



## **ATTENTION AT HOME**

**By Drina Madden, M.A., C.A.S.**

### **What do you see and hear?**

- Much unfocused activity
- Frustration
  - Outbursts
  - Emotional dumping
  - Needs to be in command
- Sibling/friend issues
- Sensory sensitivity

### **Problem times**

- Change
- Going out
  - Store
  - Visiting
  - Preschool
- Mealtimes
- Bedtime
- Field trips and vacations

### **Problem times**

- New
  - Starting school
  - Parties
  - Friends coming over
  - Clothes
  - Bikes
  - Etc.

### **What can you do?**

- Always tell the child you love him.
- You may not like what he does, but you love him.

### **What can you do?**

- Have clear, consistent routines
  - Awakening process
    - Does he wait in his room until you arrive?
    - What is the order for dressing, eating, washing, etc.?
- Dressing process
  - Are clothes laid out the night before
  - Does she dress herself?
  - What about tooth brushing and face washing?

### **What can you do?**

- Mealtimes – stable procedures
  - Does he have choices? Two may be a good limit.
  - Does she help?

- School times – stable procedures
  - Pack bag ahead of time
  - Dressing must be accomplished before toys or TV
- Bedtimes – stable routines
  - Use concrete, real reminders
  - Help her to “shift gears” with books
  - Keep to set standards

**What can you do?**

- Use concrete reminders
- Follow through clearly, directly and consistently
- Have clear, consistent limits
  - Rules must be simple
  - Rules must make sense
  - Rules must be made clear, repeatedly
    - Use pictures
    - Use real examples

**What can you do?**

- Rules must be followed through consistently
  - “1-2-3 Magic” by Thomas Phelan
  - “Children the Challenge” by Dreikurs
  - “STEP Handbook” by Kinkmeyer
- Repeat rules, directions and consequences

**What can you do?**

- Keep the environment safe and predictable
  - Organize toys
  - Child-proof your home, car and be certain that a preschool/daycare is safe and predictable
- Help her to be aware of time sequence
  - Use pictures
  - Use concrete reminders
  - Give warnings of what will happen next

**What can you do?**

- Cut down on words – show the child what you mean through actions or pictures
- Say what you mean
- Simplify
- Be direct
- Give one direction at a time

**What can you do?**

- Reward
- Hold her, rock him, touch them
- Wait to see how they respond
- Watch to see their reactions

**What can you do?**

- Listen to what they **really** mean
- **Love them as they are**