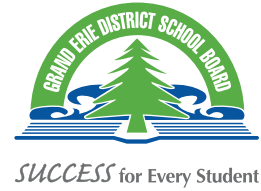


# Special Education



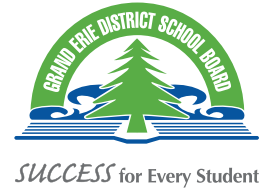
## Applied Behaviour Analysis (ABA) Strategies

### Task Analysis

Task analysis is taking a larger skill and breaking it down into smaller steps. These steps placed in order show how the skill is acquired. An example is getting dressed. The steps involved are: putting on underwear, putting on socks, putting on pants, putting on shirt.

Date	Activity
<b>Monday, May 11</b>	<p><b>Choose the Skill.</b> Pick a larger skill your child needs to work on or learn and think about all the smaller steps that make up that skill. Write the smaller steps in the order that you would perform the task. For example:</p> <p><b>Brushing your teeth</b></p> <ol style="list-style-type: none"><li>1. Wet the toothbrush</li><li>2. Put toothpaste on it</li><li>3. Brush your top teeth for 1 minute – use a timer</li><li>4. Spit it in the sink, brush your bottom teeth for 1 minute</li><li>5. Spit it in the sink,</li><li>6. Rinse out mouth with some water</li><li>7. Spit it out in the sink</li><li>8. Rinse off your tooth brush</li><li>9. Put toothbrush away</li></ol>
<b>Tuesday, May 12</b>	<p><b>Decide where to start.</b> Looking at your list decide which steps your child already knows how to do, check mark them on your list. Set aside some time to practice the skill 2 or 3 times a day.</p>
<b>Wednesday, May 13</b>	<p><b>Practice!</b> Start at the first step, if your child knows how to do that step, allow them to do so independently. Praise them and give some models or help them with the steps they do not know how to do.</p>
<b>Thursday, May 14</b>	<p><b>Reduce your assistance.</b> Continue to practice the skill regularly. Work through the list of steps ensuring that your child is getting a little less help each time they are completing the task. This helps to move your child to independence doing the skill!</p>

# Special Education



## Applied Behaviour Analysis (ABA) Strategies

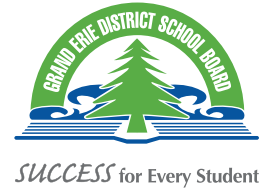
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Date	Activity
<b>Friday, May 15</b>	<p><b>Reflect on your progress.</b></p> <p>Ask your child how they felt about working through the task using the steps. Decide with your child a skill that they would want to work on next week by using steps.</p> <p>Continue to use each task analysis you develop regularly (daily for daily tasks, weekly for weekly tasks).</p>
<b>Extra Tips, Information and/or Resources:</b>	<ul style="list-style-type: none"><li>■ Use lots of positive praise and reinforcement when your child continues to work through the steps of the task</li><li>■ If your child gets stuck at a step – allow them to ask for help and provide the needed assistance</li><li>■ Start with small more achievable tasks, before moving to more challenging tasks</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



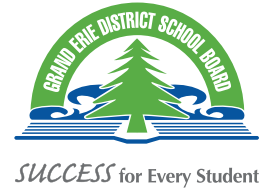
## Communication

### THEME: Basic Language Concepts – Condition/Quality

Condition or quality words are used to describe a person, place, or thing. Focus on helping your child understand and use the following condition or quality words this week: closed/open, dirty/clean, awake/asleep, hard/soft, old/new, wet/dry, noisy/quiet.

