

# CogniEnhance

## DAILY EXECUTIVE FUNCTIONING



# WEEK 1 · DAY 1 — LOOK AT EVERYTHING BEFORE ACTING

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## DAY PURPOSE



**Child**

Today you are practising something that good learners do before they start: **they look first**. The page looks easy, but your brain can still miss things if you start too fast. So today, the most important skill is not marking — it's **stopping, scanning, and proving you really looked** before you act.



**Parent**

Today is not about whether your child “knows circles.” It is about whether they can **enter a task calmly and correctly**. The task is intentionally simple so that any errors are not “ability” errors — they are **start-up control errors** (rushing, guessing, not scanning). Your job is to support the structure: **Step 1 (look), Step 2 (do), Step 3 (check)** — without turning it into teaching or correcting.

## WHAT THIS BUILDS FOR SCHOOL AND HOME



**Child**

In class, this helps you with worksheets and tests because many mistakes happen right at the beginning — not because the work is hard, but because you start too quickly. At home, this helps you begin homework and routines in a steadier way, without skipping small things.



**Parent**

In school terms, this strengthens the “input stage”: taking in instructions and scanning the full page before responding. At home, it reduces the familiar pattern of “starts fine → early slip → frustration.” You are building the habit of a controlled start so that later weeks can add distraction and complexity without collapse.



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## TASK



**Child**

Your job is simple: **mark every open circle (o)**. You are not marking stars, triangles, or squares. But you must do it the *right way*: look first, then mark, then check.



**Parent**

The simplicity is deliberate: it keeps the child's attention on the process rather than the content. When children fail here, it usually reveals *how they start*, not what they can do.

## WORK AREA

★ ○ ▲ ■ ○ ★ ■  
■ ▲ ○ ★ ■ ▲ ○  
○ ■ ★ ▲ ■ ○ ▲  
▲ ★ ■ ○ ▲ ■ ★  
■ ○ ▲ ★ ○ ▲ ■



## STEP 1 — LOOK FIRST (WHY THIS STEP EXISTS)



### Child

This step is not “extra work.” It is your proof that you looked properly. You must **lightly circle** every open circle first. Circling is like telling your brain: “I’m scanning, not guessing.” Then you must **count** how many you found. The count forces you to look at the whole page, not only the first row. When you finish Step 1, you still do **not** mark anything yet — because the goal is to practise waiting until you’ve looked.

#### Child does:

1. Lightly circle every open circle (o).
2. Count how many open circles
3. you found.

Number of o: \_\_\_\_\_

- I have circled all the o
- I have written the numbe

**Do not mark anything yet.**



### Parent

Step 1 is the core training moment. Circling is not a warm-up; it creates visible evidence that the child scanned. The count is critical: it prevents “partial looking.” Many children will try to rush by circling a few and moving on — the count anchors them into full inspection. Your role: keep the child inside Step 1 until it’s done, but do not guide location (“You missed one there”). If the count is wrong, allow it — Step 3 is where correction is allowed.



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## STEP 2 — DO IT (WHAT “DO IT” MEANS)



### Child

Now you do the marking. Because you already looked properly, Step 2 should feel steadier. You are not searching and marking at the same time — you are following what you already found. Mark every open circle clearly. Do not mark any other shape, even if your pencil wants to “auto-mark.”



### Parent

In Step 2, avoid comments like “slow down” or “be careful.” Those comments often create tension and guessing. Just ensure the child completes the marking. If they start marking things that are not circles, do not correct verbally in the moment — allow the checking phase to catch it. The point is: execution comes after inspection, not during it.



## STEP 3 — CHECK AND SHOW (WHAT CHECKING REALLY IS)



### Child

Checking is when you **look again after you finished** and you try to prove that your work is right. You must put a ✓ next to **one open circle** that you checked. That ✓ is important because it shows you didn't just say you checked — you showed where you did it. If you find a mistake, you don't hide it: you circle the mistake, fix it, and then put a ✓ next to the fix so it's clear you corrected it.

Row number where the ✓ is: \_\_\_\_\_

If you found a mistake while checking:

- circle the mistake
- fix it
- put a ✓ next to the fix

Tick one:

- There was nothing to fix
- I fixed something



### Parent

Step 3 trains “output proof.” The ✓ is not decoration — it is evidence that checking happened at a real location. If a mistake is found, the fix must be visible. Your job is to reinforce the rule: mistakes are not failure; **un-checked mistakes are the failure**. If the child says “I checked” but doesn't place the ✓, calmly redirect them back to the instruction: checking must be shown, not claimed.

## HOW TO HELP WITHOUT TAKING OVER (PARENT INSTRUCTIONS)





### Child

You don't need someone to tell you where to look. You just need time to do it properly.



### Parent

Here is exactly what “support” looks like in this programme: you keep the child following the steps, you keep the environment calm, and you do not provide answers. If the child asks “Is this right?” respond with process language: “Do Step 3 - check and show.” If the child gets stuck, do not point to symbols; instead prompt the rule: “What are you marking?” The parent’s role is not teaching content; it is protecting the thinking sequence.

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## END-OF-DAY MINI REFLECTION (DETAILED + USEFUL)



### Child

Today, what was the hardest part? If it was hard to wait before marking, that means your brain wanted to rush. That’s normal — and it’s exactly what we’re training. If Step 3 helped you find something, that means checking is working.



### Parent

Watch for the *moment of strain*: did the child try to mark during Step 1? Did they “scan-collapse” into only the first row? Did they resist Step 3 because they felt “done”? These are the exact points of breakdown Week 1 is designed to reveal and stabilise.

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## WEEK 1 · DAY 2 — LOOK CAREFULLY WHEN THINGS LOOK SIMILAR



## WHAT TODAY IS ABOUT



### For the Child

Today some shapes look almost the same. Your brain might want to guess quickly. Your job is to slow your eyes down and check carefully before you decide.



### For the Parent

Today trains **visual discrimination and confirmation before action**. Children often act on “it looks right” instead of checking details. Allow time. Do not correct or explain differences during the task.

## WHY THIS HELPS



### For the Child

This helps when letters, numbers, or symbols look similar and small details matter.



### For the Parent

This supports reading accuracy, maths symbols, and copying from the board. These are **input errors**, not understanding problems.

## TASK



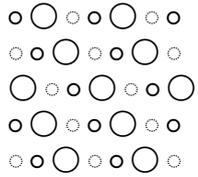
### For the Child

### For the Parent

Mark every open circle (o). Only one type is correct.

Do not point, name, or hint. The child must verify visually.

#### WORK AREA



#### Symbol key

o = open circle (MARK)

○ = thicker circle (DO NOT MARK)

⦿ = dotted circle (DO NOT MARK)

## STEP 1 — LOOK FIRST



### For the Child

Circling first helps your eyes learn the difference. Counting proves you looked at the whole page.

Number of o: \_\_\_\_\_

- I have circled all the o
- I have written the number

### For the Parent

If the count is wrong, that's useful information. Do not correct it yet — let later checking reveal it.

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## STEP 2 — DO IT



### For the Child

Now mark only the open circles. If something looks almost right, stop and look again.



### For the Parent

Avoid reminders like “be careful.” The pause must come from the child.

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## STEP 3 — CHECK AND SHOW





### For the Child

Checking means looking again after you finish. Show one place you checked carefully.

- ✓ Row number: \_\_\_\_\_
- There was nothing to fix
- I fixed something



### For the Parent

Where the child checks matters more than whether there was an error.

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## WEEK 1 · DAY 3 — IGNORE WHAT DOES NOT MATTER

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### WHAT TODAY IS ABOUT





**For the Child**

Today there are extra shapes that try to distract you. You notice them, but you don't act on them.



**For the Parent**

This introduces **selective attention**. The page is busy on purpose. The goal is staying with the target, not blocking everything out.

## WHY THIS HELPS



**For the Child**

This helps you focus even when your page looks busy.



**For the Parent**

Mirrors real classrooms: cluttered worksheets, wall displays, movement around the room.

## TASK



**For the Child**



**For the Parent**



### For the Child

Mark every open circle (o). Ignore the rest.

#### WORK AREA

o ○ × o o □ ○  
o × ○ o □ o o  
□ o o × ○ o □  
○ □ o o × □ o  
× o □ o ○ × o

### For the Parent

Do not reduce clutter or cover symbols. The noise is the training.

## STEP 1 — LOOK FIRST



### For the Child

Circling first helps you practise choosing the right thing and leaving the rest alone.

Number of o: \_\_\_\_\_

I circled all the o

I wrote the number



### For the Parent

If the child circles wrong symbols, allow it. The learning happens during checking.

## STEP 2 — DO IT



## For the Child

## For the Parent

Mark only the open circles, even when other shapes are around.

Speed usually means loss of control here. Slowing down is success.

---

### STEP 3 — CHECK AND SHOW



#### For the Child

Show where you checked. Fix anything you find.

- There was nothing to fix
- I fixed something



#### For the Parent

Calm correction is a stronger outcome than perfect work.

---

## WEEK 1 · DAY 4 — LOOK AT THE WHOLE SPACE

### WHAT TODAY IS ABOUT





### For the Child

Today the shapes are spread out. You must look everywhere, not just in rows.



### For the Parent

This breaks automatic left-to-right scanning and trains full-page awareness.

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## WHY THIS HELPS



### For the Child

This helps when work is messy or spread out.



### For the Parent

Supports diagrams, word problems, searching tasks, and desk organisation.

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## TASK



## For the Child

Mark every open circle (o).

## For the Parent

Do not guide where the child should look.

### WORK AREA

o ○ ×  
o □ o  
○ o o □  
  
× ○ o  
□ o o ×

## STEP 1 — LOOK FIRST



For the Child

Circling helps you remember which places you already checked.

Number of o: \_\_\_\_\_



For the Parent

Missed areas are not failure — they show scanning habits.

## STEP 2 — DO IT



### For the Child

### For the Parent

Mark every open circle carefully.

Resist pointing to gaps or missed clusters.

---

## STEP 3 — CHECK AND SHOW



### For the Child

Show where you checked.

