

*Leslie Blair, AFS Teacher Special Ed.
Dept.*

How to Teach a Skill or Behavior in the Home Setting

Instruct

Teach and show the skill or behavior to the child.

Explain carefully, using age and developmentally appropriate examples, use language, and with proper pacing. Help the child understand what you mean,

Model

Show the child the skill or behavior in action. Demonstrate exactly what you mean in steps and from start to finish. Then you start and let the child finish or vice versa. Let the child see/experience how it is done.

Practice

Give the child many opportunities to practice the new skills. Remember behavior will take up to and over 1000 trials for some students to learn a new skill or behavior. Be patient and allow the child all the time and support he or she needs.

**Lucie E. Campbell
Elementary**

Greetings Parents and Students...

It is our goal that your health and safety is secured with continued protection. We would like to share some educational strategies to enhance learning, and create opportunities for success during in the home setting, and during the virtual learning platform. You are welcome to utilize these strategies at your leisure and contact us if you have any questions.

*Ms. Cynthia Houston, Resource
Teacher Special Ed. Dept.*

Hello Parents and Students! Here are some wonderful resources of Math, and Reading that you can purchase at any Dollar Tee \$1.00. These resources will continue to enhance the learning of child in the home setting.



*Mrs. Harris SPED AFS K-2 COVID-19
Parent/Student Instructional Materials,*

Greetings Parents and Scholars, please visit www.edugoodies/scs to receive instructional materials for your scholar. The following materials should be helpful to support your scholar during this difficult time. Your scholar's instructional resources will be located under the Exceptional Children Student/Parent Resources heading.

Select Academics- the following are highlighted strategies, tools, and resources for your scholar during this COVID-19 Pandemic.

1. ABCya- provides parents and scholars with Common Core standards as well as activities to promote critical thinking strategies. The following are a listed range of resource topics:

- Letters
- Numbers
- Holiday
- Strategy
- Skill

2. Scholastic Learn at Home- Select Tab and follow these prompts:

- Choose a Grade level
- Week 1-4
- Each week has a story/book title
- Take Me There
- Book FLIX Menu
- Select Start
- Watch the Story- with read aloud accommodations.

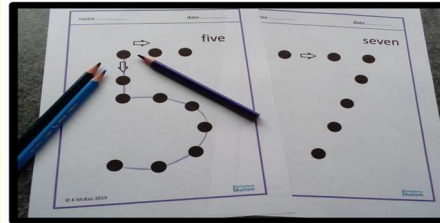


Melodie Woods, FS Teacher Dept. of Special Education

1. Use Play Dough to make letters A-Z
2. Use Index Cards to write letters A-Z
3. Use Index Cards to write numbers 1-50
4. Use A Writing Slate and a dry erase marker to write first and last name
5. Use Letter Stickers to put in order on a poster board from A-Z
6. Use Number Stickers to put in order on a poster board from 1-50
7. Use Legos to sort by color, size, and shapes
8. Use Clothespin Name Activity
9. Use Play Dough Number Mats
10. Use Dot to Dot Numbers



Dot to Dot Numbers



Curriculum for Autism

Pencil Skills



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Clothespin Name Activity Editable



