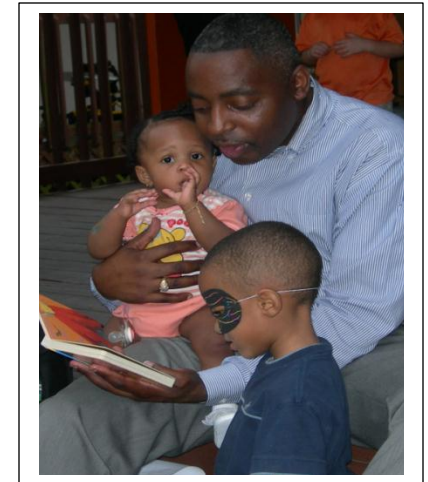




# Family Routine Based Support Guide

*Early Elementary-4 to 8 years olds*

Team Tennessee Project B.A.S.I.C.



# Family Routine Based Support Guide

## Early Elementary 4 to 8 years old

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## How to Use Family Routine Guide for Young Children with Challenging Behavior

This *Family Routine Guide* was developed to assist parents and caregivers in developing a plan to support young children who are using challenging behavior. Children engage in challenging behavior for a variety of reasons, but all children use challenging behavior to communicate messages. Challenging behavior, typically, communicates a need to escape or avoid a person/activity or communicates a desire to obtain someone/something. Once parents understand the purpose or meaning of the behavior, they can begin to select strategies to change the behavior. They can do this by selecting prevention strategies, teaching new skills, and changing the way they respond in an effort to eliminate or minimize the challenging behavior.

The *Family Routine Guide* includes strategies for the common routines and activities that occur during the family's week. There are 4 columns in guide.

### 1. "Why might my child be doing this?"

This column provides ideas that will assist parents/caregivers in thinking about what the child may be communicating through his/her challenging behavior. Once the parent/caregiver is able to identify what the child is communicating through challenging behavior (i.e., the function), he/she can proceed with developing a plan of support by then examining the next column in the chart.

### 2. "What can I do to prevent the problem behavior?"

The column provides strategies that will help the child participate in the routine without having challenging behavior.

### 3. "What can I do if the problem behavior occurs?"

This column provides the parent/caregiver with ideas on how he/she can respond in a way that does not maintain the problem behavior (or to keep the behavior from happening).

### 4. "What new skills should I teach?"

This suggests new skills to teach to replace the challenging behavior. Many of the strategies mentioned in the guide are quick and easy to implement. It is important to use all of the columns in the guide (function or why, prevention strategies, ways to respond to behavior, and new skills) to develop a support plan that will be effective for your child.

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The guide provides ideas about commonly occurring situations and children's behavior. Please note that this list may not address all situations or reasons the child is using challenging behavior. If the child's purpose of challenging behavior is not represented on the chart, the parent is encouraged to write down the purpose and then think of prevention strategies, new skills to teach, and ways to respond to behavior.

**Instructions for use:** A *Family Planning Sheet* is available at the beginning of this *Family Routine Guide* for writing down the strategies that will be selected for the child. To develop the plan, first determine the routine(s) in which the child is having difficulty. Then look for the reason as to why the child might be having trouble in the routine(s). Once you know why the child is using the challenging behavior, you can begin to look at the ideas suggested and to determine what will work for your family and child. Once you have identified supports within each routine that your child is displaying challenging behavior, it is important to then write the plan for the individual routines on the *Family Planning Sheet*. If you write the plan down, you are more likely to implement the strategies.

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# Family Planning Sheet

What \_\_\_\_\_ does during \_\_\_\_\_:  
(child's name) (routine)

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Why I think he/she does it:

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What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

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## Behavioral Expectations of 4 year olds – 8 year olds

Understanding of development and behavioral expectations of children are essential when thinking about or using strategies for children with challenging behavior.

Make Sure:

- Your expectations are appropriate to the age and developmental level of the child.
- You keep your expectations clear and reasonable.
- You tell children what to do instead of what not to do to give clear guidance on you expect.
- ***Remember all children develop skills at different rates and at different times. When deciding which strategy will work best with a child take into account what they can do as well as what new skills they still have to learn.***

This was adapted from Child Development Guide at <http://www.dshs.wa.gov/ca/fosterparents/training/chidev/cd06.htm>

### ***Behavioral Expectations of 4 and 5 year olds***

Families, Home Visitors, and Teachers should consider the following behavioral expectations of 4 through 8 year olds when using the Routine guides:

- Is very active and consistently on the go.
- Has insatiable curiosity; talks incessantly; asks innumerable question.
- Likes to shock adults with bathroom language.
- Really needs to play with others; has relationships that are often stormy; when playing in groups, will be selective about playmates.
- Likes to imitate adult activities; has good imagination.
- Can have imaginary friends and active fantasy life.
- Relies less on physical aggression; is learning to share, accept rules, and taking turns.
- Can be bossy, belligerent, name caller; goes to extremes, bossy then shy; frequently whines, cries, and complains or is demanding.
- Will test people to see who can be controlled.
- Has growing confidence in self and world.
- Is beginning to develop some feeling of insecurity.
- Is becoming aware of right and wrong; usually has desire to do right; may blame others for own wrongdoing.

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### ***Strategies for Supporting 4 and 5 year olds***

- Allow space for child to run and play both indoors and out.
- Ignore bad language, since paying attention to it only reinforces it.
- Answer questions patiently or find answers if needed.
- Don't ridicule or underestimate the importance of fantasy in the child's life.
- If not possible, encourage group play, but don't be surprised by disagreements or child's behavior toward different playmates.
- Allow child to participate in adult activities which he/she can manage, e.g., dusting, setting the table, filling pets' water dish.
- Expect child to take simple responsibilities and follow simple rules, such as taking turns.
- Provide outlets for emotional expression through talking, physical activity, and creative media.
- Establish limits and routines and adhere to them.
- Provide opportunities for talking about self and family.
- Encourage positive self-esteem by pointing out the things child can do for self.
- Assure the child that she/he is loved.
- Help the child be responsible and discover the consequences of his/her behavior.
- Be aware of your own feelings and try to understand your child's perspective.
- Reinforce, praise and encourage positive behavior.
- Keep a sense of humor.

### ***Behavioral Expectations of 5 and 6 year olds***

- Likes to be part of conversations.
- Copies adults and likes their praise.
- Tries only what he/she can accomplish; will follow instructions and accept supervision.
- May fear mother won't return, since mother is the center of the child's world.
- Plays with boys and girls; is calm and friendly; is not too demanding in relationships; can play with one child or a group of children, though prefers members of the same sex.
- May show some fear of the dark, falling, dogs, or bodily harm.
- If tired, nervous, or upset, may exhibit the following behaviors: nail biting, eye blinking, throat clearing, sniffing nose, twitching, and/or thumb sucking.
- Is concerned with pleasing adults.

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### ***Strategies for Supporting 5 and 6 year olds***

- Allow and respond to child-initiated conversation.
- Avoid leaving until the child is prepared for mother's departure and knows when you will return.
- Child needs reassurance.
- Have opportunities for child to play with other children.
- Reinforce mastered skills and give children opportunities to be successful in new, simple activities.
- Don't dismiss fears as unimportant.
- Help the child create routines that include quiet play and rest.
- Read to the child a lot!
- Reinforce, praise and encourage positive behavior.

### ***Behavioral Expectations of 6 and 7 year olds***

- Is vigorous, full of energy, and generally restless, e.g., foot tapping, wiggling, being unable to sit still.
- Has unpredictable preferences and will strongly refuse things.
- Wants all of everything and finds it difficult to make choices.
- Begins to identify with adults outside the family (e.g., teacher, neighbor).
- Friendships are unstable; is sometimes unkind to peers; is a tattletale.
- Thinks he/she has to be a winner; changes rules to fit own needs; may have no group loyalty.
- Beginning to be more independent.
- Finds it difficult to accept criticism, blame, or punishment.
- Child is center of own world and tends to be boastful.
- Can be rigid, negative, demanding, un-adaptable, slow to respond and tantrums could reappear at times.
- Is very concerned with personal behavior, particularly as it affects family and friends; sometimes blames others for own wrongdoing.

