

Free tools for autism families

37 sheets from Bloom Autism Support. Each one is also its own page at bloomautismsupport.com/freetools. Free to print and share. Please don't sell it.

Practice sheets show their first page here. Every page, in one PDF: bloomautismsupport.com/go/pack-practice

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IEP Meeting Notes

Write it down while it is fresh. Bring it to the next meeting.

DATE

MEETING TYPE

WHO WAS THERE

Name

Role

MY TOP 3 QUESTIONS

- Answer:
- Answer:
- Answer:

WHAT THEY SAID ABOUT PROGRESS

WHAT WE AGREED

Services

Goals

Changes

WHO DOES WHAT, BY WHEN

Who

What

By when

NEXT MEETING DATE

NOTES



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First-Then Board

Write, draw or tape a picture in each box.

First	Then



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Now / Next / Later

Two strips. Cut along the dashed line.

Now

Next

Later

cut here

Now

Next

Later



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FROM SCHOOL

Home-School Daily Note

DATE _____

TODAY I WAS



☐

Great



☐

Good



☐

OK



☐

Hard



☐

Very hard

ATE

☐ All

☐ Some

☐ Little

BATHROOM

☐ Went

☐ Tried

☐ Accident

WHAT WE DID

☐ Work

☐ Play

☐ Therapy

☐ Outside

☐ Specials

TODAY'S WIN

NOTE FROM SCHOOL

fold or cut here

FROM HOME

Home-School Daily Note

DATE _____

SLEPT

☐ Well

☐ OK

☐ Poorly

THIS MORNING

SOMETHING TO KNOW TODAY

NOTE FROM HOME



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What Happened Log

Write it down soon after. One row each time.

CHILD			WEEK OF	
WHEN day and time	WHERE	BEFORE what was going on	WHAT MY CHILD DID	AFTER what happened right after
WHAT I NOTICE				



Why Does This Happen?

Questions to think through one hard behavior. There are no right answers.

CHILD

DATE

1. What does it look like? Describe it in plain words.

2. When does it happen most? Tick all that fit.

- | | |
|---|--|
| ☐ Mornings | ☐ Stopping something fun |
| ☐ Asked to do something hard | ☐ Told no or asked to wait |
| ☐ Busy or loud places | ☐ Tired, hungry or not feeling well |
| ☐ When I am busy with something else | ☐ Alone with nothing to do |

3. What usually happens just before?

4. What usually happens right after? Tick all that fit.

- ☐ Someone comes over or talks to my child
- ☐ My child gets out of doing something
- ☐ My child gets something they wanted (a toy, a snack, a screen)
- ☐ It seems to feel good or calm my child down

Something else:

5. When does it almost never happen?

6. What helps, even a little?

7. What would you like your child to do instead?

8. Questions for my child's BCBA or team



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Parent Input Statement

What I want the IEP team to know about my child, in my own words.

CHILD

MEETING AND DATE

1. About my child: who they are, what they love

2. Strengths: what my child is good at

3. What is going well this year

4. What I see at home that school may not see

5. My worries right now

6. What helps my child learn and stay calm

7. What I hope for this year

8. Questions I want answered at this meeting



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Daily Log

Sleep, food and toilet. One week on one page.

CHILD

WEEK OF

	SLEEP			FOOD			TOILET	
	Went to bed	Woke up	The night	Breakfast	Lunch	Dinner	Snacks, drinks	Bathroom
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

Notes for the week



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Sensory Diet Kit

Tick a few to try. Plan them with your child's OT. Stop anything your child doesn't like.

Check with your child's OT before starting.

CHILD _____

MOVING

- ☐ Jumping
- ☐ Swinging
- ☐ Dancing
- ☐ Riding a bike or scooter
- ☐ Climbing at the park

Other: _____

MOUTH

- ☐ A crunchy snack
- ☐ A chewy snack
- ☐ Drinking through a straw
- ☐ Blowing bubbles
- ☐ Humming or singing

Other: _____

HEAVY WORK: PUSH, PULL, CARRY

- ☐ Carrying the laundry basket
- ☐ Pushing a cart or a stroller
- ☐ Wall push-ups
- ☐ Animal walks (bear, crab)
- ☐ Tug of war with a towel

Other: _____

CALMING

- ☐ A quiet corner
- ☐ Dim lights
- ☐ Soft music or headphones
- ☐ Slow breaths (smell the flower, blow the candle)
- ☐ Looking at a book or a favorite toy

Other: _____

SQUEEZE AND PRESSURE

- ☐ A firm hug, if my child likes it
- ☐ Rolled up in a blanket
- ☐ Pillows to squeeze or lie under
- ☐ Squeezing play dough or a ball
- ☐ Brushing hair or a back rub

Other: _____

SIGNS MY CHILD NEEDS A BREAK

NOTES FROM MY CHILD'S OT



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Daily plan

When in the day, what to do, and for how long.