Date	Activity
<b>Monday, May 11</b>	<b>In the Kitchen!</b> When eating your meals today, talk about the food you are eating and the plates/cutlery. <ul style="list-style-type: none"><li>- Is the food hot or cold?</li><li>- Is it hard/soft/mushy?</li><li>- Are your dishes clean or dirty when you are done eating?</li></ul> Model the words for your child: My soup is hot! I need to blow on it.
<b>Tuesday, May 11</b>	<b>Photo time!</b> Take a photo of a room in your home, or something outside your window. See how many of the concepts above you can find in your photo. <ul style="list-style-type: none"><li>- Is the door open or closed?</li><li>- Living room: Is the couch hard or soft?</li><li>- Bedroom: Are the clothes in the closet clean?</li></ul>
<b>Wednesday, May 13</b>	<b>Chore time!</b> Have your child do a chore with you today like dishes or laundry. Talk about the concepts while working. <ul style="list-style-type: none"><li>- Are the clothes/dishes clean or dirty?</li><li>- Are you washing with hot or cold water?</li><li>- Are the dishes/clothes hard or soft?</li><li>- When you are washing, are they wet or dry?</li></ul>
<b>Thursday, May 14</b>	<b>Put various items in a bag.</b> Try to choose items of different textures such as hard/soft/rough/smooth. Have your child reach into the bag without looking and describe what he/she feels. Then pull it out and talk about it. <ul style="list-style-type: none"><li>- The wash cloth was soft and bumpy.</li><li>- The spoon was hard and cold.</li><li>- The playdoh was soft and squishy.</li></ul>

# Special Education



## Communication

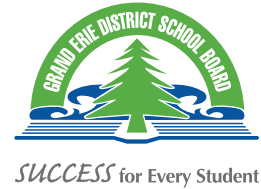
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Date	Activity
Friday, May 15	<p><b>Go for a walk!</b></p> <p>Take a walk around your neighbourhood. See how many of these concepts you can find and ask your child about!</p> <p><b>Bonus:</b> While outside, describe the weather to your child by breaking the describing word up into its sounds and having your child blend the sounds together to form the word. Use words like hot, cold, sunny, cloudy, windy, rainy, and wet. Say, “Today it is h-o-t and s-u-nn-y.” Then ask your child to say back what you said, “What did I say the weather is like today?”. Answer, “Hot and sunny”.</p>
Extra Tips, Information and/or Resources:	<ul style="list-style-type: none"><li>■ This week, the main focus is on helping your child understand and use the condition/quality words listed above.</li><li>■ Early Literacy Bonus: Words have beats, we call these syllables. For all activities try clapping out the number of syllables in your words. E.g. cold only has one beat, sunny has two beats.</li><li>■ 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!</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



## Self-Regulation

"Self-regulation is the ability to manage your own (energy states), emotions, behaviours and attention, in a way that are socially acceptable and helps achieve positive goals, such as maintaining good relationships, learning, and maintaining well-being." - Stuart Shanker

### Date

### Activity

**Monday,  
May 11**

#### Be Your Own Self Reg Detective

Things that cause us stress, otherwise called "stressors" can affect our ability to self regulate and manage our emotions. Think about the environment in which your child(ren) work in. There are many small factors in our environment that can have an affect on our learning. Think about things like:

**The lighting** Is it too bright? Is it too dark?

**Noise level:** Are there lots of distracting sounds around, humming from electronics. Is the TV or radio on?

**Workspace:** Is it big enough? Is it cluttered?

**Seating:** Is it comfortable? Too hard? Not enough support? Would your child prefer to stand while working rather than sitting?

**Visual clutter:** Are there too many distracting things to look at?

**Temperature:** Is the room too hot or too cold?

**Smell:** Are there strong odours or smells?

Think about your child(ren),

Did they get enough sleep? Have they eaten a healthy meal or snack? Are they comfortable? – Is their clothing itchy? Too tight?

After talking with your child about these different factors, have them write or draw their personal stressors on small scraps of paper.

Make it a family activity and participate with your child as well.

**Fun Activity** - Using small scraps of paper, write down a stressor(s).

It can be yours or your child's stressor.

Scrunch up the paper into balls and have a fun "snowball" fight. "Throw" the stressors away and let off some steam.

**Tuesday,  
May 12**

#### Make it Visual

Preparing a child for their day can make transition from play to work easier. A great way to do this is by creating a visual schedule for your child.

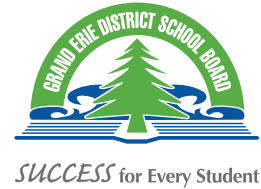
Using words or pictures, lay out the tasks for each day before beginning.