### ***Strategies for Supporting 6 and 7 year olds***

- Provide opportunities for a variety of physical activities.
- Do not offer excessive choices, but provide opportunities for making decisions.
- Provide guidance in making and keeping friends.
- Make rules and expectations clear.
- Set reasonable limits, offer explanation of limits, help child keep within them.
- Give child time, freedom, and opportunities to practice being independent.
- Establish routines to keep school materials organized, to get prepared for school and do school work.
- Teach the child to be concerned and responsible for own behavior. Assure child that everyone makes mistakes.
- Reinforce, praise and encourage positive behavior.

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### ***Behavioral Expectations of 7 and 8 year olds***

- Is eager to learn.
- Enjoys hobbies and learning new skills.
- Likes to collect things and talk about personal projects, writings, and drawings.
- Likes to be challenged, to work hard, and to take time completing a task.
- Will avoid and withdraw from adults; has strong emotional responses to teacher; may complain that teacher is unfair or mean.
- Likes to have more responsibility and independence.
- Concerned with self and others' reactions. May fear being late; may have trouble on the playground; "kids are cheating" or "teacher picks on me" often said.
- May use aggression as a means to solve problems.
- May not respond promptly or hear directions; may forget; is easily distracted.
- May withdraw or not interact with others, in an attempt to build a sense of self.


### ***Strategies for Supporting 7 and 8 year olds***

- Ask many thought-provoking questions.
- Stimulate thinking with open-ended stories, riddles, thinking games, discussions.
- Give many opportunities for decision making and deciding what he/she would do in particular situations.
- Assign responsibilities and tasks that can be carried out, and then praise child's efforts and accomplishments.
- Encourage appropriate social interaction.
- Talk about emotions and problem solving skills.
- Discuss appropriate responses, problem solve before the conflicts occur.
- Support and reassure expressions of self and independence.
- Reinforce, praise and encourage positive behavior.

Adapted from Child Development Guide at <http://www.dshs.wa.gov/ca/fosterparents/training/chidev/cd06.htm>

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## Beginning of the Morning Activities-Waking Up

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child refuses to get out of bed</b></p>	<ul style="list-style-type: none"> <li>Establish a morning routine that encourages your child to get up and get moving (sing a song, stretch, talk about the day or laugh with the child).</li> <li>Make sure your child has a consistent and appropriate bed time. Make sure that he/she is getting enough sleep.</li> <li>Use first...then statements, "first you get out of bed then you can choose what you want for breakfast."</li> <li>Give your child a time limit to get up, "I will come back in 5 minutes and then you will need to get up."</li> <li>Provide enough time that your child can do a fun/preferred activity before getting ready to leave.</li> <li>Give your child an alarm clock to wake up with in the morning.</li> <li>Give your child a few choices to get going, (what to wear, what to eat and what activity do they want to do).</li> <li>Praise your child for waking up and continue to encourage as they progress through the morning routine.</li> </ul>	<ul style="list-style-type: none"> <li>Remind your child of expectations to get up and get ready for the day.</li> <li>Remind your child of all the fun activities that he/she is going to do today.</li> <li>Validate your child's emotions, "I know you are tired, it is hard to wake up and get going."</li> <li>Give your child a choice of how they are going to get ready, what to do first, what to wear and/or a choice of what to have with breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>Teach your child to follow a routine in the morning to get up and get ready.</li> <li>Teach your child they can have choices to get up and get ready for the day.</li> <li>Teach your child how to work the alarm clock.</li> </ul>
<p><b>Your child wakes up grumpy and unwilling to cooperate</b></p> 	<ul style="list-style-type: none"> <li>Establish a morning routine that encourages your child to get up and get moving (sing a song, stretch, talk about the day, or laugh with the child).</li> <li>Make sure your child has a consistent and appropriate bed time. Make sure that he/she is getting enough sleep.</li> <li>Provide some up-beat music to start your child's day.</li> <li>Make a joke or do something funny to get a laugh/smile.</li> <li>Provide enough time so your child can do a fun/preferred activity before getting ready to leave.</li> <li>Let your child select clothes the night before so it will be easy to get dressed.</li> <li>Give your child a hug.</li> <li>Praise your child for even the smallest smile and continue to encourage as they progress through the morning routine.</li> </ul>	<ul style="list-style-type: none"> <li>Remind your child of expectations to get up and get ready for the day.</li> <li>Remind your child of all the fun activities that he/she is going to do today.</li> <li>Ignore inappropriate behavior</li> <li>Validate your child's emotions, "I know you are mad, it is hard to wake up."</li> <li>Remain upbeat and encouraging and work step by step through the morning routine.</li> </ul>	<ul style="list-style-type: none"> <li>Teach your child to follow a routine in the morning to get up and get ready.</li> <li>Teach your child to express and acknowledge their feelings.</li> </ul>

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# Beginning of the Morning Activities-Getting Dressed

(can be used for undressing in the evening)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child does not want to stop the “activity” that he/she is doing to get dressed/undressed</b></p>	<ul style="list-style-type: none"> <li>• Signal your child ahead of time -- Use a “warning” to let your child know that it will soon be time to “stop” and to get dressed/undressed.</li> <li>• Use a timer or a verbal signal by saying “in five more minutes you will need to get dressed” and then coming back to let your child know when it’s “one more minute”.</li> <li>• Help your child understand you know how he/she feels -- Validate your child’s feelings and then point out what fun thing is coming up after getting dressed/undressed.</li> <li>• Give clear expectations -- Use a “first-then” statement (e.g., “First get dressed, then play.”) to help your child clearly understand expectations and help your child through the routines.</li> <li>• Encourage success -- Praise your child and let him/her know that stopping is difficult and you will make sure that the activity can be done at a later time/day (follow through on your promise).</li> <li>• Prepare and let child select what they are wearing the night before, so it is faster to get dressed.</li> <li>• Reduce distractions -- If your child wants to watch TV or his sister(s)/brother(s) play while dressing/undressing, turn off the TV or shut the door until the routine is completed.</li> <li>• Encourage and praise positive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore inappropriate behavior, and point to the timer or clock and say, “Now we need to get dressed/undressed to do _____ (next activity).”</li> <li>• Validate feelings and say, “I know you are frustrated it is hard to stop ____; you can do ___ again later.</li> <li>• First get dressed/undressed, then you can _____ (do a fun activity).”</li> <li>• Praise any and all small attempts to stop activity and get dressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child the steps/expectations of the morning routine.</li> <li>• Teach your child how to follow your “time left” warning.</li> <li>• Teach your child how to follow first-then statement: “first get dressed/undressed, then you can _____ (do fun activity). “</li> <li>• Teach your child that he/she can have the “favorite activity” again. (teaching that you will follow through on this promise).</li> </ul>
<p><b>Your child’s refusal to participate in the routine becomes a game to get your attention.</b></p> 	<ul style="list-style-type: none"> <li>• Tell your child ahead of time -- Use a “warning” to let your child know that it will soon be time to “stop” and to get dressed/undressed.</li> <li>• Use first/then statements -- tell your child “first get dressed and then you can ____.(preferred activity).”</li> <li>• Prepare and let your child select what they are wearing the night before, so it is faster to get dressed.</li> <li>• Praise you child for doing each step of the routine.</li> <li>• Give your child a choice of what to do after he/she gets dressed/undressed.</li> </ul>	<ul style="list-style-type: none"> <li>• If your child or acts silly, ignore the behavior.</li> <li>• Turn off TV, or shut the door once the child is in the room you want him/her to be in to limit distractions.</li> <li>• Use wait time. Give your child an instruction calmly, and then wait at least 4 seconds before repeating it.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child the steps/expectations of the morning routine.</li> <li>• Teach your child how to follow your “time left” warning.</li> <li>• Teach your child how to follow first-then statements: first get dressed/undressed, then (fun activity).</li> </ul>


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## Beginning of the Morning Activities-Meals (can be used throughout the day)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child does not want to eat</b></p>	<ul style="list-style-type: none"> <li>• Allow your child to be a helper to encourage participation.</li> <li>• Praise for eating and/or trying new foods.</li> <li>• Allow food choices or preferred sauces /toppings/spreads.</li> <li>• Always have a back-up food that you know the child will eat available for occasions when a child rejects a food. If you have a back-up food the child will accept, you will know that the child is not going to go hungry.</li> <li>• Talk about what choices your child can make about food, serving and location of eating .</li> <li>• Ensure that mealtimes are pleasant (nice surroundings, not rushed, children are not pressured).</li> <li>• Allow your child to help prepare the food.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer alternative choices.</li> <li>• Use first-then visual/verbal cue while saying “first snack, then ___” (favorite item/activity).</li> <li>• Avoid struggle over food and give child back-up food.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach child to make food choices.</li> <li>• Teach child to follow visual first-then cue.</li> <li>• Teach child to explore and taste new foods.</li> </ul>
<p><b>Your child wants attention from adults or siblings</b></p> 	<ul style="list-style-type: none"> <li>• Praise your child for eating own food and allowing other family members to eat.</li> <li>• Before meal remind child the expectation that they should “first eat then____(fun activity).”</li> <li>• Allow child to choose where to sit (next to sibling, mom or dad).</li> <li>• Begin the meal by sitting with your child and modeling appropriate interaction with people at the table.</li> <li>• Create and read scripted story about the eating routine at home: keeping hands to self; eating own food and how to ask for more food or tell you they are finished.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind child that mealtime is time to eat.</li> <li>• Use a first then verbal cue “first eat your lunch then you can play.”</li> <li>• Remind child that while they eat they can talk quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach child the expectations of mealtime.</li> <li>• Teach child to follow first-then cue.</li> </ul>


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## Beginning of the Morning Activities-Brushing Teeth/Combing Hair

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child does not want to leave the activity he/she was doing</b></p>	<ul style="list-style-type: none"> <li>• Tell your child ahead of time -- Use a “warning” to let your child know that it is time to brush teeth or hair.</li> <li>• Validate your child’s feelings, and then point out what fun thing is coming up after brushing.</li> <li>• Give clear expectations -- Use a “first-then” statement (e.g., “First brush, then ____.”) to help your child clearly understand expectation and help your child through the routines.</li> <li>• Encourage success -- Praise your child, let him/her know you understand that was really hard to stop and leave the activity and that you will make sure that the activity can be done at a later time/date. Follow through on your promise.</li> <li>• Reduce distractions -- If your child wants to watch T.V. or his sister(s)/brother(s) play nearby while dressing/undressing, turn off the T.V., or shut the door until the routine is completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore inappropriate behavior and point to the timer or clock and say, “You are finished ____, now we need to brush ____.” Help your child follow through.</li> <li>• Validate feelings, and say, “I know it’s frustrating to stop ____, you can do __ again later. First brush ____, then (fun activity).”</li> <li>• Praise any and all small attempts to stop activity and brush teeth/hair.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to get ready to stop activity when “warning” is given.</li> <li>• Teach your child the steps/expectations of the routine when time to brush teeth/hair.</li> <li>• Teach your child to first brush ____, then he/she can do (fun activity).</li> <li>• Teach your child to label his/her feelings.</li> </ul>
<p><b>Your child does not want to brush</b></p> 	<ul style="list-style-type: none"> <li>• Offer fun choices -- For brushing teeth, give your child a choice of type of toothbrush and kind of toothpaste he/she can use (i.e., electric, character, favorite flavor, preferred color). For hair brushing, give your child a choice of a comb or brush, gel or mousse, and/or wet or dry hair to brush.</li> <li>• Use first-then statements Say, “First brush, then (fun activity)”</li> <li>• Use a mini-routine visual schedule -- Take photographs of your child [or of sister(s)/brother(s)] doing the morning routine, and include “brushing teeth” in the routine. Then display the photographs in the order of the routine, and have your child turn the pictures over as the routines are completed.</li> <li>• Use job chart -- Create a job chart of the activities you want your child to do by him/herself. List the activity, and draw or paste a cut-out picture to represent each job. Put a sticker or check mark on the chart when done. Let you child know for doing the jobs, he/she gets a special reward, such as a book at bed time to read with you, a preferred activity or an activity they choose. Do not use the job chart to take something away, or threaten your child with the loss of something. The purpose is to help your child remember his/her goals and celebrate the accomplishment of them.</li> </ul>	<ul style="list-style-type: none"> <li>• Validate feelings and say, “I know it’s frustrating to brush your ____, you can do it! First brush ____; then ____ (do fun activity).”</li> <li>• Praise any and all small attempts to brush.</li> <li>• Remember to use favorites and choices, i.e., “Do you want the electric toothbrush or the purple toothbrush?”, “Do you want gel or mousse?”, or “Do you want to brush your hair wet or dry?”</li> <li>• If appropriate, praise a sister/brother or parent who brushed quickly. Say, “Wow, look how fast (mommy, your sister) brushed her _____. She’s speedy fast!”</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to make a choice to make the task more pleasant.</li> <li>• Teach your child to understand first, then statements first brush teeth/hair, then ____ (fun activity).</li> <li>• Teach your child to copy his/her sister/brother or parent by modeling how to brush teeth/hair.</li> </ul>


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## Beginning of the Morning Activities-Preparing for School

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child refuses to get ready for school</b></p>	<ul style="list-style-type: none"> <li>• Establish a morning routine that includes packing supplies and homework and lunch to get ready for school.</li> <li>• Have a visual chart of the steps needed to get ready for school and let your child check off what is done.</li> <li>• Allow time for brief preferred activity after all is ready for school</li> <li>• Use first then statements, “first you pack up your backpack then you can play for 5 minutes.”</li> <li>• Let your child know your expectations for preparing for the day.</li> <li>• Model preparing yourself getting ready to leave for the day, and let your child have a small task in your preparation.</li> <li>• Prepare the night before, pack bag, make lunch and make sure all homework is complete.</li> <li>• Praise and encourage any attempt to get ready for school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore inappropriate behavior.</li> <li>• Don’t get in a power struggle about getting ready.</li> <li>• Calmly use first.....then statements encourage your child.</li> <li>• Help your child prepare by doing one step at a time, and have him/her tell you the steps.</li> <li>• Validate your child’s feelings and encourage them that they are going to do some fun things at school, “I know that you are not excited about getting ready for school. What are your favorite things that you are going to do at school today?”</li> </ul>	<ul style="list-style-type: none"> <li>• Teach child the routine for getting ready for school.</li> <li>• Teach your child how to use and understand first...then statements.</li> <li>• Teach child to get ready ahead of time so they might have more time to play.</li> </ul>
<p><b>Your child prepares really slowly to leave for school</b></p> 	<ul style="list-style-type: none"> <li>• Establish a morning routine that includes packing supplies, lunch etc. ready for school.</li> <li>• Have a visual chart of the steps needed to get ready for school and let the child check off what is done.</li> <li>• If they have a sibling, encourage them to see who can get everything done completely the fastest.</li> <li>• Allow more time for getting ready for school.</li> <li>• Use first then statements, “first you pack up your backpack then you can play for 5 minutes.”</li> <li>• Let your child know your expectations for preparing for the day.</li> <li>• Model preparing yourself getting ready to leave for the day, and let your child have a small task in your preparation.</li> <li>• Prepare the night before, pack bag, make lunch and make sure all homework is complete.</li> <li>• Praise and encourage any attempt your child makes to get ready for school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ignore inappropriate behavior.</li> <li>• Don’t get in a power struggle about getting ready.</li> <li>• Calmly use first.....then statements encourage your child.</li> <li>• Help your child prepare by doing one step at a time, and have him/her tell you the steps.</li> <li>• Validate your child’s feelings and encourage them that they are going to do some fun things at school, “I know that you are not excited about getting ready for school. What are your favorite things that you are going to do at school today?”</li> </ul>	<ul style="list-style-type: none"> <li>• Teach child the routine for getting ready for school.</li> <li>• Teach your child how use and understand first...then statements.</li> <li>• Teach child to get ready ahead of time so they might have some time to play.</li> </ul>


