

# Distance Learning: Behavior Support for Parents

**Presented by CVUSD Behavior Intervention  
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# 8 Ways to Support Parents Supporting Children During Distance Learning

Help

- Help your child understand what is going on

Help

- Help your child to schedule their day

Help

- Help your child to learn

Help

- Help to facilitate compliance

Help

- Help parents in understanding behaviors

Help

- Help your child have fun

Help

- Help your child stay connected

Help

- Help your child to cope

# Help Your Child Understand What's Going On

- COVID-19 social stories, videos
- Easy ways to your talk to your children about COVID-19
- Washing hands social stories
- What is social distancing and why do we have to do it? Why can't I go to my favorite places and school?



# How to Talk to Your Child About COVID-19



[COVID-19 Video \(Pictured Above\)](#)  
[\(\\*open link in new tab or window\)](#)

[Talking to your kids about Covid-19 PBS website link](#)

# Video Explaining COVID-19 to Children



[COVID-19 Child Friendly Video \(Pictured Above\)](#)  
[\(\\*Open link in new tab or window\)](#)

# Links to Social Stories about COVID-19 and Social Distancing

- [What is COVID-19?](#)
- [Understanding COVID-19 for Kids 3-8](#)
- [What is a Pandemic?](#)
- [Understanding Social Distancing](#)

\*open links in new tab or window



# Washing Hands Video



[Baby Shark Hand Washing  
Video \(Pictured Above\)](#)  
[\(\\*open link in new tab or  
window\)](#)

	<b>Water on</b>
	<b>Hands wet</b>
	<b>Rub hands with soap</b>
	<b>Rub hands Twinkle Star</b>
	<b>Rinse</b>
	

Keeping our hands clean keeps you and me safe from germs

## Steps to Handwashing



Wet hands with water

Use soap

Palm to palm

Palm to palm fingers interlaced

Back of hands

Base of thumbs

Fingernails

Rotationally rub wrists

Rinse hands with water

Dry hands thoroughly with towel

parent 24

## Wash Hands



Turn Water On

Wet Hands

Get Soap

Scrub Hands

Rinse Soap Off

Turn Water Off

Get Paper Towel

Dry Hands

Paper Towel in Trash

All Done

Washing Hand Visuals



# Washing Hands Links

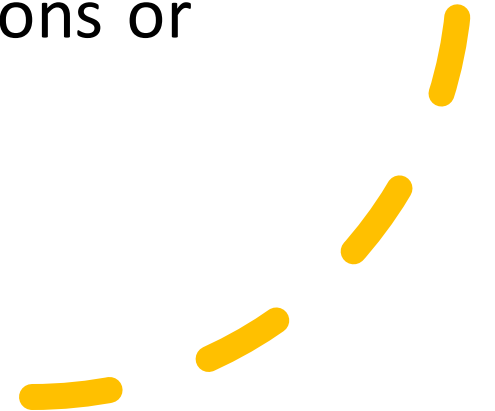
- [Hand washing sequence visual](#)
- [Visual to pick a song to sing while washing hands](#)
- [Hand washing visual with core words](#)
- [Hand washing visual with 7 steps and pictures](#)
- [Hand washing written steps](#)

\*open links in new tab or window



# Help Your Child Schedule Their Day

- Types of Schedules
- Parent Distance Learning schedule
- Student Distance Learning schedule
- Set up the environment
- Set a routine
- Place to do work free of distractions or reinforcers



# Types of Schedules

## First/Then

A written or visual support outlining the completing of a lesser preferred task prior to accessing a preferred task or item.

## Object Schedule

A three dimensional representation of daily activities. Similar to picture schedule with the exception that is designated to be more concrete for children who require such additional cues.

## Picture Schedule

A series of pictures which represent the sequence of activities the child will perform during a specific part of the day.

## Written Schedule

Series of words that describe various activities that the child will perform during a specified part of their day. Generally written in list form.

