

# LITTLE MINDS, BIG FEELINGS

## Build / Think / Feel / Connect

A personalized 28-day parent-led guide for a creative, affectionate, active 5-year-old who is learning to manage frustration, keep others safe, listen, share and adapt.

### **28 DAYS | 15-20 MINUTES DAILY | TWO PARENTS | HOME FOCUS**

Includes an activity calendar, complete daily instructions, coaching scripts, printable games, and a practical observation tracker.

Family copy | October 2026

Educational support, not a diagnosis or substitute for pediatric or behavioral care.

# START HERE: THE FAMILY PLAN

Your son loves building, patterns, games and movement. He shows empathy and affection and can focus well on preferred activities. His hardest moments involve ending activities, disappointment, sibling disagreements, and accepting boundaries. Multiple daily outbursts sometimes include hitting, kicking or throwing, and similar concerns have occurred at school. This profile is based on parent report and is not diagnostic.

## Five goals

- Reduce hitting, kicking, pushing and unsafe throwing, tracking all incidents and injuries.
- Increase safe responses to disappointment: ask for help, request a break, name feelings, or accept comfort.
- Increase the share of simple one-step requests started after one calm instruction and 5-10 seconds of processing time.
- Build daily short, supported turns in sibling play and respect for other people's toys and personal space.
- Practice tolerating small changes, mistakes and losing with decreasing adult support.

## Important clinical and safety note

Because aggression may hurt people and occurs across settings, arrange a conversation with his pediatrician and request guidance on evidence-based parent behavior training. Consult his school about safety if incidents continue there, even though this workbook focuses on home. When someone is being hit, calmly separate children, move unsafe objects, check for injury and supervise. If injuries are serious or safety cannot be maintained, seek urgent local help. Avoid forced restraint unless needed to stop immediate harm.

## The shared adult script

Connect: "You are upset." Limit: "I will not let you hit." Help: "I can stay near you or give you space."  
After calm: "Next time ask for a turn. Let's practice."

## Two parents, one routine

Agree on the same screen schedule and safe-hands rule. Give clear one-step directions, move close and get attention before speaking, pause briefly, and praise starting the task. Avoid yelling, long explanations during distress, bargaining after a boundary is set, or withdrawing affection. Give 5-10 minutes of child-led connection daily in addition to the activity.

# FOUR-WEEK ROADMAP

## WEEK 1 - My Feelings & Safe Body

| DAY | ACTIVITY                  | SKILL                 |
|-----|---------------------------|-----------------------|
| 1   | Feelings Detective        | Emotion recognition   |
| 2   | LEGO Feelings Tower       | Naming frustration    |
| 3   | Freeze Dance              | Stopping on cue       |
| 4   | Turtle Power              | Calming with support  |
| 5   | Stoplight Body Game       | Body safety cues      |
| 6   | Calm-Down Obstacle Course | Movement and settling |
| 7   | Family Feelings Challenge | Reviewing emotions    |

## WEEK 2 - My Brain Can Pause

| DAY | ACTIVITY                | SKILL                    |
|-----|-------------------------|--------------------------|
| 8   | Reverse Simon Says      | Inhibitory control       |
| 9   | LEGO Pattern Switch     | Changing a rule          |
| 10  | Red Light, Green Light  | Waiting and stopping     |
| 11  | Mystery Instructions    | Following directions     |
| 12  | The Wrong Way Challenge | Recovering from mistakes |
| 13  | Treasure Hunt Missions  | Working memory           |
| 14  | Family Brain Olympics   | Effort and patience      |

## WEEK 3 - Kind Hands, Kind Heart

| DAY | ACTIVITY           | SKILL                 |
|-----|--------------------|-----------------------|
| 15  | My Space Bubble    | Personal space        |
| 16  | LEGO Team Builders | Sharing and turns     |
| 17  | Ask Before You Hug | Consent and rejection |

| DAY | ACTIVITY                     | SKILL                |
|-----|------------------------------|----------------------|
| 18  | Toy Rescue Mission           | Ownership and asking |
| 19  | Someone Else's Shoes         | Perspective-taking   |
| 20  | Kindness Scavenger Hunt      | Prosocial action     |
| 21  | Family Cooperation Challenge | Cooperation          |

