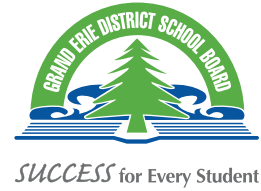


# Special Education

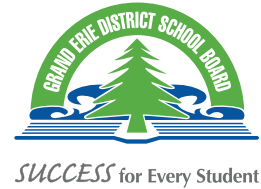


## Applied Behaviour Analysis (ABA) Strategies

**THEME: Using timers to build independence and increase engagement.**

Date	Activity
<b>Monday, May 4</b>	<p><b>Introduce the concept of a timer to your child.</b> Allow them to see how it works and that it counts down, let it get to 0 so they can hear the sound that it makes when time is up.</p> <p>Play a small game with your child using the timer to get them used to it. Set the timer and see if they are able to complete a task before the time is up (make their bed, get dressed, or even run from one place to another). Allow your child to feel success by ensuring they will be able to complete the task in time.</p> <p>Choose one small activity that you will use the timer for today. Set the timer for a short amount of time to start (2-3 minutes).</p> <p>When the timer goes off, praise your child for their efforts and allow them to move to a preferred activity.</p>
<b>Tuesday, May 5</b>	<p><b>Begin small.</b> Choose one work activity that you will use the timer with today. Set the timer for a short amount of time to start (3-5 minutes).</p> <p>When the timer goes off, praise your child for their efforts and allow them to move to a preferred activity for a longer time than they spent on the work activity (5-10 minutes).</p> <p>Move to another work activity that your child can complete on their own. Set the timer for a reasonable amount of time for them to finish (5-10 minutes maximum).</p> <p>When they have completed the task, praise them for their hard work, and allow them to move to a preferred activity. This time use the timer to track the amount of time they can spend at this activity (10-15 minutes). When the timer sounds, help them clean up their activity, or if they are not finished – save it for next time. Praise them for being ready to move to the next activity on your schedule.</p>
<b>Wednesday, May 6</b>	<p><b>Begin the day with a work task that your child is able to complete easily on their own.</b> Set the timer for a reasonable amount of time for them to finish (preferably 5-10 minutes maximum, depending on the age of your child and their abilities).</p> <p>When they have completed the task, praise them for their hard work, and allow them to move to a preferred activity. Try using the timer when they are at their preferred activity (10-15 minutes).</p> <p>When the timer sounds, help them clean up their activity or save it for next time. Praise them for moving away from that activity and ready to work again.</p>

# Special Education



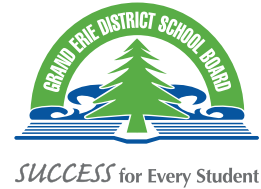
## Applied Behaviour Analysis (ABA) Strategies

**THEME: Using timers to build independence and increase engagement.**

Date	Activity
Thursday, May 7	Continue to increase the time spent on work (in small increments). Increase the preferred activity time based on amount of work completed.
Friday, May 8	Celebrate your achievements together! Show your child what time they started with and how they've increased over the week.
Extra Tips, Information and/or Resources:	<ul style="list-style-type: none"><li>■ <b>Why use a timer:</b> Timers can be a visual for children to see how much time they must work on a task or how much time they have left on their preferred activity. Timers can often decrease anxiety, while increasing work output. Timers come in many different forms; egg timers, stove timers, phone timers and sand timers. Use a timer that will work best for you. <b>Please note:</b> Not every child will need a timer for every task, they may only need one to signal the start or end of an activity or to structure an open-ended activity.</li><li>■ If you are finding that your child is completing the work task before the timer is done, you can either decrease the amount of time on the timer, or increase the amount of work to be done during that time.</li><li>■ If your child is having difficulty leaving their preferred task because they do not feel done, have them save what they are working on for their next preferred activity time. Allow them to return to that activity as many times as they want to in the day, after they have completed the work or activities you have requested of them.</li><li>■ Timers can be a positive way to reinforce activities because a defined time segment can help a child stay on track and complete the required tasks. Timers can be used for transitions. Talk to your child about timers - did he or she use one in the classroom? Did their teacher use one? Help make the connection from school to home.</li><li>■ Some timers used from Google or YouTube can be muted if there is music but often a child may like the sound especially when a timer is being used as a clean-up task or get ready task.</li><li>■ <b>Useful Websites:</b> Fun 5 minute timer: <a href="https://www.youtube.com/watch?v=S8Fh27T8sGk">https://www.youtube.com/watch?v=S8Fh27T8sGk</a></li></ul>

Students must have the appropriate supervision while completing these tasks to ensure safety. If you have any concerns with completing these tasks and ensuring the safety of your child, please do not attempt them.

