

Examples of how to adjust for learning at home	Check
Timetable for at home learning (teacher to create this for parents). Example below	<input type="checkbox"/>
Visual timetable (does this need to be sent home?)	<input type="checkbox"/>
Consider the home learning environment. Consider setting up a designated space if possible. Is it free from distractions such as a TV, computer, and toys?	<input type="checkbox"/>
Does the home learning space have books in easy to access areas? Is the area tidy and free from clutter? Are all materials easy to access when needed?	<input type="checkbox"/>
Consider colour-coding resources where possible.	<input type="checkbox"/>
Ensure your child is using the correct resource book for each subject	<input type="checkbox"/>
Consider setting up a safe space/calm zone in the home environment	<input type="checkbox"/>
Does your child require modified equipment e.g. slope board, lap weights, pencil. Consider how this student can access this kind of equipment at home. E.g. slope board can be a lever arch file etc. Please speak to regional AVT/OT/PT about adjustments at home for learning	<input type="checkbox"/>
Sensory objects: does your child need a fiddle toy to assist with concentration? Or does he/she need objects removed from grasp to facilitate concentration?	<input type="checkbox"/>
Look at each task before beginning and separate each part into a manageable chunk. Eg. Read first-break-highlight information-break-write/respond to task	<input type="checkbox"/>
Use no more than 3 instructions at a time. Write them down for child to refer to if/when needed. Use of First-Then-Then cards (can these be sent home if used at school?)	<input type="checkbox"/>
Gradual Release. Explicit teaching of new concepts. YOU complete the first task while the student observes. Then complete the task together. Then allow your child to attempt the task independently.	<input type="checkbox"/>
Consider using visuals such as highlighting key words	<input type="checkbox"/>
Ensure when teaching concepts that you are visible to your child and you are able to use visual and physical prompts to facilitate learning where needed	<input type="checkbox"/>
Consider the use of photos to fuel interest or to give better understanding of words/concepts	<input type="checkbox"/>
Use motivating and high interest topics to engage your child in topics e.g. Minecraft pictures	<input type="checkbox"/>
Always use feedback when your child is completing work	<input type="checkbox"/>
Use concrete materials e.g. blocks/Lego for counting	<input type="checkbox"/>
Brain break activities (teacher can provide stay at home resources for this eg fine motor or gross motor activities)	<input type="checkbox"/>
Use games where you can to motivate learning	<input type="checkbox"/>
Use technology for writing (where task is not to demonstrate writing as skill). iPad or iPhone/Android for talk to text to create texts.	<input type="checkbox"/>
Give your child jobs to do as a break from activity. E.g. make lunch/pour glass of water etc.	<input type="checkbox"/>
Allow your child work independently on tasks	<input type="checkbox"/>
Give your child breaks when needed	<input type="checkbox"/>
Give your student multiple opportunities to practice new concepts/skills. Give activities on a new concept as warm up task for future lessons	<input type="checkbox"/>
Peruse activities and, if required, reduce work expectations e.g. the number of questions/amount to read/write about and offer to scribe (for tasks that are not to demonstrate writing skills)	<input type="checkbox"/>
Simplify presentation of materials if required/possible. E.g. summarise book, read content, provide picture cues	<input type="checkbox"/>

