



## Daily Schedule

This schedule is intended to be followed as a **guideline**. Snacks, meals, and bed times are okay to happen within 30 minutes before or after the times listed. The intention is to structure Child's day so things happen at **approximately** the same time each day.

<u>Time</u>	<u>Activity</u>	<u>Tips</u>
<b><u>7:00-8:00 am</u></b>	Wake up, get dressed, brush teeth, etc.	<ul style="list-style-type: none"> <li>• This is a great time to practice dressing, tooth brushing, and/or toileting if these are goals on your service plan.</li> </ul>
<b><u>8:00-9:00 am</u></b>	Breakfast time and clean up	<ul style="list-style-type: none"> <li>• Have kids help make breakfast and get involved in clean up</li> <li>• This is a great time to practice one-step directions, directions with an object, or meal time routines</li> <li>• This is also a good time to practice handwashing before and after breakfast</li> </ul>
<b><u>9:00-10:00 am</u></b>	School work → these are things like: <ul style="list-style-type: none"> <li>➤ any work school has sent home</li> <li>➤ online academic activities</li> <li>➤ table time programming sent from team (**if applicable)</li> <li>➤ program plan practice (**if applicable)</li> <li>➤ flash cards</li> <li>➤ work sheets/books</li> <li>➤ story time</li> <li>➤ colouring</li> <li>➤ crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you have rewards ready to create motivation and reward participation</li> <li>• worksheets/books that involve characters or things that your child prefers (e.g., animals, paw patrol, cars, Thomas the Train, etc.) can be a helpful way to create interest</li> <li>• Prompt as needed</li> <li>• Provide children with lots of praise!</li> </ul>
<b><u>10:00-10:30 am</u></b>	Snack time	<ul style="list-style-type: none"> <li>• This is another opportunity to practice handwashing again (more repetitions can be helpful in teaching this skill!)</li> <li>• This is a good opportunity to work on communication, such as answering questions, choices, and requesting</li> <li>• This could also be a good time for a therapeutic snack if this is a program goal</li> </ul>
<b><u>10:30-11:30 am</u></b>	Family walk (ready and walk): <ul style="list-style-type: none"> <li>➤ walk to the mailbox</li> <li>➤ take the dog for a walk</li> <li>➤ go to the end of the block and back</li> </ul>	<ul style="list-style-type: none"> <li>• This is a good time to practice dressing, doing up zippers or buttons, shoe tying, and staying close in the community</li> <li>• Putting children in a wagon or stroller can help when multiple children are on the walk</li> </ul>
<b><u>11:30-12:30 pm</u></b>	Lunch time	<ul style="list-style-type: none"> <li>• Opportunity to practice handwashing again</li> <li>• This is an opportunity to practice mealtime routines, one step instructions, instructions in routines, utensil use, and communication</li> </ul>

<p><b><u>12:30-1:30 pm</u></b></p> <p>**young children who nap may be starting nap from <u>12 to 3pm</u>, adapt schedule accordingly</p>	<p>Group activity→ these can be things like:</p> <ul style="list-style-type: none"> <li>➤ a craft</li> <li>➤ building with blocks</li> <li>➤ playing a game</li> <li>➤ making cookies</li> <li>➤ making play doh</li> <li>➤ any other activity that includes all children in home and parents</li> <li>➤ yoga</li> <li>➤ obstacle course</li> <li>➤ Bubble party</li> <li>➤ Flashlight party</li> <li>➤ Make a fort</li> </ul>	<ul style="list-style-type: none"> <li>• if doing a craft, this is a good time to practice fine motor skills such as scissors, drawing, colouring, tracing, beading, gluing items, and grasping small pieces</li> <li>• This is a good time to practice instructions, communication, turn taking, sibling play, people games, and imitation with objects</li> </ul>
<p><b><u>1:30-3 pm</u></b></p>	<p>Quiet time→ This could be:</p> <ul style="list-style-type: none"> <li>➤ children can spend time in rooms or play room on their own doing a quiet activity</li> <li>➤ watch a movie</li> <li>➤ iPad time</li> <li>➤ puzzles</li> <li>➤ reading</li> </ul> <p>OR School work</p>	
<p><b><u>3pm-3:30pm</u></b></p>	<p>Snack time</p>	<ul style="list-style-type: none"> <li>• This is another opportunity to practice handwashing again (more repetitions can be helpful in teaching skills!)</li> <li>• This is a good opportunity to work on communication, such as answering questions, choices, and requesting</li> <li>• This could also be a good time for a therapeutic snack if this is a program goal</li> </ul>
<p><b><u>3:30-4:30pm</u></b></p>	<p>Outdoor time:</p> <ul style="list-style-type: none"> <li>➤ sledding</li> <li>➤ walk</li> <li>➤ play in the backyard</li> <li>➤ walk to the park</li> <li>➤ go to the grocery store</li> <li>➤ dog walk or play with a ball</li> <li>➤ build a snowman</li> <li>➤ splash in puddles</li> <li>➤ tag</li> </ul>	<ul style="list-style-type: none"> <li>• To change up locations it could be helpful to drive to a different park or outdoor location to create novelty</li> <li>• This is a good time to practice dressing goals, community safety (stop/come here, holding hands, crossing streets, circle of friends practical etc.), staying close, and sibling play</li> </ul>
<p><b><u>4:30-5:00 pm</u></b></p>	<p>Free time→ child's choice, children can be separate or together</p>	
<p><b><u>5:00-6:30 pm</u></b></p>	<p>Supper time</p>	<ul style="list-style-type: none"> <li>• This could be a good time to practice meal time routines, food expansion, handwashing,</li> </ul>

