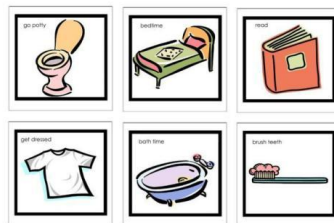


Guidelines for parents and teachers of children with special education needs



- In times like this, when there is a higher level of stress and worry surrounding children, routines help them feel safe, secure and comforted.
- It's important for children to have a routine at home so that they are engaged meaningfully and are aware of what to do. Large periods of unstructured time can lead to difficulty in dealing with a child's pent up energy and behavior issues.
- All children may not be willing to have the classroom at home all day. Simple activities or projects for the child to do every day in and around the house are opportunities for the child to learn academic concepts while working on several skills such as independent living, work and functional skills that will help them through their lives.
- Create a simple timetable for your child to follow and participate in activities at home.
- Make it accessible with pictures/words. Display it in a visible place and orient the child to it through the day before and after each activity.
- Set targets and plan together rewards, points and other ways to motivate your child for work completed



Care for the Caregiver

The stress on you must be tremendous. The worry of all that is going on world over. The house full of people all the time. The work pressures from your job - this is not a holiday and many of you are scrambling to learn new ways to work from home. The pressures of teaching your children who are receiving lessons from school. Keeping all the kids occupied and learning and calm is not easy. Having a child with special learning needs requires you to be even more creative in how you balance everything. First of all, take care of yourself! Here are some helpful hints:

Make time in your day when you can just be quiet. You will be surprised at what just 15 minutes can do.

Create a routine AND STICK TO IT!















Make sure you make a routine for children that ensures you have a break from supervising them and ensures that you have them helping around the house - this is a great time to teach children to contribute to their family and home!

Sample Daily Schedule

Time Block	Activity
06:00 - 07:30	Wake up Self care activities
07:30 - 08:00	Exercise : Aerobics, Outdoor workout, Dance, Yoga
08:00 - 08:30	Breakfast : Set up, eat, clean up
09:00 - 10:00	Project time <ul style="list-style-type: none"> Monday and Wednesday : Product making Tuesday : Art Thursday : Cooking Friday : Cleaning household Saturday : Scrapbook time Sunday : Photography
10:00 - 11:00	TV Time / Washing & Drying clothes
11:00 - 12:00	Indoor / Outdoor Play
12:00 - 01:00	Lunch : Set up, eat, clean up
01:00 - 02:00	Class work / functional academics
02:00 - 03:00	Gardening
03:00 - 04:00	Play / Free coloring
04:00 - 05:00	Computer typing / painting or TV
05:00 - 05:30	Reading time
05:30 - 07:00	Help with dinner preparation / Leisure
07:00 - 08:00	Dinner : Set up, eat, clean up

Does this seem impossible? It really isn't. If you are clear and firm and set up expectations clearly, your child will follow!

Here's one example of a simple, easy to follow Time Table

My Time Table						
MORNING						
WAKE UP 	SELF CARE 	EXERCISE 	BREAKFAST 	PROJECT TIME 	TV 	LUNCH 
AFTERNOON						
SCHOOL WORK 	GARDENING 	PLAY 	COLOURING 	READING 	KITCHEN HELP 	DINNER 

• Show them the whole calendar. Then, each morning, give them the day's schedule so they have something to follow. Small children may need half the schedule at a time, or just what they will do now and what they will do next. Consistency is very important!

Building independence in activities of daily living



Why is this most important?

- To be as independent as possible in the future
- To build self esteem and confidence

Why do it now?

