

Tonight — relief in 10 minutes

Open one page and know exactly what to say in the next hard moment.

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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Tonight's Script (by struggle)

You do not have to think of the words while your child is screaming. Read these.

DO THIS

1. Stop talking for five seconds. Let the room get quieter than the yelling.
2. Get low. Put your eyes at your child's eye level, an arm's length away.
3. Name the feeling out loud before you name the rule.
4. Give two choices you can live with. Wait ten seconds for an answer.
5. Teach later. When the body is calm, say one sentence about next time.

SAY THIS

"I see it. This is hard right now."

"You are not in trouble. I am staying right here."

"Water first, or blanket first?"

"When you are ready, we will fix it together."

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.

Meltdown Emergency Card

Fridge-size card so anyone in the house knows the same three steps.

DO THIS

1. STOP — nobody talks, nobody grabs. Move sharp or hard things away.
2. BREATHE — you breathe first, slow and loud enough to hear.
3. SAY WHAT I NEED — one need, three words: “I need space.”
4. Stay near. Do not ask questions until the crying slows.
5. After: water, quiet, and one hug if they want it.

SAY THIS

“Stop. Breathe. Say what you need.”
“I am not leaving. Take your time.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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60-second Parent Reset card

One minute for you before you walk back in the room.

DO THIS

1. Step out of sight. Doorway, bathroom, porch — anywhere.
2. Breathe in for 4, hold for 4, out for 6. Do it three times.
3. Drop your shoulders and unclench your jaw and hands.
4. Say your one line: “This is behavior, not disrespect.”
5. Walk back in slow, with your voice lower than before.

SAY THIS

“I am the calm in this house.”
“I can be firm and still be gentle.”

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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Stop-the-yelling script card

What to say instead of raising your voice.

DO THIS

1. Drop your volume instead of raising it. Whisper if you have to.
2. Say one sentence. Then stop. Silence does the work.
3. Give the direction as a start, not a stop: say what TO do.
4. Count to ten in your head before you repeat yourself.
5. If you slip and yell, repair it out loud the same night.

SAY THIS

"I am going to talk quiet so we can both think."

"Feet on the floor, please."

"I yelled. That was mine, not yours. I am sorry."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Safety-first steps (hitting / kicking)

Keep everybody safe first. Teach second.

DO THIS

1. Move other children out of the room. Say it calm, not panicked.
2. Turn your body sideways. Block, do not grab.
3. Give one short direction: "Hands down." Repeat only that.
4. Wait for the body to slow before any talking.
5. Once calm: name what happened, teach the replacement, make a repair.

SAY THIS

"I will not let you hurt me. I will not hurt you."

"Hands down. Feet down."

"You can be mad and still keep hands safe."

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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Wallet-size calm phrases

Six short lines you can read off your hand.

DO THIS

1. Pick two lines. Only two. Say the same ones every time.
2. Put the card in your wallet, the car door and the kitchen drawer.
3. Say the line, then close your mouth for ten seconds.
4. Never add a threat on the end of a calm line.
5. Use the same lines with the sitter and the co-parent.

SAY THIS

"I am here."
"You are safe."
"This feeling will pass."
"Tell me one word."
"We can fix it."
"Breathe with me."

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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Car scripts

For the backseat blow-up on the way home.

DO THIS

1. Pull over if you can. A moving car raises everybody's stress.
2. Turn the radio off and the air down. Less noise, less input.
3. Do not turn around and argue. Talk forward, low and slow.
4. Give one job: hold the water bottle, count the red cars.
5. Save the talk for the driveway, with the engine off.

SAY THIS

"I am pulling over so we are both safe."

"You do not have to talk. Just breathe with me."

"We will figure it out in the driveway."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Hallway & store scripts

For the meltdown with people watching.

DO THIS

1. Decide first: your child matters more than the strangers.
2. Move to the wall, the end of the aisle or outside the door.
3. Go quiet and low. Do not explain yourself to onlookers.
4. Give a two-choice exit: leave now, or sit one minute then leave.
5. Leave the cart if you have to. You can come back.

SAY THIS

"We are going to the wall for one minute."

"I am not mad. I am helping you."

"Walk with me, or I carry you. You choose."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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“I'm about to lose it” parent card

Your exit plan for when you are the one at the edge.

DO THIS

1. Say the safe-word out loud: “I need a minute.”
2. Put your child somewhere safe first — crib, couch, their room.
3. Leave the room. Set a two-minute timer on your phone.
4. Cold water on your wrists and face. Breathe out longer than in.
5. Come back and say one kind sentence before anything else.

SAY THIS

“I need a minute. I am coming right back.”

“I love you. I am getting calm so I can help.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Bedtime emergency script

When 8pm turns into a two-hour fight.

DO THIS

1. Cut the routine in half tonight. Survival, not perfection.
2. Lights low, screens off, one warning before each step.
3. Lie down beside them for three slow breaths, then move to the door.
4. Return silently every two minutes if they get up. No new words.
5. Fix the routine tomorrow when everyone slept.

SAY THIS

“Two more minutes, then teeth.”

“I will check on you. I always come back.”

“Body down, eyes closed. I am right outside.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Spot the Clue

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

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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.

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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.

3 SAY WHAT I NEED

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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

In through the nose, out slow.

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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.

2 BREATHE

In through the nose, out slow.

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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

In through the nose, out slow.

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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.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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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.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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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

In through the nose, out slow.

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Daily Rhythm

The same hard hours, every day. Give each one a plan.

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Morning routine card

Out the door without the fight.

DO THIS

1. Wake up fifteen minutes earlier than you think you need.
2. Clothes, shoes and bag are set out the night before.
3. One step at a time. Do not stack directions.
4. Give a five-minute and a two-minute warning.
5. Praise the step they finished, not the one they missed.

