

Remote Learning – Surviving and Thriving

Evidence based strategies– 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 routines involving little effort to follow and increase your success

Visual Schedules / Motivation / Time Management

- adjust the amount and difficulty of tasks to your needs/ **motivation**. Break work tasks down into smaller manageable steps.
- manage time by using **timers** to complete tasks (on a phone, computer or egg timers), or to help you to move on from tasks you are stuck on. Set a work limit and a breaktime limit to work to.



<https://tomato-timer.com/>

<https://pomodoro-tracker.com/>

- provide a **reward to increase motivation** to continue. Decide on what you are going to work for BEFORE you start a task. Make sure it is something you are looking forward too! 
- Use task lists or schedules and tick off tasks/ steps in tasks - as you go

Monday	Subjects	To do List
Homeroom		
Period 1	English	✓
Period 2	Science	✓
Recess		
Period 3	PE	✗ cancelled – do Science homework
Period 4	Humanities	✓
Lunch		
Period 5	Maths	✓
Period 6	Italian	✓

Task Sheet:

In this task I have to complete these steps.

Tick here -

1 _____

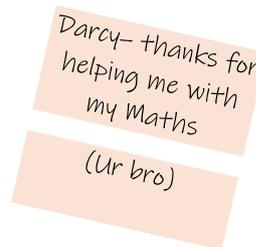
2 _____

3 _____

4 _____

Praise

- IDEAS –
- Use 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 for the family to read



If we tell each other what we liked, we are more likely to do it again

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Promoting Family Values and Norms

Support perspective-taking behaviour



- playing games together builds relationships, resilience and confidence.

Use a 5-min pause: acting without reacting

- practice of pausing when we feel agitated
- remaining calm helps to solve problems



Sentence starters.....

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.
- Try to let a family member know you heard what they said and/ or ask 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 or your own vision board and constructing a list of activities for the day that are consistent with your vision.

(e.g., “Keeping safe and connected with the world”)

Today I will – wash my hands after walking the dog, text friends and say hello, help with the housework and check in with my cousins.”

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Use clarification exercises

Life Timeline/ Photo Album Review



- Photos or drawings of important life events can be laid on the carpet in a timeline/ or review photo albums or photos on social media
- Talk about how these events impacted you, what you learned, and how you use what you learned then in your current circumstances

Increasing Positive Reinforcement

Target and reinforce patience and resilience

- Build tolerance to nonpreferred activities and situations gradually and reward yourself
For example:
 1. Algebra is hard work
 2. Start with 1 sum, with the answer/ formulas nearby/ calculator, talk with a study friend, play music in background
 3. Move to another subject
 4. Next time complete 2 sums or 1 trickier sum



Work your way up to more tasks by gradually increasing with rewards for attempting work tasks/ household chores.

Rewards can be anything you enjoy (e.g. food, 10 minutes on your phone etc...) Remember to keep coming back to the tricky tasks to complete set tasks when they are due

Incorporate fun activities to provide opportunities for consolidate learning with a break.

- Turning academics into games/ fun adds play to tasks that might otherwise be difficult to engage 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.tutoringforexcellence.com.au/blog/the-10-best-math-apps-for-school-children/>

Primary and Secondary

Literacy

<https://bookriot.com/2016/09/15/11-websites-find-free-audiobooks-online/> Listen to books



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Computer and house clean up

- family rooms, dining rooms, kitchens, bedrooms and bathrooms all need to be ‘cleaned’ to ensure optimum performance and creates independent skills for adult life.

Example:

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



Key criteria:

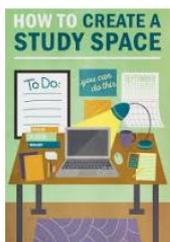
- Put things where they belong
- Use cleaning products safely.
- Talk while you work as long as you keep working.
- If you stop working for a minute, it’s cool; just add a minute to the work time

Setting things up for your teenager to show you what you want to see



- provide your teenager 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.



- 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. **Visual timetables can help to cue students in to starting/ finishing tasks and managing their time.**

- 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.
- 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.



**** Listen to music** to relax and be in the moment

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3. Remote work and learning rules-

A card placed on the door when it is off limits, and a green card placed on the door when it is okay to enter, is a great way to set boundaries for work tasks and free time for other family members



Managing behaviour



Reinforcing prosocial behaviour - What you just did was great, _____. Sharing the cleaning helps us all to have free time

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



Access - decide which things you are not going to fight over. Maybe a favourite snack item, access to game time after completed work tasks or a favourite TV show are items you will always let your teenager have.

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

Planned ignoring - is paying no attention to your teenager for behaviour you may not value 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 teenager is arguing with a sibling, you could leave them out of the conversation and not look at them until they stop. When they stop, you could say, 'What did you play on the xbox today?'

The key is to reward your teenager 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 teenager's behaviour.

Planned ignoring works because your attention is a big reward for your teenager (when they are seeking it).

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>

