

Quarter 2 Roadmap: Deepening & Personalizing

Ninety more days, Months 4 through 6. You've built new understanding in Quarter 1 — now it goes to work: your child's own words, your child's own interests, your family's own rhythm of independence.

Document 3 of 12

Read Start Here first if you haven't

Long-term, structured support delivered in small, consistent steps is what the strongest available guidance for autism and ADHD support actually recommends^{[4][11]}. Every day in this document gives you one small, clear step.

☀ HOW TO READ A DAY'S PAGE

1. **Today's idea, in plain words** — the concept explained simply.
2. **What to actually do today** — concrete, numbered, almost always under 15 minutes.
3. **An example from a real kind of family** — on many days, a short story from a Nigerian, African, or American household.
4. **A short question for before bed** — a moment to notice what actually happened.

● MONTH 4

Deepen Communication

Deepening Communication takes the understanding, regulation, and interest-led teaching from Quarter 1 and turns them onto real back-and-forth exchanges, a way to ask for help, and a first vocabulary for naming feelings.

Week 13, Week 14, Week 15, Week 16

Week 13: Understanding Back-and-Forth Communication

WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

In Quarter 1, you learned to read the message behind your child's behavior, offer real regulation, and follow their genuine interests. Quarter 2 turns those same three lenses onto communication itself: can a single exchange connect into a real back-and-forth, the way a ball goes back and forth over a net? That's what communication really is — not one person asking and one person answering once, but several small exchanges in a row. This week is about noticing where you already have one exchange, and gently stretching it into two.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^[16] — not just tradition or guesswork.



HOW THE NEXT 8 DAYS WORK

Turn the page for Day 91. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10-15 minutes.

Understand what "back-and-forth" really means



TODAY'S IDEA, IN PLAIN WORDS

A single request answered once ("more juice?" — "yes") is a single exchange. Back-and-forth means the conversation continues for at least one more turn — like a ball hit once over a net, then hit back again, instead of landing and stopping.



WHAT TO ACTUALLY DO TODAY

1. Just read this page today.
2. Think of one exchange with your child that usually stops after a single turn.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which everyday exchange with your child ends after just one turn, when it could continue?

Notice your child's current turns, without changing anything



TODAY'S IDEA, IN PLAIN WORDS

Before stretching an exchange, you need to see clearly how many turns currently happen and how they end.



WHAT TO ACTUALLY DO TODAY

1. Pick one daily exchange (a greeting, a request, a comment about something they see).
2. Today, simply notice how many turns it usually has before it ends.
3. Don't try to extend it yet — just watch.

ENUGU, NIGERIA

A mother notices her son's "more please" exchange always ends the moment she hands over the food — there's never a second turn at all.



BEFORE BED TONIGHT, THINK ABOUT THIS

How many turns did your chosen exchange have today?

Add one extra turn, on purpose



TODAY'S IDEA, IN PLAIN WORDS

The smallest possible stretch is adding just ONE more turn — a comment, a question, a silly remark — after the exchange would normally have ended.



WHAT TO ACTUALLY DO TODAY

1. At your chosen exchange today, after the usual turn finishes, add one more comment or question.
2. Keep it light and low-pressure — this isn't a test.
3. Notice whether your child responds to the extra turn at all.

ENUGU, NIGERIA

After handing over the food, the same mother adds, "Yummy?" — a single extra word, just to see what happens.



BEFORE BED TONIGHT, THINK ABOUT THIS

What happened when you added just one more turn?

Wait longer than feels comfortable



TODAY'S IDEA, IN PLAIN WORDS

An extra turn only works if you actually leave room for a response — which usually means waiting longer than feels natural, closer to 5 full seconds.



WHAT TO ACTUALLY DO TODAY

1. Repeat yesterday's extra turn.
2. This time, count silently to 5 before saying or doing anything else.
3. Notice what fills that silence.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did waiting longer change what happened, compared to yesterday?

Try stretching a second, different exchange



TODAY'S IDEA, IN PLAIN WORDS

Once one exchange has a reliable extra turn, trying the same approach somewhere else tells you whether this is a real skill or a one-off.



WHAT TO ACTUALLY DO TODAY

1. Choose a second, different daily exchange.
2. Add one extra turn to it today, the same way as Day 93.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the second exchange stretch as easily as the first, or was it harder?

Notice a moment where the exchange broke down



TODAY'S IDEA, IN PLAIN WORDS

Not every stretch will work, and that's genuinely useful information — it tells you which exchanges are ready to grow and which need more time.



WHAT TO ACTUALLY DO TODAY

1. Think back over Days 93-95.
2. Name one moment where adding a turn didn't work, honestly.
3. Don't judge it — just note what seemed to make it harder.



BEFORE BED TONIGHT, THINK ABOUT THIS

What made that particular exchange harder to stretch than the others?

Involve another adult in the house



TODAY'S IDEA, IN PLAIN WORDS

A skill practiced with only one adult often doesn't transfer — showing another caregiver the same small technique multiplies your child's practice without you doing more work.



WHAT TO ACTUALLY DO TODAY

1. Show one other adult in the house the "add one turn, then wait 5 seconds" approach.
2. Ask them to try it once today during their own exchange with your child.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did your child respond differently to the same technique from someone else?

Reflect on the week and choose next week's exchange



TODAY'S IDEA, IN PLAIN WORDS

A week of noticing and gently stretching is enough progress on its own — you don't need a dramatic before-and-after to call this a real step forward.



WHAT TO ACTUALLY DO TODAY

1. Look back over this week's two exchanges.
2. Choose one to keep practicing, and pick a new one to try next week.



BEFORE BED TONIGHT, THINK ABOUT THIS

What's the smallest true sign of progress you noticed this week?

Week 14: Teaching Your Child to Ask for Help

WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

Asking for help is one of the most useful things any child can learn to communicate — and one of the easiest to accidentally teach against, if we always swoop in and solve a problem before a child has the chance to signal they need support. This week is about creating small, safe moments of "struggle" on purpose, so your child has a real reason to ask.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^{[7][11]} — not just tradition or guesswork.



HOW THE NEXT 7 DAYS WORK

Turn the page for Day 99. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10-15 minutes.

