



筑波大学  
*University of Tsukuba*



# Emotional and Psychosocial Support for Teachers and Parents of Learners with Disabilities during COVID-19



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**Virtual**

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# Understanding Emotional Challenges

## STUDENTS WITH DISABILITIES



## PARENTS / CAREGIVERS



## TEACHERS



### Normal routine disrupted

#### Intellectual disabilities children

Behavioral challenges

#### Hearing impairment children

Troubles communicating

#### Visual impairment children

Learning materials & support

#### Physical disabilities & Cerebral Palsy

Requires learning aids & therapies

#### Communication barriers

Not trained to communicate for teaching & learning

#### Attention issue

Juggle between limited time, energy and resources

#### Worried child progress

Regress academically or socially

#### Emotional turmoil

Deep connection with students

#### No opportunity for F2F learning

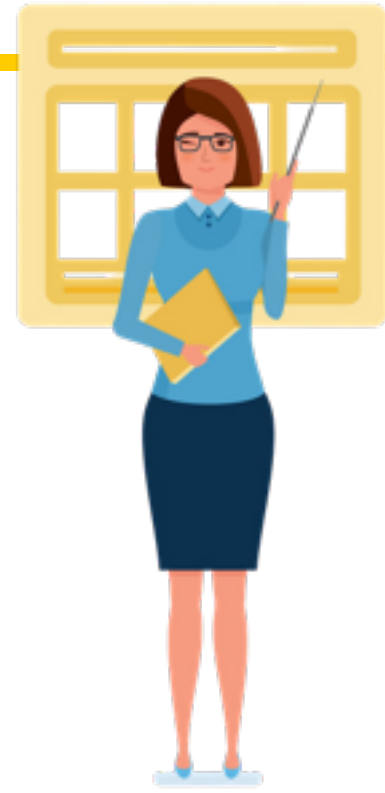
Frustration and regret unable to help more

#### Worried students condition

Stalled learning progress

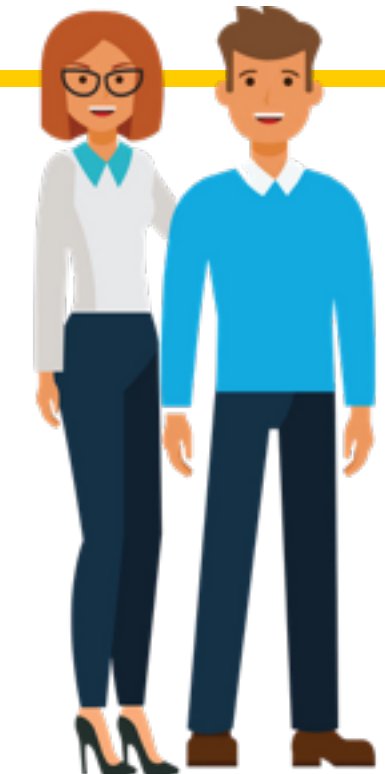
# Fostering Supports: Parents & Teachers

## Teachers



## Two-way open communication

## Parents



### **Practical, Enjoyable, Affordable and Simple approach (PEAS)**

- Creative activities using limited resources at home
- Limited to parents ability and capacity

### **Progress feedbacks shared with teachers**

- Allow continuous updates on students learning process
- Providing support and knowledge to the parents

### **Enabling Teacher – Student communication**

- Parents bridging communication
- Allow monitoring of students well-being and progress during the quarantine period



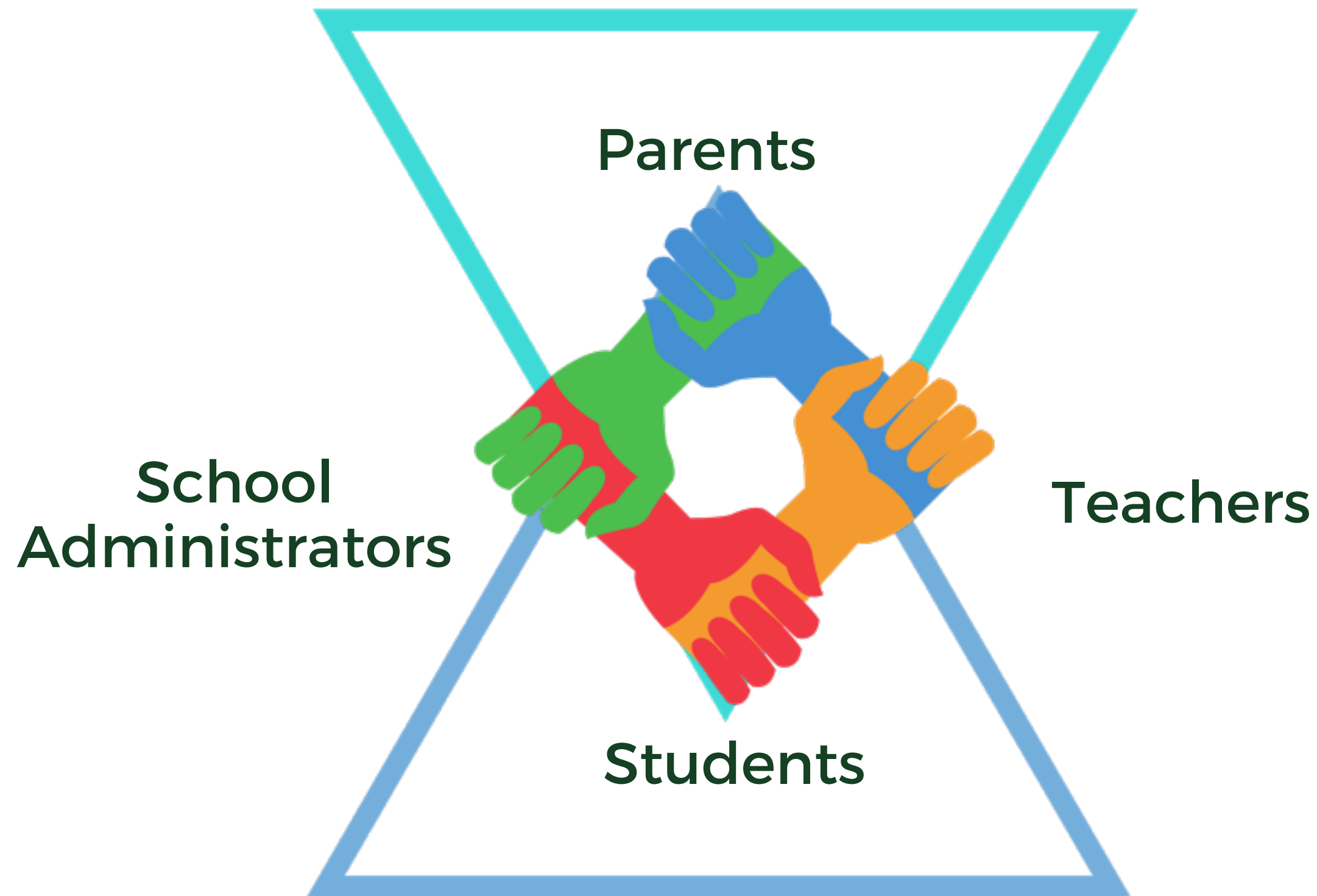
# Strengthening School Community Support



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## School Community-Teachers Support



## School Community-Parents Support

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# What can we do better ?





# Thank you

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