

# Remote Learning – Finding your ‘superpower’

...”small daily acts of heroism set in motion the conditions for families to thrive in social isolation”...

Every family, every child, every system, culture and setting presents with unique challenges working and learning from home. Evidence based strategies are provided for you – use flexibly and frequently to find what fits your individual family needs.

## Promoting schedules and Routines

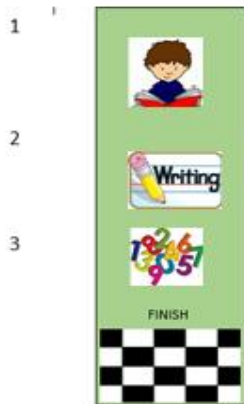
### Establish clear expectations

Verbal and/or written reminders of rules involves lower effort for students to follow and increase their success

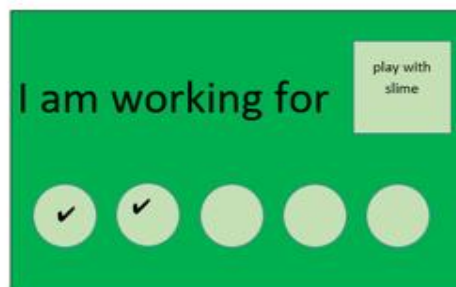
### Visual Schedules / Motivation / Time Management

- adjust the amount and difficulty of tasks to your child’s needs/ **motivation**
- help children manage their time by letting them use **timers** to complete tasks (on a phone, computer or egg timers), or to help children move on from tasks they are stuck on
- provide a **reward to increase motivation** to continue. Decide on what they are working for WITH them BEFORE they start a task. Make sure it is something they are looking forward too! Making a prize bowl transparent and just out of a learner’s reach increases the value of the reinforcers found within the bowl.
- Use words’ or pictures – whichever your child appreciates more! No need for fancy printing – use a blank piece of paper if you like.  
Examples.....

EARLY PRIMARY



Provide a ‘tick’ per task or ‘getting started’, ‘following instructions’, ‘sitting quietly and reading’ etc...



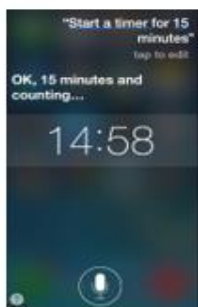
PRIMARY

On arrival	Choose book from Library to read
Session 1	Independent Reading
Short Break	Game/ Activity from list
Session 2	Focus Letters
Short Break	Game/ Activity from list
RECESS	
Session 3	Inquiry
Short Break	Game/ Activity from list
Session 4	Maths
LUNCHTIME	
Session 5	Independent Reading

Provide choice in activities and the order they are completed to allow your child some independence and control (set a limit that is expected each day)

		What can I do today?
9- 10am	READING – test to world, Read Theory (15 minutes) RAN	✓
10-11am	WRITING – planning a narrative	✗
11-12	LUNCH BREAK	
12-12.30pm	QUIET READING – the Wizard of Oz chapter, chain and think marks	✓
12.30-1.30 pm	NUMERACY - symmetry	✓
1.30-2 pm	STUDENT WELLBEING – my strengths	✓
2-2.30pm	RECESS BREAK	
2.30-3.30pm	INDONESIAN	✗

I am working towards BIKE RIDE at lunch  
I am working towards FREE IPAD TIME at recess



OLDER PRIMARY

**HERO POINTS –** when children help each other of the rules to follow, encourage and help each other to finish

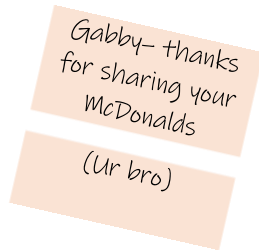
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## Praise

- IDEAS –
- Provide a stack on sticky notes/ paper with spaces to write a family members name and what that person has done.
- a praise note that can be posted on a wall or read aloud at dinner time.

**HERO POINTS - During family conflicts or stress, offering a praise note for something a sibling does is a remarkably heroic act and can defuse explosive situations and improve the likelihood of hearing praise from others.**

**Teaching children that giving praise is a superpower and provides much-needed praise in return from their brothers and sisters.**



## Promoting Family Values and Norms

### Support empathic and perspective-taking behaviour

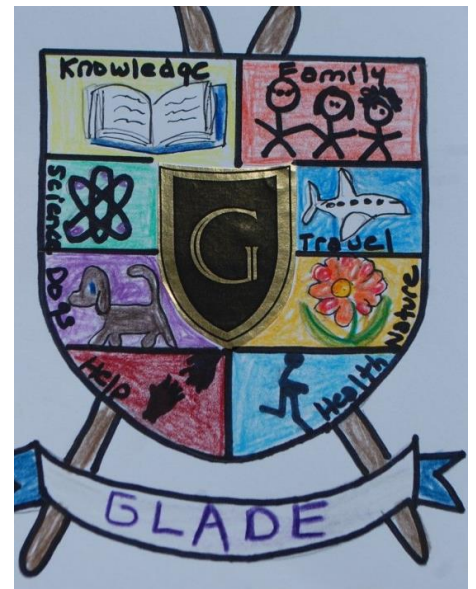
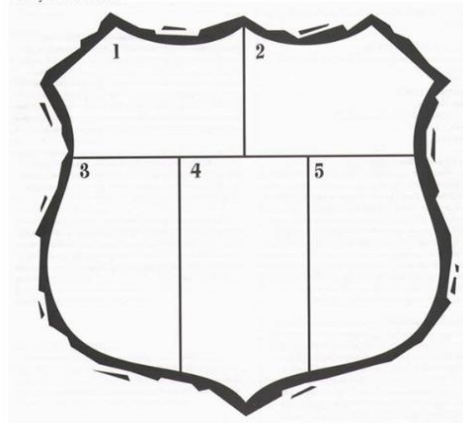


