



Family Learning
COMMUNITY
Network

Social Emotional TOOLKIT



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National Center for
Families Learning

Social Emotional TOOLKIT

Calm Down Strategies

Target Age: This lesson is for parents of children 2-8 years old.

Objective: To give parents strategies to empower their children with calm down strategies

Materials:

- Color copies of the book, *Tucker Turtle Takes Time to Think* (found on <http://csefel.vanderbilt.edu>, under resources for teachers/caregivers). Spanish version is available
- Chart paper
- Markers
- Scenarios under “Application” (number 4) written on chart paper

Community Builder: See Community Builder Toolkit

Topic Review: Review previous *Parent Time* session. What did you learn? What was helpful? Do you need more information about this topic?

Debrief *PACT Time*®. What did you do? What did you learn? What did your children say/do as part of the experience?

Activate Funds of Knowledge:

Ask parents: *When you get angry, what do you do? How does your body physically feel?*

- Write down parents' answers on chart paper.

Ask parents: *What do your children do when they get angry?*

- Write down parents' answers on a separate piece of chart paper.

Central Ideas and Practice:

1. Tell parents you will be discussing how to teach calm down techniques to their child.
2. When a child feels angry he usually has an emotional and physical reaction.
3. Most children physically feel tightness in their bodies when they are angry. They also might feel like they have knots in their stomach. Children may also feel flushed and feel heat rushing through their bodies. They also cry and feel like hitting someone or something.

4. Emotionally, children may feel like they are not in control of their emotions. This may cause them to feel fear and sadness.
5. Giving children tools to calm their bodies and emotions allows children to feel empowered and in control.
6. Tell parents it is important they discuss with their children that being angry is not a bad thing. Everyone gets angry. What is important is teaching children what to do when they are angry.

Application:

1. Pass out the book *Tucker Turtle Takes Time to Think*, one to each family represented.
2. Read the book. When you get to the point in the book where Tucker takes the steps to calm-down (pp. 6-8), demonstrate “going into your shell” as hugging yourself and taking deep breathes.
3. Have parents practice the calm-down steps.
4. Role play with parents. Have parents choose one of the following scenarios (refer to chart paper where list is written).
 - My brother or sister hit me.
 - My Mom or Dad won’t buy me the toy I want at Wal-Mart.
 - My friend snatched the toy I was playing with from me.
 - It’s time to transition to the next activity at school and I don’t want to transition.
5. You as the facilitator role play as the child. Make sure you go through each step.
6. Pair parents up and have them choose a scenario. Have each parent take turns going through the steps.
7. Bring parents back together. Emphasize that the calm down steps need to be taught when a child is calm, and they need to be taught repeatedly. Saying “Do Tucker Turtle.” is a great way to cue children to implement the steps when they are angry. Encourage parents to practice scenarios with their children and the calm down steps.

Emphasize to parents that these calm-down techniques are not the only way to empower children to be able to calm themselves down. Encourage parents to explore and create other calm down techniques to teach their children.

Connection to PACT Time®: Parents will use the book *Tucker Turtle Takes Time to Think* to teach their child calm down steps.

Vocabulary: angry, transition, emotion

Closure:

Ask parents:

- What they think about the calm down steps.
- How will they implement them in their home?
- Are there any concerns with using the calm down steps? If so, what are they and what are some solutions to the concerns?

Next Parent Time Session:

- Be prepared to discuss at least one time you helped your child use the calm down steps.
- Be prepared to discuss a time (if there is one) when using the calm down steps wasn't successful and possible solutions to turn that unsuccessful time to a successful one.

Resource: <http://csefel.vanderbilt.edu/>

This website has valuable tools to help with the social-emotional needs of children. There are several resources for parents about teaching children how to manage their anger and other emotions:

1. Go to the website.
2. Under "Resources by Group," click on "For Families."
3. Under "Resources by Group," click on "For Teachers and Caregivers."
4. Scroll down to the section named "Book Nook."
5. There are several books (*Sometimes I'm Bombaloo*, *When I Am*, *Mouse Was Mad*) listed with activities for families about dealing with emotions.

PACT TIME® LESSON PLAN: PROBLEM-SOLVING STEPS

Objective: Parents and children engage in using the calm down steps to empower children to positively manage their emotions.

Materials: Color copies of *Tucker Turtle Takes Time to Think* (Each family should already have one from Parent Time).

