



My Window of Tolerance Toolkit

A child-friendly resource for noticing feelings, understanding body clues and practicing calming tools.

Parent Guide: How to Use This Toolkit

Purpose: This worksheet helps children notice when their feelings are “just right,” too big or too low. The goal is not to stop feelings. The goal is to help your child feel safe, name body clues and practice tools that support regulation.

Before You Begin

Choose a calm time, not during a meltdown or shutdown. Sit beside your child, use a warm voice and explain that everyone moves in and out of their window. Let your child skip questions, point, draw or answer with help if writing feels hard.

Tips for Using Visual

Use the visual as a simple map of your child’s nervous system. Point to the picture and ask, “Where does your body feel right now?” Your child can point, circle, color or use a sticker instead of using words.

Use it when calm first: Practice with the picture during quiet moments so it feels familiar before big feelings happen.

Keep language simple: Try “too much,” “just right,” and “too little” before introducing words like hyperarousal or hyperarousal.

Notice body clues: Ask gentle questions such as “Is your heart fast?” “Does your body feel heavy?” or “Do you feel ready to play or learn?”

Choose one tool: After your child points to a zone, help them choose one tool from the Calm Toolbox. Keep it small: one breath, one stretch, one sip of water or one safe person nearby.



Do not use it as discipline: The visual is for connection and support, not correction. The goal is to help your child feel safe enough to return to their window.

Troubleshooting Common Challenges

If your child says “I don’t know”: Offer choices instead of open questions. Try, “Does your body feel fast, calm, or heavy?” or “Point to the color that feels closest.”

If your child refuses to use the worksheet: Pause and come back later. You can model it yourself by saying, “My body feels a little too much, so I’m going to take a slow breath.”

If your child gets more upset: Stop talking about the worksheet. Lower demands, use fewer words, create safety and return to the visual only after your child is calmer.

If your child shuts down or goes quiet: Do not push for answers. Offer gentle choices such as sitting nearby, holding something soft, sipping water or drawing instead of talking.

If your child always chooses the same tool: That is okay if it helps. When calm, gently practice one new tool at a time so they have more options later.

If the tool does not work right away: Remind your child that tools help the body practice safety; they do not need to make feelings disappear. Try a smaller step or pair the tool with connection.

If you feel unsure what to do: Start with connection: stay calm, stay nearby, and say, “I’m here. We can take one small step together.” If safety is a concern, seek professional or crisis support right away.

How to Use a Worksheet

1. Start with the “In My Window” section and ask, “What helps your body feel calm and ready?”
2. Move to “Too Big Feelings” and gently explore signs like fast heart, tight tummy, loud thoughts or wanting to yell or hide.



3. Move to “Too Little Energy” and notice signs like feeling heavy, quiet, far away, tired or stuck.
4. Help your child choose one or two tools from the Calm Toolbox to practice when they are already calm.
5. Use the Quick Check-In for short daily practice: “Where is your body right now?”

Helpful Things to Say

Try calm, simple words:

- “Your feeling makes sense.”
- “I am here with you.”
- “Let’s help your body feel safe.”
- “We can take one small step.”
- “Do you want breathing, movement, water, or quiet?”

Avoid shame-based language such as “calm down” “stop it” or “you are being bad.”
Focus on safety, connection and one next step.

What to Do in Each Zone

In the window: Praise noticing, practice tools and talk about what helps.

Too big feelings: Lower demands, use fewer words, offer grounding, movement, pressure or a safe adult nearby.

Too little energy: Use gentle activation such as water, stretching, soft sensory items, quiet connection or one tiny task.

Afterwards: Wait until your child is settled before talking about what happened. Repair first, problem-solve later.

Safety and Support

This worksheet is an educational support tool and does not replace mental health care. If your child talks about wanting to hurt themselves or someone else, seems unable to return to safety or you are worried about their wellbeing, seeking help from a qualified professional or local crisis support right away.



Simple Home Practice

Practice for 2–5 minutes when your child is calm:

- Name one feeling.
- Notice one body clue.
- Try one tool together.
- End with encouragement: “You are learning about your body. I’m proud of you for practicing.”

Daily Practice Checklist for Parents

Use this checklist once a day for 2–5 minutes, ideally when your child is calm.

