

Family Routine Guide

By Rochelle Lentini and Lise Fox



Positive Solutions for Families



*The Center on the Social and Emotional
Foundations for Early Learning*

Family Routine Guide

By Rochelle Lentini and Lise Fox

Table of Contents

| | |
|---|----|
| How to Use the Family Routine Guide | 4 |
| Family Planning Sheet | 5 |
| Getting Dressed/Undressed | 6 |
| Brushing Teeth/Hair | 9 |
| Meals/Snacks | 12 |
| Play | 14 |
| Outside Play | 17 |
| Clean-up | 19 |
| Riding in the Car | 22 |
| Shopping | 25 |
| Restaurants..... | 28 |
| Going to the Doctor..... | 30 |
| Taking Medicine | 32 |

Taking a Bath **34**

Bathroom (Potty/Wash Hands) **37**

Bedtime/Sleeping/Napping **39**

When Parents Can't Play (Chores, On Phone, etc.) **42**

Transitions: Going From One Place/Activity to Another..... **44**

How to Use the 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. The first column in each routine is titled "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, "What can I do to prevent the problem behavior?". The prevention column provides strategies that will help the child participate in the routine without having challenging behavior. The next column, "What can I do if the problem behavior occurs?", provides the parent/caregiver with ideas on how he/she can respond in a way that does not maintain the problem behavior (or keep the behavior happening). Finally, "What new skills should I teach?" 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. The guide provides ideas about commonly occurring situations and children's behavior. Please note that this list many 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.

FAMILY PLANNING SHEET

What _____ does during _____ :
(child's name) (routine)

Why I think he/she does it:

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

GETTING DRESSED/UNDRESSED

| 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>Your child does not want to stop the "activity" that he/she is doing to get dressed/undressed.</p> | <ul style="list-style-type: none"> • 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. Depending on your child's ability, you can use a timer or a verbal signal by saying "in five more minutes" and then coming back to let your child know when it's "one more minute". • Help him/her 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. • 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 and remember to encourage through praise. • Get a book about dressing -- Go to your local library or book store, get a book about dressing, read it with your child, and then suggest to your child that he/she can make his/her own "getting dressed/undressed book" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and by writing the steps of dressing. Read your homemade book on a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Dress Maisy</u> by Lucy Cousins; <u>Ready, Set, Go! Practice Getting Dressed</u> by Quinlan B. Lee; <u>I Can Get Dressed! (Blue's Clues Series)</u> by Lauryn Silverhardt; <u>All By Myself</u> by Mercer Mayer; <u>Froggy Gets Dressed</u> by Jonathan London.) • 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/date (follow through on your promise). • 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. | <ul style="list-style-type: none"> • Ignore inappropriate behavior, and point to the timer or clock and say, "All done _____. Now we need to get dressed/undressed to (next activity)." • Follow through by helping your child get dressed/undressed. Don't scold or talk to your child when helping him/her. Just be matter-of-fact and say, "I will help you do it." • Validate feelings and say, "I know it's hard to stop ____; you can do ___ again later. First get dressed/undressed, then (fun activity)." • Praise any and all small attempts to stop activity and get dressed. | <ul style="list-style-type: none"> • Teach your child how to follow your warning. • Teach your child how to follow first-then statement: first get dressed/undressed, then (fun activity). • Teach your child when he/she can have the "favorite activity" again. |

GETTING DRESSED/UNDRESSED (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>Your child's refusal to participate in the routine becomes a game to get you to chase him/her or get your attention.</p> | <ul style="list-style-type: none"> 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. Depending on your child's ability you can use a timer or a verbal signal by saying, "in five more minutes" and then go back to let your child know when it's "one more minute". Make getting dressed/undressed the fun activity -- say "pee yew" as each piece of clothing is removed and then try to make a "basket" by throwing the clothing into the hamper. Another way to make the activity fun is to sing a song about getting dressed and incorporate silly dancing, or play a song and ask your child to see if he/she can finish before the song ends. Use first/then statements -- tell your child "first get dressed and then you can ____." Follow dressing or undressing with a fun activity your child can do with you, e.g., play chase, tickle, or play ball with me. Praise you child for doing each step of the routine. | <ul style="list-style-type: none"> If your child runs away or acts silly, ignore. Turn off TV, or shut the door once the child is in the room you want him/her to be in. Use wait time. Give your child an instruction calmly, and then wait at least 4 seconds before repeating it. | <ul style="list-style-type: none"> Teach your child how to follow your warning. Teach your child how to follow first-then statements: first get dressed/undressed, then (fun activity). |
| <p>Your child has a difficult time getting dressed/undressed and wants to avoid the activity.</p> | <ul style="list-style-type: none"> Simplify the activity -- have your child take off or put on one item while you do the other items, or put the clothing items on part way and have your child do the rest. Make the task easier -- select clothing that your child can put on easily, e.g., T-shirt and pull-on pants, for dressing "all by him/herself", and assist your child with more difficult items. Give one step at a time -- When giving your child directions, state steps one at a time. For example, if you want your child to get his/her socks and shoes on, first say "Get your socks", and wait for him/her to get the socks. Then say, "Thanks for getting your socks. Now go get your shoes." When he/she comes back with the shoes, then say, "You are such a big helper; now I can help you put your socks and shoes on." Get a book about dressing -- Go to your local library or book store and get a book about dressing, read it with your child, and then suggest to your child that he/she can make his/her own "getting dressed/undressed book" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of dressing. Read your homemade book on a regular basis and allow him/her to read it to you. (Suggested story books: Dress Maisy by Lucy Cousins; Ready, Set, Go! Practice Getting Dressed by Quinlan B. Lee; I Can Get Dressed! (Blue's Clues Series) by Lauryn Silverhardt; All By Myself by Mercer Mayer; Froggy Gets Dressed by Jonathan London.) | <ul style="list-style-type: none"> Ignore when your child does inappropriate behavior. Follow through by helping your child get dressed/undressed. Don't scold, or talk to your child when helping him/her. Just be matter-of-fact, and say, "I will help you do it." Praise any and all attempts to get dressed/undressed. | <ul style="list-style-type: none"> Teach your child how to put clothing on or take clothing off. Teach your child how to manipulate fasteners. Teach your child to put laundry in the hamper when undressing. Teach your child to select clothes and dress independently. |

GETTING DRESSED/UNDRESSED (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>Your child does not want to change out of what he/she is already wearing.</p> | <ul style="list-style-type: none"> • Make getting undressed fun -- say "pee yew" as each piece of clothing is removed, and then try to make a "basket" by throwing the clothing into the hamper. • Let him/her know what's coming up -- Point out what fun thing (or outfit) is coming up next. • Use a mini-routine visual schedule -- Take photographs of your child [or of a sister(s)/brother(s)] doing the morning routine, and include "getting dressed" in the routine. Do the same for bedtime routine to include getting into pajamas. Then, display the photographs in the order of the routine, and allow your child to turn the pictures over to indicate that the routines are "all done". • Help your child understand he/she can wear it again -- Remind him/her that the outfit/pajamas/bathing suit will be cleaned and he/she can choose to wear it again on another day. You may even want to put a picture on a calendar so your child knows when he/she can wear the item again. • Use favorites and choice -- For getting dressed allow your child to choose from two or three outfits, and make sure that at least one of the outfits has a preferred character or color on it. For getting undressed allow your child to choose which order to remove clothing. • Encourage success -- Praise him/her for changing and for being a big boy/girl. | <ul style="list-style-type: none"> • Validate your child's feelings e.g., saying, "I know you like wearing your red dress," and then follow through helping your child dress/undress with minimal words and emotions. Say, "I know you love your ____ shirt. You can wear it again _____. You can get dressed/undressed on your own, or I can help you." • Refer to the visual photo mini-schedule and say, "First get dressed, then (next fun routine/activity)" while showing your child the photograph. • If appropriate, praise sister(s)/brother(s) or parent, Say, "Wow, look how fast, e.g., daddy, your brother, got dressed. He's ready for a fun day!" | <ul style="list-style-type: none"> • Teach your child to put clothes in the hamper when undressing. • Teach your child how to make a choice of what to wear and/or what article of clothing to remove in which order. • Teach your child how to follow a mini-photograph routine schedule. • Teach your child when he/she can where the "favorite item of clothing" again. |

BRUSHING TEETH/HAIR

| 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? |
|--|--|--|---|
| Your child does not like being touched. | <ul style="list-style-type: none"> • Simplify -- Keep hair cut fairly short so that it is easier to manage. • Handle with care -- Hold the end of the brush/comb/toothbrush to guide your child in brushing. • Have everything out and ready to use to reduce the amount of time that your child has to wait. • Offer fun choices -- For brushing teeth, give your child a choice of what kind of toothbrush and what kind of toothpaste he/she can use (i.e., electric, character brand, favorite flavor, preferred color). For hair brushing, give your child a choice of a comb or brush, gel or mouse, and/or wet it first or brush it dry. • Play "copy cat" -- Model for your child how to brush. Point to a mirror to have him/her watch reflection, demonstrate how to brush, and then say, "copy me". Praise any attempt to brush. • Examine your materials -- is the hair brush or toothbrush too stiff or rough? Select a brush or comb type that will not pull hair, or select a soft toothbrush. • Encourage success -- Praise your child, and let him/her know that you are so happy he/she is such a big boy/girl. | <ul style="list-style-type: none"> • Validate feelings, and say, "I know it's not too fun brushing your _____. First, we'll brush fast and then (fun activity)." • Praise any and all small attempts to brush teeth/hair. • Offer choices (see column to left), and then help follow through the routine quickly. • Ask if he/she wants to play "copy cat" and model for your child how to brush, show him/her how, and then say "copy me". Praise any attempt to brush. • Ignore inappropriate behavior, and help him/her follow through with minimal talking and emotion in your voice. | <ul style="list-style-type: none"> • Teach your child to make a choice, i.e., "Do you want the red electric brush, or the regular blue brush?", or "Do you want to use a brush or a comb?" • Teach your child to play "copy cat", and use the mirror to make it more fun. e.g., "Look at me brush my teeth. Copy cat, you do that!" |
| Your child does not want to leave the activity he/she was doing. | <ul style="list-style-type: none"> • Signal your child ahead of time -- Use a "warning" to let your child know that it will soon be time to "stop" and to brush teeth or hair. Depending on your child's ability, you can use a timer or a verbal signal by saying, "in five more minutes, time for ____" and then come back to let your child know when it's "one more minute". • Help him/her understand you know how he/she feels -- Validate your child's feelings, and then point out what fun thing is coming up after brushing. • Give clear expectations -- Use a "first-then" statement (e.g., "First clean up, then ____.") to help your child clearly understand expectation and help your child through the routines and praise. • Encourage success -- Praise your child, let him/her know you understand that was really hard and that you will make sure that the activity can be done at a later time/date. Follow through on your promise. • 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. | <ul style="list-style-type: none"> • Ignore inappropriate behavior and point to the timer or clock and say, "All done ____, now we need to brush _____." Help your child follow through. • Validate feelings, and say, "I know it's hard to stop ____, you can do ____ again later. First brush _____, then (fun activity)." • Praise any and all small attempts to stop activity and brush teeth/hair. | <ul style="list-style-type: none"> • Teach your child to get ready to stop activity when "warning" is given. • Teach your child to stop activity when time to brush teeth/hair. • Teach your child to first brush ____, then he/she can do (fun activity). • Teach your child to label his/her feelings. |

