

uncommon sense

PARENTING

with Allana Robinson

# Skills for Life

Building Executive Functioning Skills for

Toddlers, Preschoolers, and Kindergarteners



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Read each item below and rate that item based on how well it describes your child. Then add the scores in each section. Find the three highest and three lowest scores.

1 Never   
 2 Occasionally   
 3 Frequently   
 4 Almost Always

		1	2	3	4
1	Acts appropriately in some situations where danger is obvious (e.g., avoiding hot stove).				
	Can share toys without grabbing.				
	Can wait for a short period of time when instructed by an adult.				

**Total** \_\_\_\_\_

		1	2	3	4
2	Runs simple errands (e.g., gets shoes from bedroom when asked).				
	Remembers instructions just given.				
	Follows two steps of a routine with only one prompt per step.				

**Total** \_\_\_\_\_

3

	1	2	3	4
Can recover fairly quickly from a disappointment or change in plans.				
Is able to use nonphysical solutions when another child takes toys away.				
Can play in a group without becoming overly excited.				

**Total** \_\_\_\_\_

4

	1	2	3	4
Can complete a 5-minute chore (may need supervision).				
Can sit through "circle time" (15-20 min).				
Can listen to one to two stories at a sitting.				

**Total** \_\_\_\_\_

5

	1	2	3	4
Will follow an adult directive right after it is given.				
Will stop playing to follow an adult instruction when directed.				
Is able to start getting ready for bed at set time with one reminder.				

**Total** \_\_\_\_\_

6

	1	2	3	4
Can finish one task or activity before beginning another.				
Is able to follow a brief routine or plan developed by someone else (with model or demonstration).				
Can complete a simple project with more than one step.				

**Total** \_\_\_\_\_

7

	1	2	3	4
Hangs up coat in appropriate place (may need one reminder).				
Puts toys in proper locations (with reminders).				
Clears off place setting after eating (may need one reminder).				

**Total** \_\_\_\_\_

8

	1	2	3	4
Can complete daily routines without dawdling (with some cues/reminders)				
Can speed up and finish something more quickly when given a reason to do so.				
Can finish a small chore within time limits (e.g. make bed before turning on TV).				

**Total** \_\_\_\_\_

9

	1	2	3	4
Will direct other children in play or pretend play activities.				
Will seek assistance in conflict resolution for a desired item.				
Will try more than one solution to get to a simple goal.				

**Total** \_\_\_\_\_

10

	1	2	3	4
Is able to adjust to change in plans or routines (may need warning).				
Recovers quickly from minor dissappointments.				
Is willing to share toys with others.				

**Total** \_\_\_\_\_

11

	1	2	3	4
Can make minor adjustment in construction project or puzzle when first attempt fails.				
Can find novel, but simple, use of a tool to solve a problem.				
Makes suggestions to another child for how to fix something. Will try more than one solution to get to a simple goal.				

**Total** \_\_\_\_\_

**Here's the key: highlight the top 3 scores and the lowest 3 scores. You now know which areas of executive skills your child is strongest and weakest in!**

- 1 Impulse Control (response inhibition)
- 2 Working Memory
- 3 Emotional Control
- 4 Task Initiation & Self-Monitoring (sustained attention)
- 5 Task Initiation
- 6 Planning & Prioritizing
- 7 Organization
- 8 Self-Monitoring
- 9 Planning & Prioritizing (goal-directed persistence)
- 10 Flexible Thinking (set-shifting)
- 11 Flexible Thinking (problem-solving)

The 3 skills my child is strongest in are:

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_

The 3 skills my child struggles with the most in are:

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_

**My 3 goals for my child's behaviour over the next 3 months are:**

(Phrase goals as specific achievements.

Example: Sara will be able to breathe through her frustration when her brother grabs a toy.)

- | ①     | ②     | ③     |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

To make progress with these goals we're going to prioritize one skill that will make the most impact. If you're unsure of what skill to prioritize, let us help you out in the Inner Circle group. Tell us your goal and your child's 3 weakest skills, and we'll help you prioritize to get the most mileage:

\_\_\_\_\_

Fill and print one of these sheets per target skill.

TARGET SKILL:

### 3 ways we can work on this skill:

(Fill each space with an interaction, activity, or game from the portal library - including instructions. You can copy/paste.)

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WE CAN'T



# Impulse Control

**Impulse control is the ability to stop yourself from doing something just because it popped into your head.** Kids who have difficulty with impulse control have an inability to put the breaks on before acting. It's marked by rapid, unplanned reactions.

Impulse control dysfunction can be exacerbated by language delays, and it can be a sign of ADHD when observed with other symptoms- if you have concerns talk to your child's pediatrician and ask to have the SNAP-IV evaluation done. That said, most young children have impulse control issues! So in and of itself, difficulty with impulse control it isn't a red flag for anything other than needing to beef up this area of executive function.

**There are two steps to impulse control:** the ability to "put on the breaks" to pause and think it through; and the discipline to maintain that resistance after the initial pause.

## Red Light/ Green Light (with a twist!)

This classic children's game is very straight forward: An adult stands with their back to the child(ren) at a significant distance. When the adult says "Red light" the children are supposed to freeze. When the adult says "green light" the children are supposed to move closer to the adult. The adult turns around quickly when they say "red light" in an attempt to catch a moving child. A child who is caught moving has to return to the starting line.

Once the children understand the premise of the game: reverse it! This is where the real pay off is. You'll notice this theme amongst most impulse control games. Now green means stop and red means go. A 2009 study (Tominey and McClelland 2009) shows that THIS variation is what shows drastic improvement in children with poor impulse control.

## The Freeze Game

Kids dance when the music plays and freeze when it stops. Dance quickly for fast-tempo songs, slowly for slow-tempo songs. And then reverse the cues: Fast music = slow dancing. Slow music = fast dancing. Great songs for young kids for this game are The Mexican Hat Dance by Salsa Babies, Fast and Slow by Laurie Berkner, Rock'n'Stop by Eric Chapelle, FreezeDance by Tom Freund and Friends, Sky Reel by Eric Chapelle, and Tempo Tantrum by Eric Chapelle.

## **Colour-Matching Freeze**

In this variant of the freeze game, kids don't just stop dancing when the music stops. An adult yells out a colour and they find a coloured mat and stand on it. Those foam puzzle mats are ideal for this.

## **Conducting an Orchestra**

Kids play musical instruments (like maracas and bells) whenever an adult waves her baton, increasing their tempo when the baton moves quickly and reducing their tempo when the baton slows down. Then the opposite rules apply (e.g., kids play faster when the baton moves slowly). For little ones- egg shakers are fantastic.

## **Drumbeats**

Tell the kids to respond to different drum cues with specific body movements. For example, kids might hop when they hear a fast drum beat and crawl when they hear a slow drum beat. After a time, kids are asked to reverse the cues.

## **Don't pop the bubbles!**

Have children sit with their hands on their knees. Using either bubble solution or a bubble machine (my favourites are Gazillion bubbles)- blow bubbles near them. Tell them NOT to pop the bubbles. Then count backwards from 3 and "NOW POP THEM ALL!" after a few minutes count to 3 and ask them to return to their seat. Repeat.

## **Simon Says**

Another oldie but a goodie! One player takes the role of Simon and issues instructions (usually physical actions such as "jump in the air" or "stick out your tongue") to the other players, which should only be followed if prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by "Simon Says", or by failing to follow an instruction which does include the phrase "Simon Says". And then- you guessed it- reverse it!

## **Stare Detective**

Every player gets 15 seconds to stare at a tray full of objects, then the tray is covered with a towel. Next players have 20 seconds to list as many of the objects as they can remember. Whoever has the most correct objects is the winner.

## **Duck Duck Goose**

Children sit in a circle and one is chosen as the "duck". The child goes around the circle gently tapping their peers on the head saying "duck" each time. Eventually, the child picks one of their peers and instead of saying "duck", they say "goose." The "goose" then jumps up and has to run around the circle in the opposite direction than the child was walking, and whoever gets back to the empty space first is now the new "duck".

## **Hungry Hungry Hippos**

This classic game is a great introduction to board games for young kids and is tonnes of fun. Children have to control their impulse to start making their hippos eat the second all the marbles are released. There are two ways to play: first by releasing all the marbles and then having an adult say 1, 2, 3- GO! (slow your counting as your kids get better at it!) OR have each player release one marble at a time and each player gets a turn to do the countdown. <https://amzn.to/2lQl1ll>

## **Discuss word choices**

I like to have this discussion alongside the book "Words are Not for Hurting" (<http://amzn.to/2uXoBe7>). Words are long, short, fast, slow...some make people feel happy, and others make people feel sad. Discuss the meaning of the word "Pause". When we pause and think before we speak, we have the opportunity to use kind words vs. unkind ones. Use the analogy of a stoplight. When we want to do or say something we have to always stop, think, and then act. (Red, yellow, green.) Brainstorm kind words we can use to express our displeasure.

## **Replay the "Rules"**

Prior to entering any activity or situation where your child has to practice impulse control- take a moment to sit down with them and re-hash the expectations, what is and is not appropriate, and discuss what the consequences will be if they do not meet those expectations. This helps to put the "rules" back at the forefront of their minds. Catch them being good! If you notice them following expectations- praise them often.

## **Don't splash me!**

While at the pool or the beach, get in the water with your child and ask them to mimic you, but don't splash me. Start by doing small movements in the water, and escalate to big ones- but stop short of splashing them. The first person to splash

the other gets dunked.

