

The Point-of-Performance Home Map

RAISING COMPLEX KIDS CANADA

A companion to the video

"Why your child knows better — and still can't do it"

Help works at the **exact time** and the **exact place** the behaviour has to happen — the **point of performance**. Help delivered before is a deposit in the library. Help delivered after arrives when the moment is already gone.

How to use this page: name your child's three hardest moments of the day. For each one, pin down the exact minute and the exact place it falls apart — then tick the scaffolds you'll put *right there*. Build **one** this week. Just one.

1 The hardest moment: _____

WHEN exactly — the minute it falls apart

WHERE exactly — the room, the spot

- ☐ **The plan on a card** — three steps, not ten, sitting where the work happens
- ☐ **The first step shrunk** until it's almost silly
- ☐ **Feedback right then** — "You started. That's the hard part."

- ☐ **The clock they can see** — timer, clock face, time made visible
- ☐ **A working buddy nearby** — you, for now
- ☐ **A finish line** — ten minutes of work, then a real break

2 The second one: _____

WHEN exactly — the minute it falls apart

WHERE exactly — the room, the spot

- ☐ **The plan on a card** — three steps, not ten, sitting where the work happens
- ☐ **The first step shrunk** until it's almost silly
- ☐ **Feedback right then** — "You started. That's the hard part."

- ☐ **The clock they can see** — timer, clock face, time made visible
- ☐ **A working buddy nearby** — you, for now
- ☐ **A finish line** — ten minutes of work, then a real break

3 The third one: _____

WHEN exactly — the minute it falls apart

WHERE exactly — the room, the spot

- ☐ **The plan on a card** — three steps, not ten, sitting where the work happens
- ☐ **The first step shrunk** until it's almost silly
- ☐ **Feedback right then** — "You started. That's the hard part."

- ☐ **The clock they can see** — timer, clock face, time made visible
- ☐ **A working buddy nearby** — you, for now
- ☐ **A finish line** — ten minutes of work, then a real break

Start with ONE.

Don't rebuild the whole day. Rebuild one moment — same time, same place, every day.

Small chunks.

The foreman tires fast — that's neurology, not laziness. Shrink the chunk, not the child.

It's not coddling.

Scaffolds at the point of performance are glasses for the foreman. This *is* the treatment.