## WEEK 4 - I Can Handle Challenges

| DAY | ACTIVITY                  | SKILL                          |
|-----|---------------------------|--------------------------------|
| 22  | Losing Is Learning        | Handling a loss                |
| 23  | The Flexible Builder      | Compromise and flexibility     |
| 24  | YouTube Goodbye Challenge | Ending screen time             |
| 25  | Calm Problem-Solving Maze | Choosing safe actions          |
| 26  | Follow the Leader         | Listening and leading          |
| 27  | Family Kindness Builders  | Shared family goal             |
| 28  | Super Skills Celebration  | Generalization and celebration |

# FAMILY SUPPORT ROUTINES

## Before an outburst: plan predictable transitions

For YouTube, disable autoplay, agree on a daily viewing window before starting, show a simple visual timer, give a five-minute and one-minute heads-up, and prepare two offline alternatives. Begin by recording typical daily minutes; reduce gradually by about 15-20 minutes per week if manageable. Aim toward roughly 60 minutes of high-quality recreational media per day, but take longer if necessary. Do not change today's limit in response to screaming. Follow current AAP family media guidance and consider content quality and context.

## During an outburst: safety, calm and limits

Speak briefly and quietly. Protect siblings and move unsafe objects. Name the feeling without agreeing to an unsafe act: "You are angry; I will keep us safe." Offer proximity or a little space. Do not demand deep breathing or apologies while he is overwhelmed. Once calm, practice an alternative and help repair harm if appropriate. Never force a hug.

## Personal space and family kindness

Teach the sequence: ask before touching; wait for an answer; accept "no" immediately; choose a wave, smile, or kind words instead. A rejected hug does not mean rejected love. Do not force siblings to share personally owned toys. Distinguish family-shared toys from individual possessions and practice requesting turns.

## Sleep and movement

His 8:30 PM to 6:30 AM schedule offers about ten hours in bed. Children ages 3-5 generally need 10-13 hours of sleep over 24 hours, including naps. Observe how long he actually sleeps and discuss sleep concerns with his pediatrician. Include daily active play, and adapt noisy or crowded activities to his comfort.

## Tracking without shaming

Use the tracker once each evening (about two minutes). Record unsafe incidents and context, duration of the longest upset, one-step directions followed on first clear request (out of five observed chances), one cooperative-play success, minutes of recreational screen time, and anything that helped. Do not ask him to earn affection, food, or basic needs.

## WEEK 1 / DAY 1

# Feelings Detective

Skill: Emotion recognition    Time: 15-20 minutes

Materials: Paper and crayons

### WHAT TO DO

1. Draw happy, sad, angry, nervous faces; name each.
2. Take turns making a face and guessing the emotion.
3. Ask where each feeling appears in the body; practice saying "I feel..."

### SAY THIS

"All feelings are allowed. Hitting is not. I can help you feel safe."

### PRACTICE IN REAL LIFE

Practice one safe response during an everyday frustration.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ] Skill used with help? [ ] Skill used independently? [ ]

NOTES: \_\_\_\_\_

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## WEEK 1 / DAY 2

# LEGO Feelings Tower

Skill: Naming frustration    Time: 15-20 minutes

Materials: LEGO bricks

### WHAT TO DO

1. Build one tower for calm and one for frustrated.
2. Name a situation that makes each feeling happen.
3. Model asking for help when a tower falls; rebuild together.

### SAY THIS

"It fell down and that feels hard. Do you want help or a break?"

### PRACTICE IN REAL LIFE

Practice one safe response during an everyday frustration.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

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## WEEK 1 / DAY 3

# Freeze Dance

Skill: Stopping on cue    Time: 15-20 minutes

Materials: Music and open floor

### WHAT TO DO

1. Dance when music plays; freeze when it stops.
2. Start with long pauses; make them shorter if comfortable.
3. Practice “feet stay safe” and celebrate stopping, not speed.

### SAY THIS

“You stopped your body when the music stopped. That took practice.”

### PRACTICE IN REAL LIFE

Practice one safe response during an everyday frustration.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

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## WEEK 1 / DAY 4

# Turtle Power

Skill: Calming with support    Time: 15-20 minutes

Materials: A pillow or plush turtle

### WHAT TO DO

1. Pretend to be turtles: tuck arms in and pause.
2. Take two comfortable slow breaths together; do not force deep breaths.
3. Say “I need a break” and slowly stretch out.

### SAY THIS

“Your body is telling you this is hard. Let us pause together.”

### PRACTICE IN REAL LIFE

Practice one safe response during an everyday frustration.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

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## WEEK 1 / DAY 5

# Stoplight Body Game

Skill: Body safety cues    Time: 15-20 minutes

Materials: Red/yellow/green paper

### WHAT TO DO

1. Make red, yellow, green cards.
2. Red means hands/feet stop; yellow means notice feeling; green means ask for help.
3. Act out one mild toy conflict with puppets and use the colors.

