



# START HERE

Choose one page for the moment you are in. You do not need to use the whole kit at once.

|                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>This kit is for ordinary hard moments</b><br>Use these pages to slow things down, notice what is happening, and choose a next step that is safe and realistic for your family.                                                                                                                                                    |                                                                                                                                                                                                |
| <b>Use first when...</b><br><br><input type="checkbox"/> feelings are rising<br><input type="checkbox"/> the day has gone off track<br><input type="checkbox"/> you need fewer words and a clearer plan                                                                                                                              | <b>Keep nearby for...</b><br><br><input type="checkbox"/> after-school transitions<br><input type="checkbox"/> repair after a hard moment<br><input type="checkbox"/> a weekly family check-in |
| <b>Important boundary</b><br>This is educational caregiver support. It is not diagnosis, treatment, a safety assessment, or an emergency plan. If someone is in immediate danger, use local emergency services. For concerns that are not immediate, use an appropriate local health, safeguarding, school, or family-support route. |                                                                                                                                                                                                |

**A simple way to begin**

- ☐ Print only the page you need today.
- ☐ Write one small, workable next step.
- ☐ Return later when everyone is calmer and decide what might help next time.

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# WHEN INTENSITY RISES

A next-safe-step page for moments when everyone has less capacity.

**First: lower risk**

If you can do so safely, create space, move unsafe objects away, use fewer words, lower your voice, and offer one safe choice. Avoid lectures, threats, or demanding an apology during peak distress.

**One short sentence to try**

“I will not let anyone get hurt. I am nearby. We can talk later.”

**I am noticing...**

- ☐ body tension or loud voices
- ☐ rushing, crowding, or arguing
- ☐ a need for food, water, rest, movement, or space

**My next safe step**

- ☐ get another adult
- ☐ reduce words and choices
- ☐ pause the task and return later

**What are my early warning signs?**

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**The safest next step I can take now**

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# ADULT RESET

A brief check-in before the next response.

**The aim is not perfection**

The aim is enough pause to respond more safely and clearly. If you feel you may hurt someone, cannot stay in control, or the situation is dangerous, step away if safe and use urgent local support.

- ☐ Can I soften my shoulders, unclench my jaw, or put both feet on the floor?
- ☐ Do I need water, food, medication, a bathroom break, or a short pause?
- ☐ Is there another adult I can contact or ask to take over?
- ☐ What can wait until bodies and voices are calmer?

**One thing I can do for myself in the next five minutes**

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**One thing I will not try to solve while I am flooded**

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# MAKE A CALM SPACE

A small, realistic place to reset. It does not need to be perfect or permanent.

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| <b>Think comfort, not isolation</b><br>A calm space is an available option, not a punishment. Keep it safe, ordinary, and easy to return from. Stay nearby when that is needed.                                                                                |                                                                                                                                                                                                       |
| <b>What could go here?</b><br><br><input type="checkbox"/> a cushion, blanket, or comfortable seat<br><input type="checkbox"/> paper, books, drawing, or a familiar quiet activity<br><input type="checkbox"/> water, a sensory item, or headphones if helpful | <b>What will we say?</b><br><br><input type="checkbox"/> “You can take a break here.”<br><input type="checkbox"/> “I can sit nearby.”<br><input type="checkbox"/> “We can talk when it feels easier.” |

**Our calm-space plan: where it is and what belongs there**

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# WORDS THAT LOWER THE TEMPERATURE

Short phrases for connection and boundaries. Use only the ones that feel natural in your family.

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| <b>When I need to be clear</b><br><br><input type="checkbox"/> “I will not let anyone get hurt.”<br><input type="checkbox"/> “I can see this is hard. The limit is still here.”<br><input type="checkbox"/> “We can pause this and come back to it. | <b>When I want to reconnect</b><br><br><input type="checkbox"/> “I am still with you.”<br><input type="checkbox"/> “You do not have to explain it all right now.”<br><input type="checkbox"/> “Let’s work out the next small step together. |
| <b>A useful rule</b><br>Use fewer words when feelings are high. Save teaching, problem-solving, and apologies for a calmer time.                                                                                                                    |                                                                                                                                                                                                                                             |

## Words that feel like us

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# AFTER-SCHOOL LANDING

A small routine to make the transition home more predictable.

