

LEARNING TOGETHER



Specialized Services at Your Fingertips

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REMINDER

Wash your hands for a minimum of 20 seconds with soap

Keep your mask on at work

Use gloves only when needed for personal care

COMMUNITY LIVING
Toronto

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Introduction

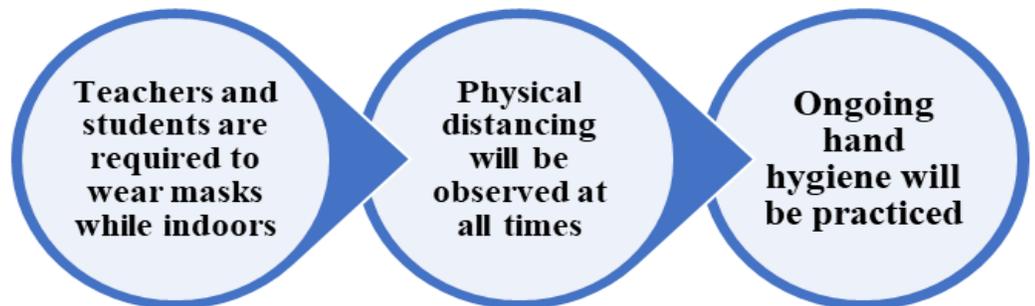
Welcome everyone to the fall season of 2020! We find ourselves again in yet another phase of Covid-19 with back to school or entering school for the first time, for the young folk in our community. Many of us have had to make tough decisions as to whether to keep our children home with the continuation of online learning or sending them back into the school setting. While we at 'Learning Together' cannot help you make that decision we did want to dedicate this edition to providing you with resources, tools and strategies to aid in the navigation of yet another 'new normal' in a pandemic environment.

In addition we would like to invite you to review our research page which we will showcase periodically to provide information on participation opportunities in research that you may find relevant for yourself and/or family members. The current research initiative explores 'belonging' and what that means to young adults with intellectual/developmental disabilities.

We are now a monthly edition!!
Look out for us next time on Oct 21st!!

Back to School!

As we know, due to Covid-19 all Ontario schools closed in March and students completed that school year with online learning. We are now back to school after a 6-month break and the landscape is looking much different. This 2020-2021 school year students will be returning to the classroom or conducting full time online learning. The Ontario government has released general guidelines for school boards intended to support the safe reopening and return to school. If you would like to read in more detail the Ontario Guideline to Reopening schools visit <https://www.ontario.ca/page/guide-reopening-ontarios-schools>. Listed below are some of the back to school rules and considerations but please be mindful these rules may differ between school boards.



MASK EXEMPTIONS/ACCOMMODATIONS

Those with intellectual and developmental disabilities, mental health conditions, cognitive impairments or other sensory sensitivities, may have challenges wearing a mask. In addition, those who are unable to put on or remove a mask without assistance. The healthcare provider should be consulted for advice around possible adaptations if necessary.

People who are hearing impaired or are communicating with a person who requires the ability to see the mouth in order to communicate.

*The TDSB will provide clear masks for those who require them

TDSB SPECIAL EDUCATION LEARNING MODEL ELEMENTARY SCHOOL

Intensive Support Programs (ISP) Classes **(Excluding Gifted)**

- Classes capped between 6-16 students depending on the program
- Students will attend school 5 days per week, with one cohort/group for the full day, including recess and lunch
- School trips and other in school activities may not be available due to current health risks
- Health and Safety protocols are in place and will be implemented

Includes the following six Elementary Congregated Sites:

1. Beverley School
2. Lucy McCormick Senior Public School
3. Park Lane Public School
4. William J. McCordic
5. Sunny View Junior and Senior Public School
6. Seneca School

TDSB SPECIAL EDUCATION LEARNING MODEL SECONDARY SCHOOL

Developmental Disabilities/ISP

- Classes are capped at 10 students
- Students are grouped with cohorts
- Students to attend school daily and remain with same cohorts for full day
- Students will follow the semester model
- **ISP** students who are timetabled into special education classes and regular school courses will attend

ISP Classes with Integration

- Classes are capped at 6-16 students
- Students will attend as one cohort taking special education courses including; ISP MID, LD, ASD, DHH and PD
- Students will also be cohorted with their peers for non-special education courses

Gifted ISP

- Classes are capped at 30 students (will be divided into two cohorts for special education and non-special education classes)

Students will attend daily and follow the semester model at the following six congregated secondary school sites:

1. Central Etobicoke High School
2. Drewry Secondary School
3. Frank Oke Secondary School
4. Maplewood High School
5. Sir William Osler High School
6. York Humber High School

VIRTUAL LEARNING SPECIAL EDUCATION **TDSB ELEMENTARY AND SECONDARY SCHOOLS**

There will be opportunities to enter the virtual school or to return to in-person learning at key dates during the school year (see transitions link below)

Exceptions may be made if a switch is required outside of the designated dates. The Principal will review the requests on a case-by-case basis

ISP placements will not be affected should parents/guardians choose to begin with remote learning, then later decide to switch to in-school learning.