### SAY THIS

“Red means stop hands and feet. Yellow means notice; green means choose.”

### PRACTICE IN REAL LIFE

Practice one safe response during an everyday frustration.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 1 / DAY 6

# Calm-Down Obstacle Course

Skill: Movement and settling Time: 15-20 minutes

Materials: Cushions, tape, soft obstacle items

### WHAT TO DO

1. Set up stepping spots, a pillow squeeze, and a quiet finish.
2. Move through course safely, then slow down near the finish.
3. Try the movement course before a difficult transition.

### SAY THIS

"Moving feels good. Now we can slow our bodies down."

### PRACTICE IN REAL LIFE

Practice one safe response during an everyday frustration.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 1 / DAY 7

# Family Feelings Challenge

Skill: Reviewing emotions    Time: 15-20 minutes

Materials: Emotion drawings and stickers

### WHAT TO DO

1. Review three feeling faces from the week.
2. Each family member shares a feeling and one helpful response.
3. Practice the safe-body phrase and pick a favorite calming tool.

### SAY THIS

"I noticed you tried a safe choice when you were frustrated."

### PRACTICE IN REAL LIFE

Practice one safe response during an everyday frustration.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 2 / DAY 8

# Reverse Simon Says

Skill: Inhibitory control    Time: 15-20 minutes

Materials: Open floor

### WHAT TO DO

1. Play normal Simon Says slowly.
2. Try a playful opposite instruction with a visual reminder.
3. Praise pausing to think; return to easy mode if frustrated.

### SAY THIS

“You paused before moving. That is the skill we are practicing.”

### PRACTICE IN REAL LIFE

Give one clear direction; wait before repeating.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 2 / DAY 9

# LEGO Pattern Switch

Skill: Changing a rule    Time: 15-20 minutes

Materials: Two colors of LEGO

### WHAT TO DO

1. Copy a two-color LEGO pattern.
2. Invite your child to change the rule and explain it.
3. Trade turns choosing the pattern; model “new rules can be hard.”

### SAY THIS

“We can try your pattern, then mine. Changes take practice.”

### PRACTICE IN REAL LIFE

Give one clear direction; wait before repeating.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 2 / DAY 10

# Red Light, Green Light

Skill: Waiting and stopping    Time: 15-20 minutes

Materials: Open floor or yard

### WHAT TO DO

1. Play walk on green, freeze on red.
2. Add yellow for slow steps; gradually vary order.
3. Connect freeze skill to stopping hands during conflict.

### SAY THIS

“Stop means stop. I will help you practice again.”

### PRACTICE IN REAL LIFE

Give one clear direction; wait before repeating.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 2 / DAY 11

# Mystery Instructions

Skill: Following directions    Time: 15-20 minutes

Materials: Three household objects

### WHAT TO DO

1. Give a two-step request with a gesture: touch chair, bring block.
2. Wait about 5-10 seconds without repeating.
3. Swap roles and let your child give you directions.

### SAY THIS

"I will say it once, then give you a moment to begin."

### PRACTICE IN REAL LIFE

Give one clear direction; wait before repeating.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 2 / DAY 12

# The Wrong Way Challenge

Skill: Recovering from mistakes Time: 15-20 minutes

Materials: Paper and washable blocks

### WHAT TO DO

1. Build a purposely imperfect silly shape together.
2. Model a small mistake and say "Oops, I can try again."
3. Invite one easy repair; stop if distress grows.

### SAY THIS

"Mistakes happen when people learn. Would help or a break work?"

### PRACTICE IN REAL LIFE

Give one clear direction; wait before repeating.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 2 / DAY 13

# Treasure Hunt Missions

Skill: Working memory    Time: 15-20 minutes

Materials: Paper clues and safe hiding spots

### WHAT TO DO

1. Hide three safe objects and draw picture clues.
2. Give two clues at a time and allow thinking time.
3. Let child plan a hunt for parent; praise listening and effort.

### SAY THIS

"You remembered the directions. Tell me your plan."

### PRACTICE IN REAL LIFE

Give one clear direction; wait before repeating.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 2 / DAY 14

# Family Brain Olympics

Skill: Effort and patience    Time: 15-20 minutes

Materials: Blocks, music, family

### WHAT TO DO

1. Play two short favorite thinking games.
2. Introduce a mild waiting or turn-taking challenge.
3. Review one calming tool that helped this week.

