



A Family's Guide to Distance Learning

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Introduction:

This guide is a resource to support your child as they journey through the distance learning experience. These strategies include evidence-based practices and other tools that should be used along with consulting with your child's teacher. The guidance will be more individualized as you work with your classroom teacher during distance learning.

Key Terms:

Self-regulation: The ability to manage your emotions and behavior in agreement with the demands of the situation.

Reinforcer/reward: A highly liked activity, toy, game or snack that the learner can "earn" after following directions, completing work, or showing a desired behavior. Not having to do something they do not like can also be a reinforcer/reward when a desired behavior occurs.

Reinforcement: The act of providing a highly liked activity, toy, game or snack after the learner does a desired behavior and/or allowing the learner to get out of having to do something they do not like following a desired behavior

Token board: A piece of paper or board that includes multiple places to earn tokens (could be pennies, buttons, stickers, check marks or drawn smiley faces). Tokens are provided after the student does a desired behavior (e.g. completing work, following directions, doing a hard task) Once all tokens are earned, the tokens are then given to an adult for a reward.

Task: Any school work, activity, or request that is given to the student to complete.

Zones of Regulation: A way to teach students how to identify their current feelings and how his or her body shows the feeling. This can be used to help a student calm his or herself down before working on a task.

Transition: Moving from one activity to another. Could also be moving from one location to another.

Socially appropriate: Anything the student does that is desired behavior. Examples: asking for items instead of taking them, completing work instead of avoiding it, asking to spend time with another person instead of bothering someone to get attention, asking for breaks instead of running away, playing together instead of trying to avoid others when playing.

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Behavioral Support and Self- Regulation

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Setting Expected Behaviors

Students may not always know what is expected of them at any given time. This is especially true when the student/child is placed in a new situation or environment. It is important to explain the expectations of behavior early on. Below are some key points to consider when setting behavioral expectations

Review:

- **Choose behaviors that are clear and easy to understand**
 - Avoid being unclear. Consider the learner's understanding of appropriate behavior
 - Statements like "Be Kind," may need to be clearly explained. (e.g. Be kind by **sharing** your toys).
 - The behavior you select should be clear to everyone that is presented with the expectation.
- **Choose behaviors that are important**
 - Choose no more than 5-7 behaviors as students can remember a short list of expected behaviors best.
 - Focus on behaviors that support learning, positive social skills and meet the needs of the student.
 - E.g. "I will ask for things or breaks when I need them before leaving my desk."
 - The learner should be able to do the behaviors selected.
- **Focus on the positive behaviors you want to see**
 - Let the student/child know what "**to do**", instead of what "**not to do.**"
 - E.g. Say , "**walk**" instead of "**don't run.**"
- **Allow the student to provide input.**
 - Allow the student to provide input when choosing expectation, while following the guidelines above.

Practice: Establishing Expected Behaviors

1. Select 5-7 socially appropriate behaviors you think would help the learner as he or she will be completing academic tasks or tasks they may not enjoy.
2. Describe how the behavior should look.
3. Simplify the behaviors so that they can be understood by the learner.
4. Make a chart or list of rules that are easy to view. You could use pictures that model the behavior, write out the rules, or do a combination of written rules and pictures.
5. Set aside time to review the rules before following through on the rules. Allow the learner to ask questions.

Examples:

A graphic titled "HOME SCHOOL RULES" with a list of seven rules. The title is in large, bold, green letters. The rules are listed in alternating yellow and green rectangular boxes. At the top of the graphic is an illustration of a school building with a clock tower, trees, and a sun.

HOME SCHOOL RULES

- Be in your seat until the task is done
- Ask before leaving your seat
- Ask for help if you are stuck
- Keep toys off the work table
- Talk with a voice that can be heard inside.
- Be ready with my supplies before class starts



HOME SCHOOL RULES

Technology: When is it free time? When is it class time?

Review:

Technological devices (e.g. iPad, computer) can be enjoyable items for children of all ages. At the same time, technological devices can be tools for learning. Due to the multiple uses of technological devices, it can be confusing when the computer or iPad is a fun, free time activity and when it will be used for school work. Below are some suggestions to help your child understand when each activity is appropriate.

- Create a class time visual.
 - Always have the visual in a visible location during class time
 - (see sample visual below).
 - When the visual is next to the computer or iPad, the computer or iPad will **only** be used for class activities.
 - When the visual is not present, and your child is at the computer or iPad, he or she can have free time.
- Select a location in the home that will signal class time.
 - Only classwork will be completed in the selected location.
 - Free time with the iPad or computer should be allowed in a separate location.
- Consider including rules for using the iPad or computer (see **Setting Behavior Expectations** pg. 5).
- Review expectations early on.

Practice: When is it free time? When is it class time?

1. Select a visual that signals class time. It should be easily visible.
 2. Explain the visual to your child. (see sample script below)
 3. Place the visual either next to or on the computer/iPad.
 4. When the task is finished or the child can use the computer/iPad for fun, remove the visual.
- Script for introducing visual or work location:
 - “Johnny, sometimes you will need to use the computer for school. You can do the activities your teacher has selected for you. When you see this picture (or sit in this seat), it is time to do school activities. You may only do school activities and not video games. When I remove this picture, you can ask to do other activities on the computer.”