BRUSHING TEETH/HAIR (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>Your child does not want to brush, i.e. doesn't like to or doesn't like the feel.</p> | <ul style="list-style-type: none"> • Offer fun choices -- For brushing teeth, give your child a choice of what kind of toothbrush and what kind of toothpaste he/she can use (i.e., electric, character brand, favorite flavor, preferred color). For hair brushing, give your child a choice of a comb or brush, gel or mousse, and/or wet it first or brush it dry. • Use first-then statements -- Have your child first brush (teeth or hair) and then do something really fun for your child. Say, "First brush, then (fun activity)", and help him/her follow through so he/she gets to experience the really fun activity. • 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 allow your child to turn the pictures over to indicate that the routines are "all done". • 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. When your child completes the job, put a sticker or check mark on the chart. Let you child know that if he/she does the jobs, he/she can have a special reward, such as an extra book at bed time to read with you, a bedtime snack, or time to sit on your lap. 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. • Use detangling spray -- If your child has knotted hair, this can help alleviate the tangles which can hurt. Also, if your child has longer hair, hold the ends, and comb through slowly. • Make it fun -- take turns brushing, or sing a song about brushing hair or teeth while incorporating silly dancing. • Change your expectations, and build your child's success -- reduce your expectations for your child. Instead of expecting the child to do a thorough job of brushing, ask him/her to begin by brushing 5 times. Praise him/her for the effort. Then you complete the job gently. Gradually, build up your expectations each time you do the routine. | <ul style="list-style-type: none"> • Validate feelings and say, "I know it's hard to brush your _____, you can do it! First brush _____; then (fun activity)." • Praise any and all small attempts to brush. • Remember to use favorites and choices, i.e., "Do you want the Spiderman toothbrush or the Elmo toothbrush?", "Do you want gel or mousse?", or "Do you want to brush your hair wet or dry?" • 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!" • Restate "First brush your _____, then you can _____." Pause (4 seconds) and if he/she still doesn't brush, say, "You can do it on your own, or I can help you." Follow through on helping your child brush teeth/hair with minimal words and emotions. Then when done, say, "Yeah, you brushed your _____!" | <ul style="list-style-type: none"> • Teach your child to make a choice by holding the choices out or pointing to for your child to choose. • Teach your child to first brush teeth/hair, then (fun activity). • Teach your child to copy his/her sister/brother or parent by modeling how to brush teeth/hair. |

BRUSHING TEETH/HAIR (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>Your child doesn't know what he/she is expected to do.</p> | <ul style="list-style-type: none"> • Give clear expectations -- Use a "first-then" statement to help your child clearly understand your expectation and help your child through the routines and praise. Say, "First brush, then (fun activity)." • Get a book about brushing teeth and/or hair -- Go to your local library or book store, and get a book about brushing teeth/hair, read it with your child, and then suggest to your child that he/she can make his/her own book about "brushing" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of brushing. Read your homemade book on a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Brush Your Teeth</u> by Leslie McGuire; <u>All By Myself</u> by Mercer Mayer; <u>Happy to Be Nappy</u> by Bell Hooks.) • Use a mini-routine visual schedule -- Take photographs of your child or a sister(s)/brother(s) brushing teeth/hair. Then display the photographs in the order of the routine, and allow your child to turn the pictures over to indicate each step of the routine is "all done". • Give one step at a time -- When giving your child directions, state steps one at a time. For example, if you want your child to come into the bathroom to brush, first say, "Go to the bathroom" while showing him/her the toothbrush/hair brush, and wait for 4 seconds and then restate. Then say, "Thanks for coming to the bathroom." Now get the toothpaste or hair detangle spray while pointing to the location of the item. When he/she completes that step, then state the next, and cue him/her by also pointing to the expectation or by modeling the movement. | <ul style="list-style-type: none"> • Validate feelings, and say, "I know it's hard to stop ____; you can do ____ again later. First brush, then (fun activity)." • Refer to the visual photo mini-schedule and say "First brush, then (next fun routine/activity)" while showing your child the photograph. • Remember to use <u>one</u> step directions. | <ul style="list-style-type: none"> • Teach your child to follow first-then statement; first brush teeth/hair, then (fun activity). • Teach your child to follow the mini-routine photo schedule. • Teach your child to follow one direction at a time. |
| <p>Your child's refusal to participate in the routine becomes a game to get you to chase him/her or get your attention.</p> | <ul style="list-style-type: none"> • Signal your child ahead of time -- Use a "warning" to let your child know that it will soon be time to "stop" and to brush hair/teeth. Depending on your child's ability, you can use a timer or a verbal signal by saying, "in five more minutes time for ____", and then come back to let your child know when it's "one more minute". • Make brushing hair/teeth the fun activity -- sing a song about brushing, and incorporate silly dancing, or play a song and ask your child to see if he/she can finish before the song ends. • Use first/then statements -- tell your child "first brush hair/teeth and then you can ____." Follow brushing with a fun activity your child can do with you (e.g., play chase or tickle, play ball with me). • Encourage success -- Praise you child for doing each step of the routine. | <ul style="list-style-type: none"> • If your child runs away or acts silly, ignore. • Turn off t.v., or shut the door once the child is in the room you want him/her to be in. • Use wait time. Give your child an instruction calmly, and then wait at least 4 seconds before repeating it. | <ul style="list-style-type: none"> • Teach your child how to follow your warning. • Teach your child how to follow first-then statement: first get dressed/undressed, then (fun activity). |

MEALS/SNACK

| 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? |
|--|---|--|---|
| Your child has restricted eating preferences. | <ul style="list-style-type: none"> • Make your child a little helper -- Allow your child to be a "helper" to encourage participation, i.e., help with preparing food, cooking, setting table, planning menu. • Offer choices -- Allow your child to choose food(s) and drinks(s). • Modify your expectations -- Don't insist that your child "cleans the plate". Allow the child to pick one non-preferred food to try, e.g., one bite. • Use first-then cues -- say to him/her, "First take a bite of (less preferred item), then you can have (more preferred food item)." • Cue to drink and sit -- Allow your child to just have a drink and sit with sister/brother for snack. • Encourage success -- Praise for eating and/or trying new foods. • Give visual choices -- Allow food choices. Cut labels or ads/coupons out to offer picture choices or hold a few food choices in front of your child or preferred sauces like ketchup, BBQ, mustard, salad dressing. • Help your child say "all done" -- Cue your child to gesture/say "all done", and then let him/her out of the meal/snack for an alternate activity. | <ul style="list-style-type: none"> • Introduce non-preferred foods by giving very tiny portions along side preferred food; do not expect him/her to eat the non-preferred food, just build up tolerance for the presence of food. • Avoid force feeding; this can cause your child to become afraid of foods or may cause gagging/choking. • Use first-then visual cue while saying, "First snack, then ____" (favorite item). • Remind your child he/she can choose to just drink. • Re-cue your child to gesture/say "all done". Use hand-over-hand prompting to help him/her make the gesture, if necessary. | <ul style="list-style-type: none"> • Teach your child to expand food tolerance or preferences by offering the food with highly preferred foods and/or sauces. • Teach your child to make food choices. If needed, show choices. • Teach your child to follow first-then cue. If needed, show visually. • Teach to gesture/say "all done." If needed, help gesture to encourage success. |
| Your child doesn't like to sit to eat (roams and eats while walking around the house). | <ul style="list-style-type: none"> • Use a timer -- Set a timer for a short period of time (1 minute) and have your child wait for the timer before leaving the table. Slowly increase time as he/she succeeds. • Provide preferences -- Provide your child highly preferred foods to encourage sitting. • Offer fun choices -- Allow your child to choose from a bowl/plate with favorite color or characters on it. • Make sitting for meals fun -- Talk with your child, praise your child for sitting, look at a book together while eating a snack or playing a game, put on child's favorite music or TV program while eating. Gradually lessen over time. • Make your child a little helper -- Have your child help prepare the table for snack/meals to encourage participation in routine. • Use choices -- Allow a choice of whom to sit next to, where to sit, or what cushion to sit on. • Encourage success -- Praise for sitting. • Provide a first-then cue -- Say, "First sit and eat, then music/TV." | <ul style="list-style-type: none"> • Gesture, and tell your child, "Say all done", and let him/her leave. Slowly increase time required to sit. • Cue to wait, and to watch timer. • Comment aloud, "Mary is sitting"; using your child's sisters'/brothers'/other parents' names, if applicable. • Remind with a first-then cue to "First sit, then eat" or "First sit and eat, then music/TV." • Offer alternate choices of food. • Redirect by restating rule "sit to eat", then remove plate or food if he/she does not sit. Take food away from child if eating while walking. Then restate rule. | <ul style="list-style-type: none"> • Teach your child to sit to eat by embedding choices. • Teach your child to gesture/say "all done", and let out. Slowly increase time. • As you increase time, teach to wait and to watch timer. • Teach to follow visual/verbal first-then cue, e.g., "First sit, then eat", or "First sit and eat, then music/TV." |

MEALS/SNACK (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>Your child is silly during snack or meals to get your attention or the attention of others, e.g., sisters/brothers.</p> | <ul style="list-style-type: none"> • Engage your child in non-silly conversations so that he/she has your attention. • Seat your child near you so that you can give him/her more frequent attention for appropriate behavior. • Use your child's name or interests when talking at meals, e.g., "Tanisha played with her friend Joey at school. They rode on the bikes." • Play a game that your child can participate in while eating. • Avoid asking your child questions that are too difficult to answer, e.g., "What did you do at Grandma's?" • Provide lots of attention for appropriate behavior. | <ul style="list-style-type: none"> • Ignore your child's silly behavior, and talk to someone else. • If the child gets out of control, calmly guide your child to his bedroom, and let him/her know that he/she can return when ready to behave or be calm at the table. | <ul style="list-style-type: none"> • Teach your child to ask for your attention. Say "I like talking with you. If you want to talk with me, you can say, "What did you do today, Mommy?" • Teach your child to participate in meal time appropriately by praising appropriate behavior. |

PLAY

| 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>Your child wants adult's or sister's/brother's/friend's attention.</p> | <ul style="list-style-type: none"> • Get your child started -- Accompany your child to the play area to get him/her started on play; then tell your child, "I'll come back to play with you in a few minutes." • Limit play time -- Set a timer to let your child know how long mommy/daddy will play during play time. • Return when the timer rings -- Set a timer to let your child know how long before mommy/daddy will return to play; this may need to be very short to begin with, and then gradually extend time mommy/daddy is away. • Encourage success -- Praise your child for playing throughout play time and for gesturing/asking to play with mommy/daddy or sisters/brothers/neighborhood friends. • Special time together -- Schedule "time" for your child to be with favorite friends/adult, and tell your child when he/she can play with friends/adults, e.g., after lunch, after bath. | <ul style="list-style-type: none"> • Tell your child "When you are calm or quiet, I will come play with you." Do so as soon as your child quiets. • Prompt child to gesture/ask "play with me"; then follow that with telling your child "I can play for ___ minutes (set timer), and then I need to ___." • Validate feelings; say something like, "I know you want to play with me; we have fun together. But I need first wash clothes, and then I can play with you." | <ul style="list-style-type: none"> • Teach your child to gesture/ask "play with me" for attention from adults or sisters/brothers/neighborhood friends. • Teach your child to play independently for a few minutes through the use of verbal cues and/or timer. Slowly increase independent play time. • Teach your child to say "Excuse me" or "Play with me" for mommy's/daddy's attention by pointing to mouth as a cue. • Teach your child to gesture/say, "Look at me" or "This is fun". • Teach your child to wait for scheduled "special time together". |
| <p>Your child is confused or does not understand the activity.</p> | <ul style="list-style-type: none"> • Talk about the activity ahead of time -- introduce and/or show each step of the activity prior to the time your child plays with a sister/brother/friend. • Pre-plan -- Make sure that all materials are ready and that the activity steps are clear. There should also be enough materials to share. • Keep it short and simple -- Make sure the activity is neither difficult nor too long. • Kids help each other -- Have your child play with a "friend" or sister/brother that can help him/her with the activity. • Give him/her a favorite job -- Give a preferred job to do in the activity. • Modify the activity -- Sometimes children want to play with others but can't play the game, or with the toy correctly. Think of ways the activity can be modified so that your child can join in. For example, if he can't hit the ball with the bat, maybe he can run bases with the batter; or if the other children are racing on their bicycles, your child can say "Ready, set, go". • Encourage success -- Praise your child for participating, and teach the other children to encourage your child and each other, e.g., clapping, thumbs up, high five. | <ul style="list-style-type: none"> • Remind your child of the activity steps so that he/she knows what's next in the activity. • Validate your child's feelings when something is difficult. Say, "This is hard. Let me help you." • Verbally prompt your child to help pass out or get out materials while handing him/her the items. • Prompt a sister/brother/friend to help. "Could you please show ___ how to ___?" • Remind your child to gesture/ask for help. | <ul style="list-style-type: none"> • Teach your child to follow the steps or the sequence of activity by modeling how to do them. • Teach your child to use gestures/words: "help please", "What's next?" • Teach your child to imitate sister/brother/friend. Cue them to look and say, "Look what ___ is doing; you do that." |