- Children with special needs might take longer to master a skill. So, earlier instruction begins, the better
- Availability of a long period of time at home to learn and practice skills with no need to hurry and rush to school

Resources required:

- Patience to let the child do things for herself
- Belief that the child can learn and participate
- Everyday household items



Skills Developed

Developmental and Academic Areas

1. Self-Help, Self- Concept & Self-Esteem

2. Mathematics

- a) Directions and Laterality
- b) Measurement
- c) Number skills

3. Science

- a) Cleanliness and hygiene
- b) How machines work

TLC Areas

1. Organization skills

- a) Following Sequence
- b) Organizing space and material

2. Work skills

- a) Completing tasks independently
- b) Evaluating own work

3. Communication

- a) Asking for help when needed
- b) Making a choice

4. Safety

- a) Using scissors, glue safely & correctly

5. Gross and Fine Motor Skills

- a) Balance , coordination and carrying
- b) Folding, pouring, cutting

Setting a wake up routine



Wake up to an alarm at a set time every day

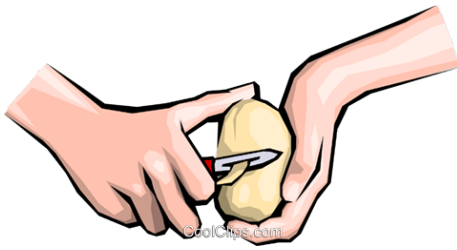
- With the child, parent sets an alarm on the device the night before and places it by the child.
- Pick a reward with your child for doing it 5 days in a row!
- Let your child pick wake up time on weekends - BUT - set the alarm - don't lose the routine!



Get ready like a regular school day

- Brush, shower, dress up
- Let them pick up/ call out things required for the bath or to change.
- Let them chose what they want to wear
- Identify steps the child is still dependent, struggling or does not know how and work on it.
- Demonstrate and model how to do it.
- Hold hand over hand when required.
- Give verbal instructions and prompts.
- If they are unable to participate in all steps, let them wherever and in all ways they can.
- Teach them to dress in a private area with closed doors.
- Let them drop dirty clothes in laundry area.
- Give time. The child learns by doing
- If your child isn't toilet trained, this might be a good time to get off the diapers and work with a toilet schedule.

Household chores



Assisting lunch preparation

- Think of little tasks that can be delegated to them
- Rinsing vegetables in water
- Peeling potatoes, carrots, cucumbers
- Cutting vegetables if it's safe to handle a knife
- Wash some vessels



Washing and drying clothes

- The child can be involved in various ways – in all or some steps. They could get into the routine of washing their own clothes.
- Get them to soak clothes in soap and water for a set number of minutes (or) Pick and drop clothes into the washing machine.
- Teach them how much soap powder to add – ‘ _ ’ number of spoons.
- Rinse and scrub (or) Learn to operate the machine - even just one step.
- Put the washed clothes out to dry. Learn to peg cloth clips.
- Let them join along with you as you wash. Let them be your little assistant!



Folding clothes

- Pick dry clothes from the line/basket
- Sort it based on whose clothes they are
- Fold clothes together with your child or let siblings work together to do this
- Get children to put back their clothes independently on the designated shelf

Exercise

Aerobics, Yoga , Dance



Exercise for healthy bodies and healthy minds! This could be a family activity and can benefit all of you!

Aim

1. Follow a 15 to 30 minute exercise routine in the form of aerobics, outdoor workout, dance or yoga.
2. To get off to a energetic start in the morning
3. Spend energy, burn calories and stay fit

What you need

- Videos of exercise routines
- Family member who can instruct in the absence of video access



Skills Developed

Developmental and Academic Areas

1.Cognition

- a) Copying / imitating actions
- b) Memory

2. Mathematics

- a) Number counting

TLC Areas

1. Organization skills

- a) Following Sequence

2. Work skills

- a) Attention to task

3.Motor Skills

- a) Gross motor coordination and balance

Aerobics



What you can do :

- Play a downloaded/online video and follow the drill
- Here are some links:
 1. <https://bit.ly/3bny7v1>
 2. <https://bit.ly/39eyG8W>
 3. <https://bit.ly/3agC9oA>

Simple routines:

- In case you don't have access to videos, make a simple routine.
 1. Jog on the spot for 30 counts X 2
 2. Run around the house X 5
 3. Different patterns of jump, sit and stand.
Jump 4 times and sit : To counts 1,2,3,4,5 or commands – Jump X 4 and Sit
 4. Exercises with a movement each for four counts and repeated. Some is an example:
 - 1 – Hands forward
 - 2 – Bend down and touch the ground
 - 3 – Come back up with hands in front
 - 4 – Attention Position – Repeat to 16 count

Dance



- **Watch the following videos and follow the routine. Have fun!**

1. <https://bit.ly/2WDYfh8>
2. <https://bit.ly/2UB2nMe>
3. <https://bit.ly/3dpLZX9>
4. <https://bit.ly/3dqjzMI>

Yoga



Snake

1. Drop to the floor and lie on your stomach
2. Stretch from head to toe, telling the child, "Pretend you are a snake in the grass and stretch in the sun."
3. Hold this pose for approximately 30 seconds
4. Bring hands back by your shoulders, palms on the floor
5. Straighten your arms and lift your head and torso up as high as you can, keeping your elbows close to your body and leaning on your hands



Crocodile

1. Raise your head and bend upward from the waist, arching your head back.
2. Tell the children, "We're crocodiles in the swamp or the river."
3. What can we find to eat today? Look, get that frog or bug" and snap your jaws open and shut like a crocodile.



Cat

1. Raise your body so that you are kneeling on all fours, keeping arms straight, with relaxed shoulders and raised head
2. Tell the children, "Now let's be a cat". Encourage the children to make "meow" sounds.
3. Arch your back like a cat that is mad.
4. Alternate between the raised head meowing position to the arched back silent position several times, breathing deeply when their back is arched



Dog

1. Lift up your hips, keeping arm straight. Try and keep your legs straight and feet flat on the floor. This may be a harder pose for them to hold for very long to begin with.
2. Bring your hips back down to the floor. Keeping your legs and arms straight, and raising your head like a dog.
3. Encourage the children to tell 'woof!'
4. Vary between hips up and down position.
5. Finish with hips up



Mouse

1. Slide your arms back alongside your body toward your feet.
2. Keep your bottoms on your heels and place your arms by your sides so that your hands are along your entire body ending at the feet.
3. Encourage the children to remain "quiet as a mouse" for as long as they can, usually at least 30 seconds

Play a Challenge!

Take turns giving challenges to the rest of the family:

- Who can stand on one foot the longest
- Who can hop in place the longest
- Sit on a chair and on “Go!” stand up and sit down repeatedly for 30 seconds - who did the most?

Challenges like this can be fun, build good attitude toward winning and losing, teach math skills and develop determination - all along with good health!

Make a product - Mondays and Wednesdays!

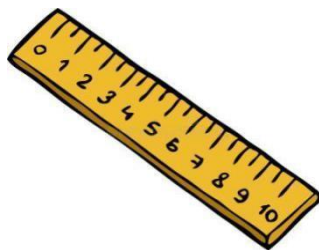


What do you need?

- Materials found at home or the neighbourhood shop

Aim:

- For children to persevere and create finished products
- For children to experience success and feel accomplished
- To develop work skills and fine motor skills



Skills Developed

Developmental and Academic Areas

1. Personality, Self-Help & Self- Concept

2. Social skills

3. Mathematics

- a) Number concept
- b) Measurement

TLC Areas

1. Organization skills

- a) Following Sequence
- b) Organizing space and material

2. Work skills

- a) Completing tasks independently
- b) Evaluating own work

3. Communication

- a) Discussion and Decision Making
- b) Asking for help when needed
- c) Making a choice

4. Safety

- a) Using scissors, glue safely & correctly

5. Fine Motor Skills

- a) cutting, folding, creasing, pasting

Greeting card



Materials required:

- Chart paper/colour paper/white paper/packaging boxes/ plastic wrappers
- Sketch pens/crayons/Paint
- Scissors
- ruler
- Glue

Must do:

Discuss

- What you are going to make
- How many you are going to make – at least two
- To whom they are going to gift it



Steps:

1. Fold the paper into half. Give the child the required strategy to fold. Draw a line along which the paper has to be folded into half. Bringing the corners of the paper together and fold
2. Crease along the fold in an orderly top to bottom way with as much force that can be exerted for 3 – 5 counts.
3. Draw shapes on available paper - hearts, cloud, tree, star, house, etc. Cut along the outline and stick it to make designs or patterns on the card. You can colour/sketch/print on it too.
4. Have your child dictate a message. You can write it on a rough page. Read it back and ask the child if they want to add or change anything. Discuss various ways of greeting and signing off - let the child pick. Read out the message as the child writes or let the child copy from what you have written.

Shopping Bag from Old T-Shirt



Materials

- Old T-shirt - thicker the fabric, sturdier the bag
- Sharp scissors
- Sketch pen
- Large bowl
- Ruler



Step 1: Lay your T-shirt out on a flat surface

Must do

- Collect old T-shirts – his own, family members or neighbours. Let the child ask if they have any to spare.



Step 2: Using scissors, cut off the sleeves



Step 3: Cut the neck out. You can use a large bowl and draw it around your fabric to get a nice rounded shape.



Step 4: At the bottom, draw lines along for every one inch and cut along both layers. Length will depend on the size of the T-shirt., long enough to tie them twice. Remember the T-shirt will stretch with weight, so try to make sure your bag isn't going to hang to your feet when filled with things.



Step 5: Keep the slits lined and starting with one end tie the aligning front and back pieces together in double knots until you have done the entire row.



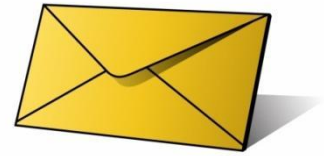
Step 6: Tie it up fully to seal the bag. If you don't want the knots seen, you can tie them on the inside for a less fringed look.



Your shopping bag is ready! No more plastic bags to use. 😊

- Get your child to show the finished products to family members and neighbours
- They could market it and get orders from them; or make some more to gift friends, family or make a sale at school.

Paper envelope making

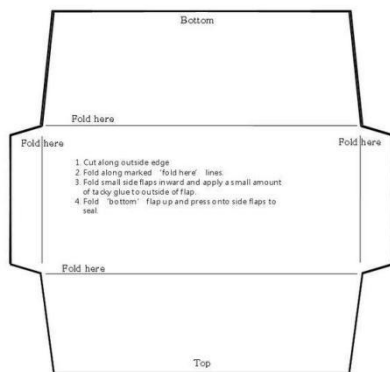


Materials

- Used/unused paper/ newspaper with template drawn as in picture below
- Scissors
- Glue

Must do

Set a target : at least two – five at each sitting



Steps:

- Cut along the dark line
- Fold. Now crease each side well along the gray line to counts of five.
- Stick three sides, leaving the top open
- You could colour, make prints (leaf, finger) and stick designs on it



Plastic bottle planters

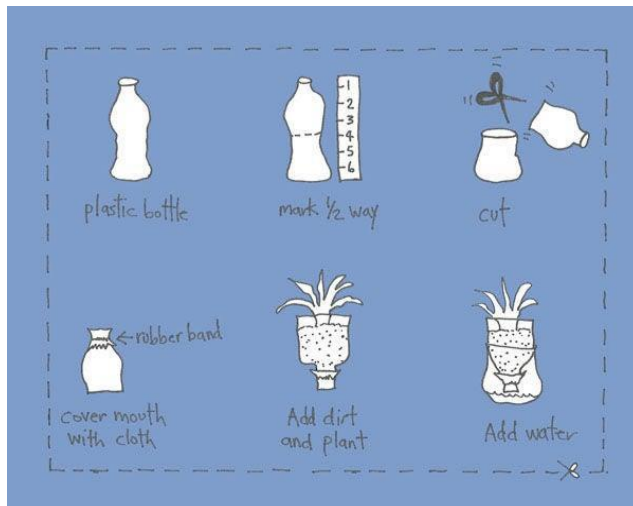


Materials

- Scissors
- Ruler to measure
- Plastic bottle
- Thin Fabric (about 2" in diameter)
- Rubber band