SAY THIS

“First socks, then shoes.”

“Two minutes left. What is next on your card?”

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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Bedtime routine card

A wind-down your child can follow alone.

DO THIS

1. Same order, same time, every night.
2. Screens off one hour before bed.
3. Five steps max: bath, teeth, pajamas, book, lights.
4. Hang the picture card at their eye level.
5. Let them check off each step themselves.

SAY THIS

“Check your card. What is step three?”

“Book time starts when teeth are done.”

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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After-school decompression plan

The thirty minutes that decide how the evening goes.

DO THIS

1. No questions for the first fifteen minutes.
2. Food and water immediately.
3. Movement or quiet — let your child pick.
4. Homework starts after the reset, not before.
5. Ask about the day sideways, while doing something else.

SAY THIS

“Snack first. We can talk later.”

“Tell me one good thing and one hard thing.”

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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Transition warning scripts

The words that make stopping easier.

DO THIS

1. Give a ten-minute, five-minute and one-minute warning.
2. Use a timer your child can see.
3. Tell them what comes next, not just what ends.
4. Give a job to carry into the next thing.
5. Expect a groan. Do not argue with the groan.

SAY THIS

“Ten more minutes, then dinner.”

“When the timer beeps, tablet goes on the counter.”

“You can bring your car to the table.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Visual schedule strips

Blank plus filled-in versions to print today.

DO THIS

1. Print the strip and cut out the pictures.
2. Build the strip together the night before.
3. Hang it where your child stands, not where you stand.
4. Move the arrow or flip the card as each step is done.
5. Change one picture at a time, never the whole strip.

SAY THIS

“Show me where we are on the strip.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Homework-without-tears plan

End the kitchen-table meltdown.

DO THIS

1. Snack and ten minutes of movement first.
2. Set a timer for ten minutes of work, then a two-minute break.
3. Do the easiest problem first to get a win.
4. You sit near, but do not hover or correct every line.
5. Stop at the agreed time even if it is not finished. Write a note to the teacher.

SAY THIS

"Ten minutes of work, then you pick the break."

"We stop at 7:00. I will tell your teacher we tried."

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Screen-time handoff script

Turn the tablet off without a war.

DO THIS

1. Agree on the stopping point BEFORE it starts.
2. Use a visible timer, not your voice, as the boss.
3. Give the one-minute warning and a plan for what comes next.
4. Have them hand it to you — do not pull it away.
5. If they melt down, stay quiet. Do not add a punishment.

SAY THIS

“When this show ends, tablet comes to me.”
“Hand it to me and we start the game.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Mealtime routine card

Fewer fights at the table.

DO THIS

1. Same seat, same time, lights and noise down.
2. Always one safe food on the plate.
3. No bargaining about bites. Serve it and move on.
4. Keep the meal to twenty minutes.
5. Talk about anything except the food.

SAY THIS

“You do not have to eat it. It just sits on your plate.”
“Kitchen closes at 7:30.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Getting-dressed sequence

Step-by-step for slow mornings.

DO THIS

1. Lay the clothes out in the order they go on.
2. Give one item at a time.
3. Let them pick between two outfits, never an open closet.
4. Watch for seams, tags and socks — those are real problems.
5. Time it once so you know how long it truly takes.

SAY THIS

“Blue shirt or red shirt?”

“Socks are on. Nice. Shoes next.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Weekend / no-school rhythm

Structure for the days with no bell.

DO THIS

1. Keep wake-up and bedtime within an hour of school days.
2. Write three anchors on the board: morning, lunch, afternoon.
3. Plan one out-of-the-house thing per day.
4. Post the plan Friday night so there are no surprises.
5. Keep one hour of nothing. Boredom is allowed.

SAY THIS

“Look at the board. After lunch is park time.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Bedtime Battles plan

The 3-step wind-down for the child who fights sleep every night.

DO THIS

1. Start the wind-down 30 minutes before you want them asleep.
2. Same three steps every night: wash up, quiet play or book, lights low.
3. When they come out of the room, walk them back with no talking and no eye contact.
4. Do the silent return every single time. Boring is what works.
5. Expect it to take a week of the same routine before it sticks.

SAY THIS

"It is sleep time. I will walk you back."

"Your body needs rest. I love you. Good night."

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.

Angry Mornings plan

For the child who wakes up mad — calm the first 10 minutes.

DO THIS

1. Do not talk for the first ten minutes. Their brain is still waking up.
2. Wake them ten minutes earlier so nothing is rushed.
3. Offer food and water before anything else — low blood sugar looks like anger.
4. Keep lights soft and voices low until they speak first.
5. Save corrections and questions for after breakfast.

SAY THIS

“Morning. No talking yet. Juice is on the table.”
“We will talk about it after you eat.”

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

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Calm Tools

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

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- 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.

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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.

PRACTICE IT ON A CALM DAY

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

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

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.

PRACTICE IT ON A CALM DAY

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

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

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.

PRACTICE IT ON A CALM DAY

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

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

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

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

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

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

Use your words, not your body.

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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

Use your words, not your body.

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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.

PRACTICE IT ON A CALM DAY

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

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

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.

PRACTICE IT ON A CALM DAY

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School Paper Trail

Documentation is how you get services. This is the whole file.

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School-ready behavior summary

Your tracker turned into a page the team reads.

DO THIS

1. Write your child's name, grade and today's date.
2. One line: what the behavior looks like, in plain words.
3. The numbers: how many times, how long, over how many weeks.
4. What you have already tried at home, and what helped.
5. What you are asking the school for, in one sentence.

SAY THIS

"Over 4 weeks I logged 19 incidents, mostly between 1 and 2 pm."

