



Supports and Strategies for Parents in Distance Learning

The background features a dark teal base with several overlapping, semi-transparent geometric shapes in a lighter teal and a vibrant lime green. These shapes create a layered, mountain-like effect. The word "Introductions" is centered in a white, bold, sans-serif font.

Introductions

- **Presentation will be recorded**
- **Save questions for the end**
- **Please turn your microphones and cameras off**

Classrooms have completely changed



BEFORE



AFTER

Does this look familiar?



How do we work together
to ensure the success of
our students?



1.

Health and Wellness

Social-Emotional Well-being

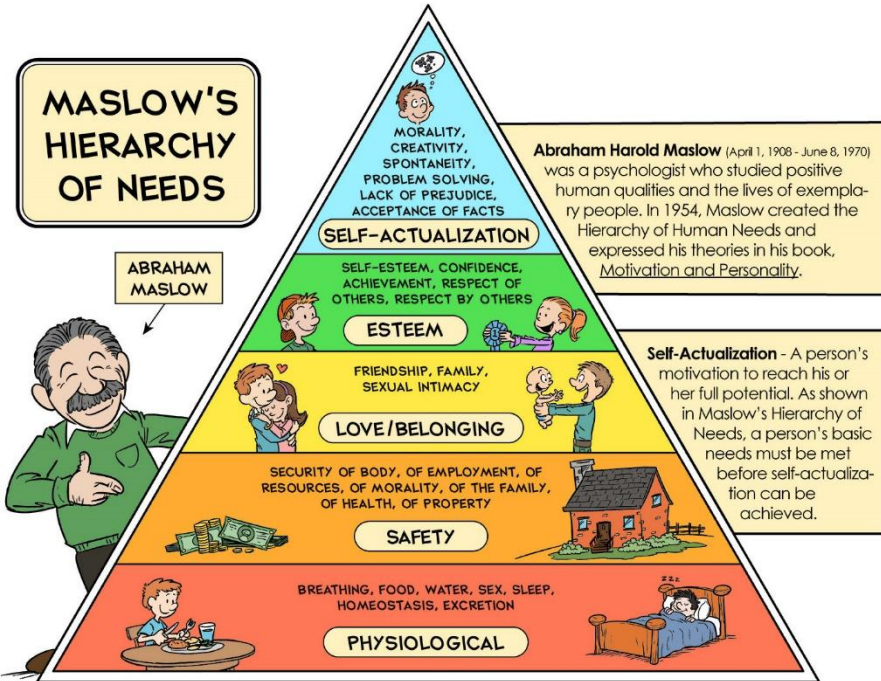


Wellness

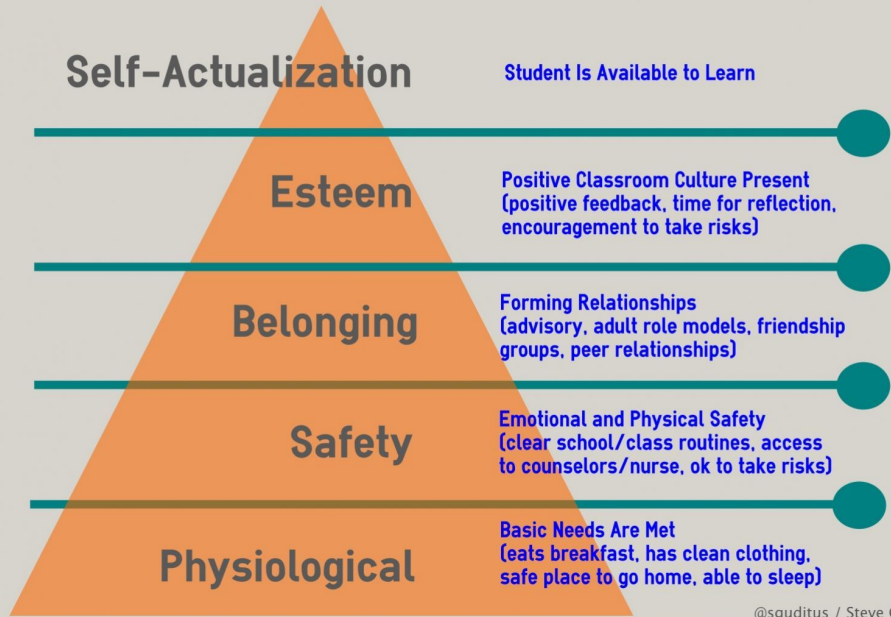


How **BALANCED** is your **WELLNESS WHEEL**?