Make sure to schedule in break times between tasks. If your child is having difficulty completing school related tasks break them up with preferred activities more often.

Allow your child to help plan their schedule so they feel they have some control over their learning.

**Fun Activity** - Have your child help create their visual schedule using words and pictures. Be creative!

# Special Education



## Self-Regulation

### Date

### Activity

**Wednesday,  
May 13**

#### **Make a Break Space**

During this time, it is natural that feelings can become intense and overwhelming. Learning from home can present many challenges and create frustration and stress. Having a safe, calming, quiet place to spend some time can be very beneficial to helping children and teens self regulate by allowing them a space to recover from their stressors.

It is very important that you do not use this space as a punishment, but rather allow your child to use their quiet space when they are feeling stressed and overwhelmed. Remember there are lots of environmental factors that could be causing them stress. Celebrate your child for using their break space appropriately.

**Fun Activity** - Create a BREAK SPACE: This could be as simple as a comfy chair in your home, a small corner of their favourite room or really go for it and create a fort with your child. A home made fort can serve as a great break space for young children and even adults!

Be sure to include calming things in your break space such as calming visuals, breathing exercises, pictures of things that make you happy, calming activities like fidgets, stuffed animals, and calming music.

**Thursday,  
May 14**

#### **Success with Self Talk**

What is Self-Talk? Self talk is “the little voice inside your head.” It is what we tell ourselves about ourselves, or a situation.

Self talk has a large impact on our feelings and can make us feel better or worse about a situation.

This is a challenging time, and it is okay to have a variety of feelings. Changing how we think about certain things can help change how we feel.

#### **Fun Activity:**

First, trace your hands (you may need to ask for help with this!)

Think about some of the negative things you have thought during this time. Try and write 5 negative statements in one hand.

Example: I hate doing my math at the Kitchen table.

Next, think of a more positive statement to match each negative one, and write them in the other hand.

Example: It's kind of fun that I get to do my math in my pajamas! Next time you catch yourself thinking negatively, stop yourself and see if you can turn it into a more positive statement, and notice how it makes you feel!

## Self-Regulation

Date

Activity

Friday,  
May 15

### The Control Signals

Dealing with overwhelming feelings can be hard for children and youth to manage. Being able to stop and calm down is very important to help manage their self regulation because it is difficult to think of a solution to what is bothering us.

The Control Signals poster is designed to help gain better control over their feelings and think about a good solution.

The Control Signals Poster is designed to resemble a traffic light.

#### The first step is:

**STOP:** Take one deep breath and say how you feel.

#### The second step is:

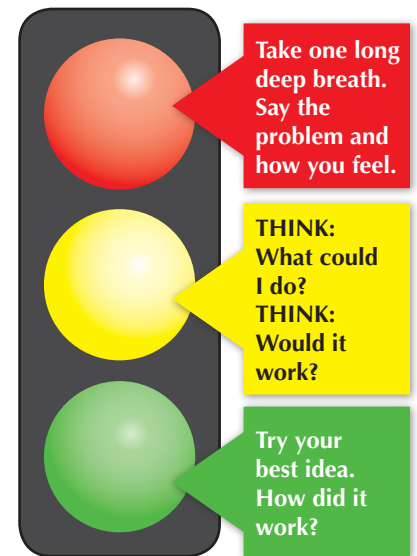
**MAKE A PLAN:** Think what could you do? Would it work?

#### The third step is:

**GO:** Try your best idea. How did it work?

Print the attached poster or create one of your own and post in an area visible to your child's workspace so they can use it when needed.

### The Control Signals



### Fun Activity: What Calms You?

The first step on the control signals poster is to stop and take a deep breath.

There are many different breathing exercises, so be sure to find one that works best for you.

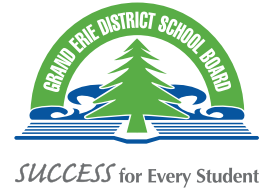
- Square breathing
- Balloon Breathing
- Hot Chocolate Breathing
- Rainbow Breathing

Draw a visual of your favourite breathing exercise to add to your break space and help remind you to take deep breaths when you are starting to feel upset or frustrated.