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## Transitions-Cleanup

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child doesn't want to leave or hasn't finished activity</b></p>	<ul style="list-style-type: none"> <li>• Prepare your child for a transition, by providing a signal about 5 minutes before end of activity.</li> <li>• Use a timer, set if for 5 minutes, and let the child know when the bell rings the activity is finished; give the child a warning before the timer goes off (“one more minute, then the bell will ring and we will ___”.)</li> <li>• Tell your child when he/she will do the activity again. Say, “We’ll do that tomorrow”, and show him/her on the visual schedule when the activity will occur again.</li> <li>• Use visual schedule to show your child upcoming fun activities.</li> <li>• Allow child to manipulate schedule by turning over or removing completed activity or choose the order of activities if possible.</li> <li>• Have or help your child put materials away for closure (play a clean-up turn-taking game).</li> <li>• Praise your child for cleaning up and putting away materials</li> <li>• Praise child for going to next activity.</li> <li>• Help child decide when to clean-up (wait until your child finishes the activity).</li> <li>• Offer to help your child clean up.</li> <li>• Transition with a photo or object that signals the next activity, point out to the child that “We are finished with _____. Now it’s time for _____.”</li> </ul>	<ul style="list-style-type: none"> <li>• Validate the child’s feelings, “You look upset. I know you like ___; we’ll do that tomorrow.”</li> <li>• Tell your child that they can finish the activity later. Let your child know when he/she can do or finish the activity later.</li> <li>• Redirect and focus child on the visual schedule and upcoming fun activity</li> <li>• Validate child’s behavioral message, “You are telling me that you want to keep playing.”</li> <li>• Validate feeling, “I see you’re sad. You like ___, but it’s time to clean up and go to ___.”</li> <li>• If child can be given more time, state that you will return and help clean-up when child is finished ” (or in set amount of time).</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to ask for one more minute or one more turn and then transition.</li> <li>• Teach your child to follow visual schedule and predict when the activity will happen again.</li> <li>• Teach your child to follow transition signal (verbal cues, timer, bells) and stop activity.</li> <li>• Teach your child to make a choice for next activity.</li> <li>• Teach your child to anticipate the transition by using visual schedule (what comes next).</li> <li>• Teach the child to place work in special place to finish later.</li> </ul>
<p><b>Your child gets attention from adults/siblings</b></p> 	<ul style="list-style-type: none"> <li>• Use a fun “transition activity”, such as “move like a frog to ___” or “hop on one foot to ___” or sing a song about the next activity or a cleanup song.</li> <li>• Have your child select a fun “transition activity” or “cleanup game”.</li> <li>• Establish and teach a cleanup routine to help support your child cleaning up.</li> <li>• Allow your child to do something special in the next activity (Support child during transition by guiding your child in the cleanup process).</li> <li>• Use first...then statements-“first you cleanup then I will read with you.”</li> <li>• Have a visual schedule of the day so your child knows what is coming next.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child how to clean-up and move to the next area/activity.</li> <li>• Ignore inappropriate behavior.</li> <li>• Validate the child’s emotion “You are upset. You want someone to help you. I can help you.”</li> <li>• Remind your child to ask for help to clean up.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to follow the day’s visual schedule.</li> <li>• Teach your child clean-up and transition routines/expectations.</li> <li>• Teach your child to ask for help when needed.</li> </ul>

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## Transitions-Cleanup (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child doesn't like or doesn't want to go to the next activity</b></p>	<ul style="list-style-type: none"> <li>Warn your child about upcoming transition about 5 minutes before end of activity.</li> <li>Use a timer, set it for 5 minutes, and let your child know when the bell rings activity is finished; give the child a signal before the timer goes off.</li> <li>Prompt child with visual schedule and/or first-then visual schedule to indicate transition.</li> <li>Make sure there is something fun for your child to do in the next activity.</li> <li>Help your child find something fun about the next activity.</li> <li>Give choices of where to sit or what to play with.</li> <li>Use a fun "transition activity", such as "move like a frog to ___" or "hop on one foot to ___" or sing a song about cleaning up or the next activity.</li> <li>Praise your child for cleaning up and going to the next activity.</li> </ul>	<ul style="list-style-type: none"> <li>Remind your child of his/her of the next activity.</li> <li>Use visual schedule to remind of something fun following activity, or use first-then statement "First ___, then ___" after next activity.</li> <li>Redirect and ignore behavior when possible.</li> <li>Re-cue your child to make a choice of what to do next.</li> <li>Validate child's behavioral message, "You are telling me that you want to keep playing."</li> </ul>	<ul style="list-style-type: none"> <li>Teach your child to make a choice of doing something in upcoming activities.</li> <li>Teach your child to transition through the use of prevention strategies listed.</li> <li>Teach your child to anticipate the transition and what comes next with a visual schedule or a discussion about what is happening next.</li> </ul>
<p><b>Your child doesn't want to clean-up</b></p> 	<ul style="list-style-type: none"> <li>Use a "warning" -- Give your child a cue as to when it will be time to clean-up (2 more times; 5 more minutes; 3 more turns, then time to clean-up for next activity).</li> <li>Point out who's cleaning -- Praise sister/brother/friends who are cleaning up. "Look how Tim put the car in the bin," "Your brother/sister is helping her friends put away blocks."</li> <li>Modify your expectations -- start with asking your child to clean-up a limited amount of items, e.g., "You put the books in the basket", and then praise. The next day have the child select two items or more items to clean-up; gradually increase your expectations.</li> <li>Use verbal first-then cue -- Say, "First, clean-up; then (choice of preferred activity/item)."</li> </ul>	<ul style="list-style-type: none"> <li>Ignore inappropriate behavior.</li> <li>Point out "super cleaner-uppers", e.g., other parent, sister/brother, friend, and quickly praise the child if imitates.</li> <li>Using verbal first-then statement remind your child, "First clean-up; then (choice of preferred activity/item)."</li> <li>Redirect to area and model clean-up through turn-taking.</li> </ul>	<ul style="list-style-type: none"> <li>Teach your child to follow verbal "first-then" cue.</li> <li>Teach your child the routine of cleaning up.</li> <li>Teach your child to clean-up through turn taking.</li> <li>Teach child how to make cleaning up fun.</li> </ul>

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## Indoor/Outdoor Play

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child loves to run and leaves outside play area boundaries</b></p>	<ul style="list-style-type: none"> <li>• State when and where your child can run (show them the boundaries).</li> <li>• Set limits and outside play expectations (be clear about what’s allowed when playing outside).</li> <li>• Provide activities that involve active play and running, play with your child.</li> <li>• Help your child make a choice of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child of “outside” boundaries.</li> <li>• Calmly but firmly explain that running out of area is not allowed and prompt your child to sit or stand near you until ready to play safely.</li> <li>• Validate your child’s feelings (“I see you’re angry, but you can’t leave from the playground. Let me help you find a place to run.”)</li> <li>• Redirect the child to other activities or to the safe space for running.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist child in learning when and where it is permissible to run.</li> <li>• Teach the child to follow outside “expectations”.</li> <li>• Teach child to make a choice of activities.</li> </ul>
<p><b>Your child wants an adult (you) as a play partner (adult attention)</b></p> 	<ul style="list-style-type: none"> <li>• Warn your child when getting up to leave from playing (“Three pushes at the swing, then I need to play with your brother” ).</li> <li>• Encourage and facilitate your child to playing with a peer/sibling and frequently praise when child plays with others.</li> <li>• Provide developmentally appropriate activities and materials</li> <li>• Allow the child to pick a peer(s) to play with.</li> <li>• Join the activity with your child to get him/her started on play, then tell the child “I’ll come back to play with you in a few minutes.”</li> <li>• Provide interactive activities with peers/siblings and scaffold their play by playing with them.</li> <li>• Provide descriptive praise or encouragement as children begin to play together or if your child plays alone.</li> </ul>	<ul style="list-style-type: none"> <li>• Cue child to ask a friend/sibling to play.</li> <li>• Ignore inappropriate behavior</li> <li>• Prompt child to ask to “Can you play with me or can I have a turn?”</li> <li>• Validate feelings “I know you want to play with me and you are sad when I can’t play with you; we have fun together. But I need to do ____; you can play with your brother or alone?”</li> <li>• Briefly withdraw attention and then redirect child with alternative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to ask adult, peer, sibling to play.</li> <li>• Teach child to play alone for short periods of time as he/she learns the skills to get others to play and learns to play independently.</li> <li>• Teach child to request attention by saying “can you come here” or “look what I am doing.”</li> </ul>