Hierarchy of Needs



Maslow's Hierarchy of School Needs



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



Self Care



powered by
Piktochart
make information beautiful

TYPES OF SELF-CARE



PHYSICAL

- Sleep
- Stretching
- Walking
- Physical release
- Healthy food
- Yoga
- Rest

EMOTIONAL

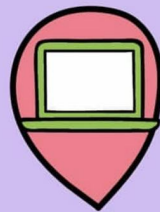
- Stress management
- Emotional maturity
- Forgiveness
- Compassion
- Kindness

SOCIAL

- Boundaries
- Support systems
- Positive social media
- Communication
- Time together
- Ask for help

SPIRITUAL

- Time alone
- Meditation
- Yoga
- Connection
- Nature
- Journaling
- Sacred space



PERSONAL

- Hobbies
- Knowing yourself
- Personal identity
- Honoring your true self

SPACE

- Safety
- Healthy living environment
- Security and stability
- Organized space

FINANCIAL

- Saving
- Budgeting
- Money management
- Splurging
- Paying bills

WORK

- Time management
- Work boundaries
- Positive workplace
- More learning
- Break time

VISIT [BLESSINGMANIFESTING.COM](https://www.blessingmanifesting.com)
FOR MORE!

Resources



Calming Rooms

Resources

[Building Bridges Resources](#)

[Social Emotional Resources](#)



2. Strategies



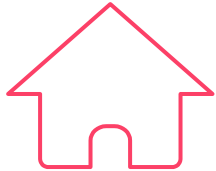
*Before anything else,
preparation is the key to success.*

Alexander Graham Bell

Organization

Space

Identify a specific place for working on school assignments and activities.



Materials

Gather and organize needed materials in advance.

Your student's teacher will provide links to webpages and learning apps. Keep this information handy and refer to it regularly.



Schedule

Create a plan for each day.

Start with 1-2 days then make changes as necessary for following days.

Write out your plan to reference.



