

# THE WORKBOOK

This workbook is a paper-and-pencil companion to the book. Use these pages to reflect on your parenting journey, understand your child's unique personality, and set intentional goals.

**What if I have more than one child?** The workbook is UNIQUE to each parent-child relationship. Therefore, if you want to use the workbook with more than one child, you should make a copy of it.

**Where can I download workbook sheet? Visit the site [annerifkingrabo.com](http://annerifkingrabo.com)**

**How do the book chapters correspond to the workbook?**

If you wish to fill up the workbook according to the chapter numbers, I have labeled each question with a footnote indicating the chapter in the book where it is asked.

Questions for Chapters One and Two are found in the 'About Us' section

Questions for Chapter Three and Four are found in the 'Log a Memory' section

Questions for Chapters Five and Six are found in the 'Tip Journal' and 'Daily Tracking and Goal Setting' sections

# Part 1: About Us

This section helps you capture the unique personalities of you and your child, as well as your shared family values.

All of Chapter One and Chapter Two's questions can be found in the About Us section.

### ***About Us: Who Else is Important?***

*Use the table below to list other important people in your and your child's life. Are these people you can go to for support or help? What kind?*

Other Important People Chapter 1	Ways they can or do support me and/or my child Chapter 1

### **About Us: What is Challenging for Us?**

*Use the table below to identify some of the personality traits or situations that challenge you and your child as individuals. Check the box for anyone who finds the following things challenging. Use the 'Ways to Be Proactive and/or Manage' column to jot down ideas for how to support each other. There is no need to fill up the last column all at once. In fact, your answers to 'My Coping Strategies' may give you more ideas.*

	Challenge for Me? Chapter 1	Challenge for Child's Name Chapter 2	Ways to be Proactive and/ or Manage Review after Chapter 6
Feeling comfortable in new situations			
Changing routines			
Exploring interesting new things			
Getting out of a 'bad mood'			
Paying attention			
Persisting in difficult things			
Other:			
Other:			
Other:			

## About Us: Coping Strategies

When you face a challenge, what are your go-to strategies? Do you find it helpful to do these things before, during, or after a challenging situation?

Strategy	This is Helpful Before Chapter 1	This is Helpful During Chapter 1	This is Helpful After Chapter 1	Would Child's Name also find this a helpful strategy, for themselves, when facing challenges? Chapter 2
Learning as much as I can				
Resting/Relaxing				
Not being hungry				
Exercising				
Giving myself extra time				
Talking it out/Asking for help				
Other:				
Other:				
Other:				

## About Us: What Values are Most Important in Our Family

Tick all the values that are most important in your family. This will serve as a reminder of the ‘must-haves’ for your child. By default, security and exploration are default ‘must-haves’ for all children and so are already tick’d here. Remember, not all experiences can promote all things, even the ‘must-haves.’ Still, it can be helpful to think about whether your child’s overall experiences are helping them to learn about the things your family values most, and ultimately creating positive memories.

	Education	Health	Culture	Religion	Relationships	Kindness	Skill Development	Other:	Other:	Other:	Security	Exploration and Discovery	N/A
What is important in my family? Chapter 1											✓	✓	

## About Us: What is Interesting for Us?

What are you and your child curious about? What do you enjoy doing? Shared interests are powerful tools for connection. At the same time, it is possible to incorporate different interests into enjoyable activities you can share together, cementing good memories and building new opportunities for exploration. For example, a child who loves math and a parent who loves food might want to bake together. Understanding your child's interests can also be a fun way to reinforce and learn about family values. For example, if you want your child to love reading, try picking books about topics they will enjoy. If your child loves animals, and you want them to understand empathy, try asking them to pretend to be their favourite one, thinking and feeling its thoughts and explaining them to you. If you want your child to feel positively about a second language, try speaking it together while doing something they enjoy.

	Interesting for Me? Chapter 1	Interesting for _____ (Child Name) Chapter 1	Ideas for Activities Chapter 1
Animals			
Art			
Cooking, food, and/ or eating			
Exploring/Learning new things			
Language			
Music/Dancing			
Other adults (playing/ talking)			
Other children			
Physical activity/ Sports			

Puzzles/Logic problems/Math			
Quiet time			
Reading			
Routines			
School or classes			
The Outdoors and nature			
Other: _____			
Other: _____			
Other: _____			

