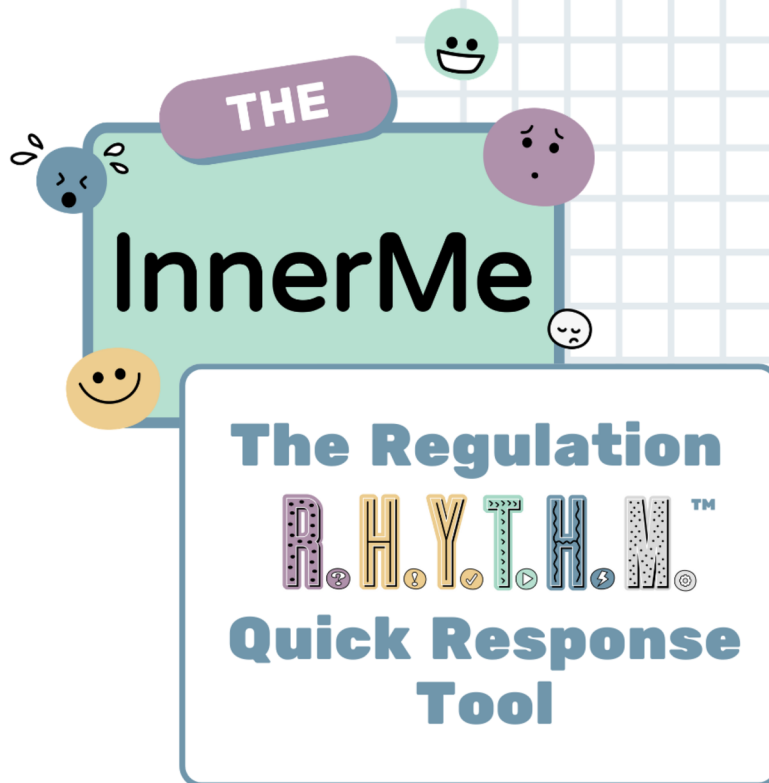


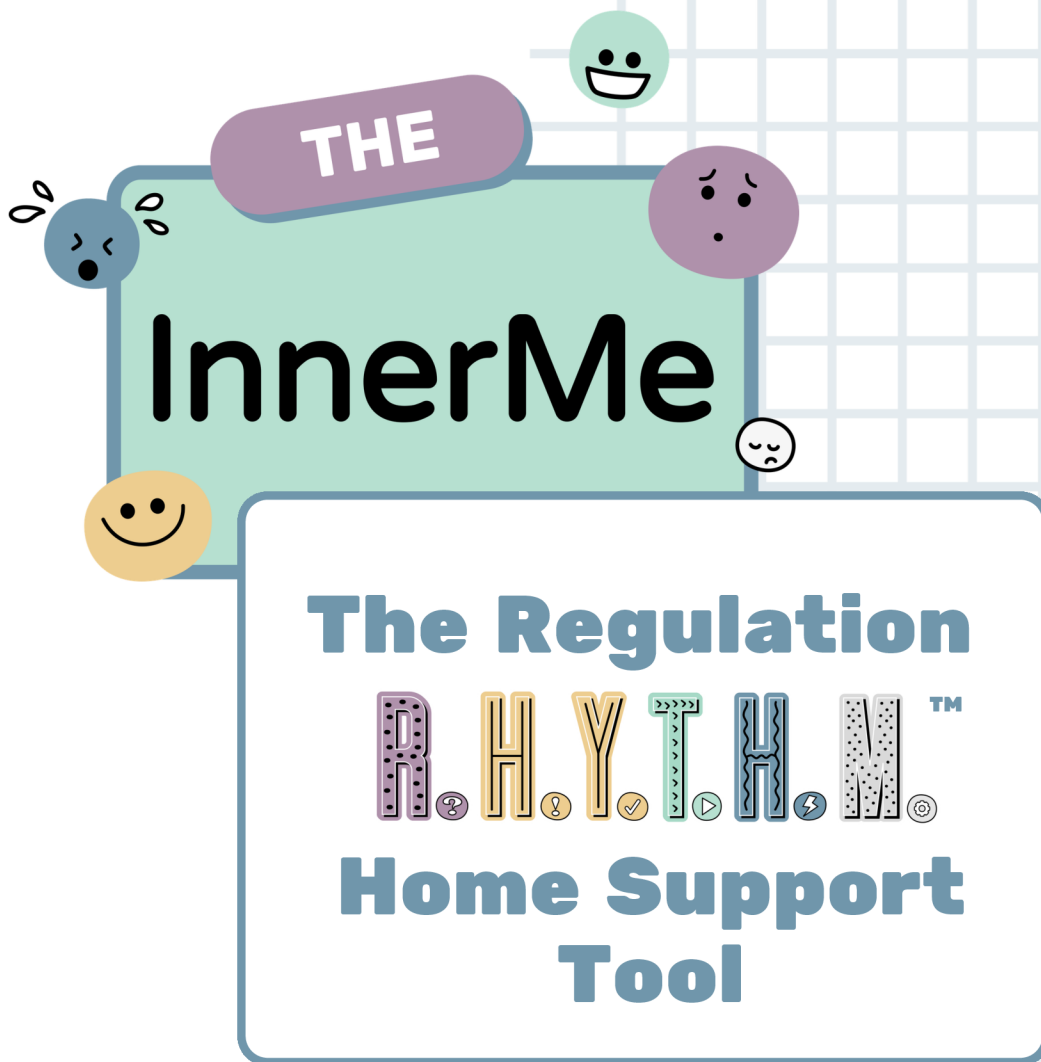


**A one-page,
fill-in
framework for
real situations**

www.Therapeeze.com

www.Therapeeze.com

1 WHAT I SEE (THE OBSERVABLE MOMENT)	4 THE REGULATION RHYTHM™ RESPONSE PLAN (5 STEPS)																				
Describe the behaviour or situation in one sentence: E.g. "Child is frozen in the corridor", "Young person tears up worksheet", "Pupil won't enter classroom". Staff write your observation:	 Step 1 — Recognise What signals am I recognising now?  Step 2 — Help & Your Calm What do I need to regulate before supporting them?  Step 3 — Tune-In What might the child need to feel safe? (movement, space, reduced demand, sensory change, reassurance)  Step 4 — Hold How will I stay present without pressure? (script, proximity, soft tone)  Step 5 — Move Forward Together What is the next step once safety returns? (choice, break, small task, reconnect)																				
2 WHAT THE BODY MIGHT BE SAYING (POSSIBLE BODY SIGNALS)	5 WHAT I LEARNED ABOUT THIS CHILD'S BODY TODAY																				
Tick or write the signals you suspect are present: <table border="0"> <tr> <td>☐ Tight chest</td> <td>☐ Hungry / thirsty</td> </tr> <tr> <td>☐ Shallow breathing</td> <td>☐ Emotional overload</td> </tr> <tr> <td>☐ Fast heartbeat</td> <td>☐ Masking breakdown</td> </tr> <tr> <td>☐ Sensory overload</td> <td>☐ "Too much" feeling</td> </tr> <tr> <td>☐ Overwhelm rising</td> <td>☐ "I don't feel safe"</td> </tr> <tr> <td>☐ Fatigue / shutdown</td> <td>☐ Don't know yet / mixed</td> </tr> </table> Staff add your own: <table border="0"> <tr> <td>☐</td> <td>☐</td> </tr> <tr> <td>☐</td> <td>☐</td> </tr> <tr> <td>☐</td> <td>☐</td> </tr> <tr> <td>☐</td> <td>☐</td> </tr> </table>	☐ Tight chest	☐ Hungry / thirsty	☐ Shallow breathing	☐ Emotional overload	☐ Fast heartbeat	☐ Masking breakdown	☐ Sensory overload	☐ "Too much" feeling	☐ Overwhelm rising	☐ "I don't feel safe"	☐ Fatigue / shutdown	☐ Don't know yet / mixed	☐	☐	☐	☐	☐	☐	☐	☐	Staff to write insights that support future regulation and relational safety.
☐ Tight chest	☐ Hungry / thirsty																				
☐ Shallow breathing	☐ Emotional overload																				
☐ Fast heartbeat	☐ Masking breakdown																				
☐ Sensory overload	☐ "Too much" feeling																				
☐ Overwhelm rising	☐ "I don't feel safe"																				
☐ Fatigue / shutdown	☐ Don't know yet / mixed																				
☐	☐																				
☐	☐																				
☐	☐																				
☐	☐																				
3 MISSED OR MISINTERPRETED?	6 WHAT WE CAN DO NEXT TIME (PREVENTATIVE MICRO-ACTIONS)																				
