



Co-Regulation Handbook

Chapter 12 – Practice Set 3: Peer Interactions

For this practice set, consider the presented peer-based activities and the specific questions that follow each one.

1. Pretend play: Grocery store

What are possible roles in this play scheme? There are many!

Which role do you think would be most successful for your child to start? Remember, your goal will be to transfer responsibility as they are ready, but it is best to start where each child will be competent and then expand!

2. Word search

What are possible contingent roles in this activity? Imagine two kids are playing together.

Which role do you think would be most successful for your child to start? Remember, your goal will be to transfer responsibility as they are ready, but it is best to start where each child will be competent and then expand!

3. Kickball

What are possible contingent roles in this game?

Which role do you think would be most successful for your child to start? Remember, your goal will be to transfer responsibility as they are ready, but it is best to start where each child will be competent and then expand!

If you choose to make this a competitive game, what might be the best way to start for your child?



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4. Hot Wheels

What are possible contingent roles between two kids that you could create using these materials?

Which role do you think would be most successful for your child to start? Remember, your goal will be to transfer responsibility as they are ready, but it is best to start where each child will be competent and then expand!

If you begin and notice your child is distracted, what are some things you could do to improve their engagement?

5. Making cookies

What are possible contingent roles throughout the process, assuming two children that are peers?

Which roles do you think would be most successful for each child to start? Start where you know each one will be successful.

What do you think would be the hardest part of doing this activity, and is there anything you could do proactively to minimize that obstacle?

6. Checkers

What are some roles you can create between two kids in this game?

Which roles do you think would be most successful for your child starting out?

What do you think would be the hardest part of doing this activity, and is there anything you could do proactively to minimize that obstacle?



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7. Physical moving activity together (*walking, running, biking, scootering, dancing, surfing, hiking, etc.*)

If you were to give your child opportunity to move in parallel with another child, which one do you think would be most competent for your child?

What types of declarative comments might you make while your child and their peer are engaged in this activity, to help them store socially meaningful memories about their time together?

If your child is ready for more complexity, what are some elements you could add to this routine to increase engagement?

8. Outing

What is a place that your child might like to go with a peer, that you imagine would be competent for them?

While there, what roles can you imagine would be competent for them?

In addition to using declarative language to comment while there, what are some other ways you could help your child capture and later recall memories?



9. Trivia games

This can be a nice activity for older kids, especially if they create the game on their own. If your child were to create a trivia game with a peer, what are some competent roles for them in this process?

If playing a trivia game using a topic that is challenging, what are some roles that could create camaraderie between peers to offset negative feelings related to competition?

If you are playing and realize the questions are too hard, what are some ways you could help the kids tweak the game so that they persist?

10. Arts and crafts

What is an art project you know your child would enjoy and how could you carve out competent, contingent roles within that project while they complete it with a peer? Tip: sometimes before you engage kids in a collaborative activity, it is nice to let them make their own thing first, and then guide them towards the joint project. This way, they have had time to do just their idea and will often then feel more open and ready to be collaborative.

How many materials do you think are just right for your child in order to help them sustain attention to their peer and their shared project?

How many steps do you think are just right for your child?

If you realize the kids are fatiguing (it is too hard or maybe taking too long to complete), what are some things you could do to ensure everyone ends on a high note?