Understand why manufactured struggle helps



TODAY'S IDEA, IN PLAIN WORDS

If every difficulty is solved before your child notices it, they never get the chance to practise asking for help — the same way you'd never learn to ask for directions if someone always walked ahead and led the way silently.



WHAT TO ACTUALLY DO TODAY

1. Just read this page today.
2. Think of one small daily task your child almost, but not quite, manages alone.



BEFORE BED TONIGHT, THINK ABOUT THIS

What's one small task where your child is right on the edge of managing alone?

Set up one tiny, safe obstacle on purpose



TODAY'S IDEA, IN PLAIN WORDS

A tiny obstacle might be a snack container closed slightly tighter than usual, or a toy placed just out of reach — small enough to be safe and never frustrating enough to cause real distress.



WHAT TO ACTUALLY DO TODAY

1. Choose one small, safe obstacle to set up today (a lid closed a little tighter, a favourite toy slightly out of reach).
2. Watch what your child does when they encounter it.

KADUNA, NIGERIA

A mother places her daughter's cup just slightly further away than usual at snack time, close enough to see but not quite reach.



BEFORE BED TONIGHT, THINK ABOUT THIS

What did your child do when they hit the small obstacle — try alone, look at you, or give up quickly?

Wait before helping



TODAY'S IDEA, IN PLAIN WORDS

The moment right after your child notices a problem is the moment asking-for-help can happen — but only if you don't step in immediately.



WHAT TO ACTUALLY DO TODAY

1. Repeat yesterday's small obstacle.
2. Wait a full 5 to 10 seconds, watching closely, before offering any help at all.



BEFORE BED TONIGHT, THINK ABOUT THIS

What happened in the extra waiting time today?

Model the exact words or gesture for asking



TODAY'S IDEA, IN PLAIN WORDS

If your child doesn't yet have a way to ask, showing them the exact words or gesture — "help please," a card, a sign — gives them something concrete to reach for.



WHAT TO ACTUALLY DO TODAY

1. At today's obstacle, after waiting, model the exact phrase or gesture for help yourself.
2. Then help them complete the task.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did modelling the words or gesture change anything about today's moment?

Prompt gently, then wait again



TODAY'S IDEA, IN PLAIN WORDS

A gentle prompt — pointing to a help card, or half-saying the word — bridges the gap between modelling it yourself and your child doing it independently.



WHAT TO ACTUALLY DO TODAY

1. At today's obstacle, offer a small prompt (point to a card, start the word) rather than the full model.
2. Wait again before fully helping.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did a smaller prompt still lead to the same result as full modelling?

Notice the first sign of your child asking on their own



TODAY'S IDEA, IN PLAIN WORDS

The first real "ask" is often small and easy to miss — a glance toward you, a reaching gesture, a single sound — not necessarily full words.



WHAT TO ACTUALLY DO TODAY

1. Watch closely today for any small sign your child is asking for help on their own.
2. Respond quickly and warmly to any such sign, however small.



BEFORE BED TONIGHT, THINK ABOUT THIS

What was the smallest sign of asking you noticed today?

Reflect and decide whether to widen this to a new task



TODAY'S IDEA, IN PLAIN WORDS

One task where asking-for-help now works reliably is a genuine skill – the next step is simply trying the same approach somewhere new.



WHAT TO ACTUALLY DO TODAY

1. Look back over this week.
2. Decide: does this same small-obstacle approach need more practice on this task, or is it ready to try on a different one next week?



BEFORE BED TONIGHT, THINK ABOUT THIS

What made this week's task a good one to start with?

Week 15: Naming Feelings

☆ WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

Many children — with or without additional communication needs — struggle to put a feeling into words, especially a big or uncomfortable one. This week introduces a simple set of feeling words or pictures (happy, sad, angry, overwhelmed), used first when things are calm, long before they're needed during a hard moment.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^[11] — not just tradition or guesswork.



HOW THE NEXT 8 DAYS WORK

Turn the page for Day 106. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10–15 minutes.

Understand why we name feelings when calm, not when upset



TODAY'S IDEA, IN PLAIN WORDS

Trying to teach a brand new word during a meltdown is like trying to teach someone to swim while they're already struggling in deep water — the right moment to learn is on dry land, when nothing urgent is happening.



WHAT TO ACTUALLY DO TODAY

1. Just read this page today.
2. Think of 3-4 feeling words simple enough for your child's current level: happy, sad, angry, tired are a good starting set.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which feeling word does your child most need, based on what comes up most often in your home?

Make or find simple feeling pictures



TODAY'S IDEA, IN PLAIN WORDS

A simple face — a circle with a smile, a frown, a scrunched expression — is often clearer to a child than the word alone.



WHAT TO ACTUALLY DO TODAY

1. Draw or print 3-4 simple faces representing your chosen feelings.
2. Label each one with its word underneath.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which feeling face was easiest to draw clearly, and which was hardest?

Name your own feelings out loud, using the pictures



TODAY'S IDEA, IN PLAIN WORDS

Children learn an enormous amount simply by hearing a parent narrate their own feelings casually and often — "I feel happy right now" — without any pressure on the child to respond.



WHAT TO ACTUALLY DO TODAY

1. Today, point to a feeling picture and say how YOU feel, at least twice.
2. Keep it casual — no quiz, no pressure for your child to repeat it.

KISUMU, KENYA

A father points to the "tired" face after a long day and says simply, "Baba is tired today." His son watches closely but says nothing — that's a completely fine first response.



BEFORE BED TONIGHT, THINK ABOUT THIS

How did your child react to hearing you name your own feeling?

Name your child's feeling for them, gently



TODAY'S IDEA, IN PLAIN WORDS

Narrating what you observe — "you look happy" — gives your child the word for a feeling they're already having, without demanding they produce it themselves yet.



WHAT TO ACTUALLY DO TODAY

1. When you notice an obvious feeling in your child today (happy during play, frustrated with a toy), name it gently in the moment.
2. Point to the matching picture if you have it nearby.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did naming their feeling in the moment seem to help or seem to bother them?

Offer a simple feelings choice during a calm moment



TODAY'S IDEA, IN PLAIN WORDS

Asking "are you happy or sad right now?" during an ordinary calm moment — not a hard one — gives your child low-pressure practice choosing a word.