Activity:

1. Gather parents and children together. Tell the group they will be learning calm down steps to manage their emotions.
2. Define what the word emotion means
3. Ask children, “What do you do when you are angry? How does your body feel?”
4. Ask children, “What are some ways you help yourself feel better when you are angry?”
5. Tell children their parents will be sharing a book with them about a turtle who gets angry and learns calm down steps.
6. Have families spread out in the space and read *Tucker Turtle Takes Time to Think*. Remind families to model each of the calm down steps and have their child practice with them.

Closure: Have families come back together. Ask for a few children to come up front to model using the calm down steps. Choose one of the following scenarios:

- My brother or sister hit me.
- My Mom or Dad won't buy me the toy I want at Wal-Mart.
- My friend snatched the toy I was playing with from me.
- It's time to transition to the next activity at school and I don't want to transition.

Children tend to skip the first step of naming their emotion. You may have to remind them as they role play.

Thank children and have them sit down. Ask the following questions:

- Children—*Why do you think it's important to use calm down steps?*
- Parents—*Can you tell the children why you think it's important to use calm down steps?*

Encourage everyone to practice the calm down strategies repeatedly when they return home.

Problem Solving for Young Children

Target Age: This lesson is for parents of children 2-8 years old.

Objective: To give parents strategies to empower their children to solve problems

Materials:

- Color copies of the problem solver pictures. They should be laminated.
 - Go to <http://csefel.vanderbilt.edu/>. Go under Resources by Group and click on Resources for Teachers/Caregivers. Under the Teaching Social Emotional Skills section, download and print off the Problem Solving Steps Poster PDF (available in both English and Spanish)
- Copies of the book *What Should Danny Do?* By Ganit and Adir Levy
- Chart paper
- Markers
- Examples of problems written on chart paper (See number 1 under Application)

Community Builder: See Community Builder Toolkit

Topic Review: Review previous **Parent Time** session. What did you learn? What was helpful? Do you need more information about this topic?

Debrief **PACT Time**®. What did you do? What did you learn? What did your children say/do as part of the experience?

Activate Funds of Knowledge:

Ask parents: *When you are faced with a problem, how do you solve it?*

- Write down parents' answers on chart paper.

Ask parents: *Think back to when you were a child. How did you solve problems?*

- Write down parents' answers on a separate piece of chart paper.

Central Ideas and Practice:

1. Tell parents you will be discussing problem-solving steps to empower their child to solve problems independently.
2. Tell parents empowering children to solve problems in a positive way helps build children's self-efficacy and executive function (Make sure to define these terms).
3. Pass out copies of the problem-solver poster to the parents.
4. Give parents a few moments to look and read the poster.
5. Discuss each step with the parents. Ask parents if they have any questions after each step.
6. Tell parents it is important to have the problem-solving poster in the home placed at their child's eye-level, so the child can refer to it independently.

Application:

1. Do some role playing. First, state a problem (refer to the examples already written on chart paper).
 - I want to play with a toy my brother/sister or friend at school is playing with and he won't share.
 - I want to play a game and my brother/sister or friend at school wants to play a different game.
 - My sister/brother or friend at school said some mean words to me.
2. Go through each step of the problem-solving poster. Ask the parents to answer each step.
3. Pair parents. Tell parents one will be the adult and one will be the child. Have parents choose one of the examples to role play or they can make up their own. Have parents switch roles when they are finished.
4. Bring parents back together. Ask parents how it felt to be the adult during role playing. How did it feel to be the child?
5. Pass out copies of *What Should Danny Do?* Have parents read through the book and tell them they will be using the book during PACT Time to help teach their child problem-solving steps.

Emphasize to parents that using the problem-solving poster is not the only way to teach problem-solving skills. Encourage parents to explore and create other ways to teach and empower their children with positive problem-solving skills.

Connection to PACT Time®: Parents will use the book *What Should Danny Do?* and the problem-solving poster to teach their child the steps of problem-solving.

Vocabulary: self-efficacy, executive function, problem

Closure: Ask parents:

- What they think about the problem-solving poster.
- How will they implement it in their home?
- Are there any concerns with using the problem-solving steps? If so, what are they and what are some solutions to the concerns?

Next Parent Time Session:

- Be prepared to discuss at least one time you helped your child use the problem-solving steps poster.
- Be prepared to discuss a time (if there is one) when using the problem-solving steps poster wasn't successful and possible solutions to turn that unsuccessful time to a successful one.