- Point to the visual and ask: “Where does your body feel right now?”
- Help your child choose: too much, just right or too little.
- Name one feeling word together: _____
- Notice one body clue together: _____
- Choose one small tool from the Calm Toolbox: _____
- Practice the tool together for 30–60 seconds.
- End with encouragement: “You noticed your body. That is great practice.”

Weekly reflection:

One tool that helped this week: _____

One time my child used the visual: _____

One thing I want to keep practicing: _____

Daily Practice Ideas

Try one small practice each day:

- Morning check-in:** “Where is your body this morning—too much, just right or too little?”
- After school check-in:** Point to the zone that matches your body after a busy day.
- Before homework or chores:** “What zone are you in and what tool might help before we start?”



- ❑ **Before bedtime:** Notice if your body feels calm, busy, tired or stuck.
- ❑ **Sticker or color check-in:** Place a sticker on the zone or color the zone that fits today.
- ❑ **Parent modelling:** “My body feels a little too much, so I’m going to take three slow breaths.”
- ❑ **Tool practice game:** Pick one Calm Toolbox tool and practice it together for 1–2 minutes.
- ❑ **Story or show connection:** Ask, “What zone do you think this character’s body is in?”

Simple daily rhythm: Point to the zone → Name one body clue → Choose one small tool.

Printable Daily Practice Chart

How to fill in the chart:

1. Choose one time each day to check in with your child.
2. In **Zone Check**, type or write: Too Much, Just Right or Too Little.
3. In **Body Clue**, note one body signal, such as fast heart, calm breathing, heavy body or wiggly feet.
4. In **Tool Practiced**, record the tool you tried, such as breathing, stretching, water, drawing or sitting near a safe person.
5. In **Parent Note**, add one short observation, success or thing to try next time.

Tip: Keep entries brief. A few words are enough.

Day	Zone Check Type: Too Much / Just Right / Too Little	Body Clue Type what you notice	Tool Practiced Type the tool used	Parent Note Type a short note
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Reminder: Keep practicing short and supportive. The goal is not to get the “right” zone. The goal is to help your child notice their body, feel connected, and practice one helpful tool.



Parent FAQ

What if my child points to the “wrong” zone?

There is no wrong answer. Thank your child for noticing and gently exploring body clues together.

Should I use this during a meltdown?

Use fewer words during intense moments. Focus on safety and connection first. Return to the visual after your child is calmer.

How often should we practice?

Short daily practice works best. Aim for 2–5 minutes when your child is calm, rather than waiting for big feelings.

What if my child does not want to talk?

Let them point, circle, color, draw or use a sticker. Some children communicate better without words when they are overwhelmed.

Do we need to make feelings go away?

No. Feelings are not bad. The goal is to help your child feel safe, notice body signals and choose one helpful tool.

What if a tool does not help?

Try a smaller step, a different tool, or add connection, such as sitting nearby. Tools often work best when practiced before they are needed.

When should I seek extra support?

Seek professional or crisis support if your child talks about harming themselves or others, cannot return to safety, has frequent intense distress or you feel worried about their wellbeing.