Time	Mock Distance Learning Schedule	Notes	10:15-10:30	Recess	*Physical Activity
8:00-8:30	<ul style="list-style-type: none"> <li>Breakfast</li> <li>Check in with your child</li> <li>Parent can prepare programs and materials</li> <li>Arrange environment to eliminate distractions; remove exciting materials</li> </ul>		10:30-10:45	<ul style="list-style-type: none"> <li>Have your child check their schedule</li> <li>Independent Leisure Activity</li> </ul>	Leisure activity ideas: reading a book, Legos, Puzzles, Play Doh, drawing, coloring, arts and crafts
8:30-8:45	Parent should build momentum engaging in a fun and reinforcing activity	*Ensure that the activity does not take you away from the instructional area.	10:45-11:15	<ul style="list-style-type: none"> <li>Have your child check their schedule.</li> <li>Academic Task 3</li> </ul>	
8:45-9:15	<ul style="list-style-type: none"> <li>Have your child check their schedule. Can be written or visual.</li> <li>Academic task 1</li> </ul>		11:15-12	Lunch and Recess	
9:15-9:25	Break	*Avoid highly preferred items during 10 breaks to prevent the student from difficulties in returning to academic tasks.	12-12:15	<ul style="list-style-type: none"> <li>Have your child check their schedule</li> <li>Independent or Cooperative Leisure Activity 2</li> </ul>	
9:25-9:45	<ul style="list-style-type: none"> <li>Have your child check their schedule.</li> <li>Academic task 2</li> </ul>		12:15-12:45	<ul style="list-style-type: none"> <li>Have your child check their schedule</li> <li>Academic Task 4</li> </ul>	
9:45-10:15	<ul style="list-style-type: none"> <li>Have your child check their schedule</li> <li>Change environment (outside, different room, etc.)</li> <li>Complete a close ended activity</li> </ul>	Close ended activity ideas: board game, Go Noodle video, Duck Duck Goose, puzzles	12:45-1:15	<ul style="list-style-type: none"> <li>Have your child check their schedule</li> <li>Change environment (outside, different room, etc.)</li> <li>Complete a close ended activity</li> </ul>	
			1:15	Clean up and put away learning materials	

## Mock Distance Learning Schedule for Parents

	Calendar and Personal Information
	Scholastic Magazine or Physical Education
	Snack and Leisure
	News2You or Prevocational Activity
	Sensory Break
	ELA or Math Worksheet/ IXL
	Lunch and Leisure
	Sight Words Community Signs/ Speech & Language
	Movement Break/P.E.
	Read a Book-WH Questions

# Mock Distance Learning Schedule for Students

# Links to Download and Create Your Own Visual Schedule

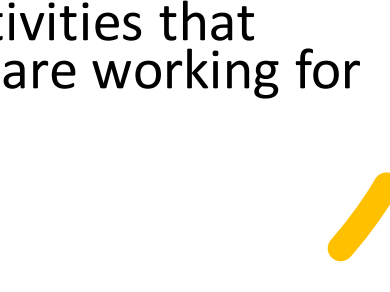
- [Teachers Pay Teachers free downloadable visual schedules](#)
- [How To: Create Visual Schedules](#)
- [Video Tutorial: Create Visual Schedules](#)
- [First, Then Visual Schedule App](#)

