

Strategies to help during Covid-19

Homeschooling v Time at home during Covid- 19

Home schooling

- A full time job
- a planned choice,
- a huge commitment, some understanding of the education system,
- an understanding of levels and progression,
- controlled anxiety and stress
- a bucket load of patience.

Time at home during Covid-19

- own job plus teaching job,
- commitment to child plus additional life responsibilities and roles,
- health concerns,
- a roller-coaster of anxiety and stress,
- concern over own numeracy and literacy skills,
- several bucket loads of patience.

No need to feel pressure give yourself a break

Things to remember

- To keep your sanity and keep homelife pleasant, you should try and have a reasonable balance between homelife and work life
- Concentrate on family relationships
- Make emotional and mental health your first priority
- There is no way of controlling the external environment at the moment so some children will be trying to control the things they can (family members and household activities)
- Children will pick up on the anxiety of those around them
- Encourage them to talk about their feelings

Managing home schooling

- Explain why school is closed and what learning at home means
- Discuss new house rules – what has changed and what remains the same - try to keep the same waking up and bedtime routines
- Be in tune with when your child is struggling more and when they are more able
- Set realistic goals together each day
- Allow for more down time/relaxation
- Reduce everyday expectations and household demands
- When anxiety is higher, more processing time is needed

Things to consider before learning takes place.

- If possible, use a space other than the child's bedroom for the "school area"
- Use alarms. Set different alarms throughout the day to mark different points in the day. Keep these consistent.
- Consider sensory distractions in the school space. Noises, smells, textures, bright lights. Children can help with this.
- Eat in a separate area from the school area
- Use reminders/timers/traffic lights to ease transition from one task to another
- A neurotypical attention span is 3 to 5 minutes per year of a child's age. (Note: A child's attention span while watching TV, playing on video games etc is not an accurate measure of his or her attention span.)

Helping a child learn at home.

- Links with schools
- Routine
- Learning styles
- The learning
- Making it fun
- Resources

Links with schools

They are important because

- Schools will be able to provide work on the subjects, at the levels, your child has been working on.
- Work should be flexible during this time
- Speak to the school about prioritising activities/alternative methods of recording/time scales

Routine

- Routines will help your child to feel more secure during uncertain times
- Everyone loves a routine; it allows the brain to relax and not be in a state of anxiety about what is happening next.
- A routine in learning allows you to plan for learning and rest.
- A routine should not be a secret. Children should be able to consult the routine through visuals.
- Routines give reasonable expectations.
- Find out if there were set times/routines that could be helpful for example, is it PE before lunch rather than after lunch? (contact school if child cannot communicate this)
- Consider energy levels for your child (medication, sleep, energy)

Visuals

| Questions to Ask | If yes, then |
|--|---|
| Can the student match picture to picture? | The student can probably use a picture schedule. If that's not successful, you might try a photo schedule or a picture schedule with small objects. |
| Can the student match objects to pictures? | Then he is probably starting to understand that objects and pictures represent things. You might try a combination picture-object schedule |
| Can the student match objects to objects? | If so, then he could use a representative object schedule using miniature objects of activities (e.g., a miniature school bus means go home). Just make sure you include the objects on your check-in boards. |
| Can the student NOT match objects to objects? | Then you want to use either a tactile object schedule or a real-life item schedule. Continue to use check-in boards but make sure the objects are meaningful and useful for the student. |
| Does the student have visual impairments and does not know Braille or is not | Then you probably will need to use a tactile, real-life item schedule, making sure that the item is something he/she will touch in the activity. Or you could use something that pairs the object with voice output so it gives a verbal direction. |

AUTISM CLASSROOM
Tools & Resources



<https://autismclassroomresources.com/make-use-object-schedules>

Learning Styles

VERBAL

Words are your strongpoint!
You prefer to use words both
in speech and in writing!

VISUAL

You prefer to use pictures,
diagrams, images and spatial
understanding to help you
learn

MUSICAL / AUDITORY

You prefer using sounds or
music or even rhythms to
help you learn.

PHYSICAL / KINAESTHETIC

You use your hands, body
and sense of touch to help
you learn. You might 'act
things out'.

WHAT'S YOUR LEARNING STYLE?