Resource: <http://csefel.vanderbilt.edu/>

This website has valuable tools to help with the social-emotional needs of children. To access the problem-solving poster, follow these steps:

1. Go to the website.
2. Under “Resources by Group,” click on “For Teachers/Caregivers.”
3. Under the “Teaching Social Emotional Skills” section, click on either the PowerPoint (PPT) or the PDF version of the “Problem-Solving Steps.”

PACT TIME LESSON PLAN-PROBLEM-SOLVING STEPS

Objective: Parents and children engage in using the problem-solving steps to empower children to make positive problem-solving choices.

Materials:

- Color copies of problem-solving steps poster
- Copies of the book *What Should Danny Do?*

Activity:

1. Gather parents and children together. Tell the group they will be learning about how to solve problems in a positive way.
2. Define what the word problem means.
3. Pass out the color copies (one per family).
4. Have the parents talk with their children about the problem-solving steps.
5. Ask for a child volunteer to help do some role-playing.
6. Use one of the examples used during the Parent Time lesson or create one of your own.
7. Assist the child volunteer as he or she goes through the steps of the problem-solving steps. Ask the other children present for solutions to each step as well.
8. Have families spread out in the room. Pass out a copy of *What Should Danny Do?* to each family.
9. Instruct the family to read scenarios in the book and use the problem-solving steps poster to solve the problem.

Closure: Have families come back together. Ask children the following:

- How would you use the problem-solving steps at home? At school?
- Why is it important to use the problem-solving steps?

Creating Social Stories

Target Age: This lesson is for parents of children 2-8 years old.

Objective: To give parents tools to support the social and emotional well-being needs of their children by creating social stories.

Materials:

- Laptop or desktop computers
- PowerPoint version of the “*I Can Be a Super Friend*” social story found on <http://csefel.vanderbilt.edu/> under Resources by Type, then Resources for Teachers/Caregivers
- Chart Paper
- Markers
- Parents will need several pictures of their child’s face, saved on a computer. (You may have to assist parents on how to send or download the pictures from their cell phone. It may be helpful to make sure each parent has access to his pictures before teaching this lesson, so time can be spent making the social story and not downloading pictures.)
- ½ inch three-ring binders, one per family
- Several page protectors for each family
- An “*I Can Be a Super Friend*” printed copy with the facilitator’s face and name used throughout the book and in a ½ inch three-ring binder

Community Builder: See Community Builder Toolkit

Topic Review: Review previous **Parent Time** session. What did you learn? What was helpful? Do you need more information about this topic?

Debrief **PACT Time**®. What did you do? What did you learn? What did your children say/do as part of the experience?

Activate Funds of Knowledge:

Ask parents: *How do you teach or explain social skills or emotional competencies to your children?*

- Write down parents’ answers on chart paper.

Ask parents: *How do you think your child responds to the way you teach or explain social skills or emotional competencies?*

- Write down parents’ answers on a separate piece of chart paper.

Central Ideas and Practice:

1. Tell parents they will be learning the purpose of social stories and how to create them.
2. Define the terms *social skills* (making friends, having good manners, understanding personal space, etc.) and *emotional competencies* (how to name your feelings, how to calm yourself down, etc.).
3. Teaching social skills and emotional competencies can be challenging. Though teaching opportunities can present themselves naturally, it is important to explicitly teach social skills and emotional competencies.
4. Using a tool like social stories can help parents explicitly teach social skills and emotional competencies.
5. Social stories are stories that teach children positive social skills and emotional competencies in a way that is easy to understand.
6. There are three type of sentences used in social stories.
 - *Descriptive sentences*: Objectively define anticipated events where a situation occurs, who is involved, what they are doing and why ,e.g., When people are inside, they walk.
 - *Perspective sentences*: Describe the internal status of the person or persons involved, their thoughts, feelings, or moods ,e.g., Running inside could hurt me or other people.
 - *Directive sentences*: Are individualized statements of desired responses stated in a positive manner. They may begin “I can try...” or “I will work on...” Try to avoid sentences starting with “Do not” or definitive statements. (e.g., I will try to walk in inside.) These definitions are from *Scripted Stories For Social Situations-Tip Sheet*, found on <http://csefel.vanderbilt.edu/>.
7. Using social stories can be very helpful because children see concrete examples of using positive social skills and showing positive emotional competencies. When parents or caregivers use real pictures of a child, the child gets excited and tends to take more ownership of the lessons being taught in the social story.

Application:

1. Have parents be ready to use the desktop or laptop computers.
2. Have the parents open the PowerPoint version of “*I Can Be a Super Friend*” found on <http://csefel.vanderbilt.edu/> under Resources for Teachers/Caregivers.
3. Have parents read the story.
4. Show parents they can change the words of the story to make it more personal. The first page says, “I like talking and playing with my friends.” Parents can insert their child’s name in the sentence. For example, “John likes talking and playing with his friends.”
5. Have parents go through the story and where it is appropriate, they can insert their child’s name. They can also insert names of their child’s friends where it says, “my friends...” in the story.

6. Have parents bring up the pictures of their child's face on the computer. Show the parents how to copy and paste picture and insert it on top of the face where it shows the boy that is a Superfriend with a cape (pages one and six for example).
7. Walk around and assist those that need help. If a parent says she is finished, ask if she would mind if you proofread her story before printing. After printing, hand parents a three-ring binder and some page protectors.
8. Have parents put their printed story in order in the three-ring binder.
9. Bring parents back together when you see everyone finished with their book.
10. Pair up the parents and have them read each other's book.

Emphasize to parents that creating and using social stories is not the only way to introduce or explicitly teach social skills and emotional competencies. Encourage parents to be open to exploring other tools to teach social skills and emotional competencies to empower their children.

Connection to PACT Time®: Parents will use the book *I Can Be a Superfriend* to teach social skills.

Vocabulary: social skills, emotional competencies, social story

Closure: Ask parents:

- What was your favorite part of creating a social story?
- How do you think your child will react to the story?

Tell parents they can use and personalize the social stories already created on <http://csefel.vanderbilt.edu/> or they can create their own. Encourage them to keep in mind the three type of sentences used in social stories.

Next Parent Time Session:

- Be prepared to discuss how you used the social story you created at home and how did your child react.
- Be prepared to discuss social skills and emotional competencies that could be taught using a social story.

Resource: <http://csefel.vanderbilt.edu/>

This website has valuable tools to help with the social-emotional needs of children. There are several resources for parents about teaching children social skills and emotional competencies through social stories :

1. Go to the website
2. Under “Resources by Group,” click on “For Teachers and Caregivers.”
3. Look under Scripted Stories for Social Situations.

Other Books about Friends: *Big Al*, *Rainbow Fish*, *The Things I Love About My Friends*

PACT TIME LESSON PLAN: SOCIAL STORIES

Objective: Parents will use a social story to teach the child a social skill or emotional competency.

Materials: The book each parent created during Parent Time.

Activity:

1. Gather parents and children together. Tell the group they will be learning social skills and emotional competencies through a social story.
2. Define the words social skills, emotional competencies, and social story.
3. Ask children, “What are some ways you have been taught to be a good friend?”
4. Tell children their parents will be sharing a special social story created just for them.
5. Have families spread out in the space and read the social story they created to their child. Have parents emphasize page 5 about what Superfriends do.

Closure: Have families come back together. Ask the children:

- *What did you like most about the social story your family shared with you?*
- *What are some ways you can be a Superfriend at home and at school?*

Visuals to Encourage Positive Communication

Target Age: This lesson is for parents of children 2-8 years old.

Objective: To give parents tools to use for positive communication with their child.

Materials:

- Color, laminated copies of visuals attached to this toolkit lesson (three sets per family)
- Chart Paper
- Markers

Community Builder: See Community Builder Toolkit

Topic Review: Review previous **Parent Time** session. What did you learn? What was helpful? Do you need more information about this topic?

Debrief **PACT Time**[®]. What did you do? What did you learn? What did your children say/do as part of the experience?

Activate Funds of Knowledge: Ask parents: *Describe a time when it was difficult for your child to positively communicate with you.*

- Write down parents' answers on chart paper.

Central Ideas and Practice:

1. Tell parents you will be discussing how to use visuals to positively communicate with their child.
2. Sometimes children may find it hard to communicate their needs, wants, or feelings.
3. Young children and children with special needs may find it very difficult to communicate.
4. Using visuals helps children communicate their wants/needs/feelings and they help parents communicate with their child.
5. The first step in using visuals is to explicitly teach each visual. For example, the visual for quiet mouth shows a person with his finger over his mouth. The parent should state what the words say on the visual and model the visual.
6. Tell parents it is best to introduce and use a few visuals at a time. Introducing too many visuals at once can overwhelm a child.
7. Both children and parents should have access to the visuals, so it is best to have several copies of visuals available for access.