## Part 2: About My Child

### About My Child: How My Child Shows their Feelings

A first step in sensitively responding is identifying your child's thoughts and feelings. Sometimes this is easy, other times it can be harder. Recognizing how your child usually displays common feelings and states may serve as a 'cheat-sheet' in situations that are unclear. For example, at first glance, children may show somewhat similar signals across very different feelings. However, even if your child 'smiles' when both happy and nervous, their other behaviours likely differ. When happy, might they also be freely chatting and looking toward you? When nervous, may they instead be talking quickly and looking away? In addition, knowing how your child responds to something they are definitely frightened of may help you identify similar, perhaps smaller scale feelings, during new experiences. Finally, knowing your child's signals may help you understand why some seemingly similar situations turned out more positively than others. Why did one trip to the park end with laughter while another with tears? Was the difference related to what your child was doing beforehand? In one case, were they showing signs of being well-rested, satiated, and cool versus sleepy, hungry, and hot? *Tick the ways your child shows you their states and emotions. As you learn more about your child, feel free to revisit this table.* **Review after Chapter 5**





## Part 3: Log a Memory

These pages can be used to record experiences, making it easier for you to identify what works and what can be improved in the future. Eventually, you will be able to create customized tips for yourself that you can refer to in the future. For the first few experiences, I will ask you to think about specific kinds of memories:

- A) Child was upset
- B) Child experienced something new
- C) Unexpectedly upset
- D) Unexpectedly NOT upset.
- E) Something my child really enjoyed

Following this, I encourage you to log other memories that are significant to you and your child. These may include ones that are important to your own family values, ones where your child behaved in an unusual way, and ones you just really enjoyed.

Chapter Three and Chapter Four's Questions can be found in the Log a Memory section.

### ***Step 1: Write a Memory Cue***

*Write a short phrase to remember this by (e.g., 'Saw the big yellow butterfly'): Chapter 3 \_\_\_\_\_*

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### ***Step 2: Values***

*Was this memory related to any of your family values, including Security or Exploration and Discovery? If so, which one(s)? Chapter 3 \_\_\_\_\_*

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**Step 3: Context***When did this happen? (Circle one) Chapter 3*

Early Morning                      Late Morning                      Early Afternoon  
 Late Afternoon                      Evening                      Nighttime

*What was your child doing or feeling right before? Where was your child?  
 (Circle all that apply) Chapter 3*

At School	At a Friend's	At a Family Member's
At a Park/Outdoors	Running Errands/ Shopping	Playing
Having a Meal/Snack	Doing Something Enjoyable	Trying Something New/Exciting
Trying Something Difficult/Requiring Concentration	Asleep	Arguing
Something Scary	Other:	

*How was your child already feeling? (Circle all that apply) Chapter 3*

Tired                      Hungry                      Too Hot / Too Cold  
 In Pain                      Uncomfortable                      Upset  
 Excited                      None of These                      Other:

**Step 4: Expectations**

*Did you expect this to be challenging for your child? (Circle one)*

**Chapter 3**

No      Yes, because: \_\_\_\_\_  
 \_\_\_\_\_ (e.g., it was a new situation, it involved changing routines)

*Did you expect this to be challenging for you? (Circle one)* **Chapter 3**

No Yes, because: \_\_\_\_\_  
 \_\_\_\_\_ (e.g., I was tired, it is one of my own  
 challenge areas)

*Did you use a coping strategy? (Circle all that apply)*

None	Learning As Much As I Can	Resting/Relaxing
Not Being Hungry	Exercising	Giving Myself Extra Time
Talking it Out/ Asking for Help	Other:	

*Did you expect this to be interesting for your child? (Circle one)*

**Chapter 3**

No Yes, because: \_\_\_\_\_  
 \_\_\_\_\_ (e.g., it related to their love of animals, we  
 share this interest)

**Step 5: Observations**

*Were there natural cues to danger? (Circle all that apply)* **Chapter 3**

None	Loud/Sudden Noise	Dark
Heights	Lonely (e.g., Alone, Separated)	Scary (e.g., Sudden Movements)

*What behaviors did you observe in your child?* **Chapter 4, Review after Chapter 5 and Considering About Us**

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













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*How did you respond? (Circle all that apply)* **Chapter 4**

Complimented My Child	Talked with Them	Played with Them
Showed My Interest	Stayed Close/ Provided	Physical Comfort
Explained	Encouraged Them to Try	Distracted Them
Gave a Sensitive Time-out	Fed Them / Put Them to Sleep	Took Over
Ignored the Behavior	Scolded/Yelled	Physical Punishment
Took Something Away	Threatened to Leave/Left Them	Was Busy with Something Else
Other:		

**Step 6: Outcome**

By the end of this experience, how did your child feel? For each pair, circle the emoji that best fits. **Chapter 4**

Afraid						Confident
Sad						Happy
Apathetic						Curious
Ashamed						Proud
Not Important						Worthy
Angry						At Ease

**Step 7: Create A Tip for this Memory Chapter 4**

Past experiences give us a wonderful opportunity to learn for the future. *Think about how your child was feeling at the end of this memory (Step 6 Outcome) and what you have learned from this experience. Write*

a 'tip' below and label it with a few key words that make it important to you.

