

Building Daily Rhythms That Support Your Child's Nervous System

Planning and Tracking Companion

Little
Brains & Bodies

What I'm Noticing

1

Observe first. Design later. Spend a few days just watching. You're looking for patterns, not isolated incidents. One hard morning doesn't tell you much. Four out of five does.

WHEN THINGS FALL APART

When does dysregulation happen most predictably?

Circle or write the moments that show up again and again.

*Mornings / after school / homework / bedtime
transitions / mealtimes / sibling time / other*

What I keep seeing...

WHAT IT LOOKS LIKE JUST BEFORE

What signals show up right before things go sideways?

The early tells — not the meltdown, but the 5 minutes before.

WHAT REGULATED LOOKS LIKE

When does your child seem genuinely at ease? What's different about those moments?

Time of day, environment, activity type, who's there.

THE ONE MOMENT I MOST WANT TO CHANGE

If I could make one part of the day feel different, it would be:

→ *This is the anchor point you'll design on page 2. One well-designed anchor used every day helps more than three you can't maintain.*

My Anchor

2

Pick one moment that's already part of your day — and build it so the support comes before it's needed, not after.

THE ANCHOR I'M BUILDING

Before _____ *(time or transition)*, **we'll always** _____ *(predictable part)*.

The sensory piece that tends to help at this time of day is _____ *(movement, input, quiet, pressure, etc.)*.

On harder days, I'll adjust by _____ *(what shifts when they are more depleted)*.

WHAT STAYS THE SAME

The non-negotiable pattern — the part that happens regardless of how the day is going.

WHAT CAN FLEX

The part that adjusts — timing, intensity, duration — based on what they're working with that day.

WHAT I'M WATCHING FOR — WEEK ONE

Not data collection. Just: did I notice anything shift?

→ If the anchor feels like more work, not less — strip it back. The goal is a simpler moment, not an elaborate one.

Two Weeks of Noticing

Fill in after the anchor point each day — or at the end of the day. This isn't a behavior log. It's just a place to catch what you're noticing before you forget it. Two or three words per column is plenty.

3

DAY	DID WE USE IT? WHAT HAPPENED?	WHAT I NOTICED
WEEK 1		
Mon		
Tue		
Wed		
Thu		
Fri		
Sat / Sun		
WEEK 2		
Mon		
Tue		
Wed		
Thu		
Fri		
Sat / Sun		

AFTER TWO WEEKS — WHAT I'M SEEING

Any patterns? What's working? What might need adjusting?

If the anchor stopped working, that's useful information too! Observe a bit more and adjust.

→ Anchors aren't permanent. They're designed to evolve. If this one worked, keep it. If something shifted, you know what to do: observe, then adjust.

A Quick Note:

This resource is here to help you make sense of what you're noticing — how your child's brain and body are working together in different moments. It's grounded in neuroscience research and shaped for real family life.

This is educational, not medical or therapeutic advice. If you have concerns about your child's development, behavior, or wellbeing, always speak to your pediatrician.

Every child is different, and you know yours best. Take what helps, leave what doesn't, and trust your growing understanding of what your child needs.



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