Application:

1. Pass out a set of visuals to each parent.
2. Take each visual and model how you would teach the visual.
3. Make sure to ask if there are questions after each visual is taught.
4. Pair parents and have them role play teaching the visuals. One person will be the parent and one person will be the child. Ask them to switch roles.
7. Bring parents back together. Emphasis to parents about teaching only a few visuals at a time. Once they see their child using the taught visuals correctly and frequently, tell parents they can introduce new visuals.

Emphasize to parents that using visuals to promote positive communication is just one way to encourage positive communication. Encourage parents to create visuals they may need in addition to the ones provided.

Connection to PACT Time®: Parents will use visuals to teach children positive communication skills.

Vocabulary: visuals, communication

Closure: Ask parents:

- *What are the benefits of using visuals with their child?*
- *How will they know they are successful in using visuals with their child?*

Next Parent Time Session:

- Be prepared to discuss how using visuals helped positive communication with your child.
- Be prepared to discuss a time (if there is one) when using the visuals wasn't successful and possible solutions to turn that unsuccessful time to a successful one.

PACT TIME LESSON PLAN: USING VISUALS TO ENCOURAGE POSITIVE COMMUNICATION

Objective: Parents and children engage in using visuals to encourage positive communication.

Materials: Color, laminated copies of visuals. Parents should have copies from Parent Time.

Activity:

1. Gather parents and children together. Tell the group they will be learning how to use visuals to positively communicate with each other.
2. Define what the words *visual* and *communication* mean.
3. Ask children, “How does it feel when you try and communicate something you need to your parents and they don’t understand you?”
4. Ask parents, “How does it feel when your child is trying to communicate something he needs and you don’t know what he is saying?”
5. Tell children their parents are going to show you some pictures you can use when you are talking.
6. Have families spread out in the space. Encourage families to teach three visuals of their choosing to their child by telling and showing what the visual means. Have parents think of scenarios to tell their child and have the child choose the best visual to use in that situation.

Closure:

1. Have families come back together.
2. Ask the following questions:
 - Children, what do you think about the visuals? How will they help when you are talking with your parent?
 - Parents, what did you like most about teaching some of the visuals with your child?
3. Encourage everyone to practice using the visuals at home.

Visual Schedules at Home

Target Age: This lesson is for parents of children ages 2-8 years old.

Objective: To give parents tools to create routines and consistency during morning and night routines, which will reduce tantrums, breakdowns, etc.

Materials:

- Copies of home visual schedule, laminated (two per family)
- One set of visuals for both morning and night routine, laminated
- Chart Paper markers
- Scissors
- The tool you use to keep up with your schedule (phone, daily planner, etc.)
- Velcro dots
- Animals and Superheroes visuals laminated (Families choose 2 copies of Batman or Animals)
- Sandwich-size Ziploc baggies (two baggies per family)
- One Home Tracking Sheet

Community Builder: See Community Builder Toolkit

Topic Review: Review previous **Parent Time** session. What did you learn? What was helpful? Do you need more information about this topic?

Debrief **PACT Time**[®]. What did you do? What did you learn? What did your children say/do as part of the experience?

Activating Funds of Knowledge:

Ask parents: *Talk about your morning and night routines as a child.* If parents respond, ‘I didn’t have one as a child,’ ask *What was it like to not have a routine?*

- Write down responses of parents on chart paper.

Ask parents: *What are some challenges you have at home regarding getting your children ready in the morning or preparing children for bedtime?*

- Write down responses of parents on either chart paper or a dry erase board.

Central Ideas and Practice:

1. Tell parents that we will be discussing visual schedules and how they can be a tool for helping children show positive social and emotional behavior during morning and night routines.
2. Show what you use to keep up with your schedule (planner, phone, etc.). Tell parents we all use some type of schedule to help us know what is coming next. Schedules give us assurance. They lessen the anxiety of not knowing what is happening in the future.
3. Explain to parents children thrive on routines. Having a visual schedule helps establish a routine. It also lets children know what is expected of them. Because young children have not grasped the concept of time, using a schedule that has visuals helps children see what comes next.

