



All students and families have strengths!



Communication between home and school helps us understand how to support students.



Evidence-based strategies have been carefully researched and are proven to help children learn in multiple learning environments.



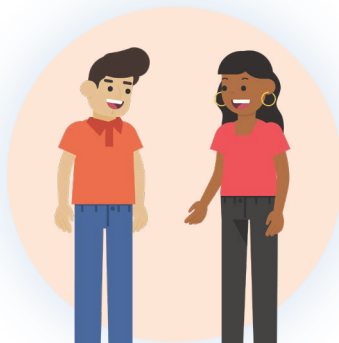
Caregivers can help their learner by practicing and reinforcing skills at home and in the community.



Caregivers and educators are successful when they work as a team!



Building independence during home routines can help students feel confident and better prepared in other settings.



Educators and caregivers can share goals, priorities, and information to support the student.



Create a support system, practice self-care, and celebrate small successes!

Your preferred name(s):

Your child's preferred name/nickname:

What is your preference for communicating with school personnel regarding your child's progress?

- Telephone (please include number):
- Email (please include email address):
- Messaging app (e.g., Bloomz, Remind, etc.)
- Other:

What is the most effective way for your child to communicate with others?

1. Spoken language
2. Written language
3. Gestural/sign language
4. Augmentative/alternative communication system/device
5. Combination of the above (please provide a brief description):

What goals do you and your child have for this school year?

What skills are a priority for your child to work on this school year? Feel free to share additional information for each applicable area:

- Language/communication:
- Academic skills:
- Social skills:
- Routines:
- Self-determination/independence:
- Other:

What items/activities are motivating or interesting to your child? What are their strengths?

What routines might be challenging for your child as we head into this school year?

What comforts your child when they seem frustrated or upset?

What accommodation or supports can I provide that will help your child adapt to changes and transitions?

How can our school support your child's access to inclusive settings?

Please describe 2-3 characteristics of an educator that will help your child be successful at school:

Who does your child spend time with throughout the week? Do they have siblings?

What languages are spoken at home?

What are your family values? Share any relevant information related to your culture or background (as you feel comfortable).

Is there anything else you would like to share about your child or family?

Thank you for taking the time to share about your child and family!

All About _____

My Facts

My Grade

My Age

My Strengths

--

--

--

--

--

--

My Challenges

My Interests

K

Pre K

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

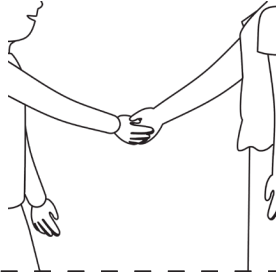
20

21

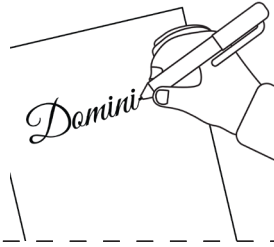
Listening



Meeting friends



Writing



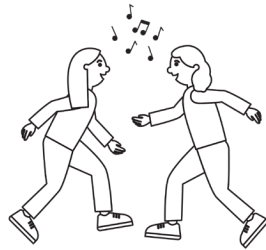
Games



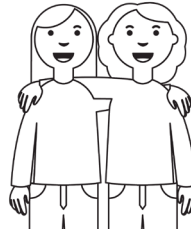
Running



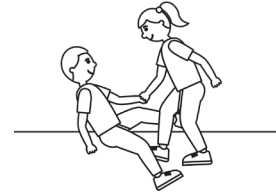
Dancing



Being a friend



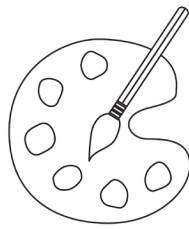
Helping other people



Sports



Art



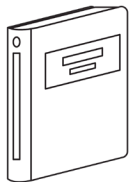
Cooking



Music



Reading



Math

$$2 \times 2 = 4$$

All About Me

My Facts

My name is _____.

I like to be called _____.

I am in _____ grade and I am _____ years old.

I communicate best by (circle all that apply)

Talking Using pictures Using a device Writing Texting

Other: _____

My Strengths

_____	_____
_____	_____
_____	_____

My Challenges

_____	_____
_____	_____
_____	_____

Here are more things that I want you to know about me:

A large, empty rounded rectangular box with a thin black border, intended for the user to write their responses to the prompt above.

Word Bank

Being a friend

Cooking

Helping other people

Music

Sports

Reading

Art

Math

Listening

Meeting friends

Writing

Games




Running

Dancing

Instructions: Read each question and write, highlight, circle, or check off the answer.




STUDENT I.D. Name: _____

Do you have a Phone
 ? Yes
 No
 Phone # (503) 555-1234 : _____


Please answer the following questions.

