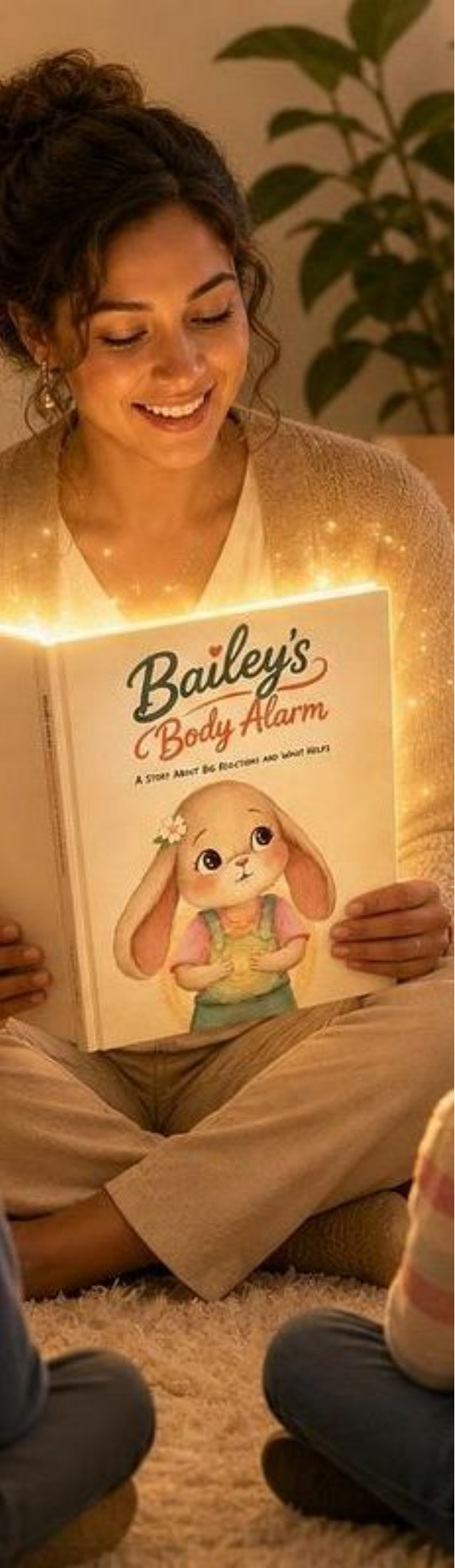




Bailey's Body Alarm™

Read-Aloud & Discussion Guide

For teachers, therapists & other helping professionals

Bailey's Body Alarm was created especially for PDA, autistic, ADHD, and highly sensitive children, but its language can help any child begin to understand what may be happening inside their body when their nervous system sounds an alarm.

This guide is designed to help you read Bailey with a classroom, small group, or individual child and continue the conversation afterward.

For the first read, simply read.

Let children experience Bailey's story from beginning to end without stopping to teach, quiz, or ask them to identify their own Body Alarm.

When the story is finished, come back to a few moments in Bailey's story and **wonder together**.

A quick note: Body Alarm™ isn't a behavior-management system or a new way to get a child to calm down, comply, or "make a better choice." It's shared language for getting curious about what may be happening underneath a child's reaction.

Why Did Bailey's Alarm Get So Big?

ASK THE GROUP

"Why do you think Bailey's Body Alarm got big and started blaring?"

Let children answer before offering an explanation. There isn't one "right" answer.

FOR THE GROWN-UP

Bailey is happily building a magnet tower when a grown-up tells her it's time to put on her shoes. To an adult, this may seem like a very small request. But Bailey is being asked to stop something she is deeply engaged in, transition away from a preferred activity, and respond to something someone else has decided needs to happen.

Transitions can be difficult for many children, particularly autistic children. For a PDA child, the perceived loss of autonomy or control can add another layer, creating a very big Body Alarm response to something that looks small from the outside.

Let's Notice Buzzing

GO BACK TO

GO BACK TO The page that begins:

"A voice came from the hallway. 'Time to put on your shoes.'"

ASK THE GROUP

"What do you notice about Bailey's face and body? What do you notice about the glow around her?"

Give children a chance to notice what is changing.

Then you might say:

"Bailey's Body Alarm isn't blaring yet. It's starting to **buzz**. And the glow around Bailey is getting bigger too."

"Lots of things can make a kid's Body Alarm start to buzz. Maybe you get an answer wrong, don't get picked for something, don't win a game, see something scary, hear a really loud noise, wear something that feels uncomfortable, or walk into a really crowded room. What are some other things that might make a kid's Body Alarm buzz?"

Buzzing Can Look Different for Every Child

FOR THE GROWN-UP

Bailey's growing glow helps us see something happening inside her that might otherwise be easy to miss.

In real life, there isn't a glow to show us when a child's Body Alarm is getting louder. Buzzing can be subtle and can look different from child to child.

You might notice:

ignoring or seeming not to hear	avoiding or delaying	increased worry or anxiety
arguing or negotiating	becoming silly, restless, or more active	freezing or going quiet
suddenly struggling with something they could do moments before	saying something unexpected, like "My legs don't work"	a hiss, sound, facial expression, or other small signal that something is getting harder

These are possibilities, not a checklist. Every child's Body Alarm can look different.

Now Let's Notice Blaring

GO BACK TO

The page that begins:

"Before Bailey could think, her body took charge..."

ASK THE GROUP

"Now what do you notice about Bailey's face and body? What happened to the glow around her?"

Then:

"Bailey's Body Alarm has gone from Buzzing to **Blaring**. The glow has gotten really big too."

Ask:

"Do you think everyone's Body Alarm looks the same when it's blaring?"

You might explain:

"No. Sometimes a Blaring Body Alarm can look really big on the outside, and sometimes it can get very quiet."

FOR THE GROWN-UP

Blaring may look like yelling, crying, hitting, throwing, or running. But it can also look like freezing, hiding, completely shutting down, or having difficulty speaking or responding.

The glow lets us see Bailey's Body Alarm. With real children, we have to stay curious.

We can notice clues, but we can't know exactly what is happening inside another person simply by looking at their behavior.

What Helped Bailey?

GO BACK TO

The part of the story where Bailey's Body Alarm begins getting quieter.

ASK THE GROUP

"What helped Bailey's Body Alarm begin to get quieter?"

Let children pull their answers from the story.

Then draw their attention back to the illustration:

"Look at the glow around Bailey now. What do you notice?"

The glow gives children a visual way to notice that Bailey's alarm is changing again.

FOR THE GROWN-UP

What helps one child may add pressure for another. A child might need more space, fewer words, a quieter place, more time, or a trusted grown-up nearby. They might choose to move their body, cover their ears, squeeze something, hide somewhere cozy, or take deep breaths.

These are possibilities, not instructions.

When a Body Alarm is blaring, support works best when it is offered rather than required.

When a Friend's Body Alarm Is Blaring

ASK THE GROUP

"What should we do if a friend's Body Alarm gets really big and starts blaring?"

Listen to their ideas, then reinforce:

"Give your friend some space and get a grown-up. You don't have to fix someone else's Body Alarm. The grown-ups will help."

And one final reminder:

"They're not a bad kid. They're a good kid having a hard moment."

One Book. One Shared Language. Countless Better Conversations.

The goal isn't to teach children to keep their Body Alarm Calm. It's to give children and the grown-ups around them a shared language for understanding what might be happening when things get hard.