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## Indoor/Outdoor Play (continued)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p data-bbox="113 435 348 597"><b>Your child wants objects/activity that another child is using and has difficulty waiting turn</b></p> 	<ul data-bbox="394 321 1218 885" style="list-style-type: none"> <li>• When having peers play, provide multiples of same items/activities that have high child preference.</li> <li>• Problem solve with your child before playing with others how to share, take turns or ask to play.</li> <li>• Anticipate when your child wants an object/activity, and cue to ask to join in play (“Can I play?” or “Can I have a turn?”)</li> <li>• Use first-then visual cue “first ask, then play”.</li> <li>• Provide positive verbal support for play between children and when child use new skill instead of challenging behavior.</li> <li>• Use “Turtle Technique” with visuals and puppet to discuss and model “anger control” when waiting for his/her turn and throughout the day</li> <li>• Instruct your child about turn taking; keep the turns short.</li> <li>• Stay close by to child to scaffold interaction just in case the peer/sibling doesn’t want to give toy.</li> <li>• Praise for turn taking and sharing.</li> <li>• Encourage your child to ask to play together and share materials, and thank playmates when sharing or turn taking occurs.</li> </ul>	<ul data-bbox="1251 321 1606 901" style="list-style-type: none"> <li>• Remind your child to ask to play.</li> <li>• Remind your child to ask for a turn.</li> <li>• Offer alternate activity/toy.</li> <li>• When child continues to demand the objects/activity engaging in problem behavior, then use “first-then” statement (e.g., “First, Carl, and then your turn”). Be calm when interacting.</li> <li>• Validate child’s emotion “I know you want the toy now, and you are mad. But, you can’t hit. Hitting hurts.” Then provide the child with alternatives.</li> </ul>	<ul data-bbox="1635 321 1995 901" style="list-style-type: none"> <li>• Teach your child to ask to use object or activity</li> <li>• Teach your child to take turns.</li> <li>• Teach your child to begin to engage in simple turn taking with a peer while scaffolding the instruction.</li> <li>• Teach your child to “think of a solution” (what could he/she do: get another item, ask to join, ask other child to let him know when he/she is done).</li> <li>• Teach your child to use the “Turtle Technique”: recognize feeling of anger, think “stop”, go inside “shell” and take 3 deep breaths, think calm, think of a solution.</li> </ul>


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## School Support at Home

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child does not bring notes and/or homework home</b></p>	<ul style="list-style-type: none"> <li>• Talk to your child about importance of getting things home so you know what is going on at school and what you can do to help.</li> <li>• Create a place for your child to work at home and to leave notes that are important for you to see.</li> <li>• Talk to the teacher and let him/her know you are not receiving the notes and see if she can either let you know when notes are coming home or email the information to you.</li> <li>• Talk to the teacher and let him/her know your child is not bringing home the homework assignments. See if she can send them by email or let you know at the beginning of the week the assignments for the week.</li> <li>• Work with the teacher and your child to develop a system to get things home from school.</li> <li>• Praise your child for bringing home notes/assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child of the importance of getting information home from school.</li> <li>• Validate your child's feelings/behavior, "I know you want to leave your homework at school because doing homework makes you frustrated, I can help you".</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child that there is a place for him/her to do their homework.</li> <li>• Teach your child to bring notes to you or a special "notes place".</li> <li>• Teach your child to express and acknowledge their feelings.</li> </ul>
<p><b>Your child refuses to do homework or is slow or reluctant in completing the work</b></p> 	<ul style="list-style-type: none"> <li>• Establish an afterschool routine, your child comes home, has a snack, plays or does a fun activity, then goes to homework space and starts work.</li> <li>• Be available for your child to ask questions as needed.</li> <li>• Sit with your child and read or work on something of your own.</li> <li>• Create list of homework-mark off as completed.</li> <li>• Use first...then statements, "First finish your work then you can ____" (let your child choose a preferred activity).</li> <li>• Break homework down to smaller segments, let child do one segment then do a short fun activity then return and do the next segment.</li> <li>• Validate your child's feelings, "I know you are frustrated because the homework is difficult for you, I can help you." Or "we can ask your teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Validate your child's feelings/behavior, "I know homework makes you frustrated, I can help you".</li> <li>• Offer your child a choice of: where to do their homework or plan an activity after the work is completed.</li> <li>• Help your child get started on the work, then stay with them for support and encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child the afterschool routine.</li> <li>• Teach your child to ask for help if needed.</li> <li>• Teach your child to break down the tasks to make them more manageable.</li> </ul>


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## Bedtime Routine-Bath Time

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child loves bath time and does not want to get out</b></p>	<ul style="list-style-type: none"> <li>• Set a timer -- Warn your child that he/she has ____ minutes for bath and then it will be time for _____. Plan something fun just after bath time.</li> <li>• Plan to do something that your child considers fun or exciting right after bath, and say to him/her, "First bath, then _____," e.g., fun activity.</li> <li>• Give your child a warning to let him/her know that bath time will be ending soon. When it is time to get out, say "Time to get out and _____".</li> <li>• Establish a bath time routine, first bath then reading with mom/dad.</li> </ul>	<ul style="list-style-type: none"> <li>• Show your child the timer, and remind him/her it is time to get out and help out.</li> <li>• Point out the fun activity after bath. (they can choose the activity)</li> <li>• Remind your child they can choose a book to read after the bath with you.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child how to get out when the timer goes off; then he/she can do _____, e.g., fun activity.</li> <li>• Teach your child to choose a book or activity for after bath.</li> </ul>
<p><b>Your child does not want to a bath</b></p> 	<ul style="list-style-type: none"> <li>• Establish routine for the bath, so your child knows the bath will be over soon.</li> <li>• Allow your child to choose if they want: fun toys for bathtub, bathtub tints or food coloring to make the bath water a different color ( you can even experiment with the colors, and add more than one color to see what color it makes), foam soap, or bubble bath.</li> <li>• Give your child a choice to take a bath, shower or a "shower-bath". Plug the drain, but let the tub fill at the same time you are showering.</li> </ul>	<ul style="list-style-type: none"> <li>• Validate your child's feelings: "I know you don't like bath. You can do it fast."</li> <li>• Remind your child of the bath time steps.</li> <li>• Offer bath, shower or shower-bath.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to follow the bath time routine.</li> <li>• Teach your child to make choices: to get cleaned/bubbles or color tints/ a shower, bath, or shower-bath.</li> <li>• Teach your child why it is important to take a bath/shower.</li> </ul>


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## Bedtime Routine-Reading/Quiet Time

