

Creating Structure and Stability in the Home during COVID-19 Pandemic

Ontario Association for Behaviour Analysis (ONTABA)

Caregiver Webinar Series

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ONTABA
The Ontario Association for Behaviour Analysis, Inc.

Overview

- Building routines
- Visual schedules
- Independent activity schedule
- Time management skills



Building Routines and Structure

- Consistent wake-up and bed times
- Create a schedule for activities during the day
- If your child is in school, try to follow a similar school schedule
- Try to be as consistent as possible, although allow for some flexibility
- May use a visual or a written schedule, as applicable
- Consistent bedtime routine



Visual Schedules

- How to create your schedule
 - print pictures for different activities
 - use velcro to secure pictures and move when completed
 - have a picture of a preferred item/activity when the schedule is complete





Source: <https://nickspecialneeds.com/2016/12/12/blog-164why-use-a-visual-schedule/>
 Retrieved April 2, 2020



Visual Schedule: How to

- To structure the events of the day
- To assist with specific routines (i.e. bedtime, handwashing)
- Refer to the schedule before and after each activity
- Include a preferred activity/item at the end of the schedule





My nighttime schedule



First I need to

All done

eat dinner



2:00

take a bath



put on pajamas



brush teeth



go to sleep



Then I can

read a book



or

listen to music



Source: <https://learningworksforkids.com/apps/choiceworks/>
Retrieved April 2, 2020



Independent Activity Schedules (IAS)

- An IAS could be used to teach children to complete activities independently
- The first step is to teach your child how to complete an independent activity schedule
- The goal is for your child to complete one independently
- This tool can be used for both play and academic activities



Independent Activity Schedule: Set Up

- Have materials in bins or plastic drawers (usually start with 3)
- Materials should be activities the child could complete independently or with minimal help
- Examples: Puzzles, colouring sheets, a worksheet
- For each bin, have a number, letter, or shapes attached
- Give the child a strip/binder with the matching numbers, letters, or shapes/pictures