Must do

- Collect water bottles or plastic cans from home or neighbours
- Plan if you're going to paint or decorate it
- Discuss what you're going to grow



Steps

1. Mark half way down the bottle, somewhere down the middle
2. Cut the bottle on your mark
3. Take the cap off
4. Take the cloth and cover the mouth of the bottle and secure it with a rubber band around the neck of the bottle
5. Paint the planters with acrylic/poster paint or stick things on it – twigs, bottle caps, rope, etc if you want. Let it dry.
6. Take the top half of the bottle and fill it up with soil half way
7. Put the top 1/2 of the bottle into the bottom half



Art ideas



Aim

- To get children to express their creativity
- To help develop their imagination



Materials required

- Papers, colours, glue, scissors and household material

Skills Developed

Developmental and Academic Areas

1. Self- Expression
2. Creativity and imagination
3. Science
 - a) Colours and how they are made
4. Mathematics
 - a) Number concept

TLC Areas

1. Organization skills
 - a) Following Sequence
 - b) Organizing space and material
2. Work skills
 - a) Completing tasks independently
 - b) Evaluating own work
3. Communication
 - a) Discussion and Decision Making
 - b) Asking for help when needed
 - c) Making a choice
4. Fine Motor Skills
 - a) cutting, folding, creasing, pasting,



Making prints – with leaves and vegetables

1. Collect objects to make prints with – leaves, bottles caps, vegetables, (carve shapes out of it), etc
2. Paint/ Dip them in water colour and make prints on paper to create designs.



Toothbrush painting

1. Dip an old toothbrush in water and paint
2. With the movement of the thumb, spray paint on to the water
3. You can make colorful patterns. You could place an object – eg: a leaf, key, paper cutouts and spray around to make designs



Thread painting

1. Take a long piece of thread or string
2. Paint it with water colors or put the string in paint. You can paint the thread in one colour or half and half.
3. Put the string on the paper in any random pattern. Then put a blank sheet on top of it. Leave one end of the thread out of the base paper.
4. Press the covering paper with your hand and pull the string out.
5. And you have your abstract design ready



Making a collage

1. Cut any kind of paper – colour, newspaper, old notebooks, carton/packaging boxes, plastic covers of products.
2. Make a collage by pasting it in shapes and patterns you want.



Free art

1. Let the child draw what she wants
2. Give children a topic - the superhero I'd like to be/ the animal who is most like me (fierce, gentle, loves food)
3. They can look at an object or a scene and draw it as they like.

Let's get the most of this activity!

Done right, expression through art is an amazing tool to enter your child's world and to allow him to express himself. In order to get the most from this activity, remember the following rules -

1. Once you have decided together on the kind of art project, let your child take the lead.
2. Don't control the activity in any way or make suggestions. Certainly not directions or corrections!
3. Once the art is done, ask your child to tell you about it. Write it down or record it. Children will feel like you are really interested and that their creation is important.
4. Encourage your child to share with other members of the family.

Cooking Day!



Aim:

- To find joy in making a dish from scratch and sharing it with others

Resources required:

- Materials for cooking
- Accessible Recipe
- Adult supervision



Skills Developed

Developmental and Academic Areas

1. Independent living skills

2. Mathematics

- a) Number concept
- b) Measurement

3. Science

- a) Where food comes from
- b) A balanced diet

TLC Areas

1. Organization skills

- a) Following Sequence
- b) Organizing space and material

2. Work skills

- a) Completing tasks independently
- b) Evaluating own work

3. Communication

- a) Asking for help when needed
- b) Making a choice

4. Safety

- a) Using kitchen equipment, handling heat and fire

5. Fine Motor Skills

- a) Peeling, cutting, stirring, etc

First, SET UP!

