

The Neurorelational Framework Triggers and Toolkit Menu

Parent Body Menu

Parent Body Trigger Menu	Parent Body Toolkit Menu
Eating and Digestion	
You are hungry	Easy/quick access to healthy snacks
You are thirsty	Carry a water bottle with you
You are having trouble eating foods you prefer	Need OT consult/nutritional help?
You are having a digestive problem	Take antacid with you/need medical help?
You are having an elimination problem (e.g., constipation, diarrhea)	Need changes in diet/need medical help?
Fatigue, Illness/Pain, Temperature	
You are tired	Plan to get more rest as priority
You are sick (with a virus, infection, headache, stomachache, fever, other, don't know)	Take care/take-in TLC/need medical help?
You are injured	Need medical help?
You are sensitive to pain	Need OT or medical help?
You do not notice pain when injured or hurt	Consult with medical/OT
Your body temperature is hot	Wear layered clothing
Your body temperature is cold	Bring warm clothing to add on layers
You are experiencing hormonal changes (e.g., puberty, premenstrual, menstrual symptoms such as cramps, headache, and extreme feelings)	Keep track of cycles with a calendar; use of anti-inflammatory agent to help with pain/cramps; sensory soothing with heating pad, tea, etc.
You are engaged in physical activity (e.g., exercise, etc.)	Good! Note this on the phone
Other	

Child Body Menu

Child Body Trigger Menu	Child Body Toolkit Menu
Eating and Digestion	
Your child is hungry	Easy/quick access to healthy snacks
Your child is thirsty	Carry water bottle with you
Your child is having trouble feeding/eating	Need OT consult/nutritional help?
Your child is having digestive problems (e.g., colic, cramps, stomachache)	Need medical help?
Your child is having elimination problems (e.g., diarrhea, constipation)	Need changes in diet/need medical help?
Fatigue, Illness/Pain, Temperature	
Your child is tired	Needs nap/plan ahead for earlier bedtime/melatonin?
Your child is sick (with a virus, infection, headache, stomachache, fever, other, don't know)	Offer nurturance; anti-inflammatory agents; need medical help?
Your child is injured	Attend to injury; offer nurturance; Need medical help?
Your child is sensitive to pain	Attend to discomfort; need OT?
Your child does not notice pain when injured or hurt	Attend to injury; Need OT?
Your child's body temperature is hot	Help reduce body heat
Your child's body temperature is cold	Increase body warmth
Your child is experiencing hormonal changes (e.g., puberty, premenstrual symptoms such as cramps, headache, extreme feelings)	Keep track of cycle with a calendar; use of anti-inflammatory agent to help with pain/cramps; sensory soothing with heating pads, tea, etc.
Your child is engaged in physical activity (e.g., exercise, etc.)	Good! Note this on the phone
Other	

Parent Sensory Menu

Parent Sensory Trigger Menu	Parent Sensory Toolkit Menu
Sounds	
You are surrounded by too much noise	Move; wear sound cancelling head set; ear phones with music
You are sensitive to particular sounds or someone's voice	Move; wear sound cancelling head set; ear phones with music
You do not notice or respond to sounds or familiar voices	Assess for auditory processing difficulties
It's hard to follow the sound of voices	Assess for auditory processing difficulties
Visual	
You are sensitive to bright colors, bright light, or others' facial expressions	Use dark fabric to block out bright light; turn down lights
You do not respond to bright colors, bright light, or others' facial expressions	Assess for visual processing difficulties
It is hard to read or understand others' facial expressions	Assess for visual processing difficulties
Touch	
You are sensitive to being touched	Consider deep touch pressure instead of light touch; ask for space; possible skin brushing or massage input; need OT?
You are sensitive to certain clothes or textures	Choose favorite textures
You do not notice or respond to others touching you	Consider OT assessment?
Smell	
You are sensitive to smells	Avoid pungent smells; carry favorite scented oil to smell
You do not notice smells	Experiment with different scented oils
Taste	
You are sensitive to tastes	Try new things one tiny bite at a time
You do not notice tastes	
Movement	
You are sensitive to movement (e.g., being swung up and down, in a circle, on a swing)	Take any movement slow and advocate for yourself; Need OT/medical consult?
You prefer your body to be moving (e.g., foot tapping, fidgeting, jiggling, walking while you talk)	Be aware that movement is enjoyable and may be necessary yet not always understood; use
You do not notice when your body is moving or where it is located	Need OT/visual-motor assessment?
Distance	
You are sensitive to physical closeness	Notice & plan ahead to keep your personal space
You do not notice physical closeness	
You find it hard to feel and locate your body in space	Need OT/visual-motor assessment?
Wetness, Temperature, Transition	
You hate being wet (e.g., clothes, pool)	Plan ahead, have change of clothes
You are sensitive to it being hot outside	Plan ahead with light clothing; personal fan, water spritzer
You are sensitive to it being cold outside	Plan ahead to bring extra clothing
You do not want to make a transition	Plan ahead for extra time to go slow

