



SPECIAL NEEDS | FIELD GUIDE

A new teacher in the first week

Offer a short, useful introduction instead of an entire history.

A note from Victoria

A new school year can make you feel as though you must explain your child from the beginning. You know what helps. That knowledge deserves to reach the right person without reducing your child to challenges.

What to do

Share three strengths, two supports that work, and one early sign that help is needed. Ask the teacher how they prefer updates and who covers when they are absent. Keep formal plans available through the school's approved process; do not assume a brief note replaces them.

Words you can use

"Here are the three things that help my child settle and participate. What is the best way for us to notice early if one support is not reaching them?"

One useful step I can take today:

I could start with: Write one strength you want the teacher to see before any concern.

The strength I see in you

You are introducing a whole person, not submitting a problem list.

Educational peer support, not individualized medical, legal, or school advice. Partner with your child and their care or school team; consult a qualified advocate about rights questions.



SPECIAL NEEDS | WORKSHEET

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Use this page in your own words. You can leave any part blank.

Three strengths I want the teacher to notice

Supports that reliably help my child

How we will communicate when a support is not working

My next manageable step

A person, service, or place I can turn to (if useful)

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