



CREATING A DAILY ROUTINE AT HOME



Pacific Autism
CENTER FOR EDUCATION

Learning Objectives for Parents

- Caregiver Expectations Disclaimer
- First/Then Statements
- Giving Clear, Simple Instructions
- Praise and Reinforcement
- Visual/Written Schedules



Things to Remember Before Getting Started

- **Set Reasonable Expectations:** You are a parent. You are not expected to take the place of both your child's Registered Behavior Technician and Credentialed Teacher. Your first task is to create a routine that's fun and easy for both you and your child!
- **Goal Setting:** No one goes out and runs a marathon on their first day of training. They start with small, achievable steps. The same is true when setting goals for yourself and your child. Make learning together fun, simple, short, and sweet! Once you've established a routine, you can build up from there!
- **Learning Takes Many Forms:** Learning doesn't just happen at the table for extended periods of time. Our daily lives are filled with teachable moments. Learning about animals, shapes, giving and following directions, colors, vocabulary, numbers, etc. can be built in to any activity, such as nature walks, art projects, exercise, science experiments, educational apps, and more!

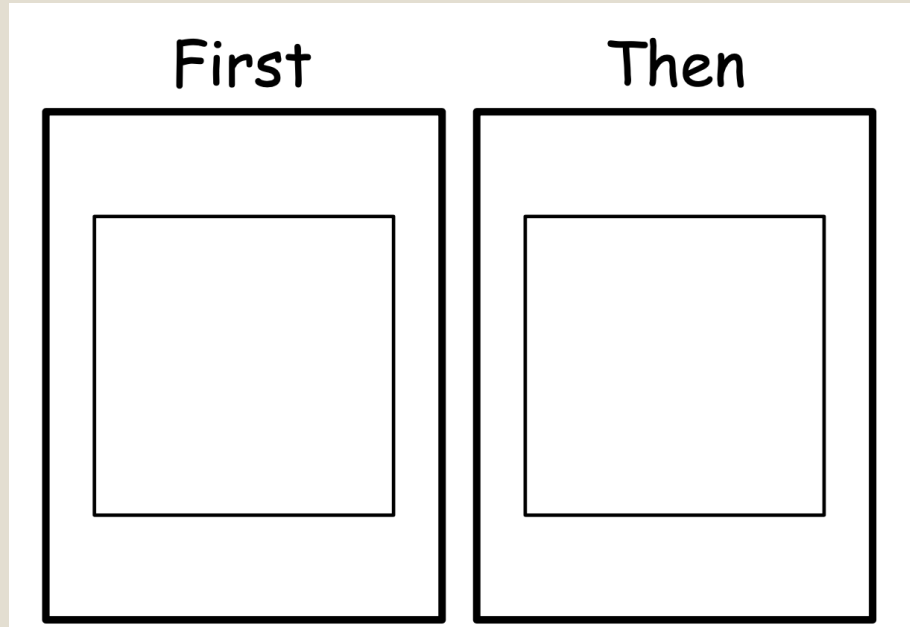


Giving Instructions

- Following directions is a skill that a child uses to show that your child understands the meaning of words and sentences.
- When creating a routine, it is important to **include structured activities as well as child's chosen activities**. Including your child's chosen activity will increase their motivation to complete the structured activity.
- **Alternate between Child's Choice and Parent's Choice Throughout the Day**
 - Child's choice follows parent's choice.
- **FIRST, THEN** language
 - "First, then" language allows caregivers to state contingencies simply.
 - Caregivers can implement the "first, then" language to gain compliance, or to increase the likelihood of a particular behavior occurring.
 - "First, then" language makes it easier to do an unpleasant activity by putting a pleasant activity right after it.
- **GIVE CLEAR AND SIMPLE INSTRUCTIONS**
 - Giving clear and simple instructions increases your child's understanding of verbal behavior and their compliance.
 - Example: Come here and sit down.
 - Example: Pick up toy and put in box.



Premack Principle



When using a “first, then” statement, state the activity that needs to be done first followed by the preferred activity second.

Premack Principle


"Grandma's Rule"

Premack Principle occurs when a preferred activity is used as reinforcement for a non-preferred activity.

First
LOW-probability behavior
OR
Something that the child
NEEDS to do.


Then
HIGH-probability behavior
OR
Something the child
LIKES to do.

The use of Premack Principle or "first/then" language increases motivation and establishes the contingency that reinforcement is available following engagement in a non-preferred activity.




"First eat your veggies, then you can have a cupcake."