1. Where do you like to go Shopping
 ?


Supermarket




Mall




Hardware Store




Sports Store



Pet Store



Clothing Store



2. Where do you like to Eat
 ?

Burger King



Chipotle



Dominos



McDonald's



Panera



Pizza Hut



Subway



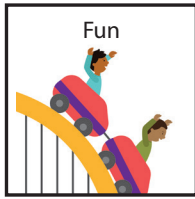
Taco Bell



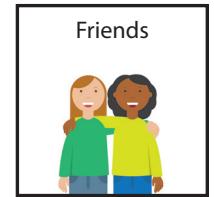
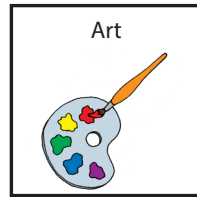
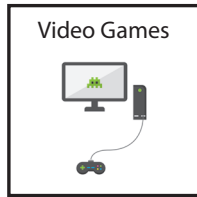
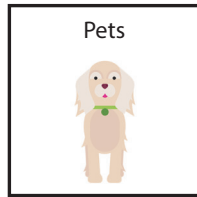
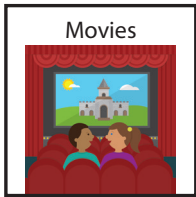
Wendy's



3. What do you like to do for



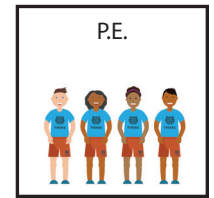
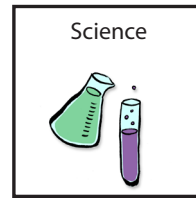
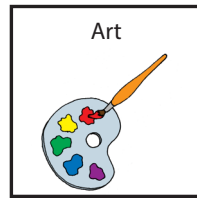
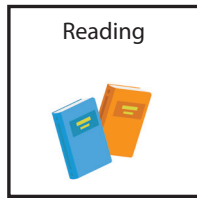
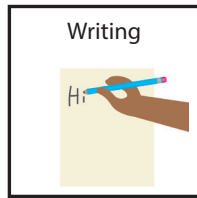
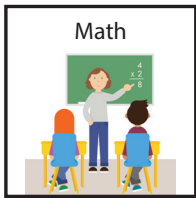
?



4. What do you like best at



?



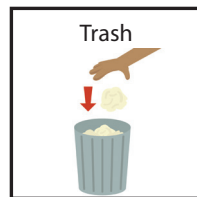
5. What



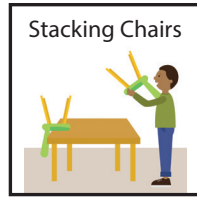
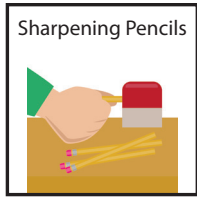
do you have at



?



6. What  do you have at  ?



Culturally Responsive Classroom Practices Checklist

- Are the images and videos used in your classroom inclusive of the students you serve?
- During DT sessions, are the pictures you use representative of your students?
- During PRT sessions, are toys typical of what students encounter in the context of their home and culture? Are toys gendered or inclusive of all?
- During snack and lunch routines, are you offering food and utensil choices that are consistent with students' cultural cuisine and mealtime practices?
- During circle time, are the books representative of your students and various cultures? Do they contain a variety of characters, points of view, ethnic backgrounds, and cultural identities and expressions?
- Does the music in your classroom reflect a variety of genres and include songs in students' first languages?
- What vocabulary do you use to refer to the adults in your students' lives? The default terms are often "mother," "father," and "parents," but many children live with other adults who provide daily care. "Caregiver" may be a more appropriate term in some cases—learn more about your students' home lives to better understand their family dynamic.
- Is your team utilizing resources for additional development in culturally responsive teaching practices? Are you familiar with and confident in applying culturally responsive teaching competencies in your classroom? Use this [guide](#) as a resource for examples.

Culturally Responsive Teaching Competencies

Jenny Muñiz, policy analyst with the Education Policy program at New America, researches and reports on policies and practices that impact English learners, teacher diversity, and culturally responsive education. She outlines 8 competencies for culturally responsive teaching:

1. Recognize and redress bias in the system
2. Draw on students' culture to shape curriculum and instruction
3. Bring real-world issues into the classroom
4. Model high expectations for all students
5. Promote respect for student differences
6. Collaborate with families and the local community
7. Communicate in linguistically and culturally responsive ways
8. Reflect on one's cultural lens

Source: Muñiz, Jenny. *Culturally Responsive Teaching: A Reflection Guide*. Washington, DC: New America, 2020.



