

Positive Solutions for Families



Session 4: The Power of Routines



What's Happening Today?



- ✓ Setting up Rules
- ✓ Behavior Detective Activity
- ✓ Introducing the Family Handbook and Family Routine Guide
- ✓ Importance of Routines
- ✓ Components of a Successful Routine
 - ✓ Clear Directions
 - ✓ Prevention Strategies
 - ✓ Tips for Transitions



Apply It and Try It Reflection

Why Children Do
What They Do

Time Out

What did you
learn by
observing your
child?

How did your
child react?



Rules

- Quiet voices at home
- Feet on the floor
- Coats in the closet
- Shoes under the bed
- Chairs are for sitting
- Beds are for sleeping
- Toys go in the basket when you are finished with them



Household Rules

Rules for Rules:

- Keep it simple (3 to 5 rules).
- State the behavior you want to see.
- Pick rules that can be applied in a lot of situations.
- Use visuals to explain the rule.



Rule Suggestions

1. Clean up after yourself
2. Use an inside voice
3. Ask before you use something that is not yours
4. Use words to solve problems

Our Rules

1. Listening Ears



2. Gentle hands and feet



3. Clean-up messes



What Do You Think of These Rules?

1. Don't tease or hit
2. Put your laundry in the hamper
3. Be nice to everyone

Is this a
good rule?

Would your
child know
what this
means?

Does it state
the behavior
you want to
see?





Session 3: Behavior Has Learning

Activity 3: Apply It and Try It. Family Rules

Our Family Rules

Rule Checklist

| | |
|---|--|
| <p>Rule 1:</p> <p>Idea for Picture:</p> | <p><input type="checkbox"/> Written as a do (instead of "don'ts").</p> <p><input type="checkbox"/> Rule applies to situations where your child needs reminders.</p> <p><input type="checkbox"/> Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).</p> |
| <p>Rule 2:</p> <p>Idea for Picture:</p> | <p><input type="checkbox"/> Written as a do (instead of "don'ts").</p> <p><input type="checkbox"/> Rule applies to situations where your child needs reminders.</p> <p><input type="checkbox"/> Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).</p> |
| <p>Rule 3:</p> <p>Idea for Picture:</p> | <p><input type="checkbox"/> Written as a do (instead of "don'ts").</p> <p><input type="checkbox"/> Rule applies to situations where your child needs reminders.</p> <p><input type="checkbox"/> Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).</p> |
| <p>Rule 4:</p> <p>Idea for Picture:</p> | <p><input type="checkbox"/> Written as a do (instead of "don'ts").</p> <p><input type="checkbox"/> Rule applies to situations where your child needs reminders.</p> <p><input type="checkbox"/> Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).</p> |
| <p>Rule 5:</p> <p>Idea for Picture:</p> | <p><input type="checkbox"/> Written as a do (instead of "don'ts").</p> <p><input type="checkbox"/> Rule applies to situations where your child needs reminders.</p> <p><input type="checkbox"/> Rule that your child can learn to do (e.g., appropriate for your child's age and abilities).</p> |



*Don't forget to make a rules chart!
See the resources for a rules chart template!*





Routines:

What are they and why are they important?

- Routines are predictable and naturally occurring activities that occur in a child's day.
- Routines include caregiving, daily tasks, meals, play, community, and social activities.



Possible Family Routines

- Getting dressed/undressed
- Brushing teeth/hair
- Mealtime
- Playing outside
- Cleaning-up
- Going to school
- After school activities
- Taking a nap
- Riding in the car
- Going to the park
- Going shopping
- Going to a restaurant
- Going to the doctor or dentist
- Taking medication
- Taking a bath or shower
- Getting ready for bed



