

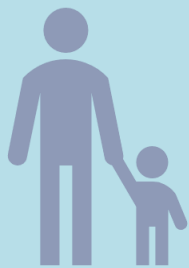
# Working From Home with Young Children

## Routines



- \* **Establish and maintain a schedule** that mimics your child's previous schedule-use visuals so children can follow along with the schedule throughout the day.
- \* Try to schedule your **more intense work times during your child's downtime**.
- \* **Prep snacks/drinks** prior to your work intensive moments so they can be offered easily to your child.
- \* Begin to **consider how children will transition back** to previous routines.
- \* **Take frequent work breaks** so you are consistently engaging with your child in predictable intervals.

## Connection



- \* **Plan an afternoon/end of work day activity** that children will enjoy/can look forward to (game, walk, cooking together, art activity, etc.).
- \* **Use social stories** to help children understand what is happening.
- \* If your child has an early education program, utilize the opportunities they provide to **connect to their peers or teachers**.
- \* Provide opportunities to **virtually connect with other family members/friends**.
- \* **Provide opportunities for children to "work" with you** (play laptop, calculator, paper, pencil, etc.)

## Activities



- \* Offer **activity choices** during times when you are working.
- \* Keep preferred **activities near your work space**.
- \* Incorporate **time for children to be active** at various points throughout the day (dance party, obstacle course, outside play).
- \* Offer **"new" play experiences** during your work intense times (pull out bin of rice, play dough, magazine to rip).

## Expectations



- \* **Teach expectations** for new routines.
- \* **Set a visual timer** (like a sand timer) so children know when you are going to engage in an activity with them. This will help solidify young children's understanding of time expectations.
- \* Explicitly **teach children the steps to getting your attention** during virtual meetings (tap on arm, wave, stand near desk, etc.).
- \* **Be Kind to yourself and your child**