Overview

In this unprecedented time, parents/guardians are juggling work, keeping the home running, finding necessary supplies, and facilitating at home learning for their children. Children too have had a complete disruption to their structured routines and schedules and may be experiencing anxiety over the current events. Children are not able to spend time with teachers and peers on campus engaging in normal learning and social activities. This is especially impactful on children with challenging behaviors and their families. Through this critical time, it is important to maintain close communication with the parents/guardians who support the student at home in order to apply current IEP strategies to the home learning environment. The following checklist will assist LEAs in arranging for and facilitating at home learning for students with challenging behaviors. The embedded links provide useful information and strategies.

Plan for learning

☐ How can LEAs support parents/guardians with their child's individualized education program (IEP) and behavior intervention plan (BIP) in the home learning environment?
  - What are the strategies the parent can use to teach replacement behaviors? What are the strategies the parent/guardians can use when the target behaviors (i.e., problem behaviors) occur? How can the parent reinforce the desired behaviors?
  - Encourage the parents/guardians to communicate with you, the child's special education teacher. They may need answers to questions or clarification and assistance in understanding the strategies in the BIP and how these might look in the home learning environment. You may be able to do a video call with them to show how they can reinforce desired behaviors.
  - Encourage the parents/guardians to help the student regulate their emotions and work on self-regulation skills.
  - Work with your school team to create a list of positive reinforcements that can easily be done at home (e.g., TV time, call a friend, social media break, drawing break, toy time) when the student successfully displays the target behaviors or completes his or her work.

☐ Make a list of the assignments with due dates (that are manageable) to provide the parent and student.
  - Have resources been provided to the parents/guardians to assist with this?
  - If not, choose a resource that works for the parent and the student (e.g., Google Calendar, sticky note reminders, timers on phone, list schedule on paper to hang at home).

☐ What are the materials (e.g., computer, packets, websites, school supplies, reinforcement checklists and rewards) that will be needed to complete the required assignments?

☐ What are the tasks that the student can complete independently?

☐ What are the tasks that the student will need to complete which will require assistance?
  - Does the parent know how to contact you for assistance? Encourage the parent to visit with you during virtual office hours for this purpose.

Arrange the environment

- ☐ Where and when will learning take place?
  - o Help the parents/guardians identify and organize the necessary materials (e.g., office supplies, observation chart, rewards for completion or sustained attention).
  - o Encourage the parents/guardians to remove distractions by finding a quiet space in the home that supports sustained focus, away from things that might be tempting to play with instead of working on assigned learning tasks.
  - o What time of day is the student most productive? How long does the student sustain focus? Consider breaking assignments into small chunks. This will provide the student with small, frequent, and attainable goals. Capitalize on the student's learning style and encourage the parent to focus their attention on ensuring the student is maximizing their learning during this time.
  - o Look to the IEP/BIP for additional strategies used in school to remove distractions that may also be effective at home.

Set your schedule

- ☐ Create structures and routines – encourage the parent to set a consistent time during the day reserved for learning.
- ☐ Create and use a visual schedule.
- ☐ Create a daily assignment checklist – this will help the student to monitor their progress.

Managing Challenging Behavior

- ☐ Positive Behavioral Interventions and Supports (PBIS) is an evidence-based system for supporting students in engaging in behaviors that encourage them to progress academically and socially.
- ☐ Evidence-based interventions and strategies can provide support for specific behaviors that will enable the student and parent to maximize learning time and maintain positive parent-child relationships.
- ☐ When the student is engaging in a challenging behavior, encourage the parent to respond in a calm manner.
- ☐ Focus on the prevention of challenging behaviors and reinforcing the replacement behaviors.
- ☐ Look to the IEP/BIP for the reinforcers that are motivating to the student at school. Can these be used at home? If not, what are some motivators that can be used at home to help reinforce the behaviors that need to continue for learning to happen?
- ☐ Encourage the parent to document the students challenging behaviors so that they consult with you for guidance or to report what is/is not working. Documentation doesn't have to be complex or lengthy. They simply need a calendar or a piece of paper to record the behaviors such as in the example below.

Sample Behavior Documentation

Student Initials: _____   Observer: _____   Setting: _____

Date/Time	Antecedents	Behaviors	Consequences	Notes:
	Who was present? What was the activity? Where was the student?	What did the student do?	How did you react? How did the rest of the staff respond? How did the student react?	Anything else to note?