

Dynamic Triangle

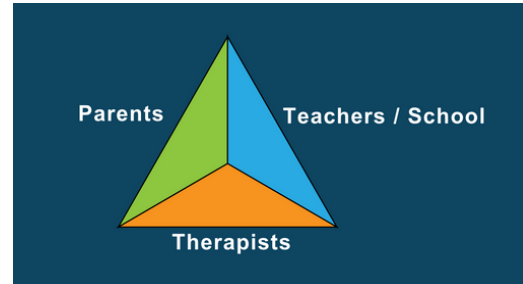
(Teacher Edition)

When **parents, teachers / school, and therapists** engage in open dialogue, a child's development becomes a shared journey rather than a separate effort. **Each person** sees the child through a different lens — **home, school, and therapy** — and when those perspectives overlap, we create a fuller, **more compassionate picture of who the child truly is.**

This **dynamic** partnership transforms communication from "reporting progress" into **co-discovery, understanding** what helps a child feel **safe, connected, and ready to learn.**

By asking intentional questions, each member of the triangle can **anticipate, reflect, and align** their support.

These conversations don't just strengthen collaboration; they **honor the child's** voice, ensuring that goals, routines, and expectations grow from a place of **shared understanding.**



For Therapists to Ask Teachers

(To guide observation, reflection, and joint planning)

- "What are some times of day when the child seems most engaged or comfortable?"
- "When do you notice moments of frustration, withdrawal, or sensory overload?"
- "How does the child respond to group instructions versus one-on-one guidance?"
- "Are there particular routines or transitions that seem harder for them?"
- "What helps the child re-engage when they lose focus or become upset?"
- "How does the child interact with peers? Who do they connect with, and when do challenges happen?"
- "Do you notice patterns in how they use communication: Gestures, facial expressions, tone, or body language?"
- "Are there classroom supports (like visuals, movement breaks, or structured tasks) that seem to work well or not so well?"
- "What do you wish we, as the therapy team, could see firsthand about this child in the classroom?"
- "How can we make therapy goals feel more natural and achievable in your class routines?"

Teachers to Ask Parents

(to build trust, understand the child's world, and align home & school support)

- "What usually helps your child start their day feeling calm and ready?"
- "Are there certain triggers or situations that make them feel overwhelmed?"
- "How does your child show pride, excitement, or frustration at home?"
- "What motivates or comforts your child when things get hard?"
- "Are there any routines, sensory tools, or phrases that work well for you at home?"
- "When you picture your child thriving, what does that look like?"
- "Is there anything at home you'd like us to mirror or support here at school?"
- "How do you usually help your child transition between tasks or settings?"
- "Are there cultural or family values you'd like us to keep in mind as we support your child?"
- "What's one small thing we can do at school to help your child feel understood?"

Teachers to Ask Therapists

(to strengthen continuity between therapy goals and classroom practice)

- "What are the current focus areas or goals we can help reinforce at school?"
- "How can I recognize when the child is communicating nonverbally or through behavior?"
- "Are there strategies or prompts that work well to help the child regulate or refocus?"
- "What's a realistic way to integrate therapy recommendations into daily class routines?"
- "Can you show me what cues or language you use so I can stay consistent?"
- "What types of classroom observations would be most helpful for your next session?"
- "Are there small environmental changes (like seating, noise, lighting) that could help the child?"
- "When should I share feedback with you — and what kind would be most useful?"
- "What are some signs of meaningful progress I might notice during the day?"
- "If I see something new or unexpected, what's the best way to communicate that with you?"