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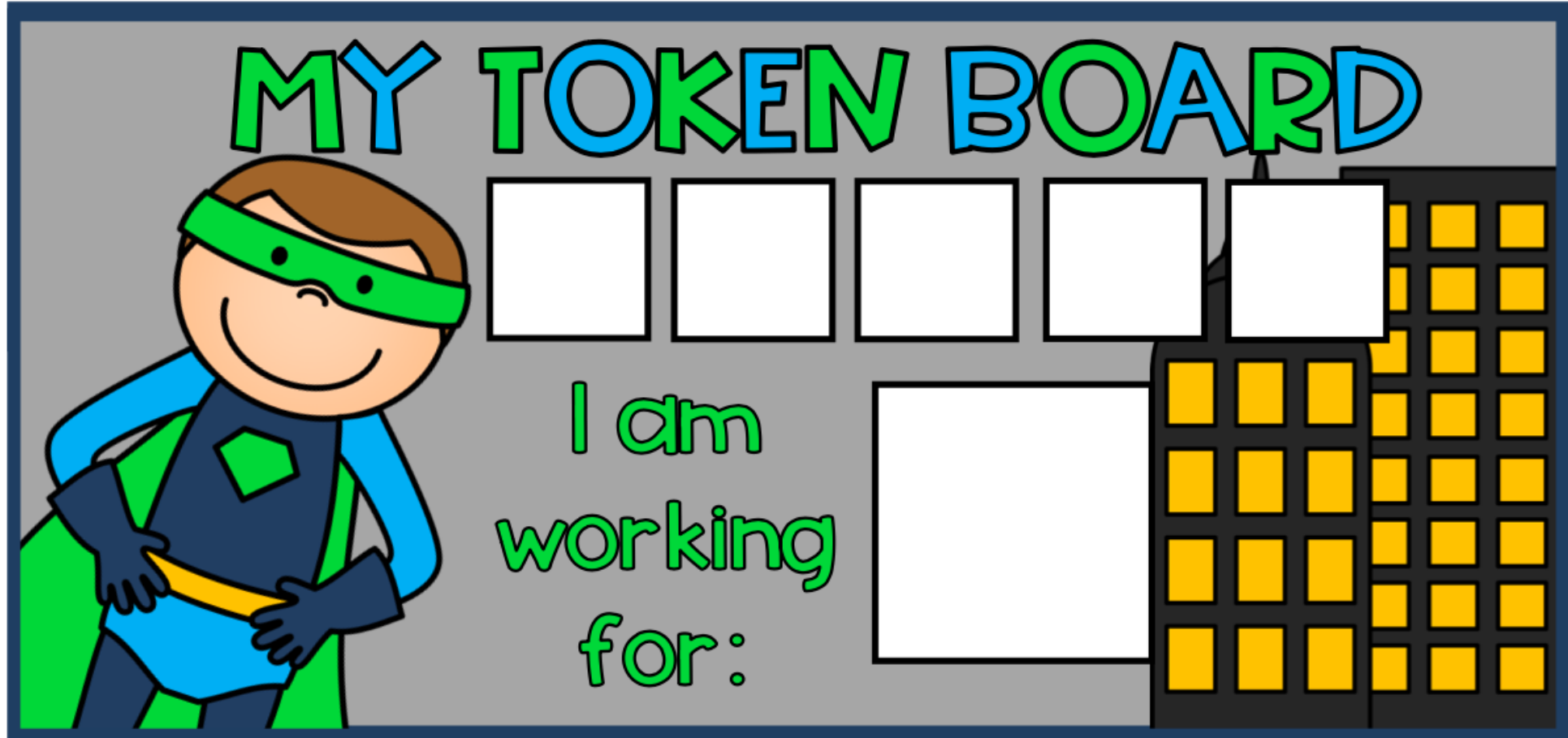


# Help Your Student to Learn

## Antecedent Strategies (Setting your child up to be successful)

- Ways to modify tasks – cover paper, circle problems, fold paper, close ended (i.e. have a clear beginning and end)
  - Token Boards (you can print out a token board and put it in Ziplock bag and use a marker instead of laminating, draw one using Post-Its or paper, or see examples and links on the next few pages)
  - Social stories (simple stories written to explain rules or expectations. See examples on the next few pages)
  - Set up First/Then visuals or use that language
  - Set rules and expectations for Distance Learning
  - Set up reinforcers (can ask "What do you want to do after math? Make sure set aside items/activities that cannot be accessed outside of times they are working for the item/activity)
  - Use of timers (applications, examples)
  - Praise
- 

