The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in a clean, sans-serif font.

Prepared, Proactive,
and Positive
The 3Ps to Getting Your
Child with ASD Ready for
School Success

Outcomes:

Participants will learn ways to be prepared, be proactive and stay positive while

- ▶ Surviving Homework
- ▶ Reinforcing Academic Concepts
- ▶ Tracking Behavior

Being Prepared, Proactive and Positive - Summer Ramping up and Keeping Up

- ▶ Games, games, games
 - ▶ Don't Be Greedy
 - ▶ Card games
 - ▶ Board games - chutes & ladders
- ▶ Books - never stop reading to your child
- ▶ Fun ways to write - chalk, goo bags
- ▶ Life Skills
 - ▶ Calendars
 - ▶ Telling Time
 - ▶ Money

Being Prepared, Proactive and Positive

- The Stuff

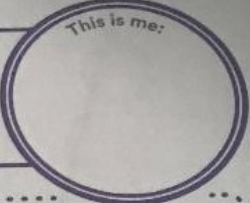
- ▶ One bag not many - Label everything
- ▶ Extra set of textbooks, reading books, audiobooks
- ▶ Color code subjects - \$ Store

Being Prepared, Proactive and Positive

- Your Child


- ▶ Prepare child
 - ▶ Talk up the school experience
 - ▶ Visit the school and playground and take a tour of the school
 - ▶ Meet staff
 - ▶ Take photos and build social skills (tarheelreader.org)
 - ▶ Get the daily and weekly schedule to preview the day with your child
 - ▶ Work together on a back-to-school introduction letter - handout
- ▶ 4-Week Countdown - handout

Hi! My name is _____
I like to be called _____

This is me: 

This school year I'm looking forward to: _____

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

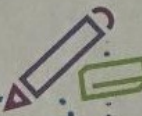



My favorite subject in school is _____
because: _____

I have:
 An IEP A 504 plan
 Accommodations: _____

Sometimes I need extra help with: _____

I want my new teacher to know: _____





Understood




Tuesday Wednesday Thursday Friday Saturday

For younger kids, listening
 Practice the morning commute to school. Do it a few times before school starts.
 Organize a three-ring binder for keeping your child's school records. Make room for new forms and work from
 Take some time to just relax and enjoy one another's company.

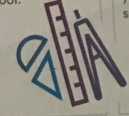
Back-to-School Countdown: A 4-Week Plan to Get Ready

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Week 1

	<p>Write an introduction letter to the teacher. Include your child's strengths, weaknesses and challenges—plus strategies that have worked in the past.</p>	<p>Casually talk with your child about the school year ahead. Encourage him to express his hopes and concerns.</p>	<p>Let your child pick out a new outfit or two. Feeling confident about what he's wearing can help him focus on schoolwork instead of appearance.</p>	<p>Visit your child's doctor to complete all required health forms and discuss any <u>medication</u> adjustments.</p>	<p>Help your child <u>connect with other kids</u> in his class. This can take some of the social pressure off of the first day of school.</p> <p><i>See if the school will give you a class list. Schedule <u>playdates</u> for younger kids. Encourage older kids to text or call classmates.</i></p>	<p>To pre-prepare school load, load up on supplies, and encourage <u>child</u> and v</p>
---	---	--	---	---	--	--

Week 2

<p>Encourage your child to start thinking about which <u>afterschool activities</u> he might be interested in trying this year.</p>	<p>If your child has an IEP, set up the first team meeting of the year. Brainstorm with your child about possible goals.</p>	<p>If your child has a 504 plan, be prepared to meet with his teachers to discuss <u>classroom accommodations</u>.</p> <p><i>If you're anticipating any problems, you may want to meet with the 504 team at the very beginning of the year.</i></p>	<p>Talk through <u>organizational systems</u> for your child. Consider color-coding binders, folders and more.</p>	<p>Shop for school supplies together. Getting kids involved in the planning stages can smooth the transition to school.</p> 	<p>Find out when school orientation is and plan to attend it. Make a list of questions for teachers and counselors about your child's specific needs.</p>	<p>Org farm year Cri oni co ca us it' e</p>
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 For more



Being Prepared, Proactive and Positive

- The Parent

In August

- ▶ Get and review ESY data/updates
- ▶ Review your child's IEP - make notes, highlight, note questions you may have (Understood.com question handout)
- ▶ Use an IEP shortcut sheet
- ▶ Make a digital copy of IEP and other important docs so you are ready to share throughout the year
- ▶ Create a template to look at IEP goals across the curriculum/day
- ▶ Schedule your child's well-child visit and get copies of immunization records
- ▶ Bookmark the scope and sequence for your child's grade

	Morning Meeting	Reading	Writing	Math	Social Studies/S cience	Specials
Decode CVC Words	✓	✓	✓	✓	✓	✓
Raise hand to talk	✓	✓	✓	✓	✓	✓
Answer WH questions	✓	✓	✓	✓	✓	✓
Greet teacher or peer	✓	✓	✓	✓	✓	✓
Solve single digit addition				✓		

MARKING PERIOD 1

■ Bulleted concepts in red are graded on the report card for Marking Period 1.

Synthesis (Critical Thinking Skill)—Putting parts together to build understanding of a whole concept or to form a new or unique whole.

- **Integrate** ideas, information, and theories to invent or devise a solution.
- **Formulate** generalizations by examining parts and putting them together.

Collaboration (Academic Success Skill)—Working effectively and respectfully to reach a group goal.

- **Solicit** and respect multiple and diverse perspectives to broaden and deepen understanding.
- **Identify** and analyze options for sharing responsibility to reach a group goal.
- **Support** group decisions with criteria.



SOCIAL STUDIES

- **Geography:** Tools of geography; natural/physical and human-made features of the United States; settlement patterns in the United States; early Native American societies adapt to and modify the natural environment—Eastern Woodlands, Great Plains, Southwest Desert, Pacific Northwest.



SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Life Sciences:** Diversity of plants and animals in their environments; flow of sun's energy to plants and animals within an ecosystem; interactions of organisms with each other and their environment; features and behaviors that help organisms survive in an environment.
- **Engineering and Technology:** Engineering design process—models for solutions, design evaluation, and improvement.



READING/LANGUAGE ARTS

- **Literature:** Historical and realistic fiction, Junior Great Books; description of characters, setting, or events; comparison of narrators' points of view; use of text evidence when making inferences; comparison of themes in two texts.
- **Informational Text:** Explanation of events, procedures, or concepts in a text; use of text evidence when making inferences; main idea and key details; description of text organization; use of academic vocabulary; comparison of first- and second-hand accounts; integration of information from two texts; interpretation of visual and oral information.
- **Language/Vocabulary:** Collaborative discussions to deepen meaning; clarification of academic and content-specific vocabulary, figurative language, and word relationship; use of print and digital reference materials; paraphrasing information from diverse media; identification of reasons and evidence to support a speaker's points; Greek and Latin affixes and roots.





WRITING

- **Informative/Explanatory:** Short composition—introduce, develop, and conclude a topic; use evidence from research to develop ideas.
- **Narrative:** Establish a situation; describe character's experiences using sensory details; sequence events using transitional words; conclude events.
- **Opinion:** State an opinion; develop topic; use evidence from research to develop reasons that support an opinion.
- **Process, Production, and Research:** Organize ideas, plan, revise, edit writing; use technology tools to create a presentation for a specific audience.
- **Use of Language:** Conventions of standard English; use prepositional phrases; choose words for effect; form complete sentences; use capitalization appropriately; include commas in compound sentences; use commas and quotations in dialogue; punctuate for effect; consult reference materials.

Fourth Grade Reading Newsletter

Marking Period 1, Part 2

Learning Experiences by Measurement Topic		
MT	 In school, your child will....	 At home, your child can....
Informational Text	<ul style="list-style-type: none"> go back to the text to find examples to support answers or ideas. use background knowledge and what was learned from reading to make inferences. compare firsthand and secondhand accounts of events. read various texts which include different points of view on similar events. summarize text by paraphrasing or restating main ideas. use graphic representations (charts, graphs, timelines, illustrations, photographs) to interpret information and make inferences. build background knowledge by reading a variety of informational text. describe ideas and concepts using text structure (chronology, cause and effect). 	<ul style="list-style-type: none"> read with you every night. (magazines, newspapers, factual books, etc.) visit the public library often. respond to questions about the text orally or in writing. <p>Possible questions:</p> <ul style="list-style-type: none"> How is the text structured? What text features (pictures, headings, captions) did the author use to make it easier for you to understand? Summarize the main idea of this section of the text. What text feature helped you with your response? What were some subject-specific vocabulary words that the author used to help you understand the text? <ul style="list-style-type: none"> find and discuss information gathered from graphs, timelines, illustrations, photographs, and comics from a newspaper, magazine, website, etc. Use the questions above to help clarify understanding. visit a museum or art gallery and use subject specific words to describe what is seen <i>in first, second, or third person point of view</i>?
Language: Vocabulary	<ul style="list-style-type: none"> use digital resources to find meaning and support pronunciation of subject-specific or unfamiliar words. use suffixes and prefixes to explain words of Greek or Latin origin <ul style="list-style-type: none"> suffix: <i>-ful</i> means full of; <i>hopeful</i> means full of hope prefix: <i>re-</i> means repeat; <i>remad</i> means read again explain the meaning of unfamiliar words by using the opposite (antonym) or similar (synonym) meaning words. 	<ul style="list-style-type: none"> talk with peers and adults about new words or concepts learned in school. practice using context clues and other strategies learned to identify the meaning of unknown words. use online dictionary, thesaurus (http://www.merriam-webster.com) or translation resources (http://oxfordlanguagedictionaries.com). play word games which reinforce antonyms and synonyms (http://abcya.com/synonyms_antonyms.htm).
Glossary	<p>firsthand account: the account or artifact of someone who was witness to an event or time period of study</p> <p>point of view: perspective from which the story is told or viewpoint from which information is written</p>	<p>secondhand account: information presented based on primary resources or research</p> <p>text structure: the organization of a text (chronology or time sequence, cause/effect, description, compare/contrast, problem/solution)</p>



