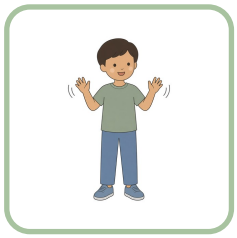
Name: _____

Circle the stim.

Look at the pictures. Circle the stim.

1





2





3





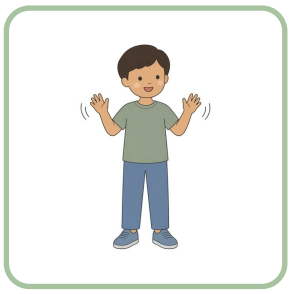
4





Trace the word.

Trace the word stim.



stim

stim

stim

Name: _____

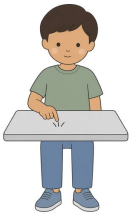
Safe stim or swap? Cut and glue.

Cut out the pictures. Glue them in the right box.

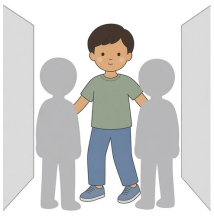
safe stim, keep going	find a safe swap

✂ Cut on the dashed lines.









My stims.

Circle the stims you do.









my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











spin

hum

rock

tap

bounce

Fill in the word.

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

flaps · hums · wall · chewy



1. Sam _____ their hands.



2. Sam _____ a song.



3. Sam pushes the _____.

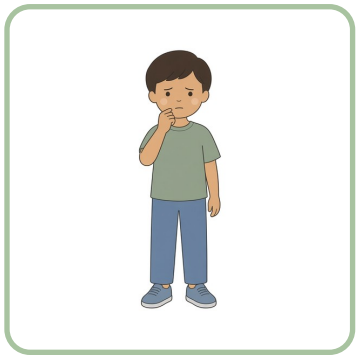


4. Sam bites a _____.

Name: _____

First, next, last.

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



Sam wants to bite ☐



Sam feels calmer ☐



Sam bites the chewy ☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Stimming is OK.

2. Stims only come with bad feelings.

3. A safe swap can help.

4. I must stop a safe stim.

Name: _____

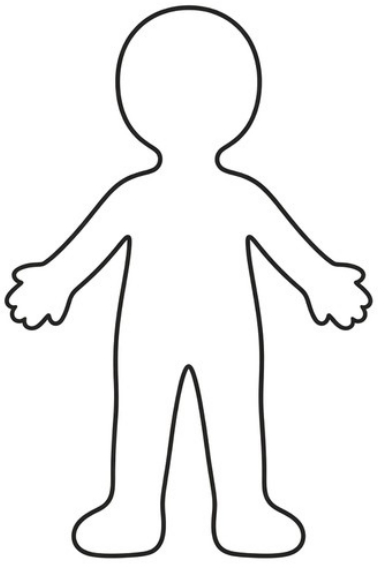
My stim list.

Draw or write three stims you like.

1	2	3

Where do I stim?

Color the parts of your body you stim with.



- ☐ hands
- ☐ arms
- ☐ legs
- ☐ feet
- ☐ head
- ☐ voice
- ☐ whole body
- ☐ my own way: _____

Name: _____

What could I do?

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

1. “Someone looks when I flap.”

2. “I want to bite my hand.”

3. “I want to spin in the hallway.”

Today.

Today I stimmed when I felt...

Stimming and Movement · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam flap hands; row 2: sam rock; row 3: sam hum; row 4: sam bounce
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 rock = rock; sam spin = spin; sam bounce = bounce; sam hum = hum; tap-desk = tap
D2: 1. flaps; 2. hums; 3. wall; 4. chewy
D3: 1. Sam wants to bite; 2. Sam bites the chewy; 3. Sam feels calmer
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

- Safe stims never need stopping. Avoid "quiet hands", "sit still" or redirecting harmless stims.
- Stims are regulation. Stopping them can increase distress and lead to burnout.
- Only offer a swap when a stim causes harm (to the child or others) or real risk. Offer, do not force.
- Build in movement breaks and allow movement seats, standing desks and fidgets.
- If others stare, model calm acceptance: "Sam is flapping. It helps Sam."
- Notice what a stim tells you: joy, stress, focus. It is communication.