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child does not want to read</b></p>	<ul style="list-style-type: none"> <li>• Establish a bedtime routine that includes quiet reading time, read to your child or encourage your child to read.</li> <li>• Provide a choice of engaging and interesting books.</li> <li>• Take your child to the library and select books.</li> <li>• Make a book with your child, let them draw or write story and you can add photographs of family and friends.</li> <li>• Get a wordless picture book and let your child make up the story.</li> <li>• Reduce distractions for reading area or read where it is quiet.</li> <li>• Let child to choose book they want to read or have read to them.</li> <li>• Let your child to look at a book if they do not want to read.</li> <li>• Let your child to select where they want to read.</li> <li>• Praise your child’s appropriate interactions with books.</li> <li>• Make reading time fun, read with animation, use different voices or involve your child in the story.</li> <li>• Involve other family members in reading time.</li> </ul>	<ul style="list-style-type: none"> <li>• Validate feelings and offer alternative, “I know you’re sad but it is time to read. You can sit and look at books, and when you are quiet, I will sit and read with you</li> <li>• Offer your child choice of reading/book interactions, let them select the book.</li> <li>• Make sure child is not distracted by others or activities going on during reading time.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to look at books and find interesting pictures.</li> <li>• Teach your child to choose how they want to spend reading time.</li> <li>• Teach your child steps/routine of quiet reading time.</li> <li>• Teach your child how to select a book that is interesting to them.</li> </ul>
<p><b>Your child wants adult attention (bored or doesn’t know how to stay read independently)</b></p>	<ul style="list-style-type: none"> <li>• Use first-then visual or verbal cue: “First you select a book then I will come read with you”.</li> <li>• Reduce distractions for reading area or read where it is quiet.</li> <li>• Provide a choice of engaging and interesting books.</li> <li>• Take your child to the library and select books.</li> <li>• Make reading time fun, read with animation, use different voices or involve your child in the story.</li> <li>• Praise for reading quietly or listening to the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Use first-then prompt to remind “First read to yourself (look at the pictures), then I can come read with you”</li> <li>• Say, “I will sit and read with you when you’re quiet. “</li> <li>• Offer choice of books.</li> <li>• Briefly withdraw attention and then redirect your child to read quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to read or look at books independently.</li> <li>• Teach your child to choose a book and how they want to spend reading time</li> <li>• Teach child steps/routine of quiet reading time.</li> </ul>
<p><b>Your child has a hard time settling down to read</b></p> 	<ul style="list-style-type: none"> <li>• Provide a choice of engaging and interesting books.</li> <li>• Take your child to the library and select books.</li> <li>• Make reading time fun, read with animation, use different voices or involve the child in the story.</li> <li>• Praise for settling down and reading quietly .</li> <li>• Reduce stimulation/distractions in the room for rest/quiet reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer choice of reading activities and let child select book.</li> <li>• Praise for selecting book and starting to settle down.</li> <li>• Provide support for child to stay in quiet reading space.</li> <li>• Join the child and model choosing, looking at and/or reading a book.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach child to choose a book and how they want to spend reading time.</li> <li>• Teach your child to read or look at books independently.</li> <li>• Teach child routine of quiet reading time</li> <li>• Teach your child to read quietly or look at pictures in a book independently.</li> </ul>


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## Bedtime Routine-Going to Bed/Sleep

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child doesn't like to sleep is not tired</b></p>	<ul style="list-style-type: none"> <li>• Have a set routine for preparing and getting into bed.</li> <li>• Let your child to use a favorite sleep item, e.g., stuffed animal, pillow, blanket, etc.</li> <li>• Talk about what is going to happen tomorrow, and/or use first-then statements (“First go to sleep, then you can watch cartoons in the morning.”).</li> <li>• Try to darken the room or your child’s sleep area.</li> <li>• Read to your child or let them do a quiet activity while settling into bed before going to sleep.</li> <li>• Play soothing music.</li> <li>• Keep bedtime consistent even through the weekend.</li> <li>• Praise for your child for getting ready for bed.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child of what is going to happen tomorrow.</li> <li>• Validate feelings, and offer alternative, “I know this is hard. You want to play, but it is time to go to sleep. You can lie down, and when you are quiet I will read with you, or you can look at a book.”</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to stay in bed and rest/sleep.</li> <li>• Teach your child to make a choice of a quiet activity.</li> <li>• Teach your child the bedtime routine and keep a consistent bed time.</li> </ul>
<p><b>Your child wants adult attention</b></p>	<ul style="list-style-type: none"> <li>• Use first-then verbal cue -- “First settle into bed; then I will rub your back or read to you.”</li> <li>• Reduce distractions and darken the room .</li> <li>• Provide a choice of a doll, stuffed animal, or a comfort item to sleep with.</li> <li>• Talk about plans for tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>• Use first-then prompt to remind, “First lie down quietly; then I can come rub your back”.</li> <li>• Offer choice of “comfort item”.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child the bedtime routine and let them know you will read to them or talk quietly before they go to sleep.</li> <li>• Teach your child to make a choice of a comfort item to sleep with.</li> </ul>
<p><b>Your child has a hard time settling down or soothing self to sleep</b></p> 	<ul style="list-style-type: none"> <li>• Offer to put on music and/or rub your child’s back using a first-then visual or verbal prompt: “First go lie down; then I can rub your back or read to you”.</li> <li>• Reduce distractions and darken the room.</li> <li>• Provide a choice of a blanket, doll or stuffed animal to sleep with.</li> <li>• Praise your child for starting to settle down quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, “First lie down quietly; then I will put on the music, rub your back, or read to you.”</li> <li>• Offer choice of comfort item.</li> <li>• Let your child select a book and when he/she is settled, you will read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child a bedtime routine.</li> <li>• Teach your child to first settle into bed quietly; then you will turn on music, rub back or read with them.</li> <li>• Teach your child to make a choice of a comfort item.</li> </ul>


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## Other Family Activities-Eating Out

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child wants an adult to play or pay attention to him/her</b></p>	<ul style="list-style-type: none"> <li>• Bring quiet but interactive activities that your child can do while waiting for the meal, e.g., paper and crayons, books, small puzzle or hand held game.</li> <li>• Make waiting fun -- talk with your child, play games, give your child positive attention when waiting appropriately.</li> <li>• Encourage success -- praise your child for waiting.</li> <li>• Bring food (snack) for your child to eat while waiting.</li> <li>• Go outside to walk around during wait.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child of the steps and expectations that they need to follow when at a restaurant.</li> <li>• Ignore inappropriate behavior.</li> <li>• Restate choices of quiet activities/toys to play with while waiting.</li> <li>• Redirect your child toward prevention activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to make a choice of a quiet activity to play with.</li> <li>• Teach your child to the steps of eating at a restaurant.</li> <li>• Teach child to ask for your attention, “Can you play with me? Or “Mom look at my picture!”</li> </ul>
<p><b>Your child wants to leave</b></p>	<ul style="list-style-type: none"> <li>• Let your child know the steps and expectations to go eat at a restaurant: First we order, you can draw/read while we are waiting for food, then we eat; and then we get our check, pay, and go home.</li> <li>• Let your child know about how much time there is before he/she gets to leave.</li> <li>• Give your child a choice of alternate, quiet activities to do while waiting. (e.g., paper and crayons, books, small puzzles)</li> <li>• Encourage success -- praise your child for sitting or eating or playing quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Validate your child’s feelings. Say something like, “I see you are tired of waiting. First I have to pay, then we can leave.”</li> <li>• Remind your child of the steps for eating at a restaurant and your expectations for the child.</li> <li>• Redirect your child to his/her choices of alternate activities.</li> <li>• Point out how nice others, especially children, are sitting in the restaurant.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to choose an activity to use while waiting at a restaurant.</li> <li>• Teach your child to wait quietly while doing an alternate activity, such as drawing, reading, or playing with a small toy.</li> <li>• Teach your child the steps for eating at a restaurant.</li> </ul>
<p><b>Your child is very hungry and can’t wait for food</b></p> 	<ul style="list-style-type: none"> <li>• Give your child a small snack prior to the meal.</li> <li>• Bring a small snack with you to the restaurant.</li> <li>• Distract your child, and play simple games or read a book while waiting for the meal. “I Spy” is a great restaurant game.</li> <li>• If your child is hungry, go to a restaurant where you know you can receive the food quickly.</li> <li>• Call in an order for an appetizer ahead of time to have ready for your arrival.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child if he/she is hungry. If he/she is, offer choices of a small snack.</li> <li>• Redirect your child with a game, books, puzzles or reading a book.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to make a snack choice to bring along to the restaurant if needed.</li> <li>• Teach your child to bring along a choice of a game or a book to use while waiting.</li> </ul>

