

# Home Expectations

## Goals of Setting Expectations

- > To make sure everyone understands what your child should be doing
- > To build supportive structure in the home
- > To maximize his or her engagement in meaningful activities
- > To facilitate the highest level of independence possible

### IMPORTANT

The goal is for the child to work toward being independent with skills. If assistance is needed, prompt at the level necessary for your child to successfully complete the task but don't prompt more than necessary. Prompts should be faded as soon as possible while ensuring your child is still successful.

**VISUAL** – Provide a picture cue to help the child complete the task, such as showing a picture of shoes, when you want your child to get his shoes on.

**GESTURAL/POSITIONAL** – Point to the item you are talking about or move the item closer.

**VERBAL** – Repeat directions with an expectant look; repeat verbal directions only one time before moving to another prompt level. You might also give a verbal prompt while using another prompt.

**PHYSICAL/INITIATION** – Touch shoulder to orient your child towards the item, touch elbow to prompt child to move his or her arm forward, lift wrist to guide hand toward item or put your hand over your child's hand and complete the task together. Provide "hand-over-hand" prompting only when necessary for success.

### IMPORTANT

Remember to provide positive acknowledgement and reinforcers when the child completes the task (e.g., descriptive praise, hugs, high fives, preferred toys) when your child tries a task independently or is successful with prompts.

# Home Expectations



## MEALS

- > Sit at table with other family members
- > Sit in chair (body facing table, on the seat)
- > Leave dishes and food on the table
- > Wipe mouth and hands with napkin
- > Eat with fork/spoon when needed
- > Drink from regular cup (by age 5)
- > Request desired foods/drinks with speech/pictures/signs
- > Remain at the table until excused



## CAR RIDES

- > Walk to/from car
- > Remain in seat
- > Keep seatbelt buckled
- > Occupy time appropriately without distracting the driver



## BATHROOM

- > Go into the bathroom on request (or ask to go)
- > Completing toileting routine
- > Wash hands
- > Turn off the light



## COMMUNITY OUTINGS

- > Use inside voice
- > Keep hands to self or on a parent selected transition object from home
- > Stay with adult
- > Follow directions
- > Wait in line patiently



## OUTSIDE PLAY

- > Put on outer garments (e.g., shoes, coat)
- > Get involved with activity (e.g., toys, sandbox)
- > Take turns and share toys/equipment
- > Remain in yard/on playground
- > Respond to social-play initiations from parent/sibling/friend
- > Come back inside when requested by adult
- > Take off and put away outer garment



## INSIDE PLAY

- > Play appropriately with toys
- > Assert self appropriately if sibling/friend tries to take something
- > Take turns and share toys
- > Follow basic rules of games
- > Respond to social-play initiations from parent/sibling/friend
- > Clean up when requested by adult



## BEDTIME

- > Take off clothes and put them in the laundry hamper
- > Change into pajamas
- > Use bathroom (see bathroom expectations)
- > Brush teeth (with prompts as needed)
- > Turn off bathroom light
- > Get into bed when requested