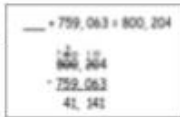
Created by MCPS Teachers at the C 2.0 Summit 2013

Fourth Grade Reading Newsletter

Marking Period 1, Part 2

Fourth Grade Compacted Mathematics Newsletter

Marking Period 1, Part 1

Learning Experiences by Measurement Topic (MT)		
MT	 In school, your child will....	 At home, your child can....
Number and Operations in Base Ten	<ul style="list-style-type: none"> add and subtract with whole numbers up to one million using the standard algorithm. <p>Example:</p>  <ul style="list-style-type: none"> explain the value of a digit based on its position in a number. round whole numbers by using a number line and other strategies. read and write numbers using standard, word, and expanded form. 	<ul style="list-style-type: none"> work collaboratively to make a place value game using cards, dice, spinners, coins and other household objects. find examples of numbers such as prices, populations and distances in books. Use this information to compare, order, and round to any place (ten, hundred, thousand, etc.). practice multiplication and division facts from 0 – 10.
Operations and Algebraic Thinking	<ul style="list-style-type: none"> solve two-step word problems. decide whether to multiply or add to solve a word problem. solve multiplication comparisons. <p>Example: Sam has 4 times as many marbles as Miguel. Miguel has 8 marbles. How many marbles does Sam have?</p> <ul style="list-style-type: none"> solve equations using a variable to represent an unknown number. <p>Example: $8 \times n = 32$</p>	<ul style="list-style-type: none"> create and solve word problems involving familiar objects from home. Explain why the answer is correct and reasonable. engage in discussions about how and when to use multiplication to compare numbers. <p>Example: Mei has twice as many pennies as quarters in her piggy bank.</p>

Created by MCPS Teachers at the C 2.0 Summit 2013

Being Prepared, Proactive and Positive - The Parent

In September

- ▶ Copy of IEP for every teacher
- ▶ Paraprofessionals have a copy of the IEP goals/objectives
- ▶ Send a note with 5 most important things to know about your child - handout
 - ▶ Include lessons learned from previous year's teacher
 - ▶ Include a few work samples
 - ▶ Include contact info for how to reach you and best times for phone calls
 - ▶ Include a photo of your child taking part in a favorite activity
- ▶ Volunteer to help

Being Prepared, Proactive and Positive

- The Parent

In September

- ▶ Send supplies
- ▶ Meet, Greet and Take care of the gatekeepers (secretary, custodial)
- ▶ Connect with staff at beginning of year with notes of thanks, invites to special events, cookies at meetings
- ▶ Sign forms for school and private therapists to share information
- ▶ Send a letter of introduction to the school and all private therapists - name, title, contact info, short description
 - ▶ Welcome communication between school and private therapists
- ▶ Prepare a binder

Be Prepared -The Binder

- ▶ Different Approaches
 - ▶ Use what works for you
 - ▶ Sections vs Wright's Law way
- ▶ Sections
 - ▶ Communication
 - ▶ Evaluations
 - ▶ IEP
 - ▶ Report Cards/Progress Notes
 - ▶ Sample Work

Being Prepared, Proactive and Positive - The Parent

During the Year

- ▶ Behavior communication sheets - track behavior
- ▶ Include para educators!!!
- ▶ Ask for vocabulary for each unit
- ▶ Field trip preview
- ▶ Books preview

Fourth Grade High Frequency Word List

actually	daily	ready
against	easy	reason
among	either	scared
busy	else	several
before	familiar	should
brought	form	shown
built	half	simple
certain	heart	since
compare	heavy	sincerely
complete	instead	someone
close	interest	speak
clothes	just	special
describe	kept	state
decision	large	themselves
dependent	leave	though
develop	near	through
different	number	throw
difference	possible	together
dinner	rain	tried
during	receive	week

Be Prepared - Visuals

- ▶ Provides an idea of what is going to happen in our day
- ▶ Supports language and provides social/behavioral cues
- ▶ Provides independence
- ▶ Teaches time and time concepts and vocabulary directly, routinely and systematically
- ▶ Capitalizes on visual learning/memory strength
- ▶ Provides organization, structure, predictability
- ▶ Eases child through transitions
- ▶ Demonstrates sequencing
- ▶ Practices delayed gratification

Morning (#1)

M	T	W	TH	F
Monday	Tuesday	Wednesday	Thursday	Friday








Afternoon (#2)


M	T	W	TH	F
Monday	Tuesday	Wednesday	Thursday	Friday

WEEKLY VISUAL SCHEDULE

WHAT ARE YOU DOING THIS WEEK?