	What to do	How long
Waking up		
Before school		
After school		
Before homework		
At dinner		
Before bed		

Did it help?

Write what your child was like before and after.

DAY	ACTIVITY	BEFORE	AFTER

WHAT I NOTICE



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Count and Time Tally

How often it happens, and how long it lasts.

CHILD

WEEK OF

WHAT I'M COUNTING

How many times

Make a mark each time it happens.

	MORNING	AFTERNOON	EVENING	TOTAL
Monday	_____	_____	_____	_____
Tuesday	_____	_____	_____	_____
Wednesday	_____	_____	_____	_____
Thursday	_____	_____	_____	_____
Friday	_____	_____	_____	_____
Saturday	_____	_____	_____	_____
Sunday	_____	_____	_____	_____

How long it lasted

Write when it started and stopped, then the minutes.

DAY	STARTED	STOPPED	MINUTES	WHAT HELPED IT END
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

WHAT I NOTICE



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Time-of-Day Chart

Tick the box for each hour it happened. Leave it blank if it did not.

CHILD

WEEK OF

WHAT I'M WATCHING FOR

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6 am	☐	☐	☐	☐	☐	☐	☐
7 am	☐	☐	☐	☐	☐	☐	☐
8 am	☐	☐	☐	☐	☐	☐	☐
9 am	☐	☐	☐	☐	☐	☐	☐
10 am	☐	☐	☐	☐	☐	☐	☐
11 am	☐	☐	☐	☐	☐	☐	☐
12 pm	☐	☐	☐	☐	☐	☐	☐
1 pm	☐	☐	☐	☐	☐	☐	☐
2 pm	☐	☐	☐	☐	☐	☐	☐
3 pm	☐	☐	☐	☐	☐	☐	☐
4 pm	☐	☐	☐	☐	☐	☐	☐
5 pm	☐	☐	☐	☐	☐	☐	☐
6 pm	☐	☐	☐	☐	☐	☐	☐
7 pm	☐	☐	☐	☐	☐	☐	☐
8 pm	☐	☐	☐	☐	☐	☐	☐
9 pm	☐	☐	☐	☐	☐	☐	☐

THE BUSIEST TIMES

WHAT I NOTICE



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What Motivates My Child

What your child loves right now. Use it as the "then", or just to connect.

CHILD

DATE

FOODS AND DRINKS

TOYS AND THINGS TO HOLD

SHOWS, GAMES AND MUSIC

PEOPLE: WHAT MY CHILD LIKES FROM OTHERS

MOVING AND PLACES

THINGS TO DO ALONE

TOP 3 RIGHT NOW

1. _____ 2. _____ 3. _____

THINGS MY CHILD DOES NOT LIKE

NOTES



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Home Behavior Plan

Before, during and after: what we all do at home.

Fill this in with your child's BCBA.

CHILD

MADE WITH

DATE

THE BEHAVIOR: WHAT IT LOOKS LIKE

WHAT WE'D LIKE INSTEAD

Before

What we do to help it not happen

During

What we do while it is happening

After

What we do once things are calm, and how we praise the new skill

IF SOMEONE COULD GET HURT, WE:

GOAL WE'RE WORKING ON

Parent signature

Date



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Parent Training Log

My sessions with my child's BCBA, and what I practice at home.