WHAT TO ACTUALLY DO TODAY

1. During a calm, ordinary moment today, hold up two feeling pictures and ask which matches how they feel.
2. Accept any answer, including no answer, without pressure.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did your child engage with the choice at all, even just by looking at one picture longer?

Use a feeling word during a mildly hard moment



TODAY'S IDEA, IN PLAIN WORDS

Once a feeling word is familiar from calm practice, you can start offering it gently during a smaller, manageable hard moment — never save it only for the biggest meltdowns.



WHAT TO ACTUALLY DO TODAY

1. The next time a small frustration happens today, offer the matching feeling word calmly: "You feel angry."
2. Don't expect them to repeat it — just offer it.



BEFORE BED TONIGHT, THINK ABOUT THIS

How did offering the word during a real (small) hard moment feel different from practising it when calm?

Notice any spontaneous use of a feeling word



TODAY'S IDEA, IN PLAIN WORDS

The real goal is your child eventually reaching for one of these words themselves — even once, even quietly.



WHAT TO ACTUALLY DO TODAY

1. Watch today for any spontaneous use of a feeling word or point to a feeling picture from your child.
2. Celebrate it warmly if it happens; don't worry if it doesn't yet.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did you notice anything today, even something small and easy to miss?

Reflect on the week's feeling words



TODAY'S IDEA, IN PLAIN WORDS

Four feeling words practiced gently for a week is real groundwork — this skill often takes months to fully take root, and that's expected, not a sign of anything going wrong.



WHAT TO ACTUALLY DO TODAY

1. Write down which feeling word seemed most understood by your child this week.
2. Decide whether to keep practicing the same four, or add a new one next week.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which feeling word will you keep emphasising going into next week?

Week 16: A Real Back-and-Forth Exchange, and Month 4 Review

WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

This final week of Month 4 brings together everything practiced so far — extra turns, asking for help, naming feelings — into one genuine, slightly longer exchange, before closing the month with an honest look back.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^{[11][19]} — not just tradition or guesswork.



HOW THE NEXT 7 DAYS WORK

Turn the page for Day 114. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10–15 minutes.

Choose one exchange to bring everything together



TODAY'S IDEA, IN PLAIN WORDS

Rather than practising three separate skills forever, this week asks: can they combine, even briefly, into one richer exchange?



WHAT TO ACTUALLY DO TODAY

1. Pick one daily moment (mealtime, playtime) to focus on this week.
2. Plan to use an extra turn, a help opportunity, or a feeling word within it, whichever fits naturally.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which of the three skills feels most ready to show up naturally today?

Practice the combined exchange once



TODAY'S IDEA, IN PLAIN WORDS

Combining skills is harder than practising them separately — expect this to feel less smooth than the individual practice weeks, and that's normal.



WHAT TO ACTUALLY DO TODAY

1. At your chosen moment today, use whichever skill fits, without forcing all three at once.
2. Keep the whole exchange short and low-pressure.



BEFORE BED TONIGHT, THINK ABOUT THIS

What actually happened when you tried to bring the skills together?

Try it again, a little more naturally



TODAY'S IDEA, IN PLAIN WORDS

The second attempt at anything combined usually feels less rehearsed than the first.



WHAT TO ACTUALLY DO TODAY

1. Repeat yesterday's approach at the same daily moment.
2. Notice whether it felt easier or more natural than yesterday.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did today feel more natural than yesterday, even slightly?

Involve another adult in the combined exchange



TODAY'S IDEA, IN PLAIN WORDS

A skill that only works with one parent is only half-generalized — showing another caregiver widens where and with whom it can happen.

☑ WHAT TO ACTUALLY DO TODAY

1. Show one other adult in the house what you've been practising this week.
2. Ask them to try the same approach once.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the exchange look different with a different adult involved?

Re-score your Three Lenses



TODAY'S IDEA, IN PLAIN WORDS

It's been four months since you first named your Three Lenses in Quarter 1 — a fresh score shows real movement across a longer stretch of time than any single month could.



WHAT TO ACTUALLY DO TODAY

1. Score yourself 1 to 5 on each lens: understanding the function behind a hard behavior, catching your own warning signs, and weaving in your child's real interests.
2. Compare to your very first scores from Quarter 1 if you can find them.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which of the Three Lenses has moved the most since Quarter 1?

Name what Month 4's communication work actually achieved



TODAY'S IDEA, IN PLAIN WORDS

Communication growth is often gradual and easy to undersell — write it down plainly so it doesn't get lost.



WHAT TO ACTUALLY DO TODAY

1. Write one or two sentences on what genuinely changed in your child's communication this month.
2. Include something small if that's honestly the size of it.



BEFORE BED TONIGHT, THINK ABOUT THIS

What's the clearest single piece of evidence that this month's work mattered?

Look ahead to Month 5



TODAY'S IDEA, IN PLAIN WORDS

Month 5 shifts focus to self-care independence — a different area, but built on the same patient, step-by-step approach you've just spent a month practising.



WHAT TO ACTUALLY DO TODAY

1. Read the Month 5 introduction in your Start Here document.
2. Rest today — no new task beyond that.



BEFORE BED TONIGHT, THINK ABOUT THIS

Four months in, what's the biggest thing you've learned about how your family actually makes progress?

• MONTH 5

Widen Self-Care Independence

Widening Self-Care Independence teaches dressing, hygiene, and self-feeding one small backward step at a time, so your child experiences real, repeated success.

Week 17, Week 18, Week 19, Week 20

Week 17: Dressing, One Small Step at a Time

☆ WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

Teaching a child to dress themselves works best when the task is broken into its smallest separate steps, taught in reverse order – starting with the very last step first, so your child always finishes the task themselves and feels the success of completion, even on day one.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^[11] – not just tradition or guesswork.



HOW THE NEXT 8 DAYS WORK

Turn the page for Day 121. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10-15 minutes.

Understand why we teach the LAST step first



TODAY'S IDEA, IN PLAIN WORDS

This is called backward chaining: you help with every step except the very last one, so your child always experiences finishing the task successfully – even if you did 90% of it, they did the part that mattered most, completing it.