Perfect for the refrigerator!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Church 	School 	Dance 	McDonalds  Therapy 		Store 	Something Special 

 SPEECH TENT

7:00	7:05	7:10	7:25	7:35	7:40
					
Wake up 😊	use toilet	Eat breakfast	get dressed	brush teeth	brush hair
					Done 

NO BITING

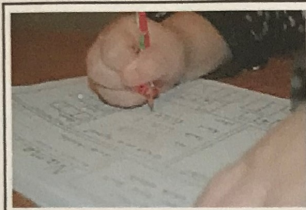


play dough

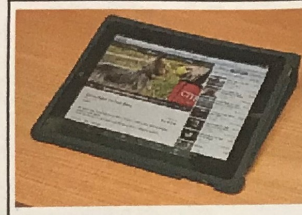


Time For The Bus

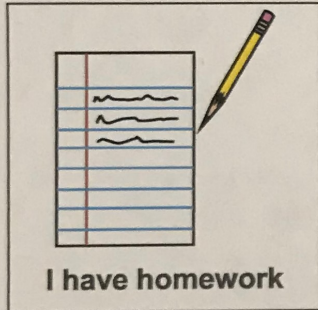




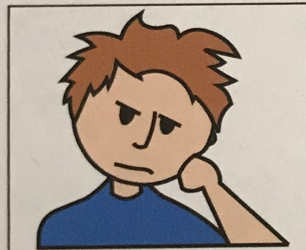
I can do my homework



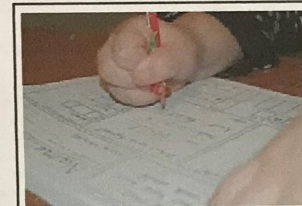
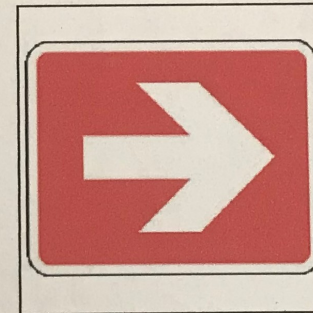
Then I can use the iPad