PLAY (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>Your child wants the same toy as another child.</p> | <ul style="list-style-type: none"> • Teach your child about turn-taking -- Say to your child, "First ____ plays, then your turn," and point to each child as the phrase is spoken. • For very young children, have two of the same item. Toddlers don't understand the concept of waiting for a turn with an object. • Demonstrate how two children can play with one toy, teach your child how to play with a toy together, e.g., "Push the truck to your friend. Now he can push the truck to you." • Get a book about playing with friends -- Go to your local library or book store, and get a book about playing with friends, read it with your child on a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Barney's Little Lessons: Be My Friend</u> by Sheryl Beck; <u>Making Friends</u> by Fred Rogers; <u>Just Me and My Friend</u> by Mercer Mayer; <u>I am Sharing</u> by Mercer Mayer; <u>Clifford Plays Fair</u> by Dena Neusner.) • Use a timer -- Set a timer, or count so your child will know when his/her turn is coming up next, depending on the toy. • Stay nearby to help -- Plan to stay with your child to teach turn taking; use short turns to teach turn taking. • Help your child learn to control anger -- Use the "Turtle Technique" with visuals and puppet to discuss and model "anger control". Assist your child with understanding what is not available and how to think of a solution. Read <u>Tucker Turtle Takes Time to Tuck and Think</u> (printable story under "practical strategies" on website www.csefel.uiuc.edu). • Encourage success -- comment and praise any attempts your child makes to take turns. | <ul style="list-style-type: none"> • Remind child of the timer. Keep it short for turns. Say, "Listen for the bell", or "I am going to count; 1, 2, 3, your turn." • Validate your child's feelings, and re-cue verbally the turns. Say, "I know it's hard to wait. First ____'s turn, then your turn." • If angry, re-cue to use "Turtle Technique" by showing picture steps from story and demonstrating how, and help him/her through the steps. | <ul style="list-style-type: none"> • Teach your child turn-taking or sharing through use of timer or counting. • Teach your child to wait for a turn by saying, "First ____ plays, then your turn," and point to each child as phrase is spoken. • Teach your child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell", and take 3 deep breaths, think calm, and think of a solution. |

PLAY (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>Your child wants a different item/activity or wants an item/activity that is not available.</p> | <ul style="list-style-type: none"> • Show choices -- Provide your child with choices of what to play with. Use photographs or pictures from boxes/catalogs of the items/activities; some children may need to see real items to choose from. • Give your child some assistance -- Help your child find a fun toy or item based on your child's preferences. • Use first-then cue -- Say, "First this toy/activity, then _____ (something your child prefers)." • Help your child stop -- Use a stop sign to indicate which items/activities are not available. For instance, put a stop sign on the computer screen if that is not a current choice. • Play with your child -- Let your child pick a preferred family member to play with him/her with an alternate activity/toy. • Help your child learn to control anger -- Use the "Turtle Technique" with visuals and puppet to discuss and model "anger control." Assist your child with understanding what is not available and how to think of a solution. Read Tucker Turtle Takes Time to Tuck and Think (printable story under "practical strategies" on website www.csefel.uiuc.edu). • Encourage success -- Praise for choosing and/or staying with alternate activity/toy. • Show your child when he/she "can" play -- Visually depict when the item/activity will be made available, either on a visual schedule or on a week-long visual calendar. Take a photograph of the item/activity or hand draw picture on a sticky note pad, and place it on the schedule/calendar. | <ul style="list-style-type: none"> • Restate your schedule, and focus on preferred activities that are coming up. • Show your child the choices and when the preferred activity will be available. • Give words: say, "You're sad you can't play with _____. Maybe tomorrow. You can make another choice." Show choices. • Offer alternative choices by pointing out what is fun about the alternative choices. • If angry, re-cue to use "Turtle Technique" by showing picture steps from story and demonstrating how and help him/her through the steps. | <ul style="list-style-type: none"> • Teach your child to "stop" by using a visual stop sign. • Teach your child to predict upcoming events. • Teach your child when that activity will occur through use of a week long calendar visual. • Teach your child to choose alternative activity/item. • Teach your child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell", and take 3 deep breaths, think calm, and think of a solution. |

OUTSIDE PLAY

| 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? |
|--|--|---|--|
| Your child hates being hot and wants to go inside. | <ul style="list-style-type: none"> • Quench his/her thirst -- Have a drink available outside. • Cool off -- Allow him/her to wear a "cold pack" scarf. • Cool off -- Bring a fan outside. • Cool off -- Allow him/her to use a "mister". • Made in the shade -- Point out the "cooler activities", such as sandbox if under a roof, swinging can be breezier, or going under a tree. • Make it fun -- Have highly preferred activities available your child really enjoys like bubbles, trikes, big bouncy balls, etc. | <ul style="list-style-type: none"> • Remind your child of alternative choices, e.g., get a drink, sit under tree, mist with water, etc. • Validate feelings. Say, "I know it's hot; a few more minutes and we can go inside." Then state alternatives. | <ul style="list-style-type: none"> • Teach your child to choose alternative "cooler" activity. • Teach your child to use cold pack scarf, mister, fan, and/or get a drink. |
| Your child loves running and thinks outside means run away. | <ul style="list-style-type: none"> • Where can I run? -- State when and where your child can run. Cue with a picture, if necessary. If possible, mark "running areas" outside. • What can I do? -- Give your child concrete boundaries. For example, you may say, "Not past the big tree." If you child plays on the porch or driveway, you might use sidewalk chalk to draw a line the child should not cross. • Reward chart -- Create a check off list or sticker chart about "staying safe outside", including outside boundaries and indicating where children can play. You can use a photograph, draw the "boundary" on the photograph, and place it on the chart. | <ul style="list-style-type: none"> • Remind your child of "outside" boundaries; show marked areas. • Remind your child to stay with mommy/daddy. • Use "staying safe" reward chart. | <ul style="list-style-type: none"> • Assist your child in learning when and where it is permissible to run through use of a photograph. • Teach your child to follow outside "expectations". |
| Your child wants an adult as a play partner (adult attention). | <ul style="list-style-type: none"> • Let your child know before you leave -- Warn child when getting up to leave from playing. "Three more scoops of sand, then I need to go push at the swing", "One more time around the track, then a friend can pull you in the wagon," "One more minute ball play, then I play with another friend," etc. • Play partner -- Pair child with neighborhood friend or older sister/brother, and frequently praise when child plays with friend/sister/brother and vice versa. • A few more minutes -- Use a timer to let your child know how long before you come back to play. | <ul style="list-style-type: none"> • Cue your child to say "play with me". • Cue your child to ask a friend to play. • Remind of timer and when it goes off you will come back. • Ignore inappropriate behavior, and cue to use new skills. | <ul style="list-style-type: none"> • Teach your child to ask adult to play. • Teach your child to ask a friend to play. • Teach your child to play alone for short periods of time after he/she has learned the above skills. |

OUTSIDE PLAY (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>Your child wants objects/activity that another child is using or is having difficulty taking turns.</p> | <ul style="list-style-type: none"> • Have more than one of favorites -- Provide multiples of same items/activities that have high child preference between the sisters/brothers or neighborhood friends. • Time turns -- Use a timer, when necessary, to indicate turns, preferably one that indicates time passing in a visual manner. • Give your child the "words" to ask -- Anticipate when your child wants an object/activity, and cue to ask/gesture to join in play: "Can I play?" or "My turn." • Use first-then verbal cue -- Say, "First ask, then play." • Get a book about playing with friends -- Go to your local library or book store, get a book about playing with friends, read it with your child a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Barney's Little Lessons: Be My Friend</u> by Sheryl Beck; <u>Making Friends</u> by Fred Rogers; <u>Just Me and My Friend</u> by Mercer Mayer; <u>I am Sharing</u> by Mercer Mayer; <u>Clifford Plays Fair</u> by Dena Neusner.) • Other fun choices -- Provide alternative choices that are of high interest, have outside play choices available: bubbles, yo-yo, pin wheel, sidewalk chalk, balls, bug catcher, binoculars, etc. • Encourage your child -- Praise your child when he/she uses or attempts to use new skill in place of challenging behavior. • Help your child calm down -- Teach your child to use the "Turtle Technique": recognize he/she is feeling anger, to stop and take 3 deep breaths, think calm, think of a solution e.g., check the timer, pick another fun activity, ask for a turn. (Read printable story, Tucker Turtle Takes Time to Tuck and Think, from "Practical Strategies" on website www.csefel.uiuc.edu) | <ul style="list-style-type: none"> • Remind your child to ask/gesture to play. • Remind your child to ask/gesture for a turn. • Offer alternate activity/toy. • Remind your child of when his/her turn is coming up, and show timer. • Ignore inappropriate behavior, and offer alternative fun activity. • Validate that he/she is angry, and remind him to stop, take 3 deep breaths, calm down, and think of a solution (something to make it better). | <ul style="list-style-type: none"> • Teach your child to gesture/ask to use object or activity, "Can I play?" • Teach your child to wait for a turn. • Teach your child to "think of a solution". What could he/she do: get another item, ask to join, ask another child to let him know when he/she is done? • Teach your child to choose alternative activity while waiting. • Teach your child to wait for the timer to sound prior to taking a turn. • Teach your child to: recognize he/she is feeling anger, think 'stop', and take 3 deep breaths, think calm, and think of a solution. |

CLEAN-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? |
|---|--|---|---|
| Your child has not finished doing the activity. | <ul style="list-style-type: none"> • Use a timer -- Set timer, and allow child a minute or two to finish. • Save special projects for later -- Place unfinished projects/activities in a special place to finish later; let your child know when unfinished projects/activities will be rescheduled. • Help your child learn to control anger -- Use the "Turtle Technique" with visuals and puppet to discuss and model "anger control". Assist your child with understanding what is not available and how to think of a solution. Read Tucker Turtle Takes Time to Tuck and Think (printable story under "practical strategies" on website www.csefel.uiuc.edu). | <ul style="list-style-type: none"> • Remind your child that he/she can finish later, and tell him/her when. • Validate feelings, "I know you want to finish. We can finish ____." Show on calendar, or tell when can be completed later. "Let's put your work ____ (special place)." • If angry, re-cue to use "Turtle Technique" by showing picture steps from story, demonstrating how, and help him/her through the steps. | <ul style="list-style-type: none"> • Teach the child to finish in allotted time. • Teach the child to place work in special place to finish later. • Teach the child to use the "Turtle Technique": recognize feeling of anger, think "stop", go inside "shell", and take 3 deep breaths, think calm, and think of a solution. |
| Your child might not want to clean-up. | <ul style="list-style-type: none"> • 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). • Use a fun cue -- Cue to clean-up with song, bells, lights off. Then, go over directly to cue your child. • Get a book about cleaning up -- Go to your local library or book store, get a book about cleaning up, read it with your child a regular basis, and allow him/her to read it to you. (Suggested story book: Maisy Cleans Up by Lucy Cousins.) • Play a turn-taking game -- Take turns cleaning up with your child. Say, "First I put away a train; then you put away a train." Also visually cue where to put the train by pointing to the container or shelf. • Point out who's cleaning -- Praise sister/brother/friends who are cleaning up. "Look how Tim put the car in the bin," "Sammy is helping her friends put away blocks," "Wow, Vin put the book on the shelf," etc. • Turn clean-up into play -- Use a toy scoop truck or small sand shovel to scoop up the small pieces and dump into the truck/bucket, and then transport to the toy bin. Sing or dance while you clean-up. • 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. • Use verbal first-then cue -- Say, "First, clean-up; then (choice of preferred activity/item)." | <ul style="list-style-type: none"> • Ignore inappropriate behavior. • Point out "super cleaner-upper", e.g., other parent, sister/brother, friend, and quickly praise the child if imitates. • Using verbal first-then statement remind child, "First clean-up; then (choice of preferred activity/item)." • Redirect to area and model clean-up through turn-taking. • Model the "fun way to clean-up," show how to scoop, and dump into bin. | <ul style="list-style-type: none"> • Teach your child to follow verbal "first-then" cue. • Teach your child how to imitate cleaning up. • Teach your child to clean-up through turn taking. • Teach child how to make cleaning up fun. |

