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SENSITIVE KIDS AREN'T FRAGILE

THE PRINTABLE TOOLKIT

Every card, chart and template from the book, ready to print, cut out and use at home or in the classroom. Plus five extra tools that are only in this toolkit.

ZEN BOOKS

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START HERE

How to use this toolkit

These pages are the templates the exercises in the book refer to, ready to print. You may print and copy them freely for use at home or in your own classroom.

Fill them in together.
In your child's words, at a calm time. A template filled in by an adult alone is a set of rules; one filled in together is a plan.

Print what you need.
Each page names the exercise it belongs to, so you can find the instructions in the book. Cards print best on thicker paper.

Start small.
One sheet at a time, in the order of the 30-day plan.

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NEW IN THIS TOOLKIT

The 30-day plan, on one page

For the 30-day plan at the front of the book.

Week 1 You first	**1** A week of noticing ☐	**2** The adult thermometer ☐	**3** Ninety seconds ☐	**4** Pick your three ☐	**5** Talk time ☐	**6** The strengths page ☐	**7** Your own tank ☐
Week 2 The shape of the day	**8** The three-step landing ☐	**9** One good, one hard ☐	**10** The five-minute warning ☐	**11** The morning in pictures ☐	**12** The wind-down ☐	**13** Rehearse when calm ☐	**14** Same words, every adult ☐
Week 3 Big feelings	**15** Body clues ☐	**16** The feelings traffic light ☐	**17** Balloon breathing ☐	**18** The calm corner ☐	**19** After the storm ☐	**20** The balanced week ☐	**21** The after-school audit ☐
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Days 29-30 Keep what works	**29** My three that made the difference ☐	**30** Tell someone ☐					

Tick each day when you have done it, however it went. Skip a day that does not fit and repeat one that went well. The order matters more than the dates.

NEW IN THIS TOOLKIT

A week of noticing

For Exercise 1.1. Two minutes a day for seven days.

Before you change anything, watch. Each evening, note every moment your child seemed overwhelmed, upset out of proportion, or unusually withdrawn. Do not try to fix anything this week.

	Time of day	What happened in the hours before	What seemed to set it off	How long it took to pass
Mon				
Tue				
Wed				
Thu				
Fri				
Sat				
Sun				

At the end of the week: what do I see?
Tiredness, hunger, transitions, the end of the school day?

NEW IN THIS TOOLKIT

What to say when you cannot think

For Chapter 4 and Exercises 4.1 and 4.4.

AT THE MOMENT OF OVERLOAD

"You're overwhelmed. I'm right here. We don't have to do anything yet."

BEFORE A TRANSITION

"In five minutes we're going to stop and put shoes on. I'll tell you when it's two minutes."

CORRECTING, LATER AND IN PRIVATE

"When you shouted at your sister, she felt hurt. I know you didn't mean to hurt her. What could you do next time you feel like that?"

WHEN THE WORDS ARE MEANT TO WOUND

"You're very upset with me. I'm not going anywhere. We'll talk when your body is calmer."

SETTING A LIMIT

"The answer is no, and I know that's hard. You're allowed to be upset about it. The answer is still no."

WHEN YOU DON'T KNOW WHAT TO DO

"I don't know what to do right now, and that's okay. We're going to sit here for a minute and then we'll figure it out."

WHEN YOU NEED A MINUTE

"I'm getting frustrated. I'm going to take three breaths before I say anything else."

WHEN YOU GOT IT WRONG

"I shouted, and that wasn't fair. I'm sorry. I'm going to work on that."

Five sentences to retire, and what to say instead

~~Calm down.~~	→	"You're really upset. I'm here."
~~It's not a big deal.~~	→	"It feels big right now."
~~Stop crying.~~	→	"You can cry. I'll wait with you."
~~Why did you do that?~~	→	"Something made you throw it. We'll work it out when you're calmer."
~~Toughen up.~~	→	"It's okay to feel that. Let's figure out what to do with it."

Pick two or three, not all of them. Circle them, and put this page where every adult in the house can see it.

