

Calm Tools

What your child can actually hold and use to come back down.

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.

Calm corner setup one-pager

Build it tonight with what you already own.

DO THIS

1. Pick a corner your child can see you from.
2. Add something soft, something to squeeze and something to look at.
3. Keep the lights low and the noise out.
4. Hang the Stop — Breathe — Say What I Need card at their eye level.
5. Never send them there as punishment. Go with them the first ten times.

SAY THIS

“This is your reset spot. It is not time-out.”
“Want me to sit with you or wait outside?”

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.

YOU DO: You try the 3 steps on your own.

9 hard-moment 3-step plans

Pick the moment, get the plan.

DO THIS

1. Morning: wake early, one step at a time, praise the step done.
2. School drop-off: same goodbye words, short, then walk away.
3. Homework: snack, ten-minute timer, easiest problem first.
4. Dinner: safe food on the plate, no bargaining, twenty minutes.
5. Bath: warm room, warn twice, one toy in, timer out.
6. Bedtime: half routine, lights low, silent returns.
7. Store: eat first, give a job, one-minute wall break.
8. Car: radio off, talk forward, pull over if unsafe.
9. Sibling fight: separate, calm both, repair after.

SAY THIS

“Stop. Breathe. Say what you need.”

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.

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Breathing cards (kid version)

Four breathing games that work under stress.

DO THIS

1. Birthday candles: breathe in the cake, blow out five candles.
2. Snake breath: in through the nose, hiss all the way out.
3. Square breath: trace a square — in 4, hold 4, out 4, hold 4.
4. Flower and candle: smell the flower, blow the candle.
5. Practice all four when calm. Use their favorite when upset.

SAY THIS

“Blow out my candles with me.”

“Let's do snake breath three times.”

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.

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Grounding 5-4-3-2-1 card

Bring a spiraling child back to the room.

DO THIS

1. Name 5 things you can see.
2. Name 4 things you can touch.
3. Name 3 things you can hear.
4. Name 2 things you can smell.
5. Name 1 thing you like about today.

SAY THIS

“Tell me five things you see. I will go first.”

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.

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Sensory tool checklist by need

Know which tool matches which need.

DO THIS

1. Needs pressure → weighted lap pad, tight hug, big pillow squeeze.
2. Needs movement → jumping, wall pushes, carrying something heavy.
3. Needs quiet → headphones, hood up, dim room.
4. Needs mouth input → crunchy snack, water bottle with a straw, gum.
5. Needs something to do with hands → fidget, putty, rubber band.

SAY THIS

“Does your body need to push, or does it need quiet?”

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.

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Feelings thermometer

Your child points instead of screaming.

DO THIS

1. Color the thermometer together when everyone is calm.
2. Green 1-2: okay. Yellow 3: getting full. Red 4-5: too full.
3. Write one thing that helps at each color.
4. Ask for a number, not an explanation, in the moment.
5. Act at yellow. Do not wait for red.

SAY THIS

“What number are you right now?”

“Yellow. Okay — headphones or water?”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Reset choices board

Two good choices instead of one demand.

DO THIS

1. Pick six resets your child already likes.
2. Put them on the board with pictures.
3. In the moment, offer exactly two.
4. Whatever they pick, that is a win.
5. Swap a picture out when one stops working.

SAY THIS

“Water or walk?”

“Both are fine with me. You pick.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Movement break menu

Ten ways to burn it off in five minutes.

DO THIS

1. Ten wall push-ups.
2. Carry the laundry basket to the other room.
3. Twenty jumping jacks or trampoline jumps.
4. Animal walks down the hallway.
5. Push the couch (it does not have to move).
6. Run to the mailbox and back.
7. Chair pushes — lift your body off the seat five times.
8. Squeeze a pillow for ten seconds, five times.
9. Dance to one song.
10. Stretch tall, then curl small, five times.

SAY THIS

“Your body needs a job. Pick one from the menu.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Quiet-body countdown card

A calm-down countdown that is not a threat.

DO THIS

1. Say the number, not the warning.
2. 5 — feet still. 4 — hands still. 3 — shoulders down.
3. 2 — one slow breath. 1 — eyes on me.
4. Go slow. One number every three seconds.
5. If it does not work, stop counting and just stay near.

SAY THIS

“Five ... feet still. Four ... hands still.”

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.

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Comfort item plan

What to keep in the bag, the car and the classroom.

DO THIS

1. Pick one item your child actually reaches for.
2. Buy or make a second one so you never lose the only one.
3. Keep one in the car and one in the backpack.
4. Tell the teacher what it is and why it works.
5. Never use the comfort item as a reward or a punishment.

SAY THIS

“Your bear stays in the bag so it is always with you.”

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.

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