## Go for a walk

Cardiovascular exercise has been shown to improve impulsive behaviour when engaged in regularly. Make a family walk part of the routine. Gradually increase the distance.

## Guess what

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## Ready Set Go!

Ready, set, go (for an added challenge change the word "go" and they have to listen until you say it right, "ready, set, gorilla" "ready, set, snow" then, "ready, set, go!").

## Counting

Whenever possible, give your child counted instructions like "Let's jump 10 times to cross the road." or "Let's take 3 bites of yogurt, and then you can be done."

## The Rule of 1

Practice doing something only once: taking one cookie from the jar, pushing the elevator button one time, doing one lap of the back yard, taking one turn, etc.

## Repeat After Me

When your child is impulsive, take them back and have them repeat the task they were impulsive at. For instance: If a toddler runs away in the grocery store, take their hand, walk them back to where they were when they had the impulse to run, and have them repeat following you while holding your hand/ the cart. Praise them when they do it well. "This is the way we do this."

## Use Visuals

Use visuals such as Sequences and First/Then boards to help children understand "the order of operations" and the outcome of their delayed gratification. For instance- using a first/then board for dinner to show them that first, we eat all our dinner, then we get ice cream for dessert.

## Timed Turns

While playing with your child, practice asking for a turn, and waiting to take the item they're playing with- and once they're done, picking it up to play with it. If your child asks to take a toy you're using tell them they can have a turn when you're done, and progressively lengthen "how long you're using it". For very young children it can be helpful to use a visual timer when first introducing this concept.

## Parallel Play

Work on reinforcing not interfering with other children (or you) while engaging in parallel play (where two children are playing NEAR each other but not WITH each other.) ie: not knocking down someone else's tower, don't touch someone else's playdough, don't draw on someone else's paper, etc.)

## Read "Hold On To Your Horses" by Sandra Tayler

You can access the FREE PDF of this book right here: [prnt.link/HoldYourHorses](https://prnt.link/HoldYourHorses) This is a story about a little girl whose awesome ideas get ahead of her, and her mother teaches her to control them by equating them to horses. It's a very cute story. It does feature the concept of a "time out chair" unfortunately, however, if your child has never experienced that- most children just ignore it.

## Build a wall

Using either building blocks or cardboard boxes. Build a wall with your children. Explain that every time they knock the wall down, one block will go away. This activity is especially effective with younger children when repeated frequently. Before they know it Mom or Dad has a big wall and they have none!

## Grocery Store Product Hunt

While doing groceries with your child, grab one of their favourite snacks- first. Explain to them that we need to wait to pay the cashier before they can eat it. Put it within reach. Encourage them to continue waiting as you do your groceries. As

soon as the cashier scans it, allow your child to have it.

## **Cool Your Noodles**

Gradually increase the temperature of the food you place in front of your child. Tell them it's hot and they have to wait for it to cool down. Give them support and encouragement for being patient and waiting.

## **Nail Polish!**

Polish your child's nails and practice waiting for them to dry. You can do this with little boys too!

## **The Big Fill**

Use a dry-erase marker to draw a line on your tub. Have your child ready and waiting (they can even stand on the edge for some extra anticipation) while the tub fills to the line. Once the water hits the line- they can hop in!

# Emotional Control

Emotional control refers to attempts by an individual to manage the generation, experience, or expression of emotion, and/or one's emotional responses. It's the ability to recognize how something makes you feel, without letting that feeling control you.

This can be tricky because it often brings up any emotional dysfunction we are personally struggling with. So make sure, when focusing on this area, not to forget your own self-care.

Some conditions that can exacerbate emotional control issues are ADHD, auditory processing disorder, and non-verbal learning disabilities. On the flip side, children with dyslexia have been shown to have above-average emotional control.

You're probably going to notice that most of the activities centre around one thing: language. Emotions come from the centre, "red" primitive part of the brain- the limbic system. By connecting the emotions with language which is a higher "blue brain" function- by naming and talking about the emotions, we're using the more robust processing and thinking parts of the brain. Neurons that fire together wire together- so the more frequently we link those two areas: the more primitive feeling areas and the more analytical processing areas- it will eventually lead a child to better regulate their emotions.

## Emotion Dice

Get two medium-sized wooden blocks from your local craft store (generally about \$2 apiece.) Paint each cube a different colour (get the kids involved!) Once dry, use a sharpie to label one block with an emotion on each face (ie: happy, sad, mad, frustrated, excited, etc.) and the other block with animals. Roll the dice and act out the animal and the emotion that come out on top. Ie: Angry Mouse or Confused Dog. This one can get hilarious quickly!

## Emotion Eggs

Get a package of cheap plastic Easter Eggs that break in half width-wise (or repurpose the ones from last easter.) Using a sharpie, draw various shapes of eyes on the top halves with the pointy end (wide open, closed, squinty, frowning,

etc....look at the Emojis on your phone for inspiration.) On the bottom half draw various mouths (again- Emojis are great inspiration for mouth shapes!) Encourage our child to mix and match the eyes and mouths and inquire about how they think an egg is feeling when they look like that. You can also up the ante and have them act out the face themselves!

## Heads Up

Get a headband for each person playing. Print the Emotion Heads Up cards here: [prnt.link/headsup](https://prnt.link/headsup) ...lamine them if you want them to be durable. I recommend printing them on cardstock. Cut the cards out. Put the headband on like a crown, shuffle the cards, and stick a card in the band on each person's forehead. The person has to guess which emotion they are by asking for clues from the other players- without the other players saying the emotion. Ie: When you feel this way you want to cry and stomp at the same time (for frustrated.)

## Q's Race to the Top

This award-winning board game: <https://amzn.to/2MZXydg> is a fantastic collaborative way to work on emotional control with kids 3+. Various cards engage children in role-playing, physical games, and theoretical thinking. Awesome inclusion for Family Game Night and a perfect birthday or Christmas gift that won't break the bank.

## Sing If You're Happy and You Know It

The lyrics are:

If you're happy and you know it clap your hands

If you're happy and you know it clap your hands

If you're happy and you know it and you really want to show it

If you're happy and you know it clap your hands.

Sing subsequent verses swapping out "happy" for your emotion of choice and "clap your hands" for an acceptable expression of that emotion. Suggestions are: angry/stomp your feet, excited/shout hurray, scared/ take a deep breath, worried/squeeze your hands, nervous/shake it out

## Talk about your feelings

When you talk about your own feelings, you're modelling the use of the "language of feelings." When you're sad or mad or frustrated, or overwhelmed- say so out loud. This will help your child use his words instead of his behaviour to express himself.

## Encourage your child to talk about their feelings

In the same vein, remember that you are teaching your child to control her behaviour, not her feelings. Avoid directives such as “Don’t be sad” and instead use statements like “I see you are sad. Can you tell me what happened?”

## Clapping a Rhythm

You've probably seen this technique used at camps or in classrooms- and it's amazingly effective. When your child is seeming scattered and getting overly emotional, refocus them by clapping out a simple rhythm and asking them to follow your lead in a call-and-answer fashion.

## Belly Breathing

Teach your child to take deep belly breaths when they're upset. "Blow your tummy up big like a balloon! Big big big, now let it all out fast fast fast." Demonstrate so they can see you do it too. Kick it up a notch: watch Colbie Caillat, Common, and Elmo sing about Belly Breathing: [youtube.com/watch?v=\\_mZbzDOpylA](https://www.youtube.com/watch?v=_mZbzDOpylA)

## Listen to my Voice

Help children use word choice and tone in dialogue to identify characters and feelings. Select several phrases of dialogue from a book you've read aloud. Ask children to listen to the words, then name the speaker and explain why they think he or she would say these words. Once they've mastered that level, repeat the phrase with a different tone of voice and invite them to reinterpret the words and feelings.

## Match my voice

Record your voice and immediately afterwards, tape your child attempting to match it. There are three elements to vary as you do this with your child: voice volume (loud vs soft), inflection (raising or lowering tone at the end of a sentence- think a question vs a statement), and speed (fast vs slow.)

## Draw Your Feelings

With your child, draw stick figures with no faces in various body configurations. Holding hands, running away from each other, running towards each other, fighting, etc. Make the head big enough that your child can draw within it. Ask your child to draw what you think their faces would look like, and have them explain why. You'd

be surprised by the stories that come out!

## Read these awesome books:

- **The Great Big Book of Feelings:** Describes many different emotions, as well as why someone might feel that way. Appropriate for ages 2-10.  
<http://amzn.to/2wvJXyv>
- **Sam's Pet Temper:** Shows Sam's temper as a real living thing and takes children on a journey from enjoying being aggressive to the benefits of controlling one's temper. Sneaks in some calming strategies too.  
<http://amzn.to/2v7K7O1>
- **In my Heart: a Book of Feelings:** This book uses lyrical language to explore how emotions feel in your body. Appropriate for ages 2+.  
<http://amzn.to/2v7WCK5>
- **The Way I Feel:** This book normalizes feelings and our acceptance of them. Great for 2+.  
<http://amzn.to/2vtapMi>
- **My Many Coloured Days:** Gives children the language of emotion by relating it to colour. Helpful for younger children, and written in the familiar Seuss style.  
<http://amzn.to/2hz0krq>
- **The Monster Under the Bed is Just a Story In Your Head:** This book focuses on teaching children to "write positive stories" in their heads. It uses neuro-sculpting principles to help children develop an awareness of their thought patterns  
<http://amzn.to/2v8lHoc>

## Angry Dancing

Put on various types of music (metal, classical, country, pop, hip-hop, rap, etc.) and ask your child how the music makes them feel. Encourage them to dance how it makes them feel. This is a great activity to do in the car too: ask your children how they're feeling, and put on music that matches their emotions (you'd be shocked how much headbanging can go on in a car seat!)