Space: Setting up your environment

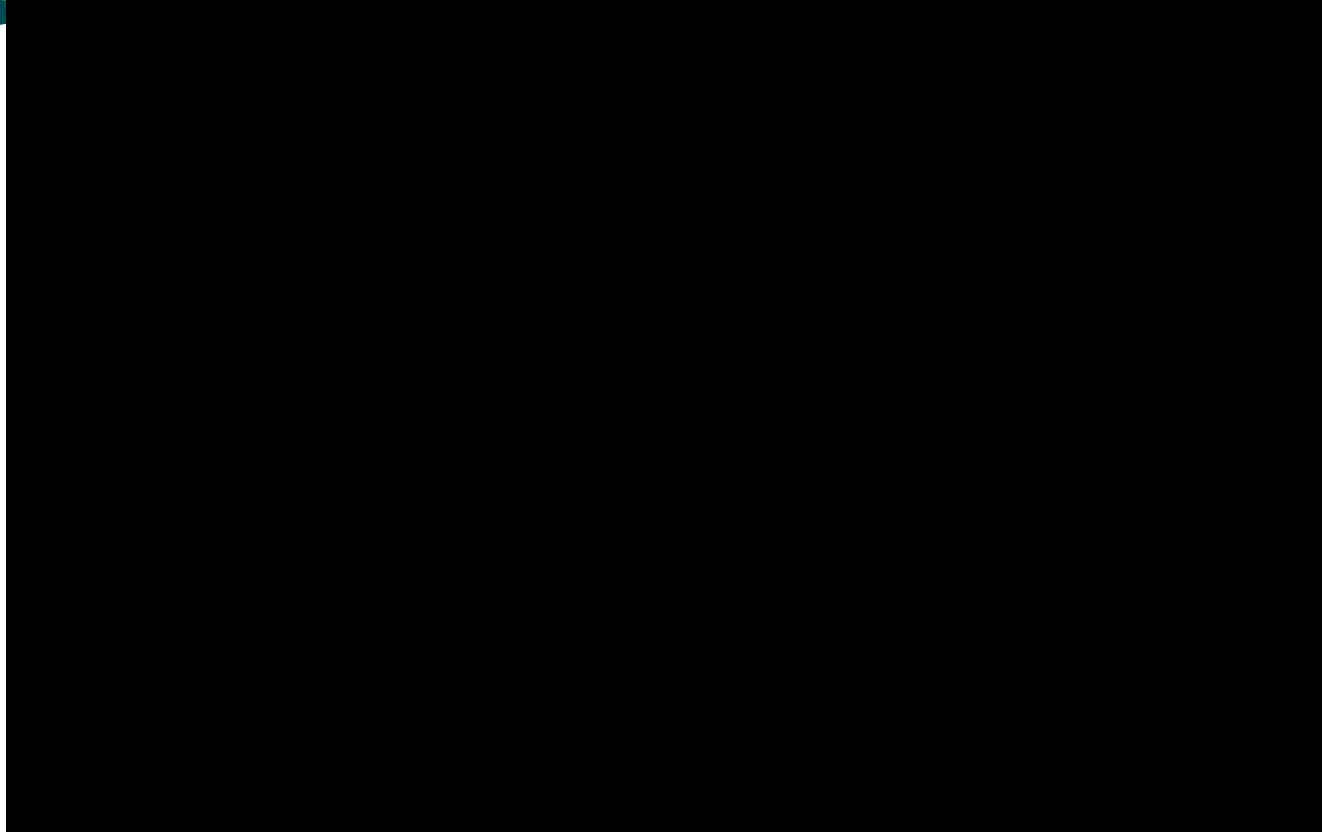
Create a workspace in advance that is

- ◆ Free from distractions
 - ◆ Of an appropriate size
 - ◆ Not in front of the TV
- ◆ Organized
 - ◆ Is there space to put things away?
- ◆ Distinct
 - ◆ Try to avoid doing work on the couch or in the bed where they also get to take breaks and relax





A TUSD Parent Example



Materials



Academics

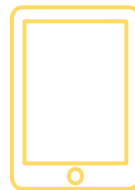
- ◆ Worksheets
- ◆ Pencils/erasers
- ◆ Scissors
- ◆ Glue
- ◆ Crayons
- ◆ Manipulatives
- ◆ Number line
- ◆ Graphic Organizer
- ◆ Headphones

Apps/Web Pages

- ◆ login/passwords

Play

- ◆ **Preferred activities**
- ◆ **Solitary**
- ◆ Tablet/screens
- ◆ Puzzle
- ◆ Coloring
- ◆ **Interactive**
- ◆ Board Games
- ◆ Catch
- ◆ Play-doh
- ◆ Legos



Behavioral Supports

- ◆ Token Board
- ◆ Checklist
- ◆ Timer
- ◆ Choice Board
- ◆ Break Card



Coordinate materials with your IEP team!

Materials

Learning Box:

Have everything ready to go each day!



Sensory: weighted blankets, soft pillows, fidgets, yoga ball, trampoline, etc.



Visual Cues



Work quietly

BREAK



Ask for help if you need
it.

When _____ Makes Good Choices!

Five empty square boxes for writing names.