CLEAN-UP (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>Your child might not have realized that clean-up time was coming up.</p> | <ul style="list-style-type: none"> • Give child "warning" -- Tell your child clean-up is coming up, and then use a countdown signal (For example, 2 more times; 5 more minutes; or 3 more turns, then time to clean-up). • Use a fun cue -- Cue your child to clean-up such as a song, bell, or lights off. Then, go over directly to cue child individually. • Use verbal first-then cue -- Cue child individually by saying, "First clean-up, then (next activity)." | <ul style="list-style-type: none"> • Verbally re-cue using first-then statement. Say, "First, clean-up, then outside." • State "all done play" while repeating fun cue, "Do you need help, or can you clean-up on your own?" Help child if needed, and immediately praise. • Validate feelings, by saying, "I see clean-up is hard," and remind when your child can do the activity again. | <ul style="list-style-type: none"> • Teach the child how to clean-up. • Teach the child how to imitate cleaning up like parent and/or friend. • Teach the child how to follow a fun cue, such as song, bell, lights off, to start cleaning. |
| <p>Your child likes to dump.</p> | <ul style="list-style-type: none"> • Match the pictures -- Use visual photographs on shelf and material containers so your child will know where items belong. • Make baskets -- Provide a clean-up bin, such as a crate or laundry basket for developmentally younger children. • Make cleaning up fun -- Turn-take cleaning up with the child. Say, "First I put away a train, then you put away a train." Also cue visually where to put train by pointing to container or shelf. • Get a book about cleaning up -- Go to your local library or book store, get a book about cleaning up, read it with your child a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Maisy Cleans Up</u> by Lucy Cousins; <u>I am Helping</u> by Mercer Mayer; <u>Franklin is Messy</u> by Paulette Bourgeois.) • Encourage success -- Encourage the child as he/she participates in cleaning, even if it's just a little bit. Praise sisters/brothers/friends that are cleaning up. Say, "Look how Tim put the car in the bin," "Samantha is helping put away blocks," "Wow, Vin put the book on the shelf," etc. | <ul style="list-style-type: none"> • Model or have sister/brother/friend model how to clean-up. • Point/pat with your hand where the item(s) go. • Say, "Let's take turns putting in the basket. Do you want to go first or me?" • Praise others for cleaning. • Prompt a sister/brother/friend to help the child clean-up. | <ul style="list-style-type: none"> • Teach the child how to clean-up. Put in basket, and match label. • Teach the child how to imitate friends, sibling, or parent cleaning. |

CLEAN-UP (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>Your child might want adult's/sibling's/friend's attention.</p> | <ul style="list-style-type: none"> • Take turns cleaning up with the child -- Say, "First I put away a train, then you put away a train." Also visually cue where to put the train by pointing to container or shelf. • Point out who's cleaning -- Praise children who are cleaning up. "Look how Tim put the car in the bin," "Samantha is helping her friends put away blocks," "Wow, Vin put the book on the shelf," etc. • Make cleaning fun -- Have child pick a helper or clean-up buddy, e.g., sister/brother, friend, or parent, where one carries the bin, and the other loads items in the bin and then he/she switches roles. • Use verbal first-then cue -- "First clean-up, then ride bikes with friends" as an incentive or use some other preferred activity/item. • Encourage success -- praise for cleaning up. Give high fives, thumbs up. | <ul style="list-style-type: none"> • Ignore inappropriate behavior. • Point out if sister/brother/friend is cooperating, and quickly praise your child if imitates "Kirsten is cleaning up; wow what a helper." • Use verbal first-then cue to remind child: "First clean-up, then _____." • Remind child to gesture/ask for help from a parent, sister/brother, or clean-up buddy. | <ul style="list-style-type: none"> • Teach your child to follow "first-then" cues. • Teach your child to clean-up through turn taking or with a buddy. • Teach child to gesture/ask for help either from adult, sister/brother, or buddy. |

RIDING IN THE CAR

| 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>Your child does not want to get in the car.</p> | <ul style="list-style-type: none"> • Let your child know where you are going – prior to your child ending previous activity let him/her know that soon you are leaving to go to _____. • Use verbal first-then cue – say to your child, “First get in the car, then you can play with _____,” and show him/her a highly preferred item/toy that he/she can hold in the car. • Make going to the car fun – give your child fun choices for how to go to the car: “Do you want to hop, skip, or fly like a plane to the car?” • Give choices – Offer choices of what to bring in the car: “Do you want to bring a stuffed animal, Game Boy, books, or toy cars?” • Get a book about cleaning up – Go to your local library or book store, get a book about cleaning up, read it with your child a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Away We Go: Sesame Beginnings to Go</u> by Abigail Tabby; <u>My Trusty Car Seat: Buckling Up for Safety</u> by Stan and Jan Berenstain.) | <ul style="list-style-type: none"> • Ignore inappropriate behavior, and remind your child where you are going. • Restate to your child, “First get in the car, and then you can play with _____,” and give him/her the preferred item to hold while riding in the car. • Restate choices of fun ways to go to the car. • Help your child to the car, keeping your emotion as calm as possible. Once in the car, quickly encourage him/her by saying, “Look at you! What a big kid you are sitting in your car seat!” | <ul style="list-style-type: none"> • Teach your child to make a choice of how to go to the car, and make it fun, e.g., fly, skip, hop. • Teach your child to first sit and put on seat belt or buckle up car seat. Then, he/she can play with something fun in the car. |
| <p>Your car is too hot, and your child hates being hot.</p> | <ul style="list-style-type: none"> • Cool the car off -- If at home, run the air conditioner in the car for a bit before getting in. • Cool the seat -- put an ice pack with a towel over it on the seat of the car seat, or place a towel over the seat if ice is unavailable. Store the ice pack in a small cooler. • Quench his/her thirst -- Have a drink available for the car ride. • Cool off -- Allow him/her to wear a “cold pack” scarf. • Spray the heat away -- Allow him/her to use a “mister.” • Offer a cold drink -- Freeze a bottle of water or juice that can thaw while you get out of the car. Offer your child the slushy when you get back in the car. | <ul style="list-style-type: none"> • Remind your child that you cooled off the car. Your child could be prompted to touch the seat to feel that it is cool. • Offer a drink. • Offer a mister spray. | <ul style="list-style-type: none"> • Teach your child to sit once car is cooled off a bit. • Teach your child to use a cold pack scarf and/or a spray mister to cool off. • Teach your child to first sit and then he/she can have a drink. |

RIDING IN THE CAR (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>Your child does not understand where he/she is going.</p> | <ul style="list-style-type: none"> Plan for the transition -- Start transition about 5 minutes before end of activity and every minute there-after; tell your child "5 more minutes". Use a timer -- Set it for 5 minutes, and let your child know when the bell rings the activity is finished or all done; give your child a warning before the timer goes off. Let your child know where you are going -- prior to your child ending previous activity, let him/her know that soon you are leaving to go to _____. Use verbal first-then cue -- say to your child, "First get in the car; then we are going to _____," and you may want to give him/her a highly preferred item/toy to hold in the car. | <ul style="list-style-type: none"> Show child a timer, remind him/her that it's now time to get in the car, and help to the car. Once in the car, praise your child immediately, even if you had to help. Ask your child to repeat to you where it is that you are going, and if he/she cannot recall, restate where you are going. Re-cue your child by saying, "First get in the car, then you can play with _____." | <ul style="list-style-type: none"> Teach your child to listen for the timer, and go to the car. Teach your child to ask to bring a toy in the car. Teach your child to go to the car. Teach your child to restate where it is that you are going. |
| <p>Your child refuses to get in the car so that you will chase/play and he/she gets your attention.</p> | <ul style="list-style-type: none"> Schedule time to "play with" your child -- Let your child know when you can "play", e.g., chase, tickle, run with, hide and seek with him/her. Make getting in the car fun -- If you are at home, you could say, "Let's _____ (e.g., race, jump, fly) to the car." If you are out in the community, you could say, "Let's _____ (e.g., hold hands and swing our arms, tip-toe, choo choo) to the car." Have something exciting in the car to play with -- Use verbal first-then cue: say to your child, "First get in the car, then we are going to _____," and you may want to give him/her a highly preferred item/toy to hold in the car. | <ul style="list-style-type: none"> Show child a timer, remind him/her that it's now time to get in the car, and help to the car. Once in the car, praise your child immediately, even if you had to help. Re-cue your child by saying, "First get in the car, then you can play with _____." Validate that your child wants to play, and let him/her know that he/she can play _____ later. Say something like, "I see you want to play _____, (e.g., chase, hide and seek, tickle). We can play when we get home. Right now it is time to get in the car." Quickly and with no emotions, help your child to the car, then praise for sitting in the car seat, and hand a toy to play with in the car. Ignore inappropriate behavior. | <ul style="list-style-type: none"> Teach your child to go to the car by having him/her choose an appropriate way to go to the car, e.g., jump, fly, holding hands. Teach your child when it is time to play, e.g., chase, tickle, running, hide and seek. Teach your child that when he/she sits, then he/she can play with a toy in the car. |

RIDING IN THE CAR (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>Your child wants to keep doing the activity the he/she was doing before getting into the car.</p> | <ul style="list-style-type: none"> • Plan for the transition -- Start transition about 5 minutes before end of activity and every minute there-after; tell your child "5 more minutes", wait, and then count down for each minute there after. • Use a timer -- Set it for 5 minutes, and let your child know when the bell rings the activity is finished or all done; give your child a warning before the timer goes off. • Bring it along -- If the item he/she is playing with can be used in the car, then allow him/her to take it or a piece of it on the car ride. • Let your child know -- Show your child when he/she can return to the activity again. Point to the time on the clock or the day on the calendar. | <ul style="list-style-type: none"> • Show child timer, remind him/her that it's now time to get in the car, and help him/her to the car. • Ask your child if he/she wants to bring the toy to the car. • Let your child know that he/she can continue the activity he/she was doing when you get back. Leave the activity out so that he/she can see that it will still be there. | <ul style="list-style-type: none"> • Teach your child to listen for the timer and go to the car. • Teach your child to ask to bring a toy in the car. • Teach your child to go to the car. • Teach your child that he/she can return to the activity at a later time. |

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>Your child wants to leave or wants to go home.</p> | <ul style="list-style-type: none"> • Make a list together -- Let your child know ahead of time, what you plan to do. Draw in a small notepad pictures to represent the 3 items you need, and then a picture of a house to indicate that after you get those "3 items," (list them) "then, we will go home." • Get a book about shopping -- Go to your local library or book store, get a book about shopping, read it with your child on a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Maisy Goes Shopping</u> by Lucy Cousins; <u>Just Shopping with Mom</u> by Mercer Mayer.) • Plan shopping when your child is well-rested. • Plan shopping when your child is not hungry. • Make shopping time short, and slowly increase time to 30 minutes as your child is successful with shorter time spans. If needed, start at 5 minutes, and slowly increase time shopping. • Play a game while shopping -- Look for something red, look for something that begins with "A", look for something that you drink, etc. | <ul style="list-style-type: none"> • Validate your child's feelings, and restate what is left on your "shopping list". "I see you are sad. We need to buy one more thing. First we get _____; then we go home." • Remind your child by saying, "First we pay, then we can go to the car." | <ul style="list-style-type: none"> • Teach your child to look at the pictures of the items you need to buy and to check off the "shopping list" as you buy each item. • Teach your child "First check off list, then go home." |
| <p>Your child does not like riding in the cart/stroller.</p> | <ul style="list-style-type: none"> • Offer choices -- Give your child a choice of holding your finger. Many children don't like you holding his/her hand but will hold your finger or will hold onto the shopping cart. • Distract -- If the child must ride in a cart/stroller, give him/her a choice of something small to hold in the cart, e.g., juice cup, goldfish crackers, small car, small baby. • Check it off -- Give your child a small notepad and crayon to mark off the "shopping list". Draw 3 pictures of 3 items that you are shopping for so that he/she can check them off once they are placed in the cart. • Play a game while shopping -- Look for something red, look for something that begins with "A", look for something that you drink, etc. • Encourage success -- Praise your child the moment that he/she sits appropriately or walks with you holding the cart or your hand/finger. | <ul style="list-style-type: none"> • Redirect your child to make a choice to hold the cart. Point to the cart as you say it, or hold your hand/finger. Reach out your hand as you say it. • Validate your child's feelings, and then say, "First sit quietly in the stroller/cart, then you can have _____ (e.g., toy, snack, juice)." • Show "shopping list pictures" again, and remind child of what is left. Have him/her help you locate those items. | <ul style="list-style-type: none"> • Teach your child to make a choice to hold hand/finger or side of the cart. • Teach your child to first sit quietly, then he/she can have _____. • Teach your child to check off the pictures that represent the 3 items on your shopping list. |