NEW IN THIS TOOLKIT

My calm menu

For Exercises 8.3, 13.3 and 14.1 to 14.5. Ages 4 to 12.

Choose the ones that work for you and tick them. Practise them when you are calm, so your body knows them when you are not.

1

Balloon breathing

Hand on the belly. In through the nose, out slowly through the mouth.

Exercise 14.1 ☐

2

Push the wall

Both hands flat, push as hard as you can for ten seconds. Twice.

Exercise 14.5 ☐

3

Slow moves

Move like a sloth, or a tree in the wind, as slowly as you can.

Exercise 14.4 ☐

4

The curious object

Hold one small thing and find five things about it you never noticed.

Exercise 14.2 ☐

5

Squeeze and let go

Make two fists, squeeze hard, then open your hands wide.

Exercise 14.3 ☐

6

The calm corner

Go to my quiet place with my kit for a few minutes.

Exercise 8.3 ☐

7

Heavy job

Carry something heavy, help move the chairs, push the laundry basket.

Exercise 14.5 ☐

8

Brave words

Read my card and say one of them out loud, or in my head.

Exercise 13.3 ☐

9

My idea

_____

_____

☐

Put the menu in the calm corner. For four- to six-year-olds, cut out three cards and stick them on the wall at their height.

NEW IN THIS TOOLKIT

Pocket cards for the adult

For Exercises 3.1, 3.2 and 4.1. Two sets, one for each adult.

Cut along the dotted lines. Keep one in your wallet and stick one inside a kitchen cupboard.

My thermometer

10
9
8
7
6
5
4
3
2
1
0

7 to 10: stop. No correcting, teaching or deciding. Lower my own temperature first.

Ninety seconds: breathe out longer than in, four times; cold water on the wrists; feet flat and press; name three things I can see.

0 to 6: go ahead, keep it short.

My three sentences

1. _____
2. _____
3. _____

My thermometer

10
9
8
7
6
5
4
3
2
1
0

7 to 10: stop. No correcting, teaching or deciding. Lower my own temperature first.

Ninety seconds: breathe out longer than in, four times; cold water on the wrists; feet flat and press; name three things I can see.

0 to 6: go ahead, keep it short.

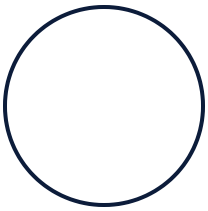
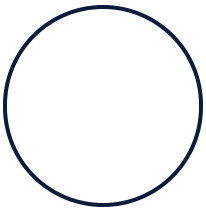
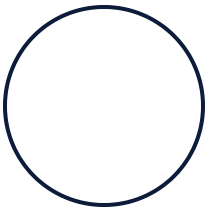
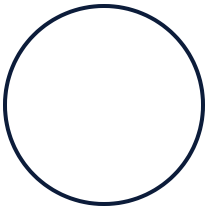
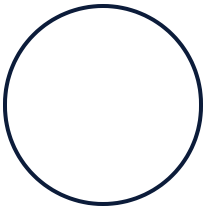
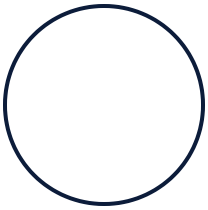
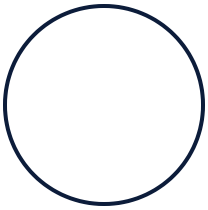
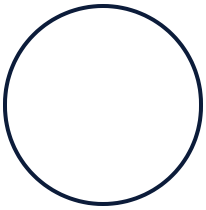
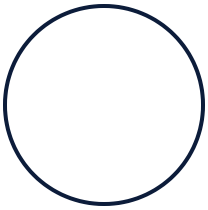
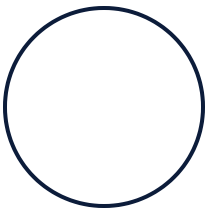
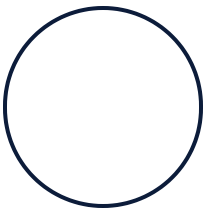
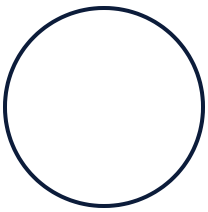
My three sentences

1. _____
2. _____
3. _____

CARDS

Feelings cards

For Exercise 5.3, One good, one hard, and Exercise 11.2, The fairness meeting.

