How Parents can Manage Teaching Their Children with Disabilities
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Initial Thoughts and Agenda

- Very heterogeneous population – abilities, disabilities, ages . . .
- Majority of students spend most of their time in general education classrooms
- MANY lists of resources available

1. Home / School Collaboration
2. Variety of Options Available
3. Basic Strategies for Instruction
4. Final Thoughts and Resources
Be aware of DESE expectations of School Districts

- Provision of strategies, assignments, projects and packets
  - General Education materials with accommodations
  - Materials directly from special educators and related service providers
- Provision of resources to families to keep students engaged in learning and movement
- Point person from IEP team to “communicate regularly” with the student’s parents or guardians during the school closures regarding the provision of special education and related services.

http://www.doe.mass.edu/covid19/

Models of Remote Service Delivery

- Supports and Resources
- Instruction and Services (Whole Class, Small Group, Individualized)
Think broadly about education

- DESE states, “many specialized instructional opportunities and related services may be modified to be effectively provided” via other means. For example, the provision of FAPE “may include, as appropriate,” delivering instruction through remote instruction, such as sending material to students and/or through online or telephonic communication; distance instruction; teletherapy; tele-intervention; meetings held on digital platforms; online data tracking; and so on.

Communication with School – your child’s TEAM

- Reach to the school and ask for services - MAC has a sample letter on their website https://www.massadvocates.org/covid19
- Collaborative effort – Remember that parents know their child better than anyone else
- Be prepared to make suggestions on what would be most helpful for you and your child
- Realize that it is not possible for your child to get all the services and benefits of going to school five full days a week
- Be prepared to compromise
You know your child’s IEP and you know your child as a person – **looking ahead, ask**
- *What will make the biggest difference?*
- Make use of Grid A Consultation
- Ask if you can have consultation with a related service provider in place of direct services

### Set up a Schedule and Routines

#### Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Kaleb</th>
<th>Zachary</th>
<th>McKenna</th>
<th>Laurianna</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Clean up w/Mommy</td>
<td>Chores</td>
<td>Chores</td>
<td>Chores</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>Workboxes</td>
<td>Get Ready</td>
<td>Get Ready</td>
<td>Get Ready</td>
</tr>
<tr>
<td>9:00 - 9:30</td>
<td>Workboxes</td>
<td>Math Handwriting</td>
<td>Math Handwriting</td>
<td>Math Handwriting</td>
</tr>
<tr>
<td>9:30 - 10:00</td>
<td>Outdoor/Activity</td>
<td>Tu/Th - AAS FLL &amp; Reading</td>
<td>Snack and Reading</td>
<td>Snack and Reading</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Snack and Snack</td>
<td>Snack and Snack</td>
<td>M/W - AAS</td>
<td>M/W - AAS</td>
</tr>
</tbody>
</table>
Set up a Schedule and Routines

- Ideally your child should be involved in putting the schedule together
- Post the schedule where everyone in the family can see it
- Many students benefit from having a schedule where they are able to check off the tasks as they are completed
- Might be a good time to start a self-management strategy with child

Example of Self-Monitoring/Self-Recording

<table>
<thead>
<tr>
<th>Goal: I will have good table manners.</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 🧑‍🏫 Sit down quietly.</td>
<td></td>
</tr>
<tr>
<td>2. ⏳ Wait for everyone to get their food.</td>
<td></td>
</tr>
<tr>
<td>3. 🧽 Use a napkin.</td>
<td></td>
</tr>
<tr>
<td>4. 🎤 Talk with a soft voice.</td>
<td></td>
</tr>
<tr>
<td>5. 🕒 Stay in my seat until I am finished.</td>
<td></td>
</tr>
</tbody>
</table>
Assignment Checklist

1. Is my name on the paper?  Yes  No
2. Do all the sentences begin with a capital letter?  Yes  No
3. Do my sentences end with the correct punctuation?  Yes  No
4. Did I answer all the questions?  Yes  No
5. Do I understand the assignment?  Yes  No
6. Did I finish all of my work?  Yes  No
7. Did I turn in my assignment?  Yes  No

Be a role model

- Hygiene
- Physical activity – yoga, walks, GoNoodle  [https://www.gonoodle.com/](https://www.gonoodle.com/)
- Staying connected with friends and family
- Be aware of your own anxiety and fear
- Identify projects that help others
- Focus on the positive
Structured learning sessions

- Make an agenda for session
- Controlled Choice
- Be clear on how long you will be working
- Have clear beginning, middle and end of the lesson
- Frequent reinforcement – 4 positive:1 corrective
- Make sure to have variety of levels of challenge – start with something that is relatively easy for child

Key Resources

Massachusetts Advocates for Children
https://www.massadvocates.org/covid19

MDSC Educational Tools + Resources
https://docs.google.com/document/d/131Tx6xiyLBmrwc3vaYIe3XE2Z8czY3th2hA0OuiQq4/edit

Psychologists' research offers ways to help families, caregivers and children cope during the pandemic https://www.apa.org/research/action/children-disabilities-covid-19

Helping Children Cope With Changes Resulting From COVID-19
Advice from Superintendent, Long Beach California

"Whoa!... That can’t be right!"