Jessica Feary, 30/09/2021

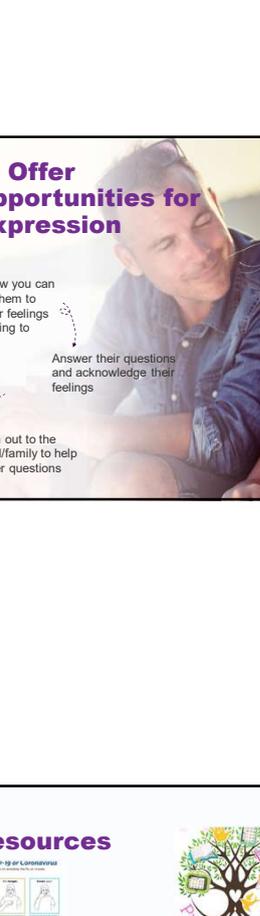
Slide 15

JF68 may need updating

Jessica Feary, 30/09/2021

TN2 updated

Trish Nicoll, 30/09/2021

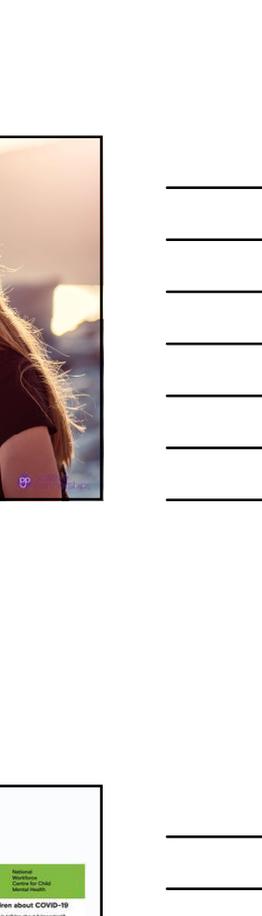


2. Offer opportunities for expression

Consider how you can encourage them to express their feelings about returning to school

Answer their questions and acknowledge their feelings

Reach out to the school/family to help answer questions



Resources

Fight on avoiding COVID-19 or Coronavirus

Emerging Minds

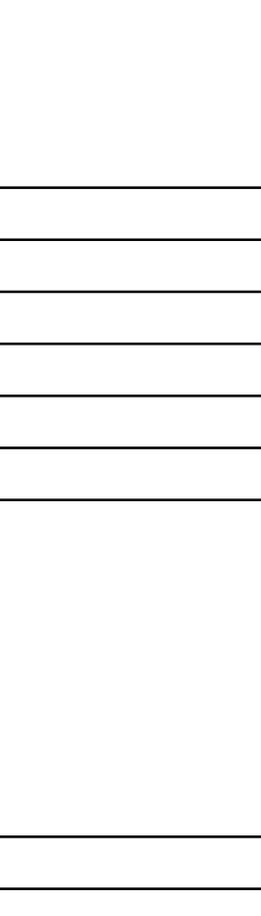
Communicating with your children about COVID-19

Why is talking about it important?

What if children make sense of what they have been told?

How to help your child cope

Positive Partnerships logo



3. Prioritise coping and calming skills

Consider what helps them feel safe and comfortable

Schedule opportunities to engage with these activities across the day, at school and home

Positive Partnerships logo

Prioritise coping and calming skills

Maintain or establish physical activity routines

Reduce demands and encourage them to have fun



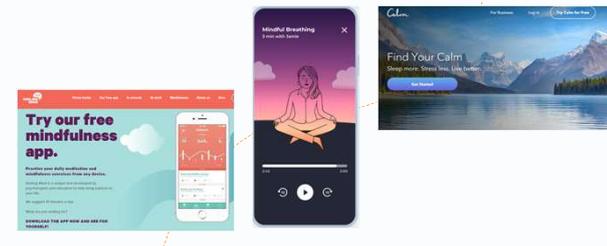
SP

Resources

Try our free mindfulness app.

