

# From Stuck to Thriving: The Tomorrow Tool

A one-page, next-day reminder for using today's learning with one child, one family, or one stuck moment.

Behind every struggle is a strength to uncover or a skill to build. Our job is to find it.

## The 4-Part Stuck-to-Thriving Check

Step	Ask yourself	Try tomorrow
1. Connect + Regulate	What does this child's body need before access is possible?	Lower speed, soften voice/face, reduce sensory load, add movement, or start beside them.
2. Assess + Flip + Reframe	What might this behavior be protecting, communicating, or showing me?	Look for the hidden strength or missing skill before choosing the response.
3. Teach Skills with Access	If the child could not learn this by watching, what needs direct teaching?	Teach one specific ability: wait, ask for help, enter conversation, get attention, or take turns.
4. Practice + Support	How will we rehearse this in real life and support the adults?	Practice when calm, use visuals/scripts, email the plan, and choose one realistic follow-through step.

## Quick Doorway Reminders

### ADHD / executive-function overload

May need: movement, shorter steps, repetition, scaffolding. Not more: lectures.

### Autism / predictability + social access

May need: visuals, clear expectations, explicit teaching, sensory support. Not more: social guessing.

### Trauma / threat response

May need: safety, control, consistency, trust. Not more: pressure.

### Sensory overload

May need: body-based regulation, reduced input, rhythm, pressure, or movement. Not more: words.

## Use This With One Stuck Moment

The stuck moment I want to understand is:	
What the behavior looks like on the outside:	
What the nervous system, brain, or family system may be protecting:	
The hidden strength I can look for:	
The missing skill I can teach directly:	
One support that may open access:	
One small practice step for tomorrow:	

## Script to Carry With You

How exactly is this happening, and what would make this 5% safer or more doable?

## References

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SAMHSA. (2014). Concept of trauma and guidance for a trauma-informed approach.