



MORNINGS

Description: Morning routines start with the awaking of the family members and getting ready to start the day. This can include getting out of bed, and going to the breakfast table, etc.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

I see {Child's Name} is ready to get up and go to school today!

Great job {Child's Name} you got out of bed!

{Child's Name}, you are awake and ready to start your day!

{Child's Name}, you came to the breakfast table all by yourself!

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, would you like me to turn on your light or keep it off while you get out of bed this morning?

{Child's Name}, do you want me to rub your legs or your back this morning?

Great {Child's Name}, there are so many things to do today, we can have breakfast or get dressed first, which one?

PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

Oh boy {Child's Name}, you still look tired, I feel tired too.

{Child's Name}, you look refreshed and ready to go today.

{Child's Name}, you look very peaceful as you wake up.

Good morning {Child's Name}, you look excited to get up.





DRESSING

Description: Dressing can occur at several times throughout the day and includes dressing and taking clothes off. In addition to dressing in the morning and evenings, putting on shoes, coats and other garments are all part of dressing.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Nice job *{Child's Name}*, you got your shirt on all by yourself!

{Child's Name}, that's a great shirt you picked out.

{Child's Name}, you did it! You got your shoes on the right feet.

Cool *{Child's Name}*, you're wearing your Spiderman pajamas!

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, would you like to wear your Sponge Bob or your Spiderman pajamas?

OK *{Child's Name}*, do you want to put on your shirt first or your pants?

{Child's Name}, which shirt do you want to wear today, red or blue?

PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

{Child's Name}, I know you're mad that you have to wear a jacket today, but it is raining out and, we don't want your clothes to get wet.

{Child's Name} look frustrated that your zipper is stuck.

{Child's Name} are so excited to be wearing your new sneakers.





MEALS

Description: Meal times include the transition between the previous activity and the planned meal when the family sits down and eats breakfast, lunch or dinner together and can include snack times for younger children.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Brilliant *{Child's Name}*, you washed your hands for breakfast!

{Child's Name}, you are eating all your dinner!

{Child's Name}, you are sitting in your chair eating your breakfast!

This is the way *{Child's Name}* washes his hands for snack.

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, should we eat the orange fruit snack or the green fruit snack first?

It is time for breakfast *{Child's Name}*, would you like to have cereal or waffles?

{Child's Name}, do you want to have yellow corn or the brown potatoes with your dinner?

{Child's Name}, would you like to sit next to your dad or your sister?

PROMOTING EMOTIONAL VOCABULARY:

- Covers a range of emotions, both positive and negative.
- Describes what the child is feeling in the moment.
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- Validates how the child is feeling, not how the child "should" feel.

I am so proud of you *{Child's Name}*, for eating all your dinner.

You have Jello all over your face *{Child's Name}*, how silly!

I know your favorite show is not over yet *{Child's Name}*, so it must be disappointing to have to turn it off to eat.





BATH TIME

Description: Bath time can include transitioning to the bathroom, dressing and undressing, brushing teeth, washing body parts, playing in the tub, getting out of the tub and drying off.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Wow, {Child's Name}, you came into the bathroom all by yourself!

Awesome {Child's Name} that's your tummy! You're helping to wash your tummy!

OK {Child's Name} you are all done washing, now it's time to play!

Thank you {Child's Name} for letting me help you get out of the tub.

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, do you want to wash your hair first or your body?

{Child's Name}, do you want to bring your boats or your Sponge Bob toys to the tub?

{Child's Name}, what color towel do you want to dry off with, the red one or the blue one?

PROMOTING EMOTIONAL VOCABULARY:

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- Adults can model by describing their own feelings.
- Validates how the child is feeling, not how the child "should" feel.

Oh my {Child's Name}, you poured water on your head! You are so silly.

{Child's Name}, I know you are disappointed we couldn't find your (favorite bath toy), I'm disappointed too.

{Child's Name}, you put all your toys away, that was very thoughtful of you.

{Child's Name}, you had a nice warm bath, you must feel so relaxed and ready for bed.





BEDTIME

Description: This encompasses the routine of getting ready for and going to bed. This includes preparation such as getting on pajamas, and brushing teeth. It also includes calming down and getting to a state where one can fall asleep.

POSITIVE COMMENTS:

- Delivered at eye level, using children's names and delivered directly to individual children.
- Delivered with enthusiasm.
- Delivered with a SMILE!

Wow *{Child's Name}*! You put your pajamas on so quickly!

Hey *{Child's Name}*, you put the toothpaste on all by yourself—way to go!

Very cool *{Child's Name}*, you are sitting down to look at a book right before bedtime!

Amazing *{Child's Name}*! You are sitting so calmly watching TV!

Awesome *{Child's Name}*, you got right into your bed!

CHOICES:

- Keep choices simple.
- Keep choices reasonable.
- Be sure the choices are available now.
- Choices are between options that are positive for the child.

{Child's Name}, do you want to brush your teeth before your favorite show starts or after it is over?

Look *{Child's Name}*, I have these two books, which one would you like to look at before bedtime?

Hey *{Child's Name}*, would you like to play your favorite matching game or read about trucks when we get to your bed?

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{Child's Name}, you look very tired. You must be ready to get into your bed?

{Child's Name} when you snuggle under your covers you look so comfortable!

Guess what *{Child's Name}*. I am enjoying playing this matching game with you. You look like you are enjoying this too!

Wow *{Child's Name}*, you look very curious to see what happens next in this bedtime story.

