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MY FAVOURITE THINGS

INSTRUCTIONS AND ACTIVITY BOOK

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My Favourite Things Activity Book Instructions

Introduction

The **My Favourite Things** Activity Book is intended to be used in a wide variety of situations with many different people.

These Instructions are a guide for adults (e.g., parent, caregiver, teacher, or therapist) to help a child or youth work through the Activity Book. Consider the skills and abilities of the child/youth and increase or reduce your support.

Format

Each page is a separate worksheet. The information builds from one page to the next. It is best if the pages are completed in the order they appear. Make sure to take breaks as needed.

Some children/youth may be able to complete a page by themselves. In this case, you can review the completed page and ask the child/youth questions to answer more fully and to expand on their ideas.

The Pages

1. This book belongs to

- Encourage the child/youth to personalize the title page of the Activity Book. They could add something in the banner and add their name at the bottom to help them “own” the content of the book.

2. My Favourite Things

- These are things (i.e., people, activities, etc.) that are most important to the child/youth. They will put an effort into getting and keeping these things. Have the child/youth add as many things as they can think of, then guide them to focus on things related to their struggles (e.g., if they are upset they cannot go to school, one Favourite Thing might be school or something that happens at school).
- The “Possible Now” and “Not Possible Now” sorting activity at the bottom of the page will help identify what is preventing the child/youth from getting their Favourite Things (e.g., imposed social isolation or physical distancing) and helps a child/youth understand

that not all things are available all the time (e.g., “Playing with friends on the playground”, “Math class”).

- If all things end up on the “Not Possible Now” side, help the child/youth break their Favourite Things down to smaller parts that may be possible (e.g., can do math problems on the computer or with a parent, could video chat with a couple of friends to see and talk to them).

3. When my Favourite Things are not possible, I get upset and my mind thinks about...

- This page helps the child/youth identify their thoughts and internal dialogue when they struggle to get or can't get their Favourite Things.
- Internal thoughts may be difficult for children/youth with ASD diagnoses to identify. Asking them questions like “What makes you upset?” or “Why does that bother you?” may be helpful.

4. When my mind thinks those things, my body acts like...

- Here we focus on the child/youth's actions when they are struggling. You could ask, “What would someone see you doing when your mind is thinking the upset thoughts?”
 - This may also help the child/youth remember other thoughts that influence their actions (e.g., “When I think I'm not good at something... I stop doing that thing... I don't want others to see I am not good at it, because they will think I'm not a good person”). You can go back and add
- If the child/youth finds it difficult to label what they do when they are upset, it may be helpful to share some observations of things you have noticed (e.g., “Sometimes I see you stomp your feet or yell at your brother when you can't go out to visit your friends”). Be sure to ask the child/youth if you are on the right track (e.g., “Do you notice that? Does that happen when you're mad and you can't go visit your friends?”).

5. To help me, we can write down when and how often this happens

- This page is OPTIONAL – either you or the child/youth can complete it. If you choose not to use it, simply remove it from the printed Activity Book.
- The idea here is to collect information about when and how often the child/youth has disruptive thoughts or actions. The child/youth may be able to make the link between their upset thoughts and actions and not getting their Favourite Things.
- This information will ensure you are on the right track and will help make ‘change’ decisions on the next page.

6. I can help myself!

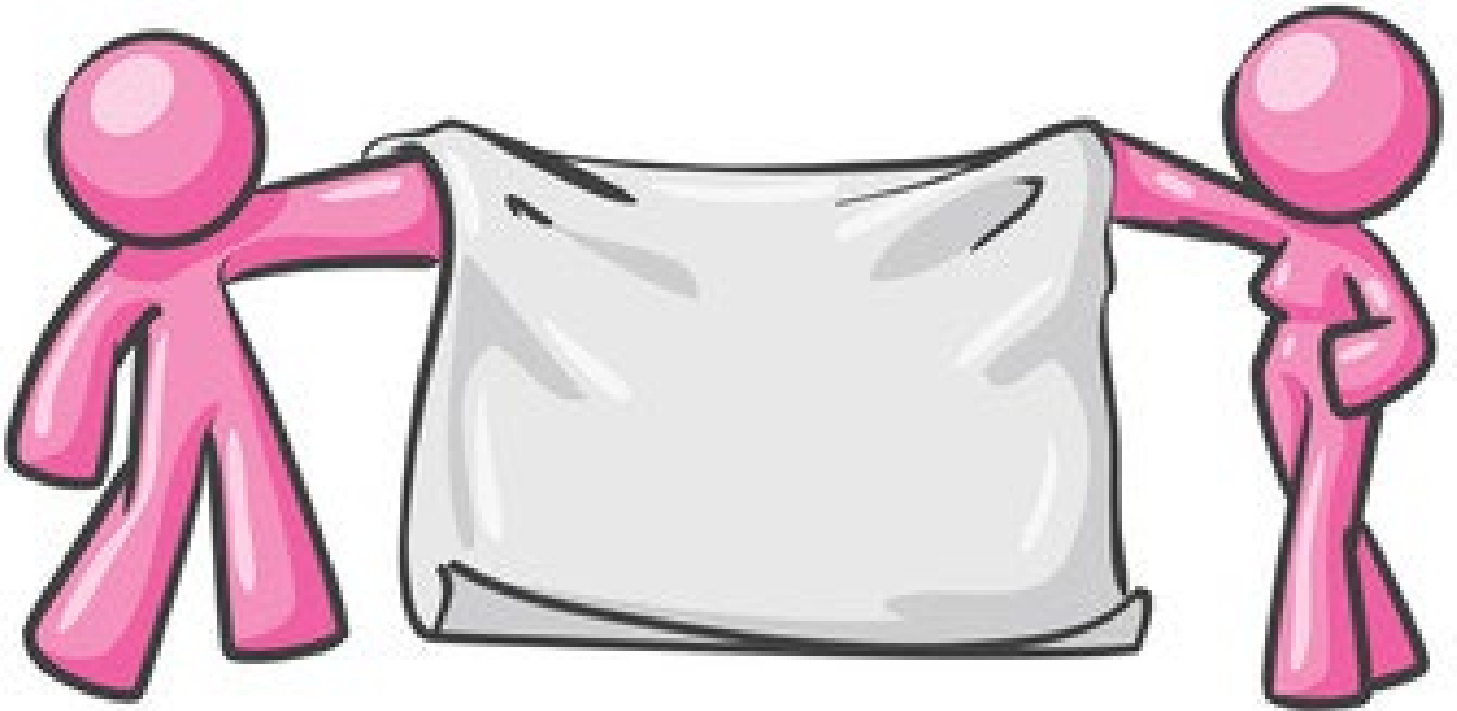
- Flipping the switch, thinking about things differently, redirecting and replacing behaviour... however you describe it, this page is designed to help the child/youth take ownership and pride in making healthy decisions that move them toward their Favourite Things.
- The questions in the cloud bubble are a starting point to help the child/youth start to think about what they can do. The phrases “I can help myself” and “I will try” helps the child/youth take control and increase independence.

