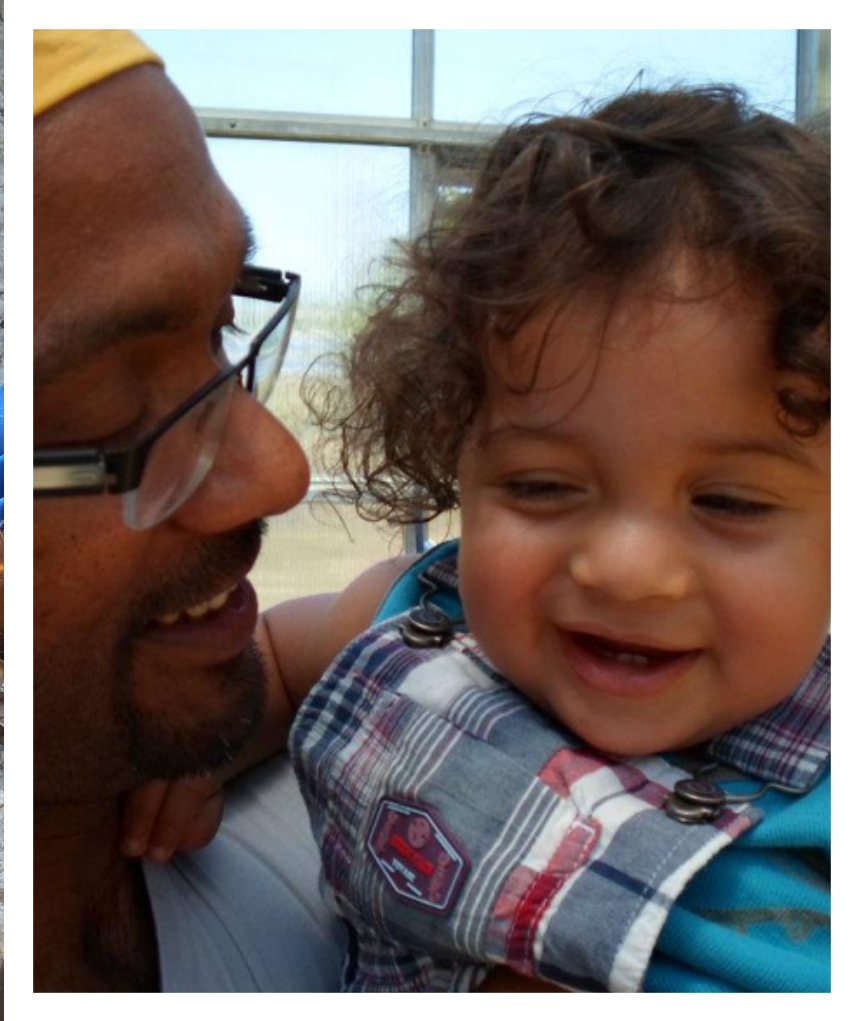


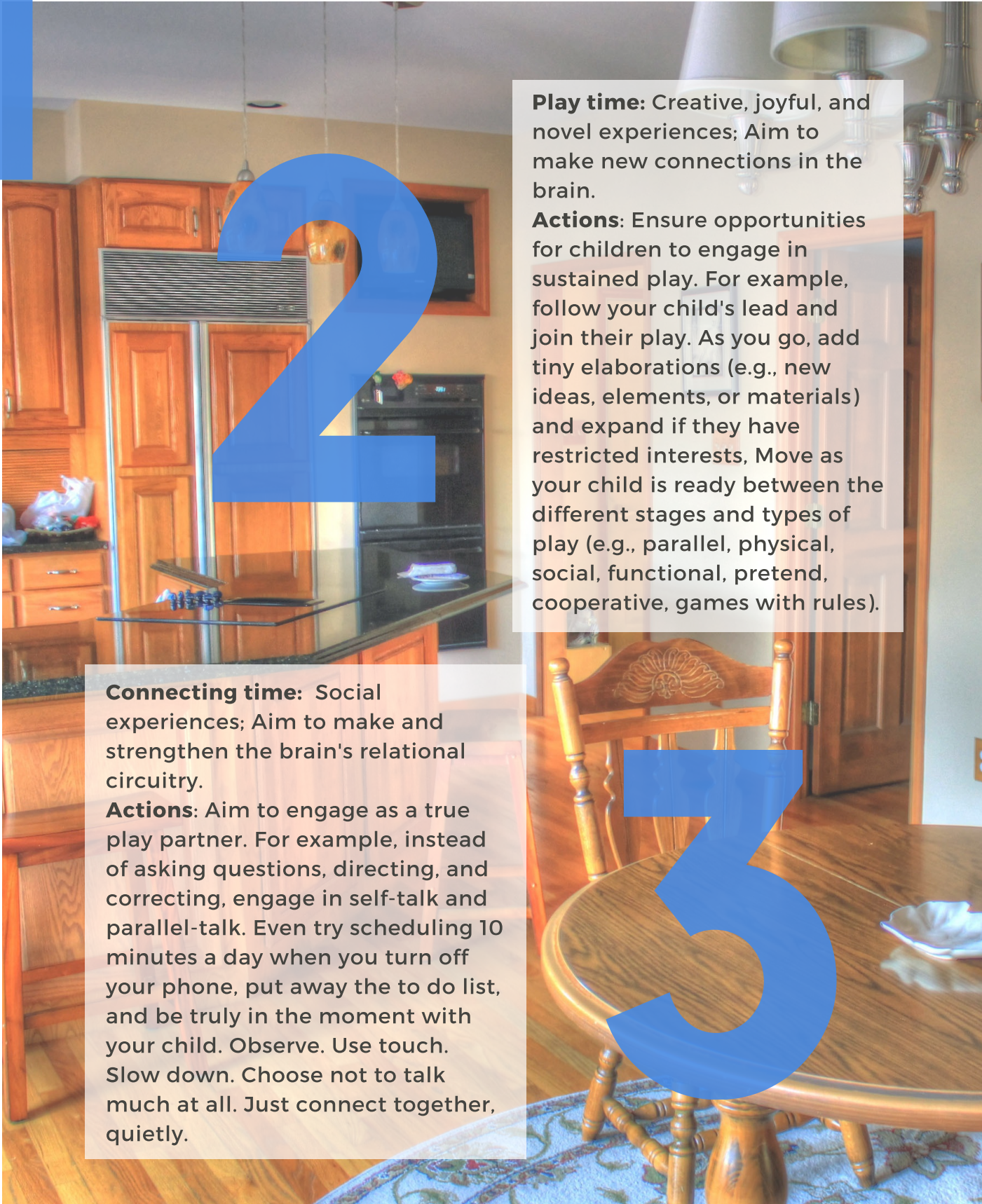


Home Edition

HEALTHY MIND PLATTERS



Focus time: Task or goal oriented experiences; Aim to make deep connections.
Actions: Provide materials and experiences that promote learning across the daily routine and allow children to integrate and make connections. For example, involve your child in your goal oriented activities around the house. This usually means chores! Guide them to join you, partner with you, and to complete just one step then next time two and so on.



Play time: Creative, joyful, and novel experiences; Aim to make new connections in the brain.

Actions: Ensure opportunities for children to engage in sustained play. For example, follow your child's lead and join their play. As you go, add tiny elaborations (e.g., new ideas, elements, or materials) and expand if they have restricted interests. Move as your child is ready between the different stages and types of play (e.g., parallel, physical, social, functional, pretend, cooperative, games with rules).

Connecting time: Social experiences; Aim to make and strengthen the brain's relational circuitry.

Actions: Aim to engage as a true play partner. For example, instead of asking questions, directing, and correcting, engage in self-talk and parallel-talk. Even try scheduling 10 minutes a day when you turn off your phone, put away the to do list, and be truly in the moment with your child. Observe. Use touch. Slow down. Choose not to talk much at all. Just connect together, quietly.

Physical time: Movement experiences; Aim to get them moving!