# Token Boards

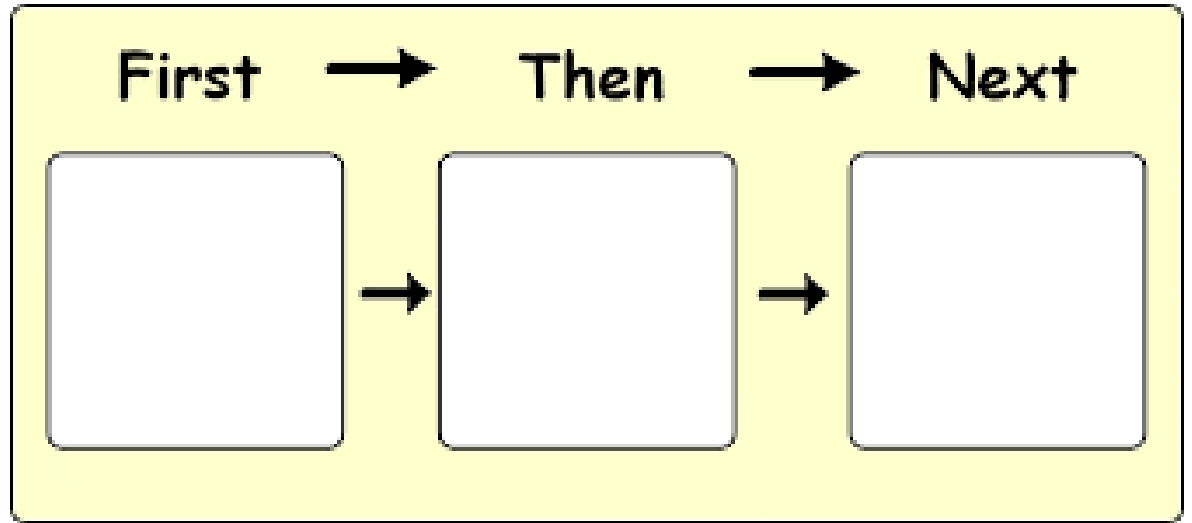
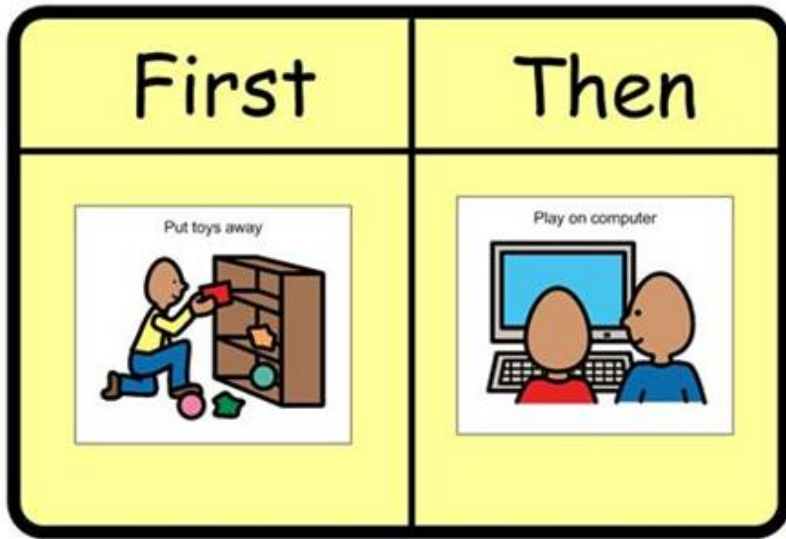






# Visual Timers





First/Then Visuals



# Homeschool Rules

1. We do our own work
2. We are ready to start on time
3. We take turns  
(it doesn't matter who goes first)
4. No temper tantrums or fighting over silly things that don't matter
5. Listen first, speak second
6. We clean up our own messes
7. No whining or complaining
8. We don't wait to go potty
9. We use our words
10. We don't interrupt others



**Be on time, prepared and ready to learn.**



**Listen carefully when others are speaking.**

Maureen Diaz Torres®



**Follow directions the first time.**



**Be polite. Say "please" and "thank you".**



**Respect yourself and others.**



**Raise your hand for permission to speak.**

Maureen Diaz Torres®

Set Rules and Expectations



Links to  
Make Your  
Own

---

[Social Stories](#)

---

[Visual Timer](#)

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[Create Your Own Token  
Board](#)

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# Help Parents to Understand Behaviors