CHILD

1 Date _____ With _____

We worked on _____

I'll practice at home _____

At home it went ☐ Easy ☐ OK ☐ Hard Questions for next time _____

2 Date _____ With _____

We worked on _____

I'll practice at home _____

At home it went ☐ Easy ☐ OK ☐ Hard Questions for next time _____

3 Date _____ With _____

We worked on _____

I'll practice at home _____

At home it went ☐ Easy ☐ OK ☐ Hard Questions for next time _____

4 Date _____ With _____

We worked on _____

I'll practice at home _____

At home it went ☐ Easy ☐ OK ☐ Hard Questions for next time _____

5 Date _____ With _____

We worked on _____

I'll practice at home _____

At home it went ☐ Easy ☐ OK ☐ Hard Questions for next time _____



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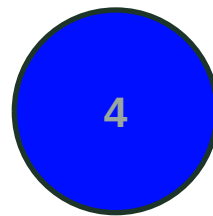
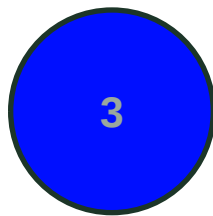
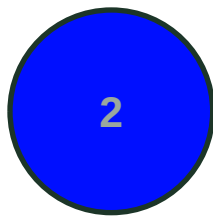
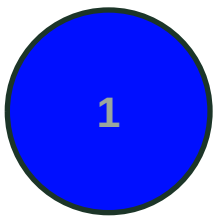
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Token Board

NAME _____

I EARN A TOKEN WHEN _____

I'm working for



All five full? I get it!



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My Goal Tracker

Ten boxes. When they are all checked, the reward is yours.

MY GOAL

I CHECK A BOX EACH TIME

1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6 ☐	7 ☐	8 ☐	9 ☐	10 ☐

WHEN ALL 10 ARE CHECKED, I GET

STARTED

FINISHED

NOTES



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Potty Log

One day. A row each try.

CHILD

DATE

WE TRY EVERY

FOR TRYING, MY CHILD GETS

TIME	Sat	Pee	Poop	Dry before	Accident	NOTE
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	

WHAT I NOTICE



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Practice in Daily Routines

One small thing to practice in what you already do every day.

CHILD

WITH MY CHILD'S THERAPIST

WEEK OF

Meals

What we practice

How I help

Days I practiced

M	T	W	T	F	S	S
☐	☐	☐	☐	☐	☐	☐

Bath

What we practice

How I help

Days I practiced

M	T	W	T	F	S	S
☐	☐	☐	☐	☐	☐	☐

Getting dressed

What we practice

How I help

Days I practiced

M	T	W	T	F	S	S
☐	☐	☐	☐	☐	☐	☐

In the car

What we practice

How I help

Days I practiced

M	T	W	T	F	S	S
☐	☐	☐	☐	☐	☐	☐

Play

What we practice

How I help

Days I practiced

M	T	W	T	F	S	S
☐	☐	☐	☐	☐	☐	☐

Bedtime

What we practice

How I help

Days I practiced

M	T	W	T	F	S	S
☐	☐	☐	☐	☐	☐	☐



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Sensory Patterns Tracker

What your child went toward, and what your child pulled away from.

CHILD

WEEK OF

WHEN	WHERE	WHAT MY CHILD DID	WHICH SENSE						TOWARD OR AWAY		WHAT HELPED
			Sound	Touch	Sight	Smell	Taste	Move	Toward	Away	
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	
			☐	☐	☐	☐	☐	☐	☐	☐	

MY CHILD GOES LOOKING FOR

MY CHILD PULLS AWAY FROM



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New Words and Communication Log

Every new word, sign, picture or gesture counts.

CHILD

WORDS WE'RE PRACTICING

DATE	WORD, SIGN OR PICTURE	HOW				WHERE, WITH WHOM	NOTE
		Said	Sign	Pic	Gest.		
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____
_____	_____	☐	☐	☐	☐	_____	_____



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Core Word Board

NAME _____

I	you	want	like	more	help
go	stop	eat	drink	play	look
open	put	get	make	my turn	all done
in	out	up	down	on	off
yes	no	not	again	what	where

 Who  Doing  Where  Talking  Asking



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How to use this at home

Ask your child's speech therapist which words to start with.

- 1 Keep it close. It only helps if it is there when your child wants to say something.
- 2 Talk and point. Touch the words as you say them: "want ... more?" "go ... out!" This is how your child learns where the words are.
- 3 Short is plenty. One or two words at a time.
- 4 Wait. After you point, wait a few seconds. Give your child time to look, point, or try.
- 5 Every try counts. A look, a reach, a sound, or a touch near the word: answer it like a word.
- 6 Don't test. Skip "show me 'eat'". Use the board to talk about what is happening right now.
- 7 Use it in routines: meals, bath, play, the car. The same words, again and again.

WORDS WE ARE PRACTICING THIS WEEK

NOTES FROM MY CHILD'S SPEECH THERAPIST



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Session Notes for Parents

What we did today, and something to try at home.

