

In our Resource class, we generally don't send homework home unless requested; we work intensively with our students at school doing one to one activities that require training and specific materials/equipment. Below is a list of activities, functional academics and work that we do at school and ideas for corresponding activities that you could do with your child. The below list is by no means comprehensive, they are just ideas to help you continue or jump start working with your child at home to enhance their education.

AT SCHOOL	IDEAS FOR AT HOME
<p>Start and End of day</p> <ul style="list-style-type: none"> • Going to locker independently • Placing planner in a planner basket (for Teacher to read) • Retrieving planner at the end of the day • Getting on/off the bus (independently) • Updating the day/date schedule on the board for the next day 	<ul style="list-style-type: none"> • Having a designated place in the house for the planner and reading/writing in it together • Reading the school calendar on Sundays and/or nightly to prepare for the week • Buy a combination lock (if necessary) and practise it in the summer (lock stores have 1 and 2 digit combinations) • Making and packing lunches and gathering PE strip (as independent as possible) • Keeping a family schedule on the fridge and making the student responsible for updates/information
<p>Integrated Classes such as band, PE, art, drama, tech ed, sewing, foods</p> <ul style="list-style-type: none"> • Independently navigating to the classroom on time • Changing for PE, in change room • Asking questions to clarify understanding (confidence) • Bringing all supplies (books/pencil case) to class • Recording any homework in his/her agenda • Working with group members from the class • Being ready to begin class on time • Interacting appropriately with peers and staff (addressing staff with their titles, saying hello to peers, answering and asking peers situational questions) • Cooking – wash hands, organize equipment required, wash all necessary foods, chop, stir and cook • Arts/Crafts – organize equipment, cut paper, glue, draw, paint, use pastels, all fine motor and creative activities 	<ul style="list-style-type: none"> • Organizing backpack for school • Spending time with siblings, cousins or in organized activities with other teens • Modeling conversations with parents and other family members, push your child to express themselves as much as possible vs. assuming their answer or need. Please refrain from speaking for them. • Setting the table, helping shop, cook, mend clothes • Loading and unloading the dishwasher, clearing the table, washing and drying dishes • Getting involved in school activities and Parks and Rec • Sitting down to have a meal together • Doing home improvement projects together

Literacy

- Reading – choosing a library book, reading aloud, looking at picture books, or magazines of interest
- Check in – reading the shape of the day on the whiteboard
- Journal writing – answering questions in complete sentences
- Recipe – copying down a recipe and making it
- Safety: recognize and comprehend all the safety signs
- Transit- reading transit website and understanding how to take the bus to a designated location
- Functional words: recognize and comprehend a variety of daily living words
- Personal information: complete various forms and applications with personal information
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- Science- writing out an experiment, making a prediction about the result, performing the experiment and then discussing the result
- Post Crossing Project (outbound) – addressing and writing a message to a post card recipient around the world
- Post Crossing Project (inbound) – finding a delivered postcard's origin on a map and putting a label on the map to indicate the location
- Going to the library and choosing books together for a daily designated reading time at home (**any book/magazine will do**)
- Checking in with a family member, in person or over the phone to discuss how their day was, what they did, what they enjoyed, what they are looking forward to (who, what, where, when questions are best)
- Search transit routes with your child on the computer and take the bus/skytrain
- Keeping a journal at home (hand written or on the computer)
- Writing a recipe at home and cooking the recipe together
- Having students complete forms and/or be a part of the process obtain a library card, SIN and BCID
- Pen palling (written or via email) with family or friends in another country or city
- Identifying and talking about the attached safety signs when you see them
- Asking for extra employment applications when you're out at shops/restaurants and filling them out together
- Helping with DIY (do it yourself) projects around the house, reading the instruction manual
- Reading the grocery store item locator cards at the end of the aisle or hanging at the end of the aisle to locate items
- Sign up with postcrossing.com to do a postcard exchange project with your family

