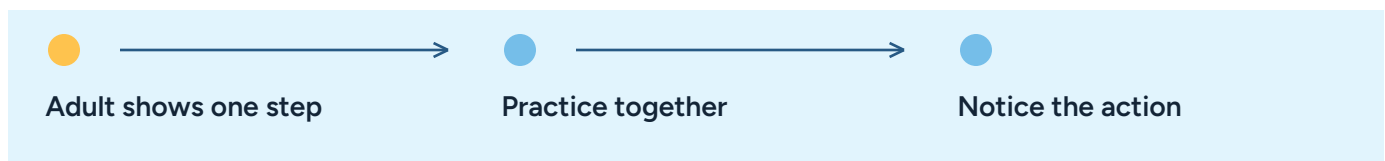


Little Steps, Together

You provide the structure. Your child practices with you.

Parent-led support for play, routines, transitions, and big feelings. A child does not need to read or write to use the activity pages.



Start here

- 1 My little morning
- 2 First this. Then that.
- 3 I can ask for help
- 4 We practiced!
- 5 One plan for my grown-ups

At this stage

At age three, activity, impulsivity, and emotional intensity vary widely. These tools do not establish an ADHD diagnosis. Seek developmentally informed evaluation for persistent impairment. For preschool ADHD, ask about evidence-based parent training in behavior management before medication decisions.

Choose just one

Try one tool in one familiar situation. Keep the support that helps and change what does not. Use developmental ability, communication needs, and current stress to adapt the plan, not age alone.

Print or annotate digitally; these are not fillable forms. Keep completed pages private. Public downloads should contain blank templates only.

Parent partnership

Build the everyday support

Practical guidance for this stage, not a test of perfect parenting.

01 Show one small step

Use a picture and a nearby adult. Say Put the toy in this basket, then model it. Give time to respond. Help the child begin without demanding eye contact. Notice the action immediately: You put the block away.

02 Let play build connection

Offer five minutes of child-led play when you can. Describe what the child does, imitate safe play, and enjoy being together. Save quizzes and corrections for another time. Connection is not a reward to be earned.

03 Make endings predictable

Before an activity, name the stopping point and what comes next. Give a short warning. Save the construction or take a photo if helpful. Guide the first movement of the transition.

04 Keep expectations developmental

Practice a short sequence, not an entire morning of independence. Rest, snacks, toileting, safe movement, and adult comfort remain available regardless of behavior.

Our one change to try this week

Who will help, and when we will review it

Parent partnership

When the plan gets hard

Practical guidance for this stage, not a test of perfect parenting.

01 Before the storm

Look for fatigue, hunger, sensory overload, pain, or a confusing demand. Offer fewer words and one next step. Ask preschool staff what helps in their setting.

02 During the storm

Stay nearby and keep siblings and hazards out of reach. Use a calm voice: You are upset. I am here. Hitting is not safe. Do not force touch or breathing. Do not corner, shake, hit, or restrain the child.

03 After the storm

When ready, reconnect and briefly rehearse an alternative: Help, please. Pick up together or repair what was damaged. Long lectures and forced apologies do not add practice.

04 Support the grown-up

Agree on a safe handoff with another adult. If you have ADHD, put the picture plan where the routine occurs and set one named alarm. Simplifying the plan is a useful adjustment.

Our one change to try this week

Who will help, and when we will review it

 Keep alongside the tools

Care, evidence, and next steps

Educational tools to use alongside individualized care.

What these pages can and cannot do

These are original Ballast educational exercises, not diagnostic measures or a validated treatment package. Their scripts and suggested practice periods are examples to adapt. Parent behavior training, school supports, and individualized treatment have a broader evidence base than any one worksheet.

Bring patterns to the care team

Record the situation, support tried, and result. Ask about sleep, learning, language, mood, anxiety, sensory needs, and medical contributors when relevant. Discuss medication questions and side effects with the prescriber; do not change doses based on this toolkit.

Protect dignity and safety

Basic care, safe movement, and affection are never earned privileges. Do not use humiliation, hitting, forced eye contact, or unsafe isolation. Repeated aggression, self-harm, or unsafe running away needs a clinician-led safety plan. In the U.S., call or text 988 for crisis support; call 911 for imminent danger.

School support

Discuss specific barriers and supports with the school. In U.S. public schools, ask whether a Section 504 or special-education evaluation is appropriate. Eligibility is individualized; diagnosis alone does not guarantee a plan. Private-school obligations differ. This is not legal advice.

Sources / reviewed September 2026

[CDC: Parent behavior training ↗](#)

[CDC: ADHD treatment ↗](#)

[CDC: School supports ↗](#)

[NIMH: ADHD overview ↗](#)

[CDC: Sleep by age ↗](#)

Together with a grown-up

My little morning

Use with a grown-up. Point to the next picture.

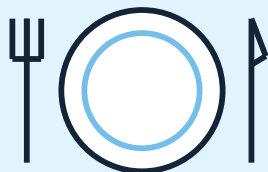
1



GET DRESSED



2



EAT



3



GET MY BAG

Adult: teach one picture at a time. Point, help, then name the success. Add your own photos if these pictures are not meaningful to your child.

Together with a grown-up

First this. Then that.

Draw or add a photo in each space.

FIRST: one small action



THEN: the next activity

Adult: use a short sequence such as put blocks in the basket, then choose a story. Do not make food, water, toileting, rest, or affection conditional.

Together with a grown-up

I can ask for help

Point or say the words. Practice when calm.

HELP ME

Draw what helps here.



SIT WITH ME

Draw what helps here.



QUIET SPACE

Draw what helps here.



MOVE WITH ME

Draw what helps here.



Adult: honor communication even if it is a gesture. