

# HOME/SCHOOL COMMUNICATION

It is important that both home and school get the information they need from one another on a regular basis. A communication check sheet that has been agreed on by both home and school is included with this material. Different people may want to write in your student's book at school. The assistant is usually needed required to provide communication about ongoing daily activities and routines. This may occur through...

- daily chats with family as they are involved in the transportation of the student
- anecdotal comments in a booklet
- checklists, which are created with input from school and family

The classroom teacher may also comment on how your student is doing with the other students in specific activities or classes. The case manager (often the resource teacher or L.A. teacher) may provide comments as well on some program changes. In some cases, therapists may jot down questions or comments when they come to see the student. All team members should review the check sheet every six months to see if the information being exchanged still meets the needs of both home and school. This can be done using five to ten minutes of any designated IEP meeting. Remember, questions and comments are a good way to exchange information that will help to enhance your student's program. They are not intended to comment on anyone's work or commitment.

## **Communication Protocol**

Whenever possible, it is important that individuals respond to a problem with the most immediate people involved, to allow the individual time to work out the problem. This line of communication may differ from team to team. If the individuals most directly involved do not have an opportunity to be consulted, this may lead to feelings of alienation and communication lines soon break down.

## **Regularly Scheduled Team Meetings**

By establishing regular team meetings, individuals have an opportunity to relay problems as well as celebrate accomplishments and support each other. If individuals can anticipate a time to share, this can sometimes reduce the number of calls throughout the week for small issues, which could be dealt with in an upcoming team meeting.



Keep in mind that students themselves can and should be involved in the home and school communication process. Many students can use their augmentative communication devices or communication boards to share interesting and social information about school with home, and about home with friends at school.

**SAMPLE # 1**

How Was \_\_\_\_\_'s Morning/Day?      Date:    /    /YEAR

- Was \_\_\_\_\_ a happy boy/girl today?      Yes [ ]No [ ]
  - Was there any seizure activity?      Yes [ ]No [ ]
- Comments? \_\_\_\_\_

- Did \_\_\_\_\_ sleep today?      Yes [ ]No [ ]  
How long? \_\_\_\_\_
  - Did \_\_\_\_\_ enjoy his/her snack?      Yes [ ]No [ ]
  - Did \_\_\_\_\_ enjoy his/her juice?      Yes [ ]No [ ]
  - Did \_\_\_\_\_ "pee" on the toilet?      Yes [ ]No [ ]
  - Did \_\_\_\_\_ B.M. on the toilet?      Yes [ ]No [ ]  
Apprehensive [ ] Relaxed [ ]
  - Visited by therapist today?      Yes [ ]No [ ]  
Occupational [ ] Physical [ ]      Speech [ ]
- Comments \_\_\_\_\_

- What did \_\_\_\_\_ do at recess? \_\_\_\_\_
- Classroom activities \_\_\_\_\_ participated in?  
Calendar [ ]      Circle Time [ ]      Story Activity [ ]  
Gym [ ]      Music [ ]      Math [ ]  
Library [ ]      Art [ ]      Other [ ]

• Shared reading with: \_\_\_\_\_

• Individual program activities: \_\_\_\_\_

• How was lunch? \_\_\_\_\_

• After lunch activities:

Outside - \_\_\_\_\_

In Class - \_\_\_\_\_

General Comments: \_\_\_\_\_

## Sample # 2

### How Was Alex's Day At School?

Date: \_\_\_\_\_

- Was Alex a happy boy today? Yes [ ] No [ ]
- Was there any seizure activity? Yes [ ] No [ ]  
(For details see seizure record book)
- Did Alex sleep today? Yes [ ] No [ ]  
How long?
  
- Did Alex drink his Ensure at snack? Yes [ ] No [ ]
- Did Alex eat all his lunch? Yes [ ] No [ ]

Comments:

- Did Alex "void" on the toilet? A.M. Yes [ ] No [ ]  
P.M. Yes [ ] No [ ]

- Did Alex have a B.M. on the toilet? Yes [ ] No [ ]

- What did Alex do at recess and/or after lunch? \_\_\_\_\_

- Classroom activities Alex participated in?

Gym [ ]

Music [ ]

Math [ ]

Library [ ]

Art [ ]

Other [ ]

- Individual program activities: \_\_\_\_\_

Questions or General Comments: \_\_\_\_\_

Suggestions: \_\_\_\_\_

### How Was Alex's Time At Home?

Date: \_\_\_\_\_

What did Alex do last evening before bed? \_\_\_\_\_

Did Alex sleep well? Yes [ ] No [ ]

Did he need medication to help him go to sleep? Yes [ ] No [ ]

Comments:

Did Alex eat a good breakfast? Yes [ ] No [ ]

Comments:

Did Alex pee on the toilet this A.M.? Yes [ ] No [ ]

Did Alex have a B.M.? Yes [ ] No [ ]

Did Alex have any seizures? Yes [ ] No [ ]

Comments:

Questions or General Comments: \_\_\_\_\_

\_\_\_\_\_

Suggestions: \_\_\_\_\_

\_\_\_\_\_