# Special Education



## Communication

### THEME: Vocabulary – Synonyms and Antonyms

Knowledge of words and their meanings is essential for learning to read and understand language. Children can work on building their vocabulary skills by talking about words that have the same meanings (synonyms) and words that have opposite meanings (antonyms).

#### Date

#### Activity

**Monday,  
May 4**

**Read a book with your child.** Pick 5 words in the story that your child may not understand and describe them using simpler, more familiar terms. For example: "The book says that the pumpkin was enormous. Enormous means really big." or "Mary fell at the beginning of the race. That means she fell right at the start".

**Tuesday,  
May 5**

**Ask your child to tell you another word that has the same meaning for each of the following;** You could say something like, "Tell me another word for \_\_\_": beautiful (pretty), below (under), noisy (loud), quick (fast), rock (stone). Use objects and actions to help your child understand the words. For example, you could hide something under the table to show the meaning of below/under, you could play music at a high volume to show the meaning of noisy/loud.

**Wednesday,  
May 6**

**Talk to your child about "opposites" (words that have different meanings).** Give lots of examples using objects, actions or pictures. For example: big/little (I am big, you are little), empty/full (this cup is empty (pour water in), now it is full), on/off (the lights are on, now they are off), happy/sad (draw two faces – this face looks happy, this face looks sad). Encourage your child to help you act out the examples (e.g., Show me how you can run fast. Now show me how you can go slow).

**Thursday,  
May 7**

**Go on an "opposite hunt".** Give your child a basket or box and walk around the house or yard to find things that are opposites of one another. For example, a heavy stone and a light feather, a wet cloth and a dry cloth, a new toy and an old toy, a clean plate and a dirty plate, a big ball and a little ball. Have your child show their collection of object pairs to another family member and explain why they are opposites.

**Friday,  
May 8**

**Play catch with your child.** Say one of the following words each time you throw the ball and have your child shout out the opposite before they pass the ball back to you: stand (sit), first (last), short (tall), hot (cold), ugly (beautiful), awake (asleep), same (different), in front (behind), up (down), open (closed). (Roll the ball on the floor or use a toy car if you are completing this activity indoors).

# Special Education



## Communication

### THEME: Vocabulary – Synonyms and Antonyms

Knowledge of words and their meanings is essential for learning to read and understand language. Children can work on building their vocabulary skills by talking about words that have the same meanings (synonyms) and words that have opposite meanings (antonyms).

#### Date

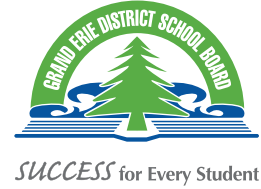
#### Activity

#### Extra Tips, Information and/or Resources:

- Opposites Song by the Learning Station:  
[www.youtube.com/watch?v=TW4OQxUVjiE](https://www.youtube.com/watch?v=TW4OQxUVjiE)
- Synonyms Song by TVO Kids:  
[www.tvokids.com/school-age/wacky-word-songs/videos/fabulous-fantastic-phenomenal](https://www.tvokids.com/school-age/wacky-word-songs/videos/fabulous-fantastic-phenomenal)
- Follow Grand Erie's Communication Services Department on Twitter (@GEDSB\_SLPs\_CDAs) for more fun tips and ideas to work on speech and language at home!

Students must have the appropriate supervision while completing these tasks to ensure safety. If you have any concerns with completing these tasks and ensuring the safety of your child, please do not attempt them.