- ✓ Location:  Top  Middle  Bottom
- There was nothing to fix
- I fixed something



### For the Parent

If the child notices a missed area themselves, that is success.

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# WEEK 1 · DAY 5 — USE CAREFUL LOOKING EVERY TIME

## WHAT TODAY IS ABOUT



**For the Child**

Today nothing new is added. You show that careful looking is becoming a habit.



**For the Parent**

This is a consolidation day. Reduce prompts and observe independence.

## WHY THIS HELPS



**For the Child**

This helps you start work calmly every day.



**For the Parent**

We are checking habit formation, not perfection.

## TASK



**For the Child**

Mark every open circle (○).

### WORK AREA

○ ○ × ○  
□ ○ ○  
○ □ ×  
○ ○ ○  
× □ ○ ○



**For the Parent**

Support less today.



## STEP 1 — LOOK FIRST



**For the Child**

Look and count before marking.

Number of o: \_\_\_\_\_

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**For the Parent**

Notice if this happens without reminders.

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## STEP 2 — DO IT



**For the Child**

Mark only the open circles.



**For the Parent**

Avoid stepping in unless a step is skipped.

---

## STEP 3 — CHECK AND SHOW



**For the Child**

Show one place you checked.

- ✓ Location:  Top  Middle  Bottom  
 There was nothing to fix  
 I fixed something
- 
- 



**For the Parent**

Balanced checking is the goal - not over checking.

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# WEEK 1 · DAY 2 — LOOK CAREFULLY WHEN THINGS LOOK SIMILAR

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## WHAT TODAY IS ABOUT



**For the Child**

Today some shapes look almost the same. Your brain might want to guess quickly. Your job is to slow your eyes down and check carefully before you decide.



**For the Parent**

Today trains **visual discrimination and confirmation before action**. Children often act on “it looks right” instead of checking details. Allow time. Do not correct or explain differences during the task.

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## WHY THIS HELPS



**For the Child**

This helps when letters, numbers, or symbols look similar and small details matter.



**For the Parent**

This supports reading accuracy, maths symbols, and copying from the board. These are **input errors**, not understanding problems.

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## TASK





**For the Child**

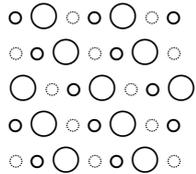
Mark every open circle (o). Only one type is correct.



**For the Parent**

Do not point, name, or hint. The child must verify visually.

## WORK AREA



Symbol key

o = open circle (MARK)

○ = thicker circle (DO NOT MARK)

◌ = dotted circle (DO NOT MARK)

## STEP 1 — LOOK FIRST



**For the Child**

Circling first helps your eyes learn the difference. Counting proves you looked at the whole page.

Number of o: \_\_\_\_\_

I have circled all the o

I have written the number



**For the Parent**

If the count is wrong, that's useful information. Do not correct it yet — let later checking reveal it.

## STEP 2 — DO IT





### For the Child

Now mark only the open circles. If something looks almost right, stop and look again.



### For the Parent

Avoid reminders like “be careful.” The pause must come from the child.

## STEP 3 — CHECK AND SHOW



### For the Child

Checking means looking again after you finish. Show one place you checked carefully.

- ✓ Row number: \_\_\_\_\_
- There was nothing to fix
- I fixed something



### For the Parent

Where the child checks matters more than whether there was an error.

## WEEK 1 · DAY 3 — IGNORE WHAT DOES NOT MATTER



## WHAT TODAY IS ABOUT



**For the Child**

Today there are extra shapes that try to distract you. You notice them, but you don't act on them.



**For the Parent**

This introduces **selective attention**. The page is busy on purpose. The goal is staying with the target, not blocking everything out.

## WHY THIS HELPS



**For the Child**

This helps you focus even when your page looks busy.



**For the Parent**

Mirrors real classrooms: cluttered worksheets, wall displays, movement around the room.

## TASK



### For the Child

Mark every open circle (o). Ignore the rest.

### For the Parent

Do not reduce clutter or cover symbols. The noise is the training.

#### WORK AREA

o O X o o □ O  
o X O o □ o o  
□ o o X O o □  
O □ o o X □ o  
X o □ o O X o

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## STEP 1 — LOOK FIRST



### For the Child

Circling first helps you practise choosing the right thing and leaving the rest alone.

Number of o: \_\_\_\_\_

- I circled all the o
  - I wrote the number
- 



### For the Parent

If the child circles wrong symbols, allow it. The learning happens during checking.

## STEP 2 — DO IT





**For the Child**



**For the Parent**

Mark only the open circles, even when other shapes are around.

Speed usually means loss of control here. Slowing down is success.

### STEP 3 — CHECK AND SHOW



**For the Child**

Show where you checked. Fix anything you find.

- There was nothing to fix
- I fixed something



**For the Parent**

Calm correction is a stronger outcome than perfect work.

## WEEK 1 · DAY 4 — LOOK AT THE WHOLE SPACE



## WHAT TODAY IS ABOUT



**For the Child**

Today the shapes are spread out. You must look everywhere, not just in rows.



**For the Parent**

This breaks automatic left-to-right scanning and trains full-page awareness.

## HGGWHY THIS HELPS



**For the Child**

This helps when work is messy or spread out.



**For the Parent**

Supports diagrams, word problems, searching tasks, and desk organisation.

## TASK





**For the Child**

Mark every open circle (○).

**WORK AREA**

- ○ ×
- □ ○
- ○ ○ □
- × ○ ○
- ○ ○ ×



**For the Parent**

Do not guide where the child should look.

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**STEP 1 — LOOK FIRST**



**For the Child**

Circling helps you remember which places you already checked.

Number of ○: \_\_\_\_\_



**For the Parent**

Missed areas are not failure — they show scanning habits.

---

**STEP 2 — DO IT**



### For the Child

Mark every open circle carefully.

### For the Parent

Resist pointing to gaps or missed clusters.

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## STEP 3 — CHECK AND SHOW



### For the Child

Show where you checked.

- ✓ Location:  Top  Middle  Bottom
- There was nothing to fix
- I fixed something



### For the Parent

If the child notices a missed area themselves, that is success.

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## WEEK 1 · DAY 5 — USE CAREFUL LOOKING EVERY TIME



## WHAT TODAY IS ABOUT



**For the Child**

Today nothing new is added. You show that careful looking is becoming a habit.



**For the Parent**

This is a consolidation day. Reduce prompts and observe independence.

## WHY THIS HELPS



**For the Child**

This helps you start work calmly every day.



**For the Parent**

We are checking habit formation, not perfection.

## TASK



**For the Child**

Mark every open circle (o).



**For the Parent**

Support less today.

### WORK AREA

o ○ x o  
□ o ○  
o □ x  
o ○ o  
x □ o o

## STEP 1 — LOOK FIRST





**For the Child**

Look and count before marking.



**For the Parent**

Notice if this happens without reminders.

Number of O: \_\_\_\_\_

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## STEP 2 — DO IT



**For the Child**

Mark only the open circles.



**For the Parent**

Avoid stepping in unless a step is skipped.

---

## STEP 3 — CHECK AND SHOW



**For the Child**

Show one place you checked.

- ✓ Location:  Top  Middle  Bottom
- There was nothing to fix
- I fixed something



**For the Parent**

Balanced checking is the goal - not over checking.

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# WEEK 2 · HOLD THE RULE, STAY ON TRACK, RECOVER WHEN DISTRACTED

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# WEEK 2 · DAY 1 — KEEP THE RULE IN YOUR HEAD THE WHOLE TIME

## DAY PURPOSE



**Child**

Today the page is a bit longer. The job is still simple, but your brain may forget the rule halfway through. Your job is to keep the rule steady from start to finish.



**Parent**

This day trains rule-holding across repetition. Many children start correctly and then drift. Do not warn or remind. The goal is to see whether the rule stays active without external support.

## WHAT THIS BUILDS FOR SCHOOL AND HOME



**Child**

This helps when work is easy but long, and you must stay consistent all the way to the end.



**Parent**

This mirrors classroom worksheets where errors appear late due to boredom, fatigue, or automatic responding rather than difficulty.

## TASK





**Child**

Mark every open circle (o). Ignore everything else.

**WORK AREA**

★ ○ ▲ ■ □ ★ ■ ○  
 ■ ▲ ○ ★ ■ ▲ ○ ■  
 ○ ■ ★ ▲ ■ ○ ▲ ○  
 ▲ ★ ■ ○ ▲ ■ ★ ■  
 ■ ○ ▲ ★ ○ ▲ ■ ○  
 ★ ■ ○ ▲ ■ ○ ★ ■



**Parent**

The simplicity is intentional. Any errors reflect loss of rule-holding, not ability.

**STEP 1 — LOOK FIRST (WHY THIS STEP EXISTS)**



**Child**

Lightly circle every open circle (o) first. Then count how many you found. Do not mark anything yet.

Child does:

1. Lightly circle every o
2. Count how many o

Number of o: \_\_\_\_\_

- I have circled all the o
- I have written the number



**Parent**

Circling plus counting prevents partial scanning and early drift. If the count is wrong, allow it — correction belongs in Step 3.

**STEP 2 — DO IT**





**Child**

Now mark every open circle you already found. If your hand wants to mark something else, stop and remind yourself of the rule.



**Parent**

Avoid phrases like “slow down.” If needed, prompt only with: “What are you marking?”

### STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to one open circle you checked. If you find a mistake, circle it, fix it, and put a ✓ next to the fix.

✓ Row number where the ✓ is: \_\_\_\_\_

- There was nothing to fix
- I fixed something



**Parent**

The ✓ is proof of checking. Calm correction matters more than perfect first-time work.

### END-OF-DAY MINI REFLECTION





**Child**

If you drifted later, it means your brain stopped holding the rule — that’s exactly what today is training.



**Parent**

Note *where* drift happens (middle or end). That fade-point is the key Week 2 target.

## WEEK 2 · DAY 2 — TWO RULES: MARK ONE THING, CROSS OUT ANOTHER

### WHAT TODAY IS ABOUT



**Child**

Today you have two rules. One symbol gets a ✓, and one symbol gets an ✕. Your job is to keep them separate.



