

NeuroMovement® FROM FIXING TO CONNECTING
Week 4 Exploration Tools

The Tools for Variation

1. Intentionally:

- a. Decide to play with variations, try them out in different ways at different situations.
- b. Start, perhaps, away from your child, with yourself. Perhaps the way you prepare your breakfast coffee, talk to your husband or partner about something you want, tone of voice you use with cashier, you have habitual reactions for instance when someone cuts you off driving... have your habitual reaction then choose another way to react etc.
- c. Then explore with your child where you feel less investment or concern. Where the stakes for you are not *too* high, maybe at breakfast.
- d. Teenagers, is a great place for variation as they expect that you will say the same lecture, want the same thing you have in the past....variation is a surprise, not the samething.

2. Variations as intentional mistakes:

- a. Again, start where the stakes are not *too* high for you, choose to make mistakes, do it wrong, or badly.
- b. You can play with your child on “how many ways can we do it wrong.

3. When your child does something badly, or wrong, explore with them what their thinking, intention, underlying belief was that got them to the outcome. Is this what you wanted to happen?

- a. Then try other/different ways of doing the same thing and discover how it feels for them and you, and what outcomes you get. Creating a safe space without judgement.

4. Bring playfulness to all that you do:

- a. When you bring in the feeling of playfulness and joy, your joy gets the child to feel that they are loved and good and it is really good for you too.

5. Differentiation around the edges of Movement:

- a. Introduce small variations to what your child is already doing through movement that you do for them, or he/she is doing in response to your suggestions.

6. Differentiation around the edges of your child’s thoughts, feelings beliefs and wants:

- a. Ask a lot of questions – be interested to find out their thoughts, feelings, etc.

7. Follow Your Child’s Lead:

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- a. Go with the system, as long as it's safe, and then vary around the edges of what they are already doing.
- 8. The Mistakes Game:**
- a. Play with your child. How many wrong ways can you and or your child do something?
 - b. Explore, celebrate mistakes and check with your child what makes the mistake a mistake. A *mistake* is always what happens in a particular context, and in another context, that *mistake* might be the correct thing.