

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

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