"I am asking for a functional behavior assessment."

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

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

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

School request letter

Ask for help in writing, the right way.

DO THIS

1. Email the teacher AND the principal on the same message.
2. Subject line: Written request — [child's name] — [date].
3. Paragraph 1: what is happening, with two facts.
4. Paragraph 2: exactly what you are requesting.
5. Paragraph 3: ask for a written reply within ten school days.

SAY THIS

“I am writing to formally request ...”

“Please confirm receipt of this request in writing.”

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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Evaluation request (FBA / BIP)

The letter that starts the clock.

DO THIS

1. Put “written request for evaluation” in the first line.
2. Name the area of concern: behavior.
3. Attach your log summary as proof.
4. Say you consent to evaluation and ask for the consent form.
5. Keep a copy and note the date you sent it.

SAY THIS

“I request a functional behavior assessment (FBA) for my child.”

“Please send the consent-to-evaluate form so we do not lose time.”

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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Teacher “what works” one-pager

Give the teacher your child's manual.

DO THIS

1. Three things that set my child off.
2. Three things that calm my child down fast.
3. The exact words that work — write them out.
4. What NOT to do (raised voice, public correction, sudden change).
5. How to reach me and how fast I will answer.

SAY THIS

“When you say ‘show me your plan,’ he resets. ‘Stop it now’ makes it worse.”

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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Daily home-school communication sheet

Stop finding out a week later.

DO THIS

1. Print one page per week, Monday to Friday.
2. Teacher circles green, yellow or red for each part of the day.
3. One line for what helped and one line for what happened.
4. You write one line back each night.
5. Keep every sheet. They become your evidence.

SAY THIS

“Could we try this one-page sheet for two weeks?”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Incident documentation log

Dated proof, not feelings.

DO THIS

1. Date, time, place, who was there.
2. What you were told, word for word.
3. What you did in response.
4. What the school said they would do.
5. Sign and date each entry the same day.

SAY THIS

“On 3/12 at 1:40 pm I was told by Ms. R that ...”

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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Follow-up emails (day 3 / 7 / 15 / 30)

Copy, paste, send — nothing gets dropped.

DO THIS

1. Day 3: “Checking you received my request on [date].”
2. Day 7: “Following up. Please confirm the next step and a date.”
3. Day 15: “I have not received a written reply. Copying the principal.”
4. Day 30: “Requesting the district special education director be included.”
5. Always reply on the old email thread so the dates stay together.

SAY THIS

“I want to keep this moving and stay on the same page.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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“What they said / what it means” decoder

Translate school-speak and reply well.

DO THIS

1. “We will keep an eye on it” = nothing is scheduled. Ask for a date.
2. “He is fine here” = they are seeing a different setting. Share your log.
3. “We do not have the staff” = a resource issue, not a needs issue.
4. “Let's try RTI first” = they can do RTI AND evaluate at the same time.
5. “We will discuss at the next meeting” = ask for the date in writing today.

SAY THIS

“I hear you. Can we put a date on that?”

“I understand. I would still like the evaluation to begin.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

3 SAY WHAT I NEED

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Records request letter

Get your child's full file.

DO THIS

1. Address it to the school and the district records office.
2. Ask for the complete educational record, including behavior logs.
3. Ask for emails about your child too.
4. Give a delivery method: email PDF or pick up.
5. Note the date. Most states must answer within 45 days.

SAY THIS

"I request a complete copy of my child's educational records."

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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Paper trail index page

Keep every document in order for the meeting.

DO THIS

1. Number every document as you add it.
2. Write date, type and one-line summary.
3. Keep a paper copy and a phone photo of each.
4. Bring the index on top of the stack to every meeting.
5. Point to the number instead of shuffling papers.

SAY THIS

“That is item 7 in my file, dated March 12.”

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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Meeting Day (IEP / 504)

Walk in ready. Walk out with something in writing.

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Line-by-line meeting talk track

What to say, in order, from hello to sign-off.

DO THIS

1. Open warm: “Thank you for meeting. We all want the same thing.”
2. State your concern in two sentences and hand out your summary.
3. Ask them to walk through the data they collected.
4. Ask for what you want, by name, one item at a time.
5. Close by repeating what was agreed and who does it by when.

SAY THIS

“I want to work with you, and I need this in writing.”
“So the plan is ... by [date]. Did I get that right?”

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.

Questions-to-ask list

The questions that change the answer.

DO THIS

1. “What data do you have, and over how many weeks?”
2. “What happens right before the behavior at school?”
3. “What supports has he had, and did they work?”
4. “What would it take for the team to agree to an evaluation?”
5. “Who is responsible for each step, and by what date?”

SAY THIS

“Can we write that answer into the notes, please?”

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.

Note-taking sheet

Capture the promises while they are being made.

DO THIS

1. Write who is in the room and their role.
2. Draw three columns: what was said, who said it, by when.
3. Write promises word for word.
4. Star anything you disagree with.
5. Read your starred items out loud before the meeting ends.

SAY THIS

“Before we close, I want to read back what I wrote.”

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.

SMART goal template

Turn vague goals into measurable ones.

DO THIS

1. Specific: what exactly will your child do?
2. Measurable: how many times, out of how many chances?
3. Achievable: is this a next step, not a dream step?
4. Relevant: does it help the real problem?
5. Time-bound: by what date, checked how often?

SAY THIS

“Given a break card, he will request a break in 4 of 5 chances by May 1, measured weekly.”

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.

Accommodations cheat sheet

Know what to ask for by name.

