AGES 3–12 PRINTABLE WORKSHEET

Understanding My Child's Triggers



WHAT THIS IS

A trigger is something that makes a hard moment more likely. When you spot patterns, you can prepare instead of react.

HOW TO USE IT

1. Check the triggers you have noticed.
2. Pick the top three.
3. Plan one change for each.

EXAMPLE

"Trigger: leaving the park. Early sign: whining. Plan: a 5-minute warning and a countdown."

Common triggers (check any)

- ☐ Hunger or thirst
- ☐ Tiredness
- ☐ Transitions
- ☐ Being told "no"
- ☐ Hard tasks or homework
- ☐ Loud or busy places
- ☐ Waiting
- ☐ Screen-time ending
- ☐ Sibling conflict
- ☐ Changes in routine
- ☐ Feeling left out
- ☐ Separation from caregiver

Early warning signs I notice

What usually helps

Top trigger	What I will try before it happens
1.	
2.	
3.	

Behavior is communication. Ask: what might my child be trying to tell me?

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AGES 3–12 PRINTABLE WORKSHEET

Behavior ABC Tracker



WHAT THIS IS

ABC tracking shows what happens before (A), during (B), and after (C) a behavior, so patterns become clear.

HOW TO USE IT

1. Write it down soon after, in plain facts.
2. Fill in A, B, and C for each event.
3. After a week, look for patterns.

EXAMPLE

"A: asked to stop tablet. B: screamed and threw the remote. C: I gave 10 more minutes."

A · Antecedent
What happened right before?

B · Behavior
What did I see and hear?

C · Consequence
What happened right after?

Date / time	A: Before	B: Behavior	C: After

Patterns I notice (time of day, place, people, tasks):

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AGES 3–12 PRINTABLE WORKSHEET

Positive Reinforcement Planner



WHAT THIS IS

What we notice and celebrate grows. Specific praise and small rewards help new skills stick.

HOW TO USE IT

1. Pick one skill to build.
2. Plan your praise and a small reward.
3. Track it for a week and celebrate effort.

EXAMPLE

"You put your shoes on by yourself. Great job getting ready!"

Skill we are building (specific and observable)

What it looks like when they do it

Specific praise I can use

"You took a breath when you felt mad."

Rewards (small and soon)

Time together, game choice, sticker.

Weekly tracker

Mon	Tue	Wed	Thu	Fri	Sat	Sun

Tips: Reinforce right away. Notice effort, not only results. Aim for more praise than corrections. Connection is the best reward.

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AGES 3–12 EDUCATIONAL GUIDE

Setting Healthy Boundaries



WHAT THIS IS

Boundaries are the safe edges that help children feel secure. They work best when they are calm, clear, and consistent.

HOW TO USE IT

1. Choose 3 to 5 important rules.
2. Say them in a short, positive way.
3. Decide in advance how you will follow through.

EXAMPLE

"Rule: We use gentle hands. If someone hits, we stop the game and take a break."

CALM

Lower your voice. Your calm helps your child borrow calm.

CLEAR

Short, specific, and positive: "Feet on the floor."

CONSISTENT

Follow through the same way each time, kindly.

Our household rules

Rule (positive wording)	Why it matters	What happens if it is not followed

Try saying: "I won't let you hit. I'll help you stop."

Avoid: threats you cannot keep, long lectures in the heat of the moment.

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AGES 3–12 EDUCATIONAL GUIDE

Managing Emotional Outbursts



WHAT THIS IS

During a meltdown, a child's thinking brain goes offline. Your job is to keep things safe and calm, not to teach in the moment.

HOW TO USE IT

1. Use the Before, During, and After plan.
2. Practice your calm phrase.
3. Review what worked.

EXAMPLE

"You're really upset. I'm here. I'll stay close until you're ready."

BEFORE

Prevent

- Know the triggers
- Give a warning
- Offer a choice

DURING

Stay steady

- Keep everyone safe
- Few words, calm voice
- Do not negotiate

AFTER

Reconnect

- Wait until calm
- Name the feeling
- Plan a try-again

Calm phrases:

"I'm right here."
"Big feelings are okay. Hitting is not."
"We can talk when your body is calm."

Skip in the moment: arguing, bargaining, shaming, lecturing, taking away things unrelated to the behavior.

My calm plan

The first thing I will do:

_____

A phrase I will say:

_____

How I will calm myself:

_____

Safety first. If anyone is at risk of harm, or outbursts are frequent, intense, or getting worse, contact your child's pediatrician or a licensed professional.

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AGES 3–18 | EDUCATIONAL GUIDE

Parent-Child Communication Guide



WHAT THIS IS

Children open up when they feel heard. Small changes in how we listen and respond make a big difference.