 **Happy**	 **Sad**	 **Angry**
 **Scared**	 **Worried**	 **Tired**
 **Excited**	 **Proud**	 **Embarrassed**
 **Lonely**	 **Left out**	 **Calm**

Cut into twelve. Leave the circle empty and let your child draw the face. A face she has drawn herself is one she will point to.

CHART

The landing card

For Exercise 5.4.

1	2	3	4
Snack	**Sofa**	**Move**	**My choice**

Draw a picture in each box. Stick it at your child's height by the door. The fourth box is optional, her choice, for after the landing.

CHART

The morning in pictures

For Exercise 6.1.

Time I want to leave my room _____

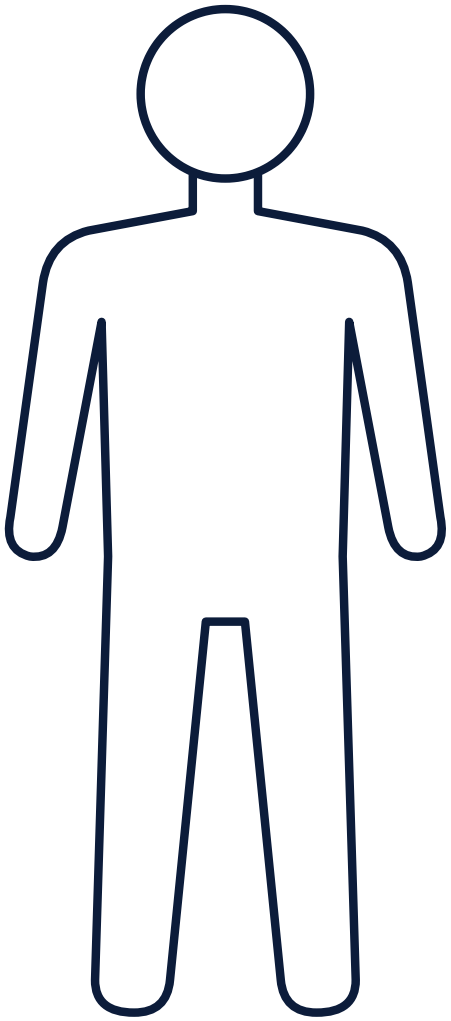
1	2	3	4
Wake up	**Toilet**	**Clothes**	**Breakfast**
5	**6**	**7**	**8**
Teeth	**Bag**	**Shoes and coat**	**Out of the door**

Five steps for four- to six-year-olds, up to eight for older children. For ten- to twelve-year-olds, a written list only, in his words. Make it together at a calm time, not in the morning.

DRAWING

The body outline

For Exercise 7.2, Body clues, and Exercise 13.5, Where I feel it.



Colour where each feeling lives. Use one colour per feeling, and colour the little square next to its name.

- ☐ **Angry** _____
- ☐ **Scared** _____
- ☐ **Proud** _____
- ☐ **"I'm stupid"** _____
- ☐ _____
- ☐ _____

SHEET

Body clues

For Exercise 7.2. One sheet for the child and one for you.

The child's sheet

Name _____

My earliest clue _____

My other clues _____

_____

_____

When a clue shows up, I will _____

_____

_____

The adult's sheet

Name _____

My earliest clue _____

My other clues _____

_____

_____

When a clue shows up, I will _____

_____

_____

POSTER

The feelings traffic light

For Exercise 7.3. In colour if you can; it also works in black and white.



Red. The storm.

Nobody teaches, nobody explains, nobody argues. We wait together.

Amber. My clues are showing.

