

Dotty Moo Gets Ready for School

A calm social story for children who
find mornings tricky





I am Dotty Moo.

I wake up in the morning.

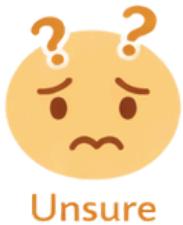
My house feels quiet.





Mornings can feel big for me.

Pictures help me know what
is coming next.



First, I get dressed.

Getting dressed can feel
tricky for my body.



My body feels things very strongly.

Socks are the hardest. They feel scratchy and tight.



Mummy helps me with my
socks.

She rubs and pats my feet
gently.





With a few changes to my
clothes,

I can feel more comfortable
and calm.



Foamy toothpaste feels
uncomfortable.

Plain toothpaste feels better
for me.



I squeeze the toothpaste
onto my brush.

I brush carefully. I know it will
be finished soon.



I wash my face using my
special cloth.

The cloth feels soft and
comfortable.



Now it is time to go to the toilet.

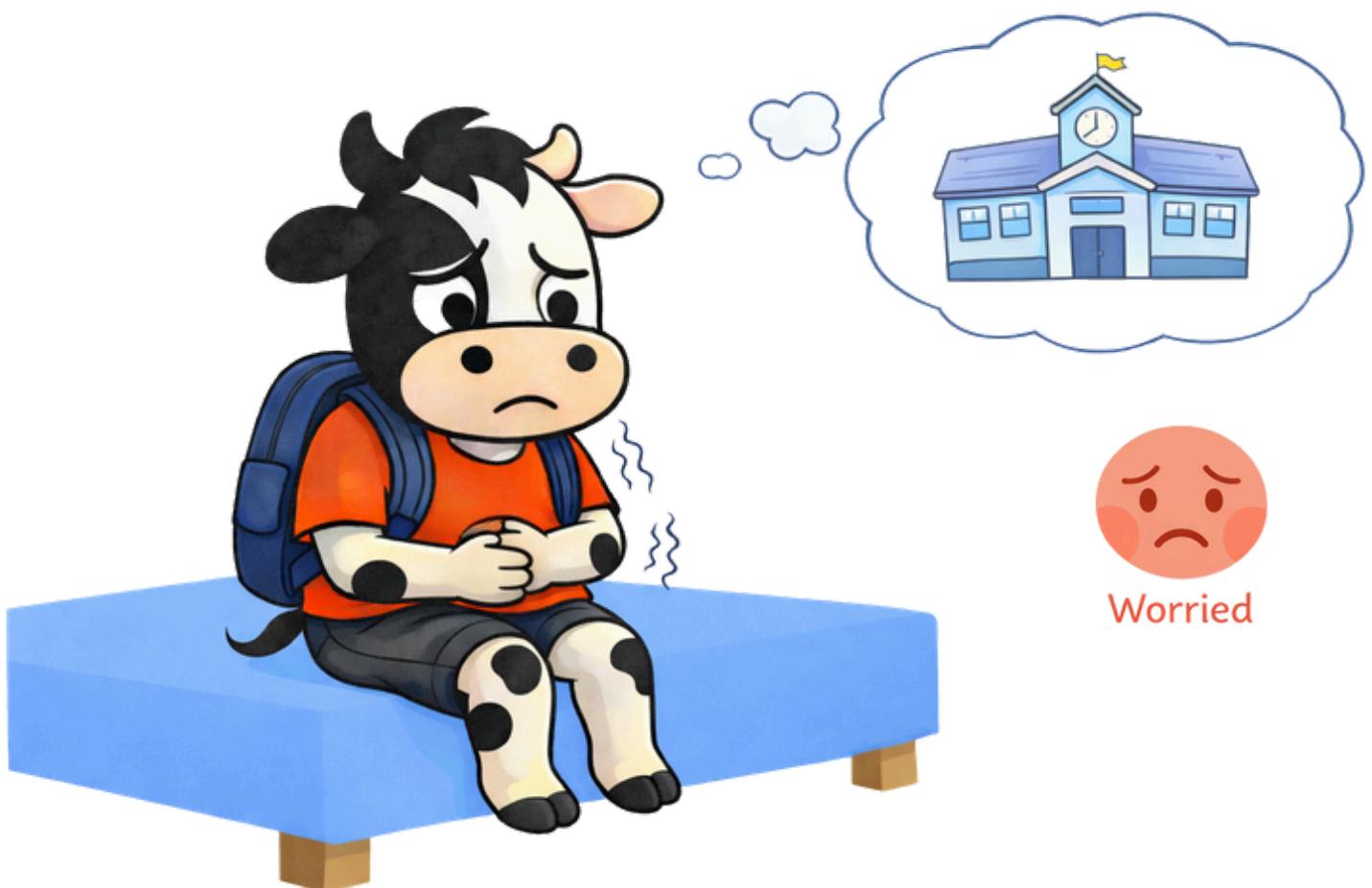
I like to take my trousers off to go.



After the toilet, I get dressed again.

That can feel frustrating.

We check my routine together.



I am nearly ready.

My tummy starts to feel
wobbly.

I feel worried about going to
school.



We talk about the quiet entrance at school and yummy pancakes at breakfast club.

That helps me feel safer.



I am nearly ready to go.

Now my shoes do not feel
right. I feel upset.



Mummy stays calm with me.
She helps my body feel
calmer.





In the car, Mummy helps distract me.

This helps my body feel calmer.



At school, I use the staff entrance.

People talk softly to me.

I feel calmer there.



Calm



I do some exercises at school.

I stretch my arms.

I press my hands together.





I take deep breaths.

My body starts to feel more
settled.





Nervous



Strong



I still feel nervous.

Sometimes I look strong on
the outside, even when I
don't feel that way inside.





Supported

I used my routine.

I used things that help me.

I listened to my body.

People helped me.



I am Dotty Moo.

I am brave.

I am ready for my day.

Guidance for Parents and Professionals

This social story is designed to support children who find mornings and transitions to school challenging. It focuses on reassurance, predictability and gentle coping strategies.

How to use this story

- Read the story together when the child is calm, not during a moment of distress.
- The story can be read daily or revisited as needed.
- Children may benefit from reading the same version regularly so it feels predictable and familiar.

Personalising for the child

Every child is different. The support tools and strategies shown in this book are examples only.

You can:

- Change the tools shown to match what works best for your child for example a different comfort item, clothing choice or calming activity.
- Adjust wording to reflect your child's experiences for example changing "Mummy" to another trusted adult.
- Skip or repeat pages depending on the child's needs.

Support strategies shown

The story includes a range of supportive strategies such as:

- Visual routines
- Clothing choices
- Sensory supports
- Calm adult responses
- Distraction and reassurance
- Breathing and body awareness

Not all strategies will suit every child. It is expected and appropriate to adapt or replace these with alternatives that are already familiar and effective.

Adult role

Adults are shown as calm, supportive and responsive. This models:

- Staying regulated when a child is distressed
- Offering help without pressure
- Acknowledging feelings while supporting the next step

Important note

This resource is intended to support emotional understanding and routines. It is not a replacement for professional advice or individual support plans.

If the child has an existing support plan, EHCP or agreed strategies at home or school, these should always take priority.

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