

# **Learning and Support Referral Learning from Home.**



## What is Learning and Support?

The Learning and Support Teams within primary schools operate to support students' learning in the classroom. The team does this in a variety of ways, each individualised to student's learning needs.

Given *Learning from Home* is becoming more common at the moment, the role of Learning and Support Teams must change to accommodate this. This document seeks to clarify what this will look like for teachers and parents. This is to reflect that for many students the classroom is for the time being, the home environment.

There are three primary areas that Learning and Support Teams support students around:

- Learning
- Behaviour
- Social and Emotional Wellbeing

### How does the Learning and Support Team support students?

Support is provided and tailored to individual student-needs.

### How can I access support from the Learning and Support Team?

There is a referral flow diagram on the next page, explaining how to access support.

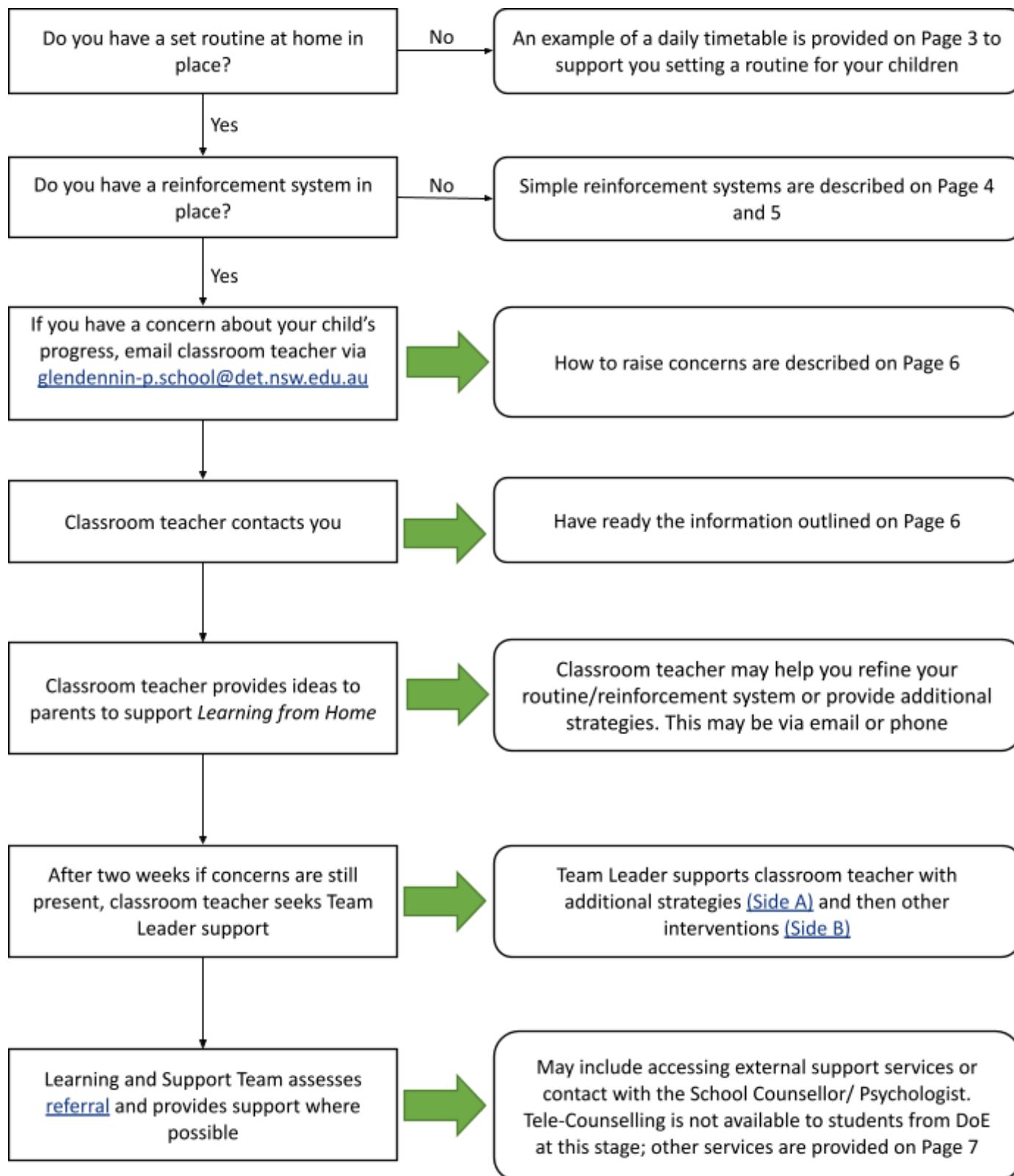
### When should I raise concerns about my child?

