

TEACH

EFFECTIVE STRATEGIES TO HELP KEEP YOUR CHILD
ENGAGED AND MOTIVATED TO LEARN

DISTANCE LEARNING ISN'T EASY!

- Jobs, household management, other kids, SIP madness!
- Home – school communication
- Appropriate modifications
- Kids with Ds need consistency and repetition

HERE'S WHAT YOU'LL NEED:

- Time (and energy!)
- Goals
- Materials (for teaching, playing, and behavior management)
- Schedule
- Flexibility
- Creativity

GOALS

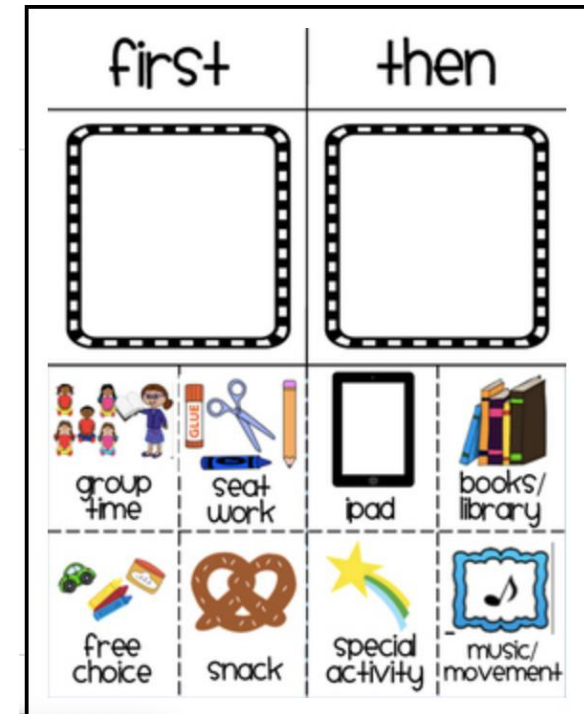
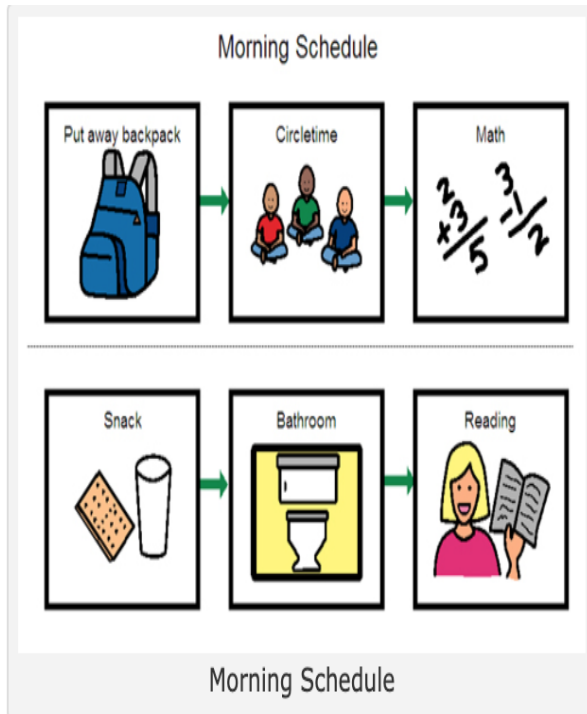
- Think "IEP At a Glance" - work with team to develop concrete goals
- May choose to focus on a few core goals (e.g. literacy and math)
- Start with small demands to foster success and build confidence
- Think about ways you can incorporate core goals into everyday life (household chores, outdoor play, bathtime, mealtime, playtime etc.)

MATERIALS

- "Homework" provided by education teams
- School supplies (variety of writing surfaces, writing tools, sensory tools, access to technology, if available, art materials, etc.)
- Behavioral support materials (e.g. star chart, token economy board, first/then chart, etc.)
- Access to a variety of "real life" items from around the house

CREATING A SCHEDULE

- Our learners NEED routine, consistency, and repetition. Parents and care givers benefit, too! Resource: www.teacherspayteachers.com



