

Answers to the most common questions asked during our live webinar on August 12, 2020:

1. What social stories may be appropriate or where might I find them?

Presenting social stories is an effective way to provide guidance to students for understanding and responding to various types of social situations. Here is a great resource for social stories related to COVID-19 across the lifespan: <https://www.autismresourcecentral.org/social-stories-for-young-and-old-on-covid-19/>

2. What sensory furniture/tools do you recommend to help students at home who have ADHD?

For many of the students we work with, being able to stand while doing their work has helped. Squeeze/fidget toys, weighted blankets/shoulder pads, bands on their chairs, and noise cancelling headphones have all been helpful.

3. What data are you taking during distance learning and how are you using it?

We take data on the IEP goals for our ABA programs in the same way we would in the classroom including data about specific identified behaviors. Other data collected and analyzed are grades and performance on assignments. We use the data to determine when skills have been mastered and we can move onto the next skill in the planned developmental sequence.

4. What are your recommendations for specific accommodations during DL?

Our experience has been that most students have needed the same accommodations that they have needed while on-campus, but some are "built in" especially for distance learning, for example, taking a test in a quiet or separate room. Other potentially helpful accommodations are extended time, material in written and auditory format (being able to listen to a lecture and then review it off a recording for non-auditory learners), ability to capture screen shots, copies of notes from teacher, and increased motor breaks.

5. What should a sensory break during DL look like?

For many of our students, they should be highly individualized. Some of our students do a few yoga poses and deep breathing, some run in place or do high-energy movements (jumping jacks, burpees), bounce on a trampoline, or seclude to a quiet space/dim lighting/listening to music, using squeeze toys, wall presses, burrito wraps (swaddling in a blanket). Breaks should be long enough for student to re-regulate and be calm, but not sleepy/tired.

6. What should parents do who work full time to best support their distractible students?

The key element is to establish a close relationship with your student's teachers and service providers. Communicate consistently to them the struggles that your student is having with focus during distance learning. The teachers and providers should suggest strategies to help with executive functioning and apply some accommodations for your student's challenges. Make sure to update the teachers on your student's progress as interventions are attempted so that the process remains interactive, responding to needs and strengths as they emerge.

7. How do you integrate Speech, OT, and Counseling into your DL programs?

We are providing related services virtually as called out on an IEP. Providers are also able to consult with parents about in-home strategies they can employ to further address the student's goals. We will be holding another webinar on September 9th addressing remote related service delivery in a virtual educational model.

To watch the webinar, visit <http://thehelpgroup.org/webcasts>

Schools

Bridgeport School · Bridgeport Vocational Education Center · North Hills Prep · Stem³ Academy
Summit View School · Sunrise School · Village Glen School · Westview School of Arts · Young Learners Preschool

Programs

The Help Group · UCLA Autism Alliance · The Help Group - UCLA Neuropsychology Program · The Help Group - USC Occupational Science Initiative
Advance LA · Project Six/The Commons · Kids Like Me Recreational Programs & Camps · club I.a./club I.a. TEEN · Kaleidoscope for LGBTQ+ Youth
Paws and Pals for Kids with Autism · The Help Group Child & Family Center · The Help Group Center for Autism Spectrum Disorder

Campuses

CULVER CITY · SHERMAN OAKS EAST · SHERMAN OAKS WEST · VALLEY GLEN · VAN NUYS