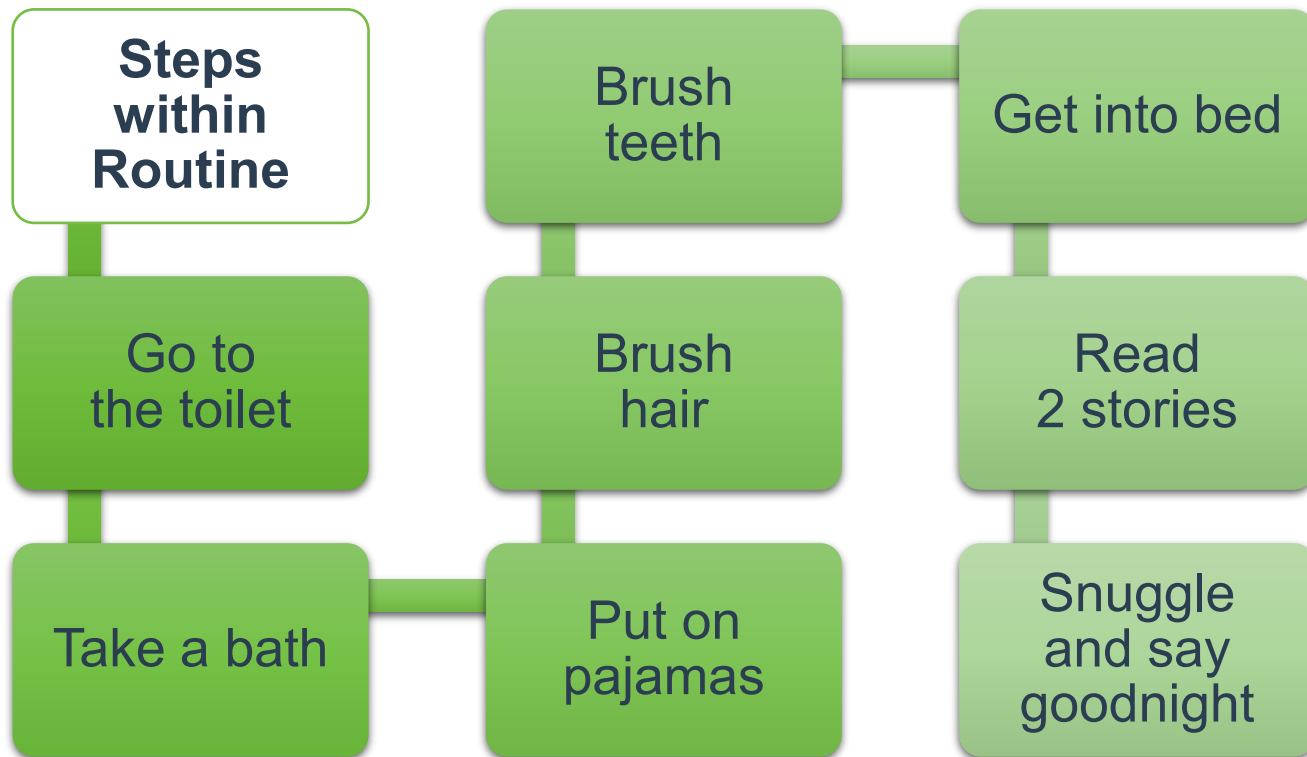
Components of a Successful Routine

- Have a clear start and finish.
- Teach your child the steps of the routine.
- Follow the steps of the routine consistently.
- When changes happen, prepare your child ahead of time.
- Use visuals.
- Provide positive feedback and encouragement.