SHOPPING (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>Your child wants toys/items off the shelves.</p> | <ul style="list-style-type: none"> • Encourage your child -- Praise your child for walking/riding quietly you. • Get a book about shopping -- Go to your local library or book store, get a book about shopping, read it with your child on a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Maisy Goes Shopping</u> by Lucy Cousins; <u>Just Shopping with Mom</u> by Mercer Mayer.) • 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. Use simple pictures on a small notepad to indicate what you are getting, and show it to your child. • 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". • 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. | <ul style="list-style-type: none"> • Remind your child that you have a "shopping list". • Validate your child's feelings. Say, "I know you really want _____. Maybe another time. Today we are buying _____, _____, and _____." | <ul style="list-style-type: none"> • Teach your child to make a choice of a "shopping list" item that he/she wants prior to going shopping. • Teach your child how to look at the shopping list and check off items as you get them. |
| <p>Your child wants the adult to pay attention to him/her. He/she may want to play chase or hide and seek.</p> | <ul style="list-style-type: none"> • Encourage success -- Pay attention to and praise your child for walking/riding quietly with you. Purposely do this every few minutes. • Helping hands -- Have your child be your "helper". Give your child items that he/she is suppose to help you look for and put in the cart. • Have your child help you put items on the check out counter or belt. • Schedule time to "play", e.g., chase, hide and seek, together at home. • Engage your child as you shop. Look for things together. Talk about what you are seeing. Make your child a "shopping buddy". | <ul style="list-style-type: none"> • Remind your child of the items you need help finding. • Remind your child you need help putting the items on the checkout belt. • Ignore inappropriate behavior. • Cue your child to say "I want to help". • Let your child know when you will play with him/her. Say, "When we get home, we can play chase or hide and seek". | <ul style="list-style-type: none"> • Teach your child to be a helper and help you find the items. • Teach your child to put items in the cart. • Teach your child to put items on the checkout belt. • Teach your child to say "I want to help". |

SHOPPING (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>Your child does not know why you are in the store or how long it will take to shop.</p> | <ul style="list-style-type: none"> • Let your child know ahead of time what you plan to do. Draw in a small notepad pictures to represent the 3 items you need and then a picture of a house to indicate that after you get those "3 items" (list them), then we will go home. • Get a book about shopping -- Go to your local library or book store, get a book about shopping, read it with your child on a regular basis, and allow him/her to read it to you. (Suggested story books: <u>Maisy Goes Shopping</u> by Lucy Cousins; <u>Just Shopping with Mom</u> by Mercer Mayer.) • Plan shopping when your child is well-rested. • Plan shopping when your child is not hungry. • Make shopping time short and fun. • Play a game while shopping: look for something red, look for something that begins with "A", look for something that you drink, etc. | <ul style="list-style-type: none"> • Validate your child's feelings, and restate what is left on your "shopping list". "I see you are upset. We need to buy one more thing. First we get ____; then we go home." • Review the entire shopping list. Keep the list to a minimum until your child understands the shopping routine. | <ul style="list-style-type: none"> • Teach your child to look at the pictures of the items you need to buy and to check off the "shopping list" as you buy each item. • Teach your child "first check off list; then go home". |
| <p>Your child wants to be carried or held.</p> | <ul style="list-style-type: none"> • Give your child a choice of walking or riding in a cart. • Avoid shopping when your child is tired or hungry. Make sure he/she is well rested and well-fed prior to shopping. • Encourage success -- praise your child for walking or riding like a big boy/girl. • Limit your expectations -- reduce the length of the trip to match your child's tolerance level. | <ul style="list-style-type: none"> • Remind your child that he/she has a choice to walk or ride. • Validate your child's feelings. Say "I know you want me to carry you, but I can't. I know you are sad, but you can walk holding my hand or ride in the cart, and I will talk to you". You can periodically give hugs. • Ask your child if he/she is tired. If he/she is, then have him/her ride in the cart. | <ul style="list-style-type: none"> • Teach your child to walk. • Teach your child to ride in the cart. • Teach your child to tell you if he/she is tired. |

RESTAURANTS

| 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>Your child wants an adult to play or pay attention to him/her.</p> | <ul style="list-style-type: none"> • Get a book about eating in restaurants -- Go to your local library or book store, get a book about going out to eat, read it with your child, and then suggest to your child that he/she can make his/her own "restaurant book" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of eating at a restaurant. Read your homemade book to your child prior to going to a restaurant, and allow him/her to read it to you. (Suggested story books: Barney and Baby Bop Go to the Restaurant by Lyrick Publishing; Cailou at a Fancy Restaurant by Sarah Margaret Johnson; Froggy Eats Out by Jonathan London.) • Bring quiet but interactive activities that you and your child can do while waiting for the meal, e.g., paper and crayons, books, small puzzle. • Make sitting fun -- talk with your child, play simple games, give your child positive attention when sitting. • Encourage success -- praise your child for sitting, eating, and/or waiting to go outside. • Encourage success -- Pay attention to and praise your child when he/she sits and eats at the restaurant. | <ul style="list-style-type: none"> • Remind your child of the steps that you need to go through when at a restaurant. • Ignore inappropriate behavior. • Restate choices of quiet activities/toys to play with while waiting. | <ul style="list-style-type: none"> • Teach your child to make a choice of a quiet activity to play with. You may even want to show him/her the options so that the choice is easier than just hearing the choices. • Teach your child to review the steps of eating at a restaurant. • Teach your child to say, "Play with me" to get adult's attention. |
| <p>Your child wants to leave or go home or go outside.</p> | <ul style="list-style-type: none"> • Let your child know the steps you need to go through at a restaurant: First we order, draw/read while waiting for food, eat; and then we get our check, pay, and go home. • Get a book about eating in restaurants -- Go to your local library or book store, get a book about going out to eat, read it with your child, and then suggest to your child that he/she can make his/her own "restaurant book" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of eating at a restaurant. Read your homemade book to your child prior to going to a restaurant, and allow him/her to read it to you. (Suggested story books: Barney and Baby Bop Go to the Restaurant by Lyrick Publishing; Cailou at a Fancy Restaurant by Sarah Margaret Johnson; Froggy Eats Out by Jonathan London.) • Let your child know about how much time there is before he/she gets to leave or go for a walk outside. • Give your child a choice of alternate, quiet activities to do while waiting. (e.g., paper and crayons, books, small puzzles) • Go to an outdoor restaurant. | <ul style="list-style-type: none"> • Validate your child's feelings. Say something like, "I see you are mad. First we pay, then we can leave." • Remind your child of the steps that you need to go through at the restaurant. • Remind your child of his/her choices of alternate activities. • Point out how nice others, especially children, are sitting in the restaurant. • Remind your child to first sit quietly for a few minutes, then he/she can ask to go for a walk outside. | <ul style="list-style-type: none"> • Teach your child to ask "how much longer". • Teach your child to wait quietly while doing an alternate activity, such as drawing, reading, or playing with a small toy. • Teach your child the steps you need to go through at a restaurant. • Teach your child how to first sit quietly; then he/she can go out for a walk. • Teach your child to ask to go for a walk outside in a calm voice while sitting quietly. |

RESTAURANTS (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? |
|--|--|---|---|
| Your child is very hungry and can't wait for food. | <ul style="list-style-type: none"> • Give your child a small snack prior to the meal. • Bring a small snack with you to the restaurant. • Distract your child, and play simple games or read a book while waiting for the meal. "I Spy" is a great restaurant game. • If your child is hungry, go to a restaurant where you know you can receive the food quickly. • Call in an order for an appetizer ahead of time to have ready for your arrival. | <ul style="list-style-type: none"> • Ask your child if he/she is hungry. If he/she is, offer choices of a small snack. • Ask your child if he/she would like to play a game or read a book. | <ul style="list-style-type: none"> • Teach your child how to make a snack choice. • Teach your child to eat the snack choice. • Teach your child to make a choice to play a game or read a book. |
| Your child does not like sitting. | <ul style="list-style-type: none"> • Practice sitting to eat at home. • Take a photograph of your child sitting in a chair at home at the meal table. Then you can use that photograph of your child sitting to prompt him/her to sit in the chair. Show the photograph to your child and say "First sit (while patting the seat of the chair); then ____ (a favorite food)". • Make sure that your child is sitting comfortably. For instance, make sure that the child is stable in his/her seat. Consider using a booster seat that fits securely on the chair and leaves enough room on the seat to rest his/her feet. • Make sitting fun -- Talk with your child; play simple games; give your child positive attention when sitting. • Get a book about eating in restaurants -- Go to your local library or book store, get a book about going out to eat, read it with your child, and then suggest to your child that he/she can make his/her own "restaurant book" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of eating at a restaurant. Read your homemade book to your child prior to going to a restaurant, and allow him/her to read it to you. (Suggested story books: Barney and Baby Bop Go to the Restaurant by Lyrick Publishing; Cailou at a Fancy Restaurant by Sarah Margaret Johnson; Froggy Eats Out by Jonathan London.) • Encourage your child, and praise for sitting. | <ul style="list-style-type: none"> • Ignore inappropriate behavior if possible, and point out others who are sitting quietly and correctly. • Show your child his/her photograph sitting in a chair for a meal and say "First, sit. Then ____". Show snack item. • Remove plate from child's reach; prompt to sit; and then allow to eat once he/she is sitting. | <ul style="list-style-type: none"> • Teach your child to use a booster chair, if appropriate for his/her age. • Teach your child to look at his/her photograph sitting and sit. |

GOING TO THE DOCTOR

| 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>Your child is fearful and wants to leave.</p> | <ul style="list-style-type: none"> • 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. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of going to the doctor in the book. Read your homemade book to 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. (Suggested story books: <u>Doctor Maisy</u> by Lucy Cousins; <u>Barney Goes to the Doctor</u> by Scholastic Inc.; <u>Froggy Goes to the Doctor</u> by Jonathan London; <u>Blue's Checkup (Blue's Clues #13)</u> by Sarah Albee.) • Prior to going to the doctor. Pretend play at home being a doctor and a patient. Practice with each other, or use a baby doll as the patient. • 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. • Share with your child something that might scare you, and let him/her know that when you breathe slow deep breaths it can help you do the scary thing. • Allow your child to bring a "comfort item" to the doctor's visit, such as a soft stuffed animal, favorite small toy, a sippy cup, or a blanket. | <ul style="list-style-type: none"> • Validate your child's feelings. Say "I see you are scared. I will stay with you the whole time". • Re-read the story about going to the doctor. • Say to your child "Tell me how you feel". You may have to ask, "Are you scared? Say scared". • Remind your child to take slow deep breaths, and model how. • Ask your child if he/she wants a stuffed animal to hold or a small toy, sippy cup, or blanket. | <ul style="list-style-type: none"> • Teach your child to say how he/she feels. • Teach your child to take slow deep breaths. • Teach your child to go through the steps in his/her book about going to the doctor. |
| <p>Your child wants to be held/carried.</p> | <ul style="list-style-type: none"> • Have your child ask you appropriately to carry him/her. • If this is not an option, or you are trying to work on walking, give your child a choice of holding your finger, hand, purse strap, or belt loop. • Let your child know that first he/she walks like a big kid into the doctor's office, and after checking in, then he/she can sit on your lap. | <ul style="list-style-type: none"> • Remind to ask first and then you will carry him/her. Only if possible, and he/she asks without using challenging behavior. • Give your child a choice of holding a hand, finger, purse strap, or belt loop. • Remind your child to first walk; then he/she can sit in your lap. | <ul style="list-style-type: none"> • Teach your child to gesture/ask to be held, if possible. • Teach your child to make a choice to hold your hand, finger, or purse strap/belt loop. • Teach your child to first walk, then he/she can sit in your lap. |
| <p>Your child wants the adult to pay attention to him/her.</p> | <ul style="list-style-type: none"> • Let your child know ahead of time that when the doctor comes into the room, that first mommy/daddy talks to the doctor, and then mommy/daddy can play and talk to the child. • Praise your child every so often for doing what the doctor asked or waiting quietly. Take toys or books that you can use to play with your child while waiting. Encourage your child to play or look at the book while you talk to the doctor. | <ul style="list-style-type: none"> • Ignore inappropriate behavior. • Remind your child, first you talk to the doctor; then you can talk to and play with your child. | <ul style="list-style-type: none"> • Teach your child to sit or play quietly while waiting. • Teach your child to say "Play with me". |

