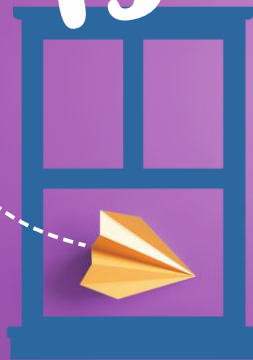


THE
**DISTANCE
LEARNING
PLAYBOOK** FOR
PARENTS

HOW TO SUPPORT YOUR CHILD'S
ACADEMIC, SOCIAL, AND EMOTIONAL
DEVELOPMENT IN ANY SETTING



ROSALIND WISEMAN • DOUGLAS FISHER
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FOREWORD BY SARAH BROWN WESSLING

CORWIN

Nancy
Frey
&
Douglas
Fisher

www.fisherandfrey.com

No one has a crystal ball to foresee what this school year will look like.

A crystal ball sits on a weathered wooden stump. The crystal ball is in sharp focus, reflecting the surrounding environment, which appears to be a beach at sunset or sunrise. The background is a soft, out-of-focus landscape with a warm, golden glow from the low sun. The wooden stump has prominent, concentric growth rings.

There will be some element of distance learning.


Home and school are the two stabilizing forces in a child's life.





CHAT

What do you notice
about the differences in
these roles?



Teachers and families have different roles.

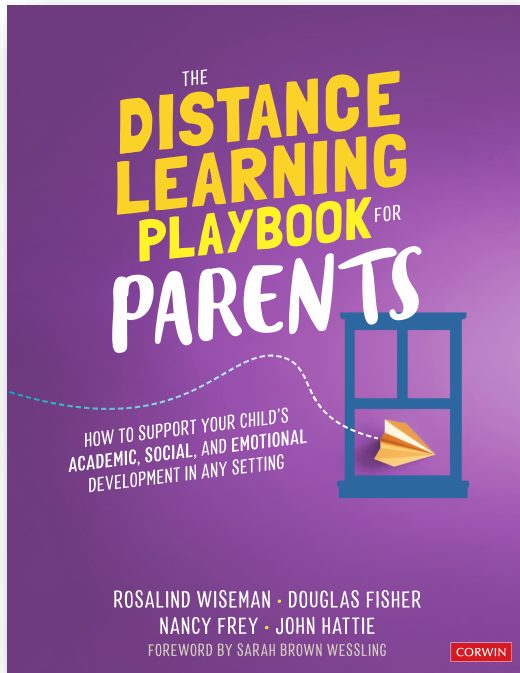
Teacher

- Rigorous
- Intensive
- Standards-based instruction
- Developmentally progressive
- Productive struggle
- Growth-producing relationship

Parent/Family

- LOVE
- Bonding and connectedness
- Fun and games
- Supportive of the instruction
- Doesn't feel like school
- Brings the family together in warm, positive ways

Helping Parents Help Teachers

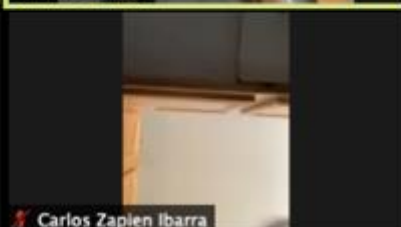
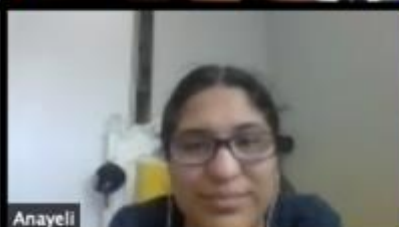


- The Basics: Essential actions and enabling conditions to support your child's learning.
- The value of some research-based practices that fuel learning you might consider.
- Principles of wellbeing for your child, your family, and you.
- Mindframes for students and families that foster intellectual and emotional growth.



Some Basics

ording Paused



Dressed and Ready



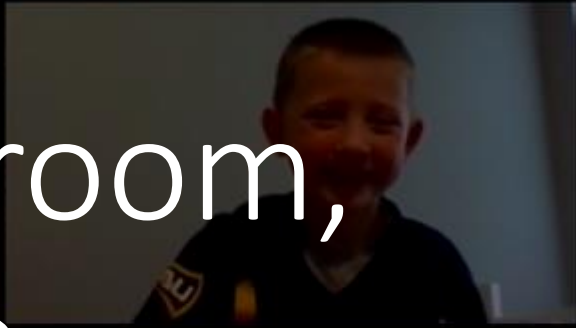
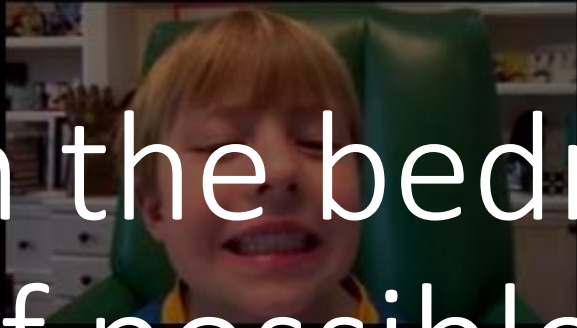
Routines



Creating a Learning Environment (pp. 3-4)

They don't have to be alone, but away from distractions. Use headphones if needed.