Behavior 101



Break down by 4 functions



Antecedents



Prompting



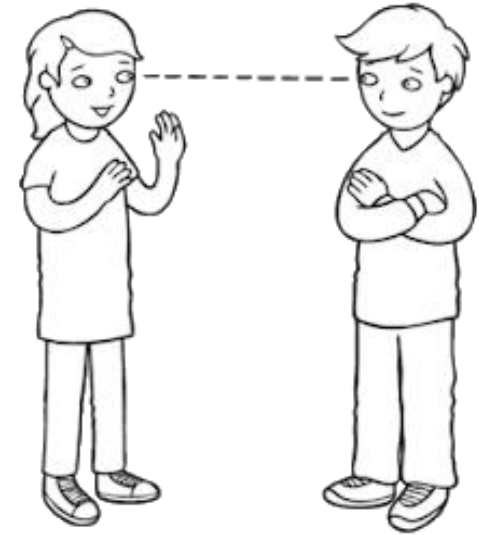
Replacement behaviors



Power of reinforcement

# Help to Facilitate Compliance

- **Step 1:** Get your child's attention: Make sure they can hear you, see you.
- **Step 2:** Make the request in clear, simple terms. Avoid confusion by adding in too many requests or steps at a time.
  - Correct Example: "Jane, it's time for you to start your math homework."
  - Incorrect Example: "Jane, you need to clean up your mess, turn off the tv, pick up your clothes and get to math homework."
- **Step 3:** Phrase the request in a positive way: If instruction is delivered in a negative way, chances for compliance decrease.
  - Correct Example: "Johnny, finish reading your book, then you can watch TV."
  - Incorrect Example: "If you do not read your book, you won't be watching any TV tonight."

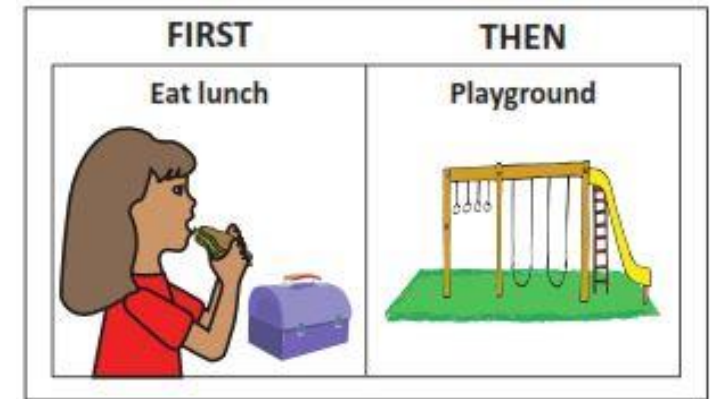


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# Help to Facilitate Compliance

- **Step 4:** When giving instructions consider your child's preferences: Try to give instruction at natural times. If the child is involved in a favorite activity, it is helpful to give some closure time, when possible.
  - Correct Example: "John, in 10 minutes you need to begin your spelling worksheet."
  - Incorrect Example: "John, turn off the TV now, it's spelling time."
- **Step 5:** Give your child time to respond. Wait about 10 seconds before further demands are placed.
- **Step 6:** If your child complies, it's important to praise him/her. Praise mixed with criticism is confusing and not effective.
  - Correct Example: "Thanks for coming to the table when I asked you, Mike"
  - Incorrect Example: "Mike, you followed instructions that time, why can't you do that every time?"





# Help to Facilitate Compliance

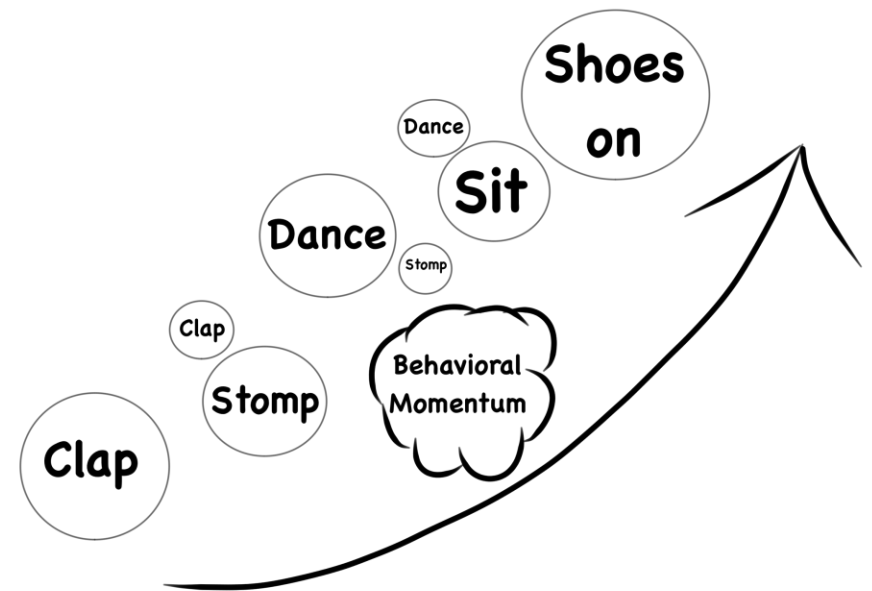
- **Step 7:** If there is no response to your instruction, try it again: This time you may want to get close, perhaps guide your child, and make your voice louder and firmer.
- **Step 8:** If your child makes a move to respond but does not complete the action, reinforce the response they have made.
  - Example:
    - Instruction: "Go to the kitchen table to start your work."
    - Response: Child gets out of chair, turns towards the hallway and then stops.
    - Instructor: "Thanks for getting up, now go to the table."