GOING TO THE DOCTOR (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>Your child wants to leave or go home.</p> | <ul style="list-style-type: none"> • 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. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of going to the doctor in the book. Read your homemade book to 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. (Suggested story books: <u>Doctor Maisy</u> by Lucy Cousins; <u>Barney Goes to the Doctor</u> by Scholastic Inc.; <u>Froggy Goes to the Doctor</u> by Jonathan London; <u>Blue's Checkup (Blue's Clues #13)</u> by Sarah Albee.) • 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 • 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 pay, and then we can go.") • Encourage your child and praise any attempts he/she takes to do steps of "visiting the doctor". • Bring several small items that your child prefers to play with, and give him/her choices of items to encourage him/her to stay. • Point out that first you are going to the doctor, and then you are going to _____ (something fun). | <ul style="list-style-type: none"> • Remind your child of the steps you need to go through at the doctor's. • Remind your child about how long it will be before you can leave. • Give your child a choice of items to play with. | <ul style="list-style-type: none"> • Teach your child to follow the steps of what to do at the doctor's office. • Teach your child to make choices of what to play with while waiting. |

TAKING MEDICINE

| 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>Your child hates taking or the taste of medicine.</p> | <ul style="list-style-type: none"> • Get a book about taking medicine -- Go to your local library, your pediatrician's office, or book store and get a book about taking medicine, read it with your child, and then suggest to your child that he/she can make his/her own "taking medicine book" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of "taking medicine" in the book. Read your homemade book to your child prior to medicine time, and allow him/her to read it to you. (Suggested story books: <u>How Do Dinosaurs Get Well Soon?</u> by Jane Yolen; <u>Blue's Checkup (Blue's Clues #13)</u> by Sarah Albee; <u>Don't You Feel Well Sam</u> by Amy Hest; <u>Lion Who Had Asthma</u> by Jonathan London.) • Give your child medicine in combination with something that tastes good, like a sweet juice or a yummy snack. • Tell your child that first he/she needs to take medicine, and then he/she can _____ (something fun). • Make taking medicine fun -- if your child takes more than one medication, tell your child to think of what medicine he/she wants to take first, and then you will try to guess what medicine it is that he/she is going to take. • 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. • If you, as the parent, also take medicine, take your medicine at the same time as your child, and see who can take all their medicine first. • Make a "medicine chart" -- Use a chart, and list the medications and every time your child takes a medicine. Or each day he/she takes medicine the child puts a sticker on his/her medicine chart. | <ul style="list-style-type: none"> • Validate your child feelings. "I know you don't like taking medicine. But you have to take it _____ (to feel better, to breath easy, so your tummy doesn't get sick)." • Remind your child that first he/she needs to take medicine, then he/she can _____ (something fun). • Remind your child that he/she can check off on the chart when he/she is done. | <ul style="list-style-type: none"> • Teach your child to use a self monitoring chart, and check off medicine as he/she takes it. • Teach your child how to first take medicine, then he/she can _____ (do something fun). • Teach your child to take medicine. |
| <p>Your child wants the adult to pay attention to him/her, e.g., runs, wants to play chase, acts silly for attention.</p> | <ul style="list-style-type: none"> • Let your child know that first he/she takes medicine; then you both can _____, e.g., do fun activity, together. Say, "First I will watch you take your medicine and then we can _____." • Point out what your child is doing correctly, and praise him/her. • Make a "medicine chart" -- Use a chart, and list the medications and every time your child takes a medicine. Or each day he/she takes medicine the child puts a sticker on his/her medicine chart. You can hold the stickers, and let him/her choose which sticker to place in each spot. | <ul style="list-style-type: none"> • Ignore inappropriate behavior. • Remind your child that first you will watch him/her take medicine; then you can _____. • Point to the medicine chart, remind him/her to take medicine, and check off or put a sticker on the chart. | <ul style="list-style-type: none"> • Teach your child to first take medicine; then he/she can _____. • Teach your child to use self monitoring chart, and check off or put a sticker on the chart when finished taking medicine. |

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>Your child wants to do something different than taking medicine, e.g., play, run, chase.</p> | <ul style="list-style-type: none"> Let your child know that first he/she takes medicine; then he/she can _____, e.g., do fun activity. Schedule taking medicine at a time of the day to allow for something fun to occur after medicine time. Give your child a choice of something fun to do after medicine is taken. So say "First medicine and then you can _____ or _____". | <ul style="list-style-type: none"> Remind your child to first take medication; then he/she can _____, e.g., do fun activity. | <ul style="list-style-type: none"> Teach your child to first take medicine; then he/she can do something fun. |
| <p>Your child doesn't understand why he/she has to take medicine.</p> | <ul style="list-style-type: none"> Let your child know what the medicine is for. You could say something like, "This medicine helps you feel good. When you don't take this medicine you might _____." Let your child know that first he/she takes medicine, then he/she can _____ e.g., do fun activity. 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 his/her own "taking medicine book" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of "taking medicine" in the book. Read your homemade book to your child prior to medicine time, and allow him/her to read it to you. (Suggested story book: <u>How Do Dinosaurs Get Well Soon?</u> by Jane Yolen; <u>Blue's Checkup (Blue's Clues #13)</u> by Sarah Albee; <u>Don't You Feel Well Sam</u> by Amy Hest; <u>Lion Who Had Asthma</u> by Jonathan London.) Let your child know that sometimes you too have to take medicine, and then give him/her an example of when you had to take medicine and why. | <ul style="list-style-type: none"> Remind your child why he/she has to take the medicine. "This medicine helps you feel good. When you don't take this medicine you might _____ (have a hard time breathing, get a sick tummy)." Remind your child to first take medicine, then he/she can _____, e.g., do fun activity. | <ul style="list-style-type: none"> Teach your child to first take medicine; then he/she can do something fun. Teach your child that the medicine helps you feel better. |

TAKING A BATH

| 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? |
|---|---|---|---|
| Your child loves bath time and does not want to get out. | <ul style="list-style-type: none"> • Set a timer -- Let your child know that he/she has _____ minutes for bath and then it will be time for _____. Plan something fun just after bath time. • 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. • Give your child a warning to let him/her know that bath time will be ending soon. Say something like "In 5 minutes it will be time to get out of the bath and _____". Then when there are 2 minutes left, let him/her know again. And finally at 1 minute let him/her know one last time. When it is time to get out, say "Time to get out and _____" and quickly and safely help him/her out of the tub. Then make drying fun. • Make drying off fun -- Give your child choices such as, "Do you want me to dry your arms or your legs first/your belly or your hair first?" • Have special pajamas with the child's favorite character or color. Remind him/her that when bath is done, he/she will put on _____ pajamas. | <ul style="list-style-type: none"> • Show your child the timer, and remind him/her it is time to get out and help out. • Point out the fun activity after bath. • Remind your child about the favorite pajamas that he/she has to put on after taking a bath. • Remind him/her to give you his/her choice of what to dry first. | <ul style="list-style-type: none"> • Teach your child how to get out when the timer goes off; then he/she can do _____, e.g., fun activity. • Teach your child to make a choice of what parts of his/her body he/she wants dried first, second, third. |
| Your child wants to play and splashes more water out of the tub than in. | <ul style="list-style-type: none"> • Get a clear shower curtain, and close it to allow for water play time. • Let you child know that first he/she needs mommy's/daddy's help to wash while he/she sits still, then you will close the clear shower curtain, and he/she can play "splish splash bath". • Place towels at the base of the tub, and after bath time, have your child help wipe up any excess water. | <ul style="list-style-type: none"> • Remind your child that he/she needs to sit/stand still while you quickly clean, then he/she can splish splash with the clear curtain closed. | <ul style="list-style-type: none"> • Teach your child to sit/stand still for when you bathe him/her. • Teach your child to first close clear curtain, then splash and play. • Teach your child to clean the floor with your help using the towels. |
| Your child does not like water/soap in his/her eyes so struggles with washing hair. | <ul style="list-style-type: none"> • Use a plastic visor so that the soapy water will not run in your child's eyes. • Use plastic swim goggles so that the soapy water will not run in your child's eyes. • Give your child a choice of wearing the visor or the goggles. • Allow your child to hold a face cloth over his/her eyes, tilt his/her head back, and use a cup to rinse hair. | <ul style="list-style-type: none"> • Model how to lean your head back. • Validate your child's feeling: "I know you hate water in your eyes. I will try to keep the water away from your eyes." • Ask your child if he/she needs a face cloth, visor, or goggles. | <ul style="list-style-type: none"> • Teach your child how to lean head back. • Teach your child to make a choice to wear plastic visor, swim goggles, or hold a face cloth over his/her face. |

TAKING A BATH (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>Your child does not like bath time and wants to get out.</p> | <ul style="list-style-type: none"> • Get a book about taking a bath -- Go to your local library or book store, and get a book about taking a bath, read it with your child, and then suggest to your child that he/she can make his/her own "bath time" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of bath time in the book. Read your homemade book to your child prior to taking a bath and allow him/her to read it to you. You could even laminate or clear contact paper the book, and use it during bath time. (Suggested story books: <u>Maisy Takes a Bath</u> by Lucy Cousins; <u>Just Me in the Tub</u> by Mercer Mayer; <u>Spot's Bath</u> by Eric Hill; <u>Clifford's Bathtime</u> by Norman Bridwell; <u>Froggy Takes a Bath</u> by Johnathan London; <u>Cailou Time for Bath</u> by Christine L'Heureux; <u>This is the Way We Take a Bath</u> by Ken Wilson-Max.) • Move through washing your child quickly so that your child has minimal time in the water. • Give your child a choice to sit or stand still to get cleaned. • Get fun toys for bathtub play, and give your child choices of what to play with in the bath. • Use bathtub tints or food coloring to make the bath water a different color. Let your child choose the color. You can even experiment with the colors, and add more than one color to see what color it makes. • Give your child a choice to take a shower or a "shower-bath". Plug the drain, but let the tub fill at the same time you are showering. • Use some "fun foam soap" that changes color and smells like different scents. • Sing a silly song, or play a game with your child to make bath time more fun. | <ul style="list-style-type: none"> • Validate your child's feelings: "I know you don't like bath. We can do it fast." And move through the steps quickly as you say what each step is. • Remind your child of the bath time steps. • Ask your child if he/she would like to sit/stand to get cleaned. | <ul style="list-style-type: none"> • Teach your child to follow the bath time steps. • Teach your child to make choices: to stand or sit to get cleaned/bubbles or color tints/ a shower, bath, or shower-bath. |