		<p>communication, and instructions</p> <ul style="list-style-type: none"> <li>• get children involved in as much of the routine as possible <ul style="list-style-type: none"> <li>- helping stir food</li> <li>- setting the table</li> <li>- putting dishes in sink or dishwasher</li> <li>- choosing what is for dinner</li> <li>- clearing table</li> </ul> </li> <li>•</li> </ul>
<b><u>6:30-7:30pm</u></b>	<p>Quiet time with family:</p> <ul style="list-style-type: none"> <li>➤ watching shows</li> <li>➤ building forts</li> <li>➤ reading</li> <li>➤ puzzles</li> </ul>	
<b><u>7:30-9pm</u></b>	<p>Bed time:</p> <ul style="list-style-type: none"> <li>➤ bath</li> <li>➤ brushing hair</li> <li>➤ tooth brushing</li> <li>➤ story time</li> </ul>	<ul style="list-style-type: none"> <li>• this is an opportunity to work on independence in self-care, face washing, tooth brushing, hand washing, dressing, and instructions in routines</li> <li>• allow more time in the bed time routine to practice goals that school days do not typically allow for</li> </ul>

### **Resources and tips:**

- ❖ Remember to KEEP IT SIMPLE OR “KISS”, your day to day schedule does not have to be complicated or jam packed with activities- especially in the beginning. Goal is to have a successful day for you and your child.
- ❖ Try to keep the start of your day the same, as if there were no disruption in your routine. Wherever you can keep your home routine the same will help support continuity during this stressful time.
- ❖ Allow for breaks, rotate activities each week, build in choices and incorporate preferred and non-preferred activities throughout the day.
- ❖ Set yourself up for success! Ask yourself:
  - How much time do you have to interact with your child?
  - Are you working from home and need to get through your work day, or do you have times in the day that you can incorporate yourself into activities?
  - Do you have other children to consider in the schedule? What activities can be completed by all children at the same time?
  - What activities does your child prefer and can complete independently? What is the best time of day to use these activities for you to get your own work done?
- ❖ If you are creating teaching opportunities for your child throughout the day, remember to teach below or at your child’s skill level- this will increase chances of success for both of you. Gradually increase expectations with time as you adjust to your new schedule at home.
- ❖ When working on self-care tasks (e.g., dressing), allow you child some extra time to complete steps of the routine before stepping in to support or increasing your prompt level. Ensure that you are providing extra praise and encouragement when your child is practicing.
- ❖ Increasing the opportunities for your child to be physically active (inside or outside) will allow them to continue to burn energy and may support with a better sleep routine.

## **Autism Speaks Canada- COVID19 Information and Resources**

<https://www.autismspeaks.ca/media-request-contact-us/news/news-press-releases/covid-19-information-and-resources/>

### **Free Educational Sites**

- Scholastic learn at home → Google “Scholastic Learn from Home” for quick access
- PBS Learning Media → [nj.pbslearningmedia.org](http://nj.pbslearningmedia.org)
- Nat Geo 4 Kids → [kids.nationalgeographic.com](http://kids.nationalgeographic.com)
- ABCYA → [abcya.com](http://abcya.com)
- Fun Brain → [funbrain.com](http://funbrain.com)
- Starfall → [starfall.com](http://starfall.com)
- Highlight Kids → [highlightkids.com](http://highlightkids.com)
- Storyline Online → [storylineonline.net](http://storylineonline.net)
- ABC Mouse → [abcmouse.com](http://abcmouse.com)
- Wonderopolis → [wonderopolis.org](http://wonderopolis.org)
- Gonoodle → [gonoodle.com](http://gonoodle.com)
- Time for Kids → [timeforkids.com](http://timeforkids.com)
- Kids Discover → [online.kidsdiscover.com](http://online.kidsdiscover.com)
- Boom Learning → [wow.boomlearning.com](http://wow.boomlearning.com)
- Switcheroo Zoo → [switcheroozoo.com](http://switcheroozoo.com)
- Dreamscape → [squigglepark.com/dreamscape](http://squigglepark.com/dreamscape)
- Phonics Hero → [phonicshero.com](http://phonicshero.com)
- Learning A-Z → [learning-z.com](http://learning-z.com)
- Brain Pop → [brainpop.com](http://brainpop.com)