7. I will pick one thing I can do to help me get closer to... My Favourite Things

- Start small and put a plan into action!
- The “To Keep Track” box is important for everyone involved. It puts a plan in writing (commitment), everyone knows what everyone else needs to do (accountability) and it identifies a reward to encourage the child/youth to repeat the action (reinforcement).
- And, don’t forget, if things don’t go as planned, the final phrase is meant to encourage persistence! “If I need to make changes, I will start at the beginning and try again!”

MY FAVOURITE THINGS

ACTIVITY BOOK

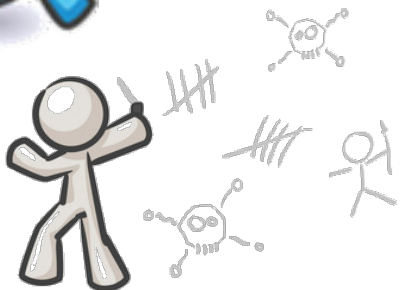


This book belongs to

WHEN MY FAVOURITE THINGS ARE NOT POSSIBLE,
I GET UPSET AND MY MIND
THINKS ABOUT...



AND WHEN MY MIND THINKS THOSE THINGS, MY BODY ACTS LIKE...



TO HELP ME, WE CAN WRITE DOWN WHEN AND HOW OFTEN THIS HAPPENS

DATE & TIME: _____

WHAT WAS GOING ON: _____

WHAT HAPPENED? _____



DATE & TIME: _____

WHAT WAS GOING ON? _____

WHAT HAPPENED? _____

DATE & TIME: _____

WHAT WAS GOING ON? _____

WHAT HAPPENED? _____

DATE & TIME: _____

WHAT WAS GOING ON? _____

WHAT HAPPENED? _____

I CAN HELP MYSELF!

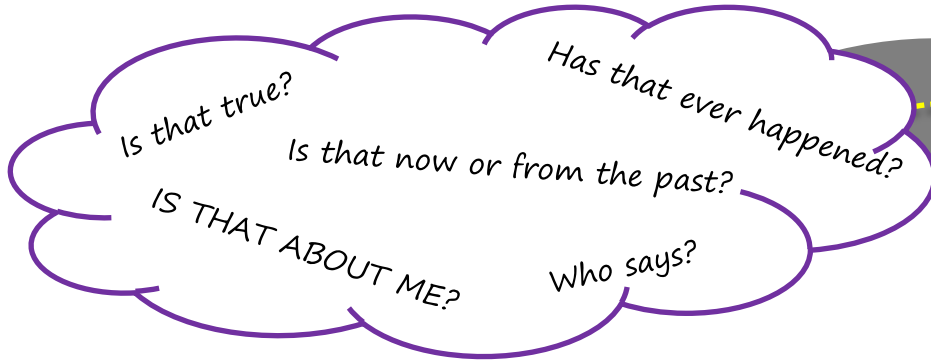
WHEN MY MIND SAYS...



and MY BODY DOES...



I CAN ASK MYSELF SOME QUESTIONS...



WHAT CAN I DO ABOUT IT?

I WILL TRY!



I WILL PICK ONE THING THAT I CAN DO TO HELP ME GET CLOSER TO...

MY FAVOURITE THINGS



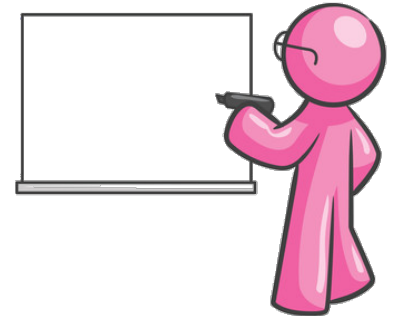
TO KEEP TRACK...

WHEN: I will do this _____

WHO: I will tell someone I have done it _____

HOW: They will know I did it because _____

CELEBRATE: We will celebrate by _____



If I need to make changes, I will start at the beginning and try again!