Social story for back to schools here....

<https://connectability.ca/wp-content/uploads/2020/09/Back-To-School-Social-Story.pdf>

https://connectability.ca/wp-content/uploads/2020/09/GoingBackToSchool_COVID19.pdf

Getting Back into a Routine

Now that kids are getting ready to go back to school, whether online or in-class, it's important to set them up for success by starting with a morning routine. Your child's morning routine should be **individualized** and based on their needs. This means that they may require extra time to complete certain tasks, varying levels of support throughout the routine, and built-in reinforcement for completing difficult tasks. Let's take a look at some things to consider when creating your child's morning routine.

Outlining tasks: The first step is to create a list of the tasks that need to be completed in the morning. This may include brushing teeth, getting dressed, eating breakfast, showering/bathing, putting on shoes, jacket, and backpack, etc. This is a good time to start planning if access to free time in the morning is available. You can schedule in time for your child to watch TV or any other preferred activity before they leave for school.

Decide on wake-up time: Once all the tasks have been identified, decide what time your child should wake up so that they have a reasonable amount of time to complete all the tasks without being rushed. It is important to take into consideration the **difficulty** of each task, and whether your child will need extra time to complete certain ones. For example, if your child takes a long time to eat, adjust the wake-up time accordingly so that they can have breakfast. Remember that adjusting the wake-up time could take a few days, and that is okay!

Create a visual schedule: Now it is time to make a visual schedule. Get creative with this and ask your child to help make it. Write down, in chronological order, the required morning routine tasks. For example:

- Wake up!
- Get dressed
- Eat breakfast
- Brush teeth, etc.

A box next to the task can be included as a visual indicating when it is complete. Once your child has finished getting dressed, they could place a checkmark or symbol of their choice in the box to indicate completion. Alternatively, your child may want to cross out the task like we often do for our own to-do lists. For individuals with limited fine motor skills, a picture of the task can be used to move to the column on the schedule labeled as "finished". This helps your child to keep track of which steps have been completed and which ones they have left to do. Creating a visual schedule does require access to materials and equipment but one can be made easily with a pen and paper. It is nice to laminate the schedule and use whiteboard markers for reusability however it is also important to create one that works best for you and your child.

Check out your local dollar store for easy and affordable tools!!!

Incorporate reinforcement: The last piece to consider is timing of delivery of positive reinforcement as well as the form of positive reinforcement. Depending on your child, you may consider delivering praise, free time, toys, or access to preferred food items when morning routine tasks are completed. For some individuals, access to their chosen reinforcer may need to be delivered frequently throughout the routine. For example, you may need to reward each step completed by providing access to a preferred activity for a short period of time. For other individuals, you may be able to deliver reinforcement at the end of the morning routine once your child has completed all the steps. For more information on delivering positive reinforcement, refer to our previous newsletter [edition #2](#).



Morning Routine

WWW.YOUREMORBLOG.COM

wake	GO POTTY
wake	MORNING SHOW
7:00	MORNING WORSHIP
7:10	BREAKFAST
7:30	BRUSH TEETH
7:35	MAKE BED
7:45	GET DRESSED
8:15	READY TO GO!

For a deeper dive come to our webinar "Going back to School - ABA Strategies" September 23rd 11:00am
<https://cltoronto.ca.zoom.us/j/9362531747>

Putting on a Surgical Mask Task Analysis

Wearing masks indoors has become part of our new normal. With students going back to school it will be expected that they wear masks in class. A great way to teach students, and our loved ones, how to wear a mask is by using a task analysis.

A **task analysis** is the process of breaking a skill down into smaller, more manageable steps and then using it to teach the individual that specific skill. This is useful when the skill is too challenging for the individual to teach all at once.

A task analysis can be taught two ways either through forward chaining or backward chaining.

- 1) **Forward chaining - the individual is taught from the start of the task sequence through each step sequentially either by modelling the instruction or through prompting.**
- 2) **Backward chaining begins by prompting through the beginning steps and teaching the individual the last step. After the last step has been taught the instructor turns to the second-to-last step of the process and continues backward to the beginning steps.**

Whether you teach forward or backwards the end goal is the same. Below you will find a task analysis you can use to teach how to put on a mask.