DO THIS

1. Extra wait time (10 seconds) after a direction.
2. Movement breaks scheduled, not earned.
3. Break card and a named calm spot.
4. Directions given one step at a time, plus written.
5. Advance warning of schedule changes and substitutes.
6. Preferential seating away from the door and noise.
7. Reduced or chunked assignments.
8. Check-in / check-out with one trusted adult.

SAY THIS

"I would like scheduled movement breaks added to the plan."

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

“If they say no” scripts

The polite lines that keep the door open.

DO THIS

1. Stay calm and slow your voice down.
2. Ask for the reason in writing.
3. Ask what data would change the answer.
4. Name the next step yourself.
5. Never sign at the table if you are unsure.

SAY THIS

“I understand. Please put the refusal and the reason in writing.”

“I would like to take this home before I sign.”

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

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

Parent concerns statement builder

Get your words into the official document.

DO THIS

1. Write three sentences at home before the meeting.
2. Sentence 1: what is happening and how often.
3. Sentence 2: how it affects learning.
4. Sentence 3: what you are asking for.
5. Ask that it be entered word for word under Parent Concerns.

SAY THIS

“Please enter this under Parent Concerns exactly as written.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Draft-goal review checklist

Spot the weak goals before you sign.

DO THIS

1. Does it have a number in it?
2. Does it say how it will be measured?
3. Does it have a date?
4. Could two different adults score it the same way?
5. Does it match the behavior that is actually happening?

SAY THIS

“This goal has no number. Can we add one?”

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

Post-meeting summary email

Put their promises in writing that same day.

DO THIS

1. Send it within 24 hours, to everyone who attended.
2. Thank them in one line.
3. List what was agreed, with names and dates.
4. List anything still open.
5. Ask for corrections within three days.

SAY THIS

“Here is my summary of today. Please correct anything I got wrong.”

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.

Meeting-day prep timeline

What to do 2 weeks, 1 week and 1 day before.

DO THIS

1. 2 weeks: request the draft documents and your child's records.
2. 1 week: print your logs, summary and concerns statement.
3. 3 days: write your three asks in order of importance.
4. 1 day: pack the folder, charge your phone, arrange childcare.
5. Day of: eat, arrive early, bring a support person.

SAY THIS

"Please send the draft goals one week before the meeting."

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.

Track & Prove

Show the change — to the school, and to yourself.

8 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.
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- 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.

Behavior Tracker (printable)

Log it in twenty seconds, on paper or in the app.

DO THIS

1. One row per event: date, time, place.
2. Circle the behavior from the list.
3. Rate intensity 1-5.
4. Write what happened right before, in five words.
5. Log for fourteen days before you judge anything.

SAY THIS

“We are collecting data, not collecting blame.”

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

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7-Day Calm Plan

One small step a day for a week.

DO THIS

1. Day 1: log only. Change nothing.
2. Day 2: add a snack before the hard hour.
3. Day 3: set up the calm corner together.
4. Day 4: teach Stop — Breathe — Say What I Need when calm.
5. Day 5: add warnings before every transition.
6. Day 6: practice the break card twice.
7. Day 7: review your log and pick next week's one change.

SAY THIS

“One change a week. That is how this sticks.”

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

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Progress graph page

See the line go down.

DO THIS

1. Bottom of the page = the weeks. Side = number of events.
2. Plot one dot per week.
3. Connect the dots and write the number on each.
4. Do not panic at one bad week. Look at four.
5. Bring this graph to every school meeting.

SAY THIS

“Week 1 was 12. Week 4 was 5. That is the trend.”

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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Win log / reward chart

Catch the good and make it repeat.

DO THIS

1. Write down three wins a day, no matter how small.
2. Say the win out loud to your child the same day.
3. Name the exact action, not the child's character.
4. Five wins earns the reward they chose.
5. Never take earned wins away as a punishment.

SAY THIS

“You asked for a break instead of throwing. That is huge.”

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

Before-and-after snapshot

Week 1 versus week 4, side by side.

DO THIS

1. Left column: what week 1 looked like.
2. Right column: what this week looks like.
3. Compare number of events, longest event, and your own reaction.
4. Write one sentence about what changed.
5. Take a photo of the page for your file.

SAY THIS

“Week 1: three meltdowns a day. Week 4: one, and shorter.”

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

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Frequency tally sheet

How many times — the number they ask for.

DO THIS

1. Pick ONE behavior to count.
2. Make one mark every time it happens.
3. Count by day, not by feeling.
4. Add the week total at the bottom.
5. Keep the sheet where you actually stand — fridge or phone.

SAY THIS

“Hitting: 14 times this week, mostly after 3 pm.”

1 STOP

Hands still. Feet still.

2 BREATHE

In through the nose, out slow.

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Duration & intensity sheet

How long and how big it got.

DO THIS

1. Start time and end time for each event.
2. Rate 1-5 for how big it got.
3. Note what finally ended it.
4. Look for events getting shorter, even if they still happen.
5. Shorter is progress. Say that out loud to yourself.

SAY THIS

“Still happening, but 4 minutes instead of 25.”

1 STOP

Hands still. Feet still.

2 BREATHE

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3 SAY WHAT I NEED

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Monthly progress report

A one-page report you can hand to anyone.

DO THIS

1. Month, child's name, behavior tracked.
2. Total events, best week, hardest week.
3. What we changed this month.
4. What worked and what did not.
5. What we are asking for next month.

SAY THIS

"Here is our monthly summary. What can the school add?"

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

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Slow Processing & Wait Time

Your child is not ignoring you. Their brain needs more seconds.

8 PRINTABLE PAGES IN THIS KIT

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Say it once, then wait 10 script

One clear ask, eyes first, then quiet counting.

DO THIS

1. Get their eyes before you get their ears.
2. Say one short direction. Five words or less.
3. Close your mouth and count to ten in your head.
4. Do not repeat, rephrase or add. That resets the clock.
5. If nothing at ten, repeat the SAME words once.