## Bathtub Art Attack

Provide your child with tempera paint in various colours (include black and white and the primary colours at a minimum.) Strip your child down and put them in the

tub or standing shower, and provide them with the paint. Put on music that evokes strong emotions- if your child has been displaying an emotion frequently- go with that one. Tell your child to paint how the music makes them feel. When they're done, ask your child to describe their painting to you. Have your child help you wash the feelings away down the drain (I recommend a scrubby kitchen sponge for children.)

## **Watch Daniel Tiger**

A sequel to the Mr. Roger's Neighbourhood we knew and loved as children- Daniel Tiger walks children through many coping strategies. The video "When You Feel So Mad You Want to Roar" is particularly helpful for children to help remind them to take a deep breath when they're feeling angry. [prnt.link/danieltigerroar](https://prnt.link/danieltigerroar)

## **Breathe, Think, Do**

This **FREE** iPad App from Sesame Street gives children 5 scenarios and walks them through calming and problem-solving. Lots of verbal cues that teach excellent coping skills. [prnt.link/breathethinkdo](https://prnt.link/breathethinkdo)

## **My Hands Can Say**

Talk to the child about times she has felt hot, cold, angry, scared, or happy. Ask the child to show you, using only her hands, how she would express the following:

• Hello! • Come here • Go away • I don't like that • I'm hot • I'm scared • Stop • I'm angry • I'm cold • Goodbye! • Yea!

Encourage the child to describe her movements for each emotion or expression: "I wave my hand to say goodbye." "I wrap my arms around me when I'm cold." Use this activity as an opportunity to discuss "negative" emotions, such as anger and fear.

## **Just Breathe by Julie Bayer Salzman & Josh Salzman (Wavecrest Films)**

This four-minute film depicts children talking about how being angry and upset feels in their body, and how breathing helps. [youtu.be/RVA2N6tX2cg](https://youtu.be/RVA2N6tX2cg)

## Read Sad Books

Stories give children an opportunity to deal with feelings safely. They give us a chance to acknowledge that a child's life is made up of both light and dark feelings, expose children to situations which may not be within the realm of their every day happy lives, and develop empathy and critical thought. Books are a safe place for children to learn about the world. Look for books that aren't sanitized- many of the books in the linked PDF have multiple versions. Read them all and ask your child to compare and contrast. When possible- look for versions that don't have pictures. A scary story is much less scary when there aren't prescribed visuals as children will imagine only what they can handle in their mind. Use tone of voice to play up or play down emotion and severity of events. Know your audience and choose books you think will stretch your child, but they can ultimately handle.

[prnt.link/sadstories](https://prnt.link/sadstories)

## Watch or Read Action Movies and Books

Superhero and fantasy violence helps children feel powerful and process anger, frustration, impulsiveness, and a desire to control. By giving children an acceptable fantasy narrative, we allow them to practice these emotions and express them later in their imaginative play. You'll notice that your children will start by sticking close to the script of whatever characters they identify with, but will soon expand and mix their storylines past the confines of the books or movies. For sensitive children- start with books. You can always close the book if it gets too scary or use your voice to alter the tenor of the narrative. Favourites include: PJ Masks, Power Rangers, Ninja Turtles, Young Justice, Pokemon, Spider-Man, Batman, Wonder Woman, Stretch Armstrong.

## Match my simple facial expressions

For this activity, you'll need a picture book, some drawing paper, and some crayons. Get a favourite book of your child's that features many facial expressions. As you read it, draw the child's attention to the emotions represented in the book and ask them to name them. Then ask your child to draw the faces. Point out defining features like tilt of eyebrows, squint of eyes, mouth downturn or upturn, colour of cheeks, nose state, etc. Finally, ask your child to mimic the face with their own.

## Degrees of happy

This activity can be done over several sessions- it's a more involved activity for older children that will take several times to complete. Choose two different events that for the child are related to two different degrees of happiness which you will

call “happy” and “very happy.” For example: having a dish of icecream might result in a “happy” feeling, while getting to go to your favourite amusement park might make you “very happy.”

After you’ve connected one event with each level of happiness, it’s time to practice making a different facial expression for each level of happiness. Have the child practice making two types of happy faces in front of a mirror. When you feel that you can clearly distinguish the different expressions of happiness, take a photo of each one.

Now, show the child each of the photos and teach him to correctly associate it with the event that would cause that specific degree of happiness. An example would be seeing a photo of one of his faces and then saying “This is my chocolate ice-cream face!”

Next, reverse the game by revealing the event first. Ask “Which is your chocolate ice cream face?” Have the child pick out the appropriate facial photograph and then demonstrate the expression that would correspond to the degree of happiness evoked by the event.

Now discuss your different degrees of happiness to specific events in your life, make sure that these are not the identical events that you practised with. Finally, do this with yourself. Have the child learn your “going on a vacation” smile for instance. The child should learn to see one of your facial expressions and tell you which level of happiness it corresponds to.

Repeat with different emotions. You can also change this up and do it with vocal sounds instead of facial expressions.

## **Morphing Emotions**

Sometimes we go from feeling one thing to another very quickly. This activity provides an introduction to unexpected emotional transformations. Include some props to make the role-plays more exciting and realistic. It can be helpful if you can change hats to indicate role shifts. You and your child should match your emotional expression to the characters in the roleplay, pretending to be happy or sad together as the story unfolds.

Teach a simple role play where you pretend to do an activity your child really enjoys. For example purposes, we’re going to use going to the beach (remember- this is a roleplay- make it clear that this is pretending, use props.) Say to your child “We’re going to pretend to go to the beach, okay? And I want you to tell me how you feel while we go along.”

“We’re going to the beach today! Let’s get dressed and ready to go! What do we need? Swimsuits (pretend to put on swim suits), sunscreen (pretend to put on sunscreen), floaties (pretend to put on life jackets), snacks (get some pretend snack together), towels (pack a pretend bag.) Alright! Let’s go!” The parent and child should be acting very happy.

Pretend to walk to the door and open it and say “OH NO! It’s pouring rain! We can’t go to the beach today!” Now model being very sad.

Now reverse the roles. Have the child be the one who initiates the roleplay and chooses the activity and the mitigating factor.

You may have to practice this several times before the child feels comfortable in their role.

## **Name That Emotion! With Murray from Sesame Street**

This cute 6 minute video displays various Sesame Street muppets having different emotions and gives children a chance to practice labelling the feelings of others. Murray and Ovejita the muppets lead this gameshow-style video.

[youtu.be/ZxfJicfyCdg](https://youtu.be/ZxfJicfyCdg)

# Self-Monitoring

Self-monitoring is the ability to keep track of how you present yourself, your behaviour, and how people and things relate to you- and alter them based on your circumstances. It is the ability to see how other people are reacting to what you're saying and doing and adjust if it's not being well received. Or to keep track of what you're doing and how far along you are in doing it- and adjust if you aren't achieving your goal.

There are two key concepts children develop as infants that rear their head particularly when it comes to learning to self-monitor: referencing and joint attention.

Referencing refers to checking in with others who you trust in a situation to determine what's expected of you. For instance, if you go to visit friends with your child and they've never met them before. They'll typically hang back and look at you look and the other kids...they might go and play for a few minutes and then come back and sit with you for a bit: that's referencing. They're looking at you for clues to determine how safe they are in the situation. The other is joint attention- which is similar to referencing, but not identical: where a baby will look at something, then look at their parent to make sure they're also looking at it, then look at it again, then check back in with their parent and be like "you're looking at it too right? Good." Children who are really low- self-monitors tend to be very weak in these areas. Self-monitoring is one of those things most people don't recognize as being an issue until it is one.

## Smart Games

These two games: Night and Day (<http://amzn.to/2hQfxor>) and Camelot Jr. (<http://amzn.to/2hPr9bb>) are single-player games where the child has to recreate a scene from the supplied booklet with the provided blocks. A great option for children during quiet time or when they need an independent game- the challenges slowly become more difficult as the player progresses. Checking what you've done against the scene you're trying to recreate promotes self-monitoring skills!

## Simple Card Games

Simple card games such as Go Fish help develop basic, tangible self-monitoring skills. The rules to Go Fish are:  
Each player gets dealt a hand of 5 cards. The person to the left of the dealer goes

first and chooses a player to ask if they have a rank of card (example: "Do you have any twos?") that matches a card they have in their hand. If the other player does, they must hand over the card, and the receiving player puts down their pair. The object of the game is to have as many pairs of cards when the deck runs out as possible. For large groups, you can use two decks at once.

Other simple card games that work well for self-monitoring practice are Crazy 8s, Uno (<https://amzn.to/2oLL5mB>), and War.

## **Simon Says**

One player takes the role of Simon and issues instructions (usually physical actions such as "jump in the air" or "stick out your tongue") to the other players, which should only be followed if prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by "Simon Says", or by failing to follow an instruction which does include the phrase "Simon Says". And then- you guessed it- reverse it! This works on both impulse control and self-monitoring.

## **What Time Is It Mr. Wolf?**

Generally played outside or in a gym. One player becomes "Mr. Wolf" and goes to stand with their back to the other players at the opposite end of the playing area. The players line up facing Mr. Wolf. Together the players chant "What time is it Mr. Wolf?" The Wolf replies with a number o'clock (ie: 5 o'clock!) The players then take the number of steps towards the Wolf he said (ie: 5 o'clock = 5 steps.) At an arbitrary time, the Wolf can decide it's "dinner time"- at which point the Wolf turns around and tries to tag a player- they become the Wolf. The objective of the game is to try and tag the Wolf before he calls "dinner time." This works on self-monitoring by having the child gage their strategy in getting to the Wolf, and evading the Wolf.

## **Stare Detective**

Every player gets 15 seconds to stare at a tray full of objects, then the tray is covered with a towel. Next players have 20 seconds to list as many of the objects as they can remember. Whoever has the most correct objects is the winner.

## **Drum Beats**

Tell the kids to respond to different drum cues with specific body movements. For example, kids might hop when they hear a fast drum beat and crawl when they

hear a slow drum beat. After a time, kids are asked to reverse the cues.

## **Matching Games**

Matching games help children self-monitor with increasing difficulty. When you first introduce a matching game to your child, put all the cards face up and simply have them search out the matching images/ letters (there's a matching game for every interest! Your child likes Dinosaurs?! There's a matching game for that!) You can also start with just half the cards. As your child gets more proficient and speedy at it- add more cards, and then flip the cards over so the child has to remember which cards are where.

## **Make Time Estimations**

This has the bonus of working on some pre-math skills! When you and your child have a task at hand, have them make a prediction of how long it will take you to complete. This is a great one to use at the grocery store with children over 3. There are two ways you can do this: use a visual timer and try to "beat the clock", or with children who understand the basics of time- use the timer on your cellphone or a stopwatch. Have the child record the estimation, and then check back in later to see how they did.

## **Express Yourself**

Model self-verbalization skills by expressing your thoughts and problem-solving strategies aloud. For example, verbalize statements such as, "This reminds me of the time when we tried to do this," or "I need to think about what worked and didn't work the last time we did this." Encourage your child to use similar self-instructional strategies to help them in their own problem-solving tasks.

## **Check Your Supplies**

Before starting a project or task with your child (a craft, science project, baking or cooking, even going to the beach or getting packed for a vacation) involve your child in collecting all the supplies you need ahead of time. For instance- measure out your ingredients while baking cupcakes with them prior to starting the baking process. Or have them help you collect the correct number of pairs of underwear and socks and t-shirts and shorts for each family member before going on vacation. Before going to the beach have them check to ensure they have all their beach toys, a towel, and sunblock. This pairs really well with the visuals strategy found in the Activites section of this module.

## Be Reporters

Make use of occasional opportunities for you and your child to sit back and observe other children in small groups. On a bench at the playground, the beach or the mall, take turns reporting on social interactions you can watch “live”. Make guesses about what might be going on. Then point out any physical actions, facial expressions, behaviours or tones of voice that give clues to support or disprove your imagined story.

## Repeat After Me

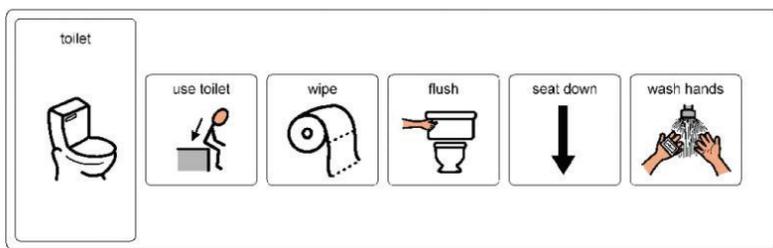
When giving your child directions, have them repeat them back to you. Start with one step directions (ie: put on your shoes) and move up to two and three-step directions (sit on the step and put on your shoes / put on your socks, sit on the step, and put on your shoes.)

## How Does Your Engine Run?

Download the PDF e-book: [prnt.link/howdoesyouengineerun](http://prnt.link/howdoesyouengineerun) The concept of this book is to help relate your child's state of alertness to a car engine- when they're hyper they're running high, when they're lethargic they're running low, when they're well regulated they're just right. The book gives some suggestions for sensory strategies to use to stay in the "just right" area. Using this language of "How is your engine running?" with your child throughout the day to prompt them to take note of their state of being helps promote self-monitoring.

## Visual Schedules/ Strips

Using a visual schedule or strip- which is basically a series of pictures that depict the steps you want your child to follow. You can set the schedule up left to right (like you'd read) or top to bottom. You can either use real-life pictures you take or use a program like BoardMaker or LessonPix to create a line-drawing version (pictured below-this is the format usually used in schools.) Break the steps you want your child to follow to complete a task (or to follow a routine) and post it in the area where they'll need to use it. Look at it as a visual checklist. Suggestions are: toileting (pictured), morning routine, getting ready for an activity like swimming, nap routine, bedtime routine, brushing teeth, washing hands, etc. For young children using a format where there are flaps for fold down over the top of completed steps can be beneficial. (pictured.)



## Visual Labels

In areas where a child is responsible for cleaning up/ putting things away- label those spaces with visuals (similar to pictured above, but a single picture.) This is especially useful in the playroom or the kitchen where bowls/cups/cutlery have prescribed spots. The easiest way to do this is to spend an afternoon with your camera and take photos of the items, print them off, and use packing tape to adhere the visuals to the area you wish your child to put things away in. At first, you'll need to continually draw your child's attention to the labels and help them correct when they misplace an item, however generally they will quickly pick up on the concept. This one takes a bit of time on the front end- but once set up is completely hands off!

## Play Plan

Before starting a pretend play session with your child, sit down and plan out the plot, cast, and rules of the game. Who will be the superhero, or the Mom, or the fairy godmother, or the princess, or the baby? What is the premise of the game? Where will we play it? What are the rules- can we hit, can we yell, can we leave the area, can we throw things- what kinds of things- hard things or soft things, can we climb, what do we do if someone dislikes what the other is doing? And what will happen if we break the rules? Have the child record the conversation (it doesn't matter if you can read it or not- if there's too much to remember with Mom/Dad brain- you can record it too.) Refer back to the agreements made while playing regularly. Download the Plan Plan Prompts ([prnt.link/playplanprompts](http://prnt.link/playplanprompts)) for ideas on what to ask your child while making your plan!

## Plan a Goal

When your child wants to do something (for instance, go to the park)- have them make a goal and think about the steps to get there with you. For instance first, we need to clean up our lunch, then put on our shoes, then put on sunblock, then get the stroller, then walk to the park. At first, this will take a lot of guidance from you,

however as the concept becomes clearer to them, they will quickly take it over. Help them execute their plan to reach their goal. You can also modify this activity for shopping- have your child help you make a list of all the things you need at the store, then have them help you find them. For young children using visuals helps foster their independence and pre-reading skills too!

## Getting Better

Being able to perceive degrees of improvement is critical to remain motivated to work on any skill that doesn't provide an immediate payoff.

Choose an activity that lends itself to easy recording of progress. Tell your child that you're going to "set a world record" in the activity. You can do this with almost any activity in this portal- but some ideas are:

Building towers

Making cars/trains go further

Hiking distances

Climbing higher

Riding a bike or scooter

Baking

Origami

Colouring

Freeze Dance

Swimming lessons (floats work great for this.)

Do five-minute practice intervals, and record the achievements in an easily visible area (whiteboard or paper taped to the wall work great.) When there are setbacks, allow for the mourning of the temporary delay- but use your record to encourage children to get back on the horse and try again.

## Self-Talk

This activity helps children translate instructions into self-talk by "translating" our words into their own. This is a great progression to go through with everyday routines like cleaning their room or helping prepare a meal.

**Step 1:** Start this exercise by having the child practice translating very simple instructions into self-talk. So for instance "Sit down." would get turned into "I need to sit down." Or "I need to sit in my car seat." Keep until the child demonstrates proficiency (this is a great step to do in the car.)

**Step 2:** Then make the instructions more complicated and work on two-part instructions. So for instance: "Sit down and put on your harness." would be "I need

to sit down and put my harness on.” Try to add some complexity to your instructions, and ask your child to translate your instructions **BEFORE** you expect them to carry it out.

**Step 3:** Have your child narrate out loud activities he’s just done. So for instance- if your child just got the mail out of the mailbox it could be “I opened the mailbox and brought the mail inside.”

**Step 4:** In this step, children stop and narrate after completing parts of a larger more complicated activity. For instance, if your child is building LEGO- they may stop and narrate the steps they’ve just completed to get to the point where they’re at. Model this, and encourage children to record their pauses for review (by taking a picture for example, or marking where in the instructions they paused.)

**Step 5:** Add to step four “previewing” the actions they’re about to take. Have them narrate out loud the next 2-3 things they will be doing.

**Step 6:** After completing all the steps of the activity ask the child to provide a simple evaluative label for the activity like “That was fun!” or “That was hard work.”

## Self Instruction

Before doing this exercise children should be well versed in Self-Talk.

**Step 1:** Use simple activities that have already been practised. Tell the child to use Self-Talk to prepare. So for instance, if you say “We’re going to run halfway and then walk slowly to the end.” They would translate that into “I’m going to run half the way and then slow down and stay next to Mommy.”

**Step 2:** Use Self-Instruction to adapt to new directions. As you change elements of the framework, the child learns to use Self-Talk to translate the necessary change into his own words. I.e: “Now we have to go slower.”

**Step 3:** The child accepts feedback from you and translates it into self-instruction targeted at how to improve. I.e: “I went too fast. I need to slow down.”