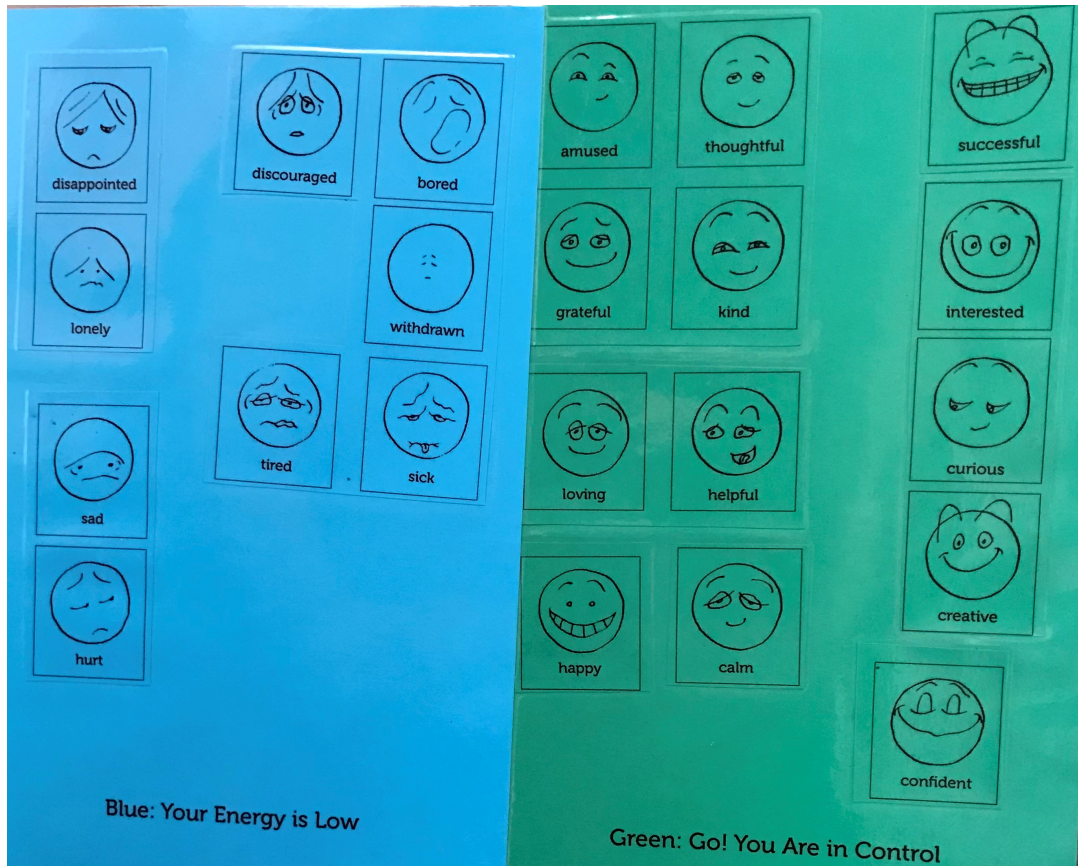
I have homework



I can waste time



Then I still have to do homework



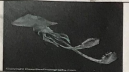






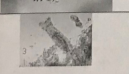


Feeling Choices:






Hungry	Overwhelmed
Happy	OK
Sad	Bored
Missing home	This is too hard
Confused	Frustrated
Tired	I need to move my body

customize for your child

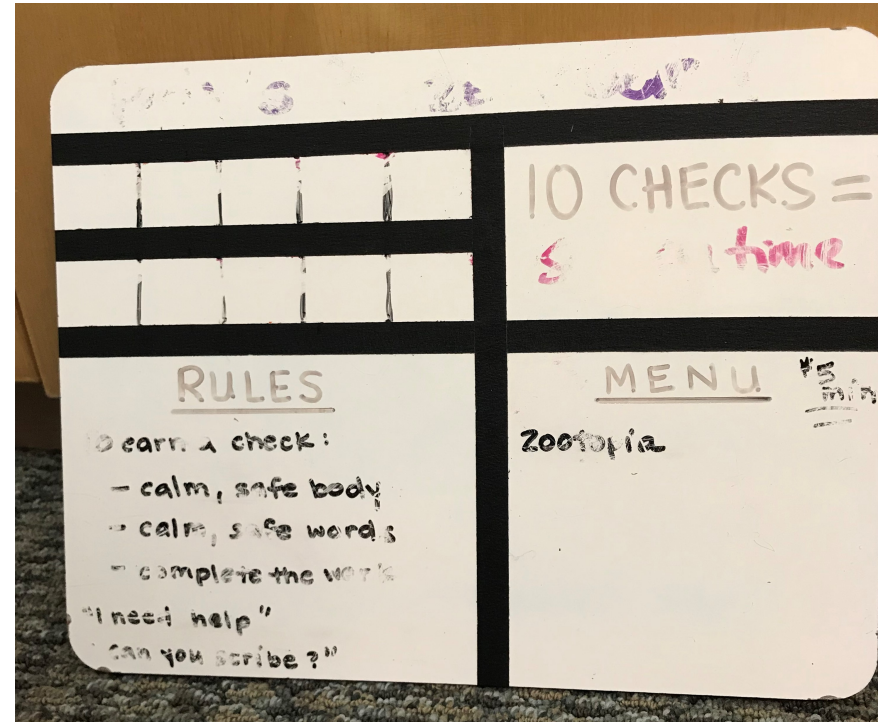
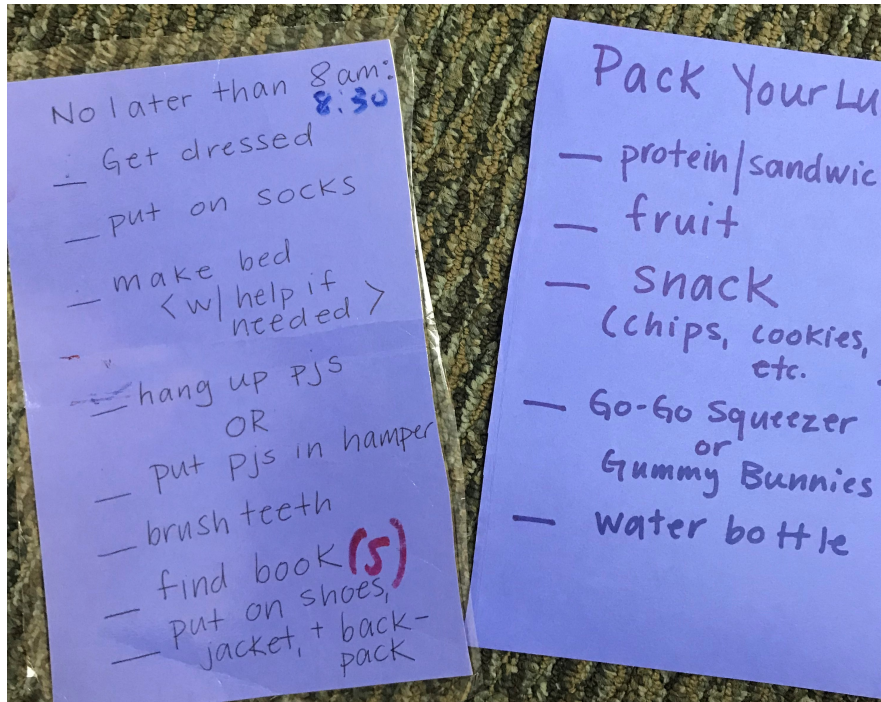
Problem Size Recognition Scale (PSRS)

