

CogniEnhance



PARENT COACHING PROGRAMME



Transforming Parenting for
Cognitive Development



What Makes Our Approach Different?

More Than Parenting Tips — Real Cognitive Development



Brain-Based Learning

We build real thinking skills, not just manage behaviour.



Emotional Safety First

Creating calm, connected learning — not stress and conflict.



Practical Strategies

Step-by-step tools for homework, not just general advice.



Confidence for the Future

Building resilience and thinking skills that last a lifetime.

Not Just Parenting.
Brain Growth.

Step 1:

CogniEnhance – Orientation and Roadmap

Understanding the Journey and Finding Your Ground

This is the beginning of your parent journey – a calm, structured starting point designed to help you understand what this programme is about, why we focus on the brain, and how this pathway will support both you and your child.

In this stage, we slow everything down on purpose. Many parents arrive feeling overwhelmed, uncertain, hopeful, worried, or simply exhausted. These feelings are completely normal. Rather than rushing into “doing,” this step gives you clarity, reassurance and emotional grounding.

During Step 1, you will:

- understand what this programme truly offers and how it works
- learn why we focus on strengthening the brain rather than simply reacting to behaviour
- feel supported rather than judged or alone
- begin to replace fear and confusion with understanding and direction

Most importantly, parents often realise:

- **“My child is not broken.”**
- **“I am not a bad parent.”**
- **“There is a clear path forward.”**

You will also learn that this journey is not about pressure, panic, or quick fixes.

Real progress here is:

- steady
- gentle
- meaningful
- built through emotional safety and understanding

By the end of Step 1, parents commonly describe feeling:

- calmer
- reassured
- guided
- hopeful

This step forms the **emotional foundation of the entire programme**. Before we learn about attention, memory, executive functioning, or brain growth, we first make sure you feel grounded, supported, and ready to walk this journey with clarity and confidence.

CogniEnhance

PARENT COACHING JOURNEY

Helping Parents Understand Their Child's Brain - and Support Real Growth

Why This Program Matters

Many children who struggle with focus, emotions, organization or learning are not lazy or defiant — their brain systems are under pressure.

Calm, Structured, Science-Aligned & Compassionate

Replacing confusion with clarity, frustration with understanding, and fear with confidence.

What Parents Learn

- ✓ Attention & Focus
- ✓ Memory & Working Memory
- ✓ Executive Functioning
- ✓ How the Brain Grows (Neuroplasticity)
- ✓ How the Brain Grows (Neuroplasticity)
- ✓ Why Emotional Safety Matters
- ✓ Guiding Thinking (Metacognition)
- ✓ Real-Life Transfer & Progress

A Calm, Guided Roadmap

Understanding → Growth → Real-Life Progress

What Parents Receive



Parent Manual



Guided Roadmap



Cognitive Guides



Progress Tools

How Parents Feel

- ✓ Relief "Now it finally makes sense"
- ✓ Hope "Real progress is possible"
- ✓ Confidence "I know how to help"
- ✓ Calm "Life feels steadier."

What Progress Looks Like

- ✓ Fewer Meltdowns
- ✓ Longer Attention
- ✓ Better Memory
- ✓ Calmer Routines
- ✓ Greater Confidence

Final Reassurance

You are not here to "fix" your child.

You are here to understand their brain, support their growth, and help them feel capable, confident.

We walk this journey with you — every step of the way.

CogniEnhance – Parent Orientation and Roadmap Pack:

This pack is designed to welcome, guide, and emotionally support parents as they begin the CogniEnhance Parent Coaching Journey.

