

Tips for Educators Based on Parent Experience with Remote Learning

LDA recently conducted a poll to determine what parents' greatest needs are to help their children with remote learning. Parents and educators must work together in order to make sure all students are able to succeed.

1. Parents want to hear from you!

Most parents are not educators and are overwhelmed. Personally connecting with students or their parents is important. In a recent LDA poll, 87% of parents who heard from their child's teacher felt supported compared to only 41% of parents who did not hear from their child's teacher.

2. Parents are not teachers.

Parents who are working from home are struggling to find balance. They are trying to work at their full time job and also help their children with new technology and remote learning. Many are finding that they now have 2 full time jobs, adding to their stress and anxiety and that of their children. To the extent that educators can make the assignments and lessons easy to access so that they can be completed with little or no parent support is extremely helpful for both parent and student.

3. Parents need clear guidelines.

Parents want to know what is expected of them and their children in this new learning environment. Please be realistic in your expectations and clearly communicate those expectations to students and parents. Children are struggling to independently accomplish what is being assigned. This is especially challenging for students who need specially designed instruction through an IEP or students needing accommodations through a 504 plan.

4. Simplify the process.

Many students with learning disabilities also struggle with executive function. Having multiple locations for assignments, different submission methods for every class, and varying schedules throughout the day make it difficult for students to follow and keep up on their own. Limiting the number of places students (and parents) need to look for lessons and submit completed work is helpful for students with learning disabilities and executive function disorders.