



HANDY DANDY SCHEDULE TIPS & ACTIVITY CHART

It is important to develop a structure with activities to your day as soon as possible:

- Create a picture schedule (based the guidance below) and post it on the fridge.
- The schedule should be done in blocks of time just like a pre-school or school schedule
 - See the chart for each developmental level, but be flexible and 'follow your child's lead'
- Be careful not to allow too much screen time. Try to limit all screens to 2-3 hours per day. Use it when you need it. It will be very effective as a motivator if you limit screen time.
- Get outside as much as possible but respect social distancing recommendations.
- Play in the right way to have as much fun as possible.
- Most importantly the activities should be based on the child's *developmental level* NOT ON AGE (see activity samples below).

Here are some tips from Sarah V., a fellow parent, that you may find helpful:

- *We're a zero screen time family (approaching one year on April 9!) and I'm holding to it firmly for now, though my husband would love to cave, simply because we have no idea how long this period of isolation is going to last. Most of my friends think I'm nuts but just like you said, habits can start quickly, and I explain no screen time as a race. I'm in it for the marathon, the long game if you will not the sprint. When cutting back our screen time last year I limited it to only fun and educational either by learning new things or through movement. Websites like [Cosmic Yoga](#) and [GoNoodle](#) on YouTube are free, encourage kids to move their body, work on imitation skills, listening skills and balance and core strength. It's really a win!*
- *Get up, shower, put on clothes, brush your teeth and have breakfast. Kids too. Just like wake and sleep times should stay consistent, let your morning routine. We've been doing this for a bit now and the novelty of sitting in your pajamas is over. Get ready to start your day even if you are going nowhere. The impact on your mental health is 100% worth it. Our typical routine is we have to leave the house by 8:30am. So, that remains the same. We are ready to go (nowhere) by 8:30am.*
- *We are working on skills like school but through play -- not trying to BE school. I find my friends putting way too much pressure on imitating school when honestly, it's just not going to happen. I set goals. I started doing it when they were younger, and it tends to fall into a routine/schedule without being rigid. My Abigail is very rigid so if I say we are doing something until 10:30am, she will stop on a dime. So, when possible, I try to stay in routine but flexible with the times. If we are super engaged in something I won't shift gears, just to shift.*



HANDY DANDY SCHEDULE TIPS & ACTIVITY CHART

Our daily goals are:

- 1. I try to have read and free play in both the morning and the afternoon.*
- 2. One part of the day is more fine motor skills/tasks like crafting. We have been making cards and art projects. Signing our names, writing to grandma, cutting, coloring. Those are all fine motor and writing skills!*
- 3. One part of the day is focused on sensory play through play-doh, sand, paint, rice, etc.*
- 4. Two hours of classical music a day. It's great during free play. Amelia made up a beautiful story to the score from Swan Lake and she's never seen it. It's amazing what they picture. It's a fun game we play often.*
- 5. Two hours a day outside or moving our bodies. We do yoga, have dance parties, go for walks in nature (which we tend to be nervous in so working on those skills) ride our bikes, etc.*
- 6. Two life skills a day. Help fold laundry, feed the dog, help with dinner, pick up your room.*
- 7. Each kid is read 8 books a day, minimum.*



SAMPLE OF PLAY PROJECT ACTIVITIES BY LEVEL

Level 1: Self-Regulation & Shared Attention (calm and alert and ready for the possibility of engagement)

Goal: To help the child sustain attention and regulation (create an optimal environment while eliminating distractions)

*some activities may be appropriate for more than one level

Activities:

Sensory motor play

- Roll exercise ball on body
- Massage with or without lotion
- Gently squeeze fingers/toes, head
- Gently shake arm/leg/hands/feet
- Dance while holding the child
- Tickle the child's arms, back, belly, etc.
- Sing
- Make sounds
- Make faces to capture the child's attention

Level 2: Engagement & Relating

Goal: To engage with the child and maintain continuous engagement

Activities:

- Swing child in blanket by arms and legs
- Horsy back rides
- Flying the child up in the air
- Holding the child upside down for a brief period
- Wrestle gently
- Introduce simple 1-2 step sequences and opposites: turn a flashlight on and off, turn water on and off, hello/goodbye games, open and dramatically close a book, etc.

Level 3: Two-Way Intentional Communication

Goal: To open and close circles with the child and to challenge the child to initiate

Activities:

- Blow bubbles and wait for the child to ask for more
- Balloon play (i.e. hitting a balloon back and forth or blowing one up and letting it fly around the room, etc.)
- Label body parts and wait for the child's direction ("What's next?")
- Fly like an airplane and crash into a couch
- Flip the child over on a bed, crawl through a tunnel
- Wait for the child on the other side, etc.
- Play simple chase games
- Ready-set-go or 1-2-3 games
- Jack-in-the-Box
- Play with toys that wind up and go, such as cars, airplanes, helicopters, etc.
- Play peek-a-boo around a blanket or behind a door



SAMPLE OF PLAY PROJECT ACTIVITIES BY LEVEL

Level 4: Purposeful Problem-Solving Communication

Goal: To engage in long, back and forth interactions that includes meaningful communication, problem solving, simple pretend play and sequences

Activities:

- Ask the child to point to various body parts on his/her body and on play partner's body
- Introduce animal/car sounds
- Do puzzles and play with shapes and colors that have meaning to the child - keep it playful!
- Play opposite games with some simple pretend (e.g. lights on/off, cars in/out of garage)
- Simple puppet play (i.e. making puppets open their mouths and say, "Ahh" or "Hi!")
- Play simple hide-and-seek behind a blanket or furniture
- Look at books, talk about pictures on the page
- "Ring Around the Rosy," "Head-Shoulders-Knees-Toes," "Humpty-Dumpty," "London Bridges," etc.
- Give the child simple problems to solve (e.g. the car is stuck, the horsey has a boo-boo, the baby is hungry, etc.)

Level 5: Creating & Elaborating Ideas

Goal: To encourage a better understanding of one's emotions and to increase pretend play, symbolic thinking, conversational and negotiation skills

Activities:

- Races with simple rules
- Play catch
- Set the table with pretend food
- Wash a pretend animal
- Change a doll's diaper and put it to bed
- Have a tea party
- Play doctor
- Hide-and-seek
- Sword fight
- Make a puppet burp
- Pretend to fall and say "ow!"

Level 6: Building Bridges & Ideas (Logical Thinking)

Goal: To support the child in understanding complex emotions: concepts of time, fairness, and abstraction. To support the child in engaging peers and adults in complex pretend scenarios while appropriately responding to the feelings and ideas of all involved. To help the child make associations between ideas.

Activities:

- Role play with puppets/stuffed animals
- Play tag
- Musical chairs
- Duck-duck goose
- Play house
- Simon Says
- Go on a pretend picnic, adventure, treasure hunt, scavenger hunt
- Complete complex obstacle courses
- Read and analyze stories/books
- Talk about likes and dislikes