I am working for

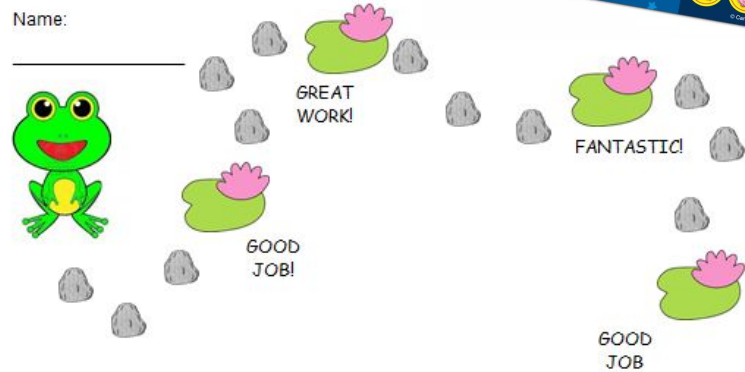
- Follow directions the **FIRST** time
- Keep my hands and feet to myself
 - Raise my hand



Token Economies



Name: _____



I earn 1 token when I follow the rules and listen.

When I reach a lilypad I get to take a break or earn a reward.

Charts & Checklists

Get started

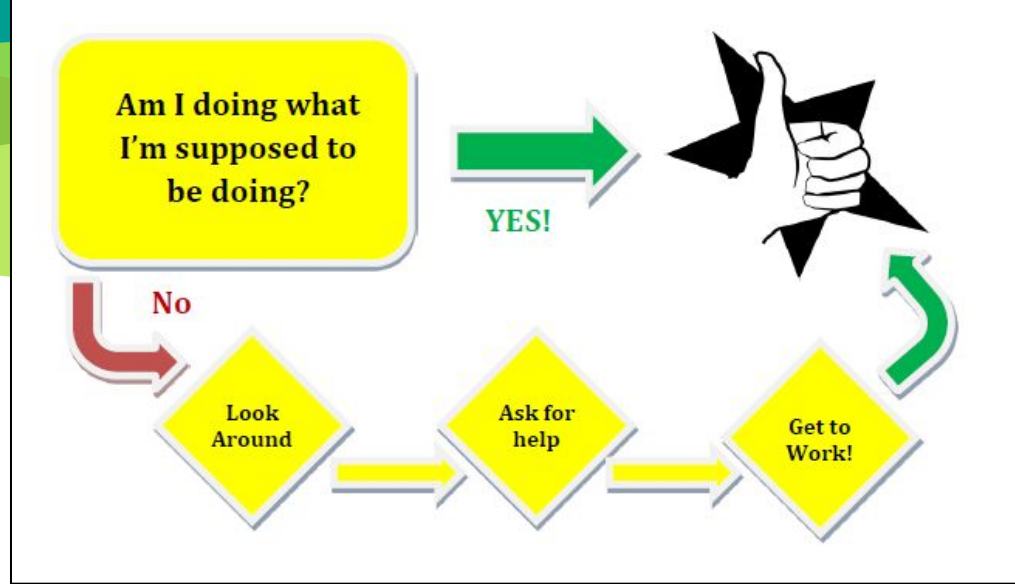
1. write name and date
2. read instructions

Work Quietly

1. look at each question
2. try your best
3. ask for help if you need it

Complete the activity!

1. Turn in your work or put in folder



DO:

Sit Quietly

Sit Nicely in Your Chair

Pay Attention to Teacher
and Lesson

DO NOT:

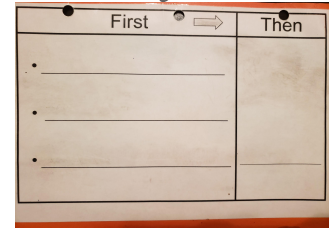
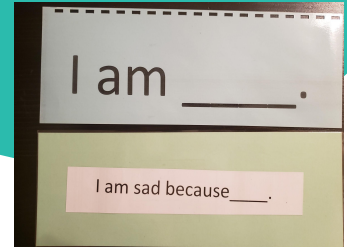
Hum or Make Noises