Tip: \_\_\_\_\_

\_\_\_\_\_

Having trouble getting started? Here are some simple steps to create a 'Tip.'

- 1) Decide whether your tip will be about advance planning, in the moment, or after the fact.
- 2) Record the key aspect of the experience in a way that is generalizable.
- 3) Decide which emotion to focus upon.
- 4) Determine something specific you can do to help your child achieve the emotional state from #3.

**Memory Example 1:** Lynn came home from school upset because she had been trying hard to write her name and the teacher thought it was still messy.

**Tip Example 1:** After (**Step 1**) Lynn receives disappointing feedback (**Step 2**) I can help her feel more confident (**Step 3**) by spending at least 15 minutes doing something together that she enjoys and believes she is very good at and praise her efforts (**Step 4**).

**Tag Example 1:** Confidence, Schoolwork, Praise

**Memory Example 2:** Jon had a meltdown on the airplane after hearing the sound of the toilet flush.

**Tip Example 2:** To help Jon feel more at ease (**Step 3**) before (**Step 1**) he comes across a sudden loud sound (**Step 2**) let him know what will happen, why it will happen, and reassure him it will be okay. If possible, warn him before it happens and see if he wants to be part of making it happen (e.g, helping to flush the airplane toilet). (**Step 4**).

**Tag Example 2:** Afraid, Natural cue to danger (loud noise), Travel, Planning ahead

**Memory Example 3:** Jim tried making a new puzzle after getting a thumbs-up from me.

**Tip Example 3:** To help Jim feel curious (**Step 3**) when (**Step 1**) he is playing with new difficult things (**Step 2**) try to limit things that will distract me (like my phone) so it is easy to watch what he is doing and support him (**Step 4**).

**Tag Example 3:** Curiosity, Puzzles and games, My personality (distraction), Support

## Part 4: Tip Journal

This is where you can review some general tips and record tips specific to your own relationship with your child.

**Chapters Six and Seven's questions relate to this section.**

Write down parenting tips to your future self. Tag ones in a way that will help you use them best! **Chapters 6 and 7**

Tip	When To Use (circle all that apply)	What Kind of Tip?
	Planning ahead In the moment Afterward	e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease
	Planning ahead In the moment Afterward	e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease
	Planning ahead In the moment Afterward	e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease

	<p>Planning ahead In the moment Afterward</p>	<p>e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease</p>
	<p>Planning ahead In the moment Afterward</p>	<p>e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease</p>
	<p>Planning ahead In the moment Afterward</p>	<p>e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease</p>
	<p>Planning ahead In the moment Afterward</p>	<p>e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease</p>
	<p>Planning ahead In the moment Afterward</p>	<p>e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease</p>
	<p>Planning ahead Planning ahead In the moment Afterward</p>	<p>e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease</p>

	Planning ahead In the moment Afterward	e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease
	Planning ahead In the moment Afterward	e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease
	Planning ahead In the moment Afterward	e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease
	Planning ahead In the moment Afterward	e.g., Value - Kindness, My challenge - Time management, Child's challenge- Getting out of bad mood, feeling tired, exploration, feeling at ease

# Part 5: Daily Tracker and Goal Setting































Use this section each night to reflect on the day and set a goal for the next day.

**This section corresponds to Chapter Seven in the book.**

Today's Date: \_\_\_\_\_

Did you complete yesterday's goal? If so, give yourself a pat on the back! If not, you can still complete it (or something very similar) today!

For each pair, circle the number that best represents your child's overall feeling for the day: **Chapter 7**

Afraid						Confident
Sad						Happy
Apathetic						Curious
Ashamed						Proud
Not Important						Worthy
Angry						At Ease

*Considering today's reflection, what feeling do you want to focus on helping your child with tomorrow?*

Confidence	Happiness	Curiosity
Pride	Worthiness	At Ease
Overall Positive Feelings		

*What is one specific thing you can do together to help your child feel that way tomorrow? (e.g., play with a ball together for 20 minutes)*

(Your Parenting Goal for Tomorrow)

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