Child Worksheet: My Window of Tolerance

Stay in Your Window of Tolerance

Too Much / Hyper Hyperarousal



Window of Tolerance Just Right



Too Little / Hypo Hypoarousal



Notice • Name • Choose a Tool

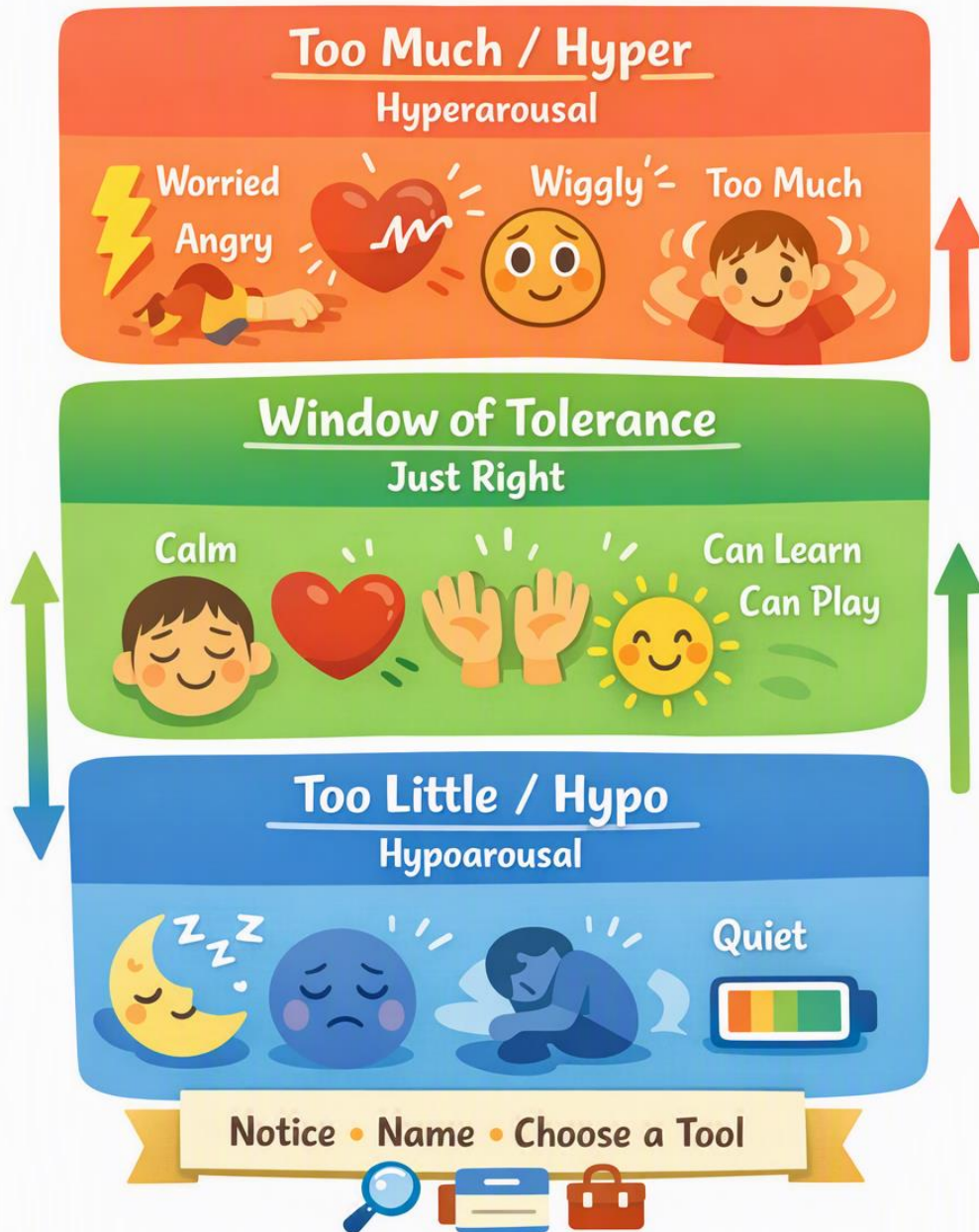




Name: _____ **Date:** _____

Everyone has a “window” where feelings feel just right. In my window, I can think, learn, play and ask for help. Sometimes I go above my window with big, fast feelings. Sometimes I go below my window with sleepy, stuck or quiet feelings. That is normal. I can notice my clues and use tools to help my body feel safe again.

Stay in Your Window of Tolerance





For grown-ups: Use this worksheet as a calm conversation, not a test. Children may need help naming body clues and choosing tools. If a child seems unsafe, overwhelmed or unable to settle, connect with a trusted mental health professional or crisis support.

In My Window — Just Right

When I am in my window, I might feel:

- Calm
- Safe
- Curious
- Ready to learn
- Connected to others
- Able to think clearly
- Able to ask for help
- Other: _____

My body clues in my window:

- Breathing feels steady
- Muscles feel relaxed
- Face and hands feel comfortable
- I can listen and talk
- I can solve small problems

What helps me feel this way?