**Parent**

This trains working memory and rule separation. Watch for blending or swapping rules.

### WHY THIS HELPS



**Child**

This helps when teachers give more than one instruction at once.



**Parent**

Mirrors classroom tasks like “circle the nouns and underline the verbs.”

### TASK





**Child**

✓ on every open circle (o). ✗ on every star (★). Do nothing to the others.



**Parent**

Do not simplify or cue locations. Let the child manage the rules.

### WORK AREA

★ ○ ▲ ■ ○ ★ ■  
 ■ ▲ ○ ★ ■ ▲ ○  
 ○ ■ ★ ▲ ■ ○ ▲  
 ▲ ★ ■ ○ ▲ ■ ★  
 ■ ○ ▲ ★ ○ ▲ ■

### STEP 1 — LOOK FIRST



**Child**

First, lightly circle every open circle (o). Count them. Do not mark yet.

Number of o: \_\_\_\_\_

- I have circled all the o
- I have written the number



**Parent**

Step 1 always holds only one rule. Bring the child back if they try to do both.

### STEP 2 — DO IT



**Child**

Now do the actions: ✓ on o and ✗ on ★. Go slowly enough to keep the rules separate.



**Parent**

If rules are swapped, allow Step 3 to catch it.



### STEP 3 — CHECK AND SHOW



**Child**

Choose one row and check both rules carefully. Show where you checked.

Row number checked: \_\_\_\_\_

- There was nothing to fix
- I fixed something



**Parent**

Structured checking matters more than scanning randomly.

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### END-OF-DAY MINI REFLECTION



**Child**

If you mixed rules, your brain tried to do two jobs at once. That's normal — and trainable.



**Parent**

Notice whether the child creates a plan. That is a major Week 2 gain.



# WEEK 2 · DAY 3 — STOP AND RECOVER AFTER A DISTRACTION

## WHAT TODAY IS ABOUT



**Child**

Today there will be a pause. After it, your job is to restart without changing the rule.



**Parent**

This trains interruption recovery — a critical classroom skill.

## TASK



**Child**

Mark every open circle (o).



**Parent**

You will create a single, controlled interruption during Step 2.

## WORK AREA

○ ■ ★ ○ ▲ ■ ○  
■ ○ ▲ ■ ★ ○ ■  
★ ■ ○ ▲ ■ ○ ★  
○ ▲ ■ ★ ○ ■ ▲  
■ ★ ○ ■ ○ ▲ ■



## STEP 1 — LOOK FIRST



**Child**

Circle every o and count them. Do not mark yet.

Number of o: \_\_\_\_\_



**Parent**

Keep Step 1 intact before allowing execution.

## STEP 2 — DO IT (WITH A PAUSE)



**Child**

When you hear "Pause," stop. When you hear "Back," say the rule quietly and continue.

Rule I said after pause: \_\_\_\_\_

Parent pause used:  Yes  No



**Parent**

Say "Pause." Wait 5 seconds. Then say "Back. What's the rule?" No pointing or help.

## STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to a circle you checked *after* the pause.

✓ Row checked after pause: \_\_\_\_\_

There was nothing to fix

I fixed something



**Parent**

Ensure checking includes recovery, not just pre-pause work.



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## END OF DAY MINI REFLECTION



**Child**

Restarting without rushing means your brain can recover.



**Parent**

Recovery behaviour matters more than accuracy today.

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## WEEK 2 · DAY 4 — DON'T FOLLOW THE CROWD (THE TRAP ROW)

### WHAT TODAY IS ABOUT



**Child**

One row looks different. Your job is to keep the same rule anyway.



**Parent**

This trains resistance to format-driven rule changes.

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### TASK



**Child**

Mark every open circle (o), even if the row looks strange.



**Parent**

Do not warn about the trap row.

### WORK AREA

○ ■ ▲ ○ ■ ★ ○  
■ ○ ★ ■ ○ ▲ ■ ■  
○ ■ ○ ▲ ■ ○ ★



○ ○ ○ ○ ○ ○ ○ ○

★ ○ ■ ▲ ○ ■ ★  
■ ▲ ○ ■ ★ ○ ■

Symbol key:

○ = open circle (MARK)

○ = thick circle (DO NOT MARK)

### STEP 1 — LOOK FIRST



**Child**

Circle only ○ and count them. Ignore thick circles.

Number of ○: \_\_\_\_\_



**Parent**

Allow mis-circling. Checking is where learning occurs.

### STEP 2 — DO IT



**Child**

Mark only ○. Stop and re-check the rule if something feels different.



**Parent**

Ask only: "What's the rule?"

### STEP 3 — CHECK AND SHOW



**Child**

Show where you checked near the strange row.



**Parent**

Ensure checking touches the risk area.



✓ Location checked:

Above  Trap row  Below

There was nothing to fix

I fixed something

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## WEEK 2 · DAY 5 — INDEPENDENCE DAY

### WHAT TODAY IS ABOUT



**Child**

Today you use the same steps with fewer reminders.



**Parent**

This checks whether the structure is internalising.

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### TASK



**Child**

Mark every open circle (o).



**Parent**

Intervene only if a full step is skipped.

### WORK AREA

○ ★ ■ ○ ▲ ■  
■ ○ ▲ ■ ★ ○  
★ ■ ○ ▲ ■ ○  
○ ▲ ■ ★ ○ ■  
■ ★ ○ ■ ○ ▲



### STEP 1 — LOOK FIRST



**Child**

Circle and count before marking.

Number of o: \_\_\_\_\_



**Parent**

Observe silently if possible.

### STEP 2 — DO IT



**Child**

Mark every o.



**Parent**

No coaching during execution.

### STEP 3 — CHECK AND SHOW



**Child**

Show one place you checked. Fix anything you find.

- ✓ Location:  Top  Middle  Bottom
- There was nothing to fix
- I fixed something



**Parent**

Proof of checking is essential today.



## END-OF-DAY MINI REFLECTION



**Child**

Starting calmly and checking means your thinking is getting stronger.



**Parent**

Today's success = self-management, not perfection.

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# WEEK 3 · STAY IN CONTROL WHEN SPEED AND PRESSURE INCREASE

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## WEEK 3 · DAY 1 — KEEP CONTROL WHEN THE PAGE FEELS EASY

### DAY PURPOSE



**Child**

Today the work looks very easy. That's when mistakes often happen – because your brain wants to rush. Your job is to keep the same careful steps even when it feels simple.



**Parent**

This day targets “false ease.” Children often drop structure when tasks look obvious. Do not warn about rushing; observe whether the child self-regulates.



## WHAT THIS BUILDS FOR SCHOOL AND HOME



**Child**

This helps when work feels easy but still needs accuracy.



**Parent**

Many classroom errors happen on “easy” pages due to speed, not difficulty.

## TASK



**Child**

Mark every open circle (o).



**Parent**

The simplicity is intentional. Errors reveal loss of control, not lack of understanding.

## WORK AREA

o o o o o o  
o o o o o o  
o o o o o o  
o o o o o o

## STEP 1 — LOOK FIRST



**Child**

Circle every open circle first, even though they are all the same. Then count them. Do not mark yet.



**Parent**

Children may resist Step 1 here. Insisting on it protects structure under ease.



Number of o: \_\_\_\_\_

I circled all the o

I wrote the number

---

## STEP 2 — DO IT



**Child**

Mark every open circle. Keep your pace calm and steady.



**Parent**

Do not comment on speed. Let Step 3 expose rushing if it occurs.

---

## STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to one circle you checked carefully. Fix anything you notice.

✓ Row checked: \_\_\_\_\_

There was nothing to fix

I fixed something



**Parent**

Checking on an “easy” page is the skill being trained.

---

## END-OF-DAY MINI REFLECTION



**Child**

If you wanted to skip steps, that means your brain thought speed mattered more than control.



**Parent**

Watch for resistance to checking — that’s the pressure point today.

---



---

## WEEK 3 · DAY 2 — FINISHING LAST WITHOUT RUSHING

### WHAT TODAY IS ABOUT



**Child**

Today the end of the page matters as much as the start. Your job is to stay careful right to the last row.



**Parent**

This trains endurance and late-stage control. Many children collapse at the end.

---

### WHY THIS HELPS



**Child**

This helps when worksheets are long and you feel tired at the end.



**Parent**

Late-row errors are a major source of avoidable school mistakes.

---

### TASK



**Child**

Mark every open circle (○).



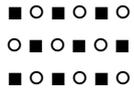
**Parent**

Do not remind the child to “check the end.” Let behaviour show itself.

### WORK AREA

○ ■ ○ ■ ○ ■  
■ ○ ■ ○ ■ ○  
○ ■ ○ ■ ○ ■





### STEP 1 — LOOK FIRST



**Child**

Circle every o and count them. Make sure you include the last row.

Number of o: \_\_\_\_\_



**Parent**

Notice whether the child actually scans the final rows.

### STEP 2 — DO IT



**Child**

Mark every open circle you found. Stay calm, even near the end.



**Parent**

Avoid comments like “nearly done.” Those trigger rushing.

### STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to a circle in the last two rows that you checked.

✓ Location checked:



**Parent**

Checking must reach the fatigue zone.



- Middle  Second-last row  Last row
  - There was nothing to fix
  - I fixed something
- 

## END-OF-DAY MINI REFLECTION



**Child**

Staying careful at the end means your brain didn't give up early.



**Parent**

End-control matters more than perfect accuracy today.

---

## WEEK 3 · DAY 3 — SLOW DOWN WHEN YOU FEEL RUSHED

### WHAT TODAY IS ABOUT



**Child**

Today you might feel like finishing quickly. Your job is to notice that feeling and slow your actions.



**Parent**

This introduces internal speed awareness — noticing urge before error.

---

### TASK



**Child**

Mark every open circle (o).

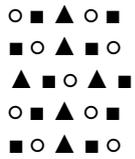


**Parent**

You will add light time pressure using the script below.



## WORK AREA



### STEP 1 — LOOK FIRST



**Child**

Circle every o and count them.

Number of o: \_\_\_\_\_



**Parent**

Step 1 anchors control before speed kicks in.

