

MiLy RUN SHEET

Wednesday, September 2, 2026

3:30-6:30
Grounding + Checklists + Phone Practice

TWO DIFFERENT TOOLS Alphabetical list making is grounding, not a checklist. Daily-living checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower. Shower only Wed/Mon/Fri. Five outfits only Mon/Fri.

TIME	BLOCK	RUN IT	DATA / NOTES
3:30-3:50	Arrival + Ground	Alphabetical list: Animals. List A-Z animal names. If stuck, skip the letter and return later. This is a grounding strategy, separate from checklists.	Level: ____ Letters: ____
3:50-4:05	Plan With MiLy	Available checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower. MiLy chooses; Mom sets trade-in value. Checklist is the prompt.	Choice/value: ____
4:05-4:35	Checklist Block 1	Run written checklist steps. Point to the card during negotiation; add words only for genuine clarification. Record prompt level and independence.	Complete: ____ Prompts: ____
4:35-4:50	Break	Low-demand break. Prime next item once using the plan/checklist.	Level: ____
4:50-5:10	Phone Video	Watch: Prep Teens for Summer - Tips to Get Friends' Contact Info https://www.youtube.com/watch?v=0ao3rlXPtXs Pause for Cool/Not Cool, evidence, and the respectful next action.	Answers: ____
5:10-5:30	Phone Role-Play	Role-play: Ask a peer you've talked with for their number. Practice yes, no, and 'maybe later.' Response rule: accept once without arguing. Run 3 variations and swap roles after success.	Independent: __/3 Prompted: __/3
5:30-6:00	Checklist Block 2	Choose another available card or finish a selected sequence. Reinforce completed card according to Mom's set value.	Checklist: ____ Complete: ____
6:00-6:15	Feet Press + 3 Facts	Press both feet into the floor for 10 seconds; name 3 facts visible right now. Practice while calm, then name one in-the-moment cue for using it.	Cue: ____ Used: ____
6:15-6:30	Wrap-Up	Review completed checklists, screen-time trade-in, one phone rule, and which grounding tool felt usable.	Cards: ____ Rule: ____

SESSION NOTE CATCHER _____

Arrival/presentation: _____ Effective supports: _____ Continue targeting: _____

MiLy RUN SHEET

Friday, September 4, 2026

10:00-4:30

Grounding + Checklists + Phone
Practice

TWO DIFFERENT TOOLS Alphabetical list making is grounding, not a checklist. Daily-living checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower, Make 5 Complete Outfits. Shower only Wed/Mon/Fri. Five outfits only Mon/Fri.

TIME	BLOCK	RUN IT	DATA / NOTES
10:00-10:20	Arrival + Ground	Alphabetical list: Foods. List foods alphabetically; proper nouns and brands count. Teach as an in-the-moment grounding option, not a chore checklist.	Baseline level: ____ Letters reached: ____
10:20-10:35	Plan With MiLy	Show available daily checklists: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower, Make 5 Complete Outfits. MiLy selects order/amount with Mom's reinforcement value. Checklist is the prompt.	Chosen: ____
10:35-11:15	Checklist Block 1	Run selected daily-living checklist. Point to the card for negotiation; clarify only genuine comprehension questions. Reinforce completion per Mom's value.	Prompt level: ____ Complete: ____
11:15-11:30	Break	Low-demand break; observe proximity to baseline. Prime next block once.	Level: ____
11:30-11:50	Phone Video 1	Watch: That's Not Cool - PSA https://www.youtube.com/watch?v=GB8XCOu1-dQ Pause for: cool/not cool, evidence, and the boundary/response rule.	Answers: ____
11:50-12:10	Role-Play 1	Role-play: A peer sends several messages without a reply. Practice one follow-up, waiting, and stopping; then practice telling someone to stop. Run 3 brief variations; swap roles after success.	Independent: __/3 Prompted: __/3
12:10-12:35	Checklist Block 2	Choose another available checklist. Use the written steps; no repeated adult verbal prompts. Record independence separately from completion.	Checklist: ____ Steps: ____
12:35-1:05	Lunch / Break	Eat, decompress, and use neutral conversation only if welcomed. No checklist discussion during break.	Level after break: ____
1:05-1:20	5-4-3-2-1	Name 5 things seen, 4 felt, 3 heard, 2 smelled, 1 tasted/liked. Ask: When could you use this without an adult reminding you? Practice once while calm.	Used: Y / N Self-rating: ____
1:20-2:00	Checklist Block 3	Offer two available checklist choices. If resistance rises, reduce response effort while keeping the selected area on the plan.	Choice: ____ Level: ____
2:00-2:20	Social Game	Behavior/Relationship sorting, Social Detective, Costs & Benefits, or current Game Hub activity. Keep answer demand short and facts-first.	Material: ____ Accuracy: ____
2:20-2:40	Phone Video 2	Watch: Telephone Etiquette (Good Example) https://www.youtube.com/watch?v=UFIn7Exdri8 Identify what the person did, how the other person signaled, and the next respectful action.	Clues: ____
2:40-3:00	Role-Play 2	Role-play: Answer a call, greet, identify yourself only when appropriate, listen, take turns, and close the call. Add one unexpected response (no answer, wrong number, busy, or request to stop).	Response: ____
3:00-3:20	Break	Preferred break. Briefly check level at start/end without turning it into an interview.	Start/end: ____ / ____
3:20-4:00	Checklist Block 4	Final selected daily-living checklist or finish an incomplete written step sequence. No partial-credit negotiation; refer back to card.	Checklist: ____ Complete: ____
4:00-4:20	Generalize	Choose: alphabetical list OR today's mindfulness tool. MiLy identifies the trigger/body clue that would cue using it in real time.	Selected: ____ Cue named: ____
4:20-4:30	Wrap-Up	Review completed cards, screen-time trade-in, effective grounding tool, and one phone rule. Transition out.	Cards: ____ Phone rule: ____