Rock in Your Chair

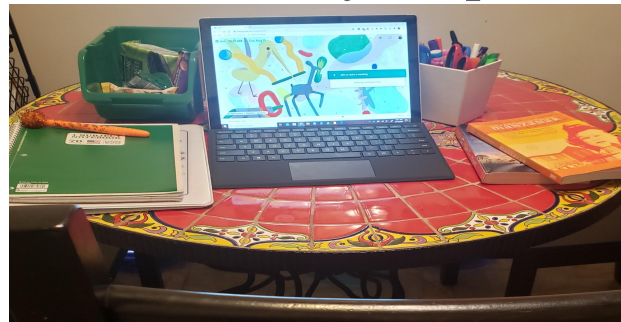
Draw Pictures During
Instruction Time

Middle School and High School Students

- Check in with where they're at emotionally.
 - Leave a sentence starter where they will notice it immediately.
 - This may get the conversation rolling.
 - You may discover what will motivate them the most.
- Routinely state, "First", "Then" 🎮 → 📱 📺 🏠
 - "First follow all of the directions for your math homework. Then you may have 15 minutes of free time on your phone."



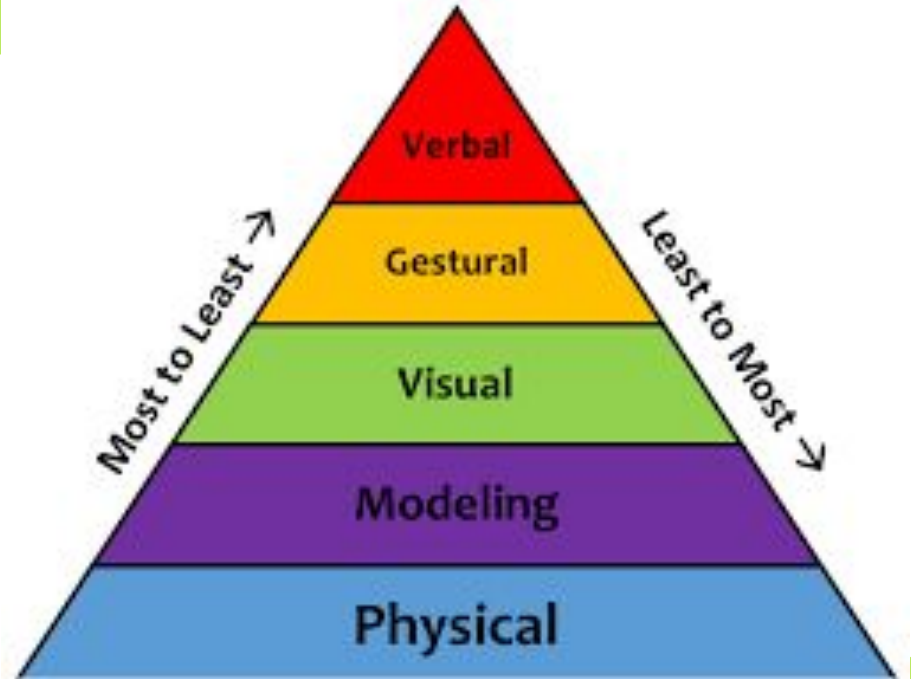
- An example of a workstation:



Instructional Strategies

-Wait time

-Prompting hierarchy

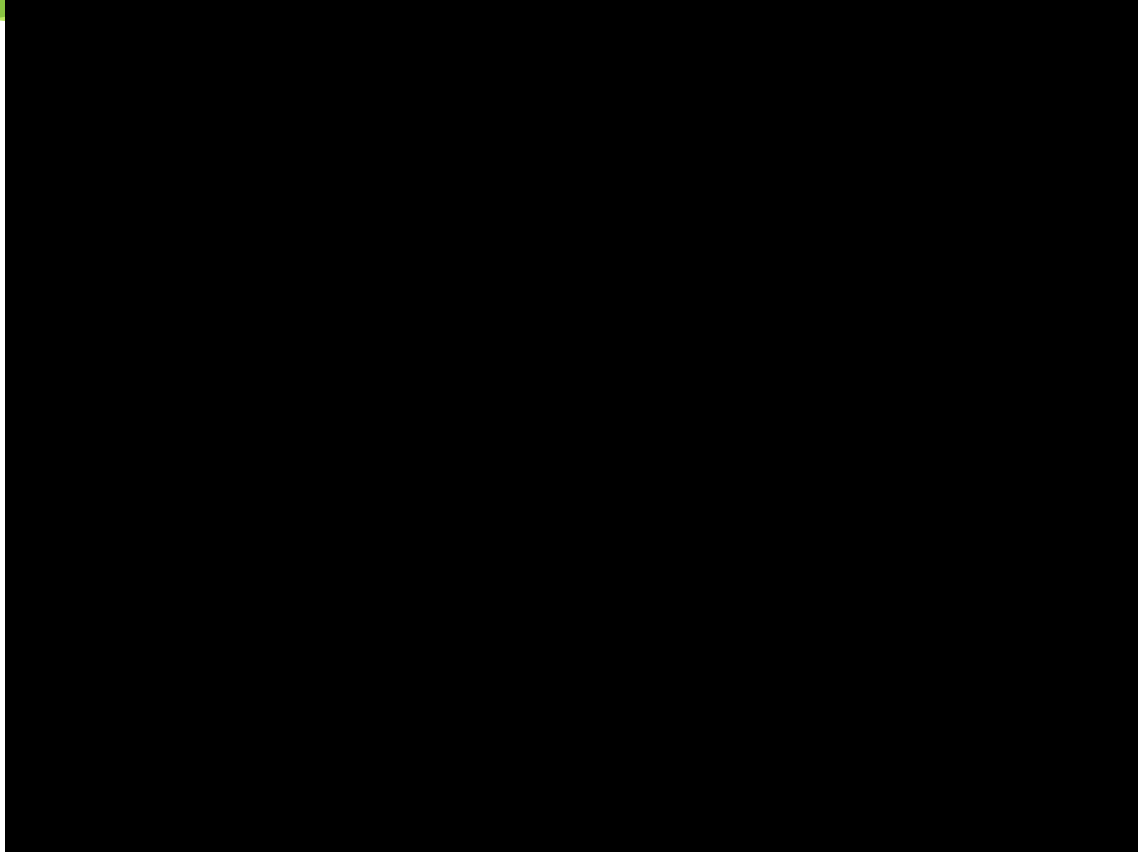


Instructional Strategies Continued

- Provide reinforcement.
- Stay positive.
- Praise often.
- Choose your battles.
- Welcome the help of siblings.




A TUSD Parent Example



1		6
2		7
3		8
4		9
5		10

1	20	19	18	17	16
2	 _____'s Been Spotted Making Good Choices!				15
3					14
4					13
5					12
6	7	8	9	10	11

	_____ 's Been Spotted Making Good Choices!	1	2	3	4	5
--	---	---	---	---	---	---

Punch Cards/Sticker Charts

1	20	19	18	17	16
2					15
3					14
4					13
5					12
6	7	8	9	10	11

Behavioral Supports

- Review expectations and establish contingencies in advance.
- Use consistent phrases with your child, such as, “First (do this), then (do this).”
- Provide choices when appropriate (e.g., “Do you want to read or do your math homework first?”).
- State one direction at a time. If completed, praise. If not completed, follow through with established contingencies.

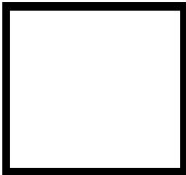
Offer Choices

I want to work
by myself please.



