

Spot the Clue

Behavior leaves clues. These pages tell you what the clue means.

10 PRINTABLE PAGES IN THIS KIT

The Behavior GPS Method™ — the 4 moves on every page

1. SPOT THE CLUE — What is the behavior telling you?
2. NAME THE NEED — Say the need out loud before the rule.
3. RUN MONAE'S 3 STEPS — Stop. Breathe. Say what I need.
4. TRACK THE CHANGE — Write what happened. That is your proof.

How to use this kit

- Print it. Do not read all of it tonight.
- Pick the ONE page that matches tonight.
- Put that page on the fridge.
- I DO: you model it. WE DO: you practice it together on a calm day.
- YOU DO: your child tries it alone. Use one page for a week.

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Trigger & Clue Decoder

Match what you saw to what your child was trying to say.

DO THIS

1. Write down what happened right before the behavior.
2. Circle which of the four it was: escape, attention, a thing, or a body feeling.
3. Ask: what would have made this easier one minute earlier?
4. Write the need in your child's voice: "I needed ..."
5. Pick one change to try the next time that trigger shows up.

SAY THIS

"You were telling me something. Let me get it right."
"Next time, tap my arm and I will come."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

Use your words, not your body.

PRACTICE IT ON A CALM DAY

I DO: I show you. I say the 3 steps out loud.

WE DO: We do the 3 steps together, slow.

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Behavior-means-what cheat sheet

The most common behaviors and the need under each one.

DO THIS

1. Hitting → “I am overwhelmed and out of words.” Teach a break signal.
2. Screaming → “Nobody is listening.” Get low and answer the first time.
3. Refusing → “This is too big.” Cut the task in half.
4. Running → “I have to get out.” Give a safe exit spot.
5. Silly / loud → “My body needs to move.” Give a movement break first.

SAY THIS

“Your behavior is telling me something. I am listening.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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ABC log page

Before, behavior, after — the page schools take seriously.

DO THIS

1. Write the date, time and place at the top.
2. A (Before): what was happening in the five minutes before.
3. B (Behavior): exactly what you saw. No opinions, just actions.
4. C (After): what you did, and what happened next.
5. Fill one line per event. Three weeks of lines is real proof.

SAY THIS

Write: "At 4:10 pm, after homework was handed to him, he threw the pencil and left the table."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Weekly pattern review

Fifteen minutes on Sunday shows you the pattern.

DO THIS

1. Lay out this week's logs side by side.
2. Count the events. Write the number down.
3. Circle the hour that shows up most.
4. Circle the place that shows up most.
5. Pick ONE change for next week and write it on the fridge.

SAY THIS

"This week we change one thing: a snack before homework."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Body-signals chart for kids

Your child learns to name the feeling before it explodes.

DO THIS

1. Point to the picture together when your child is calm, not upset.
2. Name your own signals out loud so they hear it is normal.
3. Pick their top three signals and circle them.
4. Agree on one action for each signal.
5. Practice once a day for a week.

SAY THIS

"My face gets hot when I am mad. What happens in your body?"

"When your fists get tight, that is your body saying 'break.'"

1 STOP

Hands still. Feet still.

2 BREATHE

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Hungry / tired / overstimulated check

Rule out the three basics in 30 seconds.

DO THIS

1. When did they last eat? If over three hours, food first.
2. How did they sleep? Short sleep means a shorter fuse today.
3. How loud and bright is the room right now?
4. Fix the basic before you teach anything.
5. Note which basic it was. You will see a pattern fast.

SAY THIS

“Food first, talking after.”

“Let's turn the lights down and try again.”

1 STOP

Hands still. Feet still.

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Time-of-day heat map

See which hour keeps blowing up.

DO THIS

1. Shade a box for every hour a hard moment happened.
2. Do this for two weeks without changing anything.
3. Find your darkest column. That is your hot hour.
4. Put support in fifteen minutes BEFORE that hour.
5. Shade two more weeks and compare.

SAY THIS

"4:30 is our hard hour. Snack and quiet time start at 4:15 now."

1 STOP

Hands still. Feet still.

2 BREATHE

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Place & people trigger map

Find out where and with whom it happens most.

DO THIS

1. List the places your child spends time each week.
2. Put a tally next to each place after a hard moment.
3. Do the same for people: teacher, sibling, sitter, co-parent.
4. Look for a place or person with three or more tallies.
5. Change one thing about that setting, not about your child.

SAY THIS

“It happens most in the cafeteria. Let's ask for a quieter lunch spot.”

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Escalation ladder (1-5)

Catch it at a 2 instead of fighting a 5.

DO THIS

1. 1 — Calm. Normal voice, normal body.
2. 2 — Fidgety, short answers, louder. THIS is where you step in.
3. 3 — Arguing, stomping, refusing. Cut the demands in half.
4. 4 — Yelling, throwing. Safety only. No teaching.
5. 5 — Full meltdown. Stay near, say almost nothing.

SAY THIS

At a 2: “Looks like your body is getting busy. Break or water?”

At a 4: “I am here. You are safe.”

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“What changed today?” checklist

Ten questions that explain a sudden bad day.

DO THIS

1. Did they sleep less than usual?
2. Did they eat on time?
3. Was there a substitute teacher or a schedule change?
4. Was there a new place, new person, or a loud event?
5. Any medicine change, sickness coming, or growth spurt?
6. Any fight with a friend or sibling?
7. Did they get screen time taken away?
8. Did an adult raise their voice today?
9. Was there a big transition (holiday, visit, move)?
10. Write the answer. One yes usually explains the whole day.

SAY THIS

“Today was hard because the day was different, not because you are bad.”

1 STOP

Hands still. Feet still.

2 BREATHE

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