CHILD

DATE

THERAPIST

KIND OF THERAPY

WHAT WE WORKED ON TODAY

WHAT WENT WELL

WHAT WAS HARD

Try this at home

1. _____
2. _____
3. _____

NEXT SESSION

QUESTIONS TO BRING

GOAL WE'RE WORKING ON

Parent signature

Date



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One Home Plan for Speech and OT

Both therapies on one page, and one week to fit them in.

CHILD

WEEK OF

Speech

Therapist _____

GOAL 1

How we practice at home

GOAL 2

How we practice at home

OT

Therapist _____

GOAL 1

How we practice at home

GOAL 2

How we practice at home

Our week

SPEECH: WHAT WE PRACTICED

OT: WHAT WE PRACTICED

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

QUESTIONS FOR THE THERAPISTS



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Self-Care Routine Charts

NAME _____

Add a picture to each step. Tick each one when it is done.

Brushing teeth

1  Toothpaste on the brush ☐ Done	2  Brush the top teeth ☐ Done	3  Brush the bottom teeth ☐ Done	4  Spit ☐ Done	5  Rinse and put the brush away ☐ Done
--	--	---	--	---

Washing hands

1  Turn on the water ☐ Done	2  Soap on hands ☐ Done	3  Rub and count to 20 ☐ Done	4  Rinse ☐ Done	5  Dry with the towel ☐ Done
--	--	--	---	---



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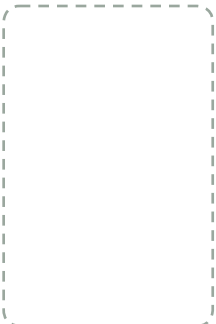
Self-Care Routine Charts

Add a picture to each step. Tick each one when it is done.

Getting dressed

1  Underwear ☐ Done	2  Pants ☐ Done	3  Shirt ☐ Done	4  Socks ☐ Done	5  Shoes ☐ Done
--	--	--	---	--

Bath time

1  Clothes off ☐ Done	2  Get in the tub ☐ Done	3  Wash body ☐ Done	4  Wash hair ☐ Done	5  Dry off with a towel ☐ Done
--	---	--	---	---



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Check-In Chart

Morning and afternoon, then a summary for home.

STUDENT _____

WEEK OF _____

MORNING



AFTERNOON



TEACHER'S NOTE

Monday

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Tuesday

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Wednesday

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Thursday

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Friday

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

This week, for home

THE WEEK OVERALL

☐ Great

☐ Good

☐ OK

☐ Hard

SOMETHING TO CELEBRATE

SOMETHING WE'RE WORKING ON

ASK YOUR CHILD ABOUT

FROM HOME



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Break Card

NAME _____

I need a break

I need a break

cut out

My calm-down choices

Point to one when you need it.



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Break Pass

Show a pass, take a short reset, come back.

BREAK PASS I need a break	BREAK PASS I need a minute	BREAK PASS I need help
--	---	---

cut out

My reset options

- | | |
|---|--|
| ☐ Get a drink of water | ☐ A short walk |
| ☐ Headphones or music | ☐ Stretch |
| ☐ Slow breaths | ☐ A quiet spot |
| ☐ Doodle | ☐ Something to hold |

Other: _____

SIGNS I NEED A BREAK

MY PLAN: WHERE I GO, HOW LONG, HOW I COME BACK



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Accommodations at a Glance

What helps this student, on one page. A quick summary, not the IEP or 504 plan.

STUDENT

GRADE AND TEACHER

UPDATED

SEATING

- ☐ Near the teacher
- ☐ Away from doors and noise
- ☐ A place to move or stand

BREAKS

- ☐ Break card
- ☐ Movement breaks
- ☐ A calm spot in the room

DIRECTIONS

- ☐ One or two steps at a time
- ☐ Said and written down
- ☐ Check that it was understood

CLASSWORK

- ☐ Extra time
- ☐ Fewer problems, same skill
- ☐ Big jobs in smaller parts

TESTS AND QUIZZES

- ☐ A quiet room
- ☐ Questions read aloud
- ☐ Breaks during tests

SOUND, LIGHT, TOUCH

- ☐ Headphones
- ☐ Something to hold
- ☐ Softer lights or a seat out of the glare

TALKING AND ANSWERING

- ☐ Pictures or a device to talk
- ☐ Extra time to answer
- ☐ Few words, clear words

CHANGES

- ☐ A warning before changes
- ☐ A picture schedule
- ☐ A heads-up about subs and drills

WHAT WORKS BEST

PLEASE AVOID

WHO TO ASK



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Sub Plan for Special Ed

The day, the adults, and who to call.