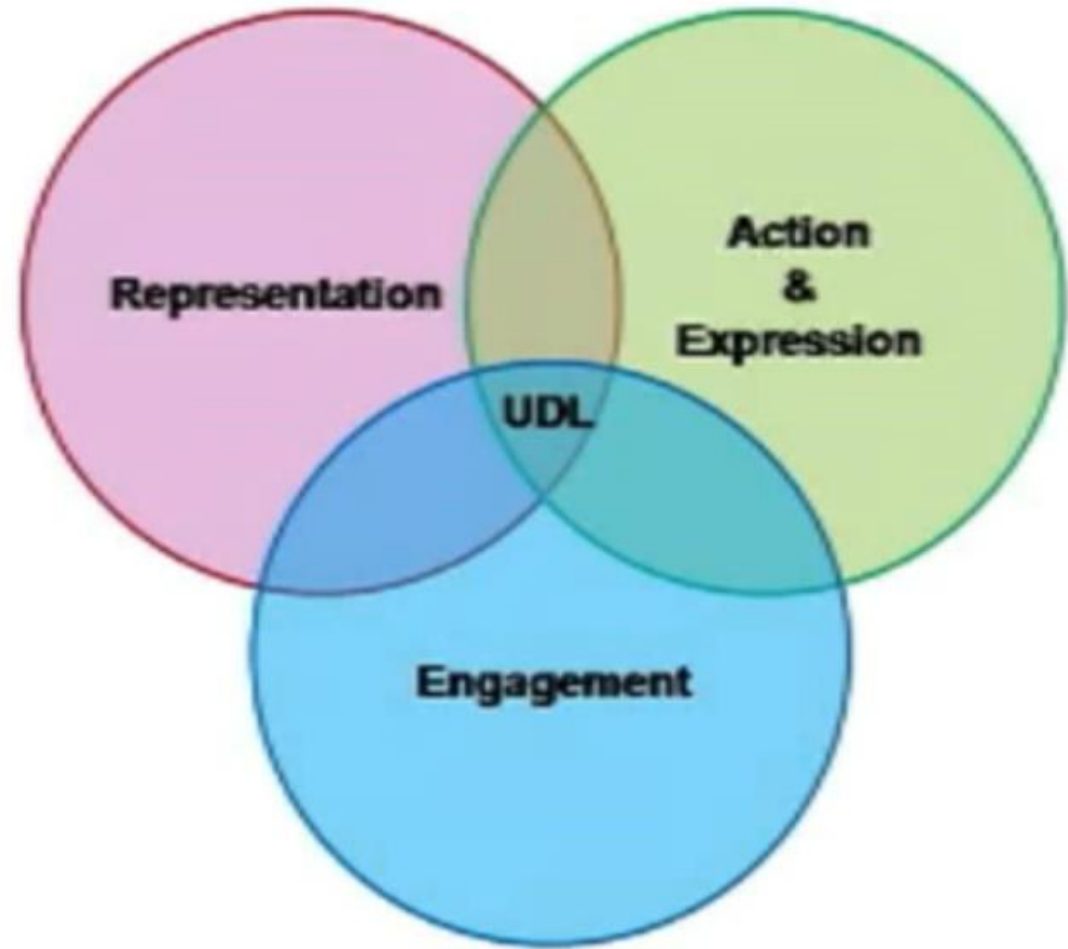
KNOW YOUR LEARNER

- Biggest strengths
- Areas of need
- Interests and motivators
- When is your child happiest and engaged?
- Does your child need frequent breaks, need sensory intervention, need to move around?

You know your child best and therefore, have an advantage!

DIFFERENTIATION

- Universal Design for Learning, or UDL (ESSA, 2016)
- Utilize the knowledge you have about your learner to differentiate the way you teach and engage with your child.
- Allow your child to express his/her understanding in multiple ways
- Document through notes, pictures, and video!



UDL Principles

EXAMPLES OF DIFFERENTIATION

- *Instruction:* Present ideas/content using other audio or visual means (YouTube video, Books on CD)
- *Engagement:* Provide multi-sensory opportunities to learn (e.g. play "restaurant" to practice turn-taking, social skills, adding numbers, or writing down menu items (e.g. c/v/c words like hot dog).
- *Expression:* Encourage your child to "act out" a passage from a book, then discuss to assess comprehension. Use a microphone to engage child in a shared reading activity.

BE FLEXIBLE & CREATIVE

- Flexibility goes a long way... provide choices about learning environment (e.g. seat at table vs bean bag on the floor)
- Think of fun names for academic activities: Game vs Work
- Allow your child to participate in developing the schedule (e.g. "Do you want to play "Add it Up" first or "Building Words?")
- Embed "rewards" into the activity as much as possible. This helps keep kids motivated to attend the same task.
- Utilize puppets / stuffed animals, wear a costume, speak in a funny accent, get silly.

MAKE LEARNING FUN 😊

EXAMPLE: 30 MINUTES OF INSTRUCTION

Treasure Hunt	OT - Sensory/fine motor warm-up <i>Hide beads or coins inside putty or playdough and have child find the hidden treasure (3-5 minutes)</i>
"Copy Me"	Handwriting/fine-motor/OT <i>Use whiteboard, paper, chalkboard, etc. to take turns copying each other's drawing or writing. Reduces power struggles, builds confidence (10 minutes)</i>
Dance Break!	PT/Movement to music <i>Gives student an opportunity to get his/her wiggles out and have some fun (2-3 minutes)</i>
Showtime	Reading/Comprehension <i>Student reads aloud to an audience (family, stuffed animals, etc.) using a microphone or pretend microphone and/or "acts out" what's being read (10-15 minutes)</i>
Will's Choice!	<i>Allow student to choose next game, activity, etc. Provide 2-3 choices and make sure they are big motivators (5 min)</i>

OTHER HELPFUL STRATEGIES

- Avoid non-compliant behaviors, such as clearing the table, by eliminating access to materials you aren't using at the time.
- Reduce and/or avoid power struggles by using a visual timer and allowing additional time for child to negotiate for more time.
- If using a worksheet, make sure demand is appropriate and work is modified to meet the needs of your learner (enlarge fonts, limit number of problems, tape paper to table to secure, and offer alternatives to writing if writing is not the goal)