This is a great way to practice before a new situation or a situation where the child has historically had problems like birthday parties. The child can rehearse beforehand and then review the rehearsal. You can also videotape the rehearsals and play them back, pausing at key points to review instructions and have children self-instruct.

# Task Initiation

Task initiation is exactly what it sounds like: the ability to get going and START something. To get over that initial hump, not procrastinate, and get moving!

Task initiation is very closely tied to both working memory and organization. In order to get started on something- you have to be able to remember there's something to get started on, and you have to have all the elements necessary to actually perform that task.

## Play Boggle Jr!

This 90s favourite has been updated. The use of a timer will prepare your child for situations where timing and structure are important and allows him/her to practice getting started and working within a time limit. Suitable for 3+.

<http://amzn.to/2i4eDED>

## Perfection

This game challenges children to place the shapes in their matching hole before the game "pops". You've got to get moving or else you'll never win! Suitable for 4+.

<http://amzn.to/2vH9GFg>

## Using a Timer for Turn-Taking Games

Turn games into turn-taking games and time the turns. Egg timers are excellent for this as they're quiet, visual, and generally come in one or two-minute versions. Almost anything can be turned into a turn-taking game: take turns jumping on the trampoline, putting blocks on the block tower, running relay, jumping into the pool, going down the slide, etc. Demonstrate to the child what happens if they don't take their turn in the allotted time by procrastinating on one of your turns if you're having difficulty getting them started.

## Model Getting Started

When planning a task (anything- cooking, grocery shopping, home reno, DIY, setting the table for dinner, going to playgroup...) verbalize what it is you want to do, demonstrate the process of brainstorming what you will need to do, and then organize your brainstorming ideas. When you are done with this process, be sure to make statements such as "Okay, this is what I need to do to get started" and then

proceed to do so immediately.

## **Model Self-Talk**

When doing every day tasks like cooking and cleaning, verbalise when you find yourself procrastinating and how you get over it. "I really don't want to fold this basket of laundry- but if I do it now, I'll be happy when it's done. Okay, let's get started." Do the same if you encounter a roadblock that prevents you from getting started. We become their inner voice.

## **Make Them Responsible**

Give your child the responsibility for setting up a game or activity that they want to do (e.g. arts and crafts, sport, board game.) Ensuring that your child is given the responsibility of preparing for a desired game or activity will force your child to initiate the steps. The reward for setting up the game is that your child is now able to play it. Support their efforts as needed.

## **Break Tasks Down**

Have you noticed your child stalls out after a certain number of steps are reached and can't seem to get going again? Break large tasks down into smaller ones: such as when cleaning- pick up all the balls first, then all the legos. Or when getting ready to go out, put your boots and jacket on, and then your mitts and hat.

## **Clean to Music**

While cleaning an area of the house with your child, challenge them to clean as much as they can while a familiar song plays (upbeat tends to work best: Happy by Pharrell, Your Welcome by Dwayne Johnson,...Disney/Pixar songs tend to work well in general.) Create a "cleaning playlist" for doing large areas of the house.

## **Use a Visual Timer**

Similar to the strategy above- use a visual timer to either count down to the initiation of a task or to visualise how much longer you have to complete the task. Model using the words "Let's get started."

## **The 5-Second Rule**

Implement the 5-second rule with your child: explain that when you ask them to do something, you want them to imagine they're a rocket ship blasting off to start their

task. Reinforce this by doing a reverse countdown: 5, 4, 3, 2, 1 BLAST OFF!! GO GO GO!! If you notice your child procrastinating- blast them off into action once again.

## **Make a Plan**

This goes hand in hand with the visual strategies from previous modules. Have your child plan out a task they want to do (or a routine that they're having difficulty with consistently.) Using pictures to record their plan and- if necessary- post it so they can use it over and over again.

## **Give 'Em Chores!**

In order for a child to practice getting started on tasks, they have to have a task to get started on. SIMPLE "Chores" are a great way to provide consistent, predictable tasks with built-in accountability. Download the "simple chores for toddlers and preschoolers" PDF: [prnt.link/toddlerchores](https://prnt.link/toddlerchores)

# Organisation

Organisational skills refer to the complex strategies that are involved in keeping track of personal effects, organizing our tasks, and even our thoughts. It's about using our time efficiently. And it has some really far-reaching consequences: When we lose track of our tools, when we are not sure how to organize our ideas, and we don't use our time efficiently, we're lost. It's like getting on the road, knowing the destination, but no idea how to get there. You drive around aimlessly and lose a lot of precious time.

There are lots of academic applications to organisation down the road as your children get older. But for now- when they're 2, 3, 4, 5...we're laying a more social foundation so that when they hit school the more academic applications are a natural generalization of something they're already good at!

## Sequencing Games

Using sequencing cards have your child find the beginning, middle, and end to a prescribed sequence. You can also do this with visuals, or real photos of your child participating in routines. For young children keep the sequence to 2 or 3 photos. As they get more proficient, introduce more complex sequences.

## Tic Tac Toe

This classic game is excellent for those mundane moments while waiting for food at a restaurant, the doctor's office, or just killing time on a rainy day. This is a two person game. Draw a large hash (#) sign which results in squares approximately 3inches by 3inches. One player goes first, and draws an X in an empty square. The other player goes second, drawing an O in an empty square. You repeat these steps until one player gets 3 of their symbols in a row- either horizontally, diagonally, or vertically.

## Teach Your Monster to Read

This App: [prnt.link/tymtr](http://prnt.link/tymtr) is available for iPad and Android (and desktop- it's available for free!) is suitable for children 4+ and works on building reading proficiency. It helps with ohrganisation through its included mini-games which encourage children to sequence phonetic sounds in ever-increasing difficulty.

### Scavenger Hunts

Everyone loves a scavenger hunt! Create a list of items your child has to find (for young children, use pictures.) Encourage them to search for the items in a

## Scavenger Hunts

Everyone loves a scavenger hunt! Create a list of items your child has to find (for young children, use pictures.) Encourage them to search for the items in a designated space (in the summer- use the backyard. In the winter, stick to inside.) Themed scavenger hunts are excellent for holidays, or to complement an existing activity (you can even do them in the car!) Have your child check off each item as they find it.

## Play I Spy

Another classic children's game you can play literally anywhere. One person picks a mystery object in their environs and says "I spy with my little eye something that is..." and uses a single word descriptor the object- generally colour. The other players then try to observe their environment and guess what object the person has chosen.

## Sorting

You can either buy a sorting game, or create your own using everyday household items! Sort things by shape, colour, size, smell, taste, etc. Try and choose items to sort that can be sorted based on different criteria. This is a great thing to do while folding laundry: sort by type of clothing, colour, size, and whose item it is.

## Stare Detective

Every player gets 15 seconds to stare at a tray full of objects, then the tray is covered with a towel. Next players have 20 seconds to list as many of the objects as they can remember. Whoever has the most correct objects is the winner.

## Matching Games

Matching games help children self-monitor with increasing difficulty. When you first introduce a matching game to your child, put all the cards face up and simply have them search out the matching images/ letters (there's a matching game for every interest! Your child likes Dinosaurs?! There's a matching game for that!) You can also start with just half the cards. As your child gets more proficient and speedy at it- add more cards, and then flip the cards over so the child has to remember which cards are where.

You can also download & print a PDF shapes matching game here:  
[prnt.link/matchinggame](http://prnt.link/matchinggame)

## **Get Dressed Game**

While dressing your child in the morning, lay out everything they need to wear- except one thing. Your child has to guess what's "wrong" before they get dressed. In the beginning, keep it easy and obvious (for instance- leave out their pants.) As your child gets more proficient at noticing what's missing, up the ante (only give them one sock- or a mismatched pair; give them their younger sibling's shorts, put their shirt inside out, etc.) This promotes attention to detail.

## **Protect the Books**

While reading with your child, make a concerted effort to teach how we treat paper: it stays straight and smooth, not crumpled in a ball. We don't step on books, smush the books, etc. This is a habit that- taught early- becomes second nature in an older child.

## **A Place for Everything and Everything in its Place**

Use visuals (either line drawings or actual photographs) to label where each toy in the playroom goes. If you use a toy box- use a photo of the full box, a photo of the books put away, etc. Help your child put things back where they belong.

## **Cultivate an Interest in Collecting**

If your child has an interest in a particular subject or item- encourage them to collect them. This can be as simple as a rock collection. Help your child display their collection, keep track of what they have and what they would like to find, keep their collection together if it's functional, and take care of it.

## **Create Independence**

Put up hooks at your child's height for their jacket, create a bin specifically for their hats and mitts, mark a spot on a mat or boot tray for their footwear. Encourage your child to set their own spot at the table using a place setting placemat (easy to make- trace your child's dishes and cutlery on to construction paper, glue, and laminate!) Give them a labelled spot (using their name or picture) for every day items like their hairbrush, toothbrush toothpaste, facecloth, etc. This helps your child get in the habit of keeping track of their things.

## **Brush Your Teeth!**

Have children practice daily self-care routines such as brushing their teeth. Stress the order of operations: first wet the brush, then put on the toothpaste, then brush: top, bottom, backs, fronts, then spit and rinse.

## **Use a Calendar**

Using a large calendar to help children plan out their activities helps to build life organisational skills. You can buy one, or use the printable template and have it printed on legal-sized paper. Make it fun by using different colours of marker for different people's events! If you're using a paper version- big stickers can make it fun!

## **Use a Visual Timer**

Use a visual timer to either count down to starting a task, to visualise how much longer you have to complete the task, or to estimate how much time you'll need to complete a task. Try and beat the clock.

