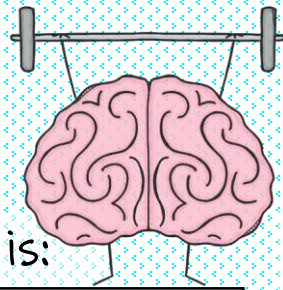


# ACTION PLAN GUIDE

FOR PARENTS & KIDS



The Frustration We're Working on is:

--

Working on it is Important Because:

--

After Visualizing, This is How I would Like it to Look and Feel After Following our Plan:

Child	Parent

The Emotional Regulation Tools I will Use if I Begin to Feel Frustrated or Upset:

Child	Parent

Our Action Plan is:

1.

2.

3.

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This is How We Agree to Treat Each Other:

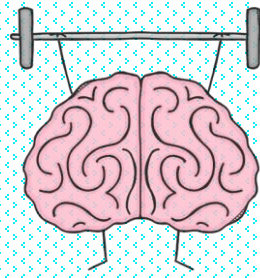
Child	Parent

If this Agreement is Not Respected, the Result will be:

Parent

# ACTION PLAN GUIDE

FOR PARENTS & KIDS



The Frustration We're Working on is:

Getting math homework done with out a meltdown.

Working on it is Important Because:

It takes so long to get math done. We are both frustrated and upset. and don't want to spend our time together fighting. Because of this, we dread math and we need to change our mindset and strategies, so it gets better

After Visualizing, This is How I would Like it to Look and Feel After Following our Plan:

**CHILD**

I come home, have a snack and set a timer for 10 minutes. Then I would get calmly get started. If I hit a problem, I would use a strategy to help me grow through my sticky spot. If I couldn't figure it out I would ask for help and you would nicely and calmly help me where I was stuck and then I would finish the rest.

**PARENT**

You would come home set a timer and chill. Then you would get your math out without me having to remind or nag you. I would be nearby when you get stuck but you would do what you could by yourself. When you ask for help, you ask calmly and say please. I would help you where you are stuck and you would finish by yourself. We would both stay calm, focused and respectful.

The Emotional Regulation Tools I will Use if I Begin to Feel Frustrated or Upset:

**CHILD**

Breathing  
Standing Up and Walking Around  
Inversion Yoga Poses  
Counting To Ten  
Visualizing Myself Completing The Assignment

**PARENT**

Breathing  
Walking Away  
Listening To Calming Music

Our Action Plan is:

1.

Get in the right frame of mind. Kiddo has a snack, a few minutes of quiet time with the expectation that when the timer goes off, homework comes without protest. Parent will be in the area, but not directly assisting unless necessary and then only on the sticking spots. Parent and child will not have screens on or nearby during math homework time. If needed, parent and child can review emotional boundaries agreement.

2.

Kiddo does homework with treasure chest of self-regulation tools available and frustration chart for communication purposes. If stuck, kiddo asks for help in a respectful manner. Parent helps with sticking point and then may get up and allow child to practice independently again until needed.

3.

Continue until finished. Use a treasure to regulate emotion and resume task. If emotional boundaries are crossed use Emotional Boundaries Agreement and follow directions. If math is completed by following plan, celebrate together (high five, hug, dance party in the kitchen, etc...) for a job well done!

This is How We Agree to Treat Each Other:

**Child**  
Speak kindly  
No eye rolling  
Ask for help respectfully  
Responsibly attempt to do homework myself

**Parent**  
Speak kindly  
Answer questions kindly  
Do not yell  
Be mindfully engaged and present in helping when needed

If this Agreement is Not Respected, the Result will be:

**Parent**  
Loss of electronic time for rest of the day  
30 minutes of time away and then a try again  
Letter to teacher written from child about why homework is not complete