

Learn At Home Packet

Dear Parent or Guardian,

This packet is to help you continue your child's education while they are on a break from school. These are general ideas and need to be modified for your individual child.

Included are ideas for:

- Teaching Skill Acquisition
- Life Skills
- Academics
- Behavior
- Communication
- Motor Skills

Getting any child to do schoolwork at home can be difficult. To help motivate your child offer them rewards for doing work such as a favorite activity or stim item once they have completed task.

You can also use "first/then." Let them know that "first work" (or name the task) and "then ___" (the reward). You may also find it beneficial to break task down into smaller steps (see example on "chaining").

It is suggested that you fit these lessons and activities into 15-20-minute segments throughout the day or naturally incorporate them when the opportunity arises.

Thank you and let us know if you have any questions!

SAY-SHOW-DO Strategy

When teaching a new skill or a skill that the student needs to do independently, it is great to model the skill for students. The simplest way is to model it once then use “Say – Show - Do.”

Step 1: Say what you want them to do (with as little extra wording as possible)

Example: “Throw away trash”

If they do it correctly, reinforce them.

If they don't do it correctly then move to next step.

Step 2: Show them what to do.

Example: Take the trash to the trash can and model putting it in.

If they do it correctly, reinforce them.

If they don't do it correctly then move to next step

Step 3: Do – physically assist them to do the task.

Example: hand-over-hand take the trash to the trash can.

Praise but not the same amount as if they would have done it independently.

Chaining

Chaining is a method of teaching a large task in smaller steps. There are two main ways you can do this: forward chaining and backward chaining.

Forward Chaining:

Teach the child the beginning of a task first and then physically prompt them to complete the last task.

Example of using forward training to teach a child to wash their hands:

First teach them to turn on the water (using “Say-show-do”) independently. Then complete the other steps with physical assistance.

Once they have mastered that step then you would work on turning on the water and getting soap independently.

Backward Chaining:

The same concept as forward chaining but you start at the end of a task.

Example of using backwards chaining to teach a child to wash their hands:

Physically assist them to do every step except drying their hands. Use “say-show-do” to show them how to dry their hands.

Once they have mastered that step then you would work on turning off the water and then drying their hands.

LIFE SKILLS IDEAS

These skills promote independence and help with school skills such as taking care of hygiene needs or caring for the classroom.

- Wiping Table
- Throwing away trash
- Taking out trash
- Sitting at the table to eat
- Eating off of their own plates or drinking out of their own cup (not sharing with others)
- Picking up toys or clothes
- Putting silverware in drawer
- Putting dishes in sink or cabinets
- Flushing the toilet when finished
- Washing hands (soap & water AND/OR hand sanitizer)
- Dressing self or pulling up pants and zipping or buttoning them
- Putting on socks and shoes
- Follow 1 and 2 step directions

ACADEMICS

Academics Around the Home:

- Have your child work on identifying basic items.
 - Ex: You are in the kitchen and putting up dishes and you say, "Give me the plate." Use SAY-SHOW-DO prompting if needed.
- Discuss concepts as part of your day (ex: label colors, shapes, emotions, objects, count objects, etc.).
- Matching is a foundational skill that all students need. Have your child match or sort items such as laundry, silverware, toys, etc.
- If your child is currently reading or learning to identify letters or sounds, read with them and ask them questions about what you read. Or make flash cards with letters and numbers and have them identify by touching or saying the answer.
 - NOTE: we identify letters by sounds and not names (*for examples: "Touch ahhhh" when identifying the letter A*).

Digital Learning:

BEHAVIOR

Remember that all behavior occurs for a specific reason and how you react to it determines if it continues or not. **There are 4 main reasons ALL people take part in specific behaviors.**

These are shared below with general suggestions. These are generic examples and many behaviors may need to be looked at in more detail. Remember that how students learn to behave will effect them for the rest of their lives at home, school, and in the community. The earlier a behavior is shaped, the better since with physical growth of students it is physically harder to stop behaviors.

1. To gain access to something

Problem: If they use inappropriate behavior to get a desired item and they get the item or it is given to them, they will likely continue to try to access the item in the same way.

Solution: teach them a better way to access items or if the item is not available, re-direct them to available items.

2. To avoid or escape something (get out of situations they don't like)

Problem: If a child is trying to escape a task or demand by yelling or hitting or other inappropriate behavior and we give in and let them, they will continue to use those behaviors to escape.

Solution: set up short sessions and small demands and build up over time. Only let students out of demands when they have completed the task, appropriately asked for a break, or met a demand.

BEHAVIOR CONTINUED

3. To gain attention (positive or negative)

Problem: Wanting attention isn't a bad thing until it becomes a continual situation or involves negative behavior. If we give a child attention for negative behaviors then they will continue to seek attention in that manner.

Solution: teach children to seek attention in appropriate ways like nicely asking for it, tapping you in an appropriate manner, or using their form of communication (praise appropriate behavior and ignore inappropriate attention seeking behaviors).

4. Sensory seeking AKA : It feels good (*ex: picking at sores, stimming, knocking over items to hear the sound they make*).

Problem: sometimes these behaviors hurt students, others, items, or are socially inappropriate.

Solution: remove access to these items and/or give students similar activities that give students the same input (ex: pick at dried glue or tape instead of scabs).

If the behavior is appropriate in some settings but not others, show students where they can engage in the behaviors.

COMMUNICATION

Communication is such an important part of students education and ability to be as independent as possible. There are many ways of communicating but a general need that can be met is that we require students to do this as much as possible (no matter that form of communication).

When applicable and as much as possible without overwhelming students make them tell you what they want when they want something such as a toy, food, drink, person, location, activity, etc. Look at the form of communication your child uses below for more examples. Remember that when teaching communication, it is important to give the desired item as soon as possible after the child has requested it.

Gestures – have students physically take you to a desired item, point to the item, or bring the item to you. You can also hold up two items and have them indicate the one they want.

Sign Language - model for students how to use sign language to request the item. Once they do the sign as independently as possible or make an attempt, give them the item.

Picture Symbols or Device Based Communication – have your child give or touch the picture/symbol of the item they want.

Verbal Communication – require students to verbally ask for items before you give them versus just taking the items.

Expanding Communication (No matter the form)

Once a student has mastered a simple request, remember to also encourage them to expand their communication by giving more details or making phrases such as “I want a drink” verses just “drink.”

MOTOR SKILLS

Functional Task:

Have your child practice **opening** and **closing** various items such as:

- Plastic zipper bags
- Plastic slider bags
- Food jars
- Drink lids
- Snack bags (like chip bags)
- Juice pouches and putting in straws
- Unzipping backpacks
- Unzipping and zipping pants and jackets
- Pulling up pants
- Taking off their own jacket
- Putting on their own jacket
- Putting on their own backpack
- Using utensils
- Going up and down steps without assistance
- Walking or pacing on a line

Academic Task:

- Putting small items into containers
- Tracing or writing
- Picking items up with tweezers

Play Based:

- Lacing beads
- Puzzles
- Building with blocks
- Rolling and molding play dough
- Throwing, catching, and kicking a ball