SAY THIS

“Shoes on, please.” (then silence)
“I will wait. Take your time.”

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.

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

10-second wait-time card

Fridge card so the whole house stops repeating.

DO THIS

1. Print two: kitchen and front door.
2. Everyone in the house uses the same rule.
3. Say it once. Count ten. Then repeat the same words.
4. No sighing, no tapping, no rushing.
5. Praise the response even when it is slow.

SAY THIS

“Say it once. Wait ten. Say it the same.”

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.

“Say it back” check-in

Make sure it landed before you add another word.

DO THIS

1. Give one direction.
2. Ask them to say it back in their own words.
3. If it comes back wrong, say it shorter, not louder.
4. Then let them start.
5. Do not add step two until step one is done.

SAY THIS

“Tell me what you are doing first.”
“Good. Go do that one thing.”

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.

One-step direction cards

Break “get ready” into steps a slow processor can hold.

DO THIS

1. Write each step on its own card with a picture.
2. Hand one card at a time.
3. They bring the card back when the step is done.
4. Praise the return, then hand the next card.
5. Fade to two cards at once only when it is easy.

SAY THIS

“Bring me the card when your shoes are on.”

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

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Processing-delay log page

Time how long your child needs — the proof school asks for.

DO THIS

1. Write the direction you gave.
2. Start your phone timer the moment you stop talking.
3. Stop it when they start moving.
4. Log ten of these over a week.
5. Write the average. That number belongs in the IEP.

SAY THIS

“His average response time is 9 seconds. Repeating resets it.”

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

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Extra-time accommodation wording

Copy-paste lines for the IEP or 504 draft.

DO THIS

1. "Student will be given a minimum of 10 seconds of wait time after each direction."
2. "Directions will be given one step at a time, verbally and in writing."
3. "Student will not be marked non-compliant during the wait period."
4. "Extended time (1.5x) on all timed tasks and assessments."
5. "Staff will re-state directions using the same words, not new words."

SAY THIS

"Please add these five lines to the accommodations page."

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

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

Teacher wait-time one-pager

Give the teacher the same 10-second rule you use at home.

DO THIS

1. Explain in one line: his brain needs more seconds, not more volume.
2. Ask for the same words, repeated, not new words.
3. Ask them to avoid public correction during the wait.
4. Offer to send the log with your timings.
5. Ask for a two-week trial and a check-in.

SAY THIS

"If he does not answer, please wait ten seconds before repeating."

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.

Caregiver handoff sheet

One page so grandma, the sitter and co-parent wait too.

DO THIS

1. The rule: say it once, wait ten, repeat the same.
2. His three calm-down tools.
3. Words that work and words that make it worse.
4. What to do if it escalates.
5. Your phone number and when to call.

SAY THIS

“He is not ignoring you. He is still loading.”

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

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Big Behaviors by Type

Each behavior with a Spot / Stop / Support plan and scripts.

12 PRINTABLE PAGES IN THIS KIT

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

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Hitting

Spot it, stop it safely, teach the replacement.

DO THIS

1. SPOT: tight fists, red face, pacing, short answers.
2. STOP: move others back, block do not grab, one direction only.
3. SUPPORT: stay near, quiet voice, wait for the body to slow.
4. SOLVE: teach the break signal and practice it when calm.
5. TRACK: log time, place and what came right before.

SAY THIS

"I will not let you hurt anyone. Hands down."

"When you are mad, tap my arm. 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

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

Biting

What it is asking for and how to answer it.

DO THIS

1. SPOT: mouthing, chewing sleeves, crowding, high excitement.
2. STOP: turn your body, offer a chew item, keep space.
3. SUPPORT: give mouth input — crunchy snack, straw, chew tube.
4. SOLVE: give a safe chew and teach “my mouth needs.”
5. TRACK: note if it happens when hungry, tired or crowded.

SAY THIS

“Teeth are for food. Here is your chewy.”

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.

Screaming

Lower the volume without matching it.

DO THIS

1. SPOT: voice climbing, faster talking, pitch going up.
2. STOP: drop your own volume to a whisper.
3. SUPPORT: fewer words, more space, less light and noise.
4. SOLVE: teach a hand signal for “too loud in here.”
5. TRACK: log the hour — screaming usually has a favorite time.

SAY THIS

“I am going quiet so we can both hear.”
“Whisper it to me.”

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.

Cursing & back talk

Hold the line without a power struggle.

DO THIS

1. SPOT: eye rolls, muttering, sharp tone.
2. STOP: do not argue the word. Name it once and move on.
3. SUPPORT: let them keep their dignity — no audience.
4. SOLVE: give three allowed “mad words” they can use instead.
5. TRACK: note who is around when it happens.

SAY THIS

“That word is not for this house. Say it another way.”
“You can be mad at me. You cannot call me that.”

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.

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

Running & eloping

Safety plan plus the words that bring them back.

DO THIS

1. SPOT: scanning the door, backing away, going silent.
2. STOP: block the exit calmly. Do not chase and yell.
3. SUPPORT: give a safe place to go instead of out.
4. SOLVE: teach “I need out” and give a legal exit spot.
5. TRACK: log every attempt — schools must respond to elopement.

SAY THIS

“You can go to the porch. Not the street.”
“Walk with me. I am not mad.”

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

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

Head banging

Protect first, then find the need underneath.

DO THIS

1. SPOT: rhythmic rocking, hitting self, pressing head into things.
2. STOP: put something soft between head and hard surface.
3. SUPPORT: deep pressure — firm hug or weighted lap pad if welcomed.
4. SOLVE: offer safe pressure and rhythm every day, not only in crisis.
5. TRACK: log it every time and tell your pediatrician.