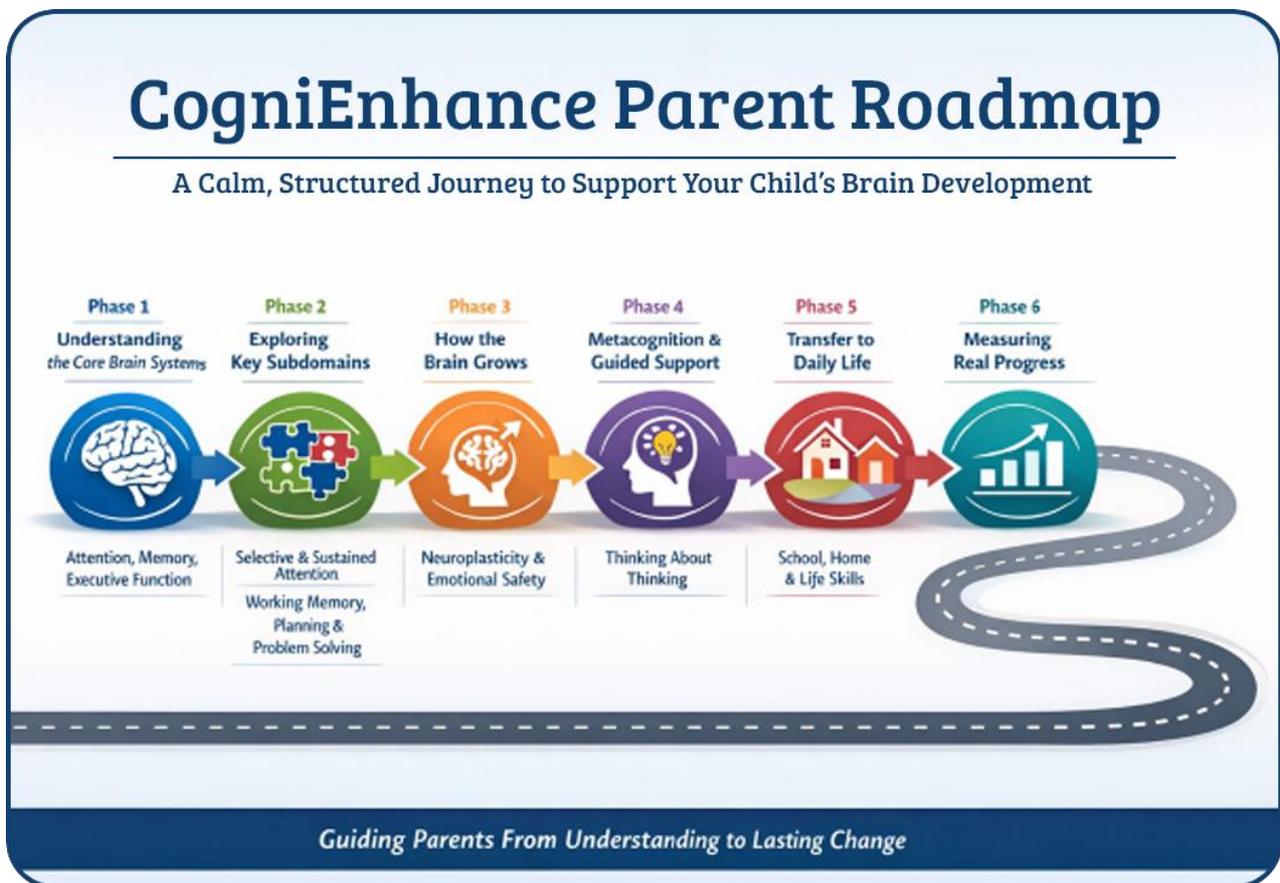
CogniEnhance Parent Coaching is grounded in cognitive education and supported by internationally recognised research. Instead of trying to change behaviour first, we begin by understanding the brain systems that drive behaviour, learning, coping and daily functioning. This approach is aligned with the work of leading researchers such as Dr. Dan Siegel (Interpersonal Neurobiology, *The Whole-Brain Child*), Dr. Ross Greene (Collaborative & Proactive Solutions), Dr. Bruce Perry (Neurosequential Model of Care), and Professor Reuven Feuerstein (Mediated Learning), all of whom demonstrate that when parents understand the brain, they can respond more effectively to their child's needs. Parents are guided through the core cognitive domains – attention, memory and executive functioning – and their key subdomains such as selective attention, sustained attention, working memory, planning, organising, sorting and problem-solving. Research and systematic reviews in the executive functioning and parenting fields show that when parents understand and support their child's brain systems, children's coping, self-regulation, and daily functioning improve. Understanding the brain helps parents respond more effectively, which in turn strengthens the child's confidence, coping skills, and overall functioning.

