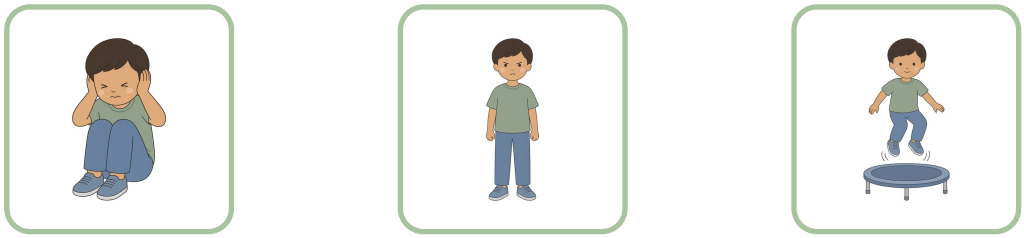
My Coping Tool Menu · Emerging

Name: _____

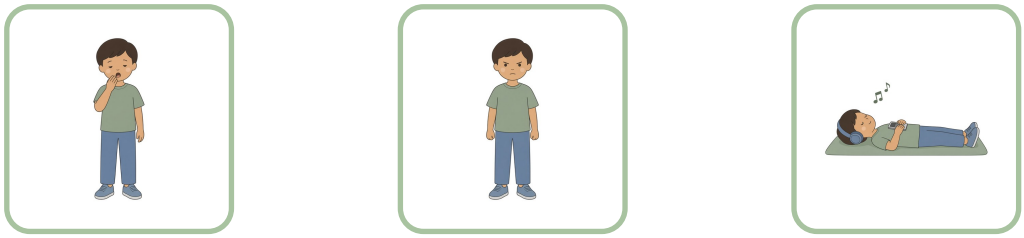
Circle the tool.

Look at the pictures. Circle the tool.

1



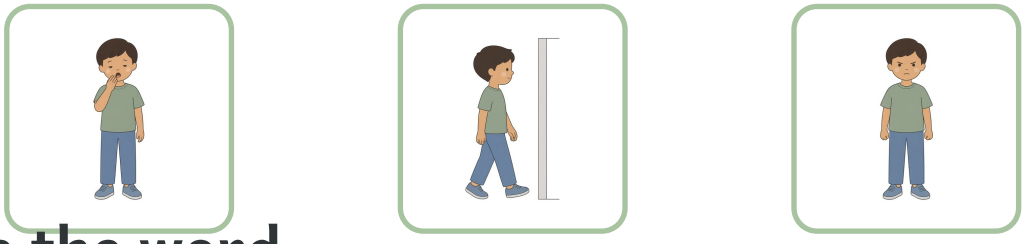
2



3



4



Trace the word.

Trace the word menu.



menu

menu

menu

Name: _____

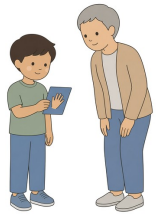
Sort the tools.

Cut out the tools. Glue them in a group.

moving	quiet	touch	people

✂ Cut on the dashed lines.



My favorite tools.

Circle your favorite tools.





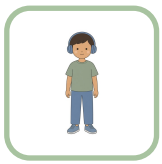

my way

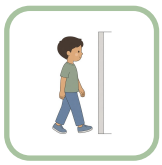
Name: _____

Match the picture to the word.

Draw a line to the matching word.











- headphones
- leave
- music
- heavy blanket
- jump

Fill in the word.

Pick a word from the box. Write it in the space.

jump · headphones · leave · help



1. I _____ on the trampoline.



2. I wear _____.



3. I can _____ a loud place.

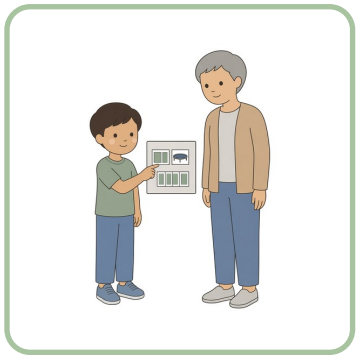


4. I ask for _____.

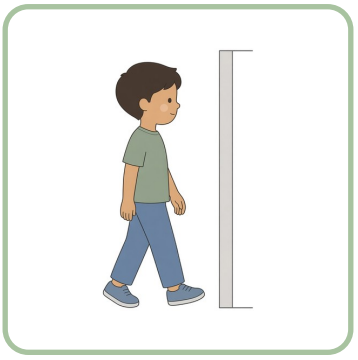
Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



Sam looks at the menu



Sam leaves for a quiet room



The party is loud

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Leaving a loud place is OK.



2. I can pick only one tool.



3. Lee and I can pick different tools.



4. Some tools are naughty.



Name: _____

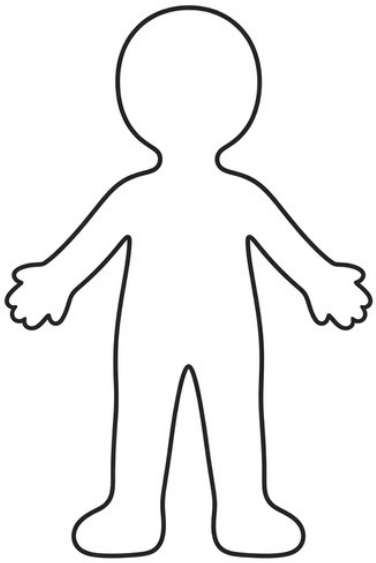
Build my menu.

Draw or glue your 6 favorite tools.

1	2	3

Which tools help my body?

Check the kinds of tools that help you.



- ☐ moving
- ☐ quiet
- ☐ pressure
- ☐ chewing
- ☐ music
- ☐ being alone
- ☐ being with someone
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Draw or write what you could do.

1. “The party is too loud.”

2. “My body feels buzzy.”

3. “I feel tired and sad.”

Today.

Today I picked this tool...

Did it help?





My Coping Tool Menu · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam trampoline; row 2: music-tool; row 3: pet-tool; row 4: sam walk away
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam trampoline = jump; sam headphones = headphones; sam walk away = leave; sam weighted blanket = heavy blanket; music-tool = music
D2: 1. jump; 2. headphones; 3. leave; 4. help
D3: 1. The party is loud; 2. Sam looks at the menu; 3. Sam leaves for a quiet room
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Fill the menu with the child's real preferences. Include stims, leaving, and alone time.
- Keep the menu visible and portable: desk strip, lanyard, AAC page, phone photo.
- Never remove menu items as a consequence.
- Accept the child's choice, even if you think another tool would be better.
- Leaving a place is a valid tool. Plan safe exits in advance.
- Offer the menu by pointing, not with many words, during big feelings.