BREAK

First



Then



book



couch



computer

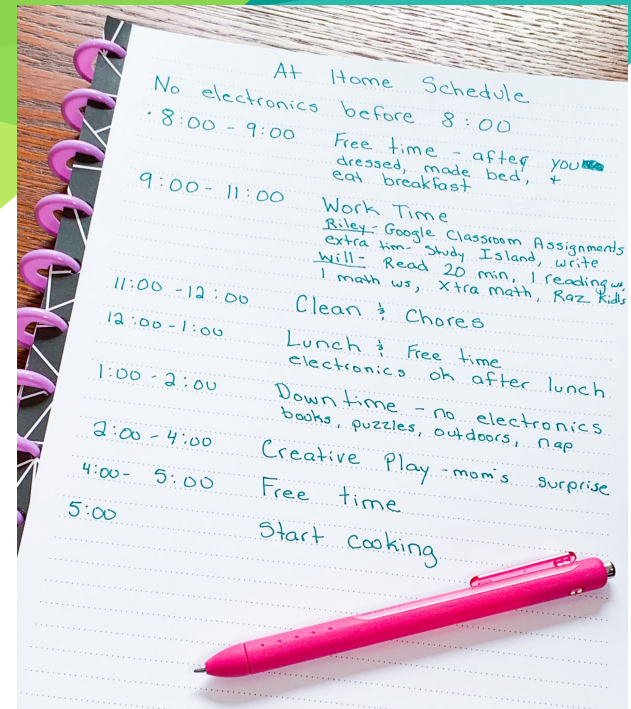


white
board

3. Scheduling

Scheduling

- Your IEP team can help!
- Visuals (photos, icons)
- Written Checklists
- Daily schedules with built in breaks and gross motor activities
- Weekly schedules to see what happens the next day
- Schedules within a work session



Visual Daily Schedule

In a Binder



On a Line



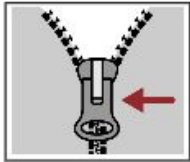
In a Pocket Chart



Benefits of schedules

Check-In Schedule

Unzip



Snack



Folder



- Consistency and routine are key.
- Easy to reference.
- Break down the day or activity
- The end is in sight!



Google Calendar

SUN	MON	TUE	WED	THU	FRI	SAT
17	18	19	20	21	22	23
	Assignment: Renaisa					
	FirstSteps Session, 8:3	FirstSteps Session, 8:3	FirstSteps Session, 8:3	FirstSteps Session, 8:3	FirstSteps Session, 8:3	
	1st Period- PE 9am, https://classroom	2nd Period- Science 9am, https://meet.google	1st Period- PE 9am, https://classroom	2nd Period- Science 9am, https://meet.google	Social Studies Meet Up 9 – 10am	
	3rd Period- ELA 10:15am, https://meet	4th Period- Social Stud 10:15am, https://classr	3rd Period- ELA 10:15am, https://meet	4th Period- Social Stud 10:15am, https://classr	Science Office Hours 10am, http://meet.g	
	5th Period- Math 11:30am, https://meet	6th Period- Study Skills 11:30am, https://meet	5th Period- Math 11:30am, https://meet	6th Period- Study Skills 11:30am, https://meet		
	Afternoon Check-in; mak		Afternoon Check-in; mak	COUNSELOR CHECK IN,	speech individual and g 1 – 2pm	
	Science Office Hours. 2p Math Homework With I	Science Office Hours. 2p Math: homework check	Science Office Hours. 2p Math Homework With M	Science Office Hours. 2p Math: homework check	Math: homework check	
		Assignment: Attendance		Assignment: Attendance		

Google Calendar

The screenshot displays a Google Calendar interface with a weekly view. The calendar shows events for Sunday (2) and Monday (3). A pop-up window is open for the 'ELA' event on Monday, August 3, from 9:30 AM to 10:15 AM. The event is recurring weekly on weekdays. The pop-up includes options to join via Google Meet, phone, and a class link. The background shows a calendar grid with time slots from 6 AM to 5 PM. Other events visible include 'FirstSteps Session, 8:30', 'Office Hours, 9am', 'Math, 10:30am', 'DIS Services 11:30am - 12:30pm', and 'Office Hours, 12:30pm'.

Day	Event	Time
SUN 2		
MON 3	ELA	9:30 - 10:15am
MON 3	FirstSteps Session	8:30
MON 3	Office Hours	9am
MON 3	ELA	9:30am
MON 3	Math	10:30am
MON 3	DIS Services	11:30am - 12:30pm
MON 3	Office Hours	12:30pm
FRI 7		
SAT 8	Assignment: Assignm	

ELA
Monday, August 3 - 9:30 - 10:15am
Weekly on weekdays

[Join with Google Meet](#)
meet.google.com/qqu-wgux-daf

[Join by phone](#)
(US) +1 414-858-7276 PIN: 170 749 814#

ELA class

Use this link for ELA each class.