First



Then



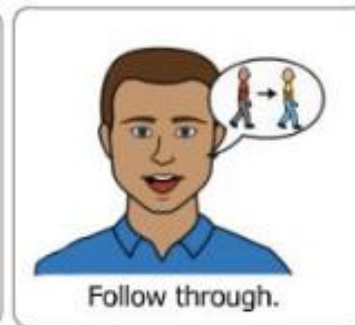
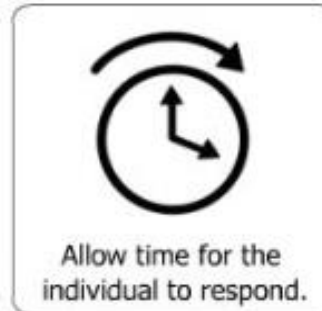
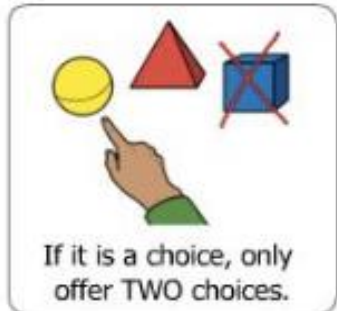
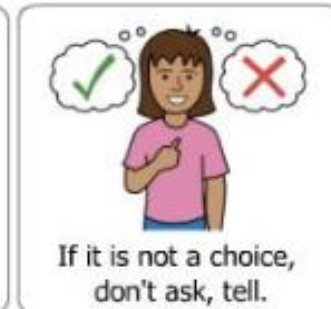
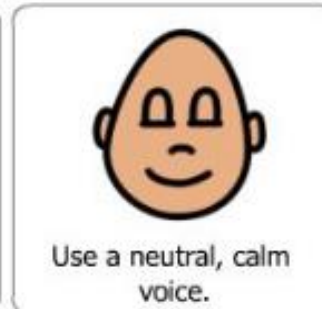
NOTE: Ensure that the high-probability (preferred) behavior remains reinforcing by restricting access to the item or activity.

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Positive Ways to Gain and Maintain Compliance

Colleen S Larned MS, BCBA, COBA

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Praise and Reinforcement

- **Identifying what your child wants to work for** and using that when stating a “first, then” statement will increase their motivation to complete an undesired or neutral activity.
- Provide **behavior specific praise** when the child has completed the parent's choice.
- Be specific about the praise given – **comment on the appropriate behavior observed.**
 - Example: Awesome Job sitting in your seat
 - Example: I love how you used your words
 - Example: Wow! You washed your hands so nicely



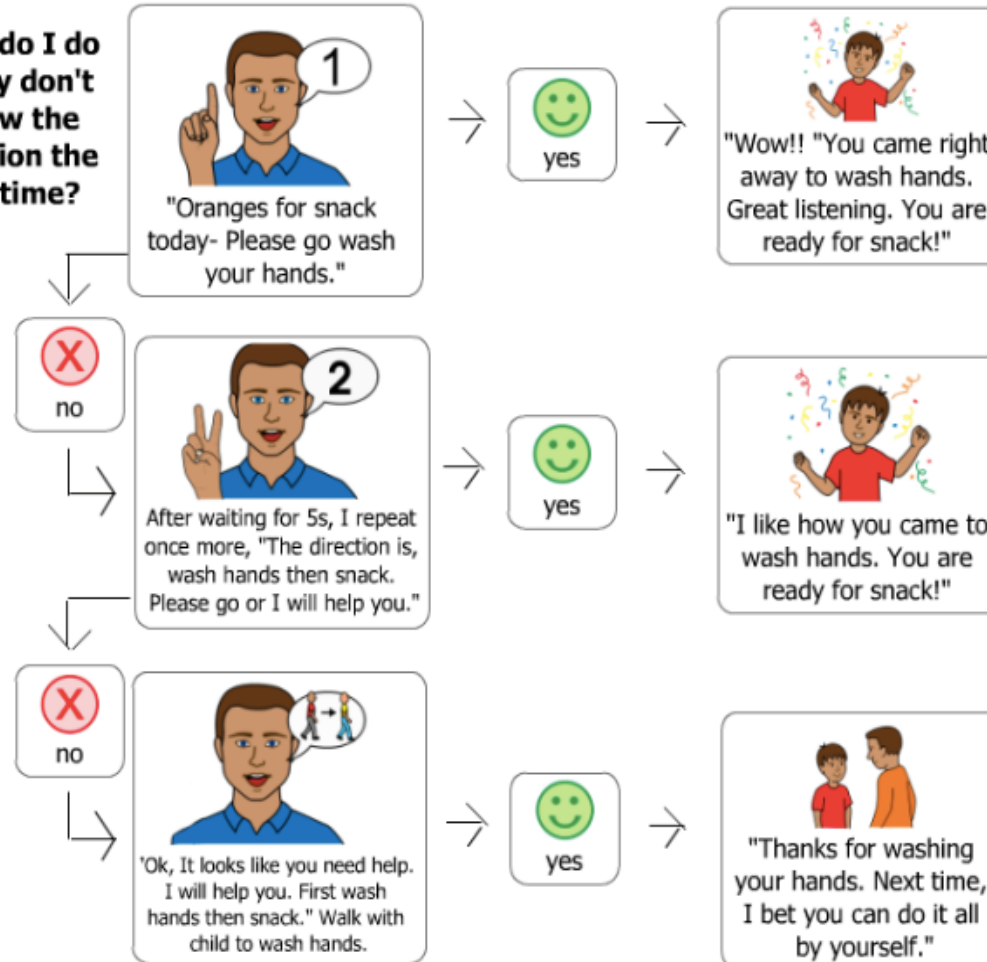
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How to follow through and provide the just right amount of behavior specific praise:

What do I do if they don't follow the direction the first time?



How much praise is appropriate when they don't follow the direction the first time?

Think About All of the Ways to Praise Your Child

100+ WAYS TO SAY "GOOD JOB!"

That's Amazing!	That's the one!	Awesome Sauce!	Look at you!	Good for you!
You got it right!	You're a star!	I am so proud!	That's the way!	Great work!
Creative!	You got it!	Perfect!	Right!	Terrific!
So smart!	Love it!	Dazzling!	Excellent!	Hooray!
Nice one!	Marvelous!	Just great!	Outstanding!	Fabulous!
Smashing!	Brilliant!	So great!	Fantastic!	You go!
Wonderful!	Beautiful!	The best!	You did it!	Way to go!
Nice going!	Rock it!	Cool beans!	Exactly!	Superb!
Go for it!	YES!	Congrats!	Light it up!	Woo hoo!
Radical!	Super Duper!	Wowza!	Truly fab!	Sweet!
Bazonga!	Knock out!	So cool!	Unbelievable!	Very nice!
Tremendous!	Go to town!	Good Thinking!	Keep on!	Exceptional!
Dynamite!	Well done!	All right!	First class!	Impressive!
Good going!	Magnificent!	Unreal!	You have it!	There it is!
You Rock!	Astounding!	Best yet!	Bravo!	Incredible!
Magical!	Bulls-eye!	Correct!	Flawless!	Nailed it!
Spot on!	On the ball!	To the max!	YEAH!	Roger that!
Cowabunga!	Rah-rah!	Slick!	Delightful!	Sharp!
Out of sight!	Superior!	Solid!	Absolutely!	Supreme!
Stunning!	Go go go!	Love that!	Stellar!	Ace!



Creating a Home Routine

- Sticking to **Snack/Food Schedule** as much as possible
- Stick to **Sleep Schedule** as much as possible
- Create a **Wake Up and Bedtime Routine**
- Determine **which Caregiver Does Which Task**
- **Alternate Movement and Stationary Activities**
- **Alternate between Caregiver's Choice and Child's Choice**



Examples of Parent Choice/Child's Choice

Parent's Choice	Child's Choice
<ul style="list-style-type: none">• Brushing Teeth• Bathroom• Washing Hands• Getting Dressed• Table Top Activities<ul style="list-style-type: none">◦ Academic◦ Fun◦ Try new things!◦ Check out our Community Closure Resources Doc!• Exercise<ul style="list-style-type: none">◦ Check with your OT for more ideas!◦ https://www.gonoodle.com/blog/gonoodle-games-movement-app-for-kids/◦ https://fluencyandfitness.com/◦ Check out our Community Closure Resources Doc!• Laundry• Dishwasher• Cooking	<ul style="list-style-type: none">• Snacks!• Backyard Time• Walks• Tickles• Squeezes• General physical play (especially with Varun)• TV Shows<ul style="list-style-type: none">• Blippy• iPad• Books/Story time• Bike Riding/Scooter

Examples of Stationary Activities

- Matching
- Sorting
- Coloring/Arts and Crafts
- Identifying words/pictures/objects from an array
- Reading
- Worksheets
- Puzzles
- Board games



Examples of Movement and Break Activities

30 At-Home Brain Breaks		
5 min break	15 minute break	30 minute break
GoNoodle Videos on YouTube	Sidewalk Chalk	Play outside
Jump rope	Watercolor painting	Bake a special sweet treat (with an adult)
Play-Doh sculptures	Play outside	Play with your favorite toys
Color a picture	Ride a bike	Make a fort out of sheets and pillows
Dance Party to your favorite song	Play hide and seek with your sibling	Play a card game (Go Fish!, Old Maid, etc.)
Sing your favorite song and make up silly dance moves	Build a LEGO sculpture	Play a board game with your sibling(s) or parent(s)
Kid's Yoga YouTube video	Read your favorite book	Create and complete a nature scavenger hunt
Do 5 different exercises for 1 minute each	Fly a kite outside	Make a craft from recycled & upcycled materials
Build a paper airplane and fly it down the hall or outside	Take pictures of nature in your front and back yard	Make an obstacle course with simple toys and complete it
Look at your favorite picture book	Take turns telling silly jokes with your sibling(s) or parent(s)	Play dress up



Creating a Home Visual Schedule

- Break your schedule into time increments
- Add your meal times
- Add time for your morning and evening routines
- Alternate stationary and movement activities
- Determine which caregiver does what

→ **REMEMBER, YOUR BCBA IS HERE TO HELP!**



Click here for
a copy of this
template, as
well as a
blank one!

Sample At Home Daily Routine

Time	"First Caregiver's Choice"	"Then Child's Choice"	Who?	Notes
6:00-7:30	Morning Routine	Yoga	Caregiver 1	<ul style="list-style-type: none"> Difficult, might break down into smaller steps tomorrow
7:30-8:30	Breakfast	Orange Juice	Caregiver 1	<ul style="list-style-type: none"> Loved the pancakes
8:30-9:30	Play	Tickles from Caregivers	Caregiver 1	<ul style="list-style-type: none"> Simon Says! Cranium
9:30-10:30	Writing Practice	Free time for 20 mins	Caregiver 1	<ul style="list-style-type: none"> ABC's Keep it short and sweet! Sight words Workbook
10:30-11:30	Bathing/Using bathroom	Special	Caregiver 1	<ul style="list-style-type: none"> See Bathroom Guidelines
11:30-12:30	Math	Special Doctor Toy	Caregiver 1	<ul style="list-style-type: none"> Keep it short and sweet! Addition and Subtraction Worksheets
12:30-1:30	OT activities	iPad App	Caregiver 1	<ul style="list-style-type: none"> Try outside! Whole family!
1:30-2:30	Lunch	Walk	Caregiver 2	<ul style="list-style-type: none"> Use edible reinforcers
2:30-3:30	Speech Activity/Play	Special Toy Cars	Caregiver 2	<ul style="list-style-type: none"> Played "farm" today and it was great!
3:30-4:30	Reading	Music	Caregiver 2	<ul style="list-style-type: none"> Did NOT like the penguin book but liked the tiger book
4:30-5:30	Snacks/TV	Free time	Caregiver 2	<ul style="list-style-type: none"> Blippy!
5:30-6:30	Outdoor Cycling	iPad App	Caregiver 2	<ul style="list-style-type: none"> Road by the pond, saw ducks!
6:30-7:30	Dinner	Dessert	Caregiver 2	<ul style="list-style-type: none"> Use edible reinforcers
7:30-8:30	Evening Routine	Bedtime Books	Caregiver 2	<ul style="list-style-type: none"> Liked the tiger book again!



Things to Remember – Reinforcement

- **Set limits on access to highly preferred items.**
 - Any of the items you're using as rewards should NOT be accessible unless earned. If your child has free access to those items, then they wouldn't hold any value.
 - Do your hardest to control access to highly preferred items.
- **Deliver rewards IMMEDIATELY.**
 - Provide reward as soon as your child demonstrates the desired behavior.
 - This is an essential if you want them to do it again.
 - Will help establish a routine
- **Focus more on the positive rather than the negative interactions with your child.**
 - Be deliberate and consistent in praising and rewarding these opportunities.
 - When your child does the “wrong thing,” say or demonstrate what you want them TO do



Things to Remember – Giving Instructions

- **Choose your battles.**
 - Only give demands (instructions) that you plan on following through on.
- **Make sure your demands are “do-able.”**
 - The task is already within the child’s skillset.
 - The instruction is concise and polite (“get your shoes”).
 - The instruction should be a statement, NOT a question.
- **Be firm, but flexible.**
 - Flexibility is often underrated.
 - If you realize the instruction was too hard for your child to do independently or there are other factors getting in the way, reduce the demand or discontinue until later.
 - It’s okay to realize things have gone too far and it’s time to back down on your expectations.
- **Give choices – lots of them.**
 - Provide structured options.



What We Learned

- **Start Small and Build Up!** Explore different ways to learn.
- Use **simple and direct language** when giving instructions. **First, Then language** is helpful!
- **Reinforce behaviors we want to see.** Be specific. Vary the praise.
- There are **lots of activities and resources out there** to use when building a daily routine.
- **Provide choices**, give time for child's choice after they complete the instruction you gave them.



Final Notes

For more information on creating routines and setting up an appropriate environment check out these learning modules on our Porchlight Autism Education Series website:

www.porchlighteducation.org/daily-routines/

www.porchlighteducation.org/creating-a-supportive-environment/

Any questions? Contact your BCBA at caitinduffin@facesforkids.org or amelialalley@facesforkids.org

