



The Observation & Integration Toolkit

Little
Brains & Bodies

A Quick Note:

These templates help you capture observations before they disappear, notice patterns overtime, and hold what you're already tracking. Use them when memory isn't enough or when emotion makes everything blurry.

Where to start: One daily rhythm (morning or evening) or one area that feels consistently hard. A few days of notes is often enough to surface something meaningful.

A few gentle guidelines:

- **Document without analyzing.** Write what you see, not what it means.
- **Let patterns emerge naturally.** Repetition is what matters.
- **Notice strengths, not just strain.** Regulation strategies your child uses on their own are important data.
- **Stop when it feels like too much.** Observation should create clarity—not pressure.

What's included:

- **Daily Rhythm Templates** for time-based patterns
- **Domain Templates** for sensory, movement, emotional, executive, or communication focus
- **Pattern Summary + Planning Pages** to decide what's worth responding to

You don't need to use everything. Many families use one template once or twice and return to it when something shifts. Use what helps. Set down what doesn't.

You are already an expert in your child. These pages simply help you see what you're already sensing.

Daily Rhythm Observation Templates



Morning Brain and Body Tracking

Wake-Up Sequence

- Time awake:

- Natural wake vs alarm?

- Energy level:

- Body state:

- First movement needs:

- Sensory responses (light/sound/touch):

- Communication style:

Morning Routine

- Sensory seeking/avoiding:

- Movement patterns:

- Emotional tone:

- Transition responses:

- Effort, attention, flexibility notings:

Environmental Factors

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



🌙 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 Observation Templates

Sensory Processing

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:

Emotional Regulation Patterns

Environmental Triggers

Information, not problems

Routine/Transition

Change and timing



Social Triggers

Interpersonal dynamics

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

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: _____



Movement & Motor Patterns

Movement for Regulation

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

Repetitive/Organizing Movements

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

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: _____

Communication Patterns

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:

Patterns I want to come back to

1

Pattern 1

- **What I observed:** _____
- **When/where it happens:** _____
- **What might be happening in their brain and body system: :**

- **Possible support to try:** _____

2

Pattern 2

- **What I observed:** _____
- **When/where it happens:** _____
- **What might be happening in their brain and body system: :**

- **Possible support to try:** _____

3

Pattern 3

- **What I observed:** _____
- **When/where it happens:** _____
- **What might be happening in their brain and body system: :**

- **Possible support to try:** _____

Also of note

Natural Regulation Strategies

Environmental Preferences

Deep Interests

What Else?

Pattern Analysis Using CLEAR Framework

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

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. Focus on one section at a time and remember: you're learning a new language of nervous system communication.