Mindful Breathing

Find Your Calm



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4. Maintain routines

Consider which school and home routines can remain the same

Focus on sleep/wake and morning routines in preparation for returning to school



SP

Resources

<https://www.positivepartnerships.com.au/resources/practical-tools-information-sheets/returning-to-school-preparing-for-change>

Positive Partnerships (Australia) | positivepartnerships.com.au/resources/practical-tools-information-sheets/returning-to-school-preparing-for-change

Home | Contact Us | About Us | What is Autism | Resources | Workshops and Online Learning | About us | Get in touch | Online Learning Hub

Maintain Routines and Develop New Routines

- Visual Schedules, by National Autistic Society
- Washing Hands visual, by Autism WA
- Weekly Schedule visual, by Autism WA
- Evidence Based Strategies, by InclusionEd
- ChoiceWorks app, by Bee/Visual
- Timer app, free during Covid-19
- Article on returning to school, by Teacher Magazine

Foster Connections

- Strategies for building peer relationships for young people on the autism spectrum, by All Play Learn
- Playground Strategies tip sheet, by Amaze

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5. New routines

- Consider what new routines will need to be developed
- Set clear expectations about what will happen
- Use visual supports to assist with learning new routines

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Resources

App of the Month

Time Timer

Our priority is your safety. We are working hard to ensure that we can provide you with the best possible experience. We are currently experiencing some technical issues with our website. We are working to resolve this as quickly as possible. We will update you as soon as we have more information.

Tips to help with wearing a mask

Coping with lifestyle change Covid-19 and beyond

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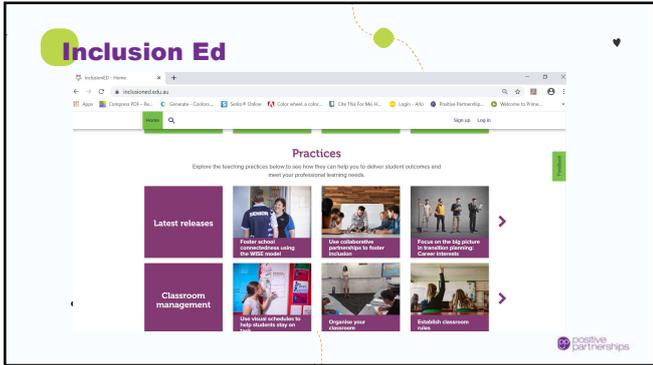
Slide 23

JF69 removed part about how they may not have had to wear a mask before- replaced that it might be a change for some
Jessica Feary, 30/09/2021

Slide 24

JF70 Can we promote Choiceworks? It isn't free anymore
Jessica Feary, 30/09/2021

TN1 removed
Trish Nicoll, 30/09/2021





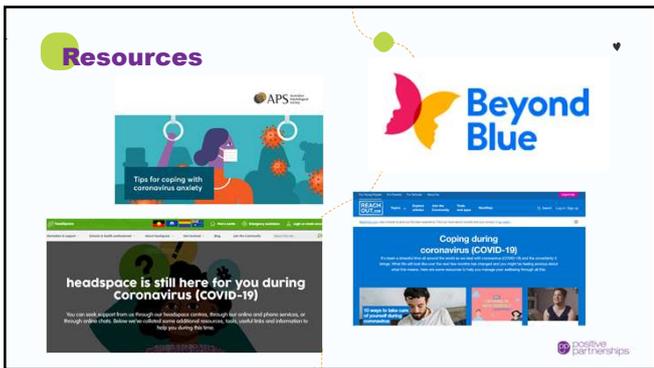


Be aware of changing behaviours

- Encourage healthy sleeping and eating habits
- Monitor and communicate any changes in behaviour
- Reach out to support services if required



Resources



APS Tips for coping with coronavirus anxiety

Beyond Blue

headspace is still here for you during coronavirus (COVID-19)

Coping during coronavirus (COVID-19)

