

SUPPORTING CHILDREN THROUGH ONLINE LEARNING

LANGUAGE DELIVERY STRATEGIES (VERBAL/WRITTEN)

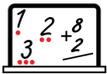
1. **USE SHORT, SIMPLE SENTENCES AND VOCABULARY.** Use words you know your children will understand. S V O
2. **KEEP IT CLEAR AND CONCISE.** Do not talk for too long at any one time.
3. **SLOW YOUR RATE OF SPEECH AND PAUSE** to allow processing time...    ...    ...
4. **REPEAT, REPEAT, REPEAT AND HIGHLIGHT** key points.
5. **SUMMARISE** what you have said.
6. **USE VISUALS** to support and reinforce information provided; e.g. images, symbols, numbering, written information.
7. **“I DO, WE DO, YOU DO”** approach to learning to break down the new information and reduce the cognitive load so working memory can focus on a specific task

VISUAL SCHEDULE

Provide a Visual Schedule for:



The School Day



The Lesson

Schedules can be written. Use numbering and images to further support understanding.

WORKLOAD

When assigning tasks consider the student's need for extended processing time and additional time needed to complete activities.

So students don't become overwhelmed, ensure they are able to complete the task/s provided with consideration of the additional time they will require.

DELIVERING INFORMATION AND PROVIDING TASK INSTRUCTIONS



Present task instructions in short, sequential steps.

Present information in small information chunks.

Create spacing between information chunks to allow for processing.

USE EXAMPLES and relate them back to the student's experience/knowledge to further aid with comprehension. Concrete examples will consolidate understanding.

Support examples with **VISUAL PROMPTS** such as images, graphs, and concept maps.

Build in **REPETITION** to tasks to help children recall what they need to do.

Repetition in tasks will additionally help the children consolidate learning.

“I DO, WE DO, YOU DO”

I DO – Explicit Teaching (Teacher)

- Explain the skill
- Explicitly model the skill (video model)
- Demonstrate and describe the skill

WE DO – Guided Practice (Teacher/Parent)

- The student is given prompts
- Multiple practice opportunities provided
- Prompts gradually withdrawn to develop student independence

YOU DO – Independent Practice (Student)

- Student practices the skill independently
- Adult checks for understanding and provides specific feedback (praise and support)

CHECK FOR UNDERSTANDING

Not all students who struggle with understanding are aware of their needs or how much they are missing, so when asked “Do you understand?” they may answer “yes”, even when they do not. Use the following strategies to check for understanding:

VIDEO SESSION

“Tell me what you need to do”

Break away groups and “Explain what to do to a friend”

INDEPENDENT TASK

“Explain the process to mum/dad” OR

Incorporate into task: “Write what you need to do here”

REMEMBER IT'S LEARNING PROCESS FOR US ALL

When adopting strategies, be flexible and prepared to adapt when you see changes in your student's engagement.