TAKING A BATH (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>Your child is silly or disruptive to get your attention.</p> | <ul style="list-style-type: none"> • Get a book about taking a bath -- Go to your local library or book store, get a book about taking a bath, read it with your child, and then suggest to your child that he/she can make his/her own "bath time" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of bath time in the book. Read your homemade book to your child prior to taking a bath and allow him/her to read it to you. You could even laminate or clear contact paper the book and use it during bath time. (Suggested story books: <u>Maisy Takes a Bath</u> by Lucy Cousins; <u>Just Me in the Tub</u> by Mercer Mayer; <u>Spot's Bath</u> by Eric Hill; <u>Clifford's Bathtime</u> by Norman Bridwell; <u>Froggy Takes a Bath</u> by Johnathan London; <u>Cailou Time for Bath</u> by Christine L'Heureux; <u>This is the Way We Take a Bath</u> by Ken Wilson-Max.) • Schedule time to "play with" your child -- Let your child know when you can "play": e.g., tickle, silly faces, or some other favorite activity with him/her after bath. • Use a timer, set it for 15 minutes, and let your child know when the bell rings bath time is finished or all done; give your child a warning before the timer goes off. • Have something exciting in the tub to play with "together" -- Use verbal first-then cue – say to your child, "First get in the tub, then we are going to _____," and you may want to give him/her a highly preferred item/toy to play with in the tub. • Encourage success -- Give your child lots of attention for doing what is expected, e.g., getting in tub correctly, helping wash up, playing with toys the right way. | <ul style="list-style-type: none"> • Ignore inappropriate behavior. • Remind your child what he/she needs to do: "First _____; then you can play with _____, (e.g., highly preferred bath toy) with me." • Remind your child that when the timer goes off, bath time is all done. | <ul style="list-style-type: none"> • Teach your child the schedule with clear expectations for bath time. • Teach your child that you can play with him/her when he/she first sits and washes. |

BATHROOM (POTTY/WASH HANDS)

| 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? |
|--|---|--|--|
| Your child does not want to go to the bathroom. | <ul style="list-style-type: none"> • Get a book about going potty -- Go to your local library or book store, get a book about going potty, read it with your child, and then suggest to your child that he/she can make his/her own potty book using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a potty book for your child by gluing in the photographs and writing the potty steps in the book. Read your homemade book to your child prior to toileting, and allow him/her to read it to you. (Suggested story books: <u>New Potty</u> by Mercer Mayer; <u>Dora's Potty Book</u> by Melissa Torres; <u>I Can Go Potty</u> by Bonnie Worth; <u>My Potty and I</u> by Stan and Jan Berenstain; <u>Rugrat's Potty Book: A Baby's Got to Go</u> by Kathi Wagner; <u>Potty Time with Elmo</u> by Staff of Publications International; <u>Once Upon a Potty: Girl</u> by Alona Frankel; <u>Once Upon a Potty: Boy</u> by Alona Frankel.) • Use a schedule -- Use a "bathroom" activity routine schedule using real photographs. • Ease his/her nerves -- Allow your child to take a favorite toy/book into the bathroom or play soothing music. • Take small steps -- Start by just having your child enter, maybe just to wash hands. • Encourage your child -- Praise for staying in the bathroom. • Make it quick -- Keep bathroom visits short in the beginning, especially when your child is first learning to use the toilet. | <ul style="list-style-type: none"> • Offer reassurance and say, "I will help you;" "Let's get your toy;" "Can you help me turn on the music?" • Remind your child to ask/gesture for help. • Prompt your child: "Let's look at the schedule and see what to do." • Praise for staying in the bathroom. | <ul style="list-style-type: none"> • Teach your child the bathroom routine sequence. • Teach your child to ask or gesture for help. He/she takes your hand. |
| Your child wants attention and/or someone there. | <ul style="list-style-type: none"> • Stay nearby -- Stand near your child or in the doorway. Slowly increase distance over time. • Let your child know -- Tell your child that you are waiting just outside the door or in the doorway. • Use first-then verbal cue -- "First potty; then I will help" or if your child toilets independently, "First potty; wash hands; then I will play with you." • Reassure your child -- Let your child know that he/she will get assistance when finished. "I will be right here when you're all done." • Use a timer -- Set timer for one minute, and check on your child. Do this throughout activity every minute. • Encourage every attempt -- Praise for washing hands and/or sitting on the toilet like a big boy/girl. | <ul style="list-style-type: none"> • Ignore inappropriate behavior. • Remind child of first-then cue; say, "First potty; then wash hands with mommy/daddy" with no direct eye contact, and walk away. • Give much encouragement when sits on the toilet. | <ul style="list-style-type: none"> • Teach your child to follow "first-then" verbal cue: "First potty; then _____." • Teach your child that you will come back when the timer goes off, and leave the timer near your child so he/she can see the time pass. |

BATHROOM (POTTY/WASH HANDS) (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>Your child does not want to wash hands.</p> | <ul style="list-style-type: none"> • Get a book about washing hands -- Go to your local library or book store, get a book about washing hands, read it with your child, and then suggest to your child that he/she can make his/her own "washing hands book" using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a book for your child by gluing in the photographs and writing the steps of hand washing in the book. Read your homemade book to your child prior to going into the bathroom, and allow him/her to read it to you. (Suggested story books: <u>Germ on Their Fingers</u> by Wendy Wakefield; <u>Those Mean Nasty Dirty Downright Disgusting but...Invisible Germs</u> by Judith Rice.) • Show the steps -- Use wash hands visual routine sequence to cue steps. Use photographs of each step of the hand washing routine. If the pictures are laminated and Velcroed, your child can remove the picture, or turn the picture over to indicate completion. • Back up hand washing with something fun -- Tell your child he/she can do something fun after hand washing. • Make it fun -- decorate sink area with your child's favorite characters. • Sing a song -- Sing a fun song about washing hands to encourage child to wash. • Encourage your child -- Praise for all attempts at washing hands. • Make sure your child can comfortably reach the sink using a step stool. • Use pump soap in a decanter if that will be more interesting or fun for your child, or use some scented soap. • Let your child play in the sink after washing hands. | <ul style="list-style-type: none"> • Say to your child, " I will help you. You turn on the water; I will get soap." • Use a first-then cue: first wash hands; then ____. • Count with your child how many more steps, or count how many times they need to rub his/her hands together, e.g., "O.K. put soap on, now rub 1-2-3" make it fun or silly. • Remind your child of something fun he/she can do after hand washing. • Praise for completing each step. • Praise for washing hands. | <ul style="list-style-type: none"> • Teach your child to follow the steps for hand washing. |

BEDTIME/SLEEPING/NAP

| 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>Your child doesn't like to nap/sleep/is not tired.</p> | <ul style="list-style-type: none"> • Read a simple story about nap/bedtime -- Go to your local library or book store, get a book about nap/bedtime, read it with your child, and then suggest to your child that he/she can make his/her own nap/bedtime book using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a nap/bedtime book for your child by gluing in the photographs and writing the nap/bedtime steps in the book. Read your homemade book to your child prior to nap/bedtime, and allow him/her to read it to you. (Suggested story books: <u>Froggy Goes to Bed</u> by Jonathan London; <u>Time for Bed</u> by Mem Fox; <u>Just Go to Bed</u> by Mercer Mayer; <u>My Big Boy Bed</u> by Eve Bunting; <u>Big Enough for Bed (Sesame Street Series)</u> by Apple Jordan; <u>Maisy's Bedtime</u> by Lucy Cousins; <u>Good Night Maisy</u> by Lucy Cousins; <u>The Going to Bed Book</u> by Sandra Boynton; <u>Going to My Big Bed! : Barney's Little Lessons</u> by Cheryl Berk; <u>Just a Nap</u> by Mercer Mayer; <u>Clifford's Bedtime</u> by Norman Bridwell.) • Set a timer, and let child know when it goes off, nap time is over. • Allow child to use a favorite sleep item, e.g., stuffed animal, pillow, blanket, etc. • Give child alternative quiet activities to do if not tired. • Use first-then visual or verbal cue: first sleep; then _____. • Schedule a fun activity after sleep, and use stories and/or first-then statements ("First sleep, then cartoons in the morning.") to remind your child of the schedule prior to sleep time. • Try to darken the room or your child's sleep area. • When quiet, lying down, and covered, offer to rub back for a short period of time, then leave for a minute or two. While your child is still lying down and quiet, return again to rub his/her back; do this intermittently. • Allow child to look at a book or to do a quiet activity while staying in bed for nap/sleep. • Play soothing music. • Keep bedtime consistent even through the weekend. • Your child might not need naps any longer, maybe just to go to bed a bit earlier at night time. • Praise for resting quietly. | <ul style="list-style-type: none"> • Remind child of favorite or fun activity that comes next. • Tell your child, "First, be quiet; then I will rub your back." Wait for child to quiet. This will not reinforce problem behavior if your child is quiet. • Validate feelings, and offer alternative, "I know this is hard. You want to play, but it is time to rest. You can lie down, and when you are quiet I will sit with you, or you can look at a book." • Offer child choice of alternate quiet activity, e.g., stuffed animal, book, color, squish ball, etc. Say, "First rest quietly; then you can _____ or _____." | <ul style="list-style-type: none"> • Teach your child to stay in bed and rest/sleep. • Teach your child to ask to have back rubbed. • Teach your child to make a choice of a quiet activity. |

BEDTIME/SLEEPING/NAP (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? |
|---|---|--|---|
| Your child wants adult attention. | <ul style="list-style-type: none"> • Use first-then verbal cue -- "First rest; then I will rub your back." • Have child positioned with minimal distractions and "escape routes". • Rub child's back and slowly back away while increasing distance over time. • Provide a choice of a doll, stuffed animal, or a comfort item to sleep with. • If nap time, schedule a short fun activity with child following nap so that he/she can have time with mommy/daddy. • Praise for resting quietly. | <ul style="list-style-type: none"> • Use first-then prompt to remind, "First rest or lie down; then I can come rub your back". • Offer choice of "comfort item". | <ul style="list-style-type: none"> • Teach your child to first rest quietly; then mommy/daddy will rub back. • Teach your child to rub baby doll's or stuffed animal's back. • Teach your child to make a choice of a comfort item to rest with. |
| Your child wants to sleep with you or have you lay down with him/her. | <ul style="list-style-type: none"> • Read a simple story about nap/bedtime -- Go to your local library or book store, get a book about nap/bedtime, read it with your child, and then suggest to your child that he/she can make his/her own nap/bedtime book using real photos. Take photographs, develop pictures, and staple several pieces of paper together to make a nap/bedtime book for your child by gluing in the photographs and writing the nap/bedtime steps in the book. Read your homemade book to your child prior to nap/bedtime, and allow him/her to read it to you. (Suggested story books: <u>Froggy Goes to Bed</u> by Jonathan London; <u>Time for Bed</u> by Mem Fox; <u>Just Go to Bed</u> by Mercer Mayer; <u>My Big Boy Bed</u> by Eve Bunting; <u>Big Enough for Bed (Sesame Street Series)</u> by Apple Jordan; <u>Maisy's Bedtime</u> by Lucy Cousins; <u>Good Night Maisy</u> by Lucy Cousins; <u>The Going to Bed Book</u> by Sandra Boynton; <u>Going to My Big Bed!</u>: <u>Barney's Little Lessons</u> by Cheryl Berk; <u>Just a Nap</u> by Mercer Mayer; <u>Clifford's Bedtime</u> by Norman Bridwell.) • Allow your child to take one of his/her stuffed animals to bed to keep him/her company. You might want to get a "bigger" stuffed animal so that he/she feels more comforted, like someone is nearby. • For the first week or so, you can sit in his/her room as he/she dozes off, say good night, and leave. Make sure to say good night, and let your child see you leave. Over time, slowly back your chair up so that it is closer to the door. Once you leave, don't go back into the room. You can reassure your child from outside the room. • Use a job chart -- Make a chart to keep track of when your child sleeps in his/her own bed. Put on the chart "I can sleep in my own bed!" with a photograph on the chart of your child in his/her bed. On the mornings that your child wakes in his/her own bed, celebrate his/her success and have your child put a sticker or stamp mark on the chart. | <ul style="list-style-type: none"> • Validate your child's feelings to let him/her know you understand, and then restate that you have your bed and he/she has his own bed. • If your child gets out of bed, gently and calmly take him/her back to his/her own bed, say good night, and walk out. • Offer choices of stuffed animals to sleep with. • Remind your child that he/she is a big kid now and needs to stay in his/her bed until the sun comes through the edges of the window(s). | <ul style="list-style-type: none"> • Teach your child to sleep in his/her own bed. |

BEDTIME/SLEEPING/NAP (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? |
|---|--|---|---|
| Your child has a hard time settling down or soothing self to sleep. | <ul style="list-style-type: none"> • Offer to put on music and/or rock 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 rock you for a bit”. • Have child positioned with minimal distractions or escape routes. • Provide a choice of a doll or stuffed animal to sleep with. • Praise for resting quietly. | <ul style="list-style-type: none"> • Say, “First lie down quietly; then I will put on the music, rub your back, or rock you.” • Offer choice of comfort item. | <ul style="list-style-type: none"> • Teach your child to first rest quietly; then mommy/daddy will turn on music, and rub back or rock. • Teach your child to rub baby doll’s or stuffed animal’s back. • Teach your child to make a choice of a comfort item. |

Sleep can be a more complex problem for both children and adults. We recommend reading the following book for more strategies around “sleep issues”:

Durand, V. Mark. (1998). *Sleep better! A guide to improving sleep for children with special needs*. Baltimore: Brookes Publishing.