<p>Numeracy</p> <ul style="list-style-type: none"> • Time: telling time on an analog clock • Money: using coins/bills to indicate values • Budgeting and shopping to determine correct change • Price compare using grocery flyers • Safety: recognize and comprehend all the safety signs • Math: use a calculator to perform addition/subtraction problems, including word problems • Fractions and measurement- understanding metric system for measuring, cooking 	<ul style="list-style-type: none"> • Use of an analog clock at home/bedroom/wristwatch • Allowing the student to be responsible for paying for something while shopping and counting change • Giving your child an allowance to spend that week and/or place some money in the bank to save • Allowing your child to buy lunch from the school café (once a week/month) • Cooking with your child and having them measure and practise doubling a recipe • Price compare when shopping
<p>Community Outings/Field Trips</p> <ul style="list-style-type: none"> • Music Program – singing and dancing with peers to a music therapist • On all outings we focus on safety in the community • Library – bussing to the library to pick out library books or books on tape • Post Office – mailing postcards and buying stamps (Canadian, international and USA bound) • Dollar Store – picking up supplies according to a list • Grocery Store – picking up supplies/food according to a grocery list/recipe – Grocery store scavenger hunt using a shopping list or flyers • Travelling by SkyTrain – purchasing a ticket, standing at a safe distance on the platform and safely boarding/offloading from the train 	<ul style="list-style-type: none"> • Allowing student to pick the radio station in the car, having a family dance party at home, watching you tube music videos with your child of their favorite artists, printing out and talking about what the lyrics mean • Going together to various community locations, walking to close by locations, using a map to draw out the routes from your house to the grocery store/library/restaurants • Travelling by sky train, allowing your child to purchase the tickets and explain/review SkyTrain rules to you • Research Options for afterschool programs for your child and peers
<p>Lunch Time Activities</p> <ul style="list-style-type: none"> • Independently going to locker to get and put away lunch bags • Warming up food as necessary in a microwave • Buying lunch at the café with money • Cleaning tables to prepare for lunch • Placing napkins out 	<ul style="list-style-type: none"> • Chores, chores and more chores!! • Provide rewards and natural consequences as important for learning • Model desirable behaviours and how to do certain chores and lots of positive reinforcement for being helpful and responsible • Sitting together as a family to eat meals, having your child set

<ul style="list-style-type: none"> • Eating within the allotted lunch time • Cleaning up lunch bags and tables • Independently spending lunchtime out with friends 	<p>the table</p> <ul style="list-style-type: none"> • Encourage positive conversation at the table
<p>Personal Care</p> <ul style="list-style-type: none"> • Creating a personal care kit filled with all necessities such as toothpaste, toothbrush, face wash, floss, cream, Q-tips and a hair brush, deodorant, chapstick etc. (student specific) • Using products from the kit either if directed by staff or self-initiation • Cleaning up sink and/or mirror after using the facilities 	<ul style="list-style-type: none"> • Model desired behaviours • Create a reward chart for passing a personal care check, have the student check you as well so that they know what you're looking for and what's expected • Purchase personal care items together and have your child pick their own items so that they like using them • Help with laying out appropriate clothing at night based on the weather • Let you child do as many personal care items as possible, they need to learn
<p>Behavioural</p> <ul style="list-style-type: none"> • Taking turns when speaking • Not interrupting others • Addressing staff and community personnel appropriately • Respecting personal space, being careful not to bump or run into others • Expressing personal concerns or disagreeing with others in an appropriate and mature manner • Teaching non-verbal behaviour and idioms • 	<ul style="list-style-type: none"> • Model desired behaviours • Create a reverse "swear jar" type of system, using candy, TV time, free time and work with the student to make a list of desired behaviours • Teach your child to respect peoples belongings and not touch (ask)
<p>Transition to adulthood</p> <ul style="list-style-type: none"> • Attending colleges and universities, researching programs that support students with disabilities • Planning with outside agencies (CDC, CLBC, MCFD) • Visiting the Youth Clinic at Surrey memorial (sexual health – grade 10-12) • Teaching Internet safety and identity theft • Budgeting and learning about income tax (numeracy) 	<ul style="list-style-type: none"> • Take your child to get BCID at 16 or earlier, SIN in grade 9 • <u>MUST apply for PWD with your child at 17.5 years of age (or they will not back pay your child)</u> • Your child needs his/her own bank account • Explore job/post-secondary options with your child; attend career transition fairs in Sept • Involve your family in one volunteer activity

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| <ul style="list-style-type: none">• Completing timesheets and submitting them (numeracy)• Work experience planning starts in grade 10, transition starts in grade 8• Researching jobs of interest, based on ability• Taking initiative, working with co-workers, problem solving• Setting realistic long and short terms goals• Self-directed life plans, customized employment• Completing the grad transition requirements and interview | |
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