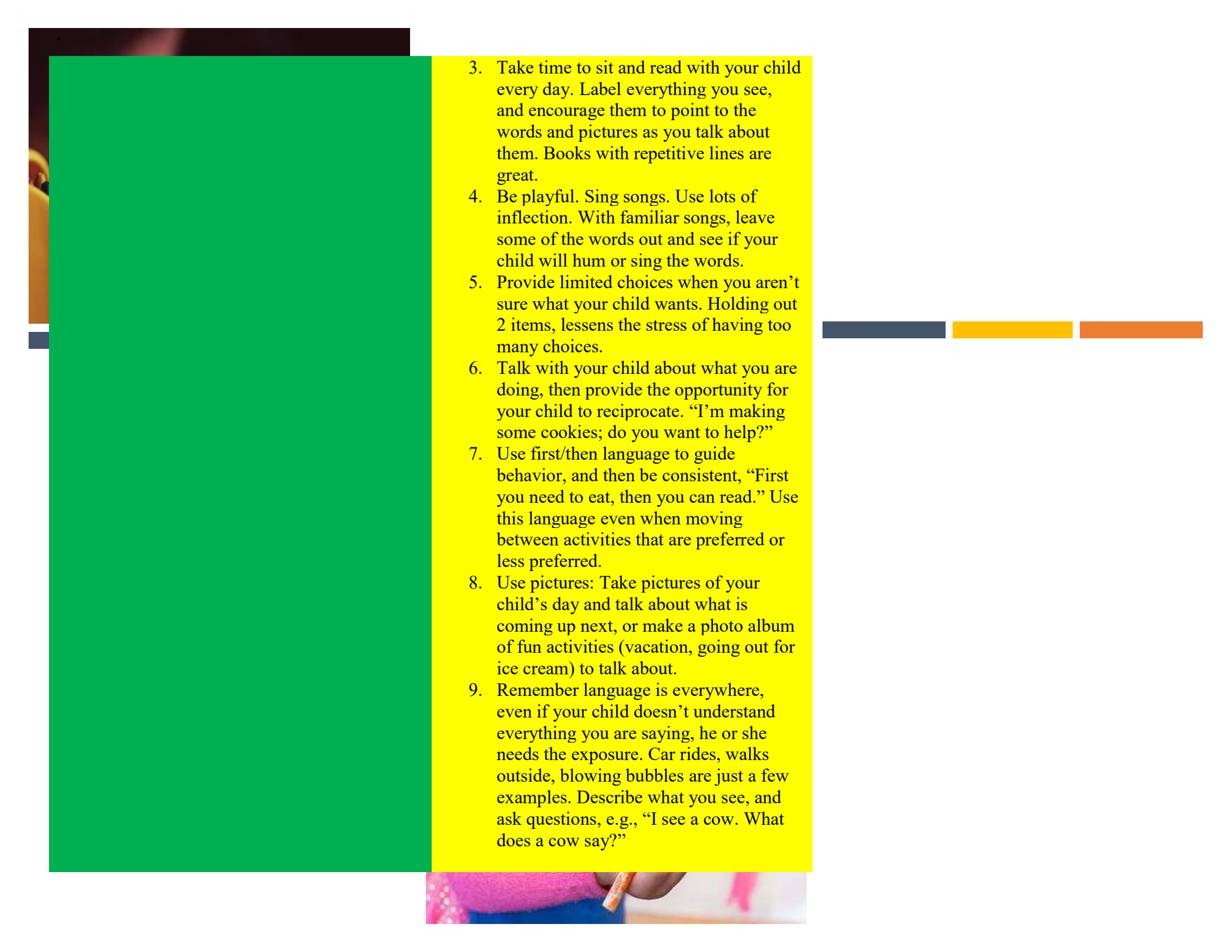
SPEECH - LANGUAGE THERAPY

*Patricia D Rudd, Speech Language Therapist,
Colonial Speech & Hearing , Lucie E. Campbell*

As we make our way through COVID-19, schedules change, and things relax. My usual theme is collaboration; parents can be one of our biggest assets in promoting language development. Parents of young children usually want to know what they can do to support their child's language development in the absence of a structured day. Though I teach children with disabilities, I find I continually revisit the following tips with parents of young children regardless of whether a child is typically developing or needs a little more support. Here they are in no particular order of importance:

1. Pay attention to body language, when a child is looking toward or reaching for something, they are communicating. Talk about what they are reaching for, "Oh, you want the bubbles!"
2. Avoid the "say this" tendency. Don't pressure the child to speak; keeping the experience positive is important. Instead, model what the child might say when he/she is ready.



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3. Take time to sit and read with your child every day. Label everything you see, and encourage them to point to the words and pictures as you talk about them. Books with repetitive lines are great.
 4. Be playful. Sing songs. Use lots of inflection. With familiar songs, leave some of the words out and see if your child will hum or sing the words.
 5. Provide limited choices when you aren't sure what your child wants. Holding out 2 items, lessens the stress of having too many choices.
 6. Talk with your child about what you are doing, then provide the opportunity for your child to reciprocate. "I'm making some cookies; do you want to help?"
 7. Use first/then language to guide behavior, and then be consistent, "First you need to eat, then you can read." Use this language even when moving between activities that are preferred or less preferred.
 8. Use pictures: Take pictures of your child's day and talk about what is coming up next, or make a photo album of fun activities (vacation, going out for ice cream) to talk about.
 9. Remember language is everywhere, even if your child doesn't understand everything you are saying, he or she needs the exposure. Car rides, walks outside, blowing bubbles are just a few examples. Describe what you see, and ask questions, e.g., "I see a cow. What does a cow say?"