## **Visual Schedules/ Strips**

Using a visual schedule or strip- which is basically a series of pictures that depict the steps you want your child to follow. You can set the schedule up left to right (like you'd read) or top to bottom. You can either use real-life pictures you take or use a program like BoardMaker or LessonPix to create a line-drawing version. Break the steps you want your child to follow to complete a task (or to follow a routine) and post it in the area where they'll need to use it. Look at it like a visual checklist. Suggestions are: toileting (pictured), morning routine, getting ready for an activity like swimming, nap routine, bedtime routine, brushing teeth, washing hands, etc.

## **Create a packing list**

If your child goes to daycare, swimming lessons, or even on vacation- create a "packing list" for their bag. For younger children- use visuals. Include everything that needs to go in their bag that they're responsible for. Print it off postcard-sized, laminate it, and attach it to their bag by a key ring or put it into a pocket. Refer them to it every time you ask them to get ready to leave.

## **Tell a story**

Building off the sequence game, have your child then tell a story about the sequence they've built following the beginning/middle/end model. You can also do this with children using real-life events: take photos of their day, print them, and then have them organize them into what happened first/second/third (for younger children- stick with 2 photos, as they get more proficient, move to 3, 4, 5 photos) and have them tell you about what happened that day.

## **Read a Story**

Pick a simple storybook your child is NOT familiar with and ask them to tell you what they think the story is about using the pictures. Listen to their explanation (video it- it's usually gold.) Once they've given their version of the story, go back and read the book and see how close they got to the plot.

## **Cook Together**

Before cooking or baking, collect your ingredients and measure them out. Sort them between wet and dry.

# Flexible Thinking

Flexible Thinking is one of those "invisible" skills that doesn't seem like a big deal until it is. Flexible Thinking is sometimes repackaged as problem-solving- but the two aren't the same. Problem-solving is simply a piece of Flexible Thinking. Problem-solving refers simply to seeing a problem and figuring out how to fix it, and how to reach your goal despite those barriers. But Flexible Thinking also refers to what's called "set-shifting": going with the flow, being able to see changes happen- be that in routine, in plans, in physical surroundings, or in expectations- and being able to adjust quickly. It's the ability to not be rigid.

We usually don't recognize difficulties with flexible thinking- either problem solving or set-shifting- until they become a problem. Generally, these difficulties show up in preschool or kindergarten when teachers start labelling your child as rigid, difficult, or self-centred- none of which are positive! Working on these skills early and often in neutral, playful ways is one of the easiest ways to help ease the transition for children into those more institutional environments where it's not all about them anymore.

## What's This?

Take ordinary everyday objects and ask your child what it is/ what you could use it for. For instance- a funnel could be a hat, or a megaphone, or a trumpet, or a unicorn horn. This encourages looking at objects in creative ways.

## Make Up New Rules

Switch up the rules to games your child is already familiar with (or games from other modules for a double-whammy!) Change Simon Says so that you DON'T do something if Simon Says. Go down the ladders and up the slides while playing Chutes and Ladders. Say red light for Go and green light for stop, etc. Have your child get comfortable with simple switches like this.

## Hide and Seek

Hide and seek requires children to use their spatial-perceptual reasoning skills and set-shifting to think of places to look for someone where they wouldn't typically be found. This can be played with children from age 2- just use a smaller area and more obvious hiding places. One person counts to 10, while the other hides. The counter then has to seek out the hiding person. The roles then switch. When playing in a group, the last person to be found is the new counter.

## Mega Maze

Turn your house into a maze! Start small, with one room. Have the child leave the room and rearrange the furniture. Bring the child back in (you can blindfold older children to make it harder) and have them find their way through the room to the end. As children get more proficient at this you can begin doing entire floors, or the entire house- creating rules such as if a door is closed, you can't go that way) that work for your household layout. This forces children to look at a space they're intimately familiar with in a new way.

## Connect 4

This classic game requires you to alter your strategy based on what your opponent does. So simple, most 3-year-olds are capable of learning how to play in a short period of time. <http://amzn.to/2xsWSBR>

## Mr. Potato Head

Mixing and matching different eyes, mouths, noses, ears, and accessories helps break the pattern of rigid thinking. Make Mr. Potato Head look as silly as possible! This is a timeless toy that will never go out of style. <http://amzn.to/2vYPPTK>

## Simple Card Games

Simple card games such as Go Fish operate strictly on chance, which means you need to constantly be adapting to new conditions. The rules to Go Fish are: Each player gets dealt a hand of 5 cards. The person to the left of the dealer goes first and chooses a player to ask if they have a rank of card (example: "Do you have any twos?") that matches a card they have in their hand. If the other player does, they must hand over the card, and the receiving player puts down their pair. The object of the game is to have as many pairs of cards when the deck runs out as possible. For large groups, you can use two decks at once. Other simple card games that work well for self-monitoring practice are Crazy 8s, Uno, and War.

## Rush Hour Jr.

This puzzle game asks children to get the IceCream Truck out of the traffic jam. Cards show you how to set up the vehicles to start. Slide the cars along the gridlines to undo the gridlock! Suitable for children 3.5+ <http://amzn.to/2wySRj2>

## Use Your Senses

Blindfold your child and challenge them to find various objects around the house using only their senses of touch, taste, and smell. As children get better at this, move things into their path that they wouldn't expect, or distract them with decoys.

## Win/Lose Game

Print off the printable pieces: [prnt.link/winlosegame](http://prnt.link/winlosegame) Cut the pieces apart and fold/scrunch them up and put them in a container. Each person picks one piece out of the container- and it dictates whether they win or lose. This helps reinforce the idea that winning is a factor of chance- not of effort or worthiness- and helps create the opportunity for parents to give suggestions on how we can act when we don't win. This pairs nicely with some of the activities in the Emotional Control section.

## High and Low

This game is played on a staircase (ensure your child is wearing appropriate non-slip footwear.) Start on the bottom step with your child and say "Higher." Both of you should hop up a step. As you ascend the staircase, make your voice higher in tone. When you get to the top savour the moment, and then say "Lower" and once again go back down a step at a time.

Then vary the instructions of higher and lower in a random fashion.

## Car Crash

Both you and your child need a decently large car or truck that rolls freely. Sit on a hard floor across from your child (this doesn't work well on carpet.) Demonstrate passing your cars to and from each other by rolling. Then demonstrate that you can crash them into each other in the same manner. Begin to randomly give instructions to pass or crash. Once that is mastered begin adding the variables of fast and slow. This can also be applied to boats in the bath tub. Think up other variations with your child to keep the fun going. Remember to keep control of the count and release.

## Function Transformations

You and your child will both need a hat, a small ball, and a small stuffed animal. Begin the activity by both you and the child wearing hats and tossing the ball back and forth. After a while, remove your hat and tell the child you're continuing the activity but now you're going to be catching the ball with your hat. Your child may

or may not follow your lead. After a while, switch out the ball for the small stuffed animal.

Find other variations where you can change the use of an item. For instance, eat dinner sitting on the floor and putting your dinner on the chair seat. Use items other than blocks to build with.

## Be Punny

Show your child how to use different meanings to words to make people laugh. For example: Why are fish so smart? Because they live in schools. Talk about how one word can have two meanings. Encourage your child to come up with wordplay too.

## Teach and Model Self Talk Skills

Start talking out loud as you solve problems in your everyday life, and encourage your child to do so as well. Trying to figure out when the best time is to get groceries? Talk it out. Unsure where your keys are? Say the last places you saw them out loud, and go check there. Encourage them to think out loud while solving puzzles or problems. Prompt them with questions like "Is this similar to a problem you've solved before?" "What's different in this problem that you've never seen before?" The earlier children get accustomed to talking out their problems out loud, the easier flexible thinking and problem solving will be as they get older.

Things you can say:

- "We can do this another way."
- "I wonder what would happen if we tried another way?"
- "Let's see what else we can do."
- "If we use the fork to pick up the peas, they stay on better. If we use the spoon to pick up the peas we can pick up more."

## Watch and Talk Wordless Videos

These are 10 WORDLESS videos on Youtube to watch with your children to demonstrate problem-solving. Watch them with your children, and then talk about how the characters solved their problem. What could they have done differently? What worked? Kids love watching these movies over and over and they encourage putting words to skills.

- Piper (Youtube now charges for this one.): <https://youtu.be/PVYjvDKlV-w>
- Ormie the Pig: <https://youtu.be/EUm-vAOmV1o>
- Let Me In!: <https://youtu.be/4rb8aOzy9t4>
- Sweet Cocoon: <https://youtu.be/D0a0aNqTehM>
- Rollin Safar: <https://youtu.be/yltJEdSAHwi>
-

- Embarked: <https://youtu.be/y47-gmGvZhl>
- TV Dinner: <https://youtu.be/s13dLaTIHSg>
- PlayMate: <https://youtu.be/2fR9HqilmKM>
- Birds on a Wire: <https://youtu.be/vZYAHGwS3mA>
- Sticky Tape: <https://youtu.be/tV3SWjrt2rE>

## How Many Ways?

Ask your child to figure out how many ways they can do something. For instance: how many ways can you get from the front door to your room? How many ways can you use a cardboard box? How many ways can you show your brother you love him? How many ways can you show me you're mad? Tally up the ways they show you. Look at all the ways you can accomplish a goal! Bonus: have the child pick the best one. Point out that their first idea isn't always the best one.