WHAT TO ACTUALLY DO TODAY

1. Just read this page today.
2. Choose one clothing item to focus on this week: pulling up trousers, putting on a t-shirt, or fastening buttons.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which dressing task did you choose, and why does it feel like a good starting point?

Break the task into its smallest steps



TODAY'S IDEA, IN PLAIN WORDS

Write out every single small motion involved — more steps than you'd think. For trousers: hold waistband, feet through both legs, pull up to hips, pull up to waist.



WHAT TO ACTUALLY DO TODAY

1. Write down every small step of your chosen dressing task, in order.
2. Don't worry about doing anything with the list yet — just write it fully.



BEFORE BED TONIGHT, THINK ABOUT THIS

Were there more steps than you expected once you wrote them all out?

Do all steps except the last one for your child



TODAY'S IDEA, IN PLAIN WORDS

Today, you do everything up to the final step, then stop and let your child complete just that last motion themselves.



WHAT TO ACTUALLY DO TODAY

1. Help your child through every step except the very last one.
2. Let them do the final small step alone, even if you have to guide their hand slightly.
3. Celebrate them "finishing" the whole task.

OWERRI, NIGERIA

A mother pulls her son's trousers up to his hips, then lets him do the final tug to his waist himself — and tells him, genuinely, "You did it!"



BEFORE BED TONIGHT, THINK ABOUT THIS

How did it feel to celebrate a small last step as the whole achievement?

Repeat the same last step again



TODAY'S IDEA, IN PLAIN WORDS

Repetition at the same step, several days in a row, is what actually builds the motor memory – one successful try isn't enough yet.



WHAT TO ACTUALLY DO TODAY

1. Repeat yesterday's approach: help with everything except the last step.
2. Notice if the last step feels any more confident today.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the final step feel easier or more automatic today?

Move the "help stops here" point back by one step



TODAY'S IDEA, IN PLAIN WORDS

Once the last step feels solid, you shift your help to stop one step earlier, so your child now does the last TWO steps themselves.



WHAT TO ACTUALLY DO TODAY

1. Today, stop helping one step earlier than before.
2. Let your child complete the last two steps on their own.



BEFORE BED TONIGHT, THINK ABOUT THIS

Was adding the second independent step a small jump or a big one for your child?

If it fell apart, go back one step



TODAY'S IDEA, IN PLAIN WORDS

If two independent steps proved too much today, that's useful information, not failure — go back to one independent step for another day or two.



WHAT TO ACTUALLY DO TODAY

1. If yesterday didn't go well, return to helping until the second-to-last step today.
2. If it went fine, keep practising the last two steps independently.



BEFORE BED TONIGHT, THINK ABOUT THIS

Is slowing down here a step backward, or actually the correct way to do this?

Involve another caregiver in the same method



TODAY'S IDEA, IN PLAIN WORDS

Backward chaining only works consistently if everyone helping your child dress uses the same "help stops here" point.



WHAT TO ACTUALLY DO TODAY

1. Show one other caregiver exactly which step you currently stop helping at.
2. Ask them to use the same stopping point today.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did consistency across caregivers change anything about today's dressing time?

Reflect on the week's progress



TODAY'S IDEA, IN PLAIN WORDS

A single dressing task, taught patiently backward, is real independence — and the same method can now be reused for other clothing items.



WHAT TO ACTUALLY DO TODAY

1. Write down how many steps your child now manages independently on this task.
2. Decide whether to keep building on this task, or start a new one next week.



BEFORE BED TONIGHT, THINK ABOUT THIS

What surprised you most about teaching a task backward instead of forward?

Week 18: Hygiene Steps

WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

Hygiene tasks — brushing teeth, washing hands, bathing — follow the same backward-chaining principle as dressing, but add one more helpful tool: a simple visual step card taped near the sink or bath, since these tasks often have more steps than dressing does.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^[11] — not just tradition or guesswork.



HOW THE NEXT 7 DAYS WORK

Turn the page for Day 129. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10-15 minutes.

Choose one hygiene task and list its steps



TODAY'S IDEA, IN PLAIN WORDS

Hand-washing is often the easiest hygiene task to start with: wet hands, soap, rub, rinse, dry – five clear, separate steps.



WHAT TO ACTUALLY DO TODAY

1. Choose hand-washing, tooth-brushing, or another hygiene task.
2. Write out its steps, the same way you did for dressing last week.



BEFORE BED TONIGHT, THINK ABOUT THIS

Why did you choose this particular hygiene task to start with?

Make a simple picture card for the steps



TODAY'S IDEA, IN PLAIN WORDS

A small picture or simple drawing for each step, taped near the sink, gives your child something to check without needing you to narrate every time.



WHAT TO ACTUALLY DO TODAY

1. Draw or print one small picture per step.
2. Tape the sequence of pictures near where the task happens.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which step was hardest to represent with a simple picture?

Do all steps except the last one, using the pictures



TODAY'S IDEA, IN PLAIN WORDS

Just like dressing, help with every step except the final one, pointing to each picture as you go so your child starts associating the picture with the action.



WHAT TO ACTUALLY DO TODAY

1. Help through every step except the last, pointing to each picture in turn.
2. Let your child complete the final step alone.

KUMASI, GHANA

A father points to each hand-washing picture in order, doing every step alongside his daughter except letting her turn off the tap herself at the very end.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did pointing to the pictures seem to help your child follow along?

Repeat the same last step again



TODAY'S IDEA, IN PLAIN WORDS

As before, repetition at the same final step is what builds real confidence before moving the help point back further.



WHAT TO ACTUALLY DO TODAY

1. Repeat yesterday's approach.
2. Notice whether your child glances at the picture card on their own.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did your child look at the picture card without being prompted today?

Move the help point back by one step



TODAY'S IDEA, IN PLAIN WORDS

Once the last step is confident, shift to helping one step earlier, so two steps are now done independently.



WHAT TO ACTUALLY DO TODAY

1. Stop helping one step earlier than before.
2. Let your child complete the last two steps using the picture cards as a guide.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the picture cards make the extra independent step easier than dressing was last week?

