

Useful Tips To Prepare Your Child For Home Learning:

1. Make a 'zones of regulation' board

Create a visual that has the four colours of the zones on it (blue, green, yellow, red.) It may help to label each colour with the emotions they are linked to. Create a name tag for your child that they can move into the coloured zone to communicate with an adult how they are feeling at that specific time.

For more information follow this link: [Zones: Getting Started](#)



2. Create a visual timetable



Write each lesson for the day on a post-it or some paper with blu-tac on the back and stick these up in a line so your child can see what they will be doing throughout the day. Ask your child to draw a picture on the post-it that represents the lesson so they have a visual too of what they will be doing. Once the activity is complete

remove the post-it so your child can see that they have successfully completed the activity as well as being able to see what they have left for the rest of the day.

3. Create an 'I need a break!' card

On some paper or coloured card ask your child to draw a picture of what they might like to do if they need a break during 'lesson' time. Discuss how long their break will be and your expectations that they will adhere to the time limit and activity set. If your child does need a break they can show you their card and take some allocated time to chill out.



4. Set Up a Timer

Explain to your child that you will use a timer to set limits on lessons and breaks. Maybe set up a timer together on your phone, getting your child to choose an alarm sound that they like. Discuss that different activities might take different amounts of time. Use the timer to regulate your child's concentration. Discuss at the beginning of each activity how long you think they should work for and set the timer. Use the alarm at the end of the activity as a signal that the child can remove that activity from their visual timetable.

5. Rules

Write up a set of rules together making sure they are achievable. These could include: I will ask for help if I need it. I will try my best. I will work to the timer. I will get a reward if I follow [insert number] of these rules each day. I will only use my 'I need a break' card once in each lesson/ 3 times in a day/ once a day etc. Choose appropriately for your child and their level of need.

6. Rewards

Create a rewards chart that your child can use throughout the day. Use stickers or felt tip pens to visually identify when your child has done something well. You could link it to the rules you have made or you could just reward them each time they do something well. Try to reward them regularly and explain to them what they have done well. Discuss how many stickers they will need to get a reward and also when they will get their reward. Depending on what the reward is they might have to wait until the end of the week. For students with less concentration a smaller reward at the end of each day might be better. Remember, your child loves spending time with you so a reward to them may be as simple as having a hot drink whilst you read them a story or going for a walk with you to buy a magazine. Use this time to reinforce to your child the positive behaviours you saw and try not to use the rewards chart as a bribery tool.



7. Extra Activities

Take some time before the next day to look at the extra activities included in the timetable. There are lots of hands-on, practical activities to do but they may need some preparation or resourcing which is why they haven't necessarily been used in the daily timetable. However, you may find that switching one of the scheduled activities to one of these more fun activities breaks the day up a bit for your child and encourages positive behaviour. It is also helpful to have some extra activities ready as you may need them if your child's day finishes earlier than expected.

8. Social Story

Use the social story provided to explain to your child what will be happening over the next fortnight. You may decide your child only needs it read to them at the very beginning of their isolation period or you may find they need it read to them every morning. If your child reads it to themselves see if they can then explain back to you what the meaning is and discuss any concerns or misunderstandings they have.

[Social Story with Visuals](#)

More information can be found on our home learning page: [Speech and Language Resources](#)