The start of every activity is planning together. Talk together about what you want to make, who will want some, how many servings you will make and what the child thinks will be needed. You can make the ingredient list, utensil list and list of bowls, trays etc. you will need.

Set up a work area, prepare for spills with a tray. Trays also help organize things in space for children who tend to get easily distracted or confused.

Prepare yourselves - wear an apron or an old oversize t shirt over clothes to protect them. Wash hands - this is a good chance to teach hygiene!

You could work on specific skills like washing, peeling, grating, mixing, pouring or measuring. Plan to use utensils and materials where the child is likely to experience success - eg. The utensil used for pouring or the vegetable with which he will practice cutting.

This is a great chance to teach your child to ask for help when she needs it. Don't help unless she asks for it, even if it means a little spill or a smashed tomato! Guide your child as needed but remember the child must always have fun and feel success.



Make a dish or drink!

1. Plan together with the child what you could make. You could make a simple dish, snack or drink : The child's favourite, Ezay, common dishes usually made at home, Roti, fruit juice, tea or coffee, vegetable salad, bread and jam, and so on!
2. List out required materials needed; utensils; and food items - remember to make them accessible - take pictures of the items or record the list on the phone.
3. Create a simple recipe - again, make it accessible, use pictures, voice recording or little videos of each step. Each step can be on a separate page.
4. Be around and monitor when using sharp objects or cooking with heat.

There are many ways to guide your child - pick the one that works for you:

1. You can model - get yourself identical set of things - you make one sandwich while she follows along.
2. You can give him verbal directions as he follows along in the cards
3. You can provide direct support and assistance if needed - as much as possible, let them try - a messy sandwich made all by her is much more satisfying than a perfect one where there was lots of help!

Cleaning Fridays!



Aim

- To be a contributing member to the chores around the house
- To equip oneself with skills for life

Resources required

- Household materials
- Someone to guide and supervise



Skills Developed

Developmental and Academic Areas

1. Self-Help & Self- Concept
2. Independent living skills

TLC Areas

1. Organization skills
 - a) Following Sequence
 - b) Organizing space and material
2. Work skills
 - a) Completing tasks independently
 - b) Evaluating own work
3. Gross and Fine Motor Skills



Clean away!

1. List duties at home and let your child pick one or a few. It can be sweeping, clearing garbage, wiping shelves/tables, windows/doors, re-arranging cupboards, etc.
2. Let them know that the job has to be completed fully and they can ask for help when needed.
3. You could also join along, model and motivate the child to participate well.
4. Give children guidelines to self-evaluate - Example: is the bed cover wrinkled? Is the bed sheet visible?

Gardening!



Aim

- For the child to take responsibility for the growth and wellness of another being. Most often, they are only taken

Skills Developed

Developmental and Academic Areas

1. Personality, Self-Help & Self- Concept

2. Science

- a) How plants grow
- b) Food we eat

TLC Areas

1. Organization skills

- a) Following Sequence
- b) Organizing space and material

2. Work skills

- a) Completing tasks independently
- b) Taking responsibility

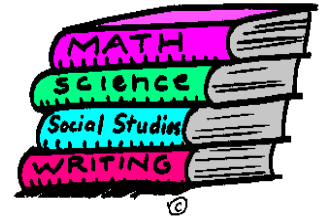
3. Gross & Fine Motor Skills



Steps:

- Mark a small patch of land around the house to be the child's. Or you can set up a series of pots (which the child made herself) to grow plants in
- Together, prepare the soil
- plant what will grow fast and well – mustard, herbs, vegetables, etc.
- Make picture, word or audio instructions of what should be done every day to maintain it.
- Set a time every day when the child will do the task and put it in the timetable.
- Encourage the child photo document the process, or mark growth on a calendar.
- If they plant two or three different plants, they can draw a record and compare the different rate of growth, the different leaves and so on.
- When there's a harvest, reap it and cook it together.