Try the same method on a second hygiene task



TODAY'S IDEA, IN PLAIN WORDS

Once one hygiene task is going well, the exact same backward, picture-supported method can start on a second task right away.



WHAT TO ACTUALLY DO TODAY

1. Choose a second hygiene task.
2. Make simple picture cards for it, the same way as Day 130.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did making the second set of picture cards feel faster now that you've done it once?

Reflect on the week's hygiene progress



TODAY'S IDEA, IN PLAIN WORDS

Two hygiene tasks with growing independence, even partial, is real progress toward a much bigger long-term goal.



WHAT TO ACTUALLY DO TODAY

1. Write down where each hygiene task currently stands.
2. Decide which to keep building on next week.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which hygiene task is closer to full independence, and why do you think that is?

Week 19: Self-Feeding Steps

WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

Self-feeding independence — using utensils, pouring, serving oneself — follows the same backward-chaining principle again, but this week also deliberately connects back to whichever foods your child already eats with confidence, since a familiar food makes learning the physical skill much easier.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^{[13][15]} — not just tradition or guesswork.



HOW THE NEXT 8 DAYS WORK

Turn the page for Day 136. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10–15 minutes.

Choose one self-feeding skill and an easy food to practice with



TODAY'S IDEA, IN PLAIN WORDS

Practising a new physical skill (like using a spoon) is much easier with a food your child already likes and accepts, rather than combining a new skill with a new food at the same time.



WHAT TO ACTUALLY DO TODAY

1. Choose one self-feeding skill: using a spoon, pouring water, serving themselves from a bowl.
2. Choose one of your child's already-accepted foods to practice with.



BEFORE BED TONIGHT, THINK ABOUT THIS

Why does practising a new skill with a familiar food make sense?

List the steps of your chosen skill



TODAY'S IDEA, IN PLAIN WORDS

Even something as simple as using a spoon breaks into steps: grip spoon, scoop food, lift to mouth, tip food in.



WHAT TO ACTUALLY DO TODAY

1. Write out the small steps of your chosen self-feeding skill.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which step do you predict will be hardest for your child?

Help with all steps except the last one



TODAY'S IDEA, IN PLAIN WORDS

As with dressing and hygiene, help through every step except the very last, letting your child complete that final motion.



WHAT TO ACTUALLY DO TODAY

1. Guide your child through the whole skill except the last small step.
2. Let them complete that last step independently.

KIGALI, RWANDA

A mother guides her son's hand through scooping and lifting the spoon, then lets go just before it reaches his mouth so he completes that final motion himself.



BEFORE BED TONIGHT, THINK ABOUT THIS

How did your child respond to completing just the final motion themselves?

Repeat at the same final step



TODAY'S IDEA, IN PLAIN WORDS

Repetition is what turns a single successful try into real motor confidence.



WHAT TO ACTUALLY DO TODAY

1. Repeat yesterday's approach at the same meal.
2. Notice whether the final step feels smoother today.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did today's attempt feel more confident than yesterday's?

Move the help point back by one step



TODAY'S IDEA, IN PLAIN WORDS

Once the last step is solid, shift your help back by one step, exactly as with the other self-care skills this month.



WHAT TO ACTUALLY DO TODAY

1. Stop helping one step earlier today.
2. Let your child complete the last two steps alone.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the extra independent step go more smoothly than you expected?

Expect some mess, and let it happen



TODAY'S IDEA, IN PLAIN WORDS

Self-feeding independence almost always comes with more mess at first — spilled food, missed mouth — and that mess is a normal, temporary part of real learning, not a sign anything is going wrong.



WHAT TO ACTUALLY DO TODAY

1. Today, resist the urge to intervene the moment mess happens.
2. Let your child keep trying through a spill or a miss, calmly.



BEFORE BED TONIGHT, THINK ABOUT THIS

How did it feel to let mess happen without immediately stepping in?

Try the skill with a second accepted food



TODAY'S IDEA, IN PLAIN WORDS

Once the skill feels solid with one food, trying it with a second already-accepted food confirms it's a real transferable skill.



WHAT TO ACTUALLY DO TODAY

1. Choose a second accepted food.
2. Practice the same self-feeding skill with it today.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the skill transfer easily to the second food, or need more support?

Reflect on Month 5's self-care progress overall



TODAY'S IDEA, IN PLAIN WORDS

Across dressing, hygiene, and self-feeding, the same patient, step-by-step method has now been practiced three times — that repetition of method, not just skill, is itself real learning for you as a parent too.



WHAT TO ACTUALLY DO TODAY

1. Write down where each of the three self-care areas currently stands.
2. Notice whether the backward-chaining method itself has started to feel more natural to use.



BEFORE BED TONIGHT, THINK ABOUT THIS

Has teaching a new skill backward started to feel more natural to you as a method?

Week 20: Combining Self-Care Skills, and Month 5 Review

WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

This final week of Month 5 brings dressing, hygiene, and self-feeding together into one ordinary daily routine, then closes the month with an honest review.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^{[11][19]} — not just tradition or guesswork.



HOW THE NEXT 7 DAYS WORK

Turn the page for Day 144. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10–15 minutes.

Choose one daily routine that uses all three skills



TODAY'S IDEA, IN PLAIN WORDS

Morning routine often naturally combines all three: dressing, hand-washing or tooth-brushing, and breakfast – a real chance to see how the separate skills work together.



WHAT TO ACTUALLY DO TODAY

1. Choose morning routine, or another routine that naturally combines self-care skills.
2. Notice, without changing anything yet, how the three skills currently flow together.



BEFORE BED TONIGHT, THINK ABOUT THIS

Does one skill in the routine currently slow down or interrupt the others?

Support the combined routine using this month's methods



TODAY'S IDEA, IN PLAIN WORDS

Use the same "help stops here" points you've built for each skill, now within the flow of one full routine.



WHAT TO ACTUALLY DO TODAY

1. Guide your child through the full routine, using each skill's current independence level.
2. Notice the whole routine's total time and flow.



BEFORE BED TONIGHT, THINK ABOUT THIS

How did the three skills feel combined, compared to practising each alone?

Repeat the combined routine



TODAY'S IDEA, IN PLAIN WORDS

A second day of the combined routine usually reveals whether yesterday was a fluke or a real pattern.