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## Other Family Activities-Shopping

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child wants to leave or wants to go home</b></p>	<ul style="list-style-type: none"> <li>• Make a list together –let your child add something to the list for them (give choices).</li> <li>• Let your child select an item on the list to “find”.</li> <li>• Let your child know ahead of time, what you plan to buy.</li> <li>• Plan shopping when your child is not hungry and is well rested.</li> <li>• Make shopping time short as possible.</li> <li>• Play a game while shopping -- Look for something red, look for something that begins with “A”, look for something that you drink, etc.</li> <li>• Look for and talk to your child about unusual foods you find.</li> </ul>	<ul style="list-style-type: none"> <li>• Validate your child’s feelings, and restate what is left on your “shopping list”. “I see you are sad and you want to leave. We need to buy one more thing. First we get ____; then we can go home.”</li> <li>• Remind your child that first we need to get the shopping done so we can go ___ (do a fun activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to look at the list of the items you need to buy and to check off the “shopping list” as you buy each item.</li> <li>• Teach your child to look for new or unusual food.</li> </ul>
<p><b>Your child wants toys/items off the shelves</b></p>	<ul style="list-style-type: none"> <li>• Encourage your child -- Praise your child for keeping hands off the toys/items on the shelves.</li> <li>• Make a list -- Prior to shopping, make a list of what you will be getting at the store, and review the list with your child.</li> <li>• Check it off -- Give the “shopping list” to your child while you are shopping, and allow him/her to check off the list. Stress that “we are only buying things on the list today”.</li> <li>• Offer choices -- Prior to shopping, offer a shopping item choice to your child. For example, your child can pick out a snack, the type of bubble bath soap he/she would like, or maybe a small toy item. Then put that item on the “shopping list”. Again, stress that you are only buying items on the list.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child that you have a “shopping list”.</li> <li>• Validate your child’s feelings. Say, “I know you are really disappointed and you want _____. Maybe another time. Today we are buying _____, _____, and _____.”</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to make a choice of a “shopping list” item that he/she wants prior to going shopping.</li> <li>• Teach your child how to look at the shopping list and check off items as you get them.</li> </ul>
<p><b>Your child wants the adult to pay attention to him/her. He/she may want to play chase or hide and seek</b></p> 	<ul style="list-style-type: none"> <li>• Encourage success -- Pay attention to and praise your child for walking with you. Purposely do this every few minutes.</li> <li>• Helping hands -- Have your child be your “helper”. Give your child items that he/she is can help you look for and put in the cart.</li> <li>• Have your child help you put items on the checkout counter or belt.</li> <li>• Engage your child as you shop. Look for things together. Talk about what you are seeing. Make your child a “shopping buddy”.</li> <li>• Have child keep list to check off items.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child of the items you need help finding.</li> <li>• Remind your child you need help putting the items on the checkout belt.</li> <li>• Ignore inappropriate behavior.</li> <li>• Tell child when you get home you will play with him/her.</li> <li>• Use first...then statement, “first we need to get the things on our list then we can go home and play”.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to be a helper and help you find items on the list.</li> <li>• Teach your child to put items in the cart.</li> <li>• Teach your child to put items on the checkout belt.</li> </ul>

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## Other Family Activities-Going to the Doctor/Taking Medicine


**Your child is fearful and wants to leave doctor's visit or not go to the doctor**



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| <ul style="list-style-type: none"> <li>• Get a book about going to the doctor -- Go to your local library or book store, get a book about going to the doctor; read it with your child, and then suggest to your child that he/she can make his/her own "going to the doctor book" using real photos. Staple several pieces of paper together to make a book for your child by gluing in the photographs and have them write the steps of "going to the doctor". Read your homemade book with your child prior to going to the doctor, and allow him/her to read it to you. Bring the book with you to the doctor's office for review if needed.</li> <li>• Prior to going to the doctor. Discuss what the visit will be like.</li> <li>• Discuss feeling words so your child can express feelings: happy, sad, scared, and excited. Model on your own face, or use pictures or story books to discuss the different feelings.</li> <li>• Ask your child how they are feeling about going to the doctor.</li> <li>• Share with your child something that might scare (worry) you, and let him/her know that when you breathe slow deep breaths it can help you do the scary (worrisome) thing.</li> <li>• Let your child to bring a "comfort item" to the doctor's visit, such as a soft stuffed animal, favorite small toy, or a blanket.</li> <li>• Let your child know the steps you need to go through during the doctor's visit: sign-in, sit and wait/play, go step on scale, go into doctor's room, get blood pressure, give gentle arm hug, wait for doctor, doctor checks you, go pay, get in car</li> <li>• Let your child know about how much time there is before he/she gets to leave. (e.g., "After the doctor checks you, then all we need to do is checkout, and then we can go")</li> <li>• Encourage your child and praise any attempts he/she makes to work through of "visiting the doctor".</li> </ul> | <ul style="list-style-type: none"> <li>• Validate your child's feelings. Say "I see you are scared. I will stay with you the whole time".</li> <li>• Re-read your child's story about going to the doctor.</li> <li>• Say to your child "Tell me how you feel". You may have to ask, "Are you scared?"</li> <li>• Remind your child to take slow deep breaths and calm down, and model how to calm down.</li> <li>• Ask your child if he/she wants a stuffed animal to hold or a small toy or blanket.</li> <li>• Remind your child of the steps you need to go through at the doctor's.</li> <li>• Remind your child about how long it will be before you can leave.</li> <li>• Give your child a choice of items to play with or hold.</li> </ul> | <ul style="list-style-type: none"> <li>• Teach your child to say how he/she feels.</li> <li>• Teach your child to take slow deep breath to calm down.</li> <li>• Teach your child to follow the steps of what to do at the doctor's office.</li> <li>• Teach your child to make choices of what to play with or do while waiting.</li> </ul> |
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## Other Family Activities-Going to the Doctor/Taking Medicine (continued)

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child doesn't want to take the of medicine</b></p> 	<ul style="list-style-type: none"> <li>• Give your child medicine in combination with something that tastes good, like a sweet juice or a yummy snack. (if allowed with the medicine)</li> <li>• Get a book about taking medicine -- Go to your local library, your pediatrician's office, or book store; get a book about taking medicine, read it with your child, and then suggest to your child that he/she can make a "taking medicine book" using real photos. Staple several pieces of paper together to make a book, glue in the photographs and have your child write the steps of "taking medicine" in the book. Read with your child prior to taking medicine. (Suggested story book: <u>How Do Dinosaurs Get Well Soon?</u> by Jane Yolen; <u>Don't You Feel Well Sam</u> by Amy Hest; <u>Lion Who Had Asthma</u> by Jonathan London.)</li> <li>• Tell your child that first he/she needs to take medicine, and then he/she can _____ (a fun activity).</li> <li>• Make it a race -- play a game with your child, and have him/her try to take medicine before you finish 30 jumping jacks/push-ups/putting all the dishes in the dishwasher.</li> <li>• Make a "medicine chart" -- list the medications/days taken and every time your child takes a medicine let the child puts a sticker on the chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Validate your child feelings. "I know you don't like taking medicine. But you have to take it _____ (to feel better, to breathe easy, so your tummy doesn't get sick)."</li> <li>• Remind your child that first he/she needs to take medicine then he/she can _____ (something fun).</li> <li>• Remind your child that he/she can check off on the chart when he/she is done.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to use a self-monitoring chart, and check off medicine when taken.</li> <li>• Teach your child how to follow first....then statements.</li> <li>• Teach your child how to take medicine.</li> </ul>
<p><b>Your child wants to do something different than taking medicine, e.g., play, run, chase</b></p>	<ul style="list-style-type: none"> <li>• Let your child know that first he/she takes medicine; then he/she can _____, e.g., do fun activity.</li> <li>• Schedule taking medicine at a time of the day to allow for something fun to occur after medicine time.</li> <li>• Give your child a choice of something fun to do after medicine is taken. So say "First take the medicine and then you can _____ or _____."</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child to first take medication; then he/she can _____, e.g., do fun activity.</li> <li>• Validate your child feelings. "I know you don't like taking medicine. But you have to take it _____ (to feel better, to breathe easy, so your tummy doesn't get sick)."</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to first take medicine then he/she can do something fun.</li> <li>• Teach your child how to take medicine.</li> </ul>


