






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

<p><b># 1: Maintain a schedule</b></p> 	<ul style="list-style-type: none"> <li>• 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.</li> <li>• When pre-planning the daily schedule, try to rotate between structured activities and free play, non-preferred tasks (when needed) and preferred tasks.</li> <li>• Plan out times when undivided attention can be provided, and when it cannot, build in independent play activities at those times.</li> </ul>
<p><b>#2 Make and display a daily visual schedule</b></p> 	<ul style="list-style-type: none"> <li>• Plan out the daily routine, ideally including segments of the day for meals, snacks, nap, free play, parent-child activities, clean-up, etc...</li> <li>• Lay out the day’s activities in a way that is visual so that younger kids can understand the plan for the day.</li> <li>• 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.</li> </ul>
<p><b>#3 Create busy bags for times when adult attention has to be limited</b></p> 	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
<p><b>#4 Plan for transitions</b></p> 	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Let child know when he/she has 5 minutes to transition, and again when he/she has one more minute.</li> <li>• Visual and auditory timers can be useful for providing transition warnings too.</li> </ul>
<p><b>#5 Provide choices often</b></p> 	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Choices also promote active child engagement with activities when parent attention must be diverted.</li> </ul>