

START THE YEAR OFF RIGHT
WITH

All About Me Books





If you are a parent, you know what it feels like to drop your child off at school on the first day. Will they know he can't open his yogurt at lunch? Will they help her write about the pool in her journal? I forgot to tell them that the peer tutor provided respite care all summer and that an organic friendship developed. If you are a teacher or other staff member at the school, you know how much information you crave about students. What motivates your student? Does she exhibit this behavior at home? Was he able to generalize that skill at work or a camp this summer? How excited would you be as a teacher if you got a paragraph on behavioral nuances for each child in your class? How assured would you be as a parent if the teacher asked you for sensory regulation strategies before your child even got dysregulated?

Imagine if you could convey or receive that information. Imagine what the information would do to the lines of communication between home and school. Imagine the ease of the transition from summer to school. With an All About Me Book that kind of communication is not only possible – it's easy! This step-by-step guide will help you communicate between school and home in an organized, functional way. And you won't even have to go to Pinterest! How's that for effective?!

What's an All About Me Book?

Wait. What? What's an All About Me Book again? That's a lot to say. Can we just call them AAMBs? No, it doesn't have to be a book. Remember, this isn't intimidating. An All About Me Book can be as short as one page. It's simple. It's a document that tells school staff about a child. The document can be a PowerPoint presentation, a Word document, a scrapbook, or the toolkit at the end of this Toolkit. The concept shouldn't be confining, but it shouldn't be intimidating. Why send them? Why ask for them? AAMBs (still a lot to say, but it's easier) introduce the child to the school staff. They start the lines of communication between home and school. They convey a child's personality and a little about the child's background, opening doors for communication and motivation at school. And they take the guess work out for teachers. Not convinced? Let's get started!



What Goes In An AAMB?

You can include anything you want in an AAMB. My first one was 28 pages! That may have been a bit too long, but I had a lot to say! I was sending my baby to school for the first time, and he'd been in therapy since he was 2 weeks old! There was so much to pass along. If you're not a kitchen sink kind of person, simply think of a main introduction. If someone was meeting your child in a half hour or less, what would you want them to know? General topics may include the following:

- General Introduction
- Learning strategies
- Therapy strategies
- Information about Behaviors
- Information about Sensory Regulation, Executive Planning, Social Interaction, etc.



What Else?



A page or two for each general topic may suffice. If you want to include or receive more specific information, the following list may help to organize things:

- Physical Therapy Progress
- Occupational Therapy Progress
- Speech Therapy Progress
- Social / Pragmatic Skills
- Sensory Regulation Ideas
- Executive Planning Strategies
- Community Living Thoughts
- Transition to Adulthood Ideas

Remember that the goal is simply to convey enough information from the home that the teachers and support staff really understand the child so they can hit the ground running.

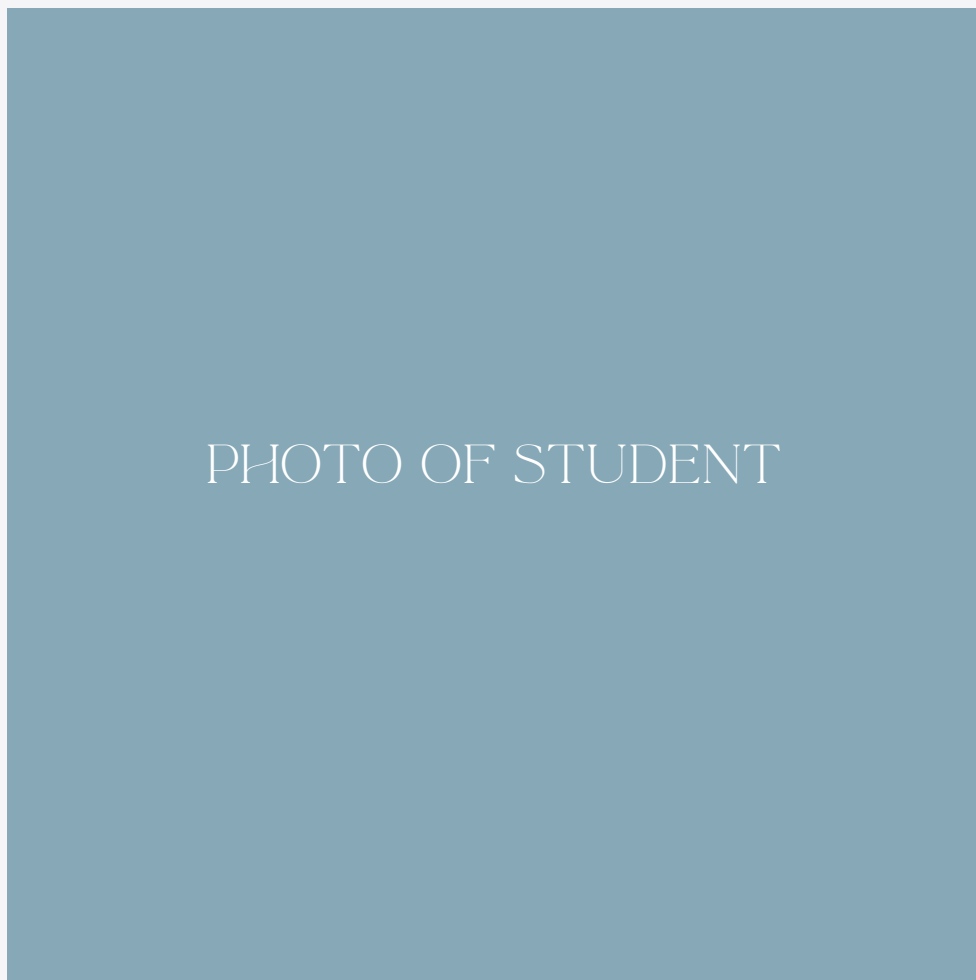
Ready for an example?

ALL ABOUT ME

NAME

A solid blue horizontal bar intended for the student's name.

PHOTO OF STUDENT

A large solid blue square intended for the student's photo.

Hi! My name is _____. I am in the _____ grade at
_____ high school. I live with my _____.

My favorite activities are _____.

My favorite sports are _____, I
am also really into _____.

My favorite part of school is _____.

My least favorite part of school is _____.

My disability/ies is/are called _____.

I describe having my disability/ies like this: _____.

I take the following medications: _____,

which have the following side effects: _____.

I use the following devices: _____.

The more important thing to know about me is _____.

ABOUT MY DISABILITY

Consider providing some background information about the child's disability. If the disability is often misspelled or mispronounced, make a point to tell the teachers about it at the outset. If you prefer person-first language, inform the school of that. Sometimes it's helpful to start a sentence like this: "This is how ADHD affects Johnny."

MY STRENGTHS

Use this page to provide some information on the child's strengths. Consider strengths in academic and social settings, as well as activities of daily living and transition settings. You may want to include pictures or ideas about how prior teachers and therapists capitalized on strengths.

ACTIVITIES I ENJOY

Provide information about what the student likes to do. Be as specific as possible, because teachers can use the information to help the child in speech and writing activities but can also use interests as motivation.

PROGRESS

Provide an update on therapies or work the child has done over the summer so teachers know what to expect.

Speech

PT

OT

Other



Listen Now

SPECIAL EDUCATION ADVOCACY

Welcome to Ashley Barlow Co. podcast! This business has been in my heart for so many years, and I so excited to share it with you. In these podcasts we'll discuss all things special education - from eligibility to implementation of the IEP. We'll talk about basic concepts and dive deeper into specific topics. We'll talk about self-care for caregivers and professionals that support children on IEPs. We'll discuss best practices, behavior, therapies, and more!

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