WHAT TO ACTUALLY DO TODAY

1. Repeat the same combined routine today.
2. Notice what felt smoother the second time.



BEFORE BED TONIGHT, THINK ABOUT THIS

What felt smoother today than yesterday?

Involve another caregiver in the full routine



TODAY'S IDEA, IN PLAIN WORDS

A combined routine, like each individual skill, needs to work with more than one adult to be genuinely reliable.

☑ WHAT TO ACTUALLY DO TODAY

1. Show another caregiver the current "help stops here" points for each of the three skills.
2. Ask them to guide the routine once, using the same approach.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the routine go differently with a different adult guiding it?

Re-score your Three Lenses



TODAY'S IDEA, IN PLAIN WORDS

Five months in, another honest score gives you real evidence of how far the year has come so far.



WHAT TO ACTUALLY DO TODAY

1. Score yourself 1 to 5 again on each of your Three Lenses.
2. Compare to your Quarter 1 and Month 4 scores.



BEFORE BED TONIGHT, THINK ABOUT THIS

Has "routines" specifically moved since Month 4, given this month's self-care focus?

Name what Month 5 actually achieved



TODAY'S IDEA, IN PLAIN WORDS

Self-care independence often grows slowly and unevenly across different skills — naming the real gains, however partial, keeps the picture honest.



WHAT TO ACTUALLY DO TODAY

1. Write one or two sentences on what genuinely changed in self-care this month.
2. Be specific about which of the three skills grew the most.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which of the three self-care skills are you proudest of this month, and why?

Look ahead to Month 6



TODAY'S IDEA, IN PLAIN WORDS

Month 6 shifts toward personalizing the whole system around your specific child's interests — a natural next step once real independence is growing.



WHAT TO ACTUALLY DO TODAY

1. Read the Month 6 introduction in your Start Here document.
2. Rest today.



BEFORE BED TONIGHT, THINK ABOUT THIS

What's one self-care skill you're excited to keep building in the months ahead?

● MONTH 6

Personalize the System

Personalizing the System uses six real months of data and your child's own genuine interests to decide what's actually worth keeping, and to make existing routines more motivating.

Week 21, Week 22, Week 23, Week 24

Week 21: Identify Your Child's Own Interests

☆ WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

Every routine so far has used a generic structure that works for most families. This week starts noticing, specifically, what YOUR child is drawn to — particular colours, objects, sounds, characters — so future routines can be built around genuine motivation instead of generic defaults.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^[11] — not just tradition or guesswork.



HOW THE NEXT 8 DAYS WORK

Turn the page for Day 151. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10–15 minutes.

Understand why personal interests matter so much



TODAY'S IDEA, IN PLAIN WORDS

A routine built around something your child is already drawn to needs far less pushing from you — motivation is doing some of the work instead of you doing all of it.



WHAT TO ACTUALLY DO TODAY

1. Just read this page today.
2. Think of one object, colour, or activity your child consistently gravitates toward.



BEFORE BED TONIGHT, THINK ABOUT THIS

What does your child choose, again and again, when given a free choice?

Watch a full free-play session, just observing



TODAY'S IDEA, IN PLAIN WORDS

Free, unstructured play reveals genuine interest more clearly than any structured activity does.



WHAT TO ACTUALLY DO TODAY

1. Give your child 15-20 minutes of free play today.
2. Simply watch and note what draws their attention repeatedly.

ABUJA, NIGERIA

A father notices his son returns to a set of stacking cups again and again during free play, ignoring several "more exciting" toys nearby.



BEFORE BED TONIGHT, THINK ABOUT THIS

What did your child return to repeatedly during free play?

Notice their reaction to sounds, colours, and textures



TODAY'S IDEA, IN PLAIN WORDS

Interests aren't only about toys — a favourite colour, a particular song, or a preferred texture all count as real, usable interests.



WHAT TO ACTUALLY DO TODAY

1. Today, notice any strong reaction to a sound, colour, or texture, positive or negative.
2. Write down anything you notice, even something small.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did you notice a colour, sound, or texture reaction you'd never consciously registered before?

Ask your child directly, if they have words



TODAY'S IDEA, IN PLAIN WORDS

If your child can answer, a direct question sometimes reveals an interest you hadn't noticed through observation alone.



WHAT TO ACTUALLY DO TODAY

1. If your child uses words, ask simply: "What's your favourite ____?" about a few categories (colour, animal, toy).
2. If they don't yet use words, skip this step and rely on observation.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did their answer match what you'd already noticed through observation, or surprise you?

List your child's top 3 genuine interests



TODAY'S IDEA, IN PLAIN WORDS

Narrowing to a real, specific list — not a vague guess — is what makes the personalizing work in the coming weeks possible.



WHAT TO ACTUALLY DO TODAY

1. From everything noticed this week, write down your child's top 3 specific interests.
2. Be as specific as possible: not "toys," but "stacking cups" or "anything blue."



BEFORE BED TONIGHT, THINK ABOUT THIS

Were you able to name 3 genuinely specific interests, or did some feel vague still?

Notice where an interest already quietly helps you



TODAY'S IDEA, IN PLAIN WORDS

You may already be using an interest without fully realising it – a favourite object that calms a hard moment, a song that eases a transition.



WHAT TO ACTUALLY DO TODAY

1. Think back over recent weeks.
2. Name one moment where a known interest already made something easier, even if by accident.



BEFORE BED TONIGHT, THINK ABOUT THIS

Where have you already been using an interest without fully realising it?

Ask another caregiver what they've noticed



TODAY'S IDEA, IN PLAIN WORDS

A second observer often notices different interests than you do, since children sometimes show different preferences with different people.



WHAT TO ACTUALLY DO TODAY

1. Ask one other caregiver what interests they've noticed in your child.
2. Compare their answer to your own list from Day 155.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the other caregiver notice an interest you'd missed?

Reflect on the week's interest list



TODAY'S IDEA, IN PLAIN WORDS

A clear, specific list of genuine interests is the raw material for everything the rest of this month will build.



WHAT TO ACTUALLY DO TODAY

1. Finalize your list of 3 specific interests.
2. Keep it somewhere visible for the coming weeks.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which of these three interests feels most promising to build a routine around?