STAR Autism Support

Working Together: A Series for Caregivers

This series provides information and training on topics of interest to caregivers of individuals with autism or other developmental disabilities. These workshops discuss effective evidence-based strategies for caregivers to support their child at home or in the community. Skills addressed include communication, play and social, behavior, self-help, and self-management. Presentations include lecture, demonstration, video examples, discussion, and practical ideas to support children with a variety of support needs.

Session 1 – Identifying Strategies That Work

How does autism impact learning and behavior? This session presents the importance of using evidence-based practices to support the learning needs of children with autism and other related disabilities. Caregivers will learn which strategies have been proven to be effective and how they can collaborate with educators to support their child at home and at school.

Session 2 – Behavior: Increasing Desired Behaviors at Home and in Your Community

To address behaviors perceived as challenging, it's important for caregivers to understand and effectively use behavioral principles to help children understand expectations and increase desired behaviors. This session identifies commonly-used behavioral terms and provides a variety of tips and suggestions families can use for building positive behaviors at home and in the community.

Session 3 – Visualize It: Using Environmental Supports Effectively

This session outlines how to design structured, organized, and predictable environments that support children's independence and success. Learn how to use visual schedules, visual supports, and effective environmental arrangements to teach children important skills and routines.

Session 4 – Understanding: Caregiver Supports for Increasing Receptive Language

In this session, caregivers will learn how to help their child understand language. By teaching children to understand what others are communicating, caregivers can increase children's receptive language skills, which are important for understanding and responding to adult requests as well as expressive communication skills.

Session 5 – Communication: Caregiver Supports for Teaching Expressive Language

Children express their wants and needs through various modes of communication, and there are many ways caregivers can build language skills at home and in the community. In this session, caregivers learn how to create opportunities throughout the day for children to practice their verbal and nonverbal communication skills, as well as how to respond to children's communication attempts in ways that increase motivation.

Session 6 – Do With, Not For: Teaching Skills Through Functional Routines

Children who are independent and motivated during home routines are better prepared for success in other environments, including at school and in the community. This session describes how to break down routines into small steps and identify ways to support the child during difficult parts of the routine, such as setting up the environment, adding visual supports, and using reinforcement. Additionally, caregivers will learn examples of how to embed skill instruction into daily routines.

Session 7 – I Can Do It Myself! Toilet Training and Adaptive Skills

Self-help skills like toileting and personal hygiene are crucial for independent living and social acceptance. In this session, caregivers learn how autism and developmental disabilities impact adaptive skills and strategies for building self-help skills at home. Through routines and motivation, families can support their children's independence in skills like using the bathroom and maintaining good personal hygiene.

Session 8 – The Fun Part: Fostering Play and Social Skills

This session discusses the importance of teaching play and social skills so children can build positive relationships with their peers. Caregivers will learn strategies for building skills such as sharing and turn-taking, imitation, following play directions, and cooperative play. During natural play opportunities, families can use strategies such as prompting, modeling, and reinforcement to increase children's play and social skills.

Session 9 – Making the Most Out of Mealtime

Mealtime challenges are common for children with autism and other developmental disabilities. This session outlines the importance of having a consistent mealtime routine and strategies for making mealtimes a positive experience for everyone involved. Caregivers will identify common mealtime challenges and learn practical strategies to address selective eating, overeating, and undereating.

Session 10 – Thriving in a Social World

Children with autism and other developmental disabilities benefit from learning and practicing specific skills in order to thrive in a social world. This training highlights important social and emotional learning (SEL) skills such as controlling impulses, identifying and interpreting emotions, and self-monitoring behaviors during daily routines. In this session, caregivers will learn how to identify skills to practice with their child at home and in the community.



STAR Autism Support

Working Together: A Series for Caregivers

This series provides information and training on topics of interest to caregivers of individuals with autism or other developmental disabilities. These workshops discuss effective evidence-based strategies for caregivers to support their child at home or in the community. Skills addressed include communication, behavior, self-help, self-management, and safety awareness. Presentations include lecture, demonstration, video examples, discussion, and practical ideas to support teens and adults with a variety of support needs.

Session 1 – Identifying Strategies That Work

How does autism impact learning and behavior? This session presents the importance of using evidence-based practices to support the learning needs of teens and adults with autism and other related disabilities. Caregivers will learn which strategies have been proven to be effective and how they can collaborate with educators to support their child at home and at school.

Session 2 – Behavior: Increasing Desired Behaviors at Home and in Your Community

To address behaviors perceived as challenging, it's important for caregivers to understand and effectively use behavioral principles to help children understand expectations and increase desired behaviors. This session identifies commonly-used behavioral terms and provides a variety of tips and suggestions families can use for building positive behaviors at home and in the community.

