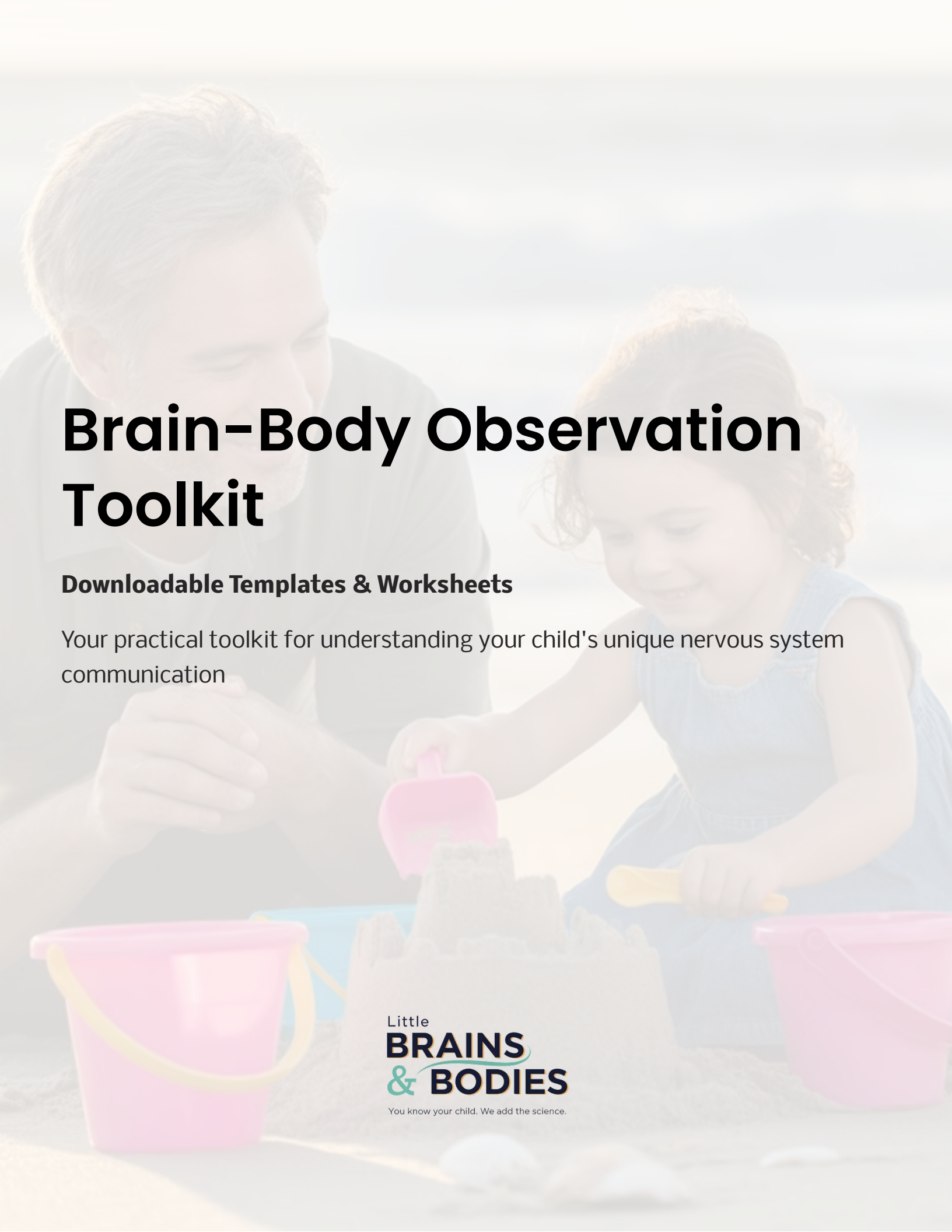


A man and a young girl are sitting on a beach, building a sandcastle. The man is on the left, looking down at the sandcastle. The girl is on the right, smiling and using a pink shovel to build the sandcastle. There are two pink buckets and a blue bucket nearby. The background is a bright, hazy beach scene.

Brain-Body Observation Toolkit

Downloadable Templates & Worksheets

Your practical toolkit for understanding your child's unique nervous system communication

Little
BRAINS
& **BODIES**

You know your child. We add the science.