### SAY THIS

"I like how you tried another way."

### PRACTICE IN REAL LIFE

Give one clear direction; wait before repeating.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ] Skill used with help? [ ] Skill used independently? [ ]

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## WEEK 3 / DAY 15

# My Space Bubble

Skill: Personal space    Time: 15-20 minutes

Materials: Tape or hula hoop

### WHAT TO DO

1. Make personal-space circles with tape or string (never restrain).
2. Practice asking “Can I come closer?” and respecting “no.”
3. Offer a wave, air high-five, or smile as alternatives.

### SAY THIS

“They said no. We respect their space, and we are still loved.”

### PRACTICE IN REAL LIFE

Notice and describe one act of kindness or patience.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 3 / DAY 16

# LEGO Team Builders

Skill: Sharing and turns Time: 15-20 minutes

Materials: LEGO sets, shared pieces

### WHAT TO DO

1. Choose a small joint LEGO goal; assign one turn each.
2. Pass shared bricks back and forth with verbal cues.
3. Practice “May I have that when you are done?”

### SAY THIS

“We can both want the brick. Let us take turns.”

### PRACTICE IN REAL LIFE

Notice and describe one act of kindness or patience.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ] Skill used with help? [ ] Skill used independently? [ ]

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## WEEK 3 / DAY 17

# Ask Before You Hug

Skill: Consent and rejection    Time: 15-20 minutes

Materials: Paper drawings of greetings

### WHAT TO DO

1. Role-play two characters offering and declining hugs.
2. Practice “Can I hug you?” and “Okay, maybe later.”
3. Explain declining a hug does not mean someone stopped loving you.

### SAY THIS

“A hug is a choice. We ask, and we accept the answer.”

### PRACTICE IN REAL LIFE

Notice and describe one act of kindness or patience.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ] Skill used with help? [ ] Skill used independently? [ ]

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## WEEK 3 / DAY 18

# Toy Rescue Mission

Skill: Ownership and asking    Time: 15-20 minutes

Materials: Two favorite toys

### WHAT TO DO

1. Give each toy a pretend owner card.
2. Practice asking to borrow and accepting “not now.”
3. Choose another toy or wait while a timer runs.

### SAY THIS

“It belongs to your sister. Ask before borrowing.”

### PRACTICE IN REAL LIFE

Notice and describe one act of kindness or patience.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ☐ ] Skill used with help? [ ☐ ] Skill used independently? [ ☐ ]

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## WEEK 3 / DAY 19

# Someone Else's Shoes

Skill: Perspective-taking    Time: 15-20 minutes

Materials: Paper character cards

### WHAT TO DO

1. Draw a child whose tower fell and a sibling who wants a turn.
2. Ask what each person may feel and need.
3. Practice one caring response that still respects space.

### SAY THIS

“What might the other child be feeling? How can we help?”

### PRACTICE IN REAL LIFE

Notice and describe one act of kindness or patience.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 3 / DAY 20

# Kindness Scavenger Hunt

Skill: Prosocial action    Time: 15-20 minutes

Materials: Paper hearts

### WHAT TO DO

1. Draw three hearts with family-helping tasks.
2. Choose a voluntary kindness action, such as helping carry socks.
3. Notice the effort without scoring love or worth.

### SAY THIS

“Kindness is something we choose, not something we must earn.”

### PRACTICE IN REAL LIFE

Notice and describe one act of kindness or patience.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 3 / DAY 21

# Family Cooperation Challenge

Skill: Cooperation Time: 15-20 minutes

Materials: Blocks and drawing materials

### WHAT TO DO

1. Design and build a bridge as a family.
2. Each person chooses one design detail; practice compromise.
3. Take a break if feelings rise, then return when ready.

### SAY THIS

"We each get a voice in the plan."

### PRACTICE IN REAL LIFE

Notice and describe one act of kindness or patience.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ] Skill used with help? [ ] Skill used independently? [ ]

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## WEEK 4 / DAY 22

# Losing Is Learning

Skill: Handling a loss    Time: 15-20 minutes

Materials: Easy board game

### WHAT TO DO

1. Play one short game with an uncertain winner.
2. Model: "I wanted to win. I feel disappointed. Good game."
3. Let child practice a coping phrase before next round.

### SAY THIS

"I wanted to win, too. I can be sad and stay safe."

### PRACTICE IN REAL LIFE

Practice asking and waiting before touching or taking a toy.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 4 / DAY 23

# The Flexible Builder

Skill: Compromise and flexibility    Time: 15-20 minutes

Materials: LEGO and one simple plan

### WHAT TO DO

1. Adult and child each propose one LEGO design detail.
2. Take turns choosing; make one small unexpected change.
3. Offer help or a break when the plan changes.

### SAY THIS

"Our ideas are different. We can choose one part of each."

### PRACTICE IN REAL LIFE

Practice asking and waiting before touching or taking a toy.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 4 / DAY 24

# YouTube Goodbye Challenge

Skill: Ending screen time    Time: 15-20 minutes

Materials: Visual timer and offline activity choice

### WHAT TO DO

1. Before video begins, show the end time on a visual timer.
2. Give a calm 5-minute and 1-minute warning; turn off autoplay.
3. At finish, validate feelings, keep limit, offer two offline choices.

### SAY THIS

“The video is finished. You can be upset; I will keep the limit.”

### PRACTICE IN REAL LIFE

Practice asking and waiting before touching or taking a toy.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

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## WEEK 4 / DAY 25

# Calm Problem-Solving Maze

Skill: Choosing safe actions    Time: 15-20 minutes

Materials: Printed maze and crayons

### WHAT TO DO

1. Draw a three-path maze ending at a calm corner.
2. At each fork ask which response is safe: hit, ask, or pause.
3. Let child draw a route from frustration to repair.

### SAY THIS

“Which choice protects everyone? Let us practice it.”

### PRACTICE IN REAL LIFE

Practice asking and waiting before touching or taking a toy.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ] Skill used with help? [ ] Skill used independently? [ ]

NOTES: \_\_\_\_\_

\_\_\_\_\_

## WEEK 4 / DAY 26

# Follow the Leader

Skill: Listening and leading    Time: 15-20 minutes

Materials: Picture direction cards

### WHAT TO DO

1. Take turns leading a 3-step movement pattern.
2. Give one instruction at a time, then swap roles.
3. Notice when he begins after one clear direction.

### SAY THIS

“You heard the direction and got started.”

### PRACTICE IN REAL LIFE

Practice asking and waiting before touching or taking a toy.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ] Skill used with help? [ ] Skill used independently? [ ]

NOTES: \_\_\_\_\_

\_\_\_\_\_

## WEEK 4 / DAY 27

# Family Kindness Builders

Skill: Shared family goal    Time: 15-20 minutes

Materials: Blocks and family goal card

### WHAT TO DO

1. Pick a shared project: decorate a kindness box or build a town.
2. Ask each family member for a contribution.
3. Practice a respectful disagreement and one compromise.

### SAY THIS

“We can disagree and still build together.”

### PRACTICE IN REAL LIFE

Practice asking and waiting before touching or taking a toy.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ] Skill used with help? [ ] Skill used independently? [ ]

NOTES: \_\_\_\_\_

\_\_\_\_\_

## WEEK 4 / DAY 28

# Super Skills Celebration

Skill: Generalization and celebration Time: 15-20 minutes

Materials: Favorite games and progress chart

### WHAT TO DO

1. Choose two favorite activities to repeat.
2. Show observed gains without criticizing difficult days.
3. Make a family plan for practicing the most useful skill next week.

### SAY THIS

"You kept practicing. Our family will keep learning together."

### PRACTICE IN REAL LIFE

Practice asking and waiting before touching or taking a toy.

### MAKE IT EASIER / HARDER

Easier: Model the first step, shorten to 5 minutes, and offer a supportive break.

Harder: Let him explain a new rule, lead an extra turn, or practice with a sibling when calm.

### PARENT OBSERVATION

Notice safe hands, language used, willingness to try, and whether adult support was needed.

Completed? [ ] Skill used with help? [ ] Skill used independently? [ ]

NOTES: \_\_\_\_\_

\_\_\_\_\_

# PRINTABLE: STOPLIGHT BODY CHECK

Cut or color three large circles. Use during practice, not as punishment.

● **RED**

STOP my hands and feet

● **YELLOW**

NOTICE how I feel

● **GREEN**

CHOOSE: ask / pause / get help

## PRINTABLE: MY CHOICES & PERSONAL SPACE

I CAN ASK “Can I use that when you are finished?”

I CAN WAIT “I can play with this while I wait.”

I CAN GET HELP “I am angry. Can you help me?”

I CAN RESPECT NO “Okay. I can wave instead of hug.”