I can still choose. When I get to amber, I will:

1. _____
2. _____
3. _____

Green. Calm.

This is when we practise.

PLAN

The party map

For Exercise 8.1.

Where we are going _____

_____

The quiet place is _____

_____

We leave at, or after _____

_____

My exit word is _____

_____

If I can't see my grown-up, I go to _____

_____

I can skip _____

_____

Fill it in the day before, together.

CHART

The wind-down card

For Exercise 9.1.

1	2	3	4
Screens off	Lights down	Warm wash or bath	Pyjamas and teeth

5	6	7	8
Small snack if hungry	One story	One quiet minute	Lights out

Start forty minutes before sleep. One picture per step. Give it three weeks before you judge it.

PLAN

The plan if someone bothers me

For Exercise 10.3. Keep it in the school bag.

1. **I say "Stop" once, clearly.**

2. **I walk to a safe person:**

   _____

3. **I tell an adult at school the same day:**

   _____

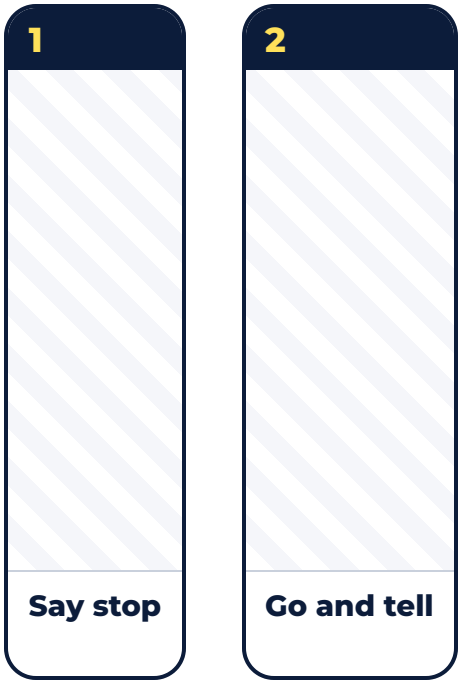
   If they are away:

   _____

4. **At home, I tell:**

   _____

For four- to six-year-olds



SHEET

The fairness meeting

For Exercise 11.2. One sheet per meeting, kept on the fridge.

Date _____

Name _____

What felt unfair _____

What I need _____

Name _____

What felt unfair _____

What I need _____

The decision _____

Our rule from today _____

SHEET

Two alarms, two plans

For Exercise 11.4.

My name _____

What sets me off _____

_____

_____

What helps _____

_____

_____

My time and place for it _____

_____

My name _____

What sets me off _____

_____

_____

What helps _____

_____

_____

My time and place for it _____

_____

One half per child. Cut along the middle.

CHART

The screen calendar

For Exercise 12.1.

Fill it in on Sunday. Fixed things first, screen slots last.

	Screen time	Then, straight after
Monday	min	
Tuesday	min	
Wednesday	min	
Thursday	min	
Friday	min	
Saturday	min	
Sunday	min	

Changes are made on Sunday, with the pen.

LOG

Before and after

For Exercise 12.2.

One line per screen session, for one week. Circle a score from 1 (awful) to 5 (great).

Day	What I did	Before	After
		1 2 3 4 5	1 2 3 4 5
		1 2 3 4 5	1 2 3 4 5
		1 2 3 4 5	1 2 3 4 5
		1 2 3 4 5	1 2 3 4 5
		1 2 3 4 5	1 2 3 4 5
		1 2 3 4 5	1 2 3 4 5
		1 2 3 4 5	1 2 3 4 5

On Sunday: what do I see?

JOURNAL

The strengths journal

For Exercise 13.2. One half per week.

Week of _____

One thing I did well this week _____

_____

_____

One thing somebody noticed about me _____

_____

_____

Who noticed _____

Week of _____

One thing I did well this week _____

_____

_____

One thing somebody noticed about me _____

_____

_____

Who noticed _____

CARDS

Brave words

For Exercise 13.3. Two or three sentences, in your child's words, for when it is hard.

My brave words

My brave words

My brave words

My brave words

My brave words

My brave words

Some to choose from, if you need a start: This is hard, not impossible. · One more try, then help. · Start with the bit I can do. · Wrong is allowed.

SCRIPT

The body scan adventure

For Exercise 14.3.

Lie on your back and let the floor hold you. Squeeze your toes, curl them up tight, tight. Hold. And let them go. Feel them get heavy.

Now your legs. Make them hard like wood, press them into the floor. Hold. And let them go soft.

Now your belly. Pull it in tight. Hold. And let it out, with a long breath.

Now your hands. Make two fists, squeeze as hard as you can. Hold. And open them, fingers wide, and let them fall.

Now your shoulders. Lift them up to your ears. Hold. And drop them.

Now your face. Scrunch it all up, eyes, nose, mouth. Hold. And let it go smooth.

Now the whole of you is heavy and warm, and there's nothing to do. Breathe in. Long breath out. Stay there as long as you like.

Read it in your ordinary voice, with a pause at every full stop. For four- to six-year-olds: hands, feet and face only, with a lemon in each hand to squeeze. End with "now you're a puddle".

CARDS

The moving treasure hunt

For Exercise 14.5.

1

Do ten star jumps, then look

_____

2

Crawl under the table, then look

_____

3

Carry something heavy to the kitchen, then look

_____

4

Roll across the rug, then look

_____

5

Hop on one foot to the door, then look

_____

6

Walk like a crab to the sofa, then look

_____

7

Push the wall as hard as you can for ten seconds, then look

_____

8

The snack is here!

Cut into eight cards and hide them. Each card says what to do first and where the next one is. For four- to six-year-olds, use four cards and draw a picture instead.

CHART

The goal path

For Exercise 15.4.

My goal

_____

6 _____ ☐

5 _____ ☐

4 _____ ☐

3 _____ ☐

2 _____ ☐

1 _____ ☐

Each step is something I do, not something that has to work. I tick it when I have done it, however it went.

FOR SCHOOL

The one-page brief for school

For Chapter 16. Fill it in with the class teacher, and give a copy to anyone who covers the class.

Child's name _____

About high sensitivity. Between one child in five and one in three has a temperament that takes in more of what happens around them and reacts to it more strongly. It is a trait, not a diagnosis or a problem. These children do better than average in a calm, predictable room and worse than average in a loud, unpredictable one.

What this child needs

- A warning before transitions and before anything loud or sudden.
- Corrections said quietly, at the desk, never from the front.
- A pass to the agreed quiet place for a few minutes, no questions asked. The place is: _____
- Not to be called on without warning. The agreed signal is: _____
- Feedback that says exactly what was good, and the next step rather than the fault.
- Her job is _____ and her seat is _____. Please keep both.

What to avoid

- "Calm down", "you're overreacting", "there's nothing to cry about".
- Raising your voice at the class without saying afterwards, briefly, that it is over.
- Changing the plan without telling her.
- Treating tears or silence as defiance.

Who to talk to

Class teacher _____

Parent, and best time to call _____

School counsellor _____

If she seems frightened of school for more than a few days, stops eating, or you see an injury or a sudden change, tell the class teacher that day.

FOR SCHOOL

The letter to the teacher

For Chapter 16. A frame for your own letter. Chapter 16 has a complete example.

Dear _____,

I wanted to write before the term gets going, because there are a few things about _____ that are easier to say on paper than in two minutes at the gate.

What I see at home:

What helps at home:

Three things I would ask at school, if they are possible:

1. _____
2. _____
3. _____

I am not asking for _____ to be let off anything. I would be glad to meet for ten minutes whenever suits you, and to hear what you see.

With thanks,

FOR SCHOOL

The teacher's reply

For Chapter 16.

Thank you for this. What I recognise:

What I can do from tomorrow:

What needs a conversation:

Could we meet on _____ **at** _____ ?

A frame in three lines, for the teacher to answer the letter. Print it on the back of the letter.