The earlier the better! Be sure to stick to the referral process.

### What areas can't the Learning and Support Team help with?

The Learning and Support Team will support student's *Learning from Home* where possible. Remember, that the Learning and Support Team has a needs-based caseload, which informs the priority list; as well as, being limited by technology. What support is provided depends on the presenting concern/s. For example, if it is learning or behaviour, the classroom teacher may provide parents with strategies to support learning. If more support is required, the school counsellor/psychologist may become more involved to support parents.

## Learning and Support Referral Process for *Learning from Home (Parents)*



## Daily Schedule

When	What	How
7:30 AM	Wake up	Alarm rings
7:45 AM	Prepare and eat breakfast	Help prepare breakfast
8:15 AM	Brush teeth	Toothpaste and toothbrush
8:30 AM	Get ready for Learning!	Change into Learning clothes (e.g. school uniform or other clothes)
9:00 AM	Morning Exercise	YouTube
9:30 AM	Set Learning Goals	Log into Class Dojo or Google Classroom and use a To Do List
9:45 AM	Aim to complete one goal	
10:30 AM	Prepare and eat morning tea	Help prepare morning tea
11:00 AM	Social and Movement Time	Call a friend/family member; do a physical activity
11:30 AM	Complete another goal	
12:15 PM	Movement Break	YouTube
12:30 PM	Complete another goal	
1:15 PM	Prepare and eat Lunch	Help prepare lunch
1:45 PM	Social and Movement Time	Call a friend/family member; do a physical activity
2:15 PM	Complete another goal	



## Reinforcement Systems

Learning from Home is going to be a different experience for our students. Having a reinforcement system in place can help support your child's learning in the home environment. Once a routine is set, we can then figure out how best to reinforce learning behaviours. ("Reinforce" means, what can we do to help our students repeat certain behaviours.)

### How to set up an effective reinforcement system

**Step 1:** Identify the specific behaviours you would like to be repeated. For example, completing work, reading alone etc. For K-2, one-to-two behaviours are a good start. For 3-6 you can increase this to three, possibly four.

**Step 2:** Identify what your child really enjoys. This will be their reinforcer for showing the specific behaviours you would like repeated. For example, if your child loves Peppa Pig, then perhaps watching some Peppa Pig would be the reinforcer.

**Step 3:** Explicitly teach the repeated behaviour and tell them what they will get if they do it. For example, "If you complete one of your goals quietly, you will be able to watch Peppa Pig for five minutes", then immediately demonstrate the behaviour ☺ "You can work quietly like this."

**Step 4:** Provide verbal praise when they are demonstrating the behaviour you would like to be repeated. "You're working really well this morning! Keep it up!". Providing this praise every 10 to 15 minutes is important in the beginning.

If the behaviour isn't being demonstrated, say to your child "You're working loudly, remember we are to work quietly, like this [demonstrate]. Can you show me how you work quietly?" Then immediately praise the behaviour if appropriately demonstrated.

**Step 5:** Record behaviour successes (a sticker sheet for example). The visual indicator is important to help support this behaviour.

**Step 6:** Provide the reinforcer if behaviours have been met. The reinforcer should also be timed (use a visual timer or an alarm of sorts). This is important. You should remove the reinforcer while they still enjoy it, this ensures that they will want to come back to it later. (Imagine if you did something you enjoyed for a long time, you may eventually get bored and not want to go back to it anytime soon).