1. _____
2. _____
3. _____

Too Big Feelings — Overwhelmed

When my feelings are too big, I might feel:

- Worried
- Angry
- Frustrated
- Scared



- Restless or wiggly
- Like yelling, running or hiding
- Like everything is “too much”
- Other: _____

My body might feel:

- Fast heart
- Tight tummy
- Hot face
- Busy hands or feet
- Loud thoughts
- Tight shoulders or jaw

Tools I can try when feelings are too big:

- Take 5 slow belly breaths
- Push my feet into the floor
- Squeeze a pillow or stress ball
- Count 5 things I can see
- Ask a safe grown-up for help
- Take a movement break
- Other: _____

 **Too Little Energy — Shut Down**

When my energy is too low, I might feel:

- Tired
- Sad
- Numb or blank
- Quiet
- Far away
- Like I want to be alone
- Like moving or talking is hard
- Other: _____

My body might feel:

- Heavy
- Slow



- Cold
- Sleepy
- Empty
- Hard to focus

Tools I can try when my energy is too low:

- Sip cold water
- Stretch gently
- Name 5 colors I can see
- Hold something soft or textured
- Sit near a safe person
- Do one small step: _____
- Other: _____



My Calm Toolbox

Circle or check the tools that help me. I can add my own ideas too.

Breathing tools

- Smell the flower, blow the candle
- Box breathing: in 4, hold 4, out 4, hold 4
- Hand breathing: trace each finger slowly

Body tools

- Walk
- Stretch
- Wall push-ups
- Shake out my hands
- Wrap in a blanket

Senses tools

- Listen to music
- Hold a soft toy
- Drink water
- Look at a calm picture
- Draw or color



People tools

- Ask for help
- Sit near someone safe
- Use my words, card or signal: _____



My Calm Superpower

My calm superpower is:

- Breathing slowly
- Asking for help
- Drawing or coloring
- Moving my body
- Holding something soft
- Taking a quiet break
- Using kind words to myself
- Other: _____

My superpower name: Captain Calm / Brave Breather / Grounding Hero / My own name: _____

My mini challenge: I will practice my calm superpower for 1 minute today.



Tool Try-Out Challenge

Try 3 tools and circle how they felt:

1. Tool I tried: _____
Did it help my body? A little Some A lot

2. Tool I tried: _____
Did it help my body? A little Some A lot

3. Tool I tried: _____
Did it help my body? A little Some A lot



My favorite tool was: _____

I want to practice it again: Yes Maybe Not today

Feelings Weather Check

What is my feelings weather right now?

- Sunny — calm, ready or okay
- Cloudy — unsure, quiet or a little sad
- Windy — busy, wiggly or restless
- Stormy — angry, scared or overwhelmed
- Foggy — stuck, far away or hard to think
- Sleepy — tired, heavy or low energy

My body clue is: _____

One tool that could help my weather is: _____

Weather reminder: Feelings weather can change. I can notice it, name it and choose one helpful tool.

My Quick Check-In

Right now, I feel:

- In my window / just right
- Above my window / too big
- Below my window / too low

My feeling word is: _____

My body clue is: _____

One tool I will try is: _____

Build My Calm Plan

When my feelings are too big, I can:

1. _____
2. _____



When my energy is too low, I can:

1. _____
2. _____

My favorite calming tool is: _____

A safe grown-up I can ask for help is: _____

My calm reminder sentence: " _____ "

Draw My Safe Place

Draw or write about a place, person, pet, memory or object that helps you feel safe.

Sticker or Star Practice Space

I earn a sticker or star for practicing, noticing or asking for help.

☆ Practice 1 ☆ Practice 2 ☆ Practice 3

☆ Practice 4 ☆ Practice 5 ☆ Practice 6

☆ Practice 7 ☆ Practice 8 ☆ Practice 9

Today I am proud that I:

- Noticed my body
- Named a feeling
- Tried a tool
- Asked for help
- Practiced again



Printable Sticker or Star Chart

How to use the reward chart:

1. Choose one practice box each time your child tries a tool, notices a body clue, names a feeling or asks for help.
2. If using on screen, click or tap inside a box and type a date, star, tool used or short celebration.
3. If printing, your child can add a sticker, draw a star, color the box or write a short note.
4. Celebrate effort with words such as, “You practiced noticing your body” or “You tried a helpful tool.”
5. When all boxes are filled, choose a small connection-based celebration, such as reading together, choosing a game or doing a favorite calming activity.

Important: Use the chart to celebrate practice, not to reward being calm or perfect.

I earn a sticker, star, or color-in space for practicing, noticing my body, naming a feeling, trying a tool or asking for help.

Type a star, sticker note, date, or short celebration in each box.

