

COVID-19 Learning Experience Diary

Learning during the pandemic has been challenging for children, parents and teachers. When children are having a tough time, it can be difficult to figure out exactly what is going on and how to fix it. Parents can use the *Covid-19 Learning Experience Diary* to keep track of how their child is doing throughout the various portions of their day, regardless of what type of instruction is taking place. It should be used to record both difficulties and positive experiences. Then the sheets (data) can be shared with the school and/or IEP Team to identify and put into place solutions that meet your child's needs.

How to use the Diary:

1. Use this to keep a record of how your child is reacting during the various parts of their day – whether it is remote or in-person. You want to be able to show what is and what is not working for your child's learning. You are looking to document:
 - the activity/class or service (For instance, is there an issue in a specific subject, during a specific service or activity)
 - the type of instruction (in-person/in-school or remote)
 - the amount of time your child should have received services or participated and the actual amount of time your child participated
 - whether you feel your child's learning experience was positive, negative or mixed
 - how your child reacted during the experience. For instance,
 - your child refused to participate
 - had a meltdown
 - appropriately participated
 - struggled but worked through it on their own
 - asked for help from the provider/teacher
 - asked for your help
 - the amount and type of support you provided. Did you or another adult supervising your child's learning have to provide support during the entire activity or a short portion? For instance, you (or another adult who was supervising your child's learning):
 - asked your child to pay attention multiple times
 - re-stated the directions multiple times
 - tried to re-teach the information after the activity was done or your child came home
 - physically showed your child how to do the activity or skill
 - physically prompted your child to participate
 - restarted or adjusted the technology for your child
 - asked the teacher or provider to explain things again to you or your child
 - were unsure what to do to help
2. Keep a copy of the Diary for yourself. Make a copy for the school and/or IEP Team and send it to them and request a meeting!
3. Review what you've tracked. Do you see any patterns? Are their times that are really difficult or that they really enjoy?

Note: The Parent Information Center is not a legal services agency and cannot provide legal advice or legal representation. This document is provided as a resource and is not a substitute for legal advice about the facts of your or your child's particular situation (legal advice should be obtained from an attorney). To learn more about the Parent Information Center's services and resources, please visit www.picnh.org.

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Date					
Activity/Subject					
Type of Instruction	Remote In-person	Remote In-person	Remote In-person	Remote In-person	Remote In-person
Length of Activity vs. Length of Participation					
Type of Experience	Positive Mixed Negative	Positive Mixed Negative	Positive Mixed Negative	Positive Mixed Negative	Positive Mixed Negative
Child's Reaction					
Amount and Type of Support					

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