
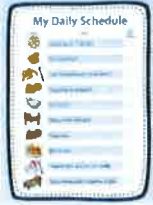







A Tipsheet: Promoting Positive Child Behaviors in the Home during COVID-19 Closures

<p># 1: Maintain a schedule</p> 	<ul style="list-style-type: none"> • Do your best to maintain a schedule that is similar to your child’s typical day in school/childcare, especially when it comes to feeding and naps. • When pre-planning the daily schedule, try to rotate between structured activities and free play, non-preferred tasks (when needed) and preferred tasks. • Plan out times when undivided attention can be provided, and when it cannot, build in independent play activities at those times.
<p>#2 Make and display a daily visual schedule</p> 	<ul style="list-style-type: none"> • Plan out the daily routine, ideally including segments of the day for meals, snacks, nap, free play, parent-child activities, clean-up, etc... • Lay out the day’s activities in a way that is visual so that younger kids can understand the plan for the day. • Leave visual calendar up and viewable to your child all day. Review schedule with your child first thing in the morning and throughout the day.
<p>#3 Create busy bags for times when adult attention has to be limited</p> 	<ul style="list-style-type: none"> • Create a “busy bag” that is filled with highly-preferred, interesting toys/items that your child enjoys and is likely to play with for extended periods of time. • ONLY allow access to this bag right as you are about to have to minimize the amount of attention you can give (e.g. conference call, teleworking).
<p>#4 Plan for transitions</p> 	<ul style="list-style-type: none"> • Provide warnings whenever it is time for your child to move from a preferred activity to a non-preferred activity (e.g. time to come in from playing outside to sit on toilet). • Let child know when he/she has 5 minutes to transition, and again when he/she has one more minute. • Visual and auditory timers can be useful for providing transition warnings too.
<p>#5 Provide choices often</p> 	<ul style="list-style-type: none"> • At times when your child requests an item/activity that he/she cannot have at the moment, offer at least two other choices of items/activities that ARE available and approved at the time. • Choices also promote active child engagement with activities when parent attention must be diverted.