10		Argentinasaurus	BIG problem <ul style="list-style-type: none"> Tell a teacher Make a new plan Reading to calm myself
9		Blue Whale	<ul style="list-style-type: none"> Exercise – run in place, stretch Hibernation strategy (child's pose in yoga)
8		Colossal Squid	
7		Columbian Mammoth	
6		African Elephant	
5		Horse	
4		Red fox	<i>Medium Problem</i> <ul style="list-style-type: none"> Tell a teacher
3		Pika	
2		Bee Hummingbird	
1		Moss rotifer	Little Problem <ul style="list-style-type: none"> Deal with it or move on to next plan

Hunger Scale

1	2	3	4	5
Bear	Zebra	Fox	Thrush	Shrew
				

Customize for your child

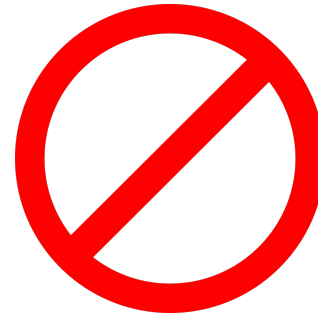


Homework - Prepared, Proactive, Positive

▶ Homework



Busywork



- ▶ Effective homework assignments supplement learning and practice and integrate newly learned skills
- ▶ **Benefits vary by age.** The older the student, the more likely homework will have a beneficial effect.

Homework has four basic purposes:

▶ Practice

- ▶ the most valuable in producing measurable academic gains is practice for the purpose of building proficiency, maintaining mastery or both.

▶ Preparation

▶ Study

▶ Extend or elaborate

- ▶ A critical idea here is that the student *must have demonstrated competence* in the skill being practiced *before* being asked to do it independently (i.e., as homework). Research indicates students should be able to perform a skill at 90% accuracy before it should be assigned as homework for independent practice.

Be Positive -

Homework teaches ...

- ▶ Following directions
- ▶ Independent work habits
- ▶ Time management
- ▶ Use of strategies
- ▶ Follow-through
- ▶ Responsibility

Be Prepared and Proactive -

- ▶ Location
- ▶ Supplies
- ▶ Lighting/Posture
- ▶ General Environment
 - ▶ Quiet or soft background music
 - ▶ Silence
 - ▶ Small crunchy snacks, sour candy, or chewing gum
 - ▶ Carbonated beverages (preferably without sugar)

Homework - Prepared, Proactive, Positive

Communicate with teacher about homework expectations

- ✓ Purpose of homework
- ✓ Time limit
- ✓ Adapting homework
 - Use of computer
 - Use of email
 - Use of calculator

- ▶ You may want to contact the teacher if
 - ▶ your child refuses to do the assignments, even though you've tried hard to get him/her to do them;
 - ▶ the instructions are unclear;
 - ▶ you can't seem to help your child get organized to finish the assignments;
 - ▶ you can't provide needed supplies or materials;
 - ▶ neither you nor your child can understand the purpose of the assignments;
 - ▶ the assignments are too hard or too easy;
 - ▶ the homework is assigned in uneven amounts—for instance, no homework is given on Monday, Tuesday or Wednesday, but on Thursday four assignments are made that are due the next day; or
 - ▶ your child has missed school and needs to make up assignments

Count the Change

Count and add the coins to find the total value!