- play board games together and practice learning how to win/ lose/ take turns/ share/ follow rules and good sportsman- like behaviours
- teaching children how to set goals, build relationships and build their confidence

#### Coat of Arms

A “Coat of Arms” is a shield with pictures that mean something. Draw a coat of arms with these pictures in the different spaces:

- Space 1: a person who is special to you (a parent, friend, teacher)
- Space 2: your favorite hobby (collecting baseball cards, reading)
- Space 3: something you are really good at doing (math, finding Bible verses quickly)
- Space 4: an activity you enjoy (playing basketball, camping)
- Space 5: an event or person who helped you learn about God (going to Church, a parent, Sunday School Teacher)

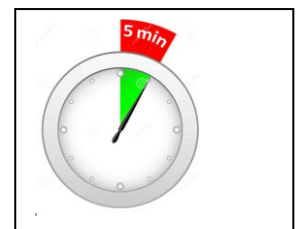


- Draw a family coat of arms with sections for each family member to draw an important family value to them

**HERO POINTS - Sections of the coat of arms could include images of superpowers that family members use to protect one another’s health and well-being.**

### Use a 5-min pause: acting without reacting

- practice of pausing when agitated can be discussed with children and established as a norm that is immediately reinforced by adults
- parents can model this for children and show them how remaining calm helps to solve problems



**HERO POINTS – for keeping your cool and taking a break before reacting to siblings**

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## Use a jumble jar

It can be hard to reconnect at mealtimes when spending all day together in the same spaces and experiences  
 IDEA –

- A jar is filled with sentence starters, that family members can take turns pulling from the jar and discussing during meals.
- Family members should be instructed to use active listening skills

(e.g., “I hear you saying that you dream of going snorkelling because you want to learn about sea creatures.”) and to ask who is talking to expand on shorter answers that they offer.

**HERO POINTS – for using active listening skills and letting a family member know you heard what they said and/ or asking a follow up question or comment.**

“What are two things you thought about doing that you can hold on and do some other time?”

“When I’m down, my feelings are as big as a \_\_\_\_ and as heavy as a \_\_\_\_.”

“Something I used to be scared of but now I like is \_\_\_\_.”

“When I’m all alone, I pretend I’m a \_\_\_\_ because then I can do \_\_\_\_.”

“I dream of doing \_\_\_\_ with my friends.”

“So that I can someday do something great, right now, I practice \_\_\_\_.”

“One of the things I like most about this family is \_\_\_\_.”

“One thing I would like to hear more of in our family is \_\_\_\_.”

“One thing I would like to do more with my family when we are at home is \_\_\_\_.”

“One thing I am proud of about myself is \_\_\_\_.”

## Use daily visioning



- reciting a written statement of their family/ own vision and constructing a list of activities for the day that are consistent with their vision.

(e.g., “Our family helps each other to stay safe and connected with the world”) Today I will – wash my hands after walking the dog, ring Grandma and say hello, help with the housework and check in with my friends.

**HERO POINTS – for completing an activity on your list that helps someone else.**



## Use clarification exercises

### Life Timeline/ Photo Album Review

- Tape can be stretched out across the floor or carpet, and photos or drawings of important life events can be laid from birth to now on top of the timeline tape/ or review phot albums or photos on the computer
- Family members can then take turns talking about how these events impacted them, what they learned, and how they use what they learned then in their current circumstances

**HERO POINTS – for describing how they use something they learned then in other settings and activities.**

# Remote Learning – Finding your ‘superpower’

## Increasing Positive Reinforcement

### Target and reinforce patience and resilience

- teach tolerance to nonpreferred activities and situations using graduated exposure and reinforcement

For example:

- \_\_\_\_\_struggles with Maths tasks
- Start with 1 sum, with the answer/ times tables nearby/ calculator
- Move to another subject
- Next time complete 2 sums or 1 trickier sum

Work your way up to more tasks gradually increasing with praise and rewards for attempting work tasks/ household chores. Reinforcement can be anything your child enjoys (e.g. hi 5, great work, time with mum etc..)

**HERO POINTS – Any increase in time on a non-preferred activity is a superhero act!**

### Incorporate games to provide opportunities for frequent reinforcement.

- Remote learning and keeping up with academics can be challenging for parents who have never tutored their children before. Turning academics into games adds play and adventure to tasks that might otherwise be difficult to engage children in.