SESSION NOTE CATCHER

Arrival/presentation: _____ Effective supports: _____ Continue targeting: _____

MiLy RUN SHEET

Monday, September 7, 2026

10:00-4:30

Grounding + Checklists + Phone
Practice

TWO DIFFERENT TOOLS Alphabetical list making is grounding, not a checklist. Daily-living checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower, Make 5 Complete Outfits. Shower only Wed/Mon/Fri. Five outfits only Mon/Fri.

TIME	BLOCK	RUN IT	DATA / NOTES
10:00-10:20	Arrival + Ground	Alphabetical list: Cities or Places. Make an A-Z list of cities, states, countries, or landmarks. Teach as an in-the-moment grounding option, not a chore checklist.	Baseline level: ____ Letters reached: ____
10:20-10:35	Plan With MiLy	Show available daily checklists: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower, Make 5 Complete Outfits. MiLy selects order/amount with Mom's reinforcement value. Checklist is the prompt.	Chosen: ____
10:35-11:15	Checklist Block 1	Run selected daily-living checklist. Point to the card for negotiation; clarify only genuine comprehension questions. Reinforce completion per Mom's value.	Prompt level: ____ Complete: ____
11:15-11:30	Break	Low-demand break; observe proximity to baseline. Prime next block once.	Level: ____
11:30-11:50	Phone Video 1	Watch: Telephone Etiquette (Good Example) https://www.youtube.com/watch?v=UFIn7Exdri8 Pause for: cool/not cool, evidence, and the boundary/response rule.	Answers: ____
11:50-12:10	Role-Play 1	Role-play: Answer a call, greet, identify yourself only when appropriate, listen, take turns, and close the call. Run 3 brief variations; swap roles after success.	Independent: __/3 Prompted: __/3
12:10-12:35	Checklist Block 2	Choose another available checklist. Use the written steps; no repeated adult verbal prompts. Record independence separately from completion.	Checklist: ____ Steps: ____
12:35-1:05	Lunch / Break	Eat, decompress, and use neutral conversation only if welcomed. No checklist discussion during break.	Level after break: ____
1:05-1:20	Long Exhale	Inhale normally; exhale slowly for about twice as long, 4 rounds. Ask: When could you use this without an adult reminding you? Practice once while calm.	Used: Y / N Self-rating: ____
1:20-2:00	Checklist Block 3	Offer two available checklist choices. If resistance rises, reduce response effort while keeping the selected area on the plan.	Choice: ____ Level: ____
2:00-2:20	Social Game	Behavior/Relationship sorting, Social Detective, Costs & Benefits, or current Game Hub activity. Keep answer demand short and facts-first.	Material: ____ Accuracy: ____
2:20-2:40	Phone Video 2	Watch: Voicemail Etiquette - How to Leave a Message https://www.youtube.com/watch?v=Jo_5otBq51k Identify what the person did, how the other person signaled, and the next respectful action.	Clues: ____
2:40-3:00	Role-Play 2	Role-play: Leave a brief voicemail with greeting, name, reason, callback request, and goodbye. Do not repeat-call immediately. Add one unexpected response (no answer, wrong number, busy, or request to stop).	Response: ____
3:00-3:20	Break	Preferred break. Briefly check level at start/end without turning it into an interview.	Start/end: ____ / ____
3:20-4:00	Checklist Block 4	Final selected daily-living checklist or finish an incomplete written step sequence. No partial-credit negotiation; refer back to card.	Checklist: ____ Complete: ____
4:00-4:20	Generalize	Choose: alphabetical list OR today's mindfulness tool. MiLy identifies the trigger/body clue that would cue using it in real time.	Selected: ____ Cue named: ____
4:20-4:30	Wrap-Up	Review completed cards, screen-time trade-in, effective grounding tool, and one phone rule. Transition out.	Cards: ____ Phone rule: ____

SESSION NOTE CATCHER _____

Arrival/presentation: _____ Effective supports: _____ Continue targeting: _____

MiLy RUN SHEET

Tuesday, September 8, 2026

3:30-6:30
Grounding + Checklists + Phone Practice

TWO DIFFERENT TOOLS Alphabetical list making is grounding, not a checklist. Daily-living checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum. Shower only Wed/Mon/Fri. Five outfits only Mon/Fri.

TIME	BLOCK	RUN IT	DATA / NOTES
3:30-3:50	Arrival + Ground	Alphabetical list: Movies and TV Shows. List titles alphabetically. Articles like 'The' do not have to count. This is a grounding strategy, separate from checklists.	Level: ____ Letters: ____
3:50-4:05	Plan With MiLy	Available checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum. MiLy chooses; Mom sets trade-in value. Checklist is the prompt.	Choice/value: ____
4:05-4:35	Checklist Block 1	Run written checklist steps. Point to the card during negotiation; add words only for genuine clarification. Record prompt level and independence.	Complete: ____ Prompts: ____
4:35-4:50	Break	Low-demand break. Prime next item once using the plan/checklist.	Level: ____
4:50-5:10	Phone Video	Watch: Voicemail Etiquette - How to Leave a Message https://www.youtube.com/watch?v=Jo_5otBq51k Pause for Cool/Not Cool, evidence, and the respectful next action.	Answers: ____
5:10-5:30	Phone Role-Play	Role-play: Leave a brief voicemail with greeting, name, reason, callback request, and goodbye. Do not repeat-call immediately. Run 3 variations and swap roles after success.	Independent: __/3 Prompted: __/3
5:30-6:00	Checklist Block 2	Choose another available card or finish a selected sequence. Reinforce completed card according to Mom's set value.	Checklist: ____ Complete: ____
6:00-6:15	Temperature Reset	Cool water on hands/face, then name body changes without judging them. Practice while calm, then name one in-the-moment cue for using it.	Cue: ____ Used: ____
6:15-6:30	Wrap-Up	Review completed checklists, screen-time trade-in, one phone rule, and which grounding tool felt usable.	Cards: ____ Rule: ____

SESSION NOTE CATCHER _____

Arrival/presentation: _____ Effective supports: _____ Continue targeting: _____

MiLy RUN SHEET

Wednesday, September 9, 2026

3:30-6:30
Grounding + Checklists + Phone Practice

TWO DIFFERENT TOOLS Alphabetical list making is grounding, not a checklist. Daily-living checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower. Shower only Wed/Mon/Fri. Five outfits only Mon/Fri.

TIME	BLOCK	RUN IT	DATA / NOTES
3:30-3:50	Arrival + Ground	Alphabetical list: Sports and Games. List sports, board games, video games, or playground games A-Z. This is a grounding strategy, separate from checklists.	Level: ____ Letters: ____
3:50-4:05	Plan With MiLy	Available checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower. MiLy chooses; Mom sets trade-in value. Checklist is the prompt.	Choice/value: ____
4:05-4:35	Checklist Block 1	Run written checklist steps. Point to the card during negotiation; add words only for genuine clarification. Record prompt level and independence.	Complete: ____ Prompts: ____
4:35-4:50	Break	Low-demand break. Prime next item once using the plan/checklist.	Level: ____
4:50-5:10	Phone Video	Watch: Prep Teens for Summer - Tips to Get Friends' Contact Info https://www.youtube.com/watch?v=0ao3rlXPtXs Pause for Cool/Not Cool, evidence, and the respectful next action.	Answers: ____
5:10-5:30	Phone Role-Play	Role-play: Ask a peer you've talked with for their number. Practice yes, no, and 'maybe later.' Response rule: accept once without arguing. Run 3 variations and swap roles after success.	Independent: __/3 Prompted: __/3
5:30-6:00	Checklist Block 2	Choose another available card or finish a selected sequence. Reinforce completed card according to Mom's set value.	Checklist: ____ Complete: ____
6:00-6:15	Box Breathing	Inhale 4, hold 4, exhale 4, hold 4; stop if uncomfortable. Practice while calm, then name one in-the-moment cue for using it.	Cue: ____ Used: ____
6:15-6:30	Wrap-Up	Review completed checklists, screen-time trade-in, one phone rule, and which grounding tool felt usable.	Cards: ____ Rule: ____

SESSION NOTE CATCHER _____

Arrival/presentation: _____ Effective supports: _____ Continue targeting: _____

MiLy RUN SHEET

Friday, September 11, 2026

3:30-6:30

Grounding + Checklists + Phone
Practice

TWO DIFFERENT TOOLS Alphabetical list making is grounding, not a checklist. Daily-living checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower, Make 5 Complete Outfits. Shower only Wed/Mon/Fri. Five outfits only Mon/Fri.