Child Sensory Menu

Child Sensory Trigger Menu	Child Sensory Toolkit Menu
Sounds	
Your child is surrounded by too much noise	Move; wear sound cancelling head set; ear phones with music
Your child is sensitive to particular sounds or someone's voice	Consider vocal tone/rhythm. Need to match or counter?
Your child does not notice or respond to sounds or familiar voices	Consider vocal tone/rhythm. Need to match or counter?
Your child finds it hard to follow the sound of voices	Consider increasing volume, rhythm, and rate of vocal tone; Assess for auditory processing difficulties
Visual	
Your child is sensitive to bright colors or others' facial expressions	Consider muting colors; slowing down facial expressions with less exaggeration
Your child does not respond to bright colors or others' facial expressions	Consider brightening colors; heightening facial expressions with more exaggeration
Your child finds it hard to read or understand others' facial expressions	Consider brightening colors; heightening facial expressions with more exaggeration
Touch	
Your child is sensitive to being touched	Consider deep touch pressure instead of light touch; ask for space; possible skin brushing or massage input; need OT?
Your child is sensitive to certain clothes or textures	Through trial and error find out what textures/clothes are soothing
Your child does not notice or respond to others touching him/her	Consider OT assessment?
Smell	
Your child is sensitive to smells	Help avoid pungent smells; carry favorite scented oil/potpourri in favorite stuffed animal to smell
Your child does not notice smells	
Taste	
Your child is sensitive to tastes	Introduce new foods in small doses
Your child does not notice tastes	
Movement	
Your child is sensitive to movement (e.g., being swung up and down, in a circle, on a swing)	Take any movement slow and advocate for your child; Need OT/medical consult?
Your child does not notice when his/her body is moving or where it is located	Need OT consult?
Distance	
Your child is sensitive to physical closeness	Notice & plan ahead to honor his/her personal space; consider OT assessment?
Your child does not notice physical closeness	Consider OT assessment?
Your child finds it hard to feel and locate his/her body in space	Consider OT assessment?
Wetness, Temperature, Transition	
Your child hates being wet (e.g., clothes, pool)	Plan ahead, have change of clothes
Your child is sensitive to it being hot outside	Plan ahead with light clothing; personal fan, water spritzer
Your child is sensitive to it being cold outside	Plan ahead to bring extra clothing
Your child does not want to make a transition	Plan ahead for extra time to go slow

Parent Feeling Menu

Parent Feeling Trigger Menu	Parent Feeling Toolkit Menu
Happy Red Zone Feelings	
You are super excited or happy about something	Share this feeling with someone who cares, listens, & validates
You are so full of energy you cannot stop doing things	Consider doing heavy exercise to see if you can slow down
You are so excited about a project or things you are doing that you are not sleeping	Consider doing heavy exercise to see if you can get your body to relax and rest/consider warm milk, massage, melatonin
Unhappy Red Zone Feelings	
You are having a fight with someone that you care about	Take a break; cool down; repair when able
You are currently frustrated/angry about something unrelated to your relationship with your child.	Share this feeling with someone who cares, listens, & validates
Your child is reminding you of somebody you do not like	Share with someone who cares; need help telling the diff?
You are in the same "battle" with your child that seems to happen daily or more than once a day	What is this battle?
Your child is showing some behavior or doing some activity that is making you angry	What is this behavior/activity?
Your child is using a behavior you want to see stopped and you are punishing your child for this	Consider offering alternative – 'For every NO there is a YES' Consider the 1s, 2s, 3s
Sad Blue Zone Feelings	
You are currently sad about something unrelated to your relationship with your child	Share this feeling with someone who cares, listens, & validates
You are lethargic and shut down	Consider doing some physical activity to see if you can become more alert
Your child is showing some behavior or doing some activity that is making you sad or depressed	Share this feeling with someone who cares
Anxious Combo Zone Feelings	
You are feeling anxious or worried about something unrelated to your child	Share this feeling with someone who cares, listens, & validates
Your child is showing some behavior or doing some activity that is making you anxious or worried	Share this feeling with someone who cares and understands child development
Unknown Feelings	
You are having difficulty locating feelings in your body and knowing what they mean for yourself	Identify as best you can where in your body you feel distress; make a note of it
You are having difficulty being able to label feelings with words for yourself or your child	Use a color wheel of emotions to identify the four basic categories of happy, mad, sad, & scared
You have strong feelings right now, but you are not sure what it is	Make a note; describe to person helping you with this as best you can the context to better identify the feeling
Other	

