



Centre pour le développement  
des apprentissages  
Grande-Duchesse Maria Teresa

# Schoul doheem

# Home-schooling

## **Dear parents,**

It is a difficult task to offer help and support to you as parents, especially as parents of children with special needs, here at this point. The current situation is unfamiliar and sometimes very stressful for you as parents, but also for your children and the whole environment. Often the "normal" homework situation already presents a great challenge. This challenge is now faced every day, and not only at homework time, but also for everything else: lessons at home, playing, family life, possibly the home office, etc. This not only turns everyday life upside down, but can put the parent-child relationship to a massive test.

Enclosed you will find some tips and ideas to help you get through this difficult time

## Tips/Ideas

- Concentrate on the strengths of your child and do not well too long on the weaknesses.
- Give the child time to relax between tasks, because 1:1 contact is very strenuous, even for your child.
- Use the time spent together especially to make good experiences together. For this purpose, everyday activities that occur in and around the house (cooking, baking, cleaning, working in the garden, sewing, etc...) are also very suitable.
- Less is sometimes more: talk to your child's teacher if you notice that the school workload is not manageable.
- Very important: Do not put yourself under too much pressure! You are already doing a great job!!



# Alternative learning

How to stimulate learning with everyday activities?



## **Advice**

### Cooking / baking with the child:

This is an ideal opportunity to learn to read, calculate proportions, feel different consistencies, learn vocabulary, etc.

### Help with the housework:

Setting the table, clearing away the dishes, making the bed, cleaning the room, etc. This will help your child learn to be responsible and independent.

### Playing board games:

Board games are a good way to learn social rules, such as waiting one's turn, tolerance and dealing with frustration, etc.

### Let the child be bored:

Boredom is an incredibly creative force. Children will find their own way to keep busy and let their creativity run free.

### Go for a walk outside:

Be aware of the measures currently required by the Ministry of Health! Walks in nature are an excellent way to learn to explore, to observe the changes in nature, to learn new vocabulary and above all to get some fresh air and let off steam.

### Handicrafts:

Even with little means, you can create beautiful works of art. Maybe you take the opportunity to use recycled products and thus breathe new life into objects. This is a great way to teach your child about recycling.

### Do sports:

You don't need a lot of equipment to try out little sports exercises at home. Children need to move around, and this is a great way to develop motor skills.

### Role play:

The child can express and process his/her experiences through play. Especially in these times it is important to be able to express oneself through play.

### Construction games:

This is an excellent way to make projects, plan actions and set a short-term goal that can be achieved. Be it with Lego, Kappla, puzzles or even with everyday objects, for example to build a hut.

### Talk, discuss and sing with the child:

This is an extraordinary situation and difficult to understand. It is important to explain the situation to the child and also to talk to him or her in general. We can use the opportunity to learn new words, nursery rhymes, songs, etc.

# Learning organisation

Clear ideas and guidelines for workplace design can reduce or prevent many potential problems or conflicts in advance.



## Tips

### Workplace:

- Offer a fixed workplace and, depending on the needs of the child, accept working in a lying or standing position.
- The workplace should be free of distracting material.
- The only material on the desk should be that needed for the task at hand.
- If possible, create a quiet environment, undisturbed, possibly work with headphones.
- Your child should only work on one subject / task at a time. And only the materials required for this should be on the desk.

### Structured schedule:

- Agree with your child on a regulated sequence of home/learning tasks (procedure, breaks, aids etc.) e.g. with the help of a checklist
- Plan and respect breaks

- Structure the time (manageable time setting) with the help of a clock, countdown timer, hourglass, egg timer, etc.
- Offer a variety of different materials/fields
- Whenever possible, leave decisions to you child as well.

### Keep a routine:

Getting dressed for school, having break times, eating meals at set times and having a set bedtime is important for the child.

### Focus on quality rather than quantity:

If the child cannot complete all tasks - that is fine. The important thing is that they try their best and are aware of the amount of work that they have already managed to do. Therefore, it is important to make a priority list.

### Motivation of the child:

- Respond primarily to positive behaviour rather than undesirable behavior
- Praise your child a lot, show the child that you are proud of his/her work and effort.
- Be patient, humorous and tolerant of inattention, mistakes, misunderstandings and fatigue.
- Rejoice with your child about the exercises and tasks he/she has achieved.