Steps

Wash your hands with soap for a minimum of 20 seconds before touching mask

- | | |
|-----|---|
| 1. | Pick up the mask by the two string loops |
| 2. | The dark blue side should be facing away from your body. The light blue side should be facing you directly. |
| 3. | Hold the string loops horizontally (each one in line with your ears) |
| 4. | Cover your mouth and nose with the face mask |
| 5. | Loop a string around the right ear |
| 6. | Loop the other string around the left ear |
| 7. | Pinch the material of the mask located on the top of your nose |
| 8. | Adjust the mask so that it fits comfortably under your chin and over your nose and cheeks (if needed) |
| 9. | Make sure the strings looped around your ears fit comfortably |
| 10. | Adjust long hair away from the ears, if needed |

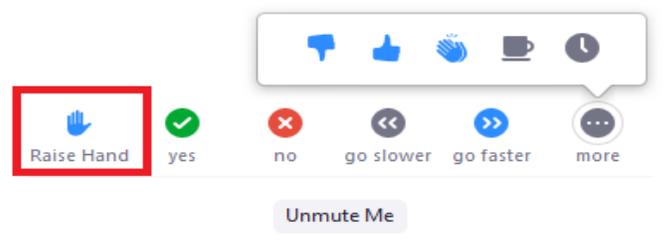
***Please note that these steps may vary if a non-surgical mask is used. These steps can be adjusted as needed. Depending on the individual, some of the steps above may need to be broken down into multiple smaller steps.**

Zoom Task Analysis

Though schools are reopening, families and student have the option to elect for virtual learning instead of in-class learning. Zoom is one of the many digital platform's teachers are utilizing to educate students. Below you can find a task analysis that can be used to teach an individual how to access and use zoom for school.

Steps

1.	Open email account
2.	Open Zoom invite email
3.	Locate words "Join Zoom Meeting"
4.	Locate Zoom meeting link
5.	Click Zoom meeting link
6.	Click "Open Zoom Meeting"
7.	Click "Join with Computer Audio" when prompted
8.	Locate toolbar/taskbar at bottom of screen
9.	Locate "Start Video" button
10.	Click "Start Video" button to turn on camera
11.	Locate "Mute" button
12.	Click "Mute" button to turn off sound



This is a close-up of the extra communication icons at the bottom of the side panel (the one that appears after you click on the Participants icon).

Notice that here, you are able to further communicate via symbols with everyone else. You can "raise your hand" if you want a turn at speaking; you can say "yes, or "no"; you can ask whoever is speaking to "go slower" or "go faster", and then you have even more options to communicate with symbols by clicking on the "more" button, the one with the 3 dots.

When you click on that button, you can give a "thumbs up" or thumbs down"; you can "clap your hands"; you can say you're going for a "coffee" (the coffee cup icon), or you can communicate that you need to step away for some time (the clock icon). You can teach an individual how to use these symbols if needed by adding them into the task analysis.

Research Page - Pathways to Belonging

Pathways to Belonging is a project about young adults with intellectual/developmental disabilities and belonging.

For some people, belonging means fitting in, for other people it means feeling accepted, but whatever it means to you, belonging matters. **So how can we make belonging happen for more people, more often?**

A research team at the University of Toronto, called Pathways to Belonging, is doing a project to learn about how young adults with intellectual and developmental disabilities (IDD) come to feel like they belong in their communities or what might stop them from feeling like they belong.

What is learned from this project can be used by researchers, organizations and other people in the community so that more young adults with IDD can feel like they belong in their communities and more often.

They have interviewed young adults with IDD between 18 and 35 years old and are now looking to interview family members and service providers who support young adults with IDD. You can participate if you are:

- A family member (over 18) of a young adult with IDD between 18 and 35 years old (but cannot be related to a young adult participant who took part in this study)
- A staff or volunteer in organizations (over 18) that provide services to young adults with IDD between 18 and 35 years old

Do you want to share your experience about belonging? If yes, you can contact Jen, the Project Coordinator, at:

Email: pathwaystobelonging@utoronto.ca

Phone number: 416 978 1257

Website: pathwaystobelonging.ca

Participants will get an electronic gift card worth \$30 for each interview as a thank you.

Please note that only online interviews are offered during the COVID-19 pandemic; a choice of in-person or online interviews will be offered when advisories are lifted.

Follow Pathways to Belonging on Social Media:

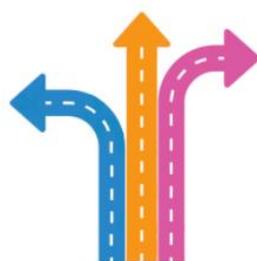
Instagram: [pathways2belong](https://www.instagram.com/pathways2belong)

Twitter: [@Pathways2Belong](https://twitter.com/Pathways2Belong)

Facebook: <http://facebook.com/pathways2belong>

Click the pictures to learn more information

PATHWAYS TO BELONGING



Pathways



Belonging



Participation



@CLToronto

cltoronto.ca

Community Living Toronto

20 Spadina Road, Toronto, ON, M5R 2S7 Canada

Phone : 416.968.0650

Charitable registration number : 10769 4143 RR0001

 Ontario

 United Way
Greater Toronto