Tips for Parents During Distance Learning
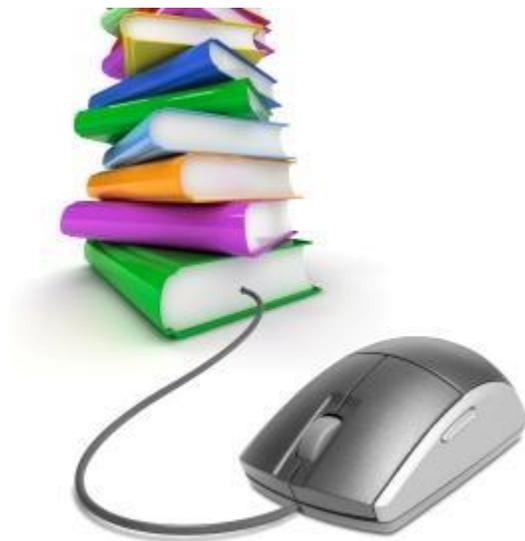
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Preparing for work

Tips for preparing work area

- Ensure that a daily schedule is in place.
- Remove any distractions from work area (electronics other than a laptop or phones).
- Set behavior expectations for each task (see below setting or activities chart).
- State how long each task will be or the number of tasks needed to be completed for each block of time, including how long each break will be between each task.
- Brief on how to ask for help or support (e.g. raising hand, quietly approaching an adult, etc.).

Sample **Elementary Home Expectation Matrix**

	SETTINGS or ACTIVITIES						
Expectations	Morning Routine	Outside / Exercise Time	Recreational and leisure time	Academic Instruction	Mealtime	Technology Time	Bedtime Routine
Be Respectful	Wash your hands when you wake up Move quietly through the house Listen and give your attention to family members	Maintain a safe distance from others while playing Wait until others are finished with equipment before using Wipe down equipment after each use	Take turns with spaces and toys available in the house Use kind words Wipe down items after each use Use a quiet voice when other family members are learning or working	Follow directions and our family schedule Use learning materials as directed by your teacher or parents Wipe down materials after each use Remove distractions	Keep your eating area clean Keep your hands and feet to yourself Maintain safe distance from others while eating	Take turns with the technology Use a quiet voice when other family members are learning or working online Wipe down devices after each use with adult supervision	Use a quiet voice if others are already sleeping Give others who are getting ready for bed appropriate space
Be	Clean your area	Ask an adult if it is	Wipe down items	Wipe down	Wash your hands	Wipe down devices	Wash your hands

Visual Schedule:

Tips for how to use a visual schedule:

- Picture representation of scheduled tasks and activities.
- A schedule doesn't need to be on a picture format, but will be beneficial for early learners or students with limited or emerging language skills.
- A textual schedule indicating scheduled tasks and activities may be sufficient with students with functional language skills and older students.
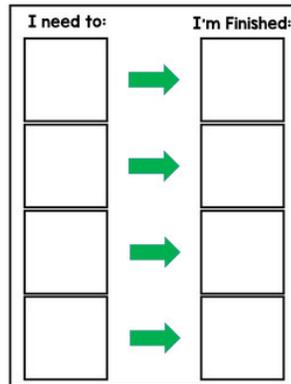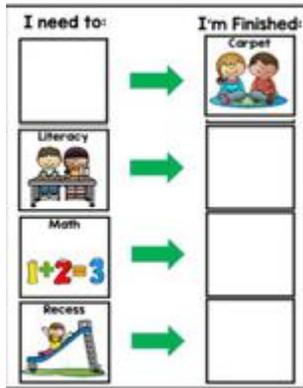
Clip for how to use a visual Schedule:

https://tinyurl.com/vufyg3u

Sample icons for different academic and school related tasks and activities:

circle time	pledge	story time	recess	snack
math	lunch	PE	art project	music class
computer	reading	science	social studies	school bus

put away backpack	independent work	therapy swing	breakfast	reading whole group
independent work	writing center	measurement center	word work	puzzle
speech	occupational therapy	social skills	small group lesson	small group

Use the icons above in the sequence and order in which they are presented during the course of the school day.

Example:

Important concept for distance learning*:*

Reinforcement

What is reinforcement? Any event that increases the behavior that it follows. It is important to understand the principle of reinforcement because it can help in fostering a host of behaviors such as compliance, task completion, transitions, and other behaviors needed to appropriately access instructions and complete required assignments.

Tips for how to make reinforcement effective:
- Reinforcers must be personal to the student (something that they like enough to work for it-motivates them).
- Reinforcers should be delivered immediately.
- Reinforcers should be delivered frequently.
- Reinforcers should be earned (delivered after a behavior that you want to increase). Use social reinforcers (e.g. praise, thumbs up, any forms of positive feedback, etc.) along with tokens and other reinforcers.
- Make reinforcer varied by offering two to three choices of reinforcer and considering highly preferred reinforcer for a task that they don't like or reserve it for the end of the day.