### STEP 2 — DO IT (WITH PRESSURE)



**Child**

Mark every o. If you feel rushed, pause your pencil and remind yourself of the rule.

Did I pause when I felt rushed?

Yes  No



**Parent**

Halfway through, say calmly: "You're doing fine — keep going." Do not speed them up.

### STEP 3 — CHECK AND SHOW



### Child

Put a ✓ next to one place you checked after feeling rushed. Fix anything you find.

✓ Row checked: \_\_\_\_\_

There was nothing to fix

I fixed something

### Parent

We want evidence of recovery, not speed.

## END-OF-DAY MINI REFLECTION



### Child

Noticing the rush before a mistake means you stayed in control.



### Parent

Awareness before error is the key Week 3 gain.

## WEEK 3 · DAY 4 — DON'T STOP THINKING JUST BECAUSE YOU'RE "DONE"

### WHAT TODAY IS ABOUT



### Child

Today the hardest part is after you finish. Your job is to still check carefully.



### Parent

Many children stop thinking the moment marking ends. This day targets that drop-off.

### TASK



### Child

Mark every open circle (o).

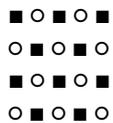


### Parent

Say nothing when the child finishes Step 2. Watch what happens next.



## WORK AREA



### STEP 1 — LOOK FIRST



**Child**

Circle every o and count them.

Number of o: \_\_\_\_\_



**Parent**

Let the child manage Step 1 independently if possible.

### STEP 2 — DO IT



**Child**

Mark every o.



**Parent**

No coaching. Execution only.

### STEP 3 — CHECK AND SHOW



**Child**

Even though you feel finished, you must check. Put a ✓ next to a circle you checked last.



**Parent**

Do not prompt checking unless the step is skipped entirely.



✓ Location checked:

First row  Middle  Last row

There was nothing to fix

I fixed something

---

## END-OF-DAY MINI REFLECTION



**Child**

Checking after finishing shows strong thinking control.



**Parent**

Resistance to Step 3 is the signal today.

---

## WEEK 3 · DAY 5 — STAY STEADY ALL THE WAY THROUGH

### WHAT TODAY IS ABOUT



**Child**

Today you show you can stay calm, careful, and controlled from start to finish.



**Parent**

This is a consolidation day under mild pressure.

### TASK



**Child**

Mark every open circle (o).

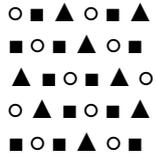


**Parent**

Reduce prompts to the minimum.



## WORK AREA



### STEP 1 — LOOK FIRST



Child

Circle and count before marking.

Number of o: \_\_\_\_\_



Parent

Observe whether this happens automatically.

### STEP 2 — DO IT



Child

Mark every o calmly.



Parent

No reminders unless a step is skipped.

### STEP 3 — CHECK AND SHOW



## Child

Put a ✓ next to one place you checked. Fix anything you find.

✓ Location:  Top  Middle  Bottom

There was nothing to fix

I fixed something

## Parent

Proof of checking matters more than outcome.

---

### END-OF-WEEK REFLECTION



#### Child

Staying careful even when it feels easy or rushed means your thinking is getting stronger.



#### Parent

Week 3 success = control under ease, speed, and fatigue.

---

## WEEK 4 · PRIORITISE WHAT MATTERS AND IGNORE INTERFERENCE

---

### WEEK 4 · DAY 1 — DO THE MOST IMPORTANT THING FIRST

#### DAY PURPOSE



#### Child

Today there is more than one thing on the page, but only one thing matters. Your job is to choose the right thing and do that first.



#### Parent

This introduces prioritisation. Children often respond to what catches their eye instead of what the instruction asks.



## WHAT THIS BUILDS FOR SCHOOL AND HOME



**Child**

This helps when a page has lots on it, but only part of it is your job.



**Parent**

This supports task selection, not just attention. Many errors come from doing the wrong part first.

## TASK



**Child**

Mark every open circle (○). Ignore everything else, even if it looks interesting.



**Parent**

Do not name or downplay distractors. Let the child decide what matters.

## WORK AREA

★ ○ ★ ▲ ○ ★  
■ ■ ○ ■ ■ ○  
▲ ○ ★ ★ ○ ▲  
★ ■ ■ ○ ■ ★  
○ ★ ▲ ■ ★ ○

## STEP 1 — LOOK FIRST



## Child

## Parent

Circle only the open circles first. This shows you chose the right thing to focus on. Then count them.

If the child circles distractors, that shows priority confusion — allow it.

Number of o: \_\_\_\_\_

I circled all the o

I wrote the number

### STEP 2 — DO IT



#### Child

Mark only the open circles. Leave everything else untouched.



#### Parent

Avoid comments like “ignore the stars.” Let the instruction do the work.

### STEP 3 — CHECK AND SHOW



#### Child

Put a ✓ next to one circle you checked carefully. Fix anything you notice.

✓ Row checked: \_\_\_\_\_

There was nothing to fix

I fixed something



#### Parent

We want proof that checking focused on the *priority target*.

### END-OF-DAY MINI REFLECTION



### Child

Choosing the right thing first helps your brain stay organised.

### Parent

Watch whether the child's eyes go to distractors before the target.

---

## WEEK 4 · DAY 2 — KEEP THE MAIN TASK WHILE OTHER THINGS COMPETE

### WHAT TODAY IS ABOUT



#### Child

Today there is more noise on the page, but your job stays the same. You must keep the main task steady.



#### Parent

This trains interference resistance: staying with the main job despite competition.

---

### WHY THIS HELPS



#### Child

This helps when classmates move, talk, or finish early.



#### Parent

Interference, not difficulty, is often the real problem in classrooms.

---

### TASK



## Child

Mark every open circle (o). Ignore the rest.

### WORK AREA

o x ★ o □ o  
★ o x □ o ★  
x □ o ★ x o  
o ★ □ x o ★  
□ o ★ o x □

## Parent

Do not quiet the environment or simplify the page.

### STEP 1 — LOOK FIRST



## Child

Circle every o first so you don't get pulled by the noise. Then count.

Number of o: \_\_\_\_\_



## Parent

Circling anchors priority before interference hits.

### STEP 2 — DO IT



## Child

Mark only o, even when other symbols feel tempting.



## Parent

Speed usually increases interference. Let it show.

### STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to one circle you checked in a busy part of the page.

✓ Location checked:

- Busy area  Quiet area
- There was nothing to fix
- I fixed something

**Parent**

Ensure checking touches interference-heavy areas.

---

**END-OF-DAY MINI REFLECTION**



**Child**

Staying with your job means your brain didn't chase distractions.



**Parent**

Look for moments where the child slowed down near noise.

---

**WEEK 4 · DAY 3 — WHEN SOMETHING NEW APPEARS, STICK WITH THE RULE**

**WHAT TODAY IS ABOUT**



## Child

## Parent

Today a new kind of shape appears partway through. Your job is not to change what you're doing.

This trains resistance to novelty interference.

---

### TASK



### Child

Mark every open circle (o), even after the page changes.



### Parent

Do not explain the new symbol. Let it compete naturally.

### WORK AREA

○ ■ ○ ■ ○

■ ○ ■ ○ ■

○ ■ ○ ■ ○

◆ ◆ ◆ ◆ ◆

■ ○ ■ ○ ■

○ ■ ○ ■ ○



Symbol key:

○ = open circle (MARK)

◆ = new symbol (IGNORE)

---

### STEP 1 — LOOK FIRST



**Child**

Circle every ○ across the whole page, including below the new symbols.

Number of ○: \_\_\_\_\_



**Parent**

Watch whether scanning stops before or after the novelty row.

---

### STEP 2 — DO IT



**Child**

Mark only ○. The rule does not change.



**Parent**

Ask only: "What's the rule?"

---

### STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to a circle checked after the new symbols.

✓ Checked area:



**Parent**

Checking must include the novelty zone.



- Above new symbols
- Below new symbols
- There was nothing to fix
- I fixed something

---

## END-OF-DAY MINI REFLECTION



**Child**

Keeping the same rule shows strong thinking control.



**Parent**

Novelty-driven errors are common -noticing them is success.

---

## WEEK 4 · DAY 4 — TWO TASKS, ONE COMES FIRST

### WHAT TODAY IS ABOUT



**Child**

Today there are two tasks, but only one is done first. You must choose the right order.



**Parent**

This trains sequencing and prioritisation under pressure.

---

### TASK



**Child**

**First:** circle every open circle (o).



**Parent**





**Child**

**Then:** put a ✓ next to *one* circle you checked.



**Parent**

Do not allow skipping to Step 3 before Step 1 is complete.

### WORK AREA

○ ■ ○ ■ ○  
 ■ ○ ■ ○ ■  
 ○ ■ ○ ■ ○  
 ■ ○ ■ ○ ■

### STEP 1 — LOOK FIRST (TASK 1)



**Child**

Circle all o first and count them. Do nothing else yet.

Number of o: \_\_\_\_\_



**Parent**

Many children rush to “finish.” Hold the sequence.

### STEP 2 — DO IT



**Child**

Mark every o you circled.



**Parent**

Execution follows priority.

### STEP 3 — CHECK AND SHOW (TASK 2)



**Child**

Now check one circle and show it with a ✓. The order matters more than accuracy today.



**Parent**



✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something

---

## END-OF-DAY MINI REFLECTION



**Child**

Doing things in the right order helps your brain stay calm.



**Parent**

Order-errors reveal prioritisation strain.

---

## WEEK 4 · DAY 5 — STAY WITH WHAT MATTERS FROM START TO FINISH

---

### WHAT TODAY IS ABOUT



**Child**

Today you show that you can choose what matters, ignore noise, and finish calmly.



**Parent**

This is a consolidation day for prioritisation + interference.

---

### TASK



### Child

Mark every open circle (o).

### Parent

Reduce prompts to the minimum.

## WORK AREA

o ★ □ o X  
■ o X ■ o  
★ X o □ ★  
o ■ ★ X o  
X o ■ ★ □

---

## STEP 1 — LOOK FIRST



Child

Circle and count only o before marking.

Number of o: \_\_\_\_\_



Parent

Observe independence.