Breaking Down the Steps of a Routine

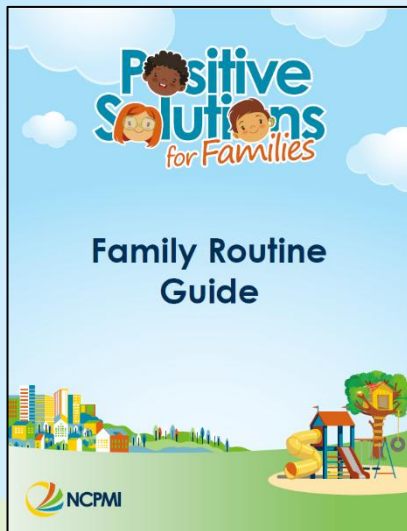
Getting Ready for Bed



Resources

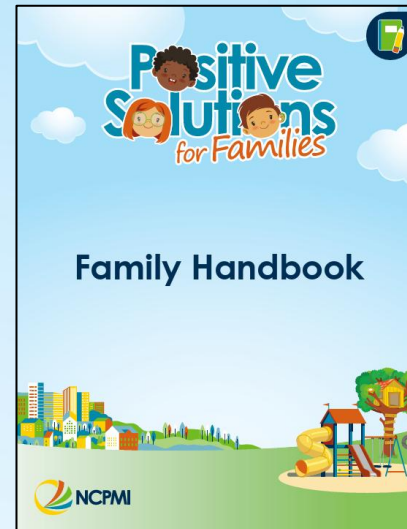
Family Routine Guide

- Offers suggestions for a number of routines (Putting away toys; Family events; Going places).
- The suggestions include:
 - Preventing the behavior
 - Respond
 - Teach new skills
- Getting Dressed for School



Family Handbook

- Offers visuals to assist you in establishing routines, rules





Session 3: Behavior Has Meaning

Activity 2: Apply It and Try It. Why Do Children Do What They Do?

Describe the *behavior*:

How long
the behavior lasted:

What happened before?

- | | |
|--|--|
| <input type="checkbox"/> I told or asked my child to do something | <input type="checkbox"/> An object was out of reach |
| <input type="checkbox"/> My child was playing alone | <input type="checkbox"/> I was giving attention to others |
| <input type="checkbox"/> Changed or ended my child's activity | <input type="checkbox"/> My child was doing an activity they didn't like |
| <input type="checkbox"/> My child moved from one activity to another | <input type="checkbox"/> The task/activity was difficult for my child |
| <input type="checkbox"/> I removed an object from my child | <input type="checkbox"/> My child requested something |
| <input type="checkbox"/> I told my child "No," "Don't," "Stop" | <input type="checkbox"/> Other (specify) _____ |

What Happened After? How did it end?

- | | |
|--|--|
| <input type="checkbox"/> I gave my child attention | <input type="checkbox"/> I hugged my child |
| <input type="checkbox"/> I punished or scolded my child | <input type="checkbox"/> I ignored my child |
| <input type="checkbox"/> I gave my child an object/activity/food | <input type="checkbox"/> I helped my child |
| <input type="checkbox"/> I withdrew my request or demand | <input type="checkbox"/> I used "time-out" |
| <input type="checkbox"/> I removed my child from activity/area | <input type="checkbox"/> Other (specify) _____ |

Why do you think your child was using this behavior?

What do you think they were trying to tell you?





Session 4: The Power of Routines

Activity 2: Apply It and Try It. Creating a Family Routine

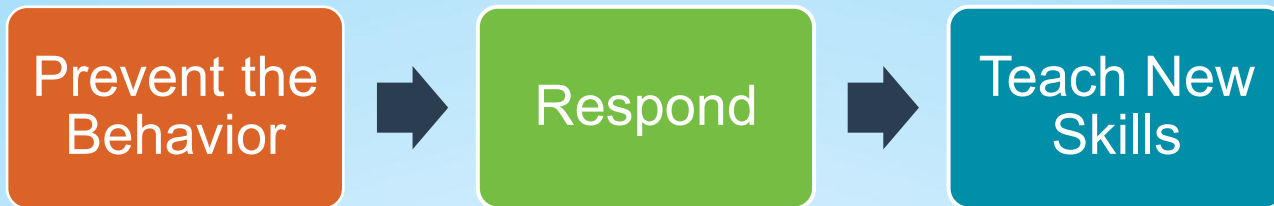
Routine

Break down the steps. Think about what you want your child to do.

| Step | Visual Cue |
|------|------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |



Family Routine Guide: Strategies



What can I do to prevent challenging behavior?

When we prevent:
More opportunities to teach skills!

