Big Feelings & Self-Regulation · Grades 3–5 / 6–8 · 15 minutes · FREE

When My Brain Feels Full

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

Learning goal: Recognize overload signals and choose a manageable reset or support request.

Sometimes there is more input than you can comfortably use at once. Noise, instructions or many decisions can make a task feel full. Different brains need different supports. You can use a pretend situation and skip any prompt that feels too personal.

Your steps

1. Notice possible signals without treating them as a diagnosis.
2. Choose sensory-friendly resets you can use safely.
3. Follow the support decision path.
4. Plan one first step for the next full-brain moment.

1. Signals I might notice

Check possible signals, or use a symbol for “not sure.” No medical details are needed.

- ☐ Hard to choose where to start
- ☐ Losing the next instruction
- ☐ Noise feels harder to ignore
- ☐ Wanting more space or quiet
- ☐ Attention feels jumpy or stuck
- ☐ My own signal (write below)

My addition / adjustment:

_____

2. My reset choices

Choose supports that suit you. A reset can be quiet, movement or a simpler task.

LESS INPUT · quieter spot / fewer materials	BODY CHOICE · stretch / sit / move safely
SMALLER TASK · one instruction at a time	CONNECTION · ask a trusted adult

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When My Brain Feels Full · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. My support decision path

Draw arrows: Safe right now? If no → trusted adult now. If yes → try a reset. Helped? If no → ask for support; if yes → choose one small task.

SAFE RIGHT NOW?	TRY A RESET	ASK FOR SUPPORT

My next step

If my brain feels full, I will first… If that does not help…

Optional stretch · Grades 6–8

Design two support paths for noisy group work and a long independent task. Explain what can change in the environment.

Optional teacher / parent follow-up: Allow a quiet alternative and private participation. If distress is high or safety is uncertain, connect the learner with a trusted adult.

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