## STEP 2 — DO IT



### Child

Mark every o and ignore everything else.

### Parent

No coaching unless a step is skipped.

---

## STEP 3 — CHECK AND SHOW



### Child

Put a ✓ next to one place you checked carefully.

- ✓ Location:  Top  Middle  Bottom  
 There was nothing to fix  
 I fixed something



### Parent

Proof of prioritised checking matters most today.

---

## END-OF-WEEK REFLECTION



### Child

Choosing the right thing and staying with it means your thinking is getting stronger.



### Parent

Week 4 success = correct priority under interference, not perfect output.

---

## WEEK 5 · DAY 1 — HOLD TWO RULES AT THE SAME TIME



## DAY PURPOSE



### Child

Today you have two rules in your head at the same time. Your job is to keep both rules without mixing them up.



### Parent

This introduces true dual-task load. Watch for rule blending, not speed.

## WHAT THIS BUILDS FOR SCHOOL AND HOME



### Child

This helps when you must remember instructions while you work.



### Parent

This mirrors listening to instructions while completing written work.

## TASK



### Child

✓ on every open circle (○).

✗ on every star (★).

Do nothing to anything else.



### Parent

Do not remind the rules once started. Let working memory carry them.

## WORK AREA

★ ○ ■ ○ ★  
■ ★ ○ ■ ○  
○ ■ ★ ○ ■  
■ ○ ■ ★ ○



### STEP 1 — LOOK FIRST



**Child**

First, circle every open circle (○) and count them. Do not mark yet.

Number of ○: \_\_\_\_\_

I circled all the ○

I wrote the number



**Parent**

Step 1 anchors one rule before dual execution begins.

### STEP 2 — DO IT (DUAL TASK)



**Child**

Now do both actions: ✓ on ○ and ✕ on ★. Keep the rules separate.



**Parent**

Expect slow-down. That is success, not a problem.

### STEP 3 — CHECK AND SHOW



### Child

Check one row for **both rules** and show where you checked.

### Parent

Checking must include both actions, not just one.

Row checked: \_\_\_\_\_

- There was nothing to fix
- I fixed something

---

## END-OF-DAY MINI REFLECTION



### Child

If your brain mixed the rules, that means it was overloaded — and learning.



### Parent

Rule-mixing is the signal that capacity is being trained.

---

## WEEK 5 · DAY 2 — SWITCH TASKS WITHOUT LOSING THE FIRST ONE

### WHAT TODAY IS ABOUT



### Child

Today you will switch what you're doing, but you must come back without forgetting the rule.



### Parent

This trains controlled task switching, not abandonment.



## TASK



Child



Parent

**Part A:** Mark every open circle (o).

**Part B:** When told "Switch," stop and wait.

Then continue with the same rule.

You will create the switch moment. Do not explain why.

## WORK AREA

○ ■ ○ ■ ○  
■ ○ ■ ○ ■  
○ ■ ○ ■ ○  
■ ○ ■ ○ ■  
○ ■ ○ ■ ○

## STEP 1 — LOOK FIRST



Child

Circle all o and count them.

Number of o: \_\_\_\_\_



Parent

Anchors the rule before switching occurs.

## STEP 2 — DO IT (WITH SWITCH)



### Child

Start marking o. When you hear “Switch,” stop. When you hear “Back,” say the rule quietly and continue.

### Parent

Halfway through say: “**Switch.**” Wait 5 seconds. Then say: “**Back. What’s the rule?**”

Rule I said after switch: \_\_\_\_\_

---

### STEP 3 — CHECK AND SHOW



### Child

Put a ✓ next to one o you checked **after** the switch.

✓ Row checked after switch: \_\_\_\_\_

- There was nothing to fix
- I fixed something



### Parent

Recovery matters more than accuracy.

---

### END-OF-DAY MINI REFLECTION



### Child

Coming back calmly means your brain didn't reset or panic.



### Parent

Restart behaviour is the key marker today.

---

## WEEK 5 · DAY 3 — DO ONE TASK WHILE HOLDING ANOTHER IN YOUR HEAD



## WHAT TODAY IS ABOUT



**Child**

Today you will work while remembering something else quietly in your head.



**Parent**

This trains background load without action interference.

## TASK



**Child**

Mark every open circle (o).  
While you work, remember this number: **7**.

## WORK AREA

■ ○ ■ ○ ■  
○ ■ ○ ■ ○  
■ ○ ■ ○ ■  
○ ■ ○ ■ ○



**Parent**

Say the number once at the start. Do not repeat it.

## STEP 1 — LOOK FIRST



**Child**

Circle and count o.

Number of o: \_\_\_\_\_



**Parent**

Background load begins *after* Step 1.

## STEP 2 — DO IT (WITH MEMORY LOAD)





**Child**

Mark every 0 while keeping the number in your head.



**Parent**

Do not ask about the number yet.

---

### STEP 3 — CHECK AND SHOW



**Child**

Check one place and show it with a ✓. Then say the number you were holding.

✓ Location checked: \_\_\_\_\_  
Number I remembered: \_\_\_\_\_



**Parent**

Sequence matters: checking first, recall second.

---

### END-OF-DAY MINI REFLECTION



**Child**

If the number disappeared, your brain was busy — that's okay.



**Parent**

Loss of background info shows true dual load was present.

---

## WEEK 5 · DAY 4 — RECOVER AFTER MAKING A MISTAKE

WHAT TODAY IS ABOUT





**Child**

Today the most important part is what you do *after* a mistake.



**Parent**

This trains emotional and cognitive recovery, not avoidance.

## TASK



**Child**

Mark every open circle (o).



**Parent**

If a mistake happens, allow it. Do not react.

## WORK AREA

o ■ o ■ o  
 ■ o ■ o ■  
 o ■ o ■ o  
 ■ o ■ o ■

## STEP 1 — LOOK FIRST



**Child**

Circle and count o.

Number of o: \_\_\_\_\_



**Parent**

Neutral tone only.

## STEP 2 — DO IT





**Child**



**Parent**

Mark every o. If you notice a mistake, don't panic — just keep going.

Do not signal the mistake.

### STEP 3 — CHECK AND SHOW (RECOVERY)



**Child**



**Parent**

If you find a mistake, circle it, fix it, and put a ✓ next to the fix.

Calm fixing = recovery success.

- There was nothing to fix
- I fixed something

### END-OF-DAY MINI REFLECTION



**Child**



**Parent**

Fixing calmly shows strong thinking control

Emotional regulation is embedded here, not taught.

## WEEK 5 · DAY 5 — HOLD, SWITCH, AND FINISH STEADILY

### WHAT TODAY IS ABOUT





**Child**



**Parent**

Today you show you can manage more than This consolidates dual-task load + recovery.  
one demand and still finish calmly.

---

**TASK**



**Child**

Mark every open circle (o).

Be ready to pause and restart once.



**Parent**

One pause may occur. No warning.

**WORK AREA**

○ ■ ▲ ○ ■  
 ■ ○ ■ ▲ ○  
 ▲ ■ ○ ■ ▲  
 ○ ■ ▲ ○ ■  
 ■ ○ ■ ▲ ○

**STEP 1 — LOOK FIRST**



**Child**

Circle and count o.

Number of o: \_\_\_\_\_



**Parent**

Observe independence.

**STEP 2 — DO IT (WITH PAUSE)**



## Child

Mark every o. If paused, restart by saying the rule.

Rule I said after pause: \_\_\_\_\_

---

## Parent

Say "Pause," wait 5 seconds, then "Back."

### STEP 3 — CHECK AND SHOW



## Child

Show where you checked and fix anything you find.

- ✓ Location:  Top  Middle  Bottom  
 There was nothing to fix  
 I fixed something



## Parent

Proof of recovery matters most.

---

### END-OF-WEEK REFLECTION



## Child

Managing two things and staying calm means your thinking is getting stronger.



## Parent

Week 5 success = load tolerance + clean recovery, not speed.

---

## WEEK 6 · DAY 1 — KEEP CONTROL WHEN THE PAGE GETS LONGER



## DAY PURPOSE



**Child**

Today the page is longer. Your job is to keep the same calm steps all the way through.



**Parent**

This introduces sustained cognitive load. Watch for late-page collapse rather than early mistakes.

## WHAT THIS BUILDS FOR SCHOOL AND HOME



**Child**

This helps when work takes longer than you expect.



**Parent**

Many classroom errors appear late due to mental fatigue, not misunderstanding.

## TASK



**Child**

Mark every open circle (o).



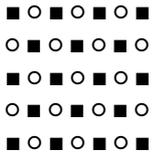
**Parent**

Do not split the page or suggest breaks. Endurance is the training.

## WORK AREA

o ■ o ■ o ■ o





### STEP 1 — LOOK FIRST



**Child**

Circle every o first and count them. Do not mark yet.

Number of o: \_\_\_\_\_



**Parent**

Ensure the scan reaches the final rows.

### STEP 2 — DO IT



**Child**

Mark every o calmly, even near the end.



**Parent**

Avoid “almost done” comments — they trigger rushing.

### STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to one o you checked near the end of the page.

✓ Location checked:

Middle  Second-last  Last



**Parent**

Checking must touch the fatigue zone.



- There was nothing to fix
- I fixed something

---

## END-OF-DAY MINI REFLECTION



**Child**

Staying careful at the end shows strong thinking.



**Parent**

End-control is the main success marker today.

---

## WEEK 6 · DAY 2 — NOTICE WHEN A MISTAKE IS ABOUT TO HAPPEN

### WHAT TODAY IS ABOUT



**Child**

Today you practise stopping *before* a mistake happens.



**Parent**

This trains pre-error awareness, not correction after the fact.

---

### TASK



**Child**

Mark every open circle (o).

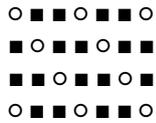


**Parent**

Watch for hesitations — they are valuable data.



## WORK AREA



### STEP 1 — LOOK FIRST



**Child**

Circle and count every ○.

Number of ○: \_\_\_\_\_



**Parent**

No prompting once marking begins.

### STEP 2 — DO IT (PRE-ERROR CONTROL)



**Child**

If your hand feels unsure, stop and re-check the rule before marking.