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Home-school communication



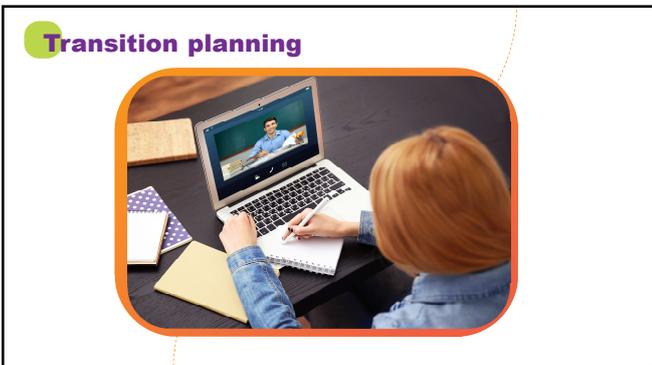
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Communication plan

How are we going to communicate as a home-school partnership? <small>(Circle or highlight the ones that are most useful to you.)</small>	How often are we going to communicate this way and what are we going to communicate about?	Next steps and dates <small>(Write in any messages, general communication and when they will happen.)</small>
Text		
Email		
App		
Phone		
Communication book		
Face to face		
Other		

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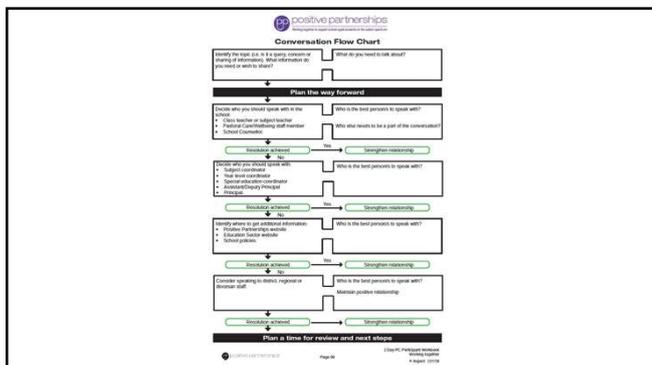
Things to consider

- Days attending
- Times attending
- Subjects that will be done at school
- Changes to the setup of classrooms
- Changes to the structure of the day
- What break times will look like
- Ways in which the school is communicating about Covid-19 to the students
- Changes to the drop off and pick up
- Expectations for the student for days not at school
- Will subjects pick up from where remote learning has left or will there be revision
- Rough guide to what school envisions the next 4 weeks to look like in terms of days, times, classes etc.



Individual planning





Resources to support the home-school partnership

For parents/carers
Checklist: Supporting your autistic child's return to school

After weeks of isolation due to coronavirus, students are returning to school. Here is a checklist to help you to support your autistic child's return to school.

Checklist:

- **Checklist:** Review information about the return to school provided by your child's school.
- **Checklist:** Talk to the school if you haven't received information or if you have any questions.
- **Checklist:** Ask for a copy of the school's return to school policy and discuss it with your child to help them understand the support that will be available when they return to school.
- **Checklist:** Review your child's current support and consider any new areas that may be needed due to new issues.

Communicate with your child

- **Checklist:** Prepare your child for changes at school.
- **Checklist:** Review and support how changes to school may include:
 - School drop-off and pick-up times and locations may be different.
 - Different year levels or groups of students may have their own times.
 - The school may consider that children may be allowed to return to school.
 - There may be extra screening being done, or extra staff doing the sign-off.
 - There may be sign-off hand washing and more space.

Meetings toolkit

Meeting with your child's school is an important part of supporting your child's return to school. This toolkit provides information on how to prepare for a meeting, what to discuss, and how to follow up on any action points.




Returning to school during the COVID-19 period

Strategies to support young people on the autism spectrum

In summary






JF18 Ally to add dialogue

Jessica Feary, 18/05/2020

JF39 Review if still relevant once other content is developed

Jessica Feary, 30/09/2020

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