Week 22: Let Interests Shape Your Routines

WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

Now that you have a real list of genuine interests, this week uses them deliberately — folding a favourite object, colour, or activity into an existing routine to make it more motivating, without changing the routine's actual structure.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^[11] — not just tradition or guesswork.



HOW THE NEXT 7 DAYS WORK

Turn the page for Day 159. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10–15 minutes.

Choose one routine to personalize



TODAY'S IDEA, IN PLAIN WORDS

Pick a routine that's currently working but could use a little more motivation — not a routine that's already going well, and not one still actively struggling.



WHAT TO ACTUALLY DO TODAY

1. Choose one existing routine to personalize this week (a wind-down step, a chore, a hygiene task).
2. Choose which of your top 3 interests to fold into it.



BEFORE BED TONIGHT, THINK ABOUT THIS

Why did you choose this particular routine and interest pairing?

Add the interest in the smallest possible way



TODAY'S IDEA, IN PLAIN WORDS

A small addition — a favourite-coloured cup, a preferred toy nearby, a chosen character on a sticker — is usually enough; you don't need to redesign the whole routine.



WHAT TO ACTUALLY DO TODAY

1. Add your chosen interest to the routine in one small, simple way today.
2. Keep the routine's actual steps exactly the same.

PORT HARCOURT, NIGERIA

A mother adds her daughter's favourite cartoon character sticker to the top of her visual schedule card for tooth-brushing — nothing else about the routine changes.



BEFORE BED TONIGHT, THINK ABOUT THIS

What was the smallest way you found to add the interest?

Notice whether motivation actually changed



TODAY'S IDEA, IN PLAIN WORDS

The real test is simple: did the routine feel any easier today than it usually does?



WHAT TO ACTUALLY DO TODAY

1. Run the routine as usual today, with yesterday's small addition in place.
2. Notice honestly whether it felt any easier or more willing.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the small addition change anything, or did the routine feel the same as always?

Repeat for a second day



TODAY'S IDEA, IN PLAIN WORDS

One day rarely proves much — repeating for a second day shows whether the motivation boost is real or just a one-off novelty.



WHAT TO ACTUALLY DO TODAY

1. Repeat the same routine with the same personalized addition.



BEFORE BED TONIGHT, THINK ABOUT THIS

Did the effect hold on the second day, or fade already?

Try personalizing a second routine



TODAY'S IDEA, IN PLAIN WORDS

Once one routine shows the personalizing approach works, applying it elsewhere is usually much faster the second time.



WHAT TO ACTUALLY DO TODAY

1. Choose a second routine and a second interest from your list.
2. Add it in the smallest way, just like Day 160.



BEFORE BED TONIGHT, THINK ABOUT THIS

Was the second personalizing attempt faster or easier than the first?

Notice if an interest stops working over time



TODAY'S IDEA, IN PLAIN WORDS

Interests can fade or shift — if something that worked stops working, that's simply a sign to revisit your Day 155 list, not a failure of the whole approach.



WHAT TO ACTUALLY DO TODAY

1. Check in on your very first personalized routine from Day 160.
2. Is the interest still adding motivation, or has it started to lose its effect?



BEFORE BED TONIGHT, THINK ABOUT THIS

If the interest has faded already, what might be a good replacement from your list?

Reflect on personalizing as an ongoing practice



TODAY'S IDEA, IN PLAIN WORDS

Personalizing isn't a one-time project — it's a habit of paying attention that continues for the rest of this program, and honestly, for the rest of your child's life.



WHAT TO ACTUALLY DO TODAY

1. Write down which personalized routine felt most successful this week.
2. Decide whether to personalize a third routine next week, or let these two settle first.



BEFORE BED TONIGHT, THINK ABOUT THIS

What has this week taught you about how closely you're paying attention to your child's real preferences?

Week 23: Your Six-Month Data Review

WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

Six months of trackers, logs, and reflections have built up real data about your family — this week is dedicated to actually reading back through it and deciding, based on evidence rather than guesswork, what's genuinely worth keeping.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^[19] — not just tradition or guesswork.



HOW THE NEXT 8 DAYS WORK

Turn the page for Day 166. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10–15 minutes.

Understand why a data review matters at six months



TODAY'S IDEA, IN PLAIN WORDS

After six months, memory alone blurs — a proper review lets you see the whole shape of the journey so far, not just the last hard week.



WHAT TO ACTUALLY DO TODAY

1. Just read this page today.
2. Gather your Parent Workbook and any trackers from the past six months in one place.



BEFORE BED TONIGHT, THINK ABOUT THIS

How confident are you, from memory alone, about what's actually changed since Month 1?

Re-read your Month 1, 2, and 3 reviews



TODAY'S IDEA, IN PLAIN WORDS

Reading your own past words is often more revealing than trying to remember how you felt at the time.



WHAT TO ACTUALLY DO TODAY

1. Re-read your Month 1, 2, and 3 Reset pages from the Parent Workbook.
2. Note any pattern that repeats across all three.



BEFORE BED TONIGHT, THINK ABOUT THIS

What's one thing that shows up in more than one month's review?

Re-read your Month 4 and 5 reviews



TODAY'S IDEA, IN PLAIN WORDS

Continuing the same reading exercise across all six months builds a complete picture rather than a partial one.



WHAT TO ACTUALLY DO TODAY

1. Re-read your Month 4 and 5 Reset pages.
2. Add any new pattern you notice to yesterday's notes.



BEFORE BED TONIGHT, THINK ABOUT THIS

Has anything changed in tone or content between your early reviews and your more recent ones?

List what's genuinely still working after six months



TODAY'S IDEA, IN PLAIN WORDS

Some routines from Month 1 may have quietly become permanent parts of your life — worth naming clearly, since they're easy to take for granted.



WHAT TO ACTUALLY DO TODAY

1. List every routine or habit from the past six months that's still genuinely in place.
2. Don't just list what you hoped would stick — be honest.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which item on this list surprised you by still being in place after six months?

List what quietly stopped, and why



TODAY'S IDEA, IN PLAIN WORDS

Naming what stopped, without guilt, is exactly as valuable as naming what worked — it tells you what wasn't actually sustainable for your family.