TEACHER

ROOM

DATE

Our day

TIME

WHAT WE DO

WHERE

ADULTS IN THE ROOM

CALM SPOT

PICTURE SCHEDULE, BREAK CARDS AND EMERGENCY FOLDER

WHO TO CALL FOR HELP



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Students to know about

First names only. What helps, and what to watch for.

[illegible]

NOTES FOR THE TEACHER



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School Communication Log

Every call, email, meeting and note, a row each.

CHILD

SCHOOL YEAR

DATE	WHO	HOW				WHAT WE TALKED ABOUT	NEXT STEP
		Email	Call	Meet	Note		
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Medication Log

Copy each medicine exactly as your child's doctor gave it. Always follow your child's doctor.

CHILD

WEEK OF

ALLERGIES

Medicines

MEDICINE	AMOUNT	WHEN	WHAT IT'S FOR	DOCTOR	STARTED

This week

Tick when given

Morning Midday Evening Bedtime WHAT I NOTICED

Monday

☐☐☐☐

Tuesday

☐☐☐☐

Wednesday

☐☐☐☐

Thursday

☐☐☐☐

Friday

☐☐☐☐

Saturday

☐☐☐☐

Sunday

☐☐☐☐

QUESTIONS FOR THE DOCTOR



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Doctor Visit Prep Sheet

Before the visit: questions and changes. During it: what the doctor said.

CHILD

DATE

DOCTOR

REASON FOR THE VISIT

My top questions

1. _____
2. _____
3. _____

What has changed since the last visit

SLEEP

EATING

ANYTHING ELSE (SCHOOL, MOOD, THE BATHROOM)

What helps my child at the doctor

- | | |
|--|---|
| ☐ First or last appointment of the day | ☐ Wait somewhere quiet |
| ☐ Tell my child each step before it happens | ☐ Headphones |
| ☐ A favorite toy | ☐ Show the tools first |

Other: _____

WHAT THE DOCTOR SAID

NEXT STEPS



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Important Contacts

Everyone who helps my child, on one page.

CHILD

UPDATED

Emergency: 911

Poison Help: 1-800-222-1222

WHO

NAME

PHONE

NOTES

Doctor

Dentist

Speech therapist

Occupational therapist

BCBA

Teacher

Case manager

Pharmacy

Insurance

Emergency contact 1

Emergency contact 2



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Wandering and Safety Plan

Our family's plan, made on a calm day.

CHILD

UPDATED

MY CHILD MAY HEAD TOWARD

- ☐ Water: pools, ponds, the beach
- ☐ Roads and traffic
- ☐ Trains and tracks
- ☐ Parks and playgrounds
- ☐ Stores
- ☐ Neighbors' yards

PLACES NEARBY MY CHILD MIGHT GO

WHAT WE HAVE IN PLACE

- ☐ Door alarms or chimes
- ☐ Locks up high or out of reach
- ☐ Fence and gate
- ☐ ID bracelet, tag or card
- ☐ Neighbors know my child
- ☐ Swim lessons
- ☐ A recent photo on my phone

If my child is missing

1. Call 911 right away. Say your child is autistic and may not answer to their name.
2. Check nearby water first: pools, ponds, the beach.
3. Then the places on this page. Everyone follows "who does what."

Who does what

WHO

DOES WHAT

Neighbors to call

For a sheet about your child to hand to police and first responders, use the Child Card in Bloom Autism Support.



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Turning 14, 18 and 21 in New Jersey

What often comes up at each age, and who to ask. Plain information only.

Around 14 Planning for after high school

- The IEP starts to include plans for after high school: work, more school, and daily life. This is often called transition planning.

Ask: the case manager. <https://www.nj.gov/education/specialed/>

- Help with getting ready for work may be available from Vocational Rehabilitation Services (DVRs).

Ask: DVRs. <https://www.nj.gov/labor/career-services/special-services/individuals-with-disabilities/>

Around 18 Your child becomes an adult

- At 18 your child is an adult. Some families look into guardianship or other kinds of help with decisions. It goes through the courts.

Ask: NJ Courts guardianship self-help. <https://www.njcourts.gov/self-help/guardianship>

- Social Security reviews SSI at 18 using the rules for adults.