Sample visual to indicate work time:



CLASS TIME

Motivation: Supporting Desired Behavior Through Reinforcement

Some students may need additional motivation to complete non-preferred tasks (e.g. tasks they do not want to do) or to increase the likelihood that he or she may do a desired behavior. This will be extremely helpful when attempting to have the learner do school work from home. The use of preferred items/activities to increase desired behavior is a process of **reinforcement**.

Review:

- **Reinforcers/Rewards should be provided only for desired behavior. They are earned.**
 - If a particular behavior (e.g. school work) is required to earn a reinforcer (preferred item/ activity), make sure that the learner will **only** earn the reinforcer if they engage in the desired behavior.
 - Phrase the item/activity as something that is earned, instead of something that is taken away. (e.g. “When you do number one, you can earn some iPad time”).
- **Make sure the student understands the expected behavior that will earn a reinforcer/reward.**
 - Be specific about the behavior and avoid being vague.
(e.g. Complete three math questions then you can have a sticker.)
 - Practice the expected behavior. You can model the desired behavior for the learner or explain how they would earn the reinforcer.
(See practice section below)
- **Reinforcers/rewards should be delivered immediately, if possible.**
 - If a desired behavior occurs, immediately deliver a reinforcer (preferred item and praise), within 30 seconds and let them know why they earned the reinforcer.
 - If you need multiple tasks to be completed before they can have a reinforcer, consider using a token system to earn the final reward.
(See **Token Boards** handout).
- **Sometimes bigger rewards/reinforcers will be needed for more challenging tasks**
 - If the task is too difficult and the reward is too small, the student may not be motivated to complete the desired behavior (e.g. school work).
- **Keep in mind:**
 - Sometimes not earning the reinforcer may cause challenging behaviors. While the reinforcer should not be too easy to earn, try to select behaviors that are not too difficult for the child to achieve.
(See **Avoiding Refusal** and **Delivering Instruction** handout).

Practice: Motivation- Supporting Desired Behavior Through Reinforcement

1. Review the desired behavior and the reinforcer (e.g. “Johnny, if you go to your seat, get your laptop and log in, you can earn a sticker.”)
 - a. Note: sometimes the student may need the task to be broken down into smaller steps. (e.g. “Go to your work station,” then once the learner sits at the workstation, deliver the next instruction).
2. If the learner does the instructed task, deliver the reinforcer within 30 seconds (sooner is better).
3. Immediately tell the learner why he or she got the reinforcer and pair with social praise.
 - a. (e.g. “Awesome, you went to your chair and got ready, you get a sticker!”)

Selecting Effective Reinforcers/ Rewards and Student Preferences

Different items and activities can be used to motivate the learner to engage in desired behavior more often. Anything that increases the occurrence of a behavior is called a **reinforcer**. Below are some ideas to consider when selecting reinforcers and strategies to identify items/activities the learner can earn.

Review:

- **Preferences change day to day.**
 - Pay attention to your child's motivation to earn a specific reinforcer (preferred item/ activity/ praise) . If they seem to not care about earning a particular item, it is likely not a reinforcer. Beginning of each day, ask them what they would like to earn.
- **Select easy to control items/activities.**
 - It is best to use items or activities that are easy to withhold.
 - Make sure that you are comfortable with not providing the item/ activity if the desired behavior does not occur. Do not use meals, water, and other essential needs.
- **Reinforcers can be various things and vary person to person:**
 - Social praise, toys, activities, preferred activities with an adult, one to one play time, getting out of something you do not like to do, etc., can all be reinforcers.
- **Keep in mind:**
 - Sometimes not earning the reinforcer may cause challenging behaviors. While the reinforcer should not be too easy to earn, try to select behaviors that are not too difficult for the learner to achieve.

Practice:

For students with limited language:

1. Observe what the learner is using the most during the day. Simple observation can identify motivating items.
1. Keep in mind whether you are comfortable restricting access to the preferred item.
2. Take note of the items and use them as possible rewards.

For student with spoken language:

Ask the learner what they would like to earn.

1. Use the questionnaire below to determine preference. Use the items/activities from the questionnaire to present choices.

2. When presenting choices, provide them as pairs.
 - a. For learners that respond to spoken language: Example “Would you rather earn monster trucks or bubbles?”
 - b. For learners that do not speak, present two items side by side and see which item they select. (you can also use pictures of the items if they might not return the item).

Sample questionnaire:

1. Name three toys/items you like:
2. Tell me your top five favorite snacks.
3. Is there someone you like to play with?
4. What is your least favorite chore I have you do (You do not have to ask this question, but sometimes students could be motivated by not having to do a non-preferred task).
5. If you had money to spend, what would you buy?
6. What can I tell you that makes you feel good about what you did?
7. What is your favorite meal?

Token Boards: Supporting on Task Work and Other Desired Behavior

It might be hard to provide an incentive/reinforcer after every desired behavior or when the learner has to do multiple tasks that last longer durations. Using a token board allows for multiple tasks to be completed, while allowing the learner to work towards a specific reward.

What is a token board?

- Tokens are delivered for desired behavior (e.g. on task, work completion).
 - Tokens can be stickers, buttons, checks, or pennies.
- A selected amount of tokens must be earned to receive the reward (see example).
- Once all the tokens are earned, the tokens are exchanged for the reward and the board resets.