**Start with needs before questions**

Some children need quiet, food, movement, connection, or a short break before they can talk about the day.  
Notice what helps your child arrive.

| First 10 minutes | Before homework / tasks | One connection point |
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**What helps this transition go a little better?**

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# REPAIR AFTER A HARD MOMENT

A repair does not erase what happened. It shows that relationships can be cared for afterwards.

- ☐ Wait until enough calm has returned.
- ☐ Name what happened without making someone carry all the blame.
- ☐ Say what you wish had gone differently.
- ☐ Offer one small repair and one next-time plan.

**A simple opening**  
“That was hard. I am sorry for the part I played. You deserved safety and respect. When we are ready, we can think about what would help next time.”

### What I want to repair

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### One small repair we can make today

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# NOTICE FEELINGS AND BODY CLUES

This is not about getting the label right. It is about becoming more curious about what might help.

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| <b>I might notice...</b><br><br><input type="checkbox"/> fast voice, tears, silence, or arguing<br><input type="checkbox"/> tight hands, pacing, hiding, or shutting down<br><input type="checkbox"/> a sudden need for closeness or space | <b>We could try...</b><br><br><input type="checkbox"/> water, food, rest, or movement<br><input type="checkbox"/> one quiet activity or a familiar routine<br><input type="checkbox"/> sitting nearby without questions |
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## What I noticed before things became hard

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## What seemed to help, even a little

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# A GENTLE WEEKLY CHECK-IN

Ten minutes to notice patterns, keep what helps, and make one realistic plan.

|                                                                                                                                |  |
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| One moment that went better than expected                                                                                      |  |
| One hard moment we want to understand                                                                                          |  |
| One thing that helped                                                                                                          |  |
| One small change to try next week                                                                                              |  |
| <b>Keep it small</b><br>The goal is not to fix a whole family week at once. Choose one practical change you can actually test. |  |

|                                                                                                                                |  |
|--------------------------------------------------------------------------------------------------------------------------------|--|
| One moment that went better than expected                                                                                      |  |
| One hard moment we want to understand                                                                                          |  |
| One thing that helped                                                                                                          |  |
| One small change to try next week                                                                                              |  |
| <b>Keep it small</b><br>The goal is not to fix a whole family week at once. Choose one practical change you can actually test. |  |

# OUR SUPPORT MAP

Fill this in before a hard moment. Local services and emergency routes differ by location.

**Use the contacts that apply where you live**  
If someone is in immediate danger, use local emergency services. For non-immediate concerns, add the appropriate local safeguarding, health, school, community, or family-support contacts.

|                                  |                           |
|----------------------------------|---------------------------|
| A safe adult                     | Name:<br>Phone / details: |
| Local emergency route            | Name:<br>Phone / details: |
| Health or crisis advice          | Name:<br>Phone / details: |
| School or early-learning contact | Name:<br>Phone / details: |
| Family or community support      | Name:<br>Phone / details: |

|                                  |                           |
|----------------------------------|---------------------------|
| A safe adult                     | Name:<br>Phone / details: |
| Local emergency route            | Name:<br>Phone / details: |
| Health or crisis advice          | Name:<br>Phone / details: |
| School or early-learning contact | Name:<br>Phone / details: |
| Family or community support      | Name:<br>Phone / details: |

# KEEP WHAT HELPS

This free kit is a place to begin. Use the pages that fit, leave the ones that do not, and return when you need them.

**When you want more structure**

The Walking Through the Storm bundles build on these starting points with a full caregiver handbook, practical printable tools, child-focused activity pages, a caregiver strategy journal, an emotions card-set, and audiobook options.

**What I want to keep using**

- ☐ A next-safe-step plan
- ☐ Adult reset
- ☐ Calm-space plan
- ☐ Bridge phrases
- ☐ Weekly check-in
- ☐ Support map

**The one page I will keep nearby this week**

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