School work and Computer skills



Aim:

- To keep them connected to school work
- Build foundation and functional academic skills

Skills Developed

Developmental and Academic Areas

1. School subjects
2. Functional academics

TLC Areas

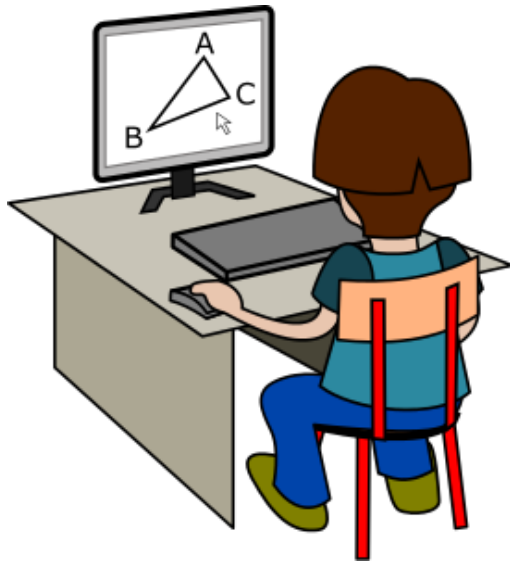
1. Work skills
 - a) Completing tasks independently
 - b) Evaluating own work
2. Communication
 - a) Asking for help when needed



School work : Things you could do

Have structured blocks of time to do a series of activities

- Schools assigned work – Adapt and modify work as required.
- Reading for five minutes – school text, a short story
- Write five lines – about a topic
- Listen to a story and discuss it :
Parent/Child can read it or listen to audio books which are free on:
 - <https://storyweaver.org.in/>
 - <https://stories.audible.com/start-listen>
- Design simple worksheets for math concepts. If they struggle with operational math, let them use a calculator. This too is a life skill!



Work on computer

1. If you have access to a computer or a tablet, you could get them working on computer skills

- Learn to switch it on and off, navigate and use it.
- If they need typing practice, try: <https://www.todayparent.com/family/fun-typing-games-for-kids/>
- If they can write, let them type a story. Ask them to type up a word list or a shopping list, a recipe they did with you or a few lines about a project they enjoyed.
- Create – write/design stories on <https://storyweaver.org.in/>
- Make art on MS Paint or any other art software available.
- Research a topic. Remember! Use kid safe websites - read more at <https://www.searchenginewatch.com/2017/11/13/4-safe-search-engines-for-kids/>

Scrapbook Saturdays



Aim

To make a scrapbook/ journal to creatively express ideas and experiences



Skills Developed

TLC Areas

1. Organization skills
 - a) Organizing space and material
2. Work skills
 - a) Completing tasks independently
3. Communication
 - a) Self expression
 - b) Discussion and Decision Making
 - c) Asking for help when needed
 - d) Making a choice
4. Safety
 - a) Using scissors, glue safely & correctly
5. Fine Motor Skills

Some ideas

Ideas and thoughts can be expressed visually, through words, craft – with any or all mediums.

- Collect different varieties of leaves/flowers around your house and stick it to create a “my garden book”
- Interview a grandparent/neighbor : When/where they were born, things they like, places they’ve been to, etc
- “All about me” - let them interview family to learn more about themselves
- Make a family tree with photos/drawings of family members
- Record experience of an outing. You could stick items related to it – tickets, snack covers, photos, etc
- My favourite holiday
- Things I love to do, My best friends....



Photo Sundays!



Aim

- Explore being a photo/videographer, their visual-spatial intelligence and creativity

Skills Developed

TLC Areas

1. Organization skills
 - a) Following Sequence
2. Work skills
 - a) Using equipment safely
 - b) Evaluating own work
3. Fine Motor Skills



Ideas

With a phone or digital camera, give your child themes to photograph

- People at home, neighbours – Make portraits
- Things : Electrical devices, furniture, tools
- Household chores and people who do them
- Nature : Trees, plants, flowers, leaves, etc