



STARTER KIT 01

Morning Launch

晨间出门流程

For the mornings that start with "hurry up" and end with everyone in tears.

SET-UP

20 minutes, once

YOU'LL NEED

Printed chart, a visible timer, a basket by the door

BEST FOR

Ages 5 to 12 (adapt for teens)

What's really going on

Mornings pack the hardest things into the smallest window: switching tasks, following many steps, handling clothes and food textures, all against a clock. For many children with ADHD, autism or sensory sensitivities, that is a lot. It is rarely defiance. It is a brain that needs the sequence made visible and the pressure made smaller.

Your five-step plan

1

Move the work to the night before

Bag, uniform, water bottle, card and signed notices go by the door before bed. Fewer decisions at 6.30 am means fewer fights.

2

Make the routine visible

Put the chart (next page) at your child's eye level, in the order things really happen. Let them help build it. Ownership works better than nagging.

3

Work backwards from the door

Count back from the bus or pick-up time and add a buffer you keep secret. Use a timer your child can see, so the clock is the bad guy, not you.

4

Keep it to the must-dos

Five to seven steps at most. A perfect hairstyle and a hot breakfast are negotiable. Leaving the house calm is not.

5

Let the chart do the nagging

Swap "Have you brushed your teeth?" for "What's next on your chart?" You stop being the reminder, and your child learns to check for themselves.

Start here this week

Do only the night-before bag and uniform set-up for five nights in a row. Change nothing else. It is the smallest step with the biggest payoff.



Morning Launch Chart

Fill this in together with your child, at the table, when nobody is rushing. Print one a week and tick a circle each day a step gets done.

WAKE UP AT _____

LEAVE HOME AT _____

BUS / PICK-UP AT _____

Step	Mon	Tue	Wed	Thu	Fri
Wake up and toilet	☐	☐	☐	☐	☐
Get dressed (uniform, socks)	☐	☐	☐	☐	☐
Breakfast	☐	☐	☐	☐	☐
Brush teeth and wash face	☐	☐	☐	☐	☐
Bag check: bottle, card, notices	☐	☐	☐	☐	☐
Shoes on	☐	☐	☐	☐	☐
Out the door on time	☐	☐	☐	☐	☐
My own step: _____	☐	☐	☐	☐	☐
My own step: _____	☐	☐	☐	☐	☐

Night-before checklist (done by _____ pm)

- ☐ Uniform and socks laid out
- ☐ School bag packed
- ☐ Water bottle filled and in the bag
- ☐ Card, money and signed notices in the bag
- ☐ Shoes by the door
- ☐ Checked tomorrow: PE, CCA, library?

Friday celebration

This week we did it. Our celebration is:

Three rules for the chart

- Tick effort and routine, never speed.
- A missed tick is information, not failure.
- Look at the chart together every Sunday and change one thing.



Adapt it for your child

Every child is different. Read the cards that sound like yours, pick one or two ideas to try, and leave the rest.

How your child is wired

ADHD, daydreamy type

Gets lost halfway through a step. Put a small picture card where each step happens: one on the bathroom mirror, one on the shoe rack. Use a three-minute song as the timer, one song for teeth and face. Give one instruction at a time and check it is finished before the next.

ADHD, always-moving type

Let the body move between steps: race the timer to fetch socks, hop to the door. Allow a standing breakfast. Keep screens off until after the door closes, because switching them off is the hardest transition of the morning.

Autism

Use photos of your own child doing each step, in the same order every day. Say tomorrow's plan the night before, especially if someone different is doing the school run. A "first, then" card helps at the hardest step. Keep breakfast and routes predictable.

Sensory-sensitive

Wash new uniforms several times before term starts. Choose tagless tops, seamless socks and velcro shoes, and try unflavoured toothpaste. Brush hair after a shower with detangler. A child who needs more input can carry the laundry basket or do wall push-ups before leaving.

Anxious about school

Morning stomach aches and slow starts can be worry in disguise. Spend one minute at breakfast saying what the day holds: who, where, what is different. Keep goodbyes short and the same every day, and tell the teacher what is working.

Strong-willed or demand-avoidant

Commands can set off a fight. Offer two choices (the blue socks or the white ones), let your child be keeper of the timer, and let the chart give the instructions. Say "when you've finished this, then that" rather than "you must".

Your family's situation

Younger children (K1 to P2)

Use pictures only, do the steps alongside them, and turn the timer into a game: can we beat the song? Expect to do more of the work, then hand over one step at a time.

Pre-teens and Secondary 1

The chart should now be theirs. Let them set their own phone alarm and checklist, and move from reminding to a quick check at the door. Stay out of the details they can handle.

Helper or grandparent does the school run

Walk them through the chart and use the same words and order. When the chart is the boss, nobody has to be the strict one, and your child gets one routine instead of three.

Very early school bus or long commute

Do everything possible the night before, pack a breakfast to eat on the way, and protect sleep with an earlier bedtime (see Kit 5). Do not add steps to a morning that is already short.



Words that help

Try saying	Rather than
What's next on your chart?	Why are you always so slow?
Five minutes to shoes. Want to start the timer, or shall I?	We're going to be late again!
The shirt feels wrong today? Want help or the soft one?	It's just a shirt. Put it on.
You packed your bag yourself. That helped us leave on time.	Finally.

If it's still not working

One step blocks every day. Usually a sensory or transition issue. Look at that one step: itchy tag, toothpaste taste, tight shoes. Fix the step, not the child.

The chart worked for a week, then fizzled. Novelty wears off. Refresh the look or the Friday celebration every two to three weeks.

You are still doing everything. Do one step together, then hand over one step at a time. Stay nearby while they do it.

Tears every school morning. It may be about school, not the routine. See the box below.

When to get extra support

Talk to the form teacher or school counsellor, and your child's doctor, if mornings regularly involve strong distress about school itself, stomach aches or headaches on school days, or refusal to go. Early is better.

In Singapore, a good first step is your child's paediatrician or polyclinic doctor, who can refer you on to a Child Development Clinic, a Child Guidance Clinic or a psychologist. The form teacher, school counsellor and SEN officer (SENO) can share what they are seeing at school.

These kits offer general parenting and developmental guidance for educational purposes. They are not a diagnosis or a substitute for advice from your child's doctor, therapist, psychologist or teacher. Every child is different.