Application:

1. Show a copy of a home visual schedule to parents. Also, show the visuals that go with the morning routine (have the visuals already cut out).
2. Use self-talk (talking about an action you are performing) to put in order the visuals of a morning routine. You could use the routine you use with your own children or just make one up.
3. After putting the visuals in order, put Velcro pieces in each box on the print-out morning visual schedule and on the back of each morning routine visual. Put the morning visuals in the order created on the laminated home visual schedule. There should be a blank box under each morning visual.
4. Point out the bottom of the print-out where it asks, "If I get _____ Superheroes/ Animals, I get to _____." This is for the parent and child to decide how many Superheroes or Animals should be earned each day and for how many days of a five-day school week when a child follows the morning and night routines without having to be reminded or has minimal reminders. Each time the child performs a task well, she will earn a Superhero or Animal picture under the task she completed well. Tell parents they should start off with a low number (example: Earn four Superheroes per day for two of the five days). You want to get quick buy-in from the child. Increase the number per day and the number of days as the child consistently makes the goal. The reward should be an activity done with a parent. That could be taking a walk together, having a parent/child dance party, etc. Recommend to parents that they stay away from buying things. Use this opportunity to build a positive relationship with their child.
5. The whole purpose of the morning visual schedule is for children to have a visual of what task to perform next and to be able to use the visual schedule on their own. Every time the child performs a task with no or just a few reminders, he or she should earn a Superhero or Animal.

6. Repeat the same process for the night routine home visual schedule.
7. Give parents all the materials used to create a morning and night routine visual schedule (two home visual schedules, morning and night visuals, scissors, glue stick, Velcro dots, and sandwich Ziploc bag for the morning and night visuals, two copies of the Superheroes or Animals pictures). Have them create a morning and night routine visual schedule. Offer assistance when needed.
8. Tell parents to detach the morning and night routine visuals from the home visual schedule because they will be creating a schedule with their child during PACT Time®.
9. Tell parents they will review how the visuals schedules are working during the next Parent Time. Hand out the Home Tracking Chart and encourage them to write down the number of badges earned in the morning and night every night. Have them take a picture of each morning and night's results. Have them bring the Home Tracking Chart with them to the next Parent Time.

Emphasize to parents that creating visual schedules are not the only way to create routines and consistency for children. Encourage parents to explore and create other techniques to teach their children.

Connection to PACT Time®: Parents will create a morning and night visual schedule with their child.

Vocabulary: routine, schedule, reward, visual

Parents will use these words when explaining the use of the morning and night visual schedule to their child. Make sure parents know the definition of these words.

Closure: Ask Parents:

- *How do you think the visuals will work in your homes?*
- *What could be some challenges in using the visuals and potential solutions to the challenges?*
- *Why are routines and visual schedules important to young children?*

It is important to stress to parents this is just one way to use visual schedules. It is perfectly fine for parents to make adaptations to the process.

Next Parent Time Session:

1. Have parents look at their Home Tracking Chart.
2. Ask parents what were some successes and some challenges with the implementation of the morning and night visual schedules.
3. If parents are having challenges, ask them to look at each picture of morning or night visual schedules. Are there any patterns like a child consistently NOT earning a badge for a task? Brainstorm with the parent why they think that's happening. Discuss with the group some solutions to the challenge.

PACT TIME® LESSON PLAN: VISUAL SCHEDULES AT HOME

Objective: Parents and children discuss what are routines and create a morning and night routine together.

Materials:

- Parents should have the two copies of the laminated home schedule visuals with Velcro already attached.
- Morning and night visuals already cut out
- Superheroes or Animals badges cut out.
- One copy of *The Going to Bed Book* by Sandra Boynton per family

Activity:

1. Parent will ask child what his morning and night routine is. (Make sure parents explain the word *routine*.)
2. Parent will tell child about her morning and night routines when she was a child.
3. Parent will then read the book *The Going to Bed Book* and discuss what are some of the things in the night routine of the animals.
4. Parent will show the EMPTY home visual schedule and the night visuals.
5. Parent and child will create a night routine with the visuals and place them on the home schedule in the order decided.
6. Show Superheroes or Animals Badges
7. Parent will then explain the bottom part of the home schedule to the child and both parent and child will decide the goal of the amount of badges each child needs to earn per day to earn an activity with the parent.
8. Repeat step 5 for the morning routine.
9. Have families come together and ask these questions:
 - Children, *What does the word routine mean?*
 - Children, *What was your favorite part of creating your morning and night routine schedules?*
 - Parents, *How did it feel to create the visual schedules with your child?*
 - Parents and children, *What is the first earned-reward activity you will do together?*