Considerations:

- **Identify the desired behaviors that will earn tokens** (e.g. completing one math problem, sitting at the work table for 2 minutes, getting ready to work quickly).
 - The required behavior will vary for every individual. Pay attention to what the learner will be able to do well.
- **Identify the rewards** that can be earned by the token board ahead of time.
- **Review Rules:** Review the reward that can be earned, how many tokens need to be earned, and what behaviors will earn tokens before starting the token board.
 - If token boards are new to the learner, practice delivering tokens for “easy to do” behaviors.
- **Selecting the number of tokens required:** Before starting, see how much work the learner can do before he or she is starting to get off task or request a break (e.g. the learner says, “Am I done yet?”)
 - Count the number of problems completed or number of minutes it took until the learner started to get off task. Use this number as the required number of tokens needed for the reward.
 - You can gradually increase the required amount as the learner starts to do more work.

Practice:

1. Present the token board (with the number of tokens required and what can be earned).
2. Select a reward (see **Selecting effective reinforcers/ rewards and preference**).
3. Review the rules for earning tokens (e.g. “You can earn 10 minutes of video games if you earn 5 tokens. You earn tokens by completing one math problem.”).
4. Deliver tokens immediately (within 30 sec.) after the learner does the desired behavior.
5. Once all tokens are earned, allow the learner to trade in the tokens for the reward.
6. Reset the token board and repeat steps 1-5 for the next activity.

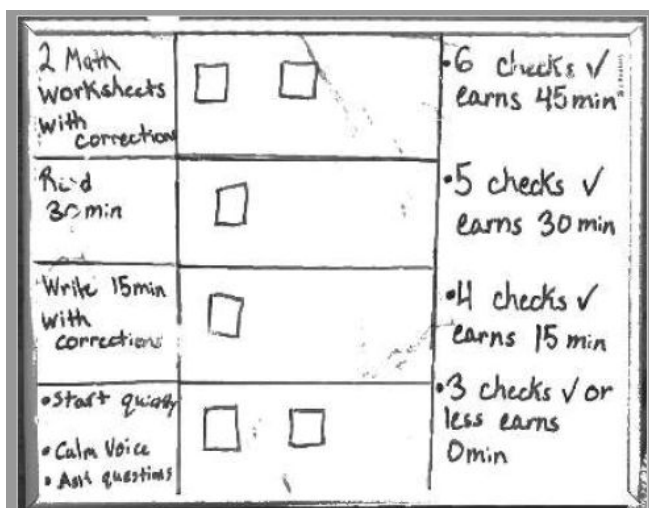
Examples of token boards:
For elementary students



For Secondary School Students:

Subject	I was to class on time	I attempted all the assigned tasks	I requested less than two breaks during class
Math	1	1	0
Language Art	1	1	1
History	0	1	1
Art	1	1	1
Total points			10
When I get at least 9 points I can earn		An extra 45 minutes of video game time (this can be changed daily)	

Can be written on a white board or piece of paper:



Instruction Delivery

All students may have difficulty understanding what is expected and what is meant by the instruction/requests presented. It will become important to pay attention to the way in which requests and instructions are presented. Below are some strategies and scripts for delivering instruction during academic tasks.

Review:

- **First/then statements:** Provide a clear statement that will communicate what needs to be done before moving onto another activity.
 - For example: “First complete this math worksheet, then you can play with the play-doh”
 - For reinforcing desired behavior:
 - “ When (desired behavior), then (preferred activity)”
 - For order of events in a task:
 - “First write your name, then start with problem number 1”
- **Break down complex instructions into short concise instructions:** When reviewing a complex task (e.g. completing an entire worksheet, getting ready for class), consider breaking the request up into smaller tasks.
 - For example: “First do problem one, then I can check,” check the work and reinforce with social praise (e.g. “Nicely done!”). “First do numbers 2 and 3, then I can check.” Check work and reinforce with social praise (e.g. “Wow, you are doing awesome!”)
- **Keep instructions short, concise, and consistent:** When presenting instruction, provide simple language that can be understood by the learner. Remain consistent with the demand.
 - E.g. “First answer question one, then you can have free time.” If the learner did not hear you or is engaging in non-compliance, restate the instruction using the same phrase. “First answer question one, then you can have free time.”
 - You may have to rephrase the statement if it was not understood. If you do, try to make the statement short and concise.

Practice: Instruction Delivery

1. Select task
2. Determine if it is a simple quick task or a task that will need to be broken down into smaller steps.
3. Decide if a reward or a break will be provided when the task is completed (could be used with tokens board).
4. Present a first/ then statement (e.g. "first write one sentence, then you can have a break").
5. Remain consistent with the first/ then statement.
6. Once the task is completed, immediately provide the reward or break.

Strategies to Avoid Refusal or “Burn Out” During Academic Demands

Each student will have his or her preference for academic tasks. With non-preferred tasks, the learner might try to avoid tasks when they are first presented or shortly after starting the task. Dividing tasks into smaller sections, identifying times when breaks are available, and providing choices might lessen the likelihood of avoidance behaviors.

Review

- **Divide larger tasks into smaller parts and allow breaks:**

Look for early signs of frustration to determine how much work the learner can tolerate in one setting and allow for breaks if he or she is showing they are losing steam.

 - If possible, identify a number of problems or questions the learner needs to complete before taking a break. This strategy is very learner specific and there is no general rule for the duration of work that needs to be done before a break can be offered.
 - The assigned work can be highlighted, written down or said to the learner (e.g. “Get to number 5 and you can take a break”).
 - The work will still need to be done after the break.
- **Teach the learner a word for requesting a break:**

If the learner may engage in problem behavior when he or she has too much to do, consider using a word or phrase to ask for breaks. Learner’s with limited language can exchange a break card or be taught a sign for break.