Did I stop before marking at least once?

Yes  No



**Parent**

Do not reassure. Let the pause come from the child.

### STEP 3 — CHECK AND SHOW



**Child**

Show one place you checked because you felt unsure.



**Parent**

We want evidence of *prevention*, not just correction.



✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something

---

## END-OF-DAY MINI REFLECTION



**Child**

Stopping before a mistake means you stayed in control.



**Parent**

Hesitation here is a strength, not weakness.

---

## WEEK 6 · DAY 3 — KEEP GOING WHEN YOUR BRAIN FEELS TIRED

### WHAT TODAY IS ABOUT



**Child**

Today you may feel tired partway through. Your job is to keep your steps steady anyway.



**Parent**

This targets mental stamina, not speed or accuracy.

---

### TASK



**Child**

Mark every open circle (o).



**Parent**

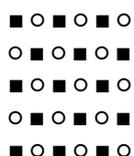


**Child**

**Parent**

Do not suggest breaks or encouragement mid-task.

**WORK AREA**



**STEP 1 — LOOK FIRST**



**Child**

Circle and count ○ carefully.

Number of ○: \_\_\_\_\_



**Parent**

Observe pacing without comment.

**STEP 2 — DO IT**



**Child**

Keep marking even if it feels slower than usual.



**Parent**

Slowing down under fatigue is success.

**STEP 3 — CHECK AND SHOW**





**Child**

Check one place you marked when you felt tired.

✓ Location checked:

- Early  Middle  Late
- There was nothing to fix
- I fixed something



**Parent**

Late-task checking is the target.

---

### END-OF-DAY MINI REFLECTION



**Child**

Working through tiredness calmly builds strong thinking.



**Parent**

Endurance without collapse is today's win.

---

## WEEK 6 · DAY 4 — PREVENT RUSHING AT THE END

### WHAT TODAY IS ABOUT



**Child**

When you see the end, your brain may want to rush. Your job is to stay calm.



**Parent**

End-rush errors are extremely common in schoolwork.

---

### TASK





**Child**

Mark every open circle (o).



**Parent**

Do not comment when the child nears the end.

### WORK AREA

○ ■ ○ ■ ○  
■ ○ ■ ○ ■  
○ ■ ○ ■ ○  
■ ○ ■ ○ ■  
○ ■ ○ ■ ○

### STEP 1 — LOOK FIRST



**Child**

Circle and count o.

Number of o: \_\_\_\_\_



**Parent**

Standard anchor before execution.

### STEP 2 — DO IT



**Child**

Keep the same pace on the last row as the first.



**Parent**

Watch for speed spikes.

### STEP 3 — CHECK AND SHOW





**Child**

Put a ✓ next to one circle in the last row that you checked.



**Parent**

End-zone checking is non-negotiable today.

- ✓ Location checked:  Last row
- There was nothing to fix
- I fixed something

---

### END-OF-DAY MINI REFLECTION



**Child**

Staying careful at the end shows strong control.



**Parent**

This day often reveals hidden rushing habits.

---

## WEEK 6 · DAY 5 — STAY STEADY WITHOUT SUPPORT

### WHAT TODAY IS ABOUT



**Child**

Today you show that you can stay steady on your own.



**Parent**

This is an independence checkpoint before further load increases.

---

### TASK





**Child**

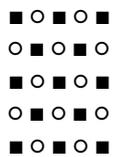
Mark every open circle (○).



**Parent**

Intervene only if a whole step is skipped.

## WORK AREA



## STEP 1 — LOOK FIRST



**Child**

Circle and count ○ without reminders.

Number of ○: \_\_\_\_\_



**Parent**

Observe whether Step 1 initiates naturally.

## STEP 2 — DO IT



**Child**

Mark every ○ calmly.



**Parent**

No coaching during execution.

## STEP 3 — CHECK AND SHOW





**Child**

Show one place you checked and fix anything you find.

- ✓ Location:  Top  Middle  Bottom  
 There was nothing to fix  
 I fixed something



**Parent**

Proof of independent checking matters most.

---

### END-OF-WEEK REFLECTION



**Child**

Staying calm for longer means your thinking is getting stronger.



**Parent**

Week 6 success = sustained control + error prevention, not speed or perfection.



# WEEK 7 · ADAPT WHEN THINGS CHANGE WITHOUT WARNING

*(Unpredictable Interference + Adaptive Control)*

---

## WEEK 7 · DAY 1 — WHEN THE PAGE CHANGES, KEEP THE SAME RULE

### DAY PURPOSE



#### Child

Today something on the page will change, but the rule will not. Your job is to notice the change without changing what you do.



#### Parent

This introduces unpredictable interference. Watch for automatic rule-switching.

---

### WHAT THIS BUILDS FOR SCHOOL AND HOME



#### Child

This helps when work suddenly looks different but the instruction stays the same.



#### Parent

Format-shift errors are common in worksheets, tests, and exams.

---



## TASK



**Child**

Mark every open circle (o).



**Parent**

Do not warn about where the change happens.

## WORK AREA

o ■ o ■ o  
■ o ■ o ■  
o ■ o ■ o

▲ ▲ ▲ ▲ ▲

■ o ■ o ■  
o ■ o ■ o

Symbol key

o = open circle (MARK)

▲ = new shape (IGNORE)

## STEP 1 — LOOK FIRST



**Child**

Circle every o across the whole page and count them.

Number of o: \_\_\_\_\_



**Parent**

Watch whether scanning continues after the change.



## STEP 2 — DO IT



**Child**

Mark only , even after the page looks different.



**Parent**

Ask only if needed: "What's the rule?"

## STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to one  you checked after the change.

✓ Checked area:

- Before change  After change
- There was nothing to fix
- I fixed something



**Parent**

Checking must include the post-change section.

## END-OF-DAY MINI REFLECTION



**Child**

Keeping the same rule shows strong control.



**Parent**

Rule-switching here signals sensitivity to interference.



# WEEK 7 · DAY 2 — A NEW INSTRUCTION APPEARS MID-TASK

## WHAT TODAY IS ABOUT



**Child**

Today the rule will change once. Your job is to notice and switch cleanly.



**Parent**

This trains adaptive switching without panic or carry-over errors.

## TASK



**Child**

**First:** mark every open circle (○).

**Then:** when told “New rule,” switch to ✕ every star (★).



**Parent**

You will announce the rule change once only.

## WORK AREA

★ ○ ■ ○ ★  
■ ★ ○ ■ ○  
○ ■ ★ ○ ■  
■ ○ ■ ★ ○  
★ ■ ○ ■ ○



### STEP 1 — LOOK FIRST



**Child**

Circle every o and count them.

Number of o: \_\_\_\_\_



**Parent**

Anchors the first rule.

### STEP 2 — DO IT (WITH RULE CHANGE)



**Child**

Start marking o. When you hear “New rule,” stop, say the new rule quietly, then continue.

New rule I said: \_\_\_\_\_



**Parent**

Halfway through say: “**New rule: X the stars.**”  
Do not repeat.

### STEP 3 — CHECK AND SHOW



**Child**

Check one mark made **after** the rule change and show it with a ✓.

✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something



**Parent**

We want evidence of clean switching.



## END-OF-DAY MINI REFLECTION



**Child**

Switching rules without mixing shows flexible thinking.



**Parent**

Watch for blending old and new rules.

## WEEK 7 · DAY 3 — IGNORE A TEMPTING SIDE TASK

### WHAT TODAY IS ABOUT



**Child**

Today something extra will try to pull your attention away. Your job is not to do it.



**Parent**

This trains resisting task intrusion.

### TASK



**Child**

Mark every open circle (○).

Do **not** do the side task.



**Parent**

You will present the side task verbally once.

### WORK AREA

○ ■ ○ ■ ○  
■ ○ ■ ○ ■  
○ ■ ○ ■ ○  
■ ○ ■ ○ ■



**Side task (parent reads once, calmly):**  
“Also, count how many squares there are.”

*(Child must ignore this.)*

---

### STEP 1 — LOOK FIRST



**Child**

Circle every 0 and count them.

Number of 0: \_\_\_\_\_



**Parent**

Observe whether the child diverts to the side task.

---

### STEP 2 — DO IT



**Child**

Mark every 0 only.



**Parent**

Do not stop the child if they start counting squares — allow the interference to show.

---

### STEP 3 — CHECK AND SHOW



**Child**

Show where you checked the main task.



**Parent**

Priority protection is the goal.



✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something

---

## END-OF-DAY MINI REFLECTION



**Child**

Staying with your job shows strong focus.



**Parent**

Intrusion errors reveal prioritisation strain.

---

## WEEK 7 · DAY 4 — RECOVER AFTER BEING PULLED OFF TASK

### WHAT TODAY IS ABOUT



**Child**

Today you might get pulled off task. Your job is to come back calmly.



**Parent**

This trains recovery after distraction, not avoidance of it.

---

### TASK



**Child**

Mark every open circle (○).



**Parent**

You will briefly interrupt once.

### WORK AREA

■ ○ ■ ○ ■  
○ ■ ○ ■ ○  
■ ○ ■ ○ ■



### STEP 1 — LOOK FIRST



**Child**

Circle and count o.

Number of o: \_\_\_\_\_



**Parent**

Standard anchor.

### STEP 2 — DO IT (WITH INTERRUPTION)



**Child**

Start marking. When interrupted, stop. When told "Back," say the rule and continue.

Rule I said after interruption: \_\_\_\_\_



**Parent**

Say the child's name softly mid-task, pause 5 seconds, then say "Back."

### STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to one o you checked after coming back.

✓ Location checked after



**Parent**

Recovery quality matters more than speed.



interruption: \_\_\_\_\_

There was nothing to fix

I fixed something

---

## END-OF-DAY MINI REFLECTION



**Child**

Coming back without rushing shows control.



**Parent**

Watch restart behaviour closely.

---

## WEEK 7 · DAY 5 — ADAPT AND FINISH STRONGLY

### WHAT TODAY IS ABOUT



**Child**

Today you show you can adapt, ignore distractions, and finish calmly.



**Parent**

This consolidates adaptive control under unpredictable conditions.