SAY THIS

“I am putting the pillow here. I am staying 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.

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.

Throwing

Redirect the force, keep the room safe.

DO THIS

1. SPOT: gripping hard, slamming, big arm movements.
2. STOP: clear the area. Do not stand in the throwing line.
3. SUPPORT: hand them something safe to throw — pillow, soft ball.
4. SOLVE: teach “my body needs to push” and give heavy work daily.
5. TRACK: note what got thrown and what it was aimed at.

SAY THIS

“Not the remote. Throw the pillow.”

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.

Refusal & shutdown

When “no” means “I cannot right now.”

DO THIS

1. SPOT: going flat, hiding, no eye contact, one-word answers.
2. STOP: stop asking. Every repeat adds weight.
3. SUPPORT: sit near, say almost nothing, give time.
4. SOLVE: cut the task in half and start it together.
5. TRACK: log what the task was — refusal is usually about difficulty.

SAY THIS

“You do not have to answer. I am just going to sit here.”

“Let's do the first line together.”

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.

Lying

Get the truth without the shame spiral.

DO THIS

1. SPOT: quick denial, story changing, avoiding you.
2. STOP: do not ask a question you know the answer to.
3. SUPPORT: say what you saw, calmly, without a trap.
4. SOLVE: make honesty cheaper than lying — smaller consequence for truth.
5. TRACK: note if lying spikes when consequences get big.

SAY THIS

“I already know what happened. Let's just fix it.”
“Telling me the truth always makes it smaller.”

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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Property destruction

Repair, consequence and prevention steps.

DO THIS

1. SPOT: big energy with nowhere to go, or a demand just denied.
2. STOP: safety first. Let the object go if grabbing raises risk.
3. SUPPORT: wait for calm before any talk of cost or blame.
4. SOLVE: repair together — tape, clean, chores toward replacing it.
5. TRACK: photograph and log damage, especially at school.

SAY THIS

“We will fix it together when you are calm.”

1 STOP

Hands still. Feet still.

2 BREATHE

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Use your words, not your body.

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Overeating & food seeking

Hunger scale, snack rhythm and the fridge script.

DO THIS

1. SPOT: grazing, hiding food, asking right after eating.
2. STOP: no shaming, no locks first. Answer the pattern.
3. SUPPORT: feed on a clock — something every 2-3 hours.
4. SOLVE: an always-yes shelf with safe snacks they may take freely.
5. TRACK: log times, not amounts. Tell the pediatrician what you see.

SAY THIS

“You can always have something from the yes-shelf.”
“Are you hungry-hungry, or bored-hungry?”

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

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

Rocking & self-soothing

What to allow, what to shape, what to leave alone.

DO THIS

1. SPOT: rocking, humming, spinning, hand flapping.
2. STOP: only stop it if it is unsafe. Otherwise leave it alone.
3. SUPPORT: understand it is regulating, not misbehaving.
4. SOLVE: give a place and time where it is fully welcome.
5. TRACK: note when it increases — that is your stress signal.

SAY THIS

“Your body is helping itself. That is okay.”

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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Kid-Facing Printables

Pages your child fills in, holds, or hangs on the wall.

10 PRINTABLE PAGES IN THIS KIT

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My calm plan (kid fills in)

They pick their own tools, so they use them.

DO THIS

1. When I get upset, my body feels: _____
2. Three things that help me: 1) ____ 2) ____ 3) ____
3. My calm spot is: _____
4. My grown-up can help by: _____
5. My signal for 'I need a break' is: _____

SAY THIS

"You are the boss of your plan. I just help."

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.

Feelings faces poster

Name it to tame it.

DO THIS

1. Point to the face that matches how you feel.
2. Happy — Sad — Mad — Scared — Tired — Too full.
3. Practice at breakfast when nothing is wrong.
4. Grown-ups point to their face too.
5. No face is a bad face.

SAY THIS

“Which face is you right now?”

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.

Choice cards

Give control in a way you can live with.

DO THIS

1. Cut out the cards and keep six in your pocket.
2. Offer exactly two at a time.
3. Both choices must be fine with you.
4. Wait ten seconds for an answer.
5. If they do not pick, you pick and stay kind.

SAY THIS

“This one or this one?”

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.

“Ask for a break” card

A way out that is not a meltdown.

DO THIS

1. Print two cards — one for home, one for the backpack.
2. Teach it when calm: hand the card, get the break.
3. Always honor the card the first ten times.
4. The break is two minutes, then back.
5. Tell the teacher the same rules.

SAY THIS

“You handed me the card. Take your two minutes.”

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.

Coping skills wheel

Spin, pick, try — no thinking required.

DO THIS

1. Color in the eight sections with your child.
2. Fill in tools they already like.
3. Spin with a paperclip and a pencil.
4. Try whatever it lands on for one minute.
5. Cross out what does not work and replace it.

SAY THIS

“Let's let the wheel pick.”

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.

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My body clues page

Hot face, tight fists — your child learns the signs.

DO THIS

1. Circle where you feel it: head, chest, belly, hands, legs.
2. Draw what your mad body looks like.
3. Write your number-one clue at the top.
4. Show a grown-up your clue.
5. When you see your clue, do your first tool.

SAY THIS

“When your fists get tight, that is your clue.”

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.

Reward menu

Rewards they actually want.

DO THIS

1. Ask your child for ten ideas. Write them all down.
2. Cross out anything you cannot give.
3. Sort into small (daily) and big (weekly).
4. Post the menu where they can see it.
5. Deliver the reward the same day it is earned.

SAY THIS

“You earned a small one. What are you picking?”

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.

Social story: hard moments

Read it before the moment, not during.