TIME	BLOCK	RUN IT	DATA / NOTES
3:30-3:50	Arrival + Ground	Alphabetical list: Things in a House. List objects found in any room from A-Z. This is a grounding strategy, separate from checklists.	Level: ____ Letters: ____
3:50-4:05	Plan With MiLy	Available checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum, Shower, Make 5 Complete Outfits. MiLy chooses; Mom sets trade-in value. Checklist is the prompt.	Choice/value: ____
4:05-4:35	Checklist Block 1	Run written checklist steps. Point to the card during negotiation; add words only for genuine clarification. Record prompt level and independence.	Complete: ____ Prompts: ____
4:35-4:50	Break	Low-demand break. Prime next item once using the plan/checklist.	Level: ____
4:50-5:10	Phone Video	Watch: That's Not Cool - PSA https://www.youtube.com/watch?v=GB8XCOu1-dQ Pause for Cool/Not Cool, evidence, and the respectful next action.	Answers: ____
5:10-5:30	Phone Role-Play	Role-play: A peer sends several messages without a reply. Practice one follow-up, waiting, and stopping; then practice telling someone to stop. Run 3 variations and swap roles after success.	Independent: __/3 Prompted: __/3
5:30-6:00	Checklist Block 2	Choose another available card or finish a selected sequence. Reinforce completed card according to Mom's set value.	Checklist: ____ Complete: ____
6:00-6:15	Object Detail	Choose one object and name color, shape, texture, size, and location. Practice while calm, then name one in-the-moment cue for using it.	Cue: ____ Used: ____
6:15-6:30	Wrap-Up	Review completed checklists, screen-time trade-in, one phone rule, and which grounding tool felt usable.	Cards: ____ Rule: ____

SESSION NOTE CATCHER _____

Arrival/presentation: _____ Effective supports: _____ Continue targeting: _____

MiLy RUN SHEET

Saturday, September 12, 2026

3-hour session | start time TBD
Grounding + Checklists + Phone Practice

TWO DIFFERENT TOOLS Alphabetical list making is grounding, not a checklist. Daily-living checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum. Shower only Wed/Mon/Fri. Five outfits only Mon/Fri.

TIME	BLOCK	RUN IT	DATA / NOTES
+0:00-0:20	Arrival + Ground	Alphabetical list: Weather and Nature. List weather words, landforms, plants, or nature items A-Z. This is a grounding strategy, separate from checklists.	Level: ____ Letters: ____
+0:20-0:35	Plan With MiLy	Available checklist pool: Homework, Brush Teeth, Deodorant, Put Clean Clothes Away, Pick Up After Yourself, Dirty Clothes, Dishes, Vacuum. MiLy chooses; Mom sets trade-in value. Checklist is the prompt.	Choice/value: ____
+0:35-1:05	Checklist Block 1	Run written checklist steps. Point to the card during negotiation; add words only for genuine clarification. Record prompt level and independence.	Complete: ____ Prompts: ____
+1:05-1:20	Break	Low-demand break. Prime next item once using the plan/checklist.	Level: ____
+1:20-1:40	Phone Video	Watch: Telephone Etiquette (Good Example) https://www.youtube.com/watch?v=UFIn7Exdri8 Pause for Cool/Not Cool, evidence, and the respectful next action.	Answers: ____
+1:40-2:00	Phone Role-Play	Role-play: Answer a call, greet, identify yourself only when appropriate, listen, take turns, and close the call. Run 3 variations and swap roles after success.	Independent: __/3 Prompted: __/3
+2:00-2:30	Checklist Block 2	Choose another available card or finish a selected sequence. Reinforce completed card according to Mom's set value.	Checklist: ____ Complete: ____
+2:30-2:45	Wall Push	Push palms into a wall for 10 seconds, release, and notice the change. Practice while calm, then name one in-the-moment cue for using it.	Cue: ____ Used: ____
+2:45-3:00	Wrap-Up	Review completed checklists, screen-time trade-in, one phone rule, and which grounding tool felt usable.	Cards: ____ Rule: ____

SESSION NOTE CATCHER

Arrival/presentation: _____ Effective supports: _____ Continue targeting: _____