

Part 1: The Recommendation Logic (The Decision Tree)

The engine follows a "Waterfall" priority system. It evaluates the rules in order from 1 to 4. As soon as a rule is met, it stops, selects that category, and delivers the content.

Prerequisites:

- **Data Source:** Use a **3-Day Moving Average** of the user's metrics to smooth out daily fluctuations.
- **Targets:**
 - "Do" Skills (Praise, Echo, Narration): Goal is **> 10** each.
 - "Don't" Skills (Criticism, Question, Command): Goal is **Total < 3**.

Priority 1: The Safety Filter (Stop the Negatives)

If the parent is using negative or controlling behaviors, we must stop this before teaching positive skills.

1. The Criticism Rule:

- **Trigger:** Is the Criticism count > 0 ?
- **Action:** Recommend **CRITICISM** module.

2. The Interrogator Rule:

- **Trigger:** Is Total Negatives (Crit + Ques + Comm) > 3 **AND** are Questions higher than Commands?
- **Action:** Recommend **QUESTION** module.

3. The Commander Rule:

- **Trigger:** Is Total Negatives > 3 **AND** are Commands equal to or higher than Questions?
- **Action:** Recommend **COMMAND** module.

Priority 2: The Engagement Filter (Start the Interaction)

If the parent is safe but silent, we need to jumpstart the interaction.

4. The Silence Rule:

- **Trigger:** Is the Total Positive Count (Praise + Echo + Narration) < 5?
- **Action:** Recommend **NARRATION** module. (This is the easiest entry-level skill).

Priority 3: The Deficit Calculator (Build the Skills)

The parent is engaging safely, but needs to increase the frequency of specific skills.

5. Calculate the Gaps:

- Praise Gap = 10 minus Current Praise Count.
- Echo Gap = 10 minus Current Echo Count.
- Narration Gap = 10 minus Current Narration Count.

6. Select the Winner:

- **Trigger:** Identify which Gap is the largest.
- **Action:** Recommend that category (**PRAISE**, **ECHO**, or **NARRATION**).
- **Tie-Breaker:** If gaps are equal, prioritize: **Praise > Echo > Narration**.

Priority 4: Maintenance (The Victory Lap)

The parent has hit all targets.

7. The Victory Rule:

- **Trigger:** Are all "Do" skills > 10 **AND** Total Negatives < 3?
- **Action:** Recommend **MAINTENANCE** module.

Part 2: The Content Library

Once the Logic selects a **Category** (e.g., PRAISE), use the user's history to select the **Level**.

- **Level 1 (Novice):** First time seeing this category.
- **Level 2 (Practitioner):** Has seen Level 1, but score is still low.
- **Level 3 (Refining):** Score is close to target (e.g., 8/10).
- **Level 4 (Blocker):** Stuck on this category for 5+ days (Mindset issue).

1. PRAISE (Target: > 10)

Goal: Move from generic "Good job" to specific Labeled Praise.

- **Level 1: The Magic of Specificity**
 - **Concept:** "Good job" is vague. Tell them exactly what you like.
 - **Action:** Instead of "Nice!", say **"Thank you for sitting so quietly."**
- **Level 2: Praising the Positive Opposite**
 - **Concept:** Stop bad behavior by praising the good alternative.
 - **Action:** Don't say "Stop yelling." Wait for a quiet moment and say, **"I love how you are using your inside voice!"**
- **Level 3: The 10-Second Challenge**
 - **Concept:** Rapid-fire praise builds self-esteem.
 - **Action: Challenge:** Can you give 3 specific praises in the next 10 seconds?
- **Level 4 (Mindset): Why Praise Feels Fake**
 - **Concept:** "I feel like a robot."
 - **Action:** It feels fake to *you*, but to a child, it feels like **pure love**. Fake it 'til you make it.

2. ECHO (Target: > 10)

Goal: Validate the child and improve speech without taking over.