Actions: Create times for movement, including rough and tumble play. For example, wrestling can be a great way for your child to learn how to regulate. We all get a little "keyed up" when we wrestle, run, and tumble. Instead of avoiding this with your child, consider offering opportunities with you as the most trusted guide. They will learn to play a bit rough and return to gentle, engaged play. Give your child a sense that they can be successful. Also create opportunities to interact with nature/outdoors.

Time-in: Self-reflective experiences; Aim to create self-awareness of feelings, ideas and interests, and the impact of actions on self/others.

Actions: When something is exciting, label the emotion for your child. When something is scary or frustrating, label it before trying to fix. Use moments that arise as opportunities to identify emotions and your child's recovery from moments of dis-regulation for life long resiliency. Spend time reading about and talking about emotions within your child before you start talking about their impact on others. Help them understand their own "emotional self" so that they learn the basis for self-care as well as empathy.

Down time: Non-focused experiences; Aim is to NOT have a goal other than relaxing and recharging the system (reducing the negative impact of stressors)

Actions: Ensure opportunities for "day-dreaming" and more open-ended play. Allow your child to investigate special interests. Create time and spaces where your child isn't bombarded with sensory input (e.g., TV in the background) and/or demands.

Sleep time: Restful experiences; Aim to allow the brain an opportunity to recover and reconcile all that it is learning.

Actions: Many children have needs around sleep time. Having a very specific and consistent routine at bedtime can help the whole household get a better night's sleep. Make a cozy space for sleeping. This may entail dark out curtains, a special nightlight, or a sound machine to drown out little noises that can feel big at night. It also includes reducing screen-time right before bed.