# If you're struggling to gain compliance, do these things:

- Use behavioral momentum: Start with a list of requests that your child can comply with already; in between those requests try a new request that they have a more challenging time with. Try not to give back to back challenging demands.
- Physically guide or prompt (only with young children)
- Wait for a time to repeat the instruction again.
- Provide praise or reward for other children/siblings who have complied in front of the child who is non-compliant.
- Provide a prompt that may have a particular meaning to the child.
  - Example: "When you do your spelling work without help, you're really behaving like an upper grader."
- If there is a long history of resistiveness, parents may need to assist in the process. For example, have your child perform only the last step in the task or put away one toy and help with the remainders.



If you're struggling to gain compliance, do not do the following:



- Do not threaten with an aversive consequence.
- Do not keep repeating the instruction. Nagging is usually not effective and trains your child that your first several instructions are meaningless.
- Do not provide punishment you can't get out of. Such as taking away all privileges for the day. If the child can't reintegrate into daily activities, worse problems may occur.
- Do not offer a positive consequence after non-compliance.
  - Example: "[Child flops to floor] Come on, if you sit down and do your work, I'll give you a cookie"





# Behavior 101: Some Things to Remember

- Behavior is learned
- What happens after a behavior determines the future of the behavior
- Behavior is communicative
- There are different expectations of behaviors across different environments
- How we respond to behaviors should change based on the reason the behaviors are occurring
- Research shows that positive behavior support strategies demonstrate long term change in behavior
- Behavior Intervention is an educational approach



# Functions of Behavior

## 4 Functions of Behaviour

		What It Does For Me	When Does it Happen
<b>S</b> Sensory		Provides preferred sensory experiences; behaviour feels good to do	Anytime, even when alone. Especially if I'm anxious
<b>E</b> Escape		Removes undesired activities or interactions	When task is too: hard, easy, boring, or scary
<b>A</b> Attention		Provides access to people or interactions	When I want social interaction
<b>T</b> Tangibles		Provides preferred items or activities	When I want a preferred item or activity

- Access to Social Attention
  - Behavior maintained by social attention that follows the behavior
- Access to Tangible Materials
  - Behavior maintained by material reinforcers that follow the occurrence of the behavior
- Access to Escape/Avoidance
  - Behavior maintained by the termination of an unpleasant event or aversive situation/demand maintains the behavior preceding the situation or demand.
- Access to Sensory Consequences
  - Behavior maintained by sensory feedback or avoidance that follow the occurrences of the behavior

# Changing What Happens

- Access to Social Attention
  - Provide frequent opportunities for your child to access positive social attention (i.e. praise, conversation, etc.)
  - Teach your child to utilize functional communication to gain your attention (i.e. call your name, tap you on the shoulder, etc.)
  - Provide immediate attention when your child utilizes appropriate means to gain attention, and minimize attention to inappropriate attempts to gain attention
- Access to Tangible Materials
  - Allow your child access to enriching items and activities throughout the day
  - Let your child know when preferred items will be available (i.e "wait 3 minutes", "do one more", etc.)
  - Encourage your child to utilize communication to request access to items



# Changing What Happens

- Access to Escape/Avoidance
  - Teach your child to ask for help or a break
  - Simplify tasks
  - Embed choices in non-preferred activities (i.e. order or location of tasks)
  - Pair the demand with a preferred activity (i.e. "first do your homework, then you can use the iPad")
  - Provide greater reinforcement for more challenging or lesser-preferred tasks
  - Begin with simple tasks, and work towards more challenging tasks
  - Be sure to reinforce compliance with simple tasks, as well as challenging tasks
- Access to Sensory Consequences
  - Provide opportunities for your child to engage in activities that provide the sensory input (i.e. play-doh, trampoline, swing, etc.)