- **Level 1: The Mirror Game**
 - **Concept:** Repeat what the child says exactly. It shows you are listening.
 - **Action:** Child: "Red car." You: **"You have a red car."** (Make it a statement, not a question!)
- **Level 2: The Vocabulary Booster**
 - **Concept:** Repeating the idea but adding a slightly fancier word.
 - **Action:** Child: "It's big." You: **"Yes, it is enormous!"**
- **Level 3: Selective Echoing**
 - **Concept:** Echo only the polite words. Ignore whining.
 - **Action:** If they whine "I want iiiit," stay silent. If they ask nicely, **Echo immediately.**

3. NARRATION (Target: > 10)

Goal: Be the Sportscaster. Describe the play-by-play.

- **Level 1: The Sportscaster**
 - **Concept:** Narrate the *visible* action the child is doing right now.
 - **Action:** Start sentences with "You." **"You are drawing a circle. You are holding the blue block."**
- **Level 2: Narrating the Invisible**
 - **Concept:** Narrate their focus or strategy (harder to do).
 - **Action:** **"You are thinking carefully about where to put that piece."**
- **Level 3: Pacing Your Commentary**
 - **Concept:** Don't overwhelm them with noise. Narrate, then pause.
 - **Action:** Narrate one action, then **count to 3 in your head** before speaking again.
- **Level 4 (Mindset): Why We Narrate**
 - **Concept:** It feels passive, but it proves you are paying attention.
 - **Action:** Narration anchors the child's attention. It says "I see you" without demanding anything.

4. CRITICISM (Limit: Avoid)

Goal: Remove negative words (No, Don't, Stop) to lower stress.

- **Level 1: The Criticism Detector**
 - **Concept:** Sarcasm, "No," "Stop," and "Don't" count as negatives.
 - **Action: Audit:** Catch yourself before you say "No" or "Don't" today.
- **Level 2: The "Ignore" Button**
 - **Concept:** For minor behaviors (whining), silence is stronger than "Stop."
 - **Action:** Turn your face away and look at the wall for 10 seconds when they whine.
- **Level 3: Rephrasing the Negative**
 - **Concept:** Turning a "Don't" into a "Do" or a Narration.
 - **Action:** Instead of "Don't run!", say **"Please use walking feet."**

5. QUESTIONS (Limit: Avoid)

Goal: Stop leading the play. Questions force the child to perform.

- **Level 1: The Question Trap**
 - **Concept:** We ask questions to teach/test. "What color is this?" It kills the flow.
 - **Action:** Stop asking "What is that?" Just watch and smile.
- **Level 2: Statement Swapping**
 - **Concept:** Turn a question into a Narration (a guess).
 - **Action:** Instead of "Is that a dog?", say "**I see you are drawing a dog.**"
- **Level 3: The "Hidden" Command**
 - **Concept:** "Can you hand me that?" is a command disguised as a question.
 - **Action:** If you need the toy, wait for them to offer it. Don't ask.

6. COMMANDS (Limit: Avoid)

Goal: Let the child lead. Commands create power struggles.

- **Level 1: Follow the Leader**
 - **Concept:** Your only job is to follow. If you command, you are leading.
 - **Action: Mantra:** Repeat to yourself: "I am the assistant, they are the boss."
- **Level 2: The "Let's" Trap**
 - **Concept:** "Let's build a tower" is a command. It changes *their* plan.
 - **Action:** Watch what *they* are building and Narrate: "**You are building a high tower.**"
- **Level 3: Direct vs Indirect**
 - **Concept:** If safety is an issue, be Direct ("Stop"). Otherwise, be silent.
 - **Action:** Save commands for safety. Never use them for play ("Put the red block there").

7. MAINTENANCE

Goal: Celebrate success.

- **Level 1: The Victory Lap**
 - **Concept:** You hit all targets! Great session.
 - **Action:** Take a break. You did great today.