A School Perspective during this COVID Crisis.
The Guidance.

The Centers for Disease Control has suggested that schools do the following:

• Review, update, and implement emergency operations plans including developing information-sharing systems with partners (including parents, families, local health systems, etc.). Use resources from the REMS TA Center.

• Monitor and plan for absenteeism. Encourage students and staff who are sick to stay home.

• Establish procedures for students and staff who are sick at school. Encourage students and staff to stay home when sick. Use flexibility, when possible, to allow staff to stay home to care for sick family members.

• Review attendance and sick leave policies with employees, students, and families.

• Monitor and plan for addressing fear and bullying related to COVID-19.

• Perform routine environmental cleaning. Recommended practices from CDC

• Review CDC's guidance for businesses and employers.

• Use the resources from CDC's website to help people to understand good handwashing techniques.

• Post the signs and symptoms of COVID-19 in public places.

• Use guidance from the CDC to plan for school closures.

It still may feel like your school is doing nothing, because...
Thinking less about compliance and more about coherence.

- What are they doing to support students with special needs in a coordinated way?
- Just for now, think and worry less about deadlines and paperwork and legal standards and more about providing what’s appropriate and reasonable.
- Valuing your voice and your circumstances for keeping your child engaged with opportunities to learn.
## COVID-19 Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00</td>
<td>Wake up</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:00</td>
<td>Morning walk</td>
<td>Daylight activity</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>Nap</td>
</tr>
<tr>
<td>3:00</td>
<td>Afternoon activity</td>
<td>Exercise</td>
</tr>
<tr>
<td>5:00</td>
<td>Dinner</td>
<td>Nighttime activity</td>
</tr>
</tbody>
</table>

### Academic Time
- 8:00 AM - 12:00 PM: Classroom, study, homework
- 1:00 PM - 3:00 PM: Independent study

### Creative Time
- 3:00 PM - 5:00 PM: Drawing, painting, writing, music, dance

### Quiet Time
- 5:00 PM - 6:00 PM: Reading, journaling

### Academic Time
- 6:00 PM - 8:00 PM: Extra-curricular activities

### Free TV Time
- 8:00 PM - 10:00 PM: Watching TV, gaming

### Bedtime
- 10:00 PM - 11:00 PM: Pre-bedtime routine
- 11:00 PM - Wake up

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SO HERE’S WHAT YOU CAN DO.

OR..
Supporting ANYONE Through Uncertain Times

- **Support Understanding**
- **Offer Opportunities for Expression**
- **Prioritize Coping and Calming Skills**
- **Maintain Routines**
- **Build New Routines**
- **Foster Connections (from a distance)**
- **Be Aware of Changing Behaviors**

*Autism Focused Intervention Resources & Modules*
https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times
Daily Quarantine Questions for Kids

- Who or what am I grateful for today?
- Who am I connecting with today?
- What has been hard about today?
- And, why is that okay?
- How am I getting outside today?
- How am I moving my body today?
- What did I learn or create today?
Something.
RESOURCES

THIS IS NOT AN ADVERTISEMENT.

THEY ARE (MOSTLY) FREE.

THEY ARE RESEARCH BASED (OR ARE A SUPPLEMENT).

LOTS OF COMPANIES, SOFTWARE, AND APPS ARE DOING FREE TRIALS RIGHT NOW.
## Literacy Intervention Resources

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Topic/Skill</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>Reading Fluency</td>
<td>ReadNaturally</td>
</tr>
<tr>
<td>K-5</td>
<td>Reading Comprehension</td>
<td>RazKids</td>
</tr>
<tr>
<td>K-12</td>
<td>Reading Fluency &amp; Comprehension</td>
<td>Learning Ally</td>
</tr>
<tr>
<td>5-12</td>
<td>Reading Comprehension: REPLACEMENT CURRICULUM</td>
<td>Achieve3000: Actively Learn</td>
</tr>
<tr>
<td>Grade Band</td>
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<td>Link</td>
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<tr>
<td>------------</td>
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</tr>
<tr>
<td>K-2</td>
<td>NumberSense</td>
<td>TouchMath: Counting App</td>
</tr>
<tr>
<td>K-3</td>
<td>Addition</td>
<td>TouchMath: Jungle Addition App</td>
</tr>
<tr>
<td>K-8</td>
<td>Math Intervention</td>
<td>Dreambox</td>
</tr>
<tr>
<td>9-12</td>
<td>Math Intervention</td>
<td>Aleks</td>
</tr>
<tr>
<td>K-12</td>
<td>Math Standards-Based Curriculum: REPLACEMENT CURRICULUM</td>
<td>IXL: Standards-Based Curriculum for Instructional Level Replacement</td>
</tr>
</tbody>
</table>
## Functional Academics & Transition

<table>
<thead>
<tr>
<th>Grade Band</th>
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<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-12</td>
<td>Functional Academics Skills</td>
<td><a href="#">Styer Fitzgerald Functional Academics Program</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic/Skill</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Habits</td>
<td><a href="#">Study Habits Questionnaire</a></td>
</tr>
<tr>
<td>Learning Style</td>
<td><a href="#">What's Your Learning Style</a></td>
</tr>
<tr>
<td></td>
<td><a href="#">Learning Style Inventory</a></td>
</tr>
<tr>
<td>Challenges for Me</td>
<td><a href="#">Things That are Difficult for Me</a></td>
</tr>
<tr>
<td>Career Clusters</td>
<td><a href="#">Career Clusters Inventory</a></td>
</tr>
<tr>
<td>Interest Inventory</td>
<td><a href="#">What's My Bag</a></td>
</tr>
<tr>
<td>Independent Living Skills</td>
<td><a href="#">Adolescent Autonomy Survey</a></td>
</tr>
<tr>
<td>Self-Determination / Self-Advocacy</td>
<td><a href="#">Self Determination Checklist</a></td>
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</table>
Social Skills

**Computer Based Resources:**
- Super Better
  https://www.superbetter.com/

- Social Express
  https://www.socialexpress.com
  (Free until June 1st because of COVID-19)
  - Includes Social Express
  - Cool School
  - Teen Career Path

**Apps for Kids:**
- K-3
  Model Me Going Places 2
  (For modeling social interactions)

- 2-6
  Prism
  (Game for teaching empathy)

- 3-12
  Stop Breathe Think
  (Tool for guided meditation and builds compassion skills)