HOW TO USE IT

1. Practice the four listening steps.
2. Swap one "instead of" phrase this week.
3. Notice how your child responds.

EXAMPLE

"Instead of 'Stop crying!' try 'You're really sad. Tell me about it.'"

1	2	3	4
Stop	**Look**	**Listen**	**Reflect**
Put the phone down	Eye level, open face	Do not fix or interrupt	"It sounds like…"

Instead of... try...

Instead of	Try
"Stop crying."	"It's okay to feel sad. I'm here."
"You're fine."	"That seemed scary. What was it like?"
"Because I said so."	"Here's the reason. I know it's hard."
"Why did you do that?"	"What happened? What were you needing?"

One phrase I will practice this week:

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AGES 3–10 | ACTIVITY

Creating a Visual Routine



WHAT THIS IS

Pictures and steps make routines predictable. Predictable days lower stress and reduce arguments.

HOW TO USE IT

1. Pick one routine (morning, after school, bedtime).
2. Draw or paste a picture for each step.
3. Let your child check off each step.

EXAMPLE

"Morning: 1 wake up, 2 get dressed, 3 breakfast, 4 brush teeth, 5 shoes, 6 backpack."

Routine: ☐ **Morning** ☐ **After school** ☐ **Bedtime** ☐ **Other:** _____

1	2	3
picture	picture	picture
☐	☐	☐
4	**5**	**6**
picture	picture	picture
☐	☐	☐

Tips: Keep it to 4–6 steps. Use real photos for younger children. Review it together when calm. Celebrate effort ("You did steps 1 to 4!"). Give a warning before changes.

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AGES 3–12 EDUCATIONAL GUIDE

Consequences vs. Punishment



WHAT THIS IS

Discipline means teaching. Consequences teach a skill. Punishment aims to make a child feel bad, and often teaches fear instead.

HOW TO USE IT

1. Compare the two columns.
2. Rewrite one punishment as a consequence.
3. Use the checklist before you respond.

EXAMPLE

"Punishment: 'No dessert for a week!' Consequence: 'You wrote on the wall, so we'll clean it together.'"

PUNISHMENT

- Often harsh or unrelated
- Comes from anger
- Focuses on blame
- Can create fear or shame

CONSEQUENCE

- Related to the behavior
- Calm and predictable
- Focuses on learning
- Builds responsibility

Check before you respond

- ☐ Is it related to what happened?
- ☐ Is it respectful and calm?
- ☐ Is it something I can follow through on?
- ☐ Will it help my child learn a skill?

A behavior I want to change	Related, calm consequence	Skill I want to teach

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AGES 5–14 | EDUCATIONAL GUIDE

ADHD Parenting Guide



WHAT THIS IS

Children with ADHD often struggle with skills like planning, starting tasks, and managing emotions. These are skill gaps, not laziness or defiance.

HOW TO USE IT

1. Pick one challenge area.
2. Try a strategy for two weeks.
3. Notice strengths and celebrate them.

EXAMPLE

"Instead of 'Clean your room!': 'Put the books on the shelf. I'll set a 5-minute timer.'"

Time

Visual timers, countdowns, and clocks they can see.

Getting started

Break tasks into tiny steps. Start together for the first 2 minutes.

Organization

One home for each item. Checklists and color-coded folders.

Emotions

Name feelings, offer breaks, and practice calm skills together.

Focus

Reduce distractions. Short work bursts with movement breaks.

Memory

Give one direction at a time. Write it or show it.

My child's strengths

_____

_____

_____

One challenge and my plan

_____

_____

_____

ADHD is diagnosed by a qualified professional. This guide is general education. Talk with your child's pediatrician or a licensed provider about assessment and supports.

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AGES 3–14 EDUCATIONAL GUIDE

Understanding Autism



WHAT THIS IS

Autistic children may experience sensory input, communication, and routines differently. Different minds need different supports, and they are not broken.

HOW TO USE IT

1. Complete the sensory profile.
2. Add one support for each area.
3. Share it with teachers and caregivers.

EXAMPLE

"Sound: bothered by the hand dryer. Support: noise-reducing headphones in public bathrooms."

My child's sensory profile

Sense	More sensitive	Less sensitive / seeks	What helps
Sound	☐	☐	
Light	☐	☐	
Touch	☐	☐	
Taste or smell	☐	☐	
Movement	☐	☐	

Communication supports

- Visual schedules
- Clear, literal words
- Extra processing time

Predictability

- Warn about changes
- Use first-then
- Keep routines

Strengths to celebrate

_____

_____

_____

Autism is diagnosed by qualified professionals. This guide is neurodiversity-informed education, not an assessment. Support should recognize your child as an individual.

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AGES 4–14 EDUCATIONAL GUIDE

Building Your Child's Confidence



WHAT THIS IS

Confidence grows when children try, struggle a little, and succeed. Our job is to support, not to rescue.