Which happened here? ☐ Missed signals – early cues were not noticed ☐ Misinterpreted signals – behaviour was labelled incorrectly ☐ Both Staff note what was missed or misread:	A short, practical plan for preventing escalation or overwhelm next time. One early body signal I will look for: One way I will adjust my approach/expectation: One safety signal I will offer earlier: One co-regulation tool I will use: 																				



**A simple guide
to help parents
understand and
support their
child's body
signals at home.**

www.Therapeeze.com

The Regulation RHYTHM™ Home Support Tool

1	WHAT I NOTICED (THE MOMENT THAT CAUGHT MY ATTENTION)	4	THE REGULATION RHYTHM™ - SUPPORTING MY CHILD (5 STEPS)
Write down what happened in a simple, short sentence: E.g., “They froze on the stairs”, “They threw the remote”, “They hid under the blanket”, “They shouted when asked to get ready”. Parent write what you noticed:		Step 1 — Recognise What small signs did I notice today (tone of voice, energy, face, movement)? Step 2 — Help & My Calm What can I do to steady myself first? (slow breath, quieter voice, pause) Step 3 — Tune-In What might my child need to feel safe or steady? (E.g., space, cuddle, quiet room, softer lights, snack, not talking yet) Step 4 — Hold How can I show them I’m here, without pushing or rushing? (E.g., “I’m right here”, sitting nearby, slowing down) Step 5 — Move Forward Together When they feel calmer, what’s one small step we can take next? (E.g., “Let’s try this together”, “Would you like a choice?”, “Shall we reset?”)	
2	WHAT THEIR BODY MIGHT BE SAYING	5	WHAT I LEARNED ABOUT MY CHILD TODAY
Sometimes children or young people show us how they feel through their bodies before they use words. Tick or write anything that might fit: ☐ Tight chest ☐ Hungry / thirsty ☐ Shallow breathing ☐ Emotional overload ☐ Fast heartbeat ☐ Masking breakdown ☐ Sensory overload ☐ “Too much” feeling ☐ Overwhelm rising ☐ “I don’t feel safe” ☐ Fatigue / shutdown ☐ Don’t know yet / mixed Parent add your own: ☐ ☐ ☐ ☐		Parent reflection: A body signal I spotted: What helped them settle: What didn’t help: 	
3	WAS THIS A MISSED OR MISUNDERSTOOD SIGNAL?	6	6. NEXT TIME – WHAT MIGHT HELP?
☐ Missed – I didn’t see earlier signs that they were struggling ☐ Misunderstood – I thought it was “bad behaviour” instead of overwhelm ☐ Both Parent notes:		Parent, choose simple ideas such as: One early sign I will look out for: One thing I can change (tone, pace, environment): One thing my child finds calming: One way I will offer connection earlier: 	