 - Practice requests for breaks before starting difficult work.
 - Let the learner know how much work they must complete before asking for breaks.
- **Provide Choices:** When possible, provide a choice between activities.
 - Choices can be used for the amount of work to complete or the order of tasks. (“Do you want to do 10 problems or 8 problems first”).

Practice:

1. Review the task beforehand.
2. Identify the number of questions/problems or duration the learner would be able to complete without avoidance behaviors (e.g. saying “no”, stalling, walking away).
 - a. Observe the learner and watch for signs that he or she is wanting to stop. (e.g. the learner is starting to ask “How much longer?”, the learner is off task for longer periods of time). Take note of the duration or number of questions they completed.
 - b. When a similar activity is presented, assign work that matches his or her work load limit before giving a break.
3. Review with the learner the expected amount of work and let them know they can ask for a break after completing the selected amount of work. (e.g. “You need to finish 3 problems. You can ask for a break after 3 problems”).
4. If the learner asks for a break after the 3 problems, allow a short break. Set a timer for the break (use your own judgement, but 5-10 minutes could be enough).
5. When the break is over, return to the work and continue with the next 3 problems (repeat steps 2-4 until the work is completed).

Notes: Some learners may only tolerate one question at a time. Allow them to ask for breaks.

Example for dividing a task into smaller parts:

Name _____

Practice Test
3.NF.3b
 Develop understanding of fractions as numbers.

1. There are 12 people having lunch. Each person wants $\frac{1}{3}$ of a sub sandwich. How many whole sub sandwiches are needed? Use the models to show your answer.

$\frac{1}{3}$

+

$\frac{1}{3}$

+

$\frac{1}{3}$

= $\frac{2}{3} = \frac{1}{1}$

$\frac{1}{3}$

+

$\frac{1}{3}$

+

$\frac{1}{3}$

= $\frac{6}{3} = \frac{1}{2}$

Handwritten notes: $\frac{1}{2}$, $3 \sqrt{6}$, $\frac{1}{1} = 1$ whole, 4 sub sandwiches

$\frac{4}{6} = \frac{2}{3}$

$\frac{2}{3}$

2. Mr. Peters made a pizza. There is $\frac{4}{8}$ of the pizza left over. Select the fractions that are equivalent to the part of the pizza that is left over. Mark all that apply.

$\frac{1}{2} = \frac{2}{4} = \frac{4}{8} = \frac{8}{16}$

(A) $\frac{5}{8}$
(B) $\frac{3}{4}$
 $\frac{2}{4}$
 $\frac{1}{2}$

GO ON

Smarter Balanced Test Prep
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SB31

Practice Test

Emotional-Regulation



Emotion Check In

Check in with your child to see how they are feeling (i.e. happy, sad, tired) and why prior to beginning work. You can provide examples to help with reasons such as, not enough sleep or feeling sick.

Try using Zones of Regulation or happy face, okay face or sad face.

Green Zone: Ready to Learn

Yellow, Red, or Blue Zone: Help them calm down by stretching, taking deep breaths or a hug and then they may be more ready to learn.

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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The Zones of Regulation

Blue Red Area	Green Go	Yellow Slow Down	Red Stop
Sad	Happy	Nervous	Angry
Upset	Excited	Surprised	Yelling
Hurt	Calm	Confused	Aggressive
Tired	Proud	Silly	Mad

Printable version on page 41 and 42 Regulating Activities

Do a calming/regulating activity for 2-5 minutes before learning. Take some deep breaths together or get wiggles out through balance and movement. Give hugs and squeezes.

Transitions

- Use a timer to show when it is time to transition or switch or stop the activity.
- Use a countdown strip to count down until transition time.
- Use a transition object or “learning buddy” such as a stuffed toy.
- Assist in cleaning up free time activities and direct your child to their learning area.

Practice

Try breathing and movement activities.

Stop Breathe Think:

<https://www.youtube.com/channel/UCkB9zEEqnP9kMlf5VChd99Q>

Go Noodle:

https://www.youtube.com/watch?v=bRkILioT_NA&list=PLAwOTEJXH-cPTQp0LPG-uMcHtcjYmLRkw

Reference:

<https://onlinepsych.pepperdine.edu/blog/emotional-self-regulation-children-autism/>

Organizational Supports

1. **Organizational Support**
2. **Home-School Communication**
3. **Promoting Independent Skills**
4. **Supports in the Home**
5. **How to Check for Understanding**

Organizational Support

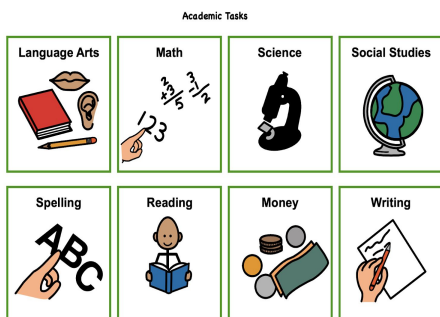
- **Scheduling**
 - Make a routine that children can easily understand and follow
 - Set a schedule for school work, meals, and play
<https://adayinourshoes.com/wp-content/uploads/2017/10/Daily-Routine-Printables-2.pdf>

- **Review the day and week ahead with your child**
 - Choose a specific time of day and/or week for regular learning time. Write down a schedule and pair with pictures whenever possible. Read to students and ask questions to check for comprehension. “What do we do first or what activities are on Monday?”

