

SCHOOL-HOME PROVISION

ALL CHILDREN CAN LEARN

A COLLABORATIVE APPROACH TO DISTANCE LEARNING FOR
STUDENTS OF DETERMINATION



2021-2022

Introduction:

A cooperative approach to distance learning for students of determination. The shift from classroom based instruction to distance learning has created challenges and opportunities for educators and learners alike. Online platform now provides the main source of collaborative working and teacher's engagement.

The educators become more familiar, confident and creative when it comes to the use of technology, and dealing with different situations plus enhancing engagement and interaction with students. This will promote for participation and improve the progress for almost all students. However, some students of determination (**SOD**) who experience the most significant barrier will struggle to engage with and gather meaning from remote instructions and digital sources. Schools should promote equitable access to distance learning provision for (**SOD**).

Key Considerations:

School-Home Provision is a collaborative approach to distance learning for **SOD** (challenging education meaningful)

- 1- Use the opportunities available at home (work with whatever you have)
- 2- The parents take priority: without causing stress, anxiety or excessive behavior remarks to them.
- 3- Collaboration is critical: Maintaining positive collaboration between the school team + **SOD** students + parents is critical. This will facilitate problems solving and would be a great opportunity for students' growth and development over time.
- 4- Repetition and reinforcement are required: It's a supportive key component for their education progress and success, the results will occur when **SOD** start showing independence and understanding of lessons and skills.
- 5- Process is more important than product: For instance, an activity of baking the cake with students, them learning a life skill and engagement of fun is more important than how the cake would taste like by the end. Students should pay attention, communicate, practice skills and apply the lessons learned in order to enhance the **SOD** s' learning capabilities.

Reviewing Rules:

The successful development and delivery of school-home provision for **SOD** require the head members of the department and students' parents to review and re-define their role within the daily learning experience.

The rules include:

1- The head of inclusion:

- Quality assures.
- Review the implementation and impact of school-home provision for SOD.
- Guide and direct teachers.
- Advice and support for parents.
- Guidance to LSA.
- Adjust the targets and strategies set up of the IEP to align with new learning context.
- Review the students' progress in IEP.
- Liaise with specialists as language therapists or ABA practices.
- Applied behavior analysis.

2- The classroom teacher:

- Daily and direct contact with **SOD** and their parents.
- Ensure learning tasks are connected to their initial status when starting the academic year, their attention levels, strengths and challenges.
- Common learning topics are connected to the school-home provision to interact alongside their peers.

3- The learning support assistant (LSA):

LCA plays a major role in facilitating and supporting the delivery of school-home provision for **SOD** through:

- Implementation of the students' daily schedule of learning activities.
- Enabling access to resources.
- Record of progress and achievements.
- Provide feedback to the teachers and head of the inclusion.

4- Parents' role:

Parents and family members have a unique and much more knowledge when it comes to their children's behavior. Parents' involvements are very important in students' development and ensure the delivery of the school-home provision requirements.

Provision Development Process:

1. Curriculum Conference:

We should hold a curriculum conference to share understanding of the routines to engage -communicate-interact during these routines where students can work independently and when they need help. The regular meeting become a key review and improvement opportunity to identify solutions and refine the learning program.

2. Setting goals and targets of IEP :

Setting goals and targets of **IEP** (individual Education Plan) to ensure the continuity of student learning the goals for The IEP should be adjusted to suit the new learning environment and program structure. The focus of the plan should remain the same to lower the student's barriers to learning and to empower them to be more successful and independent.

3. Constructing curriculum plans:

Construct the curriculum plans to reflect the student's age, stage of development, ability and challenges they experience, range of different activities of engagement strategies. School should find ways to track students' progress with suitable assessment scales. The educational experience should include a combination of online social engagement with peers and teachers, physical and emotional activities, developing their literacy, numeracy, or science. Communication and collaboration, meal preparation or playing board games.

4. Selecting Strategies:

Selecting Strategies will help SOD to have quality learning of engagement and participation supported by their parents. Some of the most helpful strategies include:

- Recording staff demonstration.
- Technology.
- Professional daily video to celebrate success.
- The LSA can help to provide them.
- Daily guidance related to speech language or occupational therapy.
- Choices to select the activities.
- Facilitate uploading photo evidence.
- Daily feedback form.

5. Promoting participation and Progress:

SOD who accesses school-home provision may require additional scaffolding, differentiated to their particular needs examples include:

- In achieving IEP goals, we should record and promote SOD progress.
- Also to provide daily visual timetable that sequence activities of the day, as routine and reduce anxiety.
- Increasing the level of motivation is important.
- Changes to the routine and expectations of learning may create confusion and anxiety.
- Behavior support plans should be designed to help manage these situations ..,
- Additional services ((counseling or therapy services)) could be provided to SOD when it is needed through the support embedded within the student's daily learning activities or through direct delivery via on line platforms ..