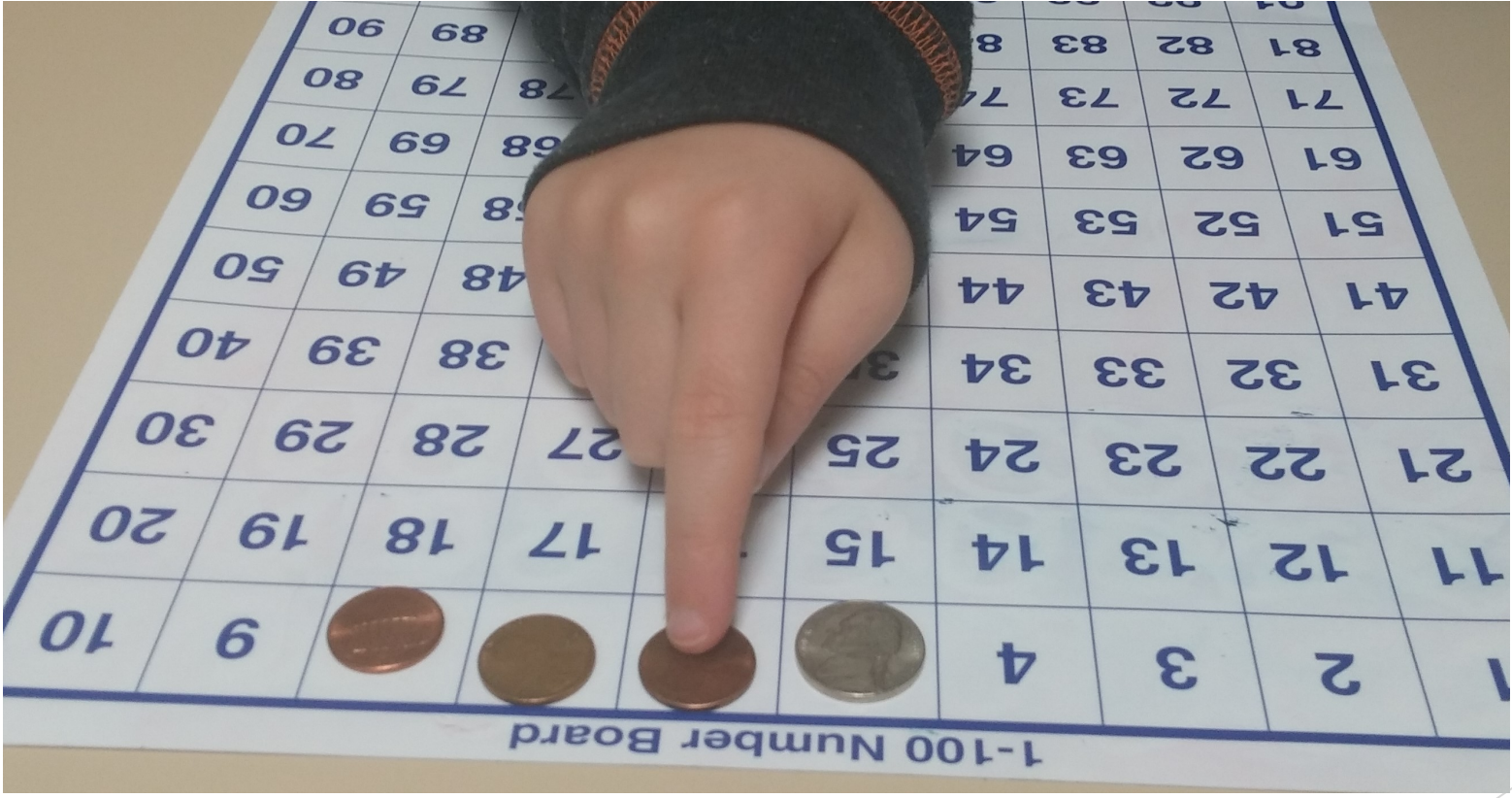
Reinforcing Academic Concepts

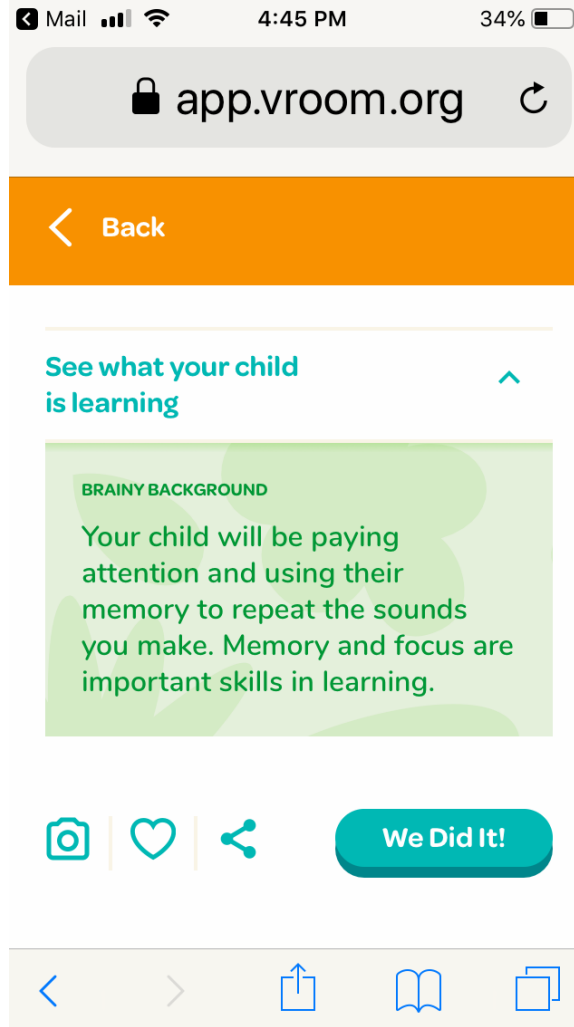
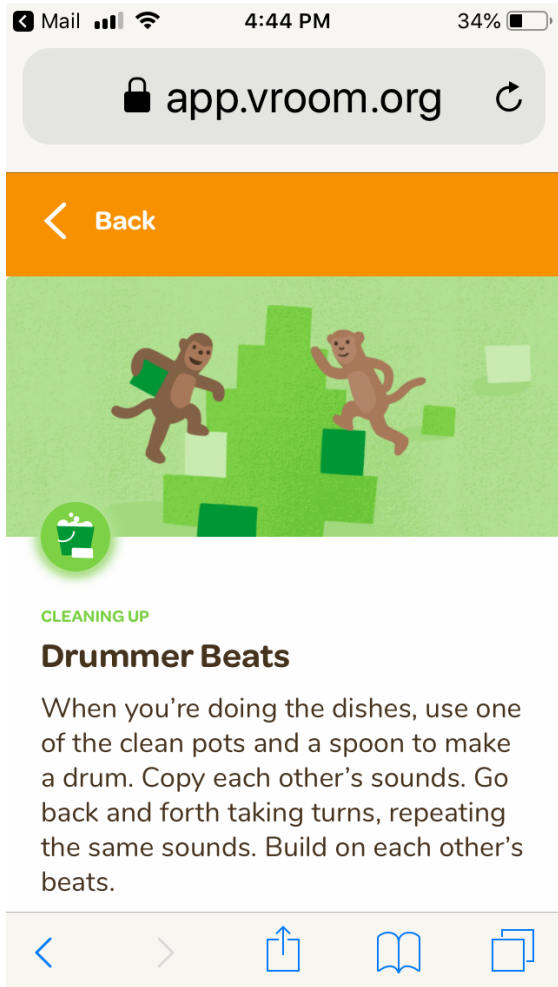
A 10x10 grid of numbers from 1 to 100, arranged in a trapezoidal shape. The numbers are printed in black on a light beige background. The grid is divided into 10 rows and 10 columns. The numbers are as follows:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The numbers are highlighted in various colors:

- Orange: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29
- Green: 30, 31, 32, 33, 34, 35, 37, 38, 39
- Yellow: 40, 41, 42, 43, 44, 45, 46, 47, 48, 49
- Pink: 50, 51, 52, 53, 54, 55, 56, 57, 58, 59





Proactive and Prepared - Behavior

- ▶ Behavior Communication
- ▶ How to track behavior

	Monday 9/9	Tuesday 9/10	Wednesday 9/11	Thursday 9/12	Friday 9/13
Morning Routine	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Morning meeting	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Guided reading	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Independent Work	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Small Group	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Social Skills	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Book-Look	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Lunch	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Recess	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Writing	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Science/SS	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Math	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1 Fire Drill