Example:

<ol style="list-style-type: none"> 1. Reading 9:00 2. Snack 9:30 3. Movement break 10:00 	<p>Monday: Reading and Art Tuesday: Math and Computer Wednesday: PE and Writing</p>
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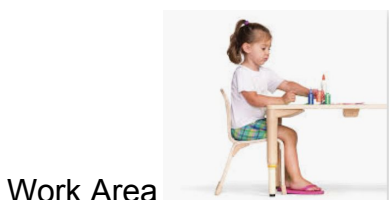
- Let your child know what they will do for school work each day at the start of the day.
 - Example-
 - Today you will read the story “_____” and answer 3 questions, then you are finished and will get to _____ (reward). Offer choices for the break item and determine BEFORE starting the activity so the child knows what they are working towards.
 - Example: Do you want to earn a puzzle or playdoh after we finish our work? Allow the child to decide.
 - Use visuals and calendars to support understanding of their schedule



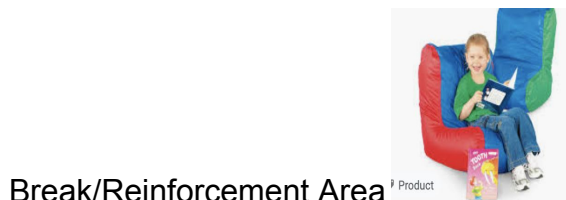
Find printable PDF visuals here (for the above handouts see page 43 and 44):
<http://www.victoriesnautism.com/schedule-activity-and-task-cards.htm>

* If you don't have a printer- you can either draw an image to represent an activity or use an object (like a book to show reading time)

- **Designate spaces for learning and free time**
 - Choose a place in the home that is for learning activities
 - (ex: a table, desk, a special spot at the kitchen table)
 - Choose a different place that is for free time and reinforcement activities
 - (ex: an area rug or cozy chair)



Work Area

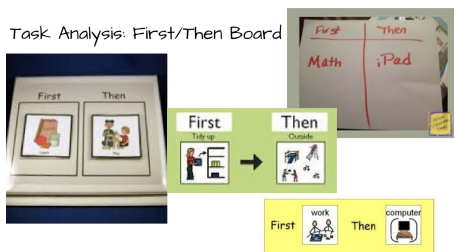


Break/Reinforcement Area

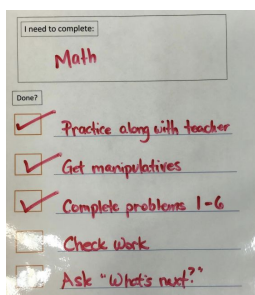
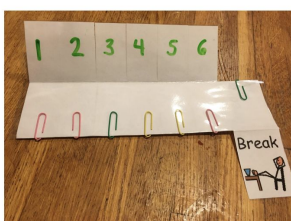
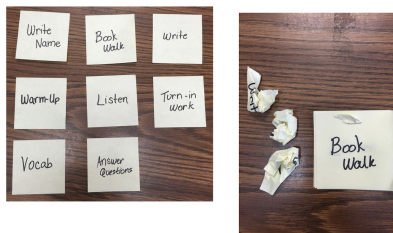
- **Organize learning supplies in home environment**
 - Choose a specific place where learning supplies are stored that is accessible to your child during learning time.
 - Choose a place for your child to store learning technology.
- **Approach assignments step by step**
 - Explain the steps of a task (activity) to your child before starting.
 - Use visuals and model and show them the steps of the task.

This site has great resources and visuals to support student learning:

https://education.fcps.org/specialeducation/sites/specialeducation/files/visual_schedules_and_task_analysis_seia_symposium_participants.pdf



Task Analysis: Crumple and Toss



Home-School Communication

Communicate with your child's teacher through email

- Allow a 24 hour response time.
- Communicate to the teacher how you like them to respond (phone call, email, video chat via google "meet" or zoom).



Ask questions as they come up about support in any areas of need



- Behavior
- Sensory
- Technology
- Choosing reinforcement/rewards
- Self-regulation
- Organization
- Promoting independent skills
- Making assignments work for your child
- Inclusion
- Curriculum

Share successes and needs

- What's working?
- What's not?



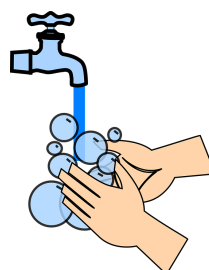
Promoting Independent Skills

- Encourage your child to take ownership of their learning materials by getting their supplies and putting them away.
 - Keep learning supplies together.
 - Keep learning supplies in a place that your child can access independently.



- Encourage your child to engage in self-care skills with as much independence as possible.

- Eating
- Dressing
- Using the restroom
- Hand washing
- Combing hair
- Other Skills



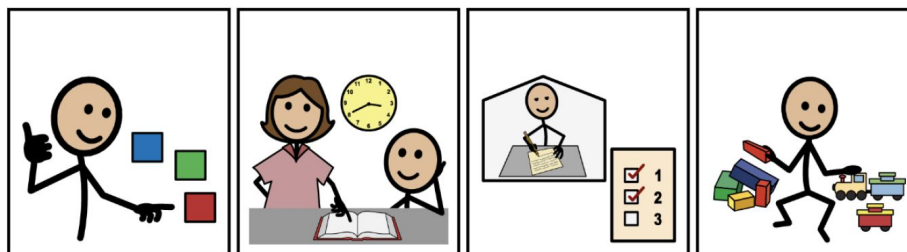
- Give Choices
 - Giving your child the opportunity to choose is a great way to promote independence.