What Parent Coaching Through Cognitive Education Means

CogniEnhance parent coaching is built on cognitive education. Instead of trying to change behaviour first, we begin by understanding the brain systems that drive behaviour, learning, coping and daily functioning. You will learn about attention, memory, and executive functioning, and how each one influences your child's ability to manage schoolwork, routines, emotions and daily life. When parents understand the brain, they parent differently. And when parenting changes, a child's confidence, coping and functioning begin to change too.



The CogniEnhance Parent Roadmap:



Parent Orientation and Roadmap pack: What to Expect Emotionally During This Journey

Parents often experience a mixture of emotions: relief, understanding, sadness for how hard things have been, renewed hope, confidence and reassurance. These emotions are normal and healthy. They are part of moving from confusion into clarity. This is not a rushed process. Progress is steady, compassionate, and realistic. Small changes matter. Small improvements in calmness, effort, recovery and coping reflect powerful brain growth.

Visual Parent Journey Map



Step 2 helps you understand what is happening inside your child's brain in a clear, practical and compassionate way. Instead of viewing your child's challenges as defiance, laziness or lack of effort, you begin to see how thinking systems in the brain influence learning, emotions and daily functioning.

In this step, you will learn about three core areas of thinking:

- **Attention**
- **Memory**
- **Executive Functioning** (planning, organising, task initiation, problem-solving)

We then go deeper into what these really mean in everyday life, including:

- different types of attention
- different types of memory
- how planning, organising and problem-solving work in the brain

Most importantly, parents discover how these brain systems connect directly to real-life challenges such as:

- homework stress
- listening and following instructions
- emotional meltdowns or shutdowns
- organisation and task management difficulties
- forgetting steps or losing track of what to do
- emotional overwhelm when demands feel too big

This understanding often shifts a parent's thinking from:

- ✗ "My child is lazy."
- ✗ "My child is naughty."
- ✗ "They just don't care."

to:

- ✓ "Oh... this actually makes sense now."
- ✓ "This is brain-based, not character-based."
- ✓ "Now I finally know how to support them properly."

Step 2 is powerful because it replaces frustration with understanding, blame with compassion and confusion with clarity. Parents leave this stage feeling more informed, less overwhelmed, and far more equipped to see their child through a realistic, supportive and deeply human lens.

This step turns **confusion into clarity**, and clarity becomes the foundation for meaningful, healthy support moving forward.

Step 2:

This Cognitive Education Pack helps parents clearly understand the core brain systems that shape their child's learning, behaviour, emotional coping and daily functioning. It explains the three core domains and subdomains:

1. **Attention and Focus**

- a. Selective attention
- b. Sustained attention
- c. Focused attention

2. **Memory**

- a. Working memory
- b. Short-term memory

3. **Executive Functioning**

- a. Planning
- b. Organising
- c. Problem solving

This pack is written in simple, clear, parent-friendly language, but grounded in strong science. It supports parents of children aged 6–12 in understanding what their child is experiencing and how to support them more effectively.

Section 1 – Guided Reading and Learning Pathway

This pathway is designed to guide parents gently through learning without overwhelm.

Weeks 1–2: Understanding Core Brain Systems

Focus on:

- a. attention and focus
- b. memory
- c. executive functioning

The purpose is to understand what your child is really struggling with and why these challenges make sense.

Weeks 3–4: Understanding Subdomains

Learn about:

- a. selective, sustained and divided attention
- b. short-term versus working memory
- c. planning, organising, sorting and problem-solving

Weeks 5–6: How the Brain Grows and How Support Helps

Prepare for neuroplasticity learning and how emotional safety, structure and guided support help improve thinking.

Weeks 7–8: Connecting This to Daily Life

Begin noticing where these systems affect homework, routines, emotions, listening, following instructions, independence and confidence.

Final Stage: Transfer and Measuring Progress

Understand how improvements move into real life and what meaningful change looks like.

Section 2 – Understanding the Three Core Cognitive Systems

1. Attention and Focus

Attention is the brain's ability to notice, select and hold information. When attention systems struggle, children may appear distracted, overwhelmed, avoidant or unable to stay with tasks – not because they are lazy, but because their brain is trying to cope with too much input.