**Role-play with puppets or bricks. Draw an example of a safe choice below:**

---

# PRINTABLE: 4-WEEK DAILY OBSERVATION TRACKER

Baseline: Record the first three days before interpreting trends. An incident means hitting, kicking, pushing, or throwing toward someone. Record injuries separately. Listen score = directions started after one calm request / five observed opportunities.

## Week 1

| D<br>ay | Unsafe # | Longest upset | Listen /5 | Screen min | Kindness / notes |
|---------|----------|---------------|-----------|------------|------------------|
| 1       | _____    | _____         | _____     | _____      | _____            |
| 2       | _____    | _____         | _____     | _____      | _____            |
| 3       | _____    | _____         | _____     | _____      | _____            |
| 4       | _____    | _____         | _____     | _____      | _____            |
| 5       | _____    | _____         | _____     | _____      | _____            |
| 6       | _____    | _____         | _____     | _____      | _____            |
| 7       | _____    | _____         | _____     | _____      | _____            |

## Week 2

| D<br>ay | Unsafe # | Longest upset | Listen /5 | Screen min | Kindness / notes |
|---------|----------|---------------|-----------|------------|------------------|
| 8       | _____    | _____         | _____     | _____      | _____            |
| 9       | _____    | _____         | _____     | _____      | _____            |
| 10      | _____    | _____         | _____     | _____      | _____            |
| 11      | _____    | _____         | _____     | _____      | _____            |
| 12      | _____    | _____         | _____     | _____      | _____            |
| 13      | _____    | _____         | _____     | _____      | _____            |
| 14      | _____    | _____         | _____     | _____      | _____            |

## Week 3

| D<br>ay | Unsafe # | Longest upset | Listen /5 | Screen min | Kindness / notes |
|---------|----------|---------------|-----------|------------|------------------|
| 15      | _____    | _____         | _____     | _____      | _____            |
| 16      | _____    | _____         | _____     | _____      | _____            |
| 17      | _____    | _____         | _____     | _____      | _____            |
| 18      | _____    | _____         | _____     | _____      | _____            |
| 19      | _____    | _____         | _____     | _____      | _____            |
| 20      | _____    | _____         | _____     | _____      | _____            |
| 21      | _____    | _____         | _____     | _____      | _____            |

## Week 4

| D<br>ay | Unsafe # | Longest upset | Listen /5 | Screen min | Kindness / notes |
|---------|----------|---------------|-----------|------------|------------------|
| 22      | _____    | _____         | _____     | _____      | _____            |
| 23      | _____    | _____         | _____     | _____      | _____            |
| 24      | _____    | _____         | _____     | _____      | _____            |
| 25      | _____    | _____         | _____     | _____      | _____            |
| 26      | _____    | _____         | _____     | _____      | _____            |
| 27      | _____    | _____         | _____     | _____      | _____            |
| 28      | _____    | _____         | _____     | _____      | _____            |

# WEEKLY REVIEW / PARENT CHECK-IN

## WEEK 1

What worked best?

---

What were the most common triggers?

---

Were hands and feet safer? Any injuries?

---

Which direction or sharing skill improved?

---

What will both adults change next week?

---

## WEEK 2

What worked best?

---

What were the most common triggers?

---

Were hands and feet safer? Any injuries?

---

Which direction or sharing skill improved?

---

What will both adults change next week?

---

### WEEK 3

What worked best?

---

What were the most common triggers?

---

Were hands and feet safer? Any injuries?

---

Which direction or sharing skill improved?

---

What will both adults change next week?

---

### WEEK 4

What worked best?

---

What were the most common triggers?

---

Were hands and feet safer? Any injuries?

---

Which direction or sharing skill improved?

---

What will both adults change next week?

---

## EVIDENCE, LINKS & NEXT STEPS

[CDC: Preschool positive parenting](#)

[CDC: Behavioral concerns and parent training](#)

[CDC: Parent training in behavior management](#)

[Harvard: Executive function activity guide](#)

[Harvard: Brain-building through play](#)

[AAP: Family media plan](#)

[AAP: Media and Young Minds \(2016\)](#)

Evidence note: Consistent, supportive parent behavior strategies and parent training have stronger evidence for disruptive behavior than stand-alone “brain games.” Building, movement, and play activities are opportunities to practice executive function and relationship skills, not proven treatments for aggression. A four-week program can establish a routine and collect useful data, but improvement is not guaranteed.

After day 28: Keep three favorite games in weekly rotation, preserve consistent boundaries, continue tracking if behavior remains difficult, and review progress with your child’s pediatrician or a qualified child mental-health professional.