- Ex. “What book would you like to read today?”
 - Give your child options.
 - Ex. “Would you like a sandwich or chicken nuggets for lunch?”
 - Ex. “Would you like to do Cosmic Yoga or Go Noodle for PE today?”



Supports in the Home

Changing lessons and activities to fit your child's abilities.



The following suggestions may help your child be more involved in their learning:

Directions

- Present one step at a time.
- Repeat directions as needed.
- Use verbal directions with visuals together and show how to do it.

Student Response

- Allow your child to respond to questions in different ways: talking, pointing, matching, drawing or dictating (they tell you and you write).
- Allow extra time to respond.

Other

- Allow breaks between work or activities.
- Allow choices: order of activities, where to sit, writing utensil type (i.e. marker, crayon, pen, pencil), how they respond (talking, pointing, matching), fidget (object for them to use or hold) to use while listening.

Practice

1. Ask your child to choose between 2 activities.
2. Give them one step at a time and show them how to do it.
3. Allow your child to respond in a way that works well for them.
4. Provide a break after they are done.

How to Check for Understanding

It's important to check for understanding while working with your child on school work. This is probably something that you are already doing but here are a few tips.

- **Ask “wh-” questions while reading.**

- WHO:
 1. Who is the story about?
 2. Is there a dog or cat in the story?
 3. Point to the cat.
- WHAT:
 1. What happened first, next, and last in the story?
 2. What is the boy playing with?
 3. What do you see in the picture?
 - *(point to image)* Say “You pointed to the ball. They are playing ball.”
- WHEN:
 1. When does the story take place?
 2. During the day? Do you see the sun or a blue sky?
 3. At night? Do you see the moon or a dark sky?
 4. Did it happen during breakfast or dinner time?
- WHERE:
 1. Where did the story take place?
 2. Are they inside the house or school?
 3. Are they outside at a park?
 - Setting and/or location?
- WHY: (more advanced question)
 1. Why did the characters do what they did in the story?
 2. Were they trying to get help?
 3. Did they want something, like a toy?



- **Scaffolding Method:**

Use when teaching a new or unfamiliar skill

(I do, We do, You do)

- First, model for your child how to complete the given task or activity (I do).
- Next, work on a problem together and practice (We do).
- Then, encourage your child to do independent practice (You do).

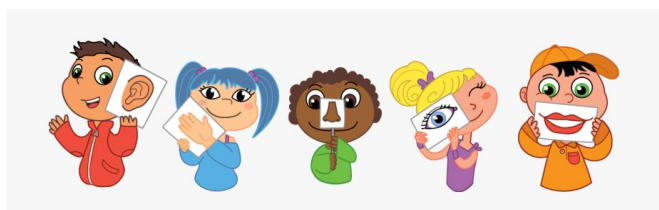


- **Work Completion Expectations**

- Before starting an activity, let your child know what your expectations are for completion.
 - Do you want them to work for a certain amount of time?
 - Do you want them to complete a certain number of problems?
 - Do you want them to write a certain number of sentences?



Sensory and Fine Motor Supports



1. **Home Activities for Sensory Strategies**
2. **Home Activities for Fine Motor Skills**

Home Activities for Sensory Strategies

Our sensory systems (what we see, hear, touch, smell, taste, how we move) can be used to help get our bodies ready for learning, and help us to keep our attention going. Each child is unique and may require specific strategies to meet his/her needs to support learning. Below please find some general ideas of sensory strategies that can be used in the home.

Alerting

- Listening to upbeat music
- Drinking water through a straw
- Cold temperature foods
- Lemon or sour flavors
- Spicy flavors
- Chewy snacks such as fruit leathers
- Jumping in place
- Chair push ups/wall push ups
- Climb up/down stairs

Calming

- Bouncing on a ball
- Jumping in place
- Drinking thick liquid through a straw such as smoothie
- Wall sits
- Yoga poses such as planks, downward dog, etc.
- Wheelbarrow walking
- Animal walks (crab walking, bear walking ...)
- Play slow, calming music /relaxing sounds/white noise; slow-paced metronome
- Use of fidget toys, squeeze ball, playdough, silly putty, etc.
- Look at picture books
- Make a puzzle (at an appropriate level)
- Massage lotion on arms and hands
- Knead bread, pizza dough

Strategies that may help with attention

- Use of headphones
- Completing work in a space in the home with reduced visual and auditory distractions

Home Activities for Fine Motor Skills

We can use activities to keep our bodies strong to help with sitting in a chair while working at the computer/desk/table, as well as to help our shoulders, arms, and hands to be ready to work.