LOGICAL / MATHEMATICAL

Learning is easier for you if
you use logic, reasoning,
systems and sequences.

SOCIAL

You like to learn new things
as a part of a group.
Explaining your
understanding to a group
helps you to learn.

SOLITARY

You like to work alone. You
use self-study and prefer your
own company when
learning.

COMBINATION

Your learning style is a
combination of two or more
of these styles.

The learning

- Small steps - no need to learn a whole topic at once. Small parts and respond to how much the learner wants to learn.
- Use post-its for a timetable as these can be moved around if necessary
- Start with their favourite subject
- Depersonalise the demand “the director of education/inspectors/education authority said children should...”
- Most learners learn through visual learning
 - Written words, photos, pictures
- Focus time = 15 minutes maximum

The learning

- No more than 1 or 2 instructions at a time.
- Check they have heard what you said – “Tell me in your own word what I said”, “repeat those instructions to me.”
- Leave school tasks lying around so they can come back to them later if they like
- If children have not heard what you said keep calm and re-explain in a different way.
- Use different forms of learning – songs, games online, quizzes ,You tube
- Small achievements = great praise

Making it fun

- Allow your child to set up their own classroom (can use toys, take register/do lunches)
- **Add in lots of breaks**
- Leave school tasks lying around so they can come back to them later if they like
- Swap roles – get your child to be the teacher and teach you what they've learned
- **Add in lots of downtime and play**
- Try to make work fit their interests/strengths
- Maybe need to avoid the term “schoolwork”, call it a mission or a game.
- Accept that not as much work will be completed as when in school

Managing siblings with different support needs.

- **Schedule time between children individually if possible** – while you explain task to one child, give filler tasks like colouring in, screen time to others, then rotate.
- **Allow them downtime on their own, in their own space**
- **Same topic, different levels** – set “maths times” or “writing times” but vary how much children have to complete according to ability/interest
- **Allow children to teach each other or you** – children learn effectively while teaching others, allow turns at being teacher.
- **Develop turn taking through games which promotes children taking turns to ask for help**
- **Build on shared interests** – if there is an activity they all enjoy, spend a limited time (30mins?) doing this together to encourage bonding time.

Steps to help with transition back to school

- When your child is calm, gently and sensitively drop in reminders that the current situation is temporary, and schools will re-open
- Keep routines as similar as you can to regular school days (mealtimes/bedtimes)
- Keep up with small “transitions” at home: moving from one room to another, going into garden, going out for walk/bike ride (maybe for treasure hunt, to look for signs/flowers etc)
- Ask the school if your child’s teacher could drop them an email/note to keep in touch and to say they’re looking forward to seeing them again. Maybe your child could write a reply
- Talk about school friends, positive school experiences, funny stories from school
- Encourage your child to keep in touch with a friend/friends from school
- Drive past school when out in car/on way to supermarket/ practise walk to school
- Use social stories/comic strips about returning to school

All age interactive learning resources

- <https://www.tes.com/teaching-resources/hub/whole-school/special-educational-needs>
- <https://www.topmarks.co.uk/parents/https://www.webanywhere.co.uk/education/teaching-resourceshttps://www.senteacher.org/>
- <https://www.bbc.co.uk/bitesize/learnYoutubehttps://www.youtube.com/user/crashcourse>
- <https://www.youtube.com/user/TheBackyardScientisthttps://www.youtube.com/channel/UC7DdEm33SyaTDtWYGO2CwdA>
- <https://www.youtube.com/user/BBCEarth>
- <https://www.youtube.com/user/SteveSpanglerScience>
- <https://www.youtube.com/user/HowStuffWorks>

Primary interactive learning resources

- <https://www.twinkl.co.uk/resources/parents/free-resources-parents/free-resources-for-parents-free-resources-parents>
- <https://www.nasa.gov/kidsclub/index.html>
- <https://www.youtube.com/user/Smartlearningforall>
- <https://www.youtube.com/user/OrganicLearning>
- <https://www.youtube.com/user/SunnyKidsTV>

Secondary interactive learning resources

- <https://www.bbc.co.uk/teach/secondary/zkqp47h>
- <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>
- <https://www.youtube.com/user/Kurzgesagt/videos>
- <https://www.youtube.com/user/minutephysics>
- <https://www.youtube.com/user/MyWhyU>