WHEN PARENTS CAN'T PLAY (CHORES, ON PHONE, ETC.)

| 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? |
|---|---|---|---|
| Your child wants your attention. | <ul style="list-style-type: none"> • Prepare a small box of fun toys, and keep it near the phone or in an easily accessible location. If you need to make a phone call, or do a chore without interruptions, then your child can have the small box of toys to play with. • As you work or are on the phone, pause in a few moments, praise your child for waiting and playing appropriately, and remind him/her that you will play with him/her when you are done. • Let your child know that you need to work/talk alone for a bit and if possible, set a timer. When the timer goes off, stop and play with your child, and praise him/her for playing by him/her self. • Say to your child, "First I need to _____; then we can play _____." | <ul style="list-style-type: none"> • Ignore inappropriate behavior. • Remind your child to play quietly with small box of fun toys. • Show your child the timer, and let him/her know how long before you can play. | <ul style="list-style-type: none"> • Teach your child to say, "Play with me." And then play with him/her for a bit, and set the timer. • Teach the child to wait for the timer to go off before you can play with him/her again. • Teach your child to play nearby with small box of toys. |
| Your child wants to talk on the phone. | <ul style="list-style-type: none"> • Let your child know that sometimes the phone is for mommy/daddy only. But that when grandma, another relative, or special friend calls, then he/she can talk. • If needed, plan times when he/she can talk to a grandparent, relative, or special friend. • Prepare a small box of fun toys, and keep it near the phone or in an easily accessible location. If you need to have a conversation without interruptions, then your child can have the small box of toys to play with. • Have a play phone available that your child can talk on while you are also talking on the phone. • Remind your child that first mommy/daddy talks on the phone, and then if he/she can talk to the individual, your child can talk on the phone. | <ul style="list-style-type: none"> • Validate your child's feelings: "I see you want to talk." If it's someone he/she can talk to then say, "First I talk; then you can talk." If it's someone he/she can't talk to then say, "First I talk; then we can call _____." • Remind him/her to gesture/say, "Talk please." • Hand him/her the play phone to talk on. | <ul style="list-style-type: none"> • Teach your child to talk on his/her pretend phone while you talk. • Teach your child that first you talk, and then he/she can talk. • Teach your child to appropriately gesture/say, "Talk on phone please." Slowly increase your expectations as he/she learns how to use this skill of asking to talk and say something like, "In _____ minutes I will let you have a turn on the phone." |
| Your child doesn't like waiting for item/activity until you are done. | <ul style="list-style-type: none"> • Prepare a small box of fun toys, and keep it near the phone or in an easily accessible location. If you need to make a phone call, or do a chore without interruptions, then your child can have the small box of toys to play with. • As you work or are on the phone, pause in a few moments, praise your child for waiting and playing appropriately, and remind him/her that you will play with him/her when you are done. • Let your child know that you need to work/talk alone for a bit and if possible, set a timer. When the timer goes off, stop and play with your child, and praise him/her for playing by him/her self. • Prior to beginning your work/phone call, ask your child if he needs/wants anything, and let him/her know that you need to work/talk on the phone, and then you can help him/her again after. | <ul style="list-style-type: none"> • Validate your child's feelings: "I know it's hard to wait; I will be done in _____ minutes," and set the timer. • Cue your child to look at the timer, and remind him/her how much time is remaining. • Remind your child of his/her choices of what to play with while you are busy. • Remind your child to gesture/say, "Play with me." Then play with for a bit if he/she says it, and reset timer. | <ul style="list-style-type: none"> • Teach your child to wait by using a timer. • Teach your child to appropriately gesture/say, "Play with me." Slowly increase your expectations as he/she learns how to use this skill of asking to play and say something like, "In _____ minutes I will play with you." |

WHEN PARENTS CAN'T PLAY (CHORES, ON PHONE, ETC.) (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? |
|--------------------------------------|--|--|--|
| Your child needs your help. | <ul style="list-style-type: none"> • If your child needs help with something that cannot wait, stop and help, let your child know that you need to work/talk on the phone, and then you can help him/her again after. • Prepare a small box of fun toys, and keep it near the phone or in an easily accessible location. If you need to make a phone call or do a chore without interruptions, then your child can have the small box of toys to play with. • As you work or are on the phone, pause in a few moments, praise your child for waiting and playing appropriately, and remind him/her that you will play with him/her when you are done. | <ul style="list-style-type: none"> • Cue your child to gesture/say, "help me," and then help. • Remind your child to play and offer box of toys. | <ul style="list-style-type: none"> • Teach your child to gesture/say, "Help me." |
| Your child does not know what to do. | <ul style="list-style-type: none"> • Give your child a few choices of independent activities prior to beginning chores/phone call, such as coloring, computer play, favorite toys, or chalk board. • Take out 3 sets of bins with toys in it, and have your child play on the floor near you. • As you work or are on the phone, pause in a few moments, praise your child for waiting and playing appropriately, and remind him/her that you will play with him/her when you are done. | <ul style="list-style-type: none"> • Restate choices. • Gesture to your child to play with one of the 3 bins of toys you have set out. | <ul style="list-style-type: none"> • Teach your child to make a choice of what to play with while you are busy. Before starting your work/phone call, make sure he/she has made a choice and has begun to play. |

TRANSITIONS: 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>Your child doesn't want to leave activity.</p> | <ul style="list-style-type: none"> • Prepare child for a transition, by providing a warning about 5 minutes before end of activity and every minute thereafter. Tell your child "5 more minutes, then time for _____, 3 more minutes then time for _____, etc." • Tell your child when he/she will do the activity again. Say, "We'll do that tomorrow." • Use a timer, set it for 5 minutes, and let your child know when the bell rings the activity is finished or all done; give your child a warning before the timer sounds. Say, "One more minute, then bell and all done." • Have your child transition with a friend, sibling, or you. • Use a calendar to show child when upcoming fun activities with brother/sister will occur. Allow child to count the days by crossing through days on the calendar. • Have or help your child put materials away for closure. Play a clean-up turn-taking game. • Praise child for putting away materials. • Praise child for going to next activity. | <ul style="list-style-type: none"> • Validate your child's feelings, "I know you like____; we'll do that tomorrow." • 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. • 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. • Redirect, and focus child on the visual schedule and upcoming fun activity. | <ul style="list-style-type: none"> • Teach your child to gesture/ask for one more minute or one more turn and then transition. • Teach your child to follow the visual schedule and predict when the activity will happen again. • Teach your child to choose a preferred activity and/or person to play with in the next activity. |
| <p>Your child doesn't want to leave parent to go to child care/preschool.</p> | <ul style="list-style-type: none"> • Use "I Go to Preschool" story at both home and school. This story is available for download at www.csefel.uiuc.edu under "Practical Strategies". • Have parent drop child at the door or designated drop off area, and say a quick "good bye" and "see you after school". • Comfort and reassure child that someone, mommy or daddy, will pick him/her up after school. • Allow child to bring a comfort item from home and hold it during day. • Provide a fun job as he/she enters the classroom. • Have a friend from class greet your child each day. • Allow child to keep photo of parent in cubby or pocket. | <ul style="list-style-type: none"> • Tell child to say/gesture good bye to parent while waving and vice versa. • Help child inside classroom. • Comfort child by saying "You'll see mom or dad after school." • If upset, read the "I Go to Preschool" story to your child. • Redirect child with comfort item, and allow him/her to take the item to the next activity. | <ul style="list-style-type: none"> • Teach your child to ask/gesture for a hug or to sit on mommy/daddy's lap. • Teach your child to follow visual schedule and predict when parent will pick up. • Teach your child to say/gesture good-bye. Use hand-over-hand prompting if necessary so that you can then praise your child for saying good-bye. |

TRANSITIONS: 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>Your child doesn't like or want to go to or do next activity.</p> | <ul style="list-style-type: none"> • Start letting your child know about the upcoming transition about 5 minutes before the end of the activity and every minute there-after; tell your child "_____ more minutes". • Use a timer, set it for 5 minutes, and let your child know when the bell rings the activity is finished or all done; give your child a warning before the timer goes off. • Shadow child through transition to next activity. • Give your child a special job that he/she can do job in the next activity. If necessary, cue with a picture or object. • 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. • Have your child walk with a sister/brother/parent holding hands or one finger. • 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 in the next activity. • Help your child find something fun about the next activity. • Give choices of where to sit, what to play with, or who to play with in the next activity. • 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. • Use a photograph 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. • Praise child for going to next activity. | <ul style="list-style-type: none"> • Remind your child of a special job that he/she can do job in the next activity. If necessary, cue with a picture or object. • Use photograph of something fun in the following activity and say, "First _____; then _____." • Redirect child by stating exactly what you want your child to do, and ignore behavior when possible. • Cue sister/brother to show him/her where to go or to take his/her hand to help. • Re-cue child of expectation by pointing to photograph, showing an object used in the next activity, or gesturing where you want him/her to go. • Re-cue child to make a choice. | <ul style="list-style-type: none"> • Teach your child to make a choice of what and whom to play with in upcoming activity. • Teach your child to transition through the use of prevention strategies listed. |

TRANSITIONS: 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>Your child doesn't understand where to go or what to do.</p> | <ul style="list-style-type: none"> • Have next activity totally set-up so that when your child transitions it is ready, and the activity can begin immediately. • Give your child a "transition activity" to reduce wait time, e.g., look at book while waiting, sing a song, puppet play at seat, photo albums, etc. • Give your child a visual, picture, photograph, or real object to walk with to the next activity to cue him/her where to go and what to do. • Use a photograph visual schedule -- Take photographs of your daily routine and post it up in an easy to reach location. Review the schedule with your child each day so that he/she can predict upcoming events throughout the day. • Give one step at a time -- When giving your child directions, state steps one at a time. For example, if you want your child to get his backpack and put his lunch box inside the backpack, first say "Get your backpack," and wait for him/her to come back with the backpack. Then say, "Put your lunchbox inside your backpack" while handing him/her the lunchbox and pointing to the backpack. | <ul style="list-style-type: none"> • Redirect child verbally and with a visual photograph/object as to what to do or of next activity; help your child succeed if needed and then immediately praise. • Model expected behavior. • If possible, point out sister(s)/brother(s) who are transitioning appropriately. | <ul style="list-style-type: none"> • Teach your child to follow visual photograph schedule. • Teach your child to transition with a photograph or object representing the next activity. • Teach your child to imitate sister(s)/brother(s)/parent. • Teach your child to make a choice of a "transition activity" while waiting for next activity. |
| <p>Your child is silly or resistive to get attention from friends or adults.</p> | <ul style="list-style-type: none"> • Have your child carry something to next activity. • Let your child choose a sister/brother or mommy/daddy to walk with to the next activity, e.g., can hold hands. • Have child transition while moving like an animal, e.g., hop like a frog, crawl like a turtle, etc. • Shadow your child during the transition so that you can prompt and praise. • Allow your child to do something special in the next activity, e.g., sit next to a friend or mommy/daddy, help with a favorite activity. | <ul style="list-style-type: none"> • Help or remind him/her how to move to the next area/activity. • Give him/her something to carry, e.g., picture of where to go, item to use in next activity. • Ignore inappropriate behavior, and praise those sister(s)/brother(s)/parent transitioning correctly. • Remind him/her to walk correctly and model, then remind that he/she can sit next to a friend or mommy/daddy in next activity. | <ul style="list-style-type: none"> • Teach your child to follow visual photograph schedule. • Teach your child to transition moving in a "special way" (hop, crawl, skip) to make the transition more fun. • Teach your child to choose a friend or mommy/daddy to transition with to the next activity. |