Not in the bedroom,
if possible




A dedicated space can include a bin or basket to store supplies.





Monitor Screen Time (pp. 9-10)



American Academy
of Pediatrics
doesn't offer a
“one-size-fits-all”
approach for
children ages 5-18.

Make a Family Media Plan

<https://www.healthychildren.org/English/media/Pages/default.aspx>

<https://www.healthychildren.org/Spanish/media/Paginas/default.aspx#home>



Is your child playing?
Is your child interacting with others?
Do they do their chores?
Do they talk with family members?



Balance is key to making screen time decisions

A person is sitting in a chair, looking at a smartphone. The person is wearing a dark long-sleeved shirt and a watch on their left wrist. They are positioned next to a window with a view of a cityscape. The scene is dimly lit, suggesting it might be early morning or late evening. The word "SLEEP" is overlaid on the left side of the image.

SLEEP

Changes in school routines have meant that many children are not sleeping in predictable sleeping patterns.



These can lead to mood disturbances, emotional instability, behavior problems, and even obesity.

Age	Recommended	May be appropriate	Not recommended
Newborns <i>0–3 months</i>	14 to 17 hours	11 to 13 hours 18 to 19 hours	Less than 11 hours More than 19 hours
Infants <i>4–11 months</i>	12 to 15 hours	10 to 11 hours 16 to 18 hours	Less than 10 hours More than 18 hours
Toddlers <i>1–2 years</i>	11 to 14 hours	9 to 10 hours 15 to 16 hours	Less than 9 hours More than 16 hours
Preschoolers <i>3–5 years</i>	10 to 13 hours	8 to 9 hours 14 hours	Less than 8 hours More than 14 hours
School-Age Children <i>6–13 years</i>	9 to 11 hours	7 to 8 hours 12 hours	Less than 7 hours More than 12 hours
Teenagers <i>14–17 years</i>	8 to 10 hours	7 hours 11 hours	Less than 7 hours More than 11 hours
Young Adults <i>18–25 years</i>	7 to 9 hours	6 hours 10 to 11 hours	Less than 6 hours More than 11 hours
Adults <i>26–64 years</i>	7 to 9 hours	6 hours 10 hours	Less than 6 hours More than 10 hours
Older Adults <i>≥65 years</i>	7 to 8 hours	5 to 6 hours 9 hours	Less than 5 hours More than 9 hours

Source: Adapted from Sleep Foundation (www.sleepfoundation.org).

How is your child doing?

How are you doing?



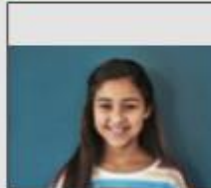







- Add nighttime activities and expectations to your list of family routines
- Establish bedtimes and stick to them
- Avoid electronics that emit blue light one hour before bedtime

(This is advice for all of us!)

Figure 2.2 Video Chat Expectations for Younger Students

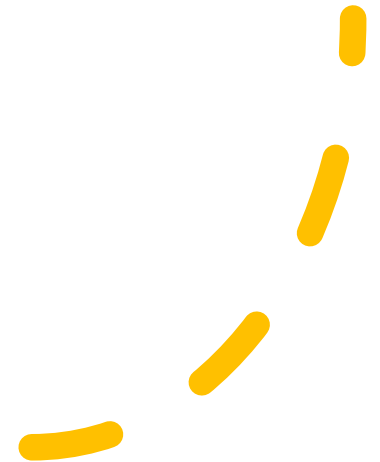
Video Chats

Movement M	Sit at computer	Sit with phone or table	Body calm
			
	<small>iStock.com/Courtney Hale</small>	<small>iStock.com/hedgehog94</small>	<small>iStock.com/PeopleImages</small>
Activity A	Video Chat	Eyes Watching	Ears Listening
			
	<small>iStock.com/Aleutie</small>	<small>iStock.com/OcusFocus</small>	<small>iStock.com/andy_Q</small>
Conversation C	Voice level 0 While mic is muted	Raise hand to speak	
			
	<small>iStock.com/Sergey Nazarov</small>	<small>iStock.com/max-kefire</small>	



CHAT

How can you support
parents in these basics?