☆ Practice 1 [Click or tap here to type]	☆ Practice 2 [Click or tap here to type]	☆ Practice 3 [Click or tap here to type]
☆ Practice 4 [Click or tap here to type]	☆ Practice 5 [Click or tap here to type]	☆ Practice 6 [Click or tap here to type]
☆ Practice 7 [Click or tap here to type]	☆ Practice 8 [Click or tap here to type]	☆ Practice 9 [Click or tap here to type]

Reminder: Give stickers or stars for effort, practice, noticing and asking for help—not to be calm or perfect.

My Goal This Week

One tool I will practice this week:

When I will practice it:

A grown-up who can help me:



After I practice, I can give myself a kind message:

“I am learning. My feelings are welcome. I can ask for help.”

Child Feedback

My thoughts about practicing:

The tool I liked best was:

- Breathing
- Drawing or coloring
- Moving my body
- Holding something soft
- Asking for help
- Quiet break
- Other: _____

This felt:

- Easy
- Okay
- Hard
- I am still learning

One thing that helped my body was:

[Click or tap here to type]

One thing I want grown-ups to know is:

[Click or tap here to type]

Next time, I want to try:

[Click or tap here to type]

Parent Feedback

Use this space to reflect on what you notice as your child practices.

What helped my child most?



[Click or tap here to type]

What was challenging?

[Click or tap here to type]

Which tool did my child seem to like best?

[Click or tap here to type]

What body clues did I notice?

[Click or tap here to type]

What should we keep practicing?

[Click or tap here to type]

Questions or notes to share with a teacher, counsellor or support person:

[Click or tap here to type]

Thank You, Parents and Caregivers

Thank you for taking time to support your child’s emotional growth. Your calm presence, patience, and encouragement help your child learn that feelings are safe to notice and talk about. Each small moment of practice—pointing to a zone, naming a body clue, trying a tool or asking for help—builds confidence over time.

You do not need to do this perfectly. What matters most is showing your child that they are not alone and that learning about feelings is something you can practice together.

CERTIFICATE OF APPRECIATION

This certificate is awarded to

for supporting a child’s emotional growth with patience, care,



encouragement and connection.

Thank you for helping children practice noticing their bodies, naming feelings, choosing helpful tools, and asking for support.

Presented by: _____

Date: _____

☀️ Your steady support makes a difference. ☀️

Need Extra Support?

If you would like guidance using this resource at home, I offer a 30-minute parent consultation to help you understand the worksheet, choose calming tools and create a simple plan that fits your child.

To book a consultation:

- Online booking: Visit www.lavardisanctuary.com and select Online Booking
- Email: lavardisanctuary@gmail.com
- Phone: 604-613-0787

Consultation Scheduling Tips

When to consider booking:

- You are unsure how to introduce the worksheet.
- Your child has trouble choosing a zone or tool.
- The same challenges keep happening at home.
- You would like help creating a simple calm plan.
- You want support choosing tools that fit your child's age, needs and daily routine.

Before the consultation, you may want to bring:

- Your completed worksheet or practice chart.
- Notes about what has helped and what has been hard.



- Examples of times your child felt too much, just right, or too low.
- Questions you want to ask.

Helpful scheduling note: Choose a time when you can talk without rushing, and if possible, have this worksheet nearby so we can review it together.

Consultation Follow-Up Questions

After a consultation, use these questions to guide your next steps:

- What felt most helpful from today's consultation?
- What is one idea I feel ready to try this week?
- Which calming tool seems like the best fit for my child right now?
- What situation at home would be a good time to practice?
- What feels realistic for our family's routine?
- What body clues am I noticing more clearly now?
- What helps my child feel safe, connected, or supported?
- What questions came up after the consultation?
- What is one small goal for this week?
- Would another check-in be helpful after we try the plan?

Closing Note

Learning about feelings takes time, practice and support. Children do not need to be calm all the time. Big feelings and low-energy moments are part of being human. What matters most is helping children feel safe, connected and supported as they learn to notice their body, name what is happening and choose one helpful tool.

Disclaimer

This resource is for educational and supportive purposes only. It is not a diagnosis, treatment plan or replacement for medical, mental health, or crisis support. If a child talks about harming themselves or someone else, seems unable to return to safety, experiences frequent or intense distress, or you are concerned about their wellbeing, contact a qualified health or mental health professional or local emergency/crisis support right away.