DO THIS

1. Sometimes my body gets big feelings. That happens to everybody.
2. When it happens, I can Stop, Breathe, and Say What I Need.
3. My grown-up will stay with me. I am not in trouble.
4. When I am calm, we fix it together.
5. I am learning. Every time gets a little easier.

SAY THIS

Read it once a day for a week, at a calm time.

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.

Social story: new places

Preview the day and cut the surprise.

DO THIS

1. Today we are going to _____.
2. It might be loud, or busy, or new.
3. I can bring _____ with me.
4. If it gets too big, I can say "I need a break."
5. We will leave at _____ and then we go home.

SAY THIS

Read it in the car before you walk in.

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.

My wins page

Proof to your child that they are growing.

DO THIS

1. Write or draw one win each day.
2. A win can be tiny. Trying counts.
3. Grown-ups add wins they noticed.
4. Read the page out loud on Sunday.
5. Keep the pages. Look back in a month.

SAY THIS

“Look how many. That is you getting stronger.”

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.

Teen & Young Adult Tools

For ages 13 to 30 — real respect, no babyish wording.

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.

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- Print it. Do not read all of it tonight.
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- I DO: you model it. WE DO: you practice it together on a calm day.
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Teen shutdown & refusal plan

What to say when your teen goes quiet and will not engage.

DO THIS

1. Stop asking questions. Questions feel like pressure to a shut-down teen.
2. Say one calm sentence and then give space: "I am here when you are ready."
3. Be nearby without watching them — same room, doing your own thing.
4. Try again sideways: in the car, on a walk, while cooking. No eye contact needed.
5. When they finally talk, only listen. Do not fix, correct, or lecture.

SAY THIS

"I am not going to push. I am here when you want me."
"That sounds rough. Want advice or just an ear?"

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.

Teen anger & blow-ups script

De-escalate without a power struggle or a lecture.

DO THIS

1. Lower your voice as theirs gets louder. Do not match the volume.
2. Say less. One short sentence, then silence.
3. Name the feeling, not the disrespect: "You are furious right now."
4. Offer a pause, not a punishment: "We will talk in twenty minutes."
5. Come back when both of you are calm and finish the conversation.

SAY THIS

"I hear how mad you are. I am not going to yell back."

"We will finish this at 7:30. I am not dropping it — I am pausing it."

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.

School pressure & avoidance plan

For missing work, skipped classes and “I don’t care.”

DO THIS

1. Assume “I don’t care” means “I am overwhelmed.” It almost always does.
2. Pick ONE class or ONE assignment to focus on this week. Not everything.
3. Email the teacher together with your teen, not behind their back.
4. Break the work into 15-minute pieces with a timer.
5. Celebrate finished, not perfect.

SAY THIS

“We are not fixing all of it today. Just this one thing.”
“What is the smallest first step?”

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.

Phone & game transition scripts

End screen time without the explosion.

DO THIS

1. Agree on the stop time before the screen goes on.
2. Use a timer they can see — the timer is the boss, not you.
3. Give a ten-minute and a two-minute warning.
4. Have a next thing ready: food, a drive, a chore together.
5. If they blow up, stay calm and still take the device at the agreed time.

SAY THIS

“Timer goes off at 8. That is the deal we made.”
“Two minutes. Finish your round.”

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

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

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

Teen sleep & late-night reset

A wind-down a teenager will actually follow.

DO THIS

1. Agree on a “devices charge in the kitchen” time — for the whole house, not just them.
2. Keep lights low and the house quiet for the last 30 minutes.
3. Let them pick their wind-down: music, shower, stretching, a show you allow.
4. Keep wake-up time steady, even on weekends, within an hour.
5. Do not start hard talks after 9pm. Write it down for tomorrow.

SAY THIS

“Phones plug in at 10. Mine too.”

“That is a good talk for tomorrow morning. Write it down.”

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.

Friendship & social stress talk track

How to listen so they keep talking to you.

DO THIS

1. Listen first. Do not jump to fixing or to blaming the other kid.
2. Ask permission before advising: "Want my thoughts or just my ears?"
3. Never mock the drama. It is small to you and huge to them.
4. Share one short story from your own teen years, then stop.
5. Keep what they tell you private. One betrayal ends the talking.

SAY THIS

"That would hurt me too."

"Do you want help with it, or did you just need to say it out loud?"

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.

Independence steps (chores, money, curfew)

Grow freedom without losing the rules.

DO THIS

1. Pick one freedom to grow this month — later curfew, own money, a new responsibility.
2. Write the deal down: what they get, what they must do to keep it.
3. Tie freedom to follow-through, not to mood or begging.
4. If they blow it, shrink the freedom for a week — calmly, no speech.
5. Review the deal together once a month and grow it when they earn it.

SAY THIS

“Curfew moves to 10:30 when the dishes are done without reminders for two weeks.”

“The deal is the deal. We will look at it again Sunday.”

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.

Repair-after-a-fight script

How both of you come back from a bad blow-up.

DO THIS

1. Wait until both of you are actually calm — not just quiet.
2. You go first. Own your part out loud: “I yelled. That was not okay.”
3. Do not use “but” after your apology. Let it stand alone.
4. Ask what they need from you next time, and really listen.
5. End with something normal together — food, a show, a drive.

SAY THIS

“I am sorry for how I said it. I am not sorry I care.”
“What could I do differently next time?”

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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Young adult (18-30) living-at-home plan

Boundaries, respect and routines with an adult child.

DO THIS

1. Treat them as an adult room-mate with extra love, not as a big child.
2. Write a simple house agreement together: chores, noise, guests, money.
3. Ask, do not order: “Can you handle the trash on Tuesdays?”
4. Respect their privacy. Knock. Do not snoop. Do not track.
5. Talk about the future kindly: what is the plan, and how can you help?

SAY THIS

“You are an adult here. Let us make a plan that works for both of us.”

“What do you need from me — help, space, or just dinner?”

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

Teen self-advocacy card

Words your teen can use with teachers and bosses.

DO THIS

1. Teach them to name the need, not the excuse: “I need extra time on tests.”
2. Practice the ask at home first — you play the teacher.
3. Keep it short: one sentence about the problem, one about what helps.
4. Role-play the hard answer too: what to say if the adult says no.
5. Praise every time they speak up for themselves, even if it is clumsy.

SAY THIS

“I learn better when I can move. Can I stand at the back?”
“I did not understand the directions. Can you say them another way?”

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

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Parent Care

You cannot pour from an empty cup.

6 PRINTABLE PAGES IN THIS KIT

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Parent regulation plan

Your own three steps for staying steady.

DO THIS

1. My warning sign that I am getting full: _____
2. STOP: what I stop doing (talking, following, arguing).
3. BREATHE: my breath — in 4, out 6, three times.
4. SAY WHAT I NEED: my line out loud.
5. My person to text after a hard night: _____

SAY THIS

"I need a minute. I am coming right back."

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.

Guilt-release page

Put down what you have been carrying.

DO THIS

1. Write the thing you keep replaying.
2. Write what you actually knew at that moment.
3. Write what you would tell a friend who did the same thing.
4. Write one repair you can still make.
5. Fold the page. You did not fail. You were learning.

SAY THIS

“I am a good parent having a hard time.”

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.

5-minute reset menu

Ten resets that fit in a real day.

DO THIS

1. Step outside and feel the air for two minutes.
2. Cold water on your face and wrists.
3. One song, loud, in the car.
4. Text one person the truth.
5. Stretch your arms overhead ten times.
6. Drink a full glass of water.
7. Sit in the parked car before you go in.
8. Wash your face and put lotion on.
9. Write three sentences and close the notebook.
10. Say the guilt out loud, then say “that is enough.”

SAY THIS

“Five minutes for me is care, not selfishness.”

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.

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

Support-network map

Name who you can actually call.

DO THIS

1. Who can I call at 10 pm? _____
2. Who can watch my child for one hour? _____
3. Who understands my child? _____
4. Who at school is on my side? _____
5. One person I will reach out to this week: _____

SAY THIS

“I need thirty minutes. Can you take him Saturday?”

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.

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

Boundaries with family script

Words for the relative who criticizes.

DO THIS

1. Do not explain the diagnosis in the middle of a hard moment.
2. Say one calm boundary sentence.
3. Do not defend it twice.
4. Change the subject or change the room.
5. Follow up later, in private, if the person matters.

SAY THIS

"We do it this way. I am not asking for advice right now."

"I know you love him. This is what works for us."

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

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

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

Burnout warning-signs check

Catch it before you crash.

DO THIS

1. I am angry before the day even starts.
2. I cry in the car or the shower most days.
3. I have stopped calling people back.
4. I feel nothing when good things happen.
5. If three are true: tell one person and call your doctor this week.

SAY THIS

"I am running on empty and I need help."

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

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Life Disruptions

When the routine breaks, you still have a plan.

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Storm & disaster plan

Before, during, after — with a sensory go bag.

DO THIS

1. BEFORE: pack headphones, comfort item, snacks, flashlight, meds.
2. BEFORE: tell your child what will happen in three simple steps.
3. DURING: keep one routine alive — usually bedtime.
4. DURING: give jobs. A job lowers fear.
5. AFTER: expect behavior to spike for a week. Go gentle.

SAY THIS

“The storm is loud. We are safe inside.”
“Your job is holding the flashlight.”

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.

Extended power outage routine

Days without power, still with structure.

DO THIS

1. Write the day's three anchors on paper: morning, lunch, night.
2. Keep meal times the same even if the food is cold.
3. Give light early — dark comes fast without power.
4. Replace screens with one repeatable game.
5. Keep bedtime exactly the same.

SAY THIS

“No lights, same plan. Look at our paper schedule.”

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.

Travel & vacation plan

Airports, hotels and long car rides.

DO THIS

1. Show pictures of where you are going, three days before.
2. Pack the sensory bag in the carry-on, not the suitcase.
3. Plan a break every two hours, on purpose.
4. First night: run the home bedtime routine exactly.
5. Build in one nothing-day. Do not stack the trip.

SAY THIS

“First the plane, then the hotel, then the pool.”

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.

Moving / new home plan

Help your child settle into a new room.

DO THIS

1. Pack their room last and unpack it first.
2. Set the bed up the same way it was before.
3. Walk the new house together and name each room.
4. Keep bedtime and meals identical for two weeks.
5. Expect a hard month. It is not a setback.

SAY THIS

“Your room comes with us. Same bed, same bear.”

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.

Hospital & doctor visit plan

Waiting rooms, shots and strangers.

DO THIS

1. Tell the truth about what will happen, in simple words.
2. Bring headphones, a snack and something to hold.
3. Ask for the first or last appointment of the day.
4. Tell the staff one sentence about what your child needs.
5. Plan a quiet hour after. Do not schedule anything else.

SAY THIS

"The shot will hurt for three seconds. I will hold your hand."

"He does better if you explain before you touch him."

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.

Schedule-change reset plan

Snow days, sick days, substitute teachers.

DO THIS

1. Tell your child as early as you know.
2. Write the new plan on paper where they can see it.
3. Keep the two anchors that matter most: meals and bedtime.
4. Name the change out loud: "Today is different."
5. Expect a harder evening and lower your demands.

SAY THIS

"Today is a different day. Here is our new plan."

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.

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