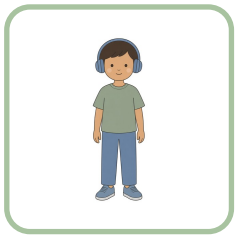
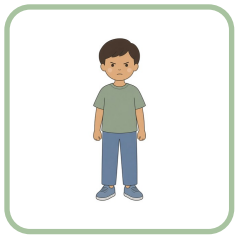
Name: _____

Circle the tool.

Look at the pictures. Circle the tool.

1



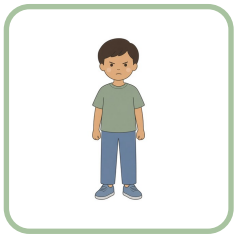


2





3

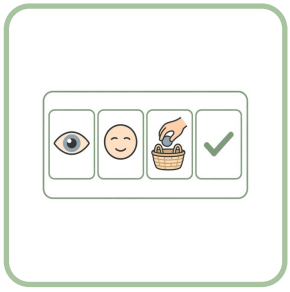

4





Trace the word.

Trace the word plan.



plan
plan
plan

Name: _____

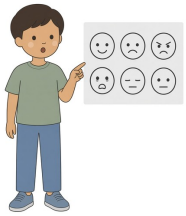
Put the steps in order.

Cut out the pictures. Glue them in order.

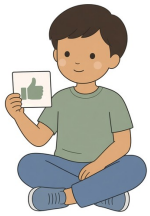
1	2	3	4

✂ Cut on the dashed lines.









My tools.

Circle the tools for your plan.









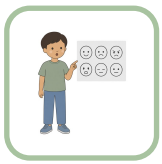
my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











- name
- notice
- choose
- try another
- check

Fill in the word.

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

Notice · Name · Choose · Check



1. _____ your body.



2. _____ the feeling.



3. _____ a tool.



4. _____ if it helped.

Name: _____

First, next, last.

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



Sam picks headphones



Sam tries the squeeze ball



Sam notices fists

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. My plan is made with me.

2. I must use the same tool every time.

3. If a tool does not help, I try another.

4. My plan can never change.

Name: _____

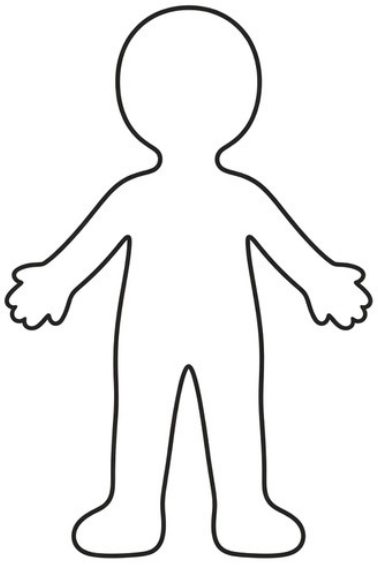
My calm plan.

Fill in your plan.

1	2	3

My body signs.

What does your body do first? Check or color.



- ☐ fists
- ☐ hot face
- ☐ fast heart
- ☐ tummy ache
- ☐ tears
- ☐ loud voice
- ☐ want to hide
- ☐ my own way: _____

Name: _____

What could I do?

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

1. “My hands are fists.”

2. “My tool did not help.”

3. “I found a new tool I like.”

Today.

Today I used my plan when...

Which step was easy? Which was hard?

My Calm Plan · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam headphones; row 2: sam squeeze pillow; row 3: sam trampoline; row 4: sam deep breath
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: notice-body = notice; sam point board = name; choose-tool = choose; check-thumb = check; try-again = try another
D2: 1. Notice; 2. Name; 3. Choose; 4. Check
D3: 1. Sam notices fists; 2. Sam picks headphones; 3. Sam tries the squeeze ball
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

- Build the plan with the child, using their own words, pictures or AAC symbols. It is their plan.
- Start with tools they already use naturally (stims, hiding, music).
- Share the same plan at home and school so the tools are always available.
- Practice the steps when calm, using role-play or a favorite toy.
- During a big feeling, skip steps if needed. Go straight to a tool.
- Review and update every few weeks.