Clip on how to give reinforcement:

https://tinyurl.com/wlzjz4e

Tips for increasing motivation for task completion:
- Before your child starts a task, ask them what they want to earn, and provide what they chose to earn once they finish the task.
- If possible, offer choices for what task can be completed first or various ways to complete the task.
- Offer brief breaks, but ensure that they come back to the task.
- If a break is requested it is time away from task, for example, putting head down, getting a drink, doing 10 jumping jacks, and is different from when a task is completed and a reinforcer/reward is earned.

Clip on how to build compliance

https://tinyurl.com/shk7ggm

Clip on how to transition from preferred activity to less preferred activity

https://tinyurl.com/ujgad7v

Clip for how to offer choices with work assignments:
https://tinyurl.com/scm346j

Clip on how to use break cards
 https://tinyurl.com/thvjo9t

Other Resources for taking breaks:

https://theautismhelper.com/escape-behaviors/

   Sample Break Card:

Different Reinforcement Systems:

First/Then :

- Access to desirable activity is made contingent on completion of less preferred activity (Eg. Once you finish your math work sheet, then you can watch you tube videos for 10 minutes, etc.
- Ideal for learner with self-control repertoire and can complete multistep or long duration task without reinforcement.
- Presented as a first-then contingency.
- A first then board may be beneficial for early learners or those who need the display of the reinforcers (i.e. they need to see what they working for) to keep the motivation for task completion high.

First/ Then boards:

Clip how to use First/ Then:

https://tinyurl.com/txwbnla

Sample First/Then Board:
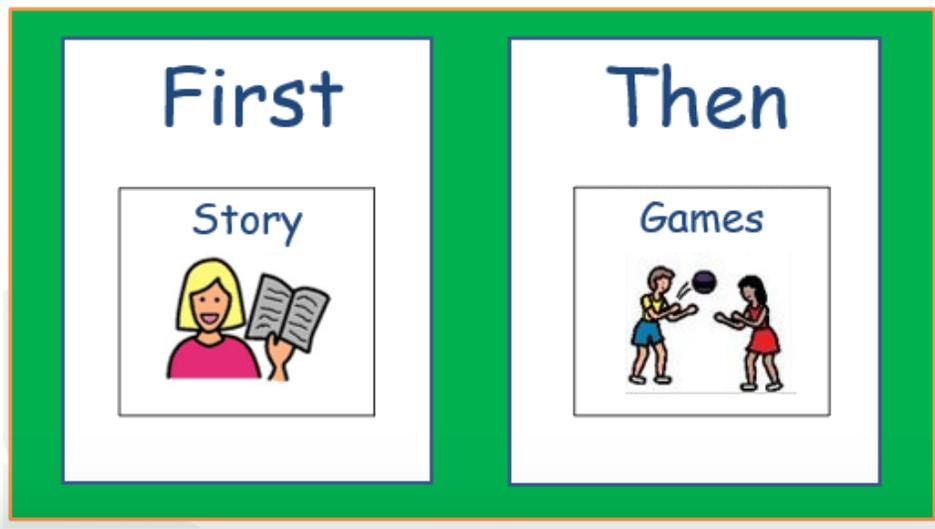
Token Economy:

- Ideal for early learners or those students who needs more frequent reinforcement to complete an assigned task.
- Token can come in the form of tokens, checks, picture, points, etc.
- Identify a behavior to increase (e.g. completing task in its entirety, working quietly, asking for help when needed, asking for break, etc.) and establish rules for earning the tokens.
- Create menu of backup reinforcers (i.e. what the student earns after all the tokens are earned or once they reached a predetermined amount of points) through the use of a choice board (a board with all their desired items, edibles, and activities and can be on the back of a token board or on the bottom of a point sheet).
- Student picks the desired item/activity/edible and earns tokens (i.e. stars, stickers, checks) contingent on completion of a desired task.
- Student earns a token for a completion of a predetermined amount of task or working for a predetermined amount of time (i.e. work or time requirement for each task is determined by parent and teacher).
- Once the student completes the entire token board, provide praise and access to contracted or desired item/activity/edible.

Clip on how to use a token board:
https://tinyurl.com/v28z3jd

Sample Token Board with Checks:

Other information that may smoothen the flow of the school day virtually:

Tips for Transitions
- Have daily schedule in place.
- Use a transitionary signal to allow for time before transition takes place (e.g. Five more minutes to wrap up your game and we will begin math).
- Provide praise for successful transition (e.g. I like the way you stopped coloring and started reading the passage).

Additional Supports:

https://autismclassroomresources.com/podcast/

https://theautismhelper.com/category/behavior/visuals-behavior/

https://do2learn.com/

Apps that are available:
- First Then Visual Schedule
- Autism Track
- iReward