2. Memory

Memory helps a child hold, process and use information. Short-term and working memory are especially important for learning. When these systems are challenged, children may forget instructions, lose track of steps easily, or need repeated reminders.

3. Executive Functioning

Executive functioning supports planning, organising, problem-solving and managing tasks. When EF is under pressure, children may struggle to start tasks, stay organised, manage time, or complete activities independently.

Section 3: Understanding the Subdomains

AGES 6–9 and 10–12 Professional Practical Application Tables

AGES 6–9 – Selective Attention Table

This table includes five core everyday examples plus five extension ideas to support variety and real-life transfer of skills.

| Category | Examples (Core 5 + Extension 5) |
|-----------------------------------|--|
| Functional Home Activities | <ul style="list-style-type: none">• Find specific items in busy environments• Follow one voice in a noisy background• <i>Simon Says</i> with added distractions• Sorting tasks with competing noise• Focused listening games• Finding relevant objects only• Target spotting activities• Treasure hunt using selective clues• Ignore irrelevant instructions game• Stay focused while siblings talk |
| Math | <ul style="list-style-type: none">• Circle only even numbers• Identify relevant information• Highlight key numbers only• Ignore unnecessary data• Spot-the-mistake tasks• Copy key numbers only• Scan and select activities |

| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> • Operation identification tasks • Math scavenger focus tasks • Focused worksheet sections |
| English | <ul style="list-style-type: none"> • Highlight key words • Find verbs only • Identify rhyming words • Underline capitals only • Grammar spotting games • Search-and-find in text • Focus reading tasks • Target sentence scanning • Select key details only • Distraction-resistant reading |
| Social Interaction | <ul style="list-style-type: none"> • Listen to one person • Follow teacher instructions during noise • Respond to a name in a busy setting • Remain engaged in conversation • Play attention-based games • Filter playground noise • Focus on rules while excited • Stay tuned in group discussions • Follow social directions • Track one conversation thread |

Section 4 – 8 Week Guided Parent Journey

| Week | Main Focus | What This Week Means | What to Observe | Gentle Reminders |
|---------------|----------------------------------|---|--|---|
| Week 1 | Arriving and Emotional Grounding | Helps parents emotionally settle into the programme, understand the journey, and reduce overwhelm before learning begins | Notice stress lowering, clarity increasing, a sense of hope and relief appearing | Nothing to fix yet so just breathe, understand, and arrive |
| Week 2 | Understanding Core Brain Systems | Parents learn attention, memory and executive function – shifting from ‘behaviour problem’ to ‘brain-based understanding’ | Notice where attention, memory and planning challenges appear in real life | Your child is not choosing difficulty – their brain is coping |
| Week 3 | Attention Subdomains | Parents understand selective, sustained and divided attention and why some tasks are harder than others | Notice when focus works, when it breaks, and what emotional load does to attention | Be curious, not critical |

| | | | | |
|---------------|---------------------------------------|---|--|--|
| Week 4 | Memory and Executive Function in Life | Short-term memory, working memory, planning, organising and problem-solving become clear in daily functioning | Notice forgetting, shutdowns, overwhelm or avoidance through a brain-based lens | Behaviour is communication of brain load |
| Week 5 | Neuroplasticity and Hope | Parents learn the brain CAN grow and how safety, consistency and gentle support build stronger thinking systems | Notice how safety improves coping and thinking | Hope is rooted in real brain |
| Week 6 | Emotional Safety and Guided Support | Parents learn why safety opens learning and how to support without rescuing or pressuring | Notice calmer brain = better thinking; overwhelmed brain = shutdown | Safety builds brains and guided support grows independence |
| Week 7 | Transfer into Real Life | Parents understand why improvement appears first in supported environments, then slowly in daily life | Notice subtle changes in attention, coping, organisation, and emotional recovery | Progress whispers before it speaks loudly |

| | | | | |
|---------------|---------------------------|--|---|------------------------------------|
| Week 8 | Recognising Real Progress | Parents learn what meaningful change looks like: calmer emotions, stronger coping, longer focus, more confidence | Notice family stress reducing and confidence rising | Growth is progress, not perfection |
|---------------|---------------------------|--|---|------------------------------------|

Section 5 – How Parents Can Support Safely

Parents support best when they:

- reduce emotional pressure
- create calm, predictable routines
- break tasks into manageable steps
- use kind, guided reminders instead of frustration
- understand that behaviour is brain-based, not intentional defiance

When parents understand these systems, parenting becomes calmer, clearer and more compassionate. And children begin to feel safer, more capable and more confident.

Final Note

This pack prepares you for Bundle 3, where you will learn how the brain strengthens through neuroplasticity and how to help these systems grow in real life.

Step 3 answers those questions with both science and reassurance. This stage helps parents understand **how real change happens in the brain**, and why emotional safety is one of the most powerful tools for growth.

In Step 3, parents learn that:

- the brain is capable of growth and change through **neuroplasticity**
- emotional safety is not “soft parenting” – it is essential for thinking and learning
- children learn best when they feel supported, understood and guided
- pressure, shouting and fear activate the survival brain, not the learning brain

This stage also helps parents understand practical support, including how to:

- guide a child without rescuing them completely
- support independence without abandoning them
- teach thinking skills gently, rather than forcing ability
- understand how brain improvements move from practice into real life – a process called **transfer**

This step is often described by parents as the **“hope and science” stage**. It brings together compassion, psychology and neuroscience in a way that feels safe, achievable and deeply encouraging.

Parents leave Step 3 thinking:

- *“My child’s brain really CAN grow.”*
- *“I know how to support that growth safely.”*
- *“This finally makes sense – I know how to help.”*

Step 3 builds hope with evidence, confidence with clarity, and a new sense of belief in both the child and the parent.

Step 3:

Where to Find All of This in Your CogniEnhance Parent Manual

Everything explained in this Cognitive Education Pack is fully expanded and explained in your CogniEnhance Parent Manual. Parents do not need to guess where to find information because the manual guides you step-by-step.

You will find this information in the following sections of your book:

- Understanding the Core Brain Systems – explains Attention, Memory and Executive Functioning in depth
- Subdomains Explained – selective attention, sustained attention, divided attention, short-term memory, working memory, planning, organising, sorting and problem-solving
- How These Systems Affect Daily Life – linking brain systems to school, emotions, routine, listening, independence and coping

If you ever feel unsure, simply follow your Guided Reading Structure and Roadmap. You do not need to jump around or rush. The book is designed to walk you through each part of this learning journey, calmly and clearly.

Parents can also revisit any part of the book at any time. Many parents find that rereading after learning more brings even deeper understanding.

Where to Find All of This in CogniEnhance

CogniEnhance is designed so you never feel lost. Everything you are learning about attention, memory and executive functioning is provided to you through three connected resources that work together. You do not need to search, jump around, or worry about what you are missing. The journey is already structured for you.

1 Your CogniEnhance Parent Manual

This is your core learning manual. It provides the deep, meaningful teaching about how the brain works, what the core domains mean, how subdomains affect daily life, and how real growth happens. When you want depth, understanding, clarity, science and guidance — this is where you go.

2 Your Roadmap and Guided Reading Journey

These tools exist so you are never overwhelmed. The roadmap and guided reading journey tell you when to read what, why it matters at that point, and how it connects to the bigger developmental picture. This means you simply follow the journey instead of figuring it out alone.

3 Your Cognitive Quick Guides (Additional CogniEnhance Assets)

These are your parent-friendly quick reference tools. They give you simple explanations, clear breakdowns and everyday understanding of the core domains and subdomains. These are the resources you use when you want a fast reminder, an easy explanation, or something practical to help you support your child in daily life.

Together, these three resources make learning easier, calmer and more effective. The manual teaches you deeply. The roadmap guides you confidently. The quick guides support you in real life. You are fully supported throughout this learning journey.

Exactly Where to Find Each CogniEnhance Resource

Parents do not need to guess where to find information. Below is a clear guide explaining exactly where each part of your learning lives within the CogniEnhance system.

📖 CogniEnhance Parent Manual (Book)

You will find:

- full explanation of attention, memory and executive function
- subdomain explanations and deeper understanding
- emotional meaning and real-life application
- how brain systems affect learning, school, routines and emotions
- understanding progress, growth and developmental change

This manual is your PRIMARY learning source. It contains the full teaching.

🗺️ CogniEnhance Parent Roadmap and Guided Reading Journey (Bundle 1)

You will find:

- when to read which parts of the book
- why each learning stage matters
- the order of learning so you do not feel overwhelmed
- emotional guidance throughout the journey
- a clear pathway explaining how the learning unfolds

These resources live in Bundle 1.

Cognitive Quick Guides:

You will find:

- simple, parent-friendly explanations of attention, memory and executive function
- clear breakdowns of selective, sustained and divided attention
- clear breakdowns of short-term memory and working memory
- clear breakdowns of planning, organising, sorting and problem solving
- quick-use guidance for daily life support

These resources live in Bundle 2 and will be supported by future CogniEnhance Quick Reference Packs.

Neuroplasticity, Metacognition and Transfer:

You will find:

- how the brain strengthens
- why emotional safety matters to learning
- how guided support and thinking strategies help the brain grow
- how skills transfer into real life

These resources live in Bundle 3.

Progress, Reflection and Emotional Support:

You will find:

- clear indicators about what real progress looks like
- reflection tools
- calm and emotional support guides
- family rhythm and supportive structure resources

Together, these bundles give you complete clarity. Your manual teaches deeply. The roadmap guides you. The quick guides simplify and support. Neuroplasticity and metacognition show how growth happens. Progress and emotional support keep you steady. You are fully supported every step of the way.

CogniEnhance – Bundle 3: Brain Growth, Metacognition and Transfer Pack

This bundle helps parents understand how their child's brain grows, why emotional safety matters for learning, how guided thinking support helps children develop stronger thinking skills, and how improvements in brain function transfer into daily life, school, behaviour and confidence. It is written in warm, clear, parent-friendly language, while remaining grounded in strong cognitive science.

Section 1 – How the Brain Grows (Neuroplasticity)

The brain is constantly changing. Neuroplasticity means the brain can strengthen, build new connections and learn new ways of managing tasks. When a child practices skills in calm, safe and supportive environments, the brain builds stronger pathways. This is why repetition, patience, emotional support and structured practice are powerful.

When children feel overwhelmed, frightened, shamed or pressured, the brain shifts into survival mode. In this state, learning shuts down and

growth slows. This is why calm connection is not 'being soft'. It is a neurological requirement for effective learning and development.

Section 2 – Why Emotional Safety Matters

Emotional safety helps the brain stay open to learning. When a child feels understood rather than judged, supported rather than pressured, and guided rather than criticised, the brain is able to process information more effectively.

Emotional safety does not mean 'no boundaries'. It means:

- predictable structure
- consistency
- calm tone
- connection
- realistic expectations
- guidance instead of panic

Section 3 – Metacognition: Helping Children Understand Their Brain

Metacognition means helping children think about their thinking. When children understand their own brain, they are able to notice what helps them, what overwhelms them, and how to respond when things feel hard.

Parents support metacognition when they:

- talk about the brain in simple, friendly language
- help the child notice what helps them focus or remember
- ask gentle reflective questions instead of correcting immediately
- celebrate effort and strategy instead of only outcome

Section 4 – Guided Support Without Rescuing

Children grow best when parents guide them, instead of either taking over or leaving them to struggle alone. Guided support means walking alongside them, helping them think, plan, organise and problem-solve, while gradually stepping back as their brain strengthens.

Section 5 – Understanding Transfer

Strengthening brain skills is important, but real change happens when those skills begin to show up in daily life. This is called transfer.

There are two types of transfer:

- Near Transfer – when a skill improves in similar tasks or learning situations
- Far Transfer – when improvements show up in real life: school, home, relationships, independence and confidence

Parents help transfer when they connect learning to real experiences, gently remind the child of strategies, talk about thinking and celebrate when new strengths begin to appear in everyday moments.

Where to Find All of This in CogniEnhance

You will find these ideas and guidance in the following CogniEnhance resources:

- Your Parent Manual – deeper teaching about brain growth, emotional safety, metacognition and transfer
- Your Roadmap and Guided Reading Journey – helping you learn this in a structured, paced way
- This bundle – your quick reference and understanding guide for brain growth, metacognition and transfer

Together, these help you understand not just what your child struggles with, but how their brain can grow and how you can support that growth kindly, safely and effectively.

STEP 4:

Step 4 helps parents answer these questions in a calm, grounded and realistic way. This stage is not about measuring children against unrealistic expectations. Instead, it helps parents recognise genuine neurological

growth, understand what meaningful change looks like, and strengthen their own emotional resilience for the journey ahead.

In Step 4, parents learn that progress does not look like instant transformation or perfection. Real change is often subtle at first – but deeply powerful. Parents begin to recognise things like:

- a calmer child
- quicker recovery after meltdowns or emotional moments
- slightly longer attention and engagement
- less resistance and more willingness to try

These are not “small wins” – they are **real neurological progress**.

This stage also provides parents with:

- reflection tools to notice and celebrate growth
- guidance on building a calm, supportive family rhythm
- emotional support strategies for parents themselves
- clarity on when and how to reach out for additional help if needed

Parents leave Step 4 feeling:

- grounded rather than anxious
- realistic rather than pressured
- encouraged rather than defeated
- emotionally supported rather than alone

Step 4 helps families recognise progress, stabilise emotionally and feel confident continuing forward, knowing that meaningful change is happening – gently, steadily and powerfully.

CogniEnhance: Progress, Family Support and Emotional Support Pack

This bundle helps parents understand what meaningful progress looks like, how to reflect on growth, how to support family rhythm and emotional safety, and how to stay steady, hopeful and confident throughout the journey. It is written for parents of children aged 6–12 in clear, supportive language grounded in cognitive science.

Section 1 – What Real Progress Looks Like

Progress is not only higher marks, perfect behaviour or instant change. Real progress in brain growth is often gradual and subtle at first. Meaningful signs include calmer effort, fewer emotional collapses, better recovery after overwhelm, slightly longer attention, improved organisation, and an increase in confidence and independence.

Real progress may look like:

- fewer meltdowns or faster recovery
- slightly longer attention span
- improved listening or following instructions
- remembering more without reminders
- starting tasks with less resistance
- more willingness to try
- more confidence
- parents feeling calmer and clearer

Section 2 – Reflection and Progress Awareness

Parents often only notice what is still difficult. Reflection helps you notice what is improving. Consider reflecting monthly on questions such as:

- What feels slightly easier now?
- Where is my child coping better?
- What emotional responses feel calmer?
- Where has effort increased?
- Where do I see thinking appearing in daily life?
- Where am I calmer as a parent?

Reflection encourages hope, gives emotional strength, and helps you see the real growth that is happening.

Section 3 – When to Seek Additional Support

Sometimes extra support is helpful. Consider seeking professional input if challenges are severe, ongoing, affect daily functioning significantly, or if parents feel consistently overwhelmed despite consistent support. Seeking support is not failure. It is partnership in helping the child grow.

Section 4 – Family Rhythm and Supportive Structure

Children's brains grow best in predictable, calm and supportive environments. A gentle family rhythm helps reduce emotional overload and supports attention, memory and executive functioning.

Helpful supports include:

- consistent routines
- clear expectations
- visual reminders
- calm transitions
- realistic demands
- emotional reassurance

Section 5 – Calm Reset for Overwhelm Moments

When everything feels too much, parents and children both need a reset. Pausing, breathing, reconnecting and returning later is often more powerful than pushing through. This protects the brain and preserves emotional connection.

Section 6 – Encouragement and Emotional Support

Parenting through cognitive development is brave, emotional and meaningful work. It is normal to feel tired, uncertain or worried at times. Remind yourself: you are not failing; you are learning. Your calm presence helps your child's brain grow. Small steps matter. Growth takes time – and it is happening.

Step 5:

Parent Progress Toolkit – Functional Activities and Guidance Edition

Tracking tables:

Parent Guidance – What to Look For

This programme is based on brain growth, neuroplasticity, emotional safety and transfer of skills into real life. When you look for progress, do not only ask, “Are they getting it right?” Instead, look for signs that the brain is coping better, recovering faster and functioning more confidently. Progress is often subtle, but deeply meaningful.

- Look for calmer emotional responses, even if the task is still challenging
- Notice slightly longer attention or engagement than before
- Watch for better coping when they become frustrated
- Look for improvement in how they recover after difficulties
- Notice if they need fewer reminders or less step-by-step prompting
- See if they are starting tasks faster or with less resistance
- Watch for increased confidence or willingness to try
- Notice thinking becoming more organised or clearer
- See if skills are beginning to appear naturally in daily life (transfer)

Progress Reflection Journal (With Functional Activities Column)

Weekly Reflection Table – Subdomain × Functional Contexts

| Subdomain | Functional Activities Progress | Social Life Progress | Math Progress | English Progress |
|----------------------------|---|---|---|---|
| Selective Attention | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Sustained Attention | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Divided Attention | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Short-Term Memory | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Working Memory | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Planning | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |

| | | | | |
|-----------------------------|---|---|---|---|
| | ----- ----- ----- ----- | ----- ----- ----- ----- | ----- ----- ----- ----- | ----- ----- ----- ----- |
| Organisation | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Sorting | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Problem Solving | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Task Initiation | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Emotional Regulation | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Stress Tolerance | ----- ----- ----- ----- | ----- ----- ----- ----- | ----- ----- ----- ----- | ----- ----- ----- ----- |

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|-----------------------------------|---|---|---|---|
| | ----- ----- | ----- ----- | ----- ----- | ----- ----- |
| Neuroplasticity Indicators | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Metacognition | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Error Analysis | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Near Transfer | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |
| Far Transfer | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- | ----- ----- ----- ----- ----- |

Real Progress Checklist with Functional Column

Attention Subdomains

| Progress Indicator | Functional | Social | Math | English |
|-------------------------------|------------|--------|------|---------|
| Selective Attention Improving | [] | [] | [] | [] |
| Sustained Attention Improving | [] | [] | [] | [] |
| Divided Attention Improving | [] | [] | [] | [] |

Memory Subdomains

| Progress Indicator | Functional | Social | Math | English |
|-----------------------------|------------|--------|------|---------|
| Short-Term Memory Improving | [] | [] | [] | [] |
| Working Memory Improving | [] | [] | [] | [] |

Executive Function

| Progress Indicator | Functional | Social | Math | English |
|---------------------------|------------|--------|------|---------|
| Planning Improving | [] | [] | [] | [] |
| Organisation Improving | [] | [] | [] | [] |
| Sorting Improving | [] | [] | [] | [] |
| Problem Solving Improving | [] | [] | [] | [] |

| | | | | |
|-------------------|-----|-----|-----|-----|
| Task | [] | [] | [] | [] |
| Initiation | | | | |
| Improving | | | | |

Emotional Regulation

| Progress Indicator | Functional | Social | Math | English |
|-----------------------------|-------------------|---------------|-------------|----------------|
| Emotional regulation | [] | [] | [] | [] |
| Improving | | | | |
| Stress tolerance | [] | [] | [] | [] |
| Improving | | | | |

Brain Growth, Strategy and Transfer

| Progress Indicator | Functional | Social | Math | English |
|-------------------------------------|-------------------|---------------|-------------|----------------|
| Signs of Neuroplastic Growth | [] | [] | [] | [] |
| Metacognition | [] | [] | [] | [] |
| Developing | | | | |
| Error Analysis | [] | [] | [] | [] |
| Improving | | | | |
| Near Transfer | [] | [] | [] | [] |
| Happening | | | | |
| Far Transfer | [] | [] | [] | [] |
| Happening | | | | |

Where to Find All of This in CogniEnhance

You will find related learning in:

- Your Parent Manual – deeper understanding of progress, development, emotional safety and functioning
- Step 1 and 2 – understanding the brain so progress has meaning
- Step 3 – understanding brain growth and transfer so progress is understood correctly

- Step 4 – your practical emotional, family and progress support tools

Together these resources help you understand, support and believe in your child's development – and in yourself as a parent.