School, Bedtime, and Everyday Transitions

Grounded ways to support routines without turning a workbook into treatment.

School-day transitions

After school, children may need a little time before conversation. Consider a predictable choice—snack, quiet time or a familiar activity. If a child has sustained distress at school, collaborate with the school and seek professional guidance as appropriate.

Bedtime choices

A familiar bedtime routine may include a story, low light, a comfort item or agreed quiet time. Offer choices you can actually maintain. This site does not claim that a worksheet treats nightmares, insomnia or trauma-related sleep disturbance.

Changes of plan

Describe the change plainly, explain what is known and offer one small next step. Visual plans can help some children understand sequencing. Avoid promising that unexpected changes will never happen.

When routines are not enough

If sleep, attendance, eating, social connection or everyday functioning change substantially or stay disrupted, consult the child’s pediatrician or a qualified mental-health professional for individualized assessment.

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A PHRASE YOU CAN USE

“Our plan changed. First we will go home, then you can choose a snack or quiet time.”

IMPORTANT BOUNDARY

Use the new School-Day Comfort Choices and Bedtime Comfort Menu pages as conversation tools.

REFERENCES & SCOPE

General family guidance; no therapeutic efficacy claim is made for the activities. This guide is informational; a licensed professional provides individualized assessment and treatment.

PUT THIS INTO PRACTICE

One question I would like to ask a professional:

One choice I can offer my child without pressure:

What would tell me that more support is needed?

Bring these notes to an appropriate conversation if useful. Do not record sensitive traumatic memories here.