Snack	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Movement Break	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Specials	5 4 3 2 1 PE Art Music	5 4 3 2 1 PE Art Music	5 4 3 2 1 PE Art Music	5 4 3 2 1 PE Art Music	5 4 3 2 1 PE Art Music
Related Services	5 4 3 2 1 Speech OT	5 4 3 2 1 Speech OT	5 4 3 2 1 Speech OT	5 4 3 2 1 Speech OT	5 4 3 2 1 Speech OT
Other	5 4 3 2 1 Media Computers Assembly	5 4 3 2 1 Media Computers Assembly	5 4 3 2 1 Media Computers Assembly	5 4 3 2 1 Media Computers Assembly	5 4 3 2 1 Media Computers Assembly

Be Positive - Smile File

▶ What to put in a Smile File

- ▶ A letter of recommendation
- ▶ A picture of you with someone special
- ▶ An inspiring book, article or poem you have read or written
- ▶ A picture of a website you created
- ▶ A poem or story you love
- ▶ Anything you have created - photos of art, furniture, jewelry, home improvements
- ▶ Notes from people complimenting you or your child
- ▶ Creative writing of any kind
- ▶ Notes from a speech or workshop that you enjoyed
- ▶ Pictures of storefronts or nature that catch your eye

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is positioned in the white space between these green elements.

Jean E. Hickey, M.Ed.
Educational Therapist
jeh217@aol.com