Ask: Social Security. <https://www.ssa.gov/ssi>

- The Division of Developmental Disabilities (DDD) serves adults. Many families apply before school ends.

Ask: DDD when to apply. <https://www.nj.gov/humanservices/ddd/individuals/transition/>

Around 21 School ends, adult services begin

- School services can continue until about 21.

Ask: the school when the last school year is. <https://www.nj.gov/education/specialed/>

- Adult day programs and supports come through DDD after school ends.

Ask: DDD. <https://www.nj.gov/humanservices/ddd/individuals/transition/>

SPAN is New Jersey's parent center: free help for families with questions about school and growing up.

<https://spanadvocacy.org/>

Links checked: October 2026. Rules and forms change: always ask the agency.



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Our notes

Questions, next steps and dates, by age.

CHILD

Around 14

QUESTIONS

NEXT STEP

BY WHEN

Around 18

QUESTIONS

NEXT STEP

BY WHEN

Around 21

QUESTIONS

NEXT STEP

BY WHEN

OTHER NOTES



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Daylight Saving Bedtime Shift

Clocks go back one hour on Sunday, November 1, 2026, at 2:00 AM.

HOW IT WORKS

Starting Wednesday, put your child to bed 15 minutes later each night. By Saturday, bedtime is one hour later. On Sunday the clock goes back, so your usual bedtime feels the same as Saturday did. Keep it steady all week. Go slower if you need to.

USUAL BEDTIME

USUAL WAKE-UP

NIGHT	BEDTIME PLAN	ASLEEP AT	WOKE AT	Easy	OK	Hard
Sun, Oct 25	Usual bedtime			☐	☐	☐
Mon, Oct 26	Usual bedtime			☐	☐	☐
Tue, Oct 27	Usual bedtime			☐	☐	☐
Wed, Oct 28	15 min after usual			☐	☐	☐
Thu, Oct 29	30 min after usual			☐	☐	☐
Fri, Oct 30	45 min after usual			☐	☐	☐
Sat, Oct 31	1 hour after usual			☐	☐	☐
Saturday night: clocks go back one hour at 2:00 AM						
Sun, Nov 1	Usual bedtime, new clock			☐	☐	☐
Mon, Nov 2	Usual bedtime			☐	☐	☐
Tue, Nov 3	Usual bedtime			☐	☐	☐
Wed, Nov 4	Usual bedtime			☐	☐	☐
Thu, Nov 5	Usual bedtime			☐	☐	☐
Fri, Nov 6	Usual bedtime			☐	☐	☐
Sat, Nov 7	Usual bedtime			☐	☐	☐

WHAT HELPED

Name Tracing

Name _____

I will: trace my name

How many: 4

Then: _____

Type the name on the page before you print, and every row fills in.

EXAMPLE

☐ I'm done!



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Letter A a

Name _____

I will: trace

How many: 9

Then: _____

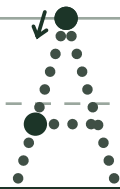
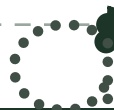
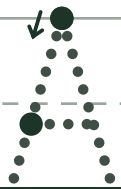
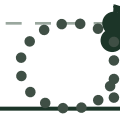
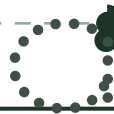
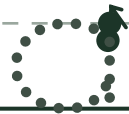
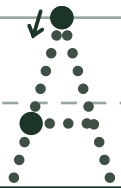


apple

EXAMPLE

A

a



I'm done!



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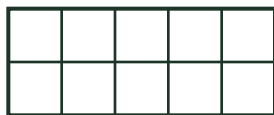
Number 0

Name _____

I will: trace

How many: 9

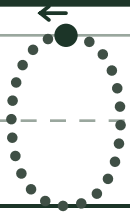
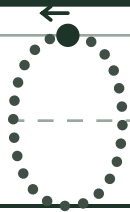
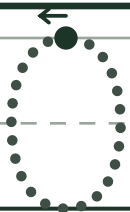
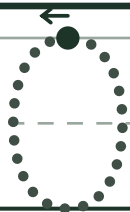
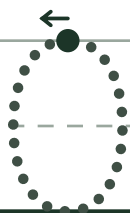
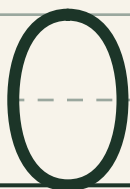
Then: _____



zero

Count the dots

EXAMPLE



I'm done!



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Straight lines

Name _____

I will: trace

How many: 6

Then: _____

EXAMPLE



☐ I'm done!



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