# Help Your Child Have Fun

- When making your daily schedule with your child have them help you decide on some fun things to do
- Find activities that can be done solo, with siblings, and with parents
- Create an activity bowl and have your child pick something each day



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## Relaxing Activities

- Reading
- Painting
- Coloring
- Chalk
- Listening to music
- Kids yoga







# Indoor Activities

- [List of 20 things to do at home with kids](#)
- [List of 110 fun at home activities for family and kids](#)
- [List of 50 Indoor activities](#)
- [Easy indoor activities for kids](#)

\*open links in new tab or window



## Outdoor Activities

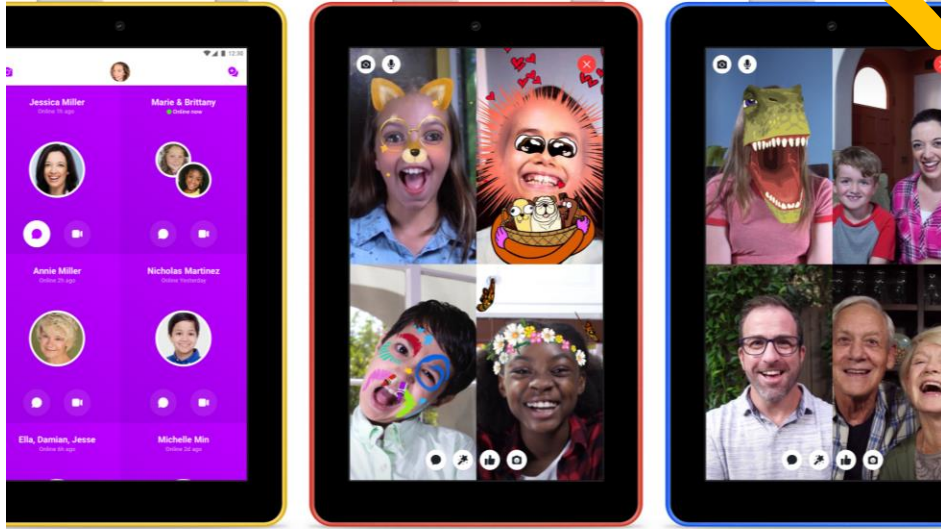
- [50 simple outdoor activities for kids](#)
- [50 fun things for kids to do outside](#)

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# Help Your Child Stay Connected

- Special Education students can already feel isolated during their day to day
- During Distance Learning it is important to make an effort to have your child connect with others. You may want to put it on your schedule or calendar, pick different days to connect with different people, make a list with your child who they want to connect with this week, etc.



# Free Apps to Connect With Others



Skype



Google Hangouts



WhatsApp



FaceTime



Zoom



Facebook  
Messenger



Messenger Kids

Facebook messenger for kids 13 and under. Parents have to allow all communication



Houseparty

App with drawing games, heads up, etc.



Marco Polo

Can send videos to people and they send you back video messages

# Activities For Kids to Do While Virtually Connecting

- Scavenger hunt at their house (who can find more items)
- Dance off
- Pretend to host a show
- Show each other their toys
- Introduce pets, family members, etc.
- Play games (heads up, drawing games (houseparty app))
- Eat lunch together
- Other ideas:
- [Facetime activities for kids to do together](#)

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# How To Cope



As routines change and learning will be different than what your child is used to, it is important to work on coping strategies. Putting coping strategies into your child's daily schedule can help them practice these skills



Ideas for coping/calming strategies



Make a list of your child's favorite thing or activities that help them feel safe and calm



Rocking in a rocking chair, listening to music, getting hug from a parent, reading a book, watching a favorite video, coloring, exercising, etc.