---

### TASK



**Child**

Mark every open circle (○).

Be ready for one unexpected change.



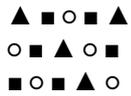
**Parent**

One interference may occur. No warning.

### WORK AREA

○ ■ ▲ ○ ■  
■ ○ ■ ▲ ○





### STEP 1 — LOOK FIRST



**Child**

Circle and count o.

Number of o: \_\_\_\_\_



**Parent**

Observe independence.

### STEP 2 — DO IT (WITH UNPREDICTABLE EVENT)



**Child**

Mark every o. If something changes, stop, think, and continue with the rule.



**Parent**

Introduce one mild interference (sound, comment, pause).

### STEP 3 — CHECK AND SHOW



**Child**

Show one place you checked carefully.

- ✓ Location:  Top  Middle  Bottom  
 There was nothing to fix  
 I fixed something



**Parent**

Proof of adaptive control is the priority.



## END-OF-WEEK REFLECTION



**Child**

Handling changes without panicking means your thinking is getting stronger.



**Parent**

Week 7 success = stable performance under unpredictability.

# WEEK 8 · STAY IN CONTROL WHEN TIME FEELS TIGHT

*(Prioritisation + Time Pressure)*

## WEEK 8 · DAY 1 — WORK CAREFULLY EVEN WHEN YOU WANT TO FINISH FAST

### DAY PURPOSE



**Child**

Today your brain may want to finish quickly. Your job is to keep the same careful steps anyway.



**Parent**

This introduces felt time pressure without using a timer. Watch for rushing behaviour.

### WHAT THIS BUILDS FOR SCHOOL AND HOME



### Child

This helps when you feel like you're running out of time.

### Parent

Many school errors happen because children rush, not because they don't know the work.

#### TASK



Child

Mark every open circle (o).

#### WORK AREA

○ ■ ○ ■ ○ ■  
 ■ ○ ■ ○ ■ ○  
 ○ ■ ○ ■ ○ ■  
 ■ ○ ■ ○ ■ ○



Parent

Do not mention time or speed. Pressure must come from the child, not you.

#### STEP 1 — LOOK FIRST



Child

Circle every o and count them before marking.

Number of o: \_\_\_\_\_



Parent

Step 1 protects against rush-start errors.

#### STEP 2 — DO IT



### Child

Mark every o calmly, even if you want to go faster.

### Parent

Do not comment on pace.

## STEP 3 — CHECK AND SHOW



### Child

Put a ✓ next to one place you checked carefully. Checking under pressure is the skill today.

✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something



### Parent

## END-OF-DAY MINI REFLECTION



### Child

Going slowly on purpose helps you stay in control.



### Parent

Watch whether the child *chooses* calm over speed.

## WEEK 8 · DAY 2 — FINISH CORRECTLY, NOT QUICKLY

### WHAT TODAY IS ABOUT



### Child

Today finishing correctly matters more than finishing fast.



### Parent

This trains outcome-prioritisation over speed.



## TASK



**Child**

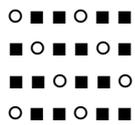
Mark every open circle (o).



**Parent**

Avoid phrases like "almost done." They increase rushing.

## WORK AREA



## STEP 1 — LOOK FIRST



**Child**

Circle and count every o.

Number of o: \_\_\_\_\_



**Parent**

Observe whether scanning includes the last row.

## STEP 2 — DO IT



### Child

Mark every o without skipping ahead.

### Parent

Speed spikes often appear mid-task.

---

## STEP 3 — CHECK AND SHOW



### Child

Check one o in the last row and show it with a ✓.

- ✓ Location checked:  Last row
- There was nothing to fix
- I fixed something



### Parent

End-zone checking is mandatory today.

---

## END-OF-DAY MINI REFLECTION



### Child

Staying careful at the end helps avoid mistakes.



### Parent

Late-task behaviour matters more than early accuracy.

---

## WEEK 8 · DAY 3 — PAUSE BEFORE YOU RUSH

### WHAT TODAY IS ABOUT



### Child

Today you practise pausing when you



### Parent





**Child**

feel rushed.



**Parent**

This builds internal braking, not external control.

**TASK**



**Child**

Mark every open circle (o).



**Parent**

You will add a light pressure cue once.

**WORK AREA**

■ ○ ■ ○ ■  
 ○ ■ ○ ■ ○  
 ■ ○ ■ ○ ■  
 ○ ■ ○ ■ ○

**STEP 1 — LOOK FIRST**



**Child**

Circle and count every o.

Number of o: \_\_\_\_\_



**Parent**

Anchors calm before pressure.



---

## STEP 2 — DO IT (WITH PRESSURE CUE)



**Child**

If you feel rushed, stop your pencil, take one breath, then continue.

Did I pause before rushing?  Yes  No



**Parent**

Halfway through say calmly: “Just keep going.” No urgency tone.

---

## STEP 3 — CHECK AND SHOW



**Child**

Show where you checked after you paused.

✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something



**Parent**

Evidence of braking is the target.

---

## END-OF-DAY MINI REFLECTION





**Child**

Pausing helped your brain slow down.



**Parent**

The pause is the success, not the result.

## WEEK 8 · DAY 4 — CHOOSE WHAT MATTERS WHEN TIME FEELS SHORT

### WHAT TODAY IS ABOUT



**Child**

Today you must choose careful thinking over speed.



**Parent**

This trains priority choice under time pressure.

### TASK



**Child**

Mark every open circle (o).



**Parent**

Do not reduce task length. Pressure comes from completion urge.

### WORK AREA

○ ■ ▲ ○ ■  
 ■ ○ ■ ▲ ○  
 ▲ ■ ○ ■ ▲  
 ○ ■ ▲ ○ ■  
 ■ ○ ■ ▲ ○

### STEP 1 — LOOK FIRST





### Child

Circle and count 0 before marking.

Number of 0: \_\_\_\_\_



### Parent

Skipping Step 1 here signals rush takeover.

## STEP 2 — DO IT



### Child

Mark every 0, even if you want to hurry.



### Parent

Let struggle show; do not coach.

## STEP 3 — CHECK AND SHOW



### Child

Put a ✓ next to one place you checked carefully.

- ✓ Location:  Top  Middle  Bottom  
 There was nothing to fix  
 I fixed something



### Parent

Checking under pressure is the goal.

## END-OF-DAY MINI REFLECTION



**Child**

**Parent**

Choosing careful work helps avoid mistakes. Priority choice is the key marker today.

---

**WEEK 8 · DAY 5 — STAY CALM AND ACCURATE FROM START TO FINISH**

**WHAT TODAY IS ABOUT**



**Child**

Today you show you can stay calm even when you want to finish fast.



**Parent**

This consolidates time-pressure control.

---

**TASK**



**Child**

Mark every open circle (o).



**Parent**

Reduce prompts to the minimum.

---

**WORK AREA**

○ ■ ○ ■ ○  
■ ○ ■ ○ ■  
○ ■ ○ ■ ○  
■ ○ ■ ○ ■  
○ ■ ○ ■ ○

---

**STEP 1 — LOOK FIRST**





**Child**

Circle and count o without reminders.

Number of o: \_\_\_\_\_



**Parent**

Observe independence.

## STEP 2 — DO IT



**Child**

Mark every o calmly.



**Parent**

No coaching.

## STEP 3 — CHECK AND SHOW



**Child**

Show one place you checked and fix anything you find.

- ✓ Location:  Top  Middle  Bottom  
 There was nothing to fix  
 I fixed something



**Parent**

Proof of calm checking matters most.

## END-OF-WEEK REFLECTION





### Child

Staying calm when you want to rush means your thinking is stronger.



### Parent

Week 8 success = control under felt time pressure.

---

## WEEK 9 · STAY IN CONTROL WITH LESS SUPPORT

*(High Load + Independence)*

---

### WEEK 9 · DAY 1 — START CORRECTLY WITHOUT BEING REMINDED

#### DAY PURPOSE



### Child

Today you must start the task properly on your own.



### Parent

This checks whether Step 1 is now internalised. No reminders unless the step is skipped entirely.

---

#### WHAT THIS BUILDS FOR SCHOOL AND HOME





**Child**

This helps you start work calmly without help.



**Parent**

Independent task entry is a major school readiness skill.

## TASK



**Child**

Mark every open circle (o).



**Parent**

Say nothing at the start. Observe what the child does first.

## WORK AREA

o ■ o ■ o ■  
■ o ■ o ■ o  
o ■ o ■ o ■  
■ o ■ o ■ o

## STEP 1 — LOOK FIRST



**Child**

Circle every o and count them before marking.

Number of o: \_\_\_\_\_



**Parent**

Only intervene if the child begins marking immediately.



---

## STEP 2 — DO IT



**Child**

Mark every o calmly.



**Parent**

No coaching during execution.

---

## STEP 3 — CHECK AND SHOW



**Child**

Show one place you checked carefully.

✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something



**Parent**

Checking must happen without prompting.

---

## END-OF-DAY MINI REFLECTION



**Child**

Starting properly helps everything feel easier.



**Parent**

Note whether Step 1 occurred naturally.

---



# WEEK 9 · DAY 2 — HOLD THE RULE THROUGH A LONGER TASK

## WHAT TODAY IS ABOUT



**Child**

Today the work is longer. Your job is to keep the rule steady to the end.



**Parent**

This tests rule-holding without reminders under length pressure.

## TASK



**Child**

Mark every open circle (o).



**Parent**

Do not point out missed areas.

## WORK AREA

○ ■ ○ ■ ○ ■ ○  
■ ○ ■ ○ ■ ○ ■  
○ ■ ○ ■ ○ ■ ○  
■ ○ ■ ○ ■ ○ ■  
○ ■ ○ ■ ○ ■ ○

## STEP 1 — LOOK FIRST



**Child**

Circle and count all o across the whole page.

Number of o: \_\_\_\_\_



**Parent**

Ensure scanning reaches the final rows.



---

## STEP 2 — DO IT



**Child**

Mark every o you found.



**Parent**

Watch for late-page drift.

