



Children's Hospital Colorado

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Learning at Home During COVID-19 school closures:

We find ourselves in an interesting time as parents, educators, and caregivers. We are all being inundated with information from teachers, Principals and social media about “homeschooling” and the need to keep kids learning, structured and practicing skills during time off or extended spring break. It is important to remember that each child, individual, family unit, and situation are unique and different and what works for some doesn't work for all.

As you know, children with disabilities and/or chronic medical needs are a unique category of learners already. Your child may receive extra support through an IEP or 504 plan at school. They may be on grade level or below. Adding the role of a teacher may come easily to some but may be overwhelming to others and a source of stress and anxiety in your house. Please remember that you need to make the right choice for your child even if the decision is suspending school entirely.

Few tips and tricks:

1. Provide some structure (picture schedule or words) and lots of breaks. Short periods of work with lots of breaks is often better than long work times with few breaks.
2. Provide an example of the final product and then give your child a short checklist of 1-3 steps to follow and refer to if they forget what they are supposed to do.
3. Keep it positive and fun, use stickers or star charts for listening and/or doing well and try to avoid punishing by taking things away if your child has trouble focusing or completing the work.
4. Chrome books have extended apps available to help your child like read/write software for example. Visit <https://sites.google.com/site/gchromeat/home/chrome-and-assistive-technology> for more info
5. Use timers and alarms on your phone or other smart device to help structure activities.

Below are some free resources for consideration:

1. <https://www.msn.com/en-us/travel/tripideas/you-can-virtually-tour-thousands-of-museums-for-free-right-now/ar-BB11h5Kr> (all ages and grade levels)
2. <https://www.3dbear.io/3dbear-free-access-education-coronavirus> (all ages and grade levels)
3. <https://mysteryscience.com/school-closure-planning#> (all ages and grade levels)
4. <https://www.squigglepark.com//> (all ages and grade levels)
5. <https://classroommagazines.scholastic.com/support/learnathome.html> (all ages and grade levels)
6. <http://wonderopolis.org/> (upper elementary and higher)
7. <https://www.ageoflearning.com/schools> (all ages and grade levels)
8. <https://read.activelylearn.com/#teacher/catalog> (all grade levels but great for middle school and up)
9. <https://www.albert.io/try-albert> (middle and high school)
10. <https://www.allkidsnetwork.com/> (all ages and grade level)

Please feel free to contact me with any questions.

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Learning at Home Following Acquired Brain Injury

We find ourselves in an interesting time as parents, educators, and caregivers. It is important to remember that each child, individual, family unit, and situation are unique and different and what works for some doesn't work for all.

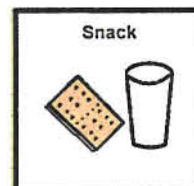
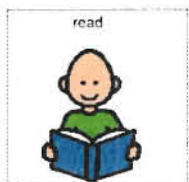
Children with disabilities and/or chronic medical needs are a unique category of learners already. Your child may receive extra support through an Individualized Education Program (IEP) or 504 plan at school. He/she may be on grade level or below. Adding the role of a teacher may come easily to some but may be hard for others and a source of stress and anxiety in your house. Please remember that you need to make the right choice for your child.

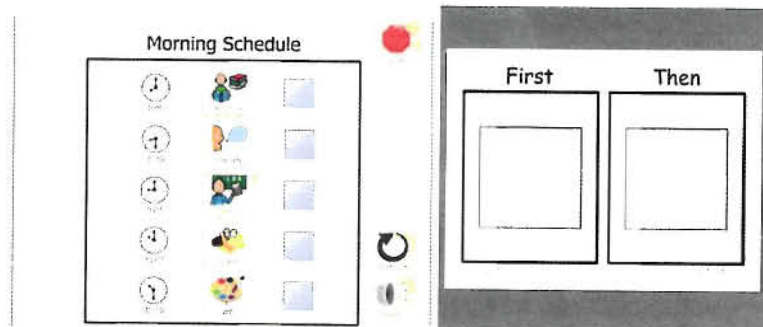
Keep in mind that as your child gets used to being home after the hospital, his/her endurance for activities will likely be low. We expect that most children will do well with short periods of worktime and need a lot of rest breaks. They will likely also need more support to do schoolwork and other "thinking" activities than they did before they were at the hospital. Keep things simple and short at first and slowly build up the amount of time they are doing schoolwork. Also don't make the work too hard too quickly. Your therapists may also give you specific ways or strategies to help with completing work.

Getting Ready to Learn-Setting Up Your Child's Workspace

An organized workspace sets you and your child up for success when participating in school from home. For children with disabilities that impact thinking and learning an organized workspace can make all the difference. Spending time on the set up can help children with difficulties in attention and distractibility for example.

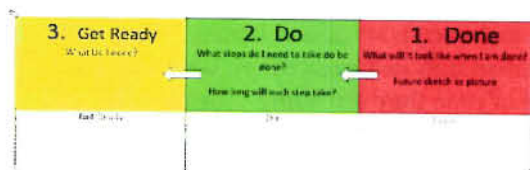
1. Create a space that is as distraction free as possible. This should be away from tv or music. You might add noise cancelling headphones if many children/adults will be working in the same space.
2. Keep this place free from clutter. Remove "extra" items or materials and only put what is needed in front of your child. A pencil or pen, paper, schedule of activities and computer or book only for example.
3. At the top of the workspace, provide a schedule (pictures and words) and lots of breaks. *Short periods of work with lots of breaks is often better than long work times with few breaks.*
 - a. Some children may be able to handle a morning schedule and then an afternoon schedule.
 - b. Sometimes too much on a schedule can be overwhelming for your child. It is okay to give just two or three steps at a time. This helps make the schedule seem easier to do.
 - c. And some children will do best with a First, Then schedule.





During Learning

Giving your child an example of a final product and a checklist system might be helpful. This will give your child something to look to help them know when he/she is done and some steps on how to do it.



First: Write/draw/glue and paste an example of the final product in the **red** Done section. This could be an already solved math problem or sketch of final draft of a letter

Then: Write a few steps in the **green** Do section that help your child reach Done

Last: Write down the things needed to do the activity/work like pen, pencil, scissors, and book in the **yellow** Get Ready

If your child's IEP, 504 Plan, or other learning plan lets them do less work (reduced number of items as it may read on the document) than the other children in the class you should help your child by circling the items you want them to do (even numbers or odd numbers only for example) or crossing out the ones you don't.

Keep it positive and fun, use stickers or star charts for listening and/or doing well and try to avoid punishing by taking things away if your child has trouble focusing or completing the work.

Use timers and alarms on your phone or other smart device to help structure activities. You can also use your oven or microwave timer too. Don't forget to build in breaks often!

Chrome books have extended apps available to help your child like read/write software for example. Visit <https://sites.google.com/site/gchromeat/home/chrome-and-assistive-technology> for more info.



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MATH



READING



ART



MATH



ART



SNACK/BREAK







READING



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 <p>SCIENCE</p>	 <p>BREAK/RECESS</p>	 <p>HISTORY/SOCIAL STUDIES</p>	 <p>WRITING</p>
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<p>FIRST</p>	<p>REWARD</p>	<p>THEN</p>	<p>REWARD</p>
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Name _____

Get Ready

- _____
- _____
- _____
- _____

Do

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Done

DONE looks like:

First	Then
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

FIRST

THEN