Visual Supports

- Visuals: photographs, drawings, objects, written words, or lists

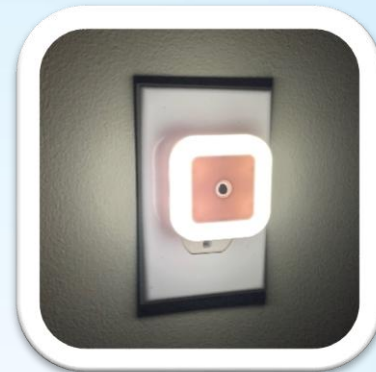
Put on Pajamas



Bed Time



Read a Book



Scripted Story

- Short and descriptive
- Includes each step in the routine
- Written in first person as if child is talking:
 - “I will...”
 - “When I do....”
 - “My family will...”
- Include photos of child or related images
- Read the story often:
 - Before the routine
 - During the routine to show steps
 - After the routine



Choice

Mealtime



Riding in the car



Bath



Tips for Offering Choice

1. Offer choice throughout day or when you anticipate challenging behavior
2. Only offer two choices
3. Options are reasonable and available
4. Offer choice verbally (words) or visually (pictures or objects)
5. Honor the child's choice immediately





Session 4: The Power of Routines

Activity 3: Apply It and Try It. Teaching the Routine

Strategies I will try this week to teach the routine with my child:

*Strategies
to Try:*

1

2

3

Possible Strategies

- | | | |
|-----------------|-----------------------|---------------------------------|
| Visual Cues | Offer Choices | Use First/Then |
| Visual Schedule | Use a Timer | Increase Positive Encouragement |
| Scripted Story | Give a Verbal Warning | |



How did my child respond?

How did I feel about using the strategy?

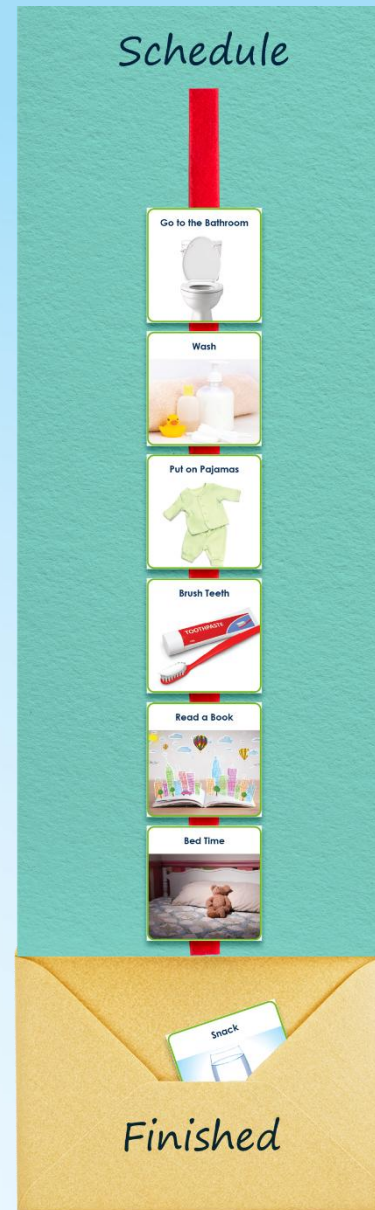


Embed Preference

- People
 - Objects
 - Locations
 - Activities
-
- What are some of the preferences and interests your child has?



Consistency is Key



Transition as Routines

Transition Strategies

- Use a timer
- Give a verbal warning
- Use a transition object
- Use a visual cue
- Make the transition fun
- Sing a song
- Give the child a job to do



Timers and Warnings



Transition Cues

Visual Supports for Routines, Schedules, and Transitions



ChallengingBehavior.org | National Center for Pyramid Model Innovations

8

Visual Supports for Routines, Schedules, and Transitions



ChallengingBehavior.org | National Center for Pyramid Model Innovations

7

First/Then

First

Get Dressed



Then

Outdoor Play



First

Brush Teeth



Then

Read a Book



When Routines Go Well

- Acknowledge and encourage children for following a routine:
 - Use positive, specific feedback
 - Encourage all attempts during the routine



Final Thoughts and Wishes

Wishing You and Your Families

Happy Passover

Happy Easter

And Always

A Relaxing and Fun Vacation

Our best,

Sylvia and Jeanne