The Value of ...



Reading volume is a measure of the number of minutes of eyes on text.




Effective classrooms average about 90 minutes of reading a day cumulatively over the school day.



Students in synchronous learning aren't getting the same amount of reading volume unless they are reading asynchronously at home, too.



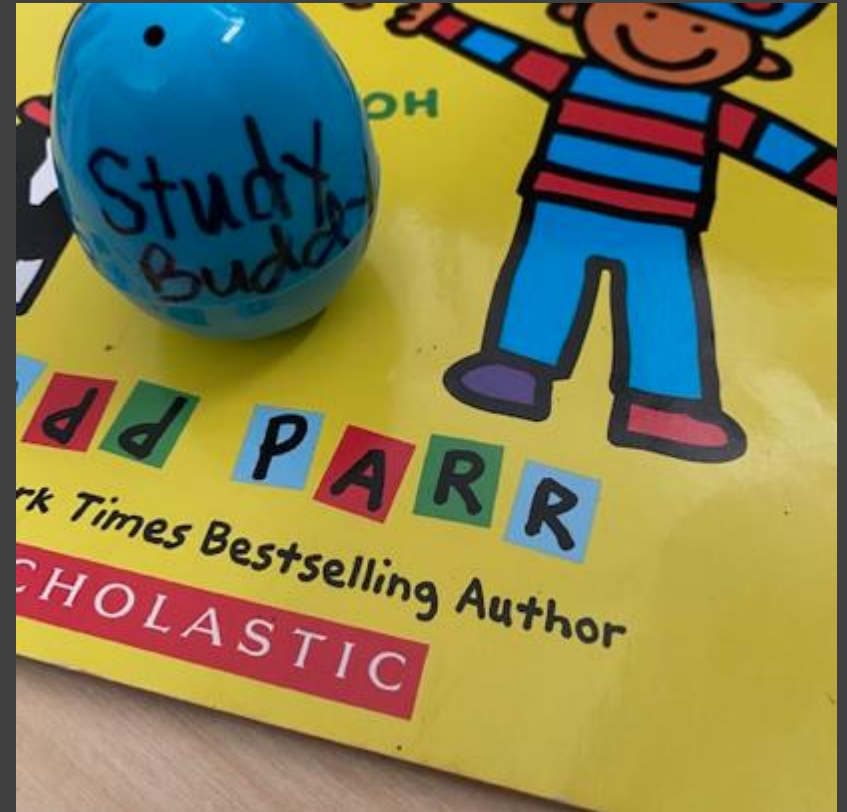
Why is it important in distance learning?
Independent reading builds knowledge and ensures practice with reading skills.

A person is sitting on a wooden bench, reading a newspaper. The newspaper is held up in front of their face, and the text on the page is partially visible. The person is wearing a blue and white striped long-sleeved shirt and blue jeans. The background is blurred, showing what appears to be an outdoor setting with a blue wall and some graffiti.

Wap-bap, ba-da-di-da-da

Read aloud to your child. It doesn't have to be a book. Share with them a story in the news you're reading, or a recipe you're following. Let them see how you read in everyday life.

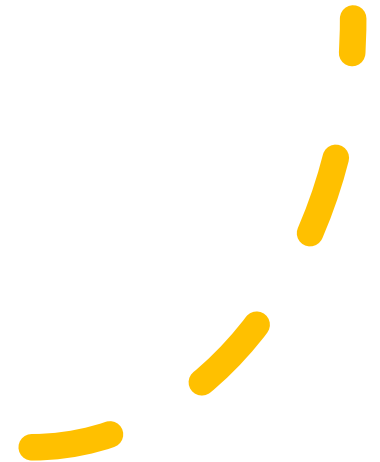
Ask your child to read aloud to a younger sibling or the family pet. Love the finger puppets!





CHAT

What is the best thing
you've heard so far?