Shoulder Strengthening

- Animal walks (crab, bear, frog, cat, alligator, etc), wheelbarrow walks
- Chair or wall push-ups
- Playing with toys while on hands/knees or laying on stomach propped on elbows
- Crawling under table, under chair, over pillows, in and out of couch pillow fort
- Painting or drawing using an easel, vertical chalkboard, or paper taped on wall
- Gardening activities (digging, carrying watering can, etc.)
- Building a tall block tower while reaching above shoulder level to place blocks, reaching up to pop bubbles
- Turning jump rope
- Pulling/pushing a cart or wagon, or laundry basket with toys in it
- Yoga poses such as down dog, plank, table, cobra

Using Both Hands Together

- Popping bubbles with both hands
- Tearing paper
- Catching, throwing, and bouncing a ball with both hands
- Pulling apart Legos, pop beads
- Jumping Jacks, walking, running, skipping
- Cross crawls (elbow touches knee on opposite side) in standing or lying on back
- Stringing beads or dried pasta noodles
- Placing coins in a piggy bank
- Cutting items with scissors (straws, play-dough, paper, etc.)
- Opening/closing containers
- Playdough with tools/cookie cutters
- Mixing using a spoon while holding bowl
- Eat small snack items picking them up one at a time from compartments of an empty ice cube tray, while holding the tray with the other hand
- Spreading peanut butter on crackers or icing cookies



Hand Strengthening

- Playing with clay, play-doh, bread dough, moon sand
- Crumpling sheets of paper or newspaper and toss into trash can, bucket, etc.
- Using wide-handled toys (toy shovels, etc.)
- Carrying small suitcase or bags with handles
- Squeezing a spray bottle to water plants, help clean, etc.
- Help serve food with utensils, scooping ice cream or cookie dough with scooper
- Peel fruit such as bananas and tangerines
- Use clothespins, tweezers, or tongs to pick up small objects
- Attaching clothespins to shirt or empty yogurt container/ tupperware
- Popping bubbles on bubble wrap
- Crafting activities requiring squeezing glue bottles, glitter glue, puff paint, etc.
- Squeezing stress balls
- Using a hole puncher for crafts
- Wringing out sponges or washcloths
- Dressing up dolls
- Using fingers to open and close Ziploc bags
- Wind-up toys



Communication Supports



- 1. Communication Skills and How They Impact Academics**
- 2. Communication Strategies**
- 3. Activities to Enhance Communication Skills**
- 4. Websites for Communication Skills**

Communication Skills and How They Impact Academics

Communication skills impact the following academic skills: speaking, listening, thinking, reading, writing, learning, problem solving, and social interactions.

Articulation/Phonology: Influence verbal expression, spelling and reading.

Auditory Processing: Influence attention, memory, discrimination, sequencing, sound blending closure. These are important for direction following, comprehension, spelling, reading, and analyzing.

Semantics: Influence vocabulary, definitions, concepts, multiple meanings, categorization, comparisons, synonyms/antonyms, and analogies. These are important for listening, speaking, reading, and writing.

Grammar/Syntax: Influence parts of speech, sentence types, sentence construction. These are important for the application of grammatical rules in spoken and written language.

Pragmatics: Influence organizational skills, sequencing information, critical thinking, making judgements and inferences, social appropriateness of interactions, and nonverbal communication. These are important for listening, problem solving, reading comprehension, study skills, oral and written language, and social interactions.

Communication Strategies

- **Modeling:** Say what you would like your child to say. You can model a whole phrase or one word.
- **Praise:** Use words, gestures, or other means to let your child know they made a good effort.
- **Self-Talk:** Talk about what you are doing, seeing or hearing.
- **Parallel Talk:** Talk about what your child is doing, seeing or hearing.
- **Expansions:** Repeat what your child says, using appropriate words and grammar without directly correcting them.
- **Extensions:** Repeat what your child said and add information.
- **Repetition:** Repeat what your child said including the error production.
- **Make Comments:** Talk about what has happened or will happen.
- **Ask Open Ended Questions:** Ask questions that require more than one word answers.
- **Use I Wonder Statements:** Make statements instead of asking your child too many questions.
- **Play Sabotage:** Set up a situation to tempt your child to use language.
- **Reflection:** Ask your child to reflect/think about what they said.
- **Drill Practice:** Have your child practice saying a correct sound, word or sentence.
- **Visuals:** Use pictures, hand prompts, etc. when speaking to emphasize a certain sound, word or concept.
- **Check for Understanding:** Have your child repeat back what you said to make sure they understood.
- **Field of Choices:** Provide choices during a task.
- **Incidental (Unstructured) Learning:** Use real life situations as teaching opportunities; especially using the child's interests.
- **Wait Time:** Give your child time to process the information and respond.
- **Break Information Down:** Provide information in smaller parts.

Activities to Enhance Communication Skills

Sound Production

- Point out different items in the environment that have the targeted sound in it.
- Go on a “Sound Walk” and have your child point out different items that have the targeted sound in them.
- Look through pictures, magazines and books for items that have the targeted sound in them.
- Have the child search his/her spelling list for targeted sounds.
- Make up silly sentences using target sounds.
- See who can make up a sentence using the most targeted sounds.
- Tongue twisters.
- Practice reading aloud focusing on the targeted words.
- Discuss books, tv shows, movies, comic books, activities, etc. focusing on target sounds.
- Play games focusing on target sounds.
- Make phone calls or video chat with family and friends focusing on target sounds.
- Focus on target sounds when reviewing class lessons or homework.
- Talk, Talk, Talk

Language

- Develop vocabulary with language based games such as I-spy, Guess Who, 20 Questions, Memory, Apples to Apples, etc.
- Read a variety of books.
- Label or point to pictures/words on a page.
- Describe what is seen in books, environment, movies, tv, games, etc.
- Ask a variety of WH questions based on activities, environment, books, games, movies, etc.
- Sequence or retell a story with beginning, middle, and end.
- Yes or No Questions (“Dog’s have 2 feet”, “Cows bark”)