Child Feeling Menu

Child Feeling Trigger Menu	Child Feeling Toolkit Menu
Happy Red Zone Feelings	
Your child is super excited or happy about something	Validate; slow down the activity or sensory environment
Your child is so full of energy s/he cannot stop doing things	Slow down the sensory environment; have her/him help you with some heavy work
Your child is so excited about a project or things s/he is doing that s/he is not sleeping	Consider doing heavy exercise to see if you can get your body to relax and rest/consider warm milk, massage, melatonin
Unhappy Red Zone Feelings	
Your child has a bad attitude right now that is making you angry	Take a break to get green yourself; then, use what you know best to calm your child on a sensory-motor level
Your child is demanding they have something that's not appropriate or the right time for this	When you are green, validate the disappointment or offer alternatives or shift to use sensory-motor strategies
Your child is reacting with anger because you are saying/said "no" to what your child wants	If non-verbal mirroring & words work, validate the disappointment, offer alternative things to do; if non-verbal mirroring & words do not work, shift to sensory-motor preferences for comfort; help your child next time anticipate the disappointment by using 1s, 2s, 3s 1s can be non-negotiables 2s can be negotiables 3s can be child's choice
Your child is reacting with anger from a punishment you are giving to your child for doing something you do not approve of	Give him or her space to get back to green; offer sensory-motor preferences for comfort; later, when green review the 1s = the non-negotiables in your household
Sad Blue Zone Feelings	
Your child is lethargic and shut down	Try matching your vocal tone, facial features, gestures Try countering your vocal tone, facial features, gestures
Your child is sad about something (e.g., due to loss, something broken, etc.)	If non-verbal mirroring & words work, validate the disappointment, offer alternative things to do; if non-verbal mirroring & words do not work, shift to sensory-motor preferences for comfort
Anxious Combo Zone Feelings	
Your child is anxious or worried about something	If non-verbal mirroring & words work, validate the disappointment; if your child is verbal, ask him/her to expand; if non-verbal mirroring & words do not work, shift to sensory-motor preferences for comfort; offer alternative things to do
Your child is scared of frightened by something	If non-verbal mirroring & words work, validate the disappointment; if your child is verbal, ask him/her to expand; if non-verbal mirroring & words do not work, shift to sensory-motor preferences for comfort; offer alternative things to do
Transitional, Mismatch	
Your child is having fun in what they love to do, s/he does not want to stop this activity	Begin prompt 20 minutes ahead of time, help with prompts every 10 minutes; have an activity planned out for the "next"
Your child's display of feelings does not match the situation	Use your best strategies to help him/her get back to green Assess if this has roots in procedural memories of trauma/ unrealistic perfectionism; discuss & explore mismatch when child and you are green
Other	

Parent Movements & Planning Menu

Parent Movements & Planning Trigger Menu	Parent Movements & Planning Toolkit Menu
Movement	
You have tripped or run into something or someone	Think about what the cause of this is; too much of a hurry? Poor visual-spatial capacity? Difficulty with visual-motor? Need OT assessment? Need glasses?
You are having trouble getting your body to do an activity that is needed to get something done or something you want to do (e.g., using scissors, opening something, riding a bike)	Consider getting help with fine motor/gross motor integration
Planning, Time Management	
You are running late in getting to a place you need to be	Call and let someone know; take a deep breath now
You like to multi-task, yet now that means you did not get something else done that is due	Let someone know; make a new plan that accounts for what is due; write it down
You are thinking that you never have enough time for yourself	Consider better self-care; take a deep breath now; use www.calm.com
You see that you are constantly giving too much to your child	Consider better self-care; take a deep breath now; consider setting better limits
You are not following a schedule and that's upsetting you	Take time to set up a schedule
You are having a hard time figuring out how to organize your day/afternoon/evening	Take time to organize and prioritize what needs to be done
You are having trouble figuring out what to do first, second, or third.	Have someone help you with this if this is a recurring stressor Once you've prioritized, place in your notes or calendar
You are pre-occupied with your own plans/needs and are not aware of others' plans/needs	When back in a green zone, think about your needs and those that rely on you for co-regulation; consider what other's need or ask; build into priorities for next time.
Other	

Child Movements & Planning Menu

Child Movements & Planning Trigger Menu	Child Movements & Planning Toolkit Menu
Movement	
Your child is having trouble crawling, creeping, or walking when it is age appropriate	If this is consistent, consider an OT assessment for motor planning and visual-motor planning issues If this is consistent, consider a PT assessment
Your child is clumsy and has now tripped or fallen	If this is consistent, consider an OT assessment for motor planning and visual-motor planning issues
Your child is slow moving and not keeping up with a transition that needs to happen	Call ahead to let someone know you are running late if you need to; consider starting sooner next time; use a visual prompt system
Your child is having trouble getting his/her body to do an activity that is needed to get something done or something he/she wants to do (e.g., getting dressed, feeding self, using scissors, opening something, riding a bike)	Need OT for coordination of fine motor, gross motor activities
Planning, Time Management	
Your child is being impulsive	
Your child is highly distractible – is flitting from thing to thing	Get sensory-motor input into his/her body to get back to green If young, use Velcro strip to organize the sequence of the day, having him/her participate in that Set up a visual sequence for the day
Your child seems to only care about his or her own needs and not yours or other's plans/needs	Consider if this is an age appropriate expectation If an age appropriate expectation, then when s/he wants something practice collaborative problem solving, which requires both of you thinking about what each of you need
You have a schedule but your child is refusing to follow the schedule you have set up	Be curious, ask what is causing him/her to not want to cooperate If appropriate, use 1s, 2s, 3s and be ready to help with the disappointment If appropriate use collaborative problem solving and each identify what each needs to find a win/win
Other	