<https://education.abc.net.au/> Search by subject, age and interest Prep – Year 10

#### Numeracy

<https://www.mathplayground.com/> 5-14 year olds

<https://www.funbrain.com/games/math-mountain> Primary – can be played as a family team to get to the top of the mountain

<https://www.tutoringforexcellence.com.au/blog/the-10-best-math-apps-for-school-children/> Primary and Secondary



#### Literacy

<https://www.spelfabet.com.au/2012/12/free-literacy-games/> Primary years

<https://www.readingrockets.org/article/six-games-reading> Primary years



**HERO POINTS – For choosing an online education game to play instead of losing your cool!**

### Computer and house clean up

- family rooms, dining rooms, kitchens, bedrooms all need to be ‘cleaned’ to ensure optimum performance and children can learn this skill and teach them delayed gratification at the same time.

Example:

- Clean up for 5 mins and earn 10 mins computer time
- Clean up for 15 minutes and earn 40 mins computer time

#### Rules:

- Put things where they belong
- Use cleaning products safely.
- Talk while you work as long as you keep working.
- If you stop working for a minute, it’s cool; just add a minute to the work time



**HERO POINTS – If you finish first and help your sibling**

# Remote Learning – Finding your ‘superpower’

## Setting things up for your child to show you what you want to see



1. provide your child with **regular attention** and interest in what they are doing (ask questions, make comments about the activity they are doing, praise them for engaging in a routine). Check in regularly throughout the day for a minute or two.

A **timer can help to remind** parents to take a break from adult work to check in.



2. **Designated activity spaces/ rooms** – for desk top tasks, Art tasks, physical exercise, free time can assist students to focus and stay on task for remote learning activities.

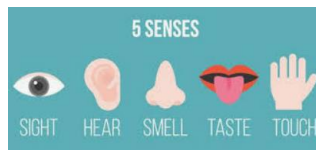
Similar to morning and bedtime routines (e.g. where you get dressed, brush your teeth, eat breakfast and so on). **Visual timetables can help to cue students in to starting/ finishing tasks and managing their time.**

3. **Present moment activities** to help with distractions from the stress of remote living life (e.g., Am I parenting good enough?, Am I doing enough schoolwork/ work? Less focus on thoughts and worries, social media and the news)

**\*\*Pet your pet** – find the softest part of your pet, taking a few deep, slow breaths while doing this and focusing on what your pet feels like (e.g. warm and furry, hard and cold)



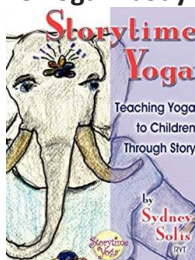
**\*\*1 -5 – min daily meditation** – learning how to ‘do one thing and one thing only’ takes practice and is a new skill for many of us.



Start with 1 minute or less:

- stand in place and describe five things you see, four things you hear, three things you can touch, two things you smell, and one thing you taste.
- Parents and children can be instructed to help each other with physical or vocal prompts.
- A gentle reminder to start or if thoughts wander is to say “5-4-3-2-1” to bring your attention back to the present.

**\*\*Storytime Yoga – body centred education for kids**



Free Yoga session samples on You tube or products at [www.storytimeyoga.com](http://www.storytimeyoga.com)

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## 4. Remote work and learning rules-

A red card placed on the kitchen door when it is off limits, and a green card placed on the door when it is okay to enter, is a signal to children when it is okay to enter and increases engagement in other activities, while they wait.



## Managing behaviour



**Reinforcing prosocial behaviour** - What you just did was great, \_\_\_\_\_. In this family we share because sharing is our superpower,”

When these types of phrases are often repeated, they increase the value of the behaviour we want to see and helps motivate your child this behaviour.

**Access** - decide which things you are not going to fight over with your child. Maybe a favourite stuffed animal, a favourite snack item or a favourite TV show are items you will always let your child have.

Consider these things ‘free’ or non-negotiables for your child. Once you determine what things are not and what things are free, it will help create realistic boundaries for you, your child, and your family, and potentially eliminate daily problem behaviour.

**Planned ignoring** - is paying no attention to your child when she’s misbehaving if it is safe to do so. It means not looking at them and not talking to them while they behave in a manner, we do not value.

For example, if you’re having a family meal and your child is bouncing up and down on his seat, you could leave them out of the conversation and not look at them until they stop. When they stop, you could say, ‘I love it when you sit still on your chair at dinner. Why don’t you tell us what you did online today?’.

The key is to reward your child with lots of attention when they are behaving well – but don’t give them any attention when they behave in a way you do not value. By consistently paying and withholding attention like this, you can help shape your child’s behaviour.

Planned ignoring works because your attention is a big reward for your child.

Adapted by Gayle Weir (DET Psychologist/ Behaviour Practitioner) from:

Szabo, T.G., Richling, S., Embry, D.D. *et al.* From Helpless to Hero: Promoting Values-Based Behavior and Positive Family Interaction in the Midst of COVID-19. *Behav Analysis Practice* (2020).

<https://doi.org/10.1007/s40617-020-00431-0>

<https://raisingchildren.net.au/school-age/behaviour/behaviour-management-tips-tools>



**IGNORE  
MODE**  
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