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## Other Family Activities-Riding in the Car-Going from One Place/Activity to Another

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child does not want to get in the car</b></p>	<ul style="list-style-type: none"> <li>Let your child know where you are going – prior to your child ending the previous activity let him/her know that soon you are leaving to go to _____.</li> <li>Give choices – Offer choices of what to bring in the car: “Do you want to bring Game Boy, books, or toy cars?”</li> <li>If possible give child opportunities to help or make choices for next activity.</li> <li>Play games with the whole family in the car: I Spy, Find the letter, Categories play music and have a sing along.</li> </ul>	<ul style="list-style-type: none"> <li>Ignore inappropriate behavior, and remind your child where you are going.</li> <li>Restate choices of fun things to do in the car.</li> </ul>	<ul style="list-style-type: none"> <li>Teach your child to make a choice of what to bring in the car to play.</li> <li>Teach your child to buckle up then he/she can play with something fun in the car.</li> </ul>
<p><b>Your child is acting silly or being reluctant in order to get attention from friends or adults</b></p>	<ul style="list-style-type: none"> <li>Have your child help carry something to next activity.</li> <li>Let your child choose a sister/brother or mom/dad to walk with or sit next to going to the next activity.</li> <li>Have child transition while moving like an animal, e.g., hop like a frog, crawl like a turtle, etc.</li> <li>Allow your child to do something special in the next activity, e.g., sit next to a friend or mom/dad, or help with a favorite activity.</li> </ul>	<ul style="list-style-type: none"> <li>Help or remind him/her how you are going to get to the next area/activity.</li> <li>Give him/her something to carry, e.g., item to use in next activity or something to play with in the car.</li> <li>Ignore inappropriate behavior, praise those sister(s)/brother(s)/parent who are transitioning correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Teach your child to transition to car by moving in a “special way” (hop, crawl, skip).</li> <li>Teach your child to choose a friend/sibling or mom/dad to sit with going to the next activity.</li> <li>Teach your child to make a choice of what to bring in the car to play.</li> </ul>
<p><b>Your child doesn't want to stop previous activity</b></p> 	<ul style="list-style-type: none"> <li>Prepare child for a transition, by providing a warning about 5 minutes before end of activity.</li> <li>Tell your child when he/she will do the activity again. Say, “We’ll do that tomorrow.”</li> <li>Use a timer, set it for 5 minutes, and let your child know when the bell rings the activity is finished and time to go; give your child a warning before the timer sounds.</li> <li>Have your child transition with a friend, sibling, or you.</li> <li>Use a calendar to show your child when fun activities with brother/sister/peer will occur again.</li> <li>Allow your child to count the days until activity occurs by crossing through days on the calendar.</li> <li>Have or help your child put materials away for closure. Praise child for putting away materials and getting ready for next activity.</li> </ul>	<ul style="list-style-type: none"> <li>Validate your child’s feelings, “I know you are frustrated because you like___; we’ll do it again tomorrow.”</li> <li>Let your child know when he/she can do the activity again by allowing your child to put up the picture of the activity on a schedule /calendar.</li> <li>Tell your child, “I know you really like ___, but you will have fun at _____. I can help you go to the ____, or you can go on your own.” Pause, then assist if needed and immediately praise.</li> <li>Redirect, and focus child on the visual schedule and upcoming fun activity.</li> </ul>	<ul style="list-style-type: none"> <li>Teach your child to ask for one more minute or one more turn to finish an activity/play and then transition.</li> <li>Teach your child to follow the visual schedule/calendar and predict when the activity will happen again.</li> <li>Teach your child to choose a preferred activity and/or person to play with next.</li> </ul>


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## Other Family Activities-Riding in the Car-Going from One Place/Activity to Another (continued)

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child doesn't like or want to go to or do next activity</b></p> 	<ul style="list-style-type: none"> <li>• Start letting your child know about the upcoming transition about 5 minutes before the end of the activity</li> <li>• Use a timer, set it for 5 minutes, and let your child know when the bell rings the activity is finished; give your child a warning before the timer goes off.</li> <li>• Give your child a special job that he/she can do at the next activity or getting ready for that activity.</li> <li>• Have child transition with a photograph or an object that represents an area/activity he/she is expected to go to. This is especially helpful for when your child needs to go to something/somewhere that he/she will not get to without challenging behavior.</li> <li>• Have your child walk/sit with a sister/brother/parent.</li> <li>• Make sure there is something fun for your child in the next activity, such as a special job or something of interest for your child. Let him/her know what's going to happen in the next activity.</li> <li>• Give choices of where to sit, what to play with, or who to play with, in the next activity.</li> <li>• Use a fun "transition activity" such as "move like a frog to ___", "hop on one foot to ___", "choo-choo like a train to ___," or sing a song about the next activity.</li> <li>• Use a visual schedule– take photographs of your daily routine, post it in an easy to reach location, and review the schedule with your child each day so that he/she can predict upcoming events throughout the day.</li> <li>• Praise child for getting ready and going to next activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind your child of a special job that he/she can do in the next activity.</li> <li>• Use first....then statement say, "First ___; then ___."</li> <li>• Redirect child by stating exactly what you want your child to do, and ignore behavior when possible.</li> <li>• Cue sister/brother to show him/her where to go or to take his/her hand to help.</li> <li>• Re-cue child of expectations of the activity and what he/she is going to do there.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to make a choice of what and whom to play with in upcoming activity.</li> <li>• Teach your child to transition through the use of prevention strategies listed.</li> </ul>

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## Other Family Activities-Riding in the Car-Going from One Place/Activity to Another (continued)

Why might my child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
<p><b>Your child doesn't want to leave activity.</b></p> 	<ul style="list-style-type: none"> <li>• Prepare child for a transition, by providing a warning about 5 minutes before end of activity.</li> <li>• Tell your child when he/she will do the activity again. Say, "We'll do that tomorrow."</li> <li>• Use a timer, set it for 5 minutes, and let your child know when the bell rings the activity is finished; give your child a warning before the timer sounds.</li> <li>• Have your child transition with a friend, sibling, or you.</li> <li>• Use a calendar to show child when upcoming fun activities with brother/sister will occur.</li> <li>• Allow child to count the days until activity occurs by crossing through days on the calendar.</li> <li>• Have or help your child put materials away for closure. Praise child for putting away materials and getting ready for next activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Validate your child's feelings, "I know you like ___; we'll do that tomorrow."</li> <li>• Let your child know when he/she can do the activity again by putting a picture or allowing your child to put up the picture of activity on a schedule for the next day or on a calendar.</li> <li>• Tell your child, "I know you really like ___, but you will have fun at _____. I can help you go to the ___, or you can go on your own." Pause, then assist if needed and immediately praise.</li> <li>• Redirect, and focus child on the visual schedule and upcoming fun activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach your child to ask for one more minute or one more turn and then transition.</li> <li>• Teach your child to follow the visual schedule and predict when the activity will happen again.</li> <li>• Teach your child to choose a preferred activity and/or person to play with, in the next activity.</li> </ul>

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