See you in class,

Ms. Rousseau

10 minutes before



Torrance Unified School District

Reopening Schools Parent Workshops & Training 2020

Technology & Tools					
PROFESSIONAL DEVELOPMENT	DATES	TIME	PD LINK	AUDIENCE	FORMAT
Google Classroom: <i>Learn how to access and Navigate Google Classroom.</i>	8/17 8/18 8/20 8/21	9:00-10:30 (ES) 1:00-2:30 (ES) 1:00-2:30 (MS,HS) 9:00-10:30 (MS,HS)	https://meet.google.com/fjw-mzut-iik	TK-12 Parents	Live, Google Meets
Google Apps for Education: <i>Learn how to access Gmail, Google Meet and Google Drive to manage student documents.</i>	8/18 8/19	9:00-10:30 1:00-2:30	https://meet.google.com/fjw-mzut-iik	TK-12 Parents	Live, Google Meets
Clever: <i>Learn how to log in to the TUSD Portal to gain access to online programs and resources</i>	8/17 8/20	1:00-2:30 9:00-10:30	https://meet.google.com/fjw-mzut-iik	TK-12 Parents	Live, Google Meets
eTUSD: <i>Learn how to log in to the District learning management system to access course, primarily at the secondary level</i>	9/1	9:00 6:00	https://meet.google.com/dcu-dggp-zik	TK-12 Parents, Focus on Secondary	Live, Google Meets

Home Schedule

COVID-19 AT-HOME LEARNING PLAN

BEFORE 9 AM	Wake up. Brush teeth, get dressed, make bed, eat breakfast, etc
9 AM	Set an intention and plan for the day
10 AM	Screen-free academic time
11 AM	Feelings check-in
12 PM	Get moving and eat lunch
1 PM	Downtime and rest
2 PM	Free-choice reading and snack
3 PM	Get moving
4 PM	Reflect
5 PM	Dinner and family time

4.

Communication and creating community





The greatness of a community is most accurately measured by the compassionate actions of its members.

Coretta Scott King

Communication

Getting involved:

- Figure out how your student learns best
 - ◆ Communicate this with teachers, case manager, service providers.
- Ask for feedback
 - ◆ Establish a communication system.

Creating Community and Communication

Participate in your school's Q&A

Participate in school spirit days

Attend online school events

Stay current on class assignments

Network with teachers and parents

Set up Zoom playdates

Volunteer to help

Volunteer together.

Talk to your school team about virtual social opportunities.

Additional Community Resources

Friendship Foundation



Mychal's
Learning Place

Mychal's Learning Place

Torrance Cares Connection



Thank you!

Questions?





Meet our Special Education Team

Dr. Elaine Semple
Director of Special Education

Melinda Smith
Director of Compliance

Dr. Erin Lahr
Special Education Coordinator
Middle Schools, High Schools

Dr. Kumi Smart
Special Education Coordinator
Elementary Schools

Krystal Alcala
Assistant Principal Regional
Programs

Debbie Mabry
Special Education Coordinator
Elementary, Non Public Schools

Ian McCullen
mccullen.ian@tusd.org
Middle School Program Specialist

Alicia Lugo-Gutierrez
lugo-gutierrez.alicia@tusd.org
NPS Program Specialist

Rudy Delana
delana.rudy@tusd.org
High School Program Specialist

Michelle Amundson
Amundson.michelle@tusd.org
Elementary Program Specialist

Allyson Bader
bader.allyson@tusd.org
Elementary Program Specialist

Jessica Ghobrial
ghobrial.jessica@tusd.org
Elementary Program Specialist

Fiona Maier
maier.fiona@tusd.org
Elementary Program Specialist