## My Sticker Chart

When I \_\_\_\_\_

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I will get a sticker!

1
2
3
4
5

When I get 5 stickers, I can \_\_\_\_\_

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for \_\_\_\_\_ minutes.



## How to raise my concerns

It is important to follow this process to ensure that when you raise concerns, you are providing your classroom teacher with as much important information as possible. This helps the classroom teacher to support you more effectively and efficiently.

You should email [glendennin-p.school@det.nsw.edu.au](mailto:glendennin-p.school@det.nsw.edu.au) asking to get in touch with your child's classroom teacher. Your classroom teacher will seek the following information, so have it ready when they contact you.

1. Whether you have implemented a daily learning routine
2. Whether you have implemented a reinforcement system
3. What your concerns are:
  - a. If it is learning, identify what you observe that you think is a learning concern. Example, is it something to do with writing, reading, numbers etc.
  - b. If it is behaviour, identify the behaviours you are concerned about and provide a description of when they typically occur and for how long
  - c. If it is social or emotional wellbeing, identify the behaviours you are concerned about and other indicators suggesting this (Example, language, changes in typical behaviour)
4. What you have tried so far to support your child?
5. What help you are looking for from your classroom teacher:
  - a. Are you looking for additional strategies?
  - b. Are you looking for a better understanding of your child's learning?
  - c. Are you looking for additional support?

## Free Mental Health Services

**Mental Health Line (MHL)** is available 24/7 by calling 1800 011 511 to receive advice or support over the phone. MHL provides a range of services in the local community to children, adolescents and their families with a range of difficulties that are seriously impacting on their mental health and emotional wellbeing. The majority of services are delivered by community-based teams, providing treatment and care close to people's homes. Some services are delivered from hospital in inpatient settings. We have a range of professionals with the skills needed to assess, treat and provide ongoing evaluation of children, young people and their families. The professionals that are employed in CAMHS include child psychiatrists, clinical and counselling psychologists, specialised social workers, psychotherapists, family therapists and specialist nurses. The teams work together and consult with each other on a regular basis. Offering assessment, education and treatment services for a range of mental difficulties. To access services, call 1800 011 511

**Mensline** is available 24/7 to access free professional counselling by 1300 78 99 78 or chatting online at <https://mensline.org.au/phone-and-online-counselling/>

**Parentline** is available 9am to 9pm weekdays and 4pm to 9pm weekends by calling 1300 1300 52, online at <http://www.parentline.org.au> or by messaging via Facebook

**Lifeline** is available 24/7 by calling 13 11 14, texting 0477 13 11 14 from 6pm to midnight or online 7pm to midnight via <https://www.lifeline.org.au/get-help/online-services/crisis-chat>. Lifeline has access to a database of referrals for services in your area

**Family Referral Services** is available by calling 1800 597 589. This service works with all services to find the best support for young people and their families

**Relationships Australia** offers a broad range of services to individuals, families and communities, such as counselling, mediation, and family dispute resolution on 1300 364 277

**Kids helpline** is a free, confidential service available 24/7 by calling 1800 55 1800, emailing [counsellor@kidshelpline.com.au](mailto:counsellor@kidshelpline.com.au) or chatting online <https://kidshelpline.com.au/get-help/webchat-counselling>

**Suicide Call back** is a free, professional 24/7 service to assist anyone who has been or might be affected by suicide by calling 1300 659 467

**Headspace** is free professional service for ages 12-25 available 24/7 where you can call 1800 650 890 or chat online <https://headspace.org.au/eheadspace/>

**Beyondblue** is a free service available 24/7 by calling 1300 224 636, chatting online between 3pm and midnight or via email

If wanting to see a **private psychologist**, a general practitioner (GP) might be able to assist by creating a Mental Health Care Plan, providing 6-10 sessions per calendar year up to the rebate amount. Note: there may be out of pocket fees if wanting to see a private psychologist.

***In an emergency, always present to an emergency department or call 000 for assistance***