# Calming Videos

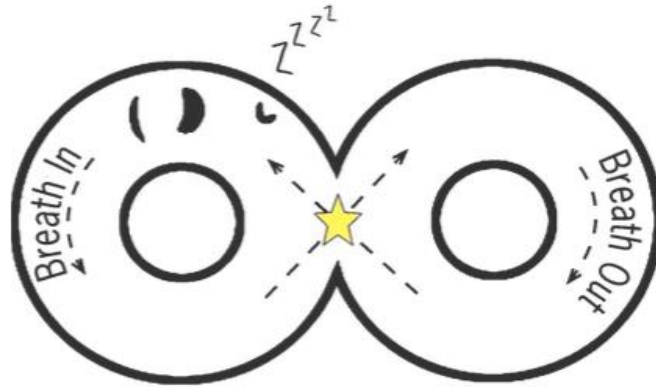
- [Deep breathing with shapes for kids](#)
- [Relaxing music for kids](#)
- [Go Noodle video - Bring it down](#)
- [Go Noodle video - Melting](#)
- [Guided Meditation video for kids](#)

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# Coping Visuals

The ZONES of Regulation® Reproducible T

## Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

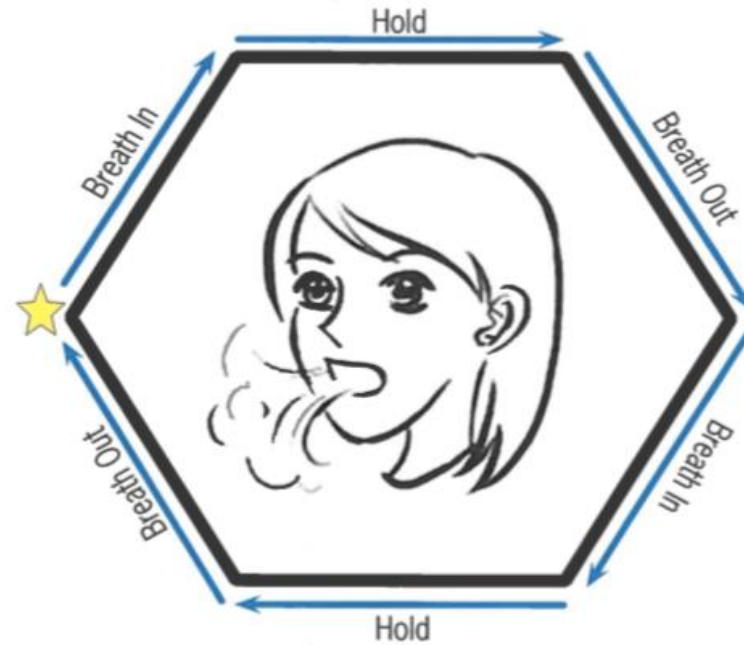
As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

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## The Six Sides of Breathing



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

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When I'm Angry	When I'm Frustrated
I will...	I will...
Sit in my chair	Sit in my chair
Fold my hands	Fold my hands
Take 5 breaths	Take 5 breaths
Count to 10	Count to 10
Drink water	Drink water
Return to work	Return to work

## CHANGE ALERT

<h3>Instead of</h3>	<h3>We Will Have</h3>
---------------------	-----------------------

AUTISM CLASSROOM

### Calming Routine







- Take 4 deep breaths
- Clench fists 4 times
- Count to 10  

1 2 3 4 5 6 7 8 9 10
- Good job!

# Coping Visuals



## Mindfulness Apps

 <b>Breathe, Think, Do with Sesame</b>  Free	 <b>Calm</b>  Free (in-app \$)	 <b>Daniel Tiger's Grr-ific Feelings</b>  \$2.99
 <b>Headspace</b>  Free (in-app \$)	 <b>HelloMind</b>  Free (in-app \$)	 <b>Mindfulness for Children App</b>  \$5.99

# Coping Apps

# We Are Here to Help

The Behavior Intervention Specialist Team is committed to providing support to our families during Distance Learning. Please do not hesitate to contact our team for assistance with managing behaviors, creating visuals, or any other questions or concerns you have during school closure.



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# CVUSD Behavior Intervention Program Contact Information

## **Behavior Intervention Program Coordinator:**

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