Session 3 – Visualize It: Using Environmental Supports Effectively

This session outlines how to design structured, organized, and predictable environments that support independence and success. Learn how to use visual schedules, visual supports, and effective environmental arrangements to teach teens and adults with autism important skills and routines.

Session 4 – Understanding: Caregiver Supports for Increasing Receptive Language

In this session, caregivers will learn how to help those they support with autism to understand language. By adding supports during routines and pre-teaching concepts related to routines, caregivers can increase receptive language skills, which are important for understanding and responding to requests as well as expressive communication skills.

Session 5 – Communication: Caregiver Supports for Teaching Expressive Language

We express our wants and needs through various modes of communication, and there are many ways caregivers can increase language opportunities at home and in the community. In this session, caregivers learn how to create opportunities throughout the day to practice verbal and nonverbal communication skills, as well as how to respond to communication attempts in ways that increase motivation.

Session 6 – Puberty and Adolescence: Preparing Yourself and Your Child

Puberty brings new challenges that can be difficult to explain and teach to children with autism. It is important for caregivers to partner with educational staff to start discussions about body changes early and identify new routines to teach like shaving, using a menstrual pad, and wearing deodorant. In addition, teams should use visual tools and specific teaching strategies to teach the difference between public and private behaviors related to puberty. Free resources and tools will be shared so that educational teams and families can work together to navigate these new situations.

Session 7 – Safety Skills: Increasing Awareness at Home and in the Community

As teens and adults with autism learn to navigate social situations more independently, they are required to use problem-solving skills and increase safety awareness. It is important to specifically teach teens and adults about healthy relationships when meeting others on the internet or in person. New situations can be confusing and those who have a history of elopement may need increased support for safety. Free resources and tools will be shared so that educational teams and families can work together to navigate these new situations.

Session 8 – I Can Do It Myself! Personal Hygiene and Activities of Daily Living

Self-help skills like grooming and personal hygiene are crucial for independent living and social acceptance for teens and adults with autism. In this session, caregivers learn how autism and developmental disabilities impact activities of daily living and strategies for building skills like showering, completing daily chores, preparing meals, and navigating transportation. Through routines and motivation, caregivers and educational staff can support independence in these skills at home and in the community.

Session 9 – Making the Most Out of Mealtime

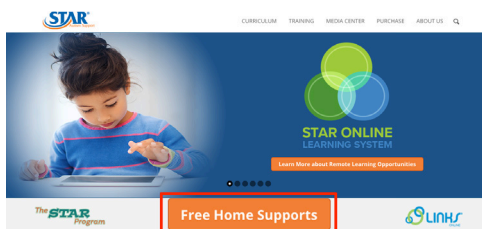
Mealtime challenges are common for people with autism and other developmental disabilities. This session outlines the importance of having a consistent mealtime routine and strategies for making mealtimes a positive experience for everyone involved. Caregivers will identify common mealtime challenges and learn practical strategies to address selective eating, overeating, and undereating.

Session 10 – Thriving in a Social World

Teens or adults with autism and other developmental disabilities benefit from learning and practicing specific skills in order to thrive in a social world. This training highlights important social and emotional learning (SEL) skills such as controlling impulses, identifying and interpreting emotions, and self-monitoring behaviors during daily routines. In this session, caregivers will learn how to work with educational teams to identify skills to practice at home and in the community.

FREE HOME SUPPORTS

Presented by STAR Autism Support



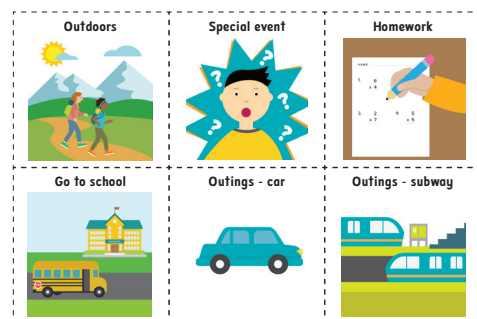
Go to our website and click on Free Home Supports.
It's the orange button!

Website:

www.starautismsupport.com



Looking for materials and resources to help your child practice skills at home? These activities and worksheets are available to download or print. REELs are interactive presentations that will guide you through appropriate activities for your child.



Visual supports can help your child learn what to do in social situations or help them handle transitions better at home or in the community.

Click on Home Visual Supports for access to visual supports for behavior, staying safe and healthy, learning from home, social skills, family routines, community skills, and current events.



Want to learn some quick strategies for teaching your child routines or motivating them at home?

Click on Home Support Webinars for access to six short informational sessions. These include information on:

Routines • Motivation • Schedules • Visual supports Prompting • and more!