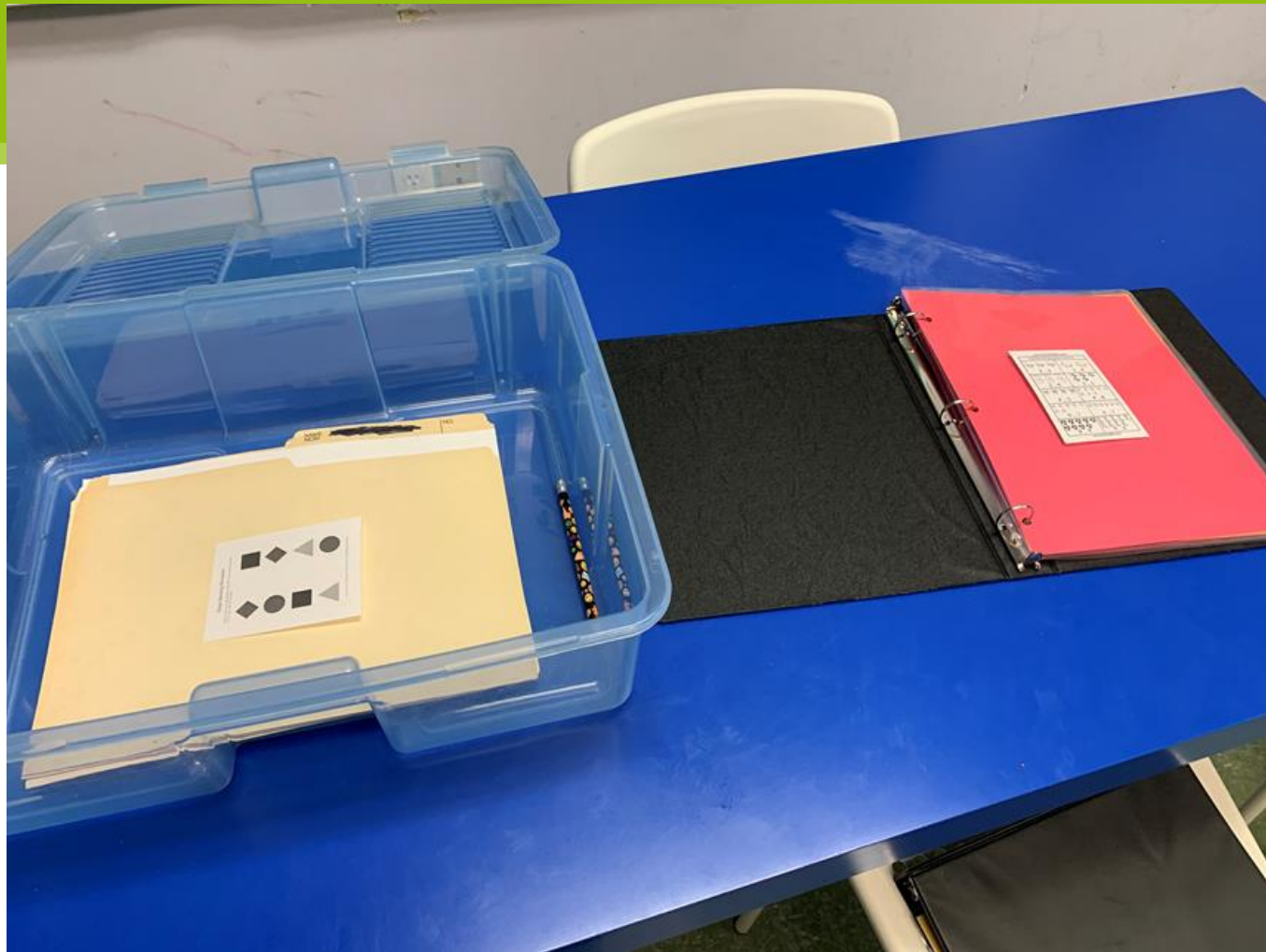


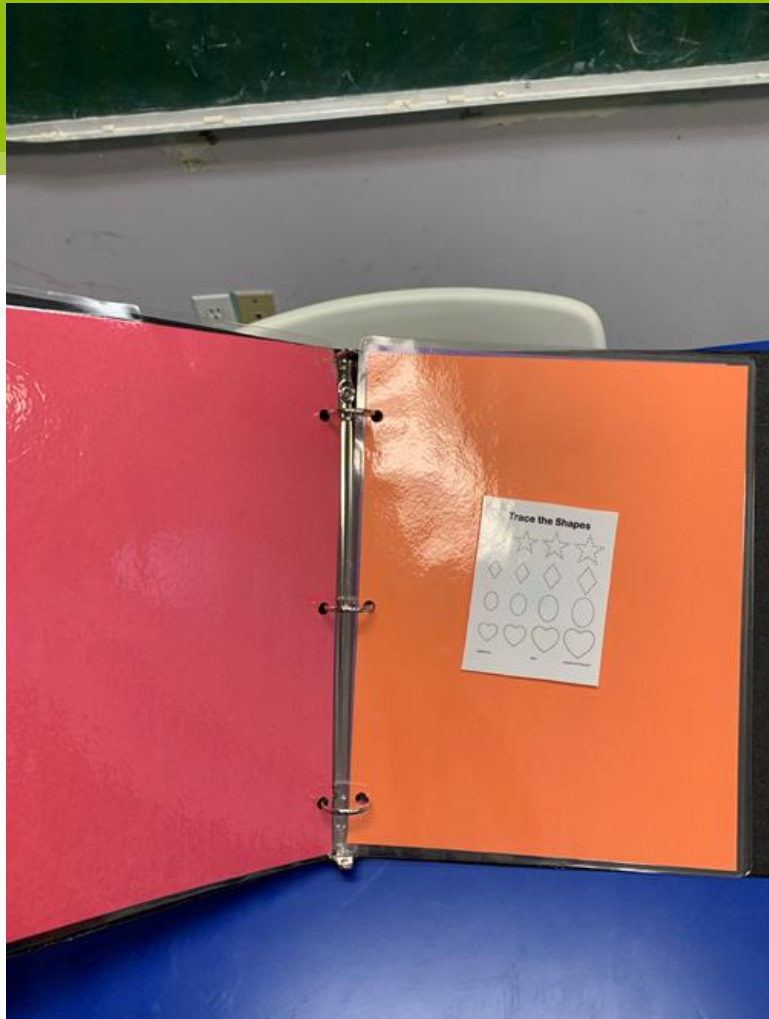
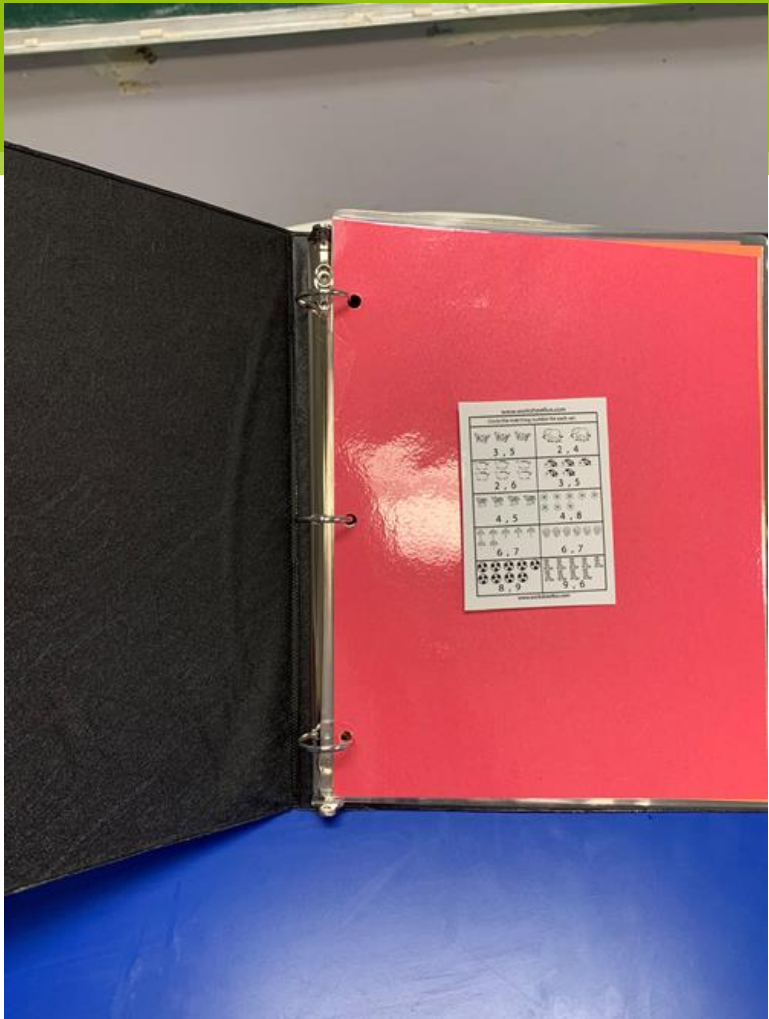
Independent Activity Schedule: Teaching Steps

- Let your child know it's time to complete activities.
- Without any further verbal instructions, have the child complete each step:
 - Match the shape/number/letter from the strip to the basket or bin
 - The child then completes the activity
 - After completing one activity, repeat until the child completes all 3-5 activities
 - The child could then have a break, free time, or access to a preferred item









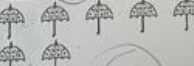









www.worksheetfun.com

Circle the matching number for each set.

 3, 5	 2, 4
 2, 6	 3, 5
 4, 5	 4, 8
 6, 7	 6, 7
 8, 9	 9, 6

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Circle the matching number for each set.

 3, 5	 2, 4
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Independent Activity Schedule: Long-Term Goal

- The goal of the IAS is independence
- As your child becomes more fluent:
 - Increase the amount of activities
 - Increase the space between you and your child
 - Try new activities!



Time Management Skills (Najdowski, 2017)

- Time management:
 - Schedule activities based on predicted amount of time,
 - Checking in with the time, and
 - Adjusting the schedule as needed.
- Make and follow a schedule
 - Create a practice schedule
 - Track time
 - Create a real schedule
- Use a task analysis

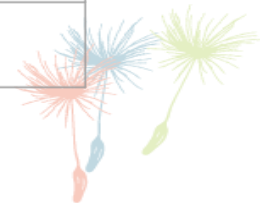


Time Management Skills: Create a Schedule

- Write down a list of activities, start time, and end time (Najdowski, 2017)
 - Start with leisure activities to practice
 - Select a small chunk of time during the day
 - Keep track of time
- After your child is able to practice creating a schedule and identifying time spent, create a schedule together



Activity	Start Time	End Time	Complete



Adapted from Najdowski (2017), p. 68.

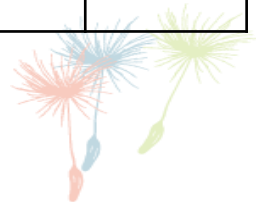
Time Management Skills: Following a Schedule

- Encourage your child to follow the schedule they created
- Use the following task analysis (Najdowski, 2017, p. 69):
 - Looks at the schedule and initiates activity, setting timer as needed
 - Checks remaining time during activity and determines if activity will be completed on time
 - If activity won't be completed on time, decides whether to speed up or continue at the same speed
 - When time runs out, decides whether to (1) continue activity, or (2) move on to the next activity
 - Places a checkmark on their schedule to indicate completion
 - Adjust start/stop times on schedule as needed
- Praise and reinforce your child for using and checking their schedule.



Steps	Mon	Tue	Wed	Thu	Fri
Looks at the schedule and initiates activity					
Checks remaining time during activity					
Decides to speed up or spend more time					
When time runs out, decide to continue or move on					
Places a checkmark on their schedule					
Adjust start/stop time as needed					

Adapted from Najdowski (2017), p. 69.



Questions