Press CTRL and click the link below for some examples to get you started -

**<https://bit.ly/BreathingVisuals>**

# Special Education



## Self-Regulation

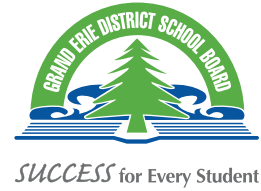
### Supporting resources:

- **Self Regulation: Be Your Own Stress Detective, Make it Visual, Build a Break Space: Self Reg with Dr. Stuart Shanker**
- **Self Talk: Stress Lessons: From Stressed Out to Chilled Out- Program for Grade 7-9 classrooms**
- **The Control Signals: Promoting Alternate Thinking Strategies (PATHS) Program**

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-Care

### THEME: Self-Care Wheel

#### Date

#### Activity

**Monday,  
May 11**

#### Emotional Self-Care

Look at yourself in the mirror and imagine that you are your best friend. What would you (as your friend) tell you right now.

**Tuesday,  
May 12**

#### Stress Tool: Bumble Bee Breathing

Get into a comfortable sitting position and close your eyes. (If you can safely sit outside in the sun and fresh air go ahead, but make sure an adult knows where you are).

Focus on listening to your breathing. Feel the air entering in through your nose, filling up your lungs and blowing out of your mouth. Inhale slowly through your nose. Place your fingers gently on your ears to close off other sounds. Breathe out through your mouth, saying "BUZZZZZZZZZZ" for as long as you can, blowing out all the air in your lungs.

Repeat the bumble bee breathing until your body and mind is calm and relaxed.

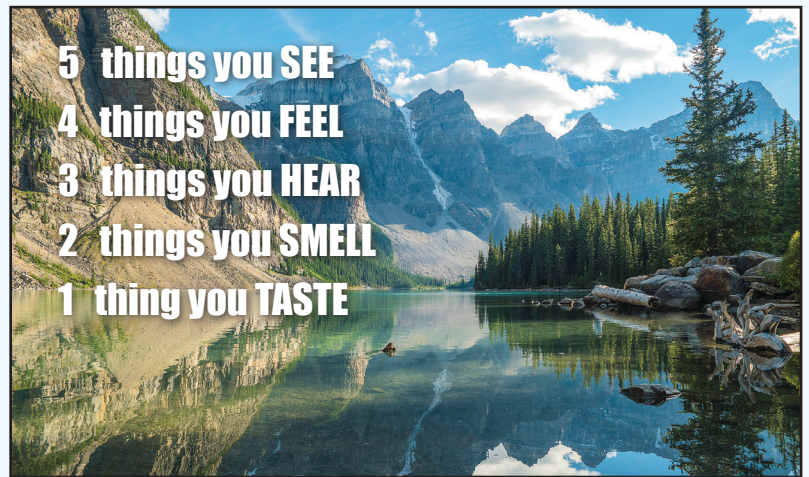
<https://youtu.be/cUC3zVnd2do>



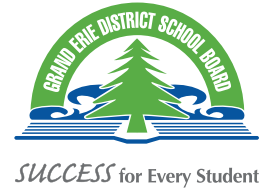
**Wednesday,  
May 13**

#### Sensory Self-Care

Look around you, identify and name:



# Special Education



## Self-Care

### THEME: Self-Care Wheel

Date	Activity
<b>Thursday, May 14</b>	<b>Spiritual Self-Care</b> Take or draw a nature picture. Nature provides an endless supply of photo ops, even for amateur photographers. Take your phone, tablet or camera outside. Try taking or drawing pictures of birds, trees, flowers, animals, a sunrise or sunset. If you get a photo that's really nice put it into an album (either digital or print) to look at on those days we can't get out. You can build a nature album to view when you need to calm yourself. If you really love it you can print it and make a paper or cardboard frame to decorate and hang on your wall or the refrigerator for the family to enjoy.
<b>Friday, May 15</b>	<b>Social Self-Care</b> Gather your family together and pick a board game to play. Think about what you have. A deck or cards, checkers, monopoly or make up your own game of Pictionary or charades.

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