Quick Start Checklist



Choose your focus

Pick one daily rhythm (morning or evening) OR one domain to start



Observe for 3-5 days

Use the templates below to document your observations



Document without analyzing

Just notice and record what you see



Look for patterns

Use the reflection questions to identify connections



Try one small support

Based on what you discover, implement a gentle change



Remember: Be patient

You're learning a new language - give yourself time!

Daily Rhythm Observation Templates



Morning Brain-Body Tracking

Wake-Up Sequence (First 30 minutes)

Date: _____

- Time awake: _____
- Natural wake vs alarm? _____
- Energy level: _____
- Body state: _____
- First movement needs:

- Sensory responses (light/sound/touch):

- Communication style:

Morning Routine (30-90 minutes)

- Executive function observations:

- Sensory seeking/avoiding:

- Movement patterns:

- Emotional tone:

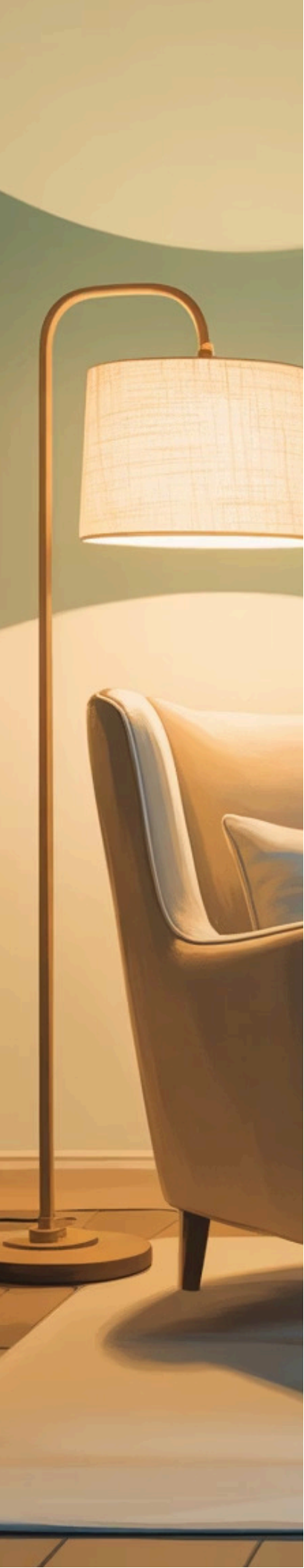
- Transition responses:



Environmental Factors

- What helped regulation: _____
- What seemed challenging: _____
- Family dynamic/energy: _____

Quick Notes: _____



Evening Wind-Down Tracking

Afternoon/Early Evening

Date: _____

- Energy shift time: _____ From what to what:

- Sensory needs changes:

- Movement patterns:

- Communication changes:

Wind-Down Process

- Natural slow-down cues:

- What helps transition to evening:

- Sensory preferences for calm:

- Emotional processing style:

Environmental Factors

Supportive elements: _____

Challenging aspects: _____

Quick Notes: _____

Domain-Specific Observation Templates

Sensory Processing Deep Dive

Date Range: _____ to _____

Seeking Patterns (What they gravitate toward)

- Movement/vestibular:

- Deep pressure/proprioception:

- Textures/tactile:

- Sounds/auditory:

- Visual/lighting:

- Smells/tastes:

Avoiding Patterns (What they move away from)

- Movement/vestibular:

- Light touch/tactile:

- Sounds/auditory:

- Visual overload:

- Textures/fabrics:

Regulation Connections

- Sensory experiences that help focus:

- Sensory experiences that help calm:

- Sensory triggers for overwhelm:

Environmental Observations

- Best sensory environments:

- Most challenging environments:



Movement & Motor Patterns

Date Range: _____ to _____

1

Movement for Regulation

- When excited: _____
- When focused: _____
- When overwhelmed: _____
- During transitions: _____

2

Repetitive/Organizing Movements

- Most frequent patterns: _____
- When these happen most: _____
- Effect on other functions: _____

3

Motor Planning Observations

- Complex tasks approach: _____
- New physical challenges: _____
- Coordination patterns: _____



Movement-Function Connections

- Movement that helps thinking: _____
- Movement that supports emotional regulation: _____
- Movement that aids communication: _____

Emotional Regulation Patterns

Date Range: _____ to _____

Environmental Triggers

Information, not problems



Social Triggers

Interpersonal dynamics

Routine/Transition

Change and timing

Sensory Triggers

Processing differences

Physical Signs of Regulation States

Calm/regulated body signs:

Overwhelmed/dysregulated signs:

Recovery process looks like:

Regulation Strategies that Help

Environmental supports:

Movement supports:

Sensory supports:

Social supports:

Time of Day Patterns

Activity-related Patterns



Executive Function Tracking

Date Range: _____ to _____

01

Task Initiation

- What helps them get started: _____
- Common barriers to starting: _____
- Environmental supports: _____

02

Working Memory & Attention

- Attention span patterns: _____
- Memory strategies that work: _____
- Distraction patterns: _____

03

Flexibility & Problem-Solving

- Response to unexpected changes: _____
- Problem-solving approaches: _____
- Support needs for transitions: _____

Environmental Connections

Settings that support EF: _____

Sensory supports for focus: _____

Movement supports for thinking: _____



Communication Patterns

Date Range: _____ to _____

Communication Styles

- When regulated:

—

- When overwhelmed:

—

- During different activities:

- In different environments:

Non-Verbal Communication

- Body language patterns:

—

- Movement as communication:

- Sensory communication:

—

Communication Supports

- Environmental factors that help:

- Visual supports that work:

- Timing considerations:

—

Breakdown Patterns

- When communication gets difficult:

- What helps repair communication:

Meaningful Patterns Identified



Pattern 1

- **What I observed:** _____
- **When/where it happens:** _____
- **Brain-body connection:** _____
- **Possible support to try:** _____



Pattern 2

- **What I observed:** _____
- **When/where it happens:** _____
- **Brain-body connection:** _____
- **Possible support to try:** _____



Pattern 3

- **What I observed:** _____
- **When/where it happens:** _____
- **Brain-body connection:** _____
- **Possible support to try:** _____

Strengths & Gifts Noticed

Natural Regulation Strategies

Environmental Preferences

Unique Capabilities

Brain-Body Integration

Pattern Analysis Using CLEAR Framework

Pattern being analyzed: _____

C – Consistent

- ☐ Happens 3+ times under similar conditions
- ☐ Repeats across multiple days/weeks
- ☐ Occurs in more than one environment
- ☐ Has recognizable timing or triggers

Notes:

L – Logical

- ☐ Makes sense given nervous system knowledge
- ☐ Fits with sensory/motor/emotional understanding
- ☐ Has clear neurological plausibility

Notes:

E – Environmental

- ☐ Has identifiable environmental factors
- ☐ Connected to sensory triggers
- ☐ Related to timing or setting

Notes:

A – Actionable

- ☐ Points to specific supports
- ☐ Suggests environmental modifications
- ☐ Offers timing or approach adjustments

Notes:

R – Respectful

- ☐ Honors child's communication
- ☐ Supports connection and dignity
- ☐ Reduces conflict potential

Notes:

Conclusion: This pattern is:

- ☐ Meaningful and worth supporting
- ☐ Normal variation - continue observing
- ☐ Need more information

Next steps: _____

Support Planning Worksheet

Based on My Observations

1

Environmental Modification to Try

2

Sensory Support to Offer

3

Movement Integration Opportunity

4

Communication Support to Implement

5

Routine/Timing Adjustment

Implementation Plan

Getting Started

Start date: _____

How I'll know if it's helping:

How long I'll try this approach:

What I'll adjust if needed:

Progress Tracking

Week 1 observations:

What's working:

What needs adjustment:

Week 2 Observations

What's working: _____

What needs adjustment: _____

1

2

Ongoing Refinement

Continue observing and adjusting based on your child's responses

Monthly Reflection & Evolution

Month/Year: _____

Growth & Changes Noticed _____
New Patterns Emerging _____
Supports That Are Working Well _____
Areas for Continued Noticings _____
Questions for Further Exploration _____
Celebration: Insights Gained This Month _____

Quick Reference: When to Seek Additional Support

Consider reaching out to professionals if:

- ☐ Patterns significantly interfere with daily functioning
- ☐ Child seems distressed by their experiences
- ☐ Family functioning is significantly impacted
- ☐ You need help interpreting complex patterns
- ☐ Environmental modifications aren't providing relief

Remember:

Observation and understanding are always valuable, regardless of whether additional support is needed. **You are becoming an expert in your child's unique nervous system.**

- ① This toolkit is designed to be printed and used alongside the main Observation & Integration Guide. For best results, focus on one section at a time and remember: you're learning a new language of nervous system communication.