



## TOOLS TO USE:

- Kitchen Timer
- Clock/ Watch
- Praise and validation
- Picture schedule

## PROCEDURES:

- Keep routines very **consistent**, especially at first; describe very specifically with many details what should happen during the routine: what comes at the beginning in the middle and at the end
- Systematically **teach each procedure** for each situation
- **Ensure understanding** by having the child demonstrate or tell you about it
- Initiate consequences: What will happen if the routine is not followed? What will you do? What will your child do? Important: consequences should be logical to the action and appropriate to the activity. Example – *if your child won't put away his/ her toys when asked, a **logical consequence** would be that those specific toys are removed for some time. (An illogical consequence would be Time Out). If your child continues to refuse to tidy up, he/ she will soon be out of toys to play with, as you consistently remove them.*
- Consider a **balanced selection of activities**, the tempo, and the pace of each activity. A balance of indoor and outdoor activities, and quiet (reading a book, drawing) and active (dancing or playing musical instruments)
- Determine the **length of each activity**. Consider your child's attention span.
- Make sure your children have **choices in their activities**. If you have two children, make two activities available ; if there is only one child, give him/ her an "either/ or" choice
- **Adapt the routine** to the child's temperament and level of development. For example, if your child is a morning person, schedule high level of activity at that time
- Practice – Practice – Practice
- Don't give up. **Be persistent**. Children will try to resist a routine at first, but end up loving it for its predictability, boundaries, and the sense of security it provides