# Special Education

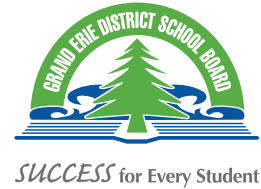


## Self-Regulation

**THEME: Applying the Thinking Steps to help solve a problem and manage behaviour.**

Date	Activity
<b>Monday, May 4</b>	<p><b>The Thinking Steps.</b> Use this strategy when you are faced with a problem to keep yourself from doing or saying something you may regret: <b>STOP</b> (take a few deep breaths or count to 10), <b>THINK</b> (what will happen if I continue to do what I want) <b>PLAN</b> (Brainstorm other things you could say or do. Pick the best option and try it). <b>CHECK</b> (after you have tried the <b>PLAN</b> check to see if it worked, if not <b>PLAN</b> again).</p>
<b>Tuesday, May 5</b>	<p><b>Stop Strategies.</b> <b>Problem:</b> You really want to play video games on your tablet, but your parent(s) has said you must complete your school work first- this makes you very frustrated and upset. <b>Using the Thinking Steps:</b> First you need to <b>STOP</b>. <b>STOP Strategies</b> When faced with uncomfortable feelings stopping to calm yourself is important. Think about your 5 favorite things to do to <b>STOP</b> and calm down. Make a list of your strategies to help remind you or draw a stop sign and a picture of your favourite way to calm down to remind you. E.g.: Deep breathing, Count to 10, talk to a friend, journal or draw.</p>
<b>Wednesday, May 6</b>	<p><b>Thinking Strategies.</b> The next step is to <b>THINK</b>. <b>THINK</b> of the consequences of your actions or words. Apply this to the example problem. <b>THINK</b> about the possible consequences if you choose play video games before you do your school work. Who is affected by this decision? What could happen? Losing video game privileges all together, getting into a fight with you parents.</p>
<b>Thursday, May 7</b>	<p><b>Plan Strategies.</b> Part of <b>PLAN</b> is to brainstorm different ideas on how to solve a problem. Practice your brainstorming skills: Plan what you should do. Can you make a deal? Ask your parent for help? Call a friend if you don't understand? This is all part of brainstorming a <b>PLAN</b>. What could have happened if you failed to plan and you did or said something you would regret?</p>

# Special Education



## Self-Regulation

**THEME: Applying the Thinking Steps to help solve a problem and manage behaviour.**

**Date**

**Activity**

**Friday,  
May 8**

### Check Strategies.

**CHECK** happens after you have tried your plan.

Did your plan, to complete your school work before playing games, work?

**If yes** - great job! Pat yourself on the back and enjoy your game.

**If no** - that's okay! Go back to the planning stage and try again.

Think about alternatives that you could have done or said instead that would have helped the situation. Now you will have an idea if this situation happens again.

**Extra Tips,  
Information  
and/or  
Resources:**

### ■ Tips for parents and caregivers during Covid-19:

[www.triplep-parenting.ca/ont-en/get-started/parenting-during-covid-19/](http://www.triplep-parenting.ca/ont-en/get-started/parenting-during-covid-19/)

### The Thinking Steps

The four Thinking Steps are designed to help students learn how to regulate their own behaviour and gain self-control when making decisions or taking action.

**STOP!** Stop whatever you are doing and use a technique to gain control (for example, counting to 10, quiet time, relaxation exercise like breathing, listening to music or singing a song).

**THINK!** Say to yourself "Is how I'm acting helping me? Will my actions hurt others? What are the consequences – what will happen as a result of how I'm acting?"

**PLAN!** Look at all the different ways you could act or react. Decide what you can do, and plan. Now try to the best plan!

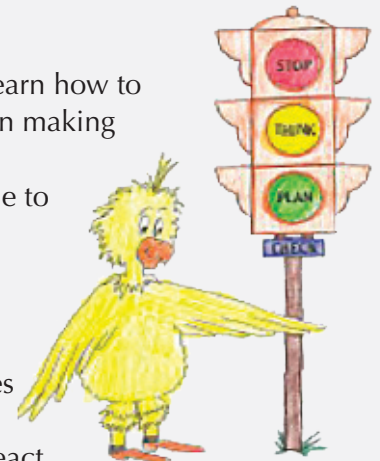
**CHECK!** Check your plan! Is it working? If the answer is yes, continue the plan and give yourself credit (pat yourself on the back). If the answer is no, go back to your list and try something else.