## Challenge your Brain

Challenge your child to use their non-dominant hand to do everyday tasks like brushing their teeth, drawing, using their fork, etc. These "neurobics" help train brain pathways you don't usually use, which strengthens your out of the box thinking.

## Opposite World

Explain opposite world to your child- opposite world is a place where whatever you're doing is suddenly now opposite. For instance- play catch with your child and then tell them you're entering opposite world. Demonstrate just missing the ball instead of catching it. See if you can find two or three ways to "just miss" the ball. Build a puzzle together and then tell your child you're entering opposite world and take it apart piece by piece. Or draw on a white board together and then enter opposite world and erase it stroke by stroke. When playing board games enter opposite world and announce that now the objective is to go backwards on the board.

## Be a Tricky Partner

Explain to your child that you are going to be tricky and that they have to stay beside you no matter what you do. You will vary how you walk, what direction you're going, if you're standing or crawling, what plane you're on, etc. Have them mimic you as best they can. This is a great activity when killing time in public. Unexpected labels

## Unexpected labels

Grab a box of random objects from around your house. Sit with your child and pull one out and claim it's something other than it is. Like if you pull a shoe out you could say "Look at my new hat! Isn't it elegant?" Maintain eye contact with the child and have a good laugh. Do a few objects, then offer the child a turn. Once your child has mastered this, pretend what your child has pulled out of the box is yet a third thing. So if they pull a block out of the box and claim it's a ring, you can say "yes, I see you have some ketchup." Eventually, move away from a prop box and just pick up random objects from around the room, exaggerating your voice and facial expression to make it clear that you're joking.

## Read Amelia Bedelia

This classic children's book is suitable for 4+. This book helps illustrate that words can have more than one meaning. The heroine- Amelia- takes everything extremely literally. When she's asked to draw the curtains, for example, she uses a marker to draw on them. Use the opportunity to discuss what she should have done instead. <http://amzn.to/2wIxS2L>

## Find a New Way to Do Things

Show your child that there is more than one way to do things: change up simple everyday processes that achieve the same goal. For instance, if you're making peanut butter and jelly sandwiches and always put the jelly on first, put the peanut butter on first. Pick up your mail on the way home instead of on the way out. Take a different route to the park or to school. If it's safe and you can still achieve a good installation- switch their seating position with their siblings for a few days. This helps children see there is more than one way to solve a problem.

## Read/ Watch Pete the Cat: <http://amzn.to/2v3Jibv>

When Pete the Cat goes out in his new white shoes and steps in blueberries, strawberries, mud, and water...does he get upset as his shoes change colour from blue, to red, to brown, back to white? GOODNESS NO! This book (and it's accompanying song) are a fantastic introduction to set shifting for young children. This (<https://youtu.be/UwUlh3i4qto>) is a great animated video, and this video (<https://youtu.be/t1U7LdVVsw8>) by Lexington School for the Deaf introduces the sign language that goes with the story!

## Optical Illusions

Looking at optical illusions with your kids helps their brain learn to set-shift fluidly. This site (<http://www.optics4kids.org/home/content/illusions/>) has lots to view online and print. If you'd prefer a book format- this one is fantastic (<http://amzn.to/2xdqKD2>) These make great car books or things to do on a rainy day.

## Sorting

You can either buy a sorting game or create your own using everyday household items! Sort things by shape, colour, size, smell, taste, etc. Try and choose items to sort that can be sorted based on different criteria. This is a great thing to do while folding laundry: sort by type of clothing, colour, size, and whose item it is. This forces children to look at the same objects in a new way.

## Paint Something New

Try painting in a new and different space, or using different materials. If you have a Reuse Centre near you, this is an excellent use of the materials you can find there. Paint with feathers or pine cones or old mops or string...the possibilities are endless! Figure out what does work, and what doesn't. If your child generally paints at an easel or on a table...mix it up and set them up in the tub or shower, or outside. These minor set-shifts encourage more flexible thinking.

## Play, Build, and Create with Loose Parts

"Loose Parts" are basically junk. Beads, pipe cleaners, toilet paper rolls, cereal boxes, cardboard boxes, coffee cans, rocks, scrap wood...junk. Your recycling bin is an excellent place to start looking. A local Reuse Centre is also an excellent place to look. Use these loose parts to build, create, and play. Ask your child to build a fire truck with toilet paper rolls, tape, and pipe cleaners! Make musical instruments with coffee cans and tissue boxes. This act of taking something old and worn out and re-purposing it for play encourages children to set-shift and problem solve simultaneously.

## Watch or Read Action Movies and Books

Superhero and fantasy violence helps children feel powerful and process anger, frustration, impulsiveness, and a desire to control. By giving children an acceptable fantasy narrative, we allow them to practice these emotions and express them later in their imaginative play. You'll notice that your children will start by sticking close

to the script of whatever characters they identify with, but will soon expand and mix their storylines past the confines of the books or movies. For sensitive children- start with books. You can always close the book if it gets too scary or use your voice to alter the tenor of the narrative. Favourites include: PJ Masks, Power Rangers, Ninja Turtles, Young Justice, Pokemon, Spider-Man, Batman, Wonder Woman, Stretch Armstrong.

## **Created Structures/Sculptures**

Provide a team of two children with building materials or clay. First, have the children decide what they're going to build- the first time you do this give limited options. Once they've decided, ask the team to choose how they will construct it. Will they each work on different parts? Will one be the builder and the other the architect? Will they take turns adding pieces? Make sure each child understands their role. Let them get started. When they're done have them name their creation and take a photo of it.

# Working Memory

Working memory is the ability to hold information in your brain short-term, and then use it. It's like mental sticky notes. And then the ability to transfer those sticky notes that you still need into a long-term form of storage. Working Memory is literally our train of thought. It's our mental workspace where we manipulate information and use our mind's eye.

With young kids, we tend to work on the social stuff that sets them up for success later down the road when they have to generalize these skills to their academic careers. And I'm sure you can already see how Working Memory puzzles in with organisation, task initiation, self- monitoring, and planning and prioritizing. All these areas of executive function support each other- that's why they're often referred to as pillars. They're complementary- but not the same.

## Matching Games

Matching games help children practice their working memory with increasing difficulty. When you first introduce a matching game to your child, put all the cards face up and simply have them search out the matching images/ letters (there's a matching game for every interest! Your child likes Dinosaurs?! There's a matching game for that!) You can also start with just half the cards. As your child gets more proficient and speedy at it- add more cards, and then flip the cards over so the child has to remember which cards are where.

You can also download & print a PDF shapes matching game here:  
[prnt.link/matchinggame](http://prnt.link/matchinggame)

## BINGO

Bingo helps children marry auditory and visual short-term memory. Bingo cards are generally available very cheap at the dollar store (and kids LOVE to use the dabbers!), you can buy a re-usable game (<http://amzn.to/2wHwvfn>) or print your own customised Bingo cards for free (<http://myfreebingocards.com/bingo-card-generator>) (I suggest using cardstock if using dabbers.)

## Play Card Games

This can support working memory through both remembering the rules of the game and remembering which cards they have in their hand and which ones have

been played already (e.g. Go Fish, Uno, Crazy 8's).

## **Dress Mama**

Kids love this one because it flips the script of their everyday lives. Have your child tell you how to get dressed! From underwear right through to what necklace to wear. Using visuals can help younger kids remember sequences, while older kids may just need some verbal prompts. When giving reminders try and make them vague but pointed ie: "My pants sure feel weird on my bum, I think we forgot something."

## **All About My Day**

This is an awesome dinner table game. Everybody at the table takes turns saying 3 things they did that day, and the other people at the table have to repeat it back to them IN ORDER. This is suitable for children 3+. As they get more proficient, add in a 4th and 5th thing.

## **Taking a Trip**

Say a place you would go to and something you would bring with you. For instance, "I'm going to the beach and I'm bringing my swimsuit." The person after you repeats your sentence and adds their own item. "I'm going to the beach and I'm bringing my swimsuit and a beach ball." Everyone takes a turn adding an item. The first person to forget the list gets to start the next one. Suitable for age 4+ and a fun game to play in the car.

## **Sequence Recall**

Using a deck of cards, one person draws 4 cards and puts them in order where only they can see them. They say the sequence out loud and then ask their partner a question about the sequence. Ie: "3, 2, 8, King....what came after 2?" Other questions you could ask: What number came second? What came last? What was the first number? What came before? For younger kids- use fewer cards. For older kids, use more!

## **Clap Yo Hands**

A great car game: the driver claps a rhythm and the passengers have to repeat the rhythm back to you. Every time they get it right, add to the rhythm until they get it wrong.

## Use Visuals!

Using visuals when giving our child directions is one of the easiest ways to build working memory. Young children think in pictures- so "telling" them in pictures means they're much more likely to remember! Visual Cue Cards or First/Then boards tend to work best for this type of interaction.

## Teach Them Their Phone Number

Remembering sequences of information help children learn to transfer information to long-term memory. Make your number a song, or a chant to give it a cadence. + bonus points for safety!

## Talk About Pictures

After you do an activity with your child, sit down and look at the pictures. Have them tell you what happened in the pictures. Try and encourage them to tell you what happened before the picture was taken, what's happening in the picture, and after the picture.

## Rehash the Rules

Prior to entering any activity or situation where your child has to practice impulse control- take a moment to sit down with them and re-hash the expectations, what is and is not appropriate, and discuss what the consequences will be if they do not meet those expectations helps to put the "rules" back at the forefront of their mind. Have them repeat the rules back to you. Catch them being good! If you notice them following expectations- praise them often.