### Parents are not teachers

Parents have the right to make mistakes and not to know the whole school content! Ask for advice from the teachers who support the children's learning.

**AND Above ALL! Let the child get lost in thought, he or she needs it to be able to concentrate better.**

# Learning strategies for independent learning

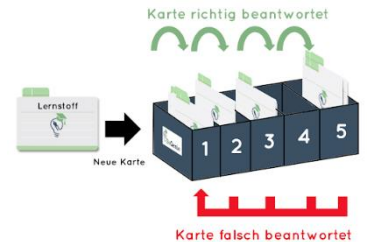
Especially when parents and children are together all day, there is a great danger that your children would like to have you by their side all the time to learn or do their chores. In order for the children to be able to work as independently as possible, the following can be considered

## Tips

Memorization with index cards (from Vocabulary, 1x1, 1+1, friends of ten...)

*Example:* Learning box for vocabulary

1. card index box with several compartments
2. write vocabulary on the front of the index card
3. write the translation/meaning on the back of the index card



[http://blog.begenie.de/Tipps/karteikarten\\_der\\_einfache\\_und\\_clevere\\_weg\\_zum\\_lernerfolg](http://blog.begenie.de/Tipps/karteikarten_der_einfache_und_clevere_weg_zum_lernerfolg)

*Procedure:*

1. Initially, all index cards are in the 1st compartment.
2. Correctly answered index cards slides into the next compartment.
3. If you can no longer answer a card correctly, it slides back into the box in front of it.
4. When all cards have reached the last box, you have internalized the vocabulary.

*Tip:* Try to work with your learning box every day.

## Planning your work with signal cards

*Example:*

1. print out the signal cards/do it yourself
2. explain the cards to the child
3. the child must follow each stage in turn
4. What is my job?
5. What's my plan?
6. Carefully, step by step to the goal!
7. STOP, check!
8. I did good!



Döpfner, Schürmann, Frölich. 2019. *Therapieprogramm für Kinder mit hyperkinetischem und oppositionellem Problemverhalten THOP*. Verlagsgruppe Beltz

*Tip:* The signal cards can also be designed according to the individual needs of the child.

## Plan the work with checklists:

### *Example for checklists:*

- Checklist for spelling rules
- Checklist for editing texts
- Checklist for the processing of factual tasks
- Checklist for the daily routine



<https://www.zaubereinmaleins.de/kommentare/checkliste-schule...711/>

*Tip:* The checklists can be designed according to the individual needs of the child.

## Learning rules with the help of mnemonic devices:

In order to remember things, you have difficulty remembering you need to repeat them often.

### *Examples:*

- Use an existing mnemonic (p.ex. "Wer nämlich mit "h" schreibt ist dämlich")
- Build mnemonic devices yourself:
  - Associations (e.g. memorize a word that sounds similar or is written similarly when learning vocabulary)
  - Remember the first letter
  - Pictures/objects as mnemonic aids



### Checking knowledge in a playful way:

- Present the learning material in the form of a quiz
  - Invent a quiz (thus, the learning material is queried)
  - Play quiz with family members (comprehension is checked)
- Retrieve the learning material in role plays (e.g. the child plays the teacher): In this way the child reproduces the learning material (this can also be used when reading a text/book) in his/her own words.

### Visualisation of the learning material (imagine information differently):

- Mindmap
  1. in the middle of the sheet the main theme is recorded
  2. thoughts/sub-points are connected by lines
  3. use different colours/shapes
- Tables/diagrams
- Pictures

## Supporting reading

- Colouring syllables
- Place a ruler under the sentence to be read
- Create and use your own reading ruler
- Accompany the reading with your finger if it helps the child to follow the text better.
- Colorize important information



## Introducing a task:

- Look at the task together with your child, perhaps have the work instruction read out to you or read it together with the child to make sure that the instructions are understood.
- Together, divide the tasks into manageable and feasible "portions" (cover parts of the worksheet, cut the worksheet into parts...) and consider together how much is to be done and when a break is necessary.
- Do a task together with your child in order to identify or clarify ambiguities or procedures.
- Let your child work on a task alone in your presence.
- Now that everything is understood, let your child continue working alone.
- The child should work on all tasks of this task type and only ask for your help when he or she is at a loss.