### **PRACTICE!**

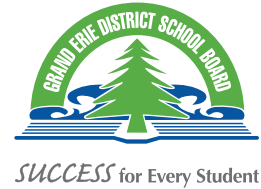
Help your child list problems that need to be resolved or goals to be accomplished. For example:

- Do schoolwork
- Practice reading
- Be kind to your sibling

Work together to develop plans for using the Thinking Steps to solve these problems or accomplish these goals. Implement plans evaluate progress.



# Special Education



## Self-Regulation

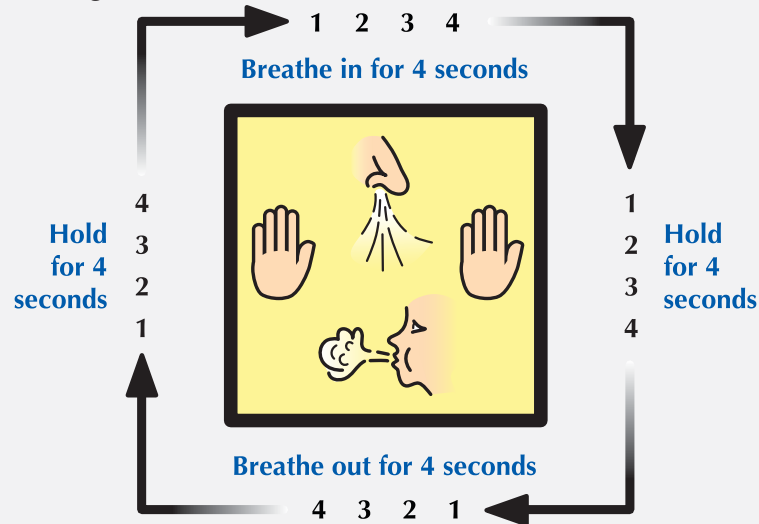
**THEME: Applying the Thinking Steps to help solve a problem and manage behaviour.**

**Date**

**Activity**

**Extra Tips,  
Information  
and/or  
Resources:**

**Square Breathing:**



**Square Breathing YouTube Video Link:**

[www.youtube.com/watch?v=YFdZXwE6fRE](https://www.youtube.com/watch?v=YFdZXwE6fRE)

**Belly Breathing (primary) link :**

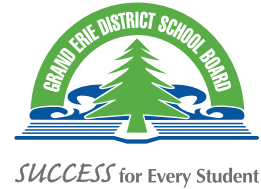
[www.youtube.com/watch?v=\\_mZbzDOpylA](https://www.youtube.com/watch?v=_mZbzDOpylA)

Students must have the appropriate supervision while completing these tasks to ensure safety. If you have any concerns with completing these tasks and ensuring the safety of your child, please do not attempt them.

### Supporting resources:

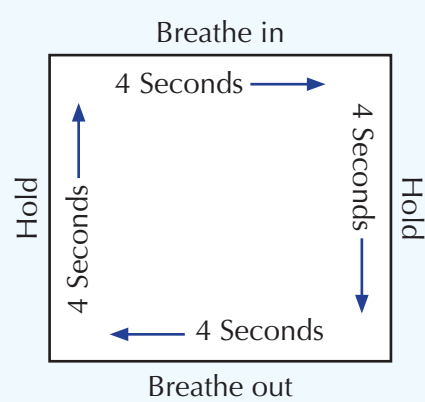
- **The Thinking Steps - Connecting With Others** by Rita C. Richardson and Elizabeth T. Evans.