**If you're not
struggling,**



**you're not
learning.**



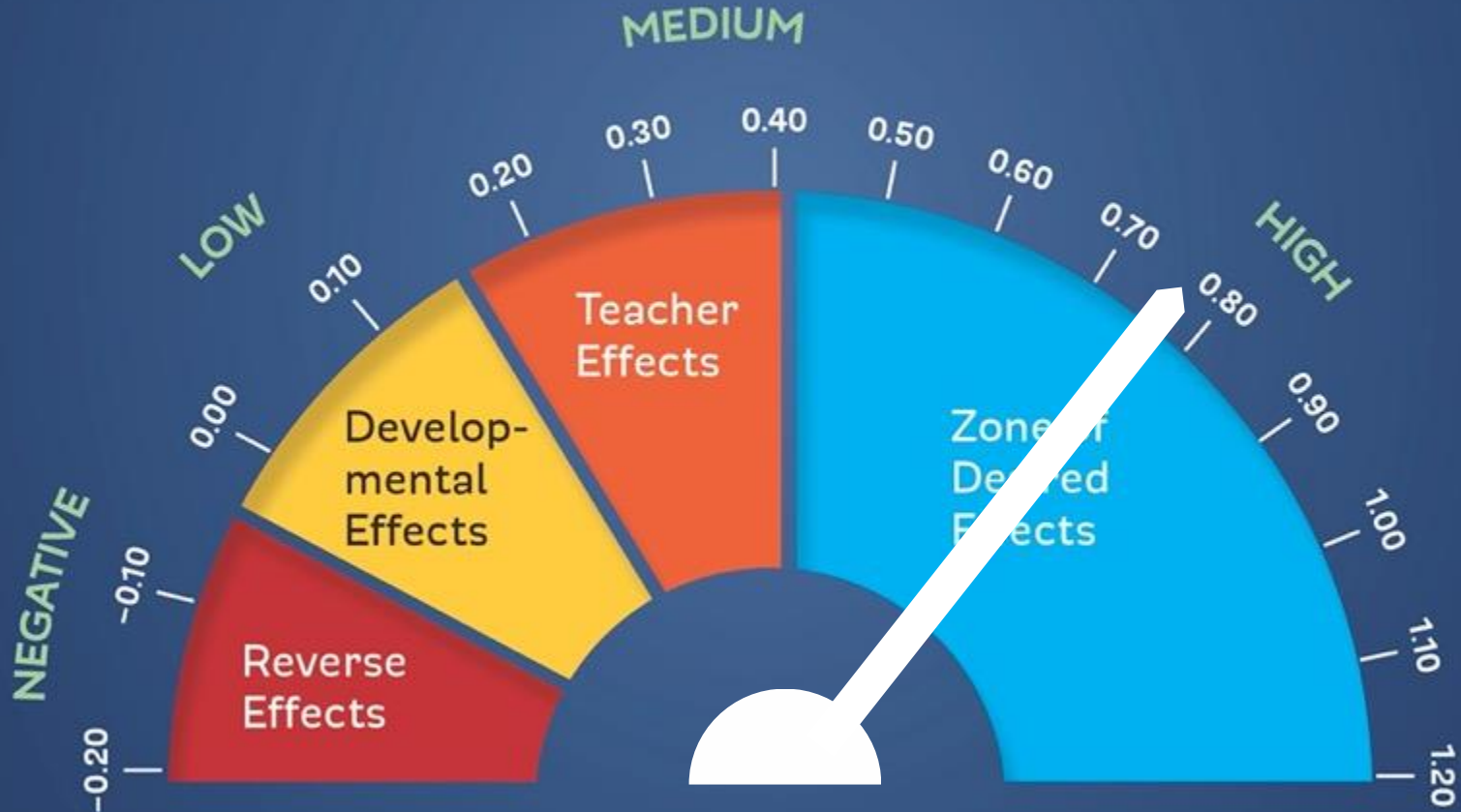
The Value of Guiding, Not Telling

(pp. 51-53)

Prompt and Cue



Deliberate Practice: $d = 0.79$





THE FIVE PRINCIPLES OF DELIBERATE PRACTICE



**PUSH
BEYOND**
one's comfort
zone



Work toward
well-defined,
**SPECIFIC
GOALS**



FOCUS
intently on
practice
activities



Receive and
respond to
**HIGH-QUALITY
FEEDBACK**



Develop a
**MENTAL
MODEL**
of expertise

Acquisition
"I can do it"





Consolidation
"I can do it consistently"

Acquisition
"I can do it"





Acquisition
"I can do it"

Consolidation
"I can do it consistently"

Maintenance
"I can keep doing it later"



Acquisition
"I can do it"



Consolidation
"I can do it consistently"



Maintenance
"I can keep doing it later"




Transfer
"I can do it in a different context"





CHAT

What can we do to ensure that student gain sufficient practice such that their learning sticks?





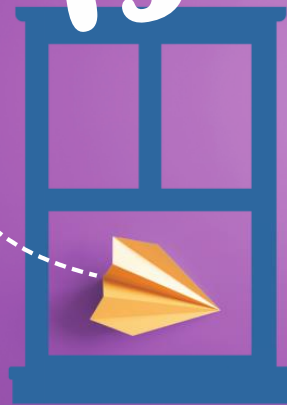
Well-being



Socialization
Friendships
Conflict Resolution

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