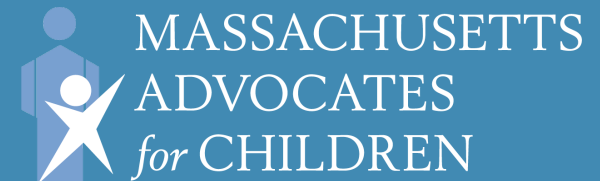


WEEKLY CHAT

SPECIAL EDUCATION  
FOR CHILDREN WITH AUTISM  
IN THE CORONAVIRUS ERA

Julia Landau, Esq.

*MAC's Autism Center is grateful for  
the generous support of the Nancy Lurie  
Marks Family Foundation*



According to the federal Department of Education and state Department of Elementary and Secondary Education:

**Schools must provide special education services remotely to all students with disabilities.**

# Special education services

## Resources and Supports

- Strategies, assignments, projects and packets

## Instruction and Services

- full class, small group instruction, or 1:1
  - parent consultation sessions,
- related services such as occupational therapy, speech therapy, ABA, counseling

[Virtual, On-line, and/or Telephonic]

## SPECIAL EDUCATION SERVICES

- Direct, regular, ongoing communication between school and family
- Addressing current IEP goals and services
- Provide accommodations needed for materials

# REMOTE LEARNING PLAN

The remote learning plan should provide information about your child's instruction and services, including:

- A schedule for regular, ongoing communication (phone, e-mail, video conference)
- The list of individual teachers, related service providers, and/or other educators who will be providing instruction and services
- The schedule and length of time for providing instruction and services remotely to your child
- The type of assignments, projects, and packets that you can expect to receive from your child's educators;
- How your child's general educators, special educators, and related service providers will collaborate
- The start date for providing these services to your child

# AREAS OF NEED FOR STUDENTS WITH AUTISM

## Communication Needs

- AAC
- Remote or Tele-speech therapy
- Social communication

## AREAS OF NEED FOR STUDENTS WITH AUTISM

# Behavioral Needs

---ABA from school

--ABA from insurance

# AREAS OF NEED FOR STUDENTS WITH AUTISM

## Anxiety

Academics

Functional skills































Executive functioning

Sensory issues

Transition needs older youth



Remote Learning is new for every student in Needham, this state, this country, and around the world. It is EXPECTED that working with technology in new ways is going to be FRUSTRATING. This feeling of being FRUSTRATED is happening with every student (and teacher) right now. This checklist is designed to get your brain ready for remote learning and to help you navigate FRUSTRATING feelings.

Item	Description	Check When Completed															
<p>Before starting your work, do something that is calming and fun. This will get you ready for learning.</p>	<ol style="list-style-type: none"> <li>1) Take a walk outside with your family</li> <li>2) Watch 15 minutes of YouTube videos about space or technology or funny animals</li> <li>3) Have a good meal</li> </ol>																
<p>Where are you on the 5 Point Scale?</p>	<table border="1"> <tr> <td style="background-color: red; color: white; text-align: center;"><b>5</b></td> <td>Rage, Furious</td> <td></td> </tr> <tr> <td style="background-color: orange; color: white; text-align: center;"><b>4</b></td> <td>Angry, Mad</td> <td></td> </tr> <tr> <td style="background-color: yellow; color: black; text-align: center;"><b>3</b></td> <td>Frustrated, Confused, Annoyed, Sad</td> <td></td> </tr> <tr> <td style="background-color: lightgreen; color: black; text-align: center;"><b>2</b></td> <td>Nervous, Worried, Anxious</td> <td></td> </tr> <tr> <td style="background-color: lightblue; color: black; text-align: center;"><b>1</b></td> <td>Happy, Calm, Satisfied, Pleased, Okay</td> <td></td> </tr> </table>	<b>5</b>	Rage, Furious		<b>4</b>	Angry, Mad		<b>3</b>	Frustrated, Confused, Annoyed, Sad		<b>2</b>	Nervous, Worried, Anxious		<b>1</b>	Happy, Calm, Satisfied, Pleased, Okay		
<b>5</b>	Rage, Furious																
<b>4</b>	Angry, Mad																
<b>3</b>	Frustrated, Confused, Annoyed, Sad																
<b>2</b>	Nervous, Worried, Anxious																
<b>1</b>	Happy, Calm, Satisfied, Pleased, Okay																
<p>Getting Ready To Work. Technology is going to be frustrating. Sometimes the tools don't work the first time because so many people are trying to use it at the same time. These are 3 strategies for dealing with frustration. Which one (or more) are you going to try to use?</p>	<table border="1"> <tr> <td>Walk away from the computer for 5 minutes</td> </tr> <tr> <td>Ask for help or let your mom help you</td> </tr> <tr> <td>Take 3 deep breaths and try again</td> </tr> </table>	Walk away from the computer for 5 minutes	Ask for help or let your mom help you	Take 3 deep breaths and try again													
Walk away from the computer for 5 minutes																	
Ask for help or let your mom help you																	
Take 3 deep breaths and try again																	
<p>After Work. Did you use a strategy? If so, which one?</p>	<p>Name the strategy</p>																
<p>Where are you on the 5 Point Scale?</p>	<table border="1"> <tr> <td style="background-color: red; color: white; text-align: center;"><b>5</b></td> <td>Rage, Furious</td> <td></td> </tr> <tr> <td style="background-color: orange; color: white; text-align: center;"><b>4</b></td> <td>Angry, Mad</td> <td></td> </tr> <tr> <td style="background-color: yellow; color: black; text-align: center;"><b>3</b></td> <td>Frustrated, Confused, Annoyed, Sad</td> <td></td> </tr> <tr> <td style="background-color: lightgreen; color: black; text-align: center;"><b>2</b></td> <td>Nervous, Worried, Anxious</td> <td></td> </tr> <tr> <td style="background-color: lightblue; color: black; text-align: center;"><b>1</b></td> <td>Happy, Calm, Satisfied, Pleased, Okay</td> <td></td> </tr> </table>	<b>5</b>	Rage, Furious		<b>4</b>	Angry, Mad		<b>3</b>	Frustrated, Confused, Annoyed, Sad		<b>2</b>	Nervous, Worried, Anxious		<b>1</b>	Happy, Calm, Satisfied, Pleased, Okay		
<b>5</b>	Rage, Furious																
<b>4</b>	Angry, Mad																
<b>3</b>	Frustrated, Confused, Annoyed, Sad																
<b>2</b>	Nervous, Worried, Anxious																
<b>1</b>	Happy, Calm, Satisfied, Pleased, Okay																
<p>Reward. When you complete this checklist, you can earn a reward.</p>	<p>You will earn \$1</p>																