---

## STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to a circle you checked near the end.

✓ Location checked:

- Middle  Second-last  Last
- There was nothing to fix
- I fixed something



**Parent**

End-zone checking is critical here.

---

## END-OF-DAY MINI REFLECTION



**Child**

Staying careful at the end shows strong control. Late-task behaviour is the real data today.



**Parent**

---



# WEEK 9 · DAY 3 — MANAGE TWO DEMANDS WITHOUT HELP

## WHAT TODAY IS ABOUT



**Child**

Today you must remember two things at once without reminders.



**Parent**

This is unsupported dual-load — no prompting allowed.

## TASK



**Child**

✓ on every open circle (○).

✗ on every star (★).



**Parent**

State the rules once only. Do not repeat them.

## WORK AREA

★ ○ ■ ○ ★  
■ ★ ○ ■ ○  
○ ■ ★ ○ ■  
■ ○ ■ ★ ○

## STEP 1 — LOOK FIRST



**Child**

Circle every o and count them.

Number of o: \_\_\_\_\_

**Parent**

Anchors one rule before execution.

**STEP 2 — DO IT**



**Child**

Now do both actions. Keep the rules separate.



**Parent**

Expect slow pacing — that’s appropriate.

**STEP 3 — CHECK AND SHOW**



**Child**

Check one row for both rules and show it.

Row checked: \_\_\_\_\_

- There was nothing to fix
- I fixed something



**Parent**

We want evidence of rule separation.

**END-OF-DAY MINI REFLECTION**



**Child**

Keeping both rules without help shows strong thinking.

**Parent**

Rule blending signals load limits — useful data.

**WEEK 9 · DAY 4 — RECOVER WITHOUT ANY PROMPT**

**WHAT TODAY IS ABOUT**



**Child**

Today you may make a mistake — your job is to fix it on your own.



**Parent**

No prompts, no reassurance. Recovery must be self-initiated.

**TASK**



**Child**

Mark every open circle (o).



**Parent**

Remain neutral even if an error is obvious.

**WORK AREA**

○ ■ ○ ■ ○  
■ ○ ■ ○ ■  
○ ■ ○ ■ ○  
■ ○ ■ ○ ■

**STEP 1 — LOOK FIRST**



## Child

Circle and count o.

Number of o: \_\_\_\_\_

---

## Parent

Neutral observation only.

### STEP 2 — DO IT



#### Child

Mark every o. If you notice a mistake, keep calm.



#### Parent

Do not signal errors.

---

### STEP 3 — CHECK AND SHOW



#### Child

If you find a mistake, circle it, fix it, and put a ✓ by the fix.

- There was nothing to fix
- I fixed something



#### Parent

Self-initiated correction is the goal.

---

### END-OF-DAY MINI REFLECTION



**Child**

Fixing a mistake by yourself builds confidence.

**Parent**

Emotional neutrality matters more than accuracy today.

**WEEK 9 · DAY 5 — FULL INDEPENDENCE UNDER LOAD**

**WHAT TODAY IS ABOUT**



**Child**

Today you do everything on your own from start to finish.



**Parent**

This is a full independence checkpoint.

**TASK**



**Child**

Mark every open circle (o).



**Parent**

No reminders unless the task collapses entirely.

**WORK AREA**

- ■ ▲ ○ ■
- ○ ■ ▲ ○
- ▲ ■ ○ ■ ▲
- ■ ▲ ○ ■
- ○ ■ ▲ ○



## STEP 1 — LOOK FIRST



**Child**

Circle and count o without being told.

Number of o: \_\_\_\_\_



**Parent**

Observe silently.

## STEP 2 — DO IT



**Child**

Mark every o calmly.



**Parent**

No coaching.

## STEP 3 — CHECK AND SHOW



**Child**

Show one place you checked and fix anything you find.

- ✓ Location:  Top  Middle  Bottom  
 There was nothing to fix  
 I fixed something



**Parent**

Proof of independent checking is essential.



## END-OF-WEEK REFLECTION



### Child

Doing everything yourself shows strong thinking.



### Parent

Week 9 success = stable performance with minimal support.

---

# WEEK 10 · USE YOUR THINKING SKILLS ANYWHERE

*(Generalisation + Transfer)*

---

## WEEK 10 · DAY 1 — SAME THINKING, NEW LOOK

### DAY PURPOSE



### Child

Today the page looks different, but your thinking stays the same.



### Parent

This checks transfer: can the child apply the system without familiarity cues?



---

## WHAT THIS BUILDS FOR SCHOOL AND HOME



### Child

This helps when work looks new but the instructions are familiar.



### Parent

Transfer failure is common — this reveals whether the system is internalised.

---

## TASK



### Child

Mark every open circle (o).



### Parent

Do not reassure or explain that it's "the same task."

## WORK AREA

○ ■ ○

■ ○ ■

○ ■ ○

---

## STEP 1 — LOOK FIRST





### Child

Circle every o and count them before marking.

Number of o: \_\_\_\_\_



### Parent

Watch whether the child recognises Step 1 independently.

## STEP 2 — DO IT



### Child

Mark every o you found.



### Parent

No coaching.

## STEP 3 — CHECK AND SHOW



### Child

Show one place you checked carefully.

- ✓ Location checked: \_\_\_\_\_
- There was nothing to fix
- I fixed something



### Parent

Checking must still be explicit despite the new layout.

## END-OF-DAY MINI REFLECTION



**Child**

Using the same steps on a new page shows strong thinking.

**Parent**

Watch for hesitation caused by novelty.

**WEEK 10 · DAY 2 — MIXED INFORMATION, CLEAR PRIORITY**

**WHAT TODAY IS ABOUT**



**Child**

Today there are many different things on the page, but only one matters.



**Parent**

This tests prioritisation without explicit interference cues.

**TASK**



**Child**

Mark every open circle (o).



**Parent**

Do not reduce visual noise.

**WORK AREA**

★ ○ ▲ ■ □ ×  
 ■ ▲ ○ ★ ■ □  
 ○ ■ ★ ▲ ■ □  
 × ○ ■ ▲ ★ ■

**STEP 1 — LOOK FIRST**





**Child**

Circle every o first and count them.

Number of o: \_\_\_\_\_



**Parent**

Priority selection should be automatic by now.

## STEP 2 — DO IT



**Child**

Mark every o and ignore everything else.



**Parent**

Observe whether distractors are ignored without effort.

## STEP 3 — CHECK AND SHOW



**Child**

Put a ✓ next to one o you checked.

✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something



**Parent**

Checking must still be shown, not assumed.

## END-OF-DAY MINI REFLECTION





**Child**

Knowing what matters helps you stay calm.



**Parent**

Priority errors here signal transfer gaps.

## WEEK 10 · DAY 3 — HOLD THE SYSTEM WITHOUT THINKING ABOUT IT

### WHAT TODAY IS ABOUT



**Child**

Today you use your steps without being reminded at all.



**Parent**

This checks automaticity of the thinking sequence.

### TASK



**Child**

Mark every open circle (○).



**Parent**

Say nothing unless the task fully collapses.

### WORK AREA

■ ○ ■ ○ ■  
 ○ ■ ○ ■ ○  
 ■ ○ ■ ○ ■  
 ○ ■ ○ ■ ○

### STEP 1 — LOOK FIRST





**Child**

Circle and count 0 on your own.

Number of 0: \_\_\_\_\_



**Parent**

Observe silently.

---

## STEP 2 — DO IT



**Child**

Mark every 0 calmly.



**Parent**

No prompting.

---

## STEP 3 — CHECK AND SHOW



**Child**

Show one place you checked carefully.

✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something



**Parent**

The ✓ is still required.

---

## END-OF-DAY MINI REFLECTION



**Child**

Doing it without reminders means your brain remembers the steps.

**Parent**

Absence of prompting is the key data today.

**WEEK 10 · DAY 4 — APPLY THE SYSTEM UNDER REAL-WORLD STYLE LOAD**

**WHAT TODAY IS ABOUT**



**Child**

Today the page looks more like real school work. Your job is to use the same thinking anyway.



**Parent**

This bridges workbook tasks and classroom reality.

**TASK**



**Child**

Mark every open circle (o).



**Parent**

Do not frame this as “harder” or “different.”

**WORK AREA**

o ■ o ■ o  
■ o ■  
o ■ ■ o ■

**STEP 1 — LOOK FIRST**



**Child**

Circle every o and count them.

Number of o: \_\_\_\_\_

**Parent**

Watch for scanning gaps in irregular spacing.

**STEP 2 — DO IT**



**Child**

Mark every o you found.



**Parent**

No intervention.

**STEP 3 — CHECK AND SHOW**



**Child**

Show one place you checked carefully.

✓ Location checked: \_\_\_\_\_

There was nothing to fix

I fixed something



**Parent**

Checking must still touch a real location.

**END-OF-DAY MINI REFLECTION**



## Child

## Parent

Using your steps anywhere means they are part of you now. Transfer success is the goal today.

---

# WEEK 10 · DAY 5 — FINAL INDEPENDENT RUN

## WHAT TODAY IS ABOUT



### Child

Today you do everything by yourself from start to finish.



### Parent

This is the final confirmation of internalised control.

---

## TASK



### Child

Mark every open circle (○).



### Parent

No prompts, no cues, no corrections.

---

## WORK AREA

○ ■ ▲ ○ ■  
■ ○ ■ ▲ ○  
▲ ■ ○ ■ ▲  
○ ■ ▲ ○ ■  
■ ○ ■ ▲ ○

---

## STEP 1 — LOOK FIRST





**Child**

Circle and count o without help.



**Parent**

Observe silently.

Number of o: \_\_\_\_\_

---

## STEP 2 — DO IT



**Child**

Mark every o calmly.



**Parent**

No coaching.

---

## STEP 3 — CHECK AND SHOW



**Child**

Show one place you checked and fix anything you find.

- ✓ Location:  Top  Middle  Bottom  
 There was nothing to fix  
 I fixed something



**Parent**

Proof of checking is non-negotiable.

---

## END-OF-WEEK (AND PROGRAMME) REFLECTION



**Child**

You can now use careful thinking even when things change.

**Parent**

Week 10 success = transfer, independence, and stable execution.

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