WHAT TO ACTUALLY DO TODAY

1. List anything that was tried but quietly stopped over the past six months.
2. For each, write one honest word or phrase about why.



BEFORE BED TONIGHT, THINK ABOUT THIS

Is there a common reason behind most of what stopped?

Decide what to formally retire



TODAY'S IDEA, IN PLAIN WORDS

Deliberately retiring something that isn't working frees up energy for what actually is — this is a decision, not a failure.



WHAT TO ACTUALLY DO TODAY

1. From your Day 170 list, choose one thing to formally stop trying, on purpose.
2. Notice how it feels to make that decision consciously, rather than just letting it fade.



BEFORE BED TONIGHT, THINK ABOUT THIS

How does it feel to consciously retire something, compared to it just quietly disappearing?

Decide what to double down on



TODAY'S IDEA, IN PLAIN WORDS

From your Day 169 list of what's working, choosing one thing to actively invest more in makes the most of six months of hard-won evidence.



WHAT TO ACTUALLY DO TODAY

1. Choose one thing from your "still working" list to actively expand or deepen going forward.
2. Write down one concrete way to do that.



BEFORE BED TONIGHT, THINK ABOUT THIS

Why does this particular success feel worth building on further?

Reflect on six months as a whole



TODAY'S IDEA, IN PLAIN WORDS

Reviewing six months honestly — what stayed, what left, what's next — is itself a skill this program has been teaching you all along, not just a task.



WHAT TO ACTUALLY DO TODAY

1. Write a few sentences summarizing the past six months as a whole.
2. Keep this summary somewhere you can find it easily.



BEFORE BED TONIGHT, THINK ABOUT THIS

If you told another parent just starting out one thing about these six months, what would it be?

Week 24: Quarter 2 Close

☆ WHAT THIS WEEK IS ABOUT, IN PLAIN WORDS

The final week of Quarter 2 closes out Deepening & Personalizing properly, before Quarter 3 turns your attention outward, toward siblings, peers, and the wider community.



WHY THIS WEEK'S APPROACH IS BACKED BY EVIDENCE

This week's approach draws on published research^{[11][19]} — not just tradition or guesswork.



HOW THE NEXT 7 DAYS WORK

Turn the page for Day 174. Each day that follows gets its own page: one small idea to understand, one concrete thing to do, and one short question to think about before bed. Some days include a real family's example. Nothing asks for more than about 10–15 minutes.

Understand why closing a quarter properly matters



TODAY'S IDEA, IN PLAIN WORDS

Just as with each month, a quarter deserves a real close, not just a quiet slide into the next one — three months of real work is worth pausing for.



WHAT TO ACTUALLY DO TODAY

1. Just read this page today.
2. Set aside 20 quiet minutes sometime this week for the review ahead.



BEFORE BED TONIGHT, THINK ABOUT THIS

In one word, how does Quarter 2 feel, looking back?

Re-score your Three Lenses for the quarter



TODAY'S IDEA, IN PLAIN WORDS

Use the same 1-to-5 scale as always, for a fair comparison across the full quarter.



WHAT TO ACTUALLY DO TODAY

1. Score all Three Lenses again, 1 to 5.
2. Compare to your Day 84 (end of Quarter 1) scores specifically.



BEFORE BED TONIGHT, THINK ABOUT THIS

Which lens moved the most across this entire quarter?

Name your proudest moment from Quarter 2



TODAY'S IDEA, IN PLAIN WORDS

A proud moment from three months of work deserves to be named specifically, not left as a vague good feeling.



WHAT TO ACTUALLY DO TODAY

1. Write down one specific, proud moment from the past three months.
2. Be as specific as possible: a date, a place, what happened.



BEFORE BED TONIGHT, THINK ABOUT THIS

Why does this particular moment stand out above the rest of the quarter?

Name what still needs the most work



TODAY'S IDEA, IN PLAIN WORDS

Naming a genuine weak spot after three real months of effort is useful information for Quarter 3, not a discouragement.



WHAT TO ACTUALLY DO TODAY

1. Write down the area that still needs the most work.
2. Describe it honestly, without judgment.



BEFORE BED TONIGHT, THINK ABOUT THIS

Has this area been hard since Month 1, or is it a newer challenge?

Complete your Quarter 2 Reset in the Parent Workbook



TODAY'S IDEA, IN PLAIN WORDS

This is the fuller version of what you've been doing daily — take real time with it.



WHAT TO ACTUALLY DO TODAY

1. Open the Parent Workbook to the Quarter 2 Reset page.
2. Answer all questions with real thought, using the space provided.



BEFORE BED TONIGHT, THINK ABOUT THIS

What did writing the full reset reveal that a quick mental review wouldn't have?

Read ahead to Quarter 3



TODAY'S IDEA, IN PLAIN WORDS

Quarter 3 turns outward — toward siblings, other children, and the community — building on everything personalized so far.



WHAT TO ACTUALLY DO TODAY

1. Read the Quarter 3 introduction in your Start Here document.
2. Notice which part of Quarter 3 feels most exciting, and which feels most daunting.



BEFORE BED TONIGHT, THINK ABOUT THIS

What about Quarter 3 are you most looking forward to, and what feels hardest?

Rest, and acknowledge you've completed half the year



TODAY'S IDEA, IN PLAIN WORDS

Half of a full year of structured, evidence-informed effort is an enormous, genuine milestone — today's only task is noticing that clearly.



WHAT TO ACTUALLY DO TODAY

1. Do not start any new task today.
2. Mark this halfway point in some way meaningful to your family, however small.



BEFORE BED TONIGHT, THINK ABOUT THIS

Six months ago, on Day 1, would you have believed you'd reach the halfway point?

Sources for this guide: [4] NICE CG170 · [7] AAC communication functions (2021) · [11] Steinbrenner et al. (2020) · [13] Repeated Exposure to a Novel Vegetable (2021) · [15] Caregiver-Implemented Feeding Interventions (2023) · [16] Turn-taking and joint attention (2022) · [19] Self-Monitoring effectiveness study. Full list of references in the [Start Here](#) document.