HOW TO USE IT

1. Pick one task your child can do more independently.
2. Teach it, then step back.
3. Praise effort and growth.

EXAMPLE

"You worked hard on that puzzle even when it was tricky!"

The independence ladder

1. **I do it for you** · when starting
2. **I do it with you** · side by side
3. **You do it, I watch** · cheer and coach
4. **You do it, I check** · small review
5. **You do it alone** · celebrate!

Say this

- "I see how hard you tried."
- "What's your plan?"
- "Mistakes help us grow."

Task we are practicing

_____

_____

_____

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PARENTS & CAREGIVERS | EDUCATIONAL GUIDE

Co-Parenting Communication



WHAT THIS IS

Children do best when the adults around them communicate calmly and respectfully, even if the adults disagree.

HOW TO USE IT

1. Use the B.I.F.F. rule for messages.
2. Check your message against the checklist.
3. Wait before sending if you feel upset.

EXAMPLE

"Can we agree on bedtime at 8:00 for both homes? It will help Maya sleep."

B	I	F	F
Brief	**Informative**	**Friendly**	**Firm**
Short and to the point	Facts, not blame	Polite, neutral tone	Clear, no argument

Before I send

- [ ] Is this about the child, not the other adult?
- [ ] Would I be okay if my child read it?
- [ ] Is it clear what I am asking?
- [ ] Did I wait 10 minutes if I'm upset?

Message planner

What I need to say:

Rewritten using B.I.F.F.:

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AGES 3–12 | QUICK-RESPONSE GUIDE

When Your Child Refuses to Listen



WHAT THIS IS

Children may not hear or follow directions when they are absorbed, overwhelmed, or testing limits.

HOW TO USE IT

1. Get close
2. Be short
3. Give a moment

EXAMPLE

"I need you to put your shoes on. I'll help if you need me."

Why this happens

Children may not hear or follow directions when they are absorbed, overwhelmed, or testing limits. It often is not defiance.

What your child may need

Your attention first, short directions, and a little time to switch gears.

Try this

1. **Get close**
   Move near, make eye contact, and say their name.
2. **Be short**
   One clear direction: "Shoes on, please."
3. **Give a moment**
   Wait 5 to 10 seconds before repeating.
4. **Follow through**
   Calmly help, or use the consequence you named.

Try saying:

"I need you to put your shoes on. I'll help if you need me."

Avoid:

Repeating louder, long explanations, or yelling from another room.

My plan this week

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AGES 3–12 | QUICK-RESPONSE GUIDE

When Your Child Screams, Cries, or Becomes Aggressive



WHAT THIS IS

Intense emotions can overwhelm a child's ability to think or talk, so the body takes over with crying, yelling, or lashing out.

HOW TO USE IT

1. Keep everyone safe
2. Lower your voice
3. Name it

EXAMPLE

"I'm here. I won't let you hurt anyone. We'll talk when you're calm."

Why this happens

Intense emotions can overwhelm a child's ability to think or talk, so the body takes over with crying, yelling, or lashing out.

What your child may need

Safety, calm adults, and help to return to calm before any talking.

Try this

1. **Keep everyone safe**
   Move objects or siblings, stay close, and block hits gently.
2. **Lower your voice**
   Fewer words, slow breathing, and a calm face.
3. **Name it**
   "You're furious. I won't let you hurt. I'm here."
4. **Reconnect later**
   Once calm, talk about what happened and what to try next.

Try saying:

"I'm here. I won't let you hurt anyone. We'll talk when you're calm."

Avoid:

Matching their volume, shaming, or trying to reason during the peak.

My plan this week

_____

_____

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AGES 2–10 | QUICK-RESPONSE GUIDE

When Your Child Says "No!"



WHAT THIS IS

"No" is a normal sign of growing independence.

HOW TO USE IT

1. Stay calm
2. Offer two choices
3. Hold the limit

EXAMPLE

"You don't want to go. I hear you. It's time to leave. Walk or hop?"

Why this happens

"No" is a normal sign of growing independence. Children are learning they have their own wants.

What your child may need

Choices, a sense of control, and clear limits delivered kindly.

Try this

1 Stay calm

Take a breath. This is development, not disrespect.

2 Offer two choices

"Do you want to wear the red or blue shirt?"

3 Hold the limit

Some things are not optional: safety, health.

4 Notice cooperation

Praise any "yes": "Thanks for putting your coat on."

Try saying:

"You don't want to go. I hear you. It's time to leave. Walk or hop?"

Avoid:

Power struggles, bribing every time, or giving in after repeated no's.

My plan this week

_____

_____

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AGES 4–16 | QUICK-RESPONSE GUIDE

Managing Screen-Time Conflicts



WHAT THIS IS

Screens are engaging by design, and stopping mid-activity is hard for children (and adults) because of how attention shifts.