- Categories: One person names three items (e.g. socks, shirts, pants) and another person says “clothes”.
- Hotter/Colder: hide something and guide with clues
- Simon Says
- Talk about how things are the same and different
- Give child reasons and opportunities to write
- Encourage your child to read material of interest
- Encourage your child to form opinions about what they’ve read or seen.
- Help your child make connections between what they’ve read or heard at school to things at home and in the community.
- Talk aloud as you help your child understand and solve problems encountered.
- Help your child recognize spelling patterns, such as beginning, middle and ends of words.
- Use family trips or errands as a way for child to listen and learn (e.g. ask child to remember 3 to 4 items to get at the market)
- Have your child guess how a character is feeling based on words, body language, facial expressions, tone of voice, and situation.
- Have your child guess or predict what is going to happen next in a story, movie, or game.
- **Remember, every opportunity is a communication opportunity:)**

Websites for Communication Supports

Online Fun for Articulation:

Custom Bingo Cards: <http://www.dltk-cards.com/bingo/> (choose words/pictures with target sound)

Do 2 Learn (songs for speech sounds):
<https://do2learn.com/games/Sing-A-Long/Frameset.htm>

Kenn Nesbitt's Poetry4Kids: <https://www.poetry4kids.com> (read the silly poems using best speech sounds)

Lonn Swanson's Online Artic Games:
<http://www.quia.com/pages/speechersclass.html>

Mrs. Ramsay's Online Games (all pictures for non-readers):
<https://www.quia.com/pages/allpicturesfun.html>

Quia - mixed articulation and language games:
https://www.quia.com/shared/speech_therapy/

Tongue Twisters: <http://learnenglishkids.britishcouncil.org/tongue-twisters> (practice the ones that contain target speech sound)

Tracey Boyd's Online Artic Games: <http://www.quia.com/pages/havemorefun.html>

Very Silly Tongue Twisters: <http://www.mso.anu.edu.au/~ralph/tt.html>

Wacky Web Tales: <http://www.eduplace.com/tales/> (have your child use words with target sound to complete the stories)

Word Dice Game: <http://www.crickweb.co.uk/ks2literacy.html> (scroll past the first few games to get to "Word Dice"; use words with target sound and have them say the words that are rolled)

Online Fun for Language:

ABC Teach: <http://abcteach.com/>

ABC Ya: <http://abcya.com>

Social Thinking (SocialThink) on Pinterest



[Social Thinking \(SocialThink\)](#)

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Appendix





















The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

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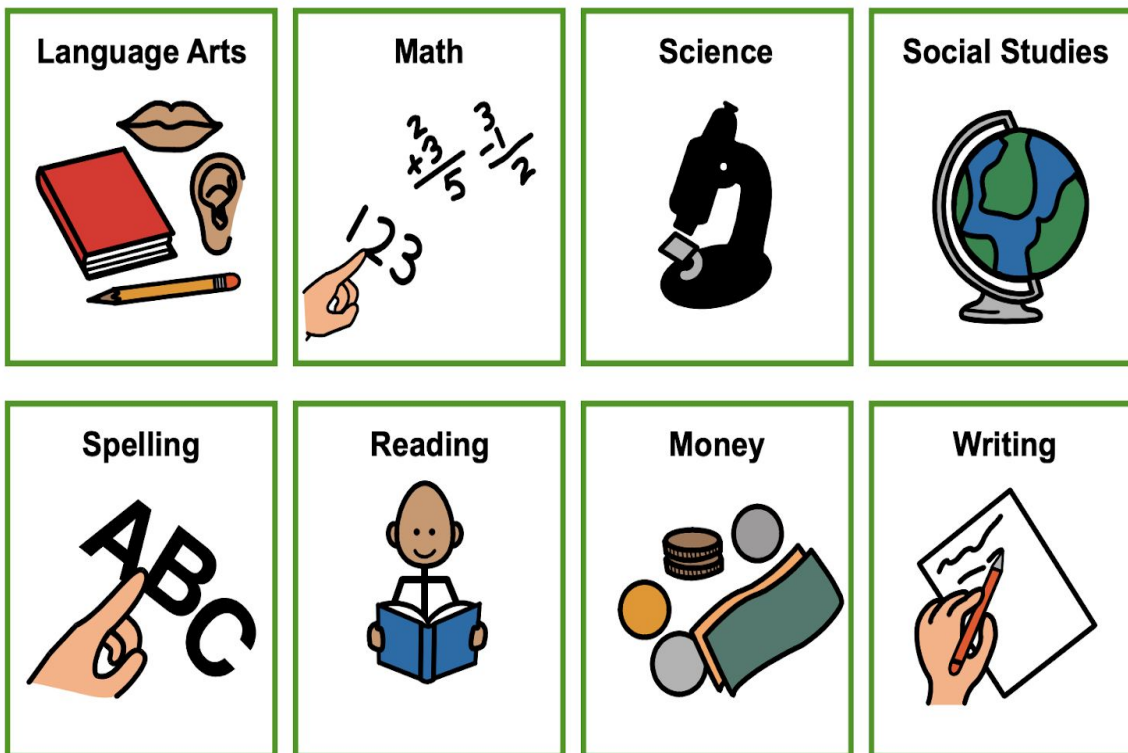
The Zones of Regulation

 Blue Rest Area	 Green Go	 Yellow Slow Down	 Red Stop
 Sad	 Happy	 Nervous	 Angry
 Upset	 Excited	 Surprised	 Yelling
 Hurt	 Calm	 Confused	 Aggressive
 Tired	 Proud	 Silly	 Mad

50-074

Pictures for Visual Schedule

Academic Tasks



Picture for Visual Schedule:



