

Routines

Children have routines at school. It helps them to know **what to expect** and can reduce anxiety about the day. It teaches skills around organisation too. Design a routine for morning and evening. Ensure enough time is given for each task. You could create a timetable so children can see what to expect next. This can build healthy habits around personal hygiene also (e.g. Teeth brushing, washing).

Quality Time

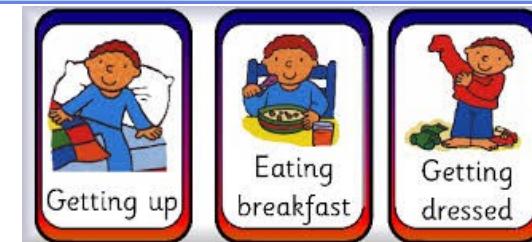
It is important that, even though our lives are busy, we ensure we spend true quality time with our children 1:1. This is **special time, without distractions** where you can give your child 100% attention. Ideally 10-15 minutes minimum each day. This does not have to involve spending money, time is the best gift you can offer.

Set aside a **regular time**, every day where possible, where you and your child can do something together:

- Sharing stories
- Colouring
- Playing games
- Go for a walk
- Baking



You can use this time to help boost their self esteem with praise.



Promoting independence

Getting children involved in age appropriate chores has several benefits. It means they can learn vital skill. It promotes their independence but also teaches them to have respect around the house, and hopefully outside it too.

- Age 4-6: make/clear table, make bed, sweeping up.
- Age 7-11: fold washing, Hoover, help prep meals, wash mirrors.
- Age 11+: trip to shops to get bread, wash car.

It is also important to teach other skills to allow children to be more independent. For example, tying shoelaces, brushing hair.

It is important to promote independence slowly and to break the task down so they know exactly how to do it.



Routines, Rules and Rewards



Inclusion Service– Outreach Team



'The Amazing Everyday'

Why do we need boundaries?

Boundaries keep children **safe**. They help everyone in the family understand how to **behave towards each other**.

Being consistent

It is important that the rules are applied the **same way each time**. Ideally parents/ carers can work together to make sure they are giving the same reactions/ responses. It also involves following through on any rewards/sanctions every time.

Praise

- Catch them being good. Promote the behaviour you want to see
 - “i like it when you...”
 - “you did exactly as i asked you to do”
 - “you listened really well”
- Model self praise.
- High fives, winks, smiles, pat on back count as praise.
- **Praise immediately**, don’t save it..
- Praise encouragement and effort, not necessarily the finished outcome.

Praise can be given for:

- *Sharing
- *Being polite
- *Going to bed on time
- *Coming home on time
- *Doing chores
- *Doing homework



Setting Rules

Sit down as a family and discuss what rules are needed. **Agree on 3-5 rules**. Agree on rewards and sanctions in advance also.



Write the rules out in **positive language** e.g. Instead of no kicking, write kind hands and feet to yourself. Instead of no shouting, write indoor voices.

Get children to design a poster for the rules and get everyone to sign.

Agree to review the rules in 3-4 weeks. You can use a **sticker chart** alongside the rules to help motivate and keep younger children on track. Give them a sticker each time they follow the rule. Praise older children for following the rules.

Once the rules are set up it is important to give children a reminder of the rules as a first **warning** e.g. “Mary, remember our rule about kind hands, if you do that again i will have to (describe pre-agreed sanction) as that is what we have all agreed.”

If they continue to break the rules then a **sanction** must be given.

Sanctions

The sanction could be a **consequence of their action/inaction** if possible. E.g. They are late home from their friends house so tomorrow night they have to come home 30 mins earlier.

Consider natural consequences too– if a child doesn’t do their homework they have to do the detention.

Younger children need immediate sanctions. It helps them relate their choice to the consequence.

Rewards

Younger children may be motivated by sticker/marbles or a star chart. A star chart or stickers can be used to target a specific behaviour (e.g. tidy away toys). You can use praise to promote other behaviours you want to encourage. Alternatively a marble could be placed in a jar for good behaviour choices. Once the sticker chart is full or marble jar full a **pre-agreed reward** can be given.

Do not remove a sticker/marble for poor behaviour choice. They have earned that and it should not be taken away for later poor behaviour. Apply other sanctions as needed.