HOW TO USE IT

1. Agree on rules together
2. Give a warning
3. Use the same ending routine

EXAMPLE

"Five more minutes, then we turn it off and pick a game together."

Why this happens

Screens are engaging by design, and stopping mid-activity is hard for children (and adults) because of how attention shifts.

What your child may need

Predictable rules, advance warnings, and good alternatives.

Try this

1. **Agree on rules together**
   When, where, how long, and what happens at the end.
2. **Give a warning**
   5-minute and 1-minute countdowns with a timer.
3. **Use the same ending routine**
   Save, turn off, then a fun next activity.
4. **Model it**
   Show your own healthy phone habits.

Try saying:

"Five more minutes, then we turn it off and pick a game together."

Avoid:

Surprise shutoffs, using screens as the only reward, or arguing at the end.

My plan this week

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AGES 4–14 | QUICK-RESPONSE GUIDE

Setting Boundaries Without Constant Arguments



WHAT THIS IS

Children test boundaries to learn where they are.

HOW TO USE IT

1. Decide ahead
2. Say it once, kindly
3. Acknowledge feelings

EXAMPLE

"I hear that you disagree. The answer is no. I'm happy to talk after dinner."

Why this happens

Children test boundaries to learn where they are. Arguments grow when rules change or we explain too much in the moment.

What your child may need

Predictable rules, brief responses, and your calm follow-through.

Try this

1. **Decide ahead**
   Know your rules and consequences before conflicts start.
2. **Say it once, kindly**
   Short, clear, and calm. Skip the debate.
3. **Acknowledge feelings**
   "You're disappointed. The answer is still no."
4. **Follow through**
   Consistency teaches more than words.

Try saying:

"I hear that you disagree. The answer is no. I'm happy to talk after dinner."

Avoid:

Over-explaining, changing the rule when they push, or arguing back.

My plan this week

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AGES 3–14 | QUICK-RESPONSE GUIDE

When Siblings Fight



WHAT THIS IS

Siblings compete for attention and resources.

HOW TO USE IT

1. Stay neutral
2. Separate if needed
3. Let each speak

EXAMPLE

"I see two upset kids. Take a break, then we'll find a fair solution."

Why this happens

Siblings compete for attention and resources. Fighting is normal, and it is also a chance to teach conflict skills.

What your child may need

A chance to be heard, help solving problems, and time apart when heated.

Try this

1. **Stay neutral**
   Do not decide who started it. Focus on solving.
2. **Separate if needed**
   Give each child space to calm down first.
3. **Let each speak**
   One at a time: "What happened? What do you need?"
4. **Problem-solve together**
   Ask: "What could you do next time?"

Try saying:

"I see two upset kids. Take a break, then we'll find a fair solution."

Avoid:

Taking sides, comparing siblings, or always stepping in immediately.

My plan this week

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AGES 3–10 | QUICK-RESPONSE GUIDE

Helping Children Transition Between Activities



WHAT THIS IS

Switching activities is hard when a child is absorbed or when the next activity is less fun.

HOW TO USE IT

1. Warn early
2. Use a visual timer
3. Preview what is next

EXAMPLE

"Five more minutes of play, then it's snack time. I'll set the timer."

Why this happens

Switching activities is hard when a child is absorbed or when the next activity is less fun. Many children need extra support to shift.

What your child may need

Warnings, visuals, and something to look forward to.

Try this

1. **Warn early**
   10, 5, and 1 minute warnings.
2. **Use a visual timer**
   Let them see time passing.
3. **Preview what is next**
   "First clean up, then snack."
4. **Give a job**
   Let them carry the bag or push the button.

Try saying:

"Five more minutes of play, then it's snack time. I'll set the timer."

Avoid:

Sudden stops, vague "soon," or rushing the child.

My plan this week

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AGES 2–18 | QUICK-RESPONSE GUIDE

Building Trust and Strengthening the Parent-Child Relationship



WHAT THIS IS

Trust grows through small, consistent moments of attention, reliability, and repair when things go wrong.

HOW TO USE IT

1. Special time
2. Keep promises
3. Repair after conflict

EXAMPLE

"I love you no matter what. I'm here whenever you need me."

Why this happens

Trust grows through small, consistent moments of attention, reliability, and repair when things go wrong.

What your child may need

Your undivided attention, honesty, and warmth.

Try this

1. **Special time**
   10 undistracted minutes a day, child-led.
2. **Keep promises**
   Do what you say. If you cannot, say so honestly.
3. **Repair after conflict**
   "I yelled. I'm sorry. Let's try again."
4. **Show interest**
   Ask about their world and really listen.

Try saying:

"I love you no matter what. I'm here whenever you need me."

Avoid:

Only noticing mistakes, breaking promises, or avoiding repair.

My plan this week

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