## Brush Your Teeth!

Have children practise daily self-care routines such as brushing their teeth. Stress the order of operations: first wet the brush, then put on the toothpaste, then brush: top, bottom, backs, fronts, then spit and rinse.

## Shape Building

Set a timer for 30 seconds and make any design you want with the shape cards (download below.) Mess the cards up and have your child try and replicate it. Suitable for 3+...start with very simple designs for young children and work your way up to masterpieces! [prnt.link/shapescards](http://prnt.link/shapescards)

## What's Missing?

Print and laminate the picture cards (download below.) Stack the cards, and draw 3. Place them in front of you face down. One at a time, turn them right side up, give your child a minute to study them, then flip them back face down. Now turn two of them back up again and have your child remember which is missing. Take turns with your child. Suitable for 3+- as your child gets more proficient at this, add more cards!

## Watch YouTube Videos & Read Books

Watch short videos on YouTube or KidsLoveShortFilms.com and then have your child re-tell the story back to you. You can do the same with books.

## Grocery Shop

Have your child remember **ONE** thing that you need to get at the grocery store. When you get to that aisle, ask them what it is you needed at the store. As your child gets better at this- add to their list of things to remember.

## Learn to Cook

Show your child where you keep various ingredients in your home. Get your child to help you find all the ingredients you need to make a meal in your kitchen. For younger kids- using visuals to start can help. As the child gets more proficient, give them less help and more responsibility.

## Hide the Shoes

Before bed, have your child hide their shoes in the house (keep track!) In the morning while getting ready to leave, ask them to find their shoes. This helps with longer-term memory and remembering under pressure.

## Barefoot Running and Obstacle Course

This study ([http://journals.sagepub.com/doi/abs/10.1177/0031512516640391?url\\_ver=Z39.88-2003&rfr\\_id=ori:rid:crossref.org&rfr\\_dat=cr\\_pub%3dpubmed](http://journals.sagepub.com/doi/abs/10.1177/0031512516640391?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%3dpubmed)) ( If you send that citation to your local reference librarian, they'll find it for you in a jiffy!) links barefoot running with a significant increase in working memory. BUT! The runner must be barefoot, run for at least 16 minutes continuously, and be focused on the ground. Running an obstacle course or avoiding hazards would fit the bill!

# Planning and Prioritising

Planning and Prioritising is the ability to look at everything you need to do, and prioritize it. It's very closely related to organisation. Let's use the example of baking: if you're baking a cake- organisation is responsible for making sure you have all the right ingredients available, present, and measured out. Planning and prioritising is what's responsible for 3 days ago when you were at the grocery store- knowing you will need flour to bake your cake, buying all the necessary ingredients before you start baking, and then when you're actually baking- putting them into the bowl in the right order, doing the steps at the right time.

If you're strong in organisation but not in planning and prioritising you're going to go to bake a cake and realize you don't have half your ingredients. Or you're going to mix all the right ingredients together and then not realize until your bread isn't rising that there was a specific order: you had to mix the wet and dry ingredients separately and then combine them for instance.

Planning and Prioritising are skills that employers covet and give children a real leg up when it comes to school. As children, it makes them a dream to parent. Encouraging these skills tends to have an "invisible" impact- but that impact is usually "everything is just less of a struggle." And anything that makes life with young children less of a struggle should be top priority!

## Sequencing Games

Using sequencing cards, have your child find the beginning, middle, and end to a prescribed sequence. You can also do this with visuals, or real photos of your child participating in routines. For young children keep the sequence to 2 or 3 photos. As they get more proficient, introduce more complex sequences.

## Tic Tac Toe

This classic game is excellent for those mundane moments while waiting for food at a restaurant, the doctor's office, or just killing time on a rainy day. This is a two person game. Draw a large hash (#) sign which results in squares approximately 3 inches by 3 inches. One player goes first, and draws an X in an empty square. The other player goes second, drawing an O in an empty square. You repeat these steps until one player gets 3 of their symbol in a row- either horizontally, diagonally, or vertically.

## Connect Four

This classic game is very much like Tic Tac Toe- on steroids. The aim of the game is to get 4 of your pieces in a row- either vertically, horizontally, or diagonally. You must plan and prioritize to block your opponent. Suitable for 4+.

<http://amzn.to/2gnC63l>

## Plan & Build and Obstacle Course

Instruct your child to plan an obstacle course and draw it out on paper. The rules are that they won't be allowed to talk to you or use any words or gestures to communicate with you while you set up the course according to their plan- so to make sure to be very specific with their drawing. Tip: if doing this at home, give them specific supplies or a defined space to use to make it easier. As they get more proficient, loosen the boundaries to increase the difficulty.

## What's Next?

While doing anything with your child- ask them what's next? Children with weak planning skills will often come out with hilarious answers. For younger children, model first. For older children, play out what they said was next- even if it's not. Then rewind to where it went off course, and ask again.

## What Should We Do First?

Get in the habit of asking your child their opinion on what activity should come first. Give them supporting information. When possible, follow through with their suggestion and if there are unfavourable outcomes- talk about why the other task should have been a priority.

## Visuals!

Use Sequence Strips to map out typical routines such as bedtime, brushing teeth, washing hands, setting the table for dinner, getting ready to leave the house, etc. Refer your child to them constantly when they do things out of order. When possible, explain why that step comes first (ie: You put the utensils on the table before putting the placemats out. Placemats come first because they go under the cutlery.)

## Draw Attention to the Clock

Around age 3- start referring your child to the clock when they ask when something will happen. If you use primarily digital clocks, use visuals to remind them of the number sequence they need to see. If you use analog clocks, use post-it flags to indicate where the big and little hand needs to be.

## Talk about Finances

I know this sounds strange to talk about with young children, however, modelling fiscal responsibility from a young age can help children learn to make the most of limited resources and prioritise within those circumstances. Discuss why we can or cannot afford treats, toys, or activities at any given time. Be careful to not make this ALWAYS about what we cannot do because we're saving for XYZ. When you indulge- point that out! We can afford to stop for pizza after swimming lessons because we didn't buy that toy you wanted but already have 3 similar ones. The effects of this will not be immediate, it is a good, very simple way to introduce the idea of limited resources and prioritising what you do with those.

## Work Towards a Goal

If your child has a thing or an activity they want to do- set up a goal chart. This differs from a reward chart in that the steps towards their goal should be functional and non-coercive. With a rewards chart, you'd have to do a certain non-preferred task X number of times to get a reward. With a goal chart, your end goal is child-driven, and the steps to get it are functional- ie: If your child wants the latest toy, they can help around the house or do acts of kindness to earn their goal. There should be a variety of tasks to earn their goal, and they should be free to choose when they engage. How often they choose to engage will determine their priorities.

## Use a Calendar

Using a large calendar to help children plan out their activities helps to build life planning skills. You can buy one, or use the printable template here (<https://docs.google.com/spreadsheets/d/1DW8V0lWjHUjTgnjtvMJqp22jQSV-rqkABkCqFTtomeE/edit?usp=sharing>) and have it printed on legal-sized paper. Make it fun by using different colours of markers for different people's events! If you're using a paper version- big stickers can make it fun!

## **Tell a Story**

Building off the sequence game, have your child then tell a story about the sequence they've built following the beginning/middle/end model. You can also do this with children using real-life events: take photos of their day, print them, and then have them organize them into what happened first/second/third (for younger children- stick with 2 photos, as they get more proficient, move to 3, 4, 5 photos) and have them tell you about what happened that day.

## **Read a Story**

Pick a simple storybook your child is NOT familiar with and ask them to tell you what they think the story is about using the pictures. Listen to their explanation (video it- it's usually gold.) Once they've given their version of the story, go back and read the book and see how close they got to the plot.

## **Grocery Shop to the Recipe**

Pick a recipe your child likes. Help them categorize the ingredients by section of the grocery store (vegetables, bread, meat, dairy, dry goods, etc.) For pre-readers, use visuals. While in each section of the store, have them read (off a list or their visuals) what is needed for their recipe. Go home and cook!

## **Cook!**

Or bake. Read the directions with your child ahead of time, and then ask them what the recipe says to do first. Then ask- what's next?

## **Create a Bucket List**

Create bucket lists of activities you and your children would like to do together. I like to make one for each season. When lost for "what to do today"- look at the bucket list and have children explain their preference (priorities.)

## **Clean to Music**

While cleaning an area of the house with your child, challenge them to clean as much as they can while a familiar song plays (upbeat tends to work best: Happy by Pharrell, Your Welcome by Dwayne Johnson,...Disney/Pixar songs tend to work well in general. The Clean Up Robot by Mark. D. Pencil is a HUGE hit usually.) Create a "cleaning playlist" for doing large areas of the house.





I'm Allana Robinson,

a **Parenting Effectiveness Coach** for parents of toddlers and preschoolers and I specialize in helping you understand why your child is misbehaving and what to do about it without yelling, shaming or using time-outs. After a decade of working in early intervention as a developmental specialist, I began to notice a pattern: the average parent can generally figure out the whole "behaviour management" thing-but has absolutely no idea how to prevent the issue from arising again. Stuck on a parenting hamster wheel and frustrated by their child's apparent lack of progress- the entire family would become a hotbed of yelling, empty threats, and disconnected consequences that would achieve short-term results but never actually fix the problem.

Using the knowledge and resources I've gained as a **Registered Early Childhood Educator and Developmental Specialist**, this course was developed to give parents an easy to digest, simple to implement, and supportive program that will completely change how you view your child, how you parent, and therefore- your child's behaviour.