# Special Education



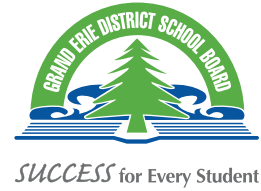
## Self-Care

### THEME: Self-Care Wheel during Mental Health Awareness Week

Date	Activity
<b>Monday, May 4</b>	<p><b>Emotional Self-Care</b></p> <p>This week is Mental Health Awareness Week. Let's spread some positive messages using chalk. Positive messages or drawings can help us to feel better, and also make others smile when they see them.</p> <p>Draw with sidewalk chalk positive mental health messages, messages of hope or coping. Or Draw or write slogans, poems, messages about positive mental health.</p> <p><b>Chalk Recipe:</b></p> <ul style="list-style-type: none"><li>1/3 cup of corn starch</li><li>1/3 cup of water</li><li>1-2 tablespoons of washable paint or several drops of food colouring</li><li>6 – 8 plastic containers with lids</li></ul> <p><b>Instructions:</b></p> <p><a href="http://www.wikihow.com/Make-Sidewalk-Chalk-with-Cornstarch">www.wikihow.com/Make-Sidewalk-Chalk-with-Cornstarch</a></p>
<b>Tuesday, May 5</b>	<p><b>Stress Tool</b></p> <p>When we are feeling worried or upset deep breathing helps us feel more calm. Box Breathing is a strategy you can try when you are upset. Breathe in through your nose and out through your mouth. Trace the box while doing this.</p> 



# Special Education



## Self-Care

### THEME: Self-Care Wheel during Mental Health Awareness Week

Date	Activity
<b>Wednesday, May 6</b>	<p><b>Sensory Self-Care</b></p> <p>Make your own stress ball using common things around the house. Fill a balloon with flour, salt, or sugar. The stress ball should fit into your hand. You can use this when you are feeling tense, stressed or worried. The sensation of the flexing and relaxing your muscles is a great way to alleviate your uncomfortable feelings.</p> <p><b>Instructions:</b> <a href="https://youtu.be/SyfxlryiD8A">youtu.be/SyfxlryiD8A</a></p> <p>OR</p> <p>Look around your house for items that you like to look at, feel, hold, smell and something that makes a sound. Put these items in a box, basket or somewhere in your room. When you are feeling angry, worried, sad or upset go and use the items you have collected to make yourself feel better.</p>
<b>Thursday, May 7</b>	<p><b>Spiritual Self-Care</b></p> <p>Feeling thankful or having gratitude is an exercise which can help you feel calm and happy while thinking about positive things. Try this scavenger hunt and see how many you can check off.</p> <ol style="list-style-type: none"><li>1. Find something outside you enjoy looking at</li><li>2. Find something that is useful for you</li><li>3. Find something that is your favorite color</li><li>4. Find something you know someone else will enjoy</li><li>5. Find something that makes you happy</li><li>6. Find something that tastes good</li><li>7. Find something that smells amazing</li><li>8. Discover something new</li></ol>
<b>Friday, May 8</b>	<p><b>Social Self-Care</b></p> <p>Build a creation. Your creation could be made out of Lego, blocks, make a box or blanket fort or even bake something. You could also draw or paint a picture. Call or text a friend or family member and tell them all about what you made.</p>

# Special Education



## Self-Care

### THEME: Self-Care Wheel during Mental Health Awareness Week

Date	Activity
<b>Extra Tips, Information and/or Resources:</b>	Information for parents on “What is Mental Health”: <a href="http://cmha.ca/blogs/mental-health-what-is-it-really">cmha.ca/blogs/mental-health-what-is-it-really</a> Link the Brant Mental Health Week Activities: <a href="https://www.facebook.com/BrantsMentalHealthAwarenessWeek">www.facebook.com/BrantsMentalHealthAwarenessWeek</a> Link the CYW Mental Health Week video. <a href="https://youtu.be/INE5MO1ZKyA">youtu.be/INE5MO1ZKyA</a>

Students must have the appropriate supervision while completing these tasks to ensure safety. If you have any concerns with completing these tasks and ensuring the safety of your child, please do not attempt them.

### Supporting resources:

■ Box Breathing: [www.youtube.com/watch?v=YFdZXwE6fRE](https://www.youtube.com/watch?v=YFdZXwE6fRE)