Strong partnerships between school and home deliver the best outcomes for children, and are a key enabler in providing consistent support across the home and school settings.

These resources share with you tips and ideas commonly used in schools to establish positive, structured and productive environments.

If you haven’t yet already viewed the ‘Increasing Independence at Home: A Toolkit for Families’, this is a good first place to start.

The ideas in this video represent several strategies commonly used to engage children with diverse learning needs.

Finally, if you are still requiring support in helping your child engage or meet their learning goals in the home setting, please seek advice from your child’s teacher and school for more individualised supports.

Provide Choices Video

* What would you like to work for today – spinner, putty or bubbles?
* It’s time to work together, do you want to work with Mum or Dad?
* OK Bobby, these are your tasks today – reading, maths, science, painting and write out a recipe. Take this marker and write down what order you want to do them in.
* Here are your choices – pick three to do before lunch.

Offering your child choices is a simple and effective strategy to support them to complete schoolwork, chores, and other commitments in their daily routine.

Monitor a Task or Activity Video

* Oh yeah, he’s on task. Looks good.
* Nice work Johnny, you’re doing well.
* Well done superstar, come and give me a high five!
* Five more minutes left, ok. You’re nearly done. Nice work today – great.

Specifically monitoring a task or activity where your child might need extra help, is a proactive way to support your child BEFORE any problems might occur (e.g. before your child gets stuck on a problem they don’t know, or during activities they don’t prefer doing).

Proactively Prompt Video

* When you’ve finished, don’t forget to close the activity and log off the computer
* At eleven o’clock when you’re taking a break, please be respectful of others and use a quiet voice.
* Here, wear these headphones during Maths, they’ll help you concentrate.
* Three Maths problems, then it’s time for a break.

Prompting is a proactive strategy you can use when you notice, or predict there might be, times during the day when your child may need extra help. Rather than waiting until your child gets stuck, provide some helpful prompts to keep them on track!

Scheduling Progress Check-Ins

* Ok, Charlie! Here we are at our 3pm check-in. You’ve had a great day of learning. I saw how well you were participating in your online classroom this morning. Well done.
* Now during this check-in, do you need me to help you with anything, or are we going to celebrate your awesome day you’ve had today? Oh, you want some help with Maths? No problem, we can have a look at your Maths. Let’s do that together now.
* Oh! Look at this handwriting! You’ve done amazing. Well done, I’m so happy for you. Yeah, you can go outside and play.

Scheduling specific times to check in with your child and their learning progress, is a good strategy to stay informed of your child’s current level of independence relating to their skills and their goals, and to share new and updated goals with other household members. Scheduling progress check-ins also lets your child know when they can receive your time and focused attention for specific help, but more importantly, when they can celebrate with you, and receive specific feedback on their progress.

Most children thrive when they understand the expectations of them, and have clear routines and structure. Schools set specific expectations and routines for students to follow during the day, and often post these expectations in classrooms. You can see an example of a visual matrix on your screen right now.

Families could consider, if a similar chart could be useful to support their family.

If you are still requiring some extra support for your child, start looking at the specific actions of your child. When are they or aren’t they actively engaged? What are they doing instead? For example, you might see and hear your child shout 2-3 times every time they are asked to start reading at home. All of these actions are learned (think of them as a skill), and usually help your child to **get something** or **avoid something**.

Understanding the reason behind your child’s action/s (the purpose they are serving), can help to identify, teach and celebrate the use of more productive replacement action/s that your child can use instead, that serve the same purpose. For example, some children can be taught to ask for a break when they are overwhelmed (which is a useful replacement action), versus storming out of the room or throwing their books on the ground (an unproductive action). Making a plan to encourage the use of more productive replacement actions can support your child to maintain the use of positive behaviours over time.

Along with your child’s teacher, a plan can be made and monitored over time to make sure that your child is making progress, and that everyone’s needs are being met.

If you require further support, again you are encouraged to request support from your child’s teacher, for more individualised supports. Thank you.