## Team meetings

- IEP meetings can happen now (by video or phone)
- Schools should collaborate with parents to schedule team meetings

## Compensatory Services

- Will be evaluated case by case
- Best to get as many services as possible now.

# What you can do now

## Contact your school district

Tell them what you are most concerned about for your child

[Sample e-mail message requesting special education services during COVID-19 school closures](#)

keep track of what school is doing/how child is doing

# Resources

- MAC Helpline: (617) 357-8431 EXT. 3224
- <https://www.massadvocates.org/covid19>
- [Click here for Q&A on special education and the Covid19 outbreak](#)
- [How to talk about Corona Virus with kids](#)

# RESOURCES

**Helpline: (617) 357-8431**

[massadvocates.org/helpline](https://massadvocates.org/helpline)

**COVID-19 Resources**

[massadvocates.org/covid19](https://massadvocates.org/covid19)

**Blank Remote Learning Plan & Sample Remote Learning Plan from DESE**

[massadvocates.org/newcovidresources](https://massadvocates.org/newcovidresources)

[Q&A on Special Education and Covid 19](#)

[massadvocates.org/events](https://massadvocates.org/events)

**Follow us on Facebook, Twitter, and Instagram: @MassAdvocates**

**Additional questions & topic suggestions**

Contact [communications@massadvocates.org](mailto:communications@massadvocates.org)

# RESOURCES

State DESE: [COVID19K12ParentInfo@mass.gov](mailto:COVID19K12ParentInfo@mass.gov) (781) 338-3700

DESE'S Family Resources Toolbox: <https://drive.google.com/file/d/1L63twjZ52GAK-GqY3YQDgWxxvdV-ThKC/view>

Blank Remote Learning Plan & Sample Remote Learning Plan from DESE:  
[www.massadvocates.org/newcovidresources](http://www.massadvocates.org/newcovidresources)

# AUTISM RESOURCES

## AAC

- Chat board: [Covid 19 Chat Board: Daily Schedule](#)
- Social Story about the Coronavirus: <https://theautismeducator.ie/2020/03/11/corona-virus-social-story/>
- Using AAC at Home: <https://www.aacandautism.com/assets/uploads/Using-a-Device-in-the-Home.pdf>
- AAC and Telepractice: [https://docs.google.com/presentation/d/1h\\_zpv-hENx7JaIcHcOQLetIEEhusPNXIRBMVUMJKM40/edit#slide=id.g81a84287c9\\_2\\_0](https://docs.google.com/presentation/d/1h_zpv-hENx7JaIcHcOQLetIEEhusPNXIRBMVUMJKM40/edit#slide=id.g81a84287c9_2_0)
- <https://praacticalaac.org/?s=natoci>
- Eater Seals school closures tool kit: [https://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6576200\\_\\_1.pdf?0.9405035283981562](https://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6576200__1.pdf?0.9405035283981562)

## Speech Therapy

- <https://www.mass.gov/doc/license-renewal-continuing-education-and-telepractice-during-the-state-of-emergency-for/download>

## Social Communication

- [SoSocial communication](#) Addressing Social and Communication Needs of Children During COVID-19 School Closures by Pamela Ely [Supporting Social Success & Communication at Home:Activities](#)



# AUTISM RESOURCES

## Behavioral Needs

### ABA

Mass Health: [FAQs for Behavioral Analysis Provider -- updated 3/30/20](#)

MassHealth: [FAQs for Children's Behavioral Health Initiative \(CBHI\) Provider -- updated 3/30/20](#)

The Autism Insurance Resource Center Covid-19 page: <https://massairc.org/announcements/>

Behavior Analyst Certification Board: [Ethics Guidance for ABA Providers During COVID-19 Pandemic](#)