

Supporting Regulation: Do-Togethers

Do-togethers are activities involving at least two people where each person contributes in an equal way.

Think about some of the jobs/chores around the house that are done together:

- One person washes the dishes, the other person dries the dishes
- One person rakes the leaves, the other puts them in the yard waste bag
- One person chops the veggies, the other makes a salad dressing

In each of these examples, the two people are needed to get the job done, the job is not too hard (or too easy!) and lots of interaction happening (even silently sometimes!)

Now let's think about using do-togethers with children, specifically children who are learning how to regulate (identify and manage their energy and emotions) and who need co-regulation from a grown-up.

What happens when we insert do-togethers into the plan?

- We build on the relationship: The do-together is mutually enjoyable and you are present with one another
- We create an opportunity to practice co-regulation: The do-together is regulating
- We build confidence and self-esteem: Each person is needed in the do-together
- We experience a positive partnership: The outcome is a success and you create a positive memory with one another

How do we do this?

- What activities in the daily routine can you turn into a do-together?
- What are the child's strengths? What do they like to do?
- Does the child have a special interest that can be part of the do-together? (but please do not withhold or use as a reward)
- Here are some examples:

| Play or School | Helper Jobs | Self-help Jobs |
|----------------------------------|---------------------------------|----------------------------------|
| Tower build-er, Block deliver-er | Cart drive-er, Snack deliver-er | Sock put-on-er, Sock pull-up-er |
| Idea dream-er, Idea draw-er | Book collect-er, Book stack-er | Paper towel pull-er, Towel wiper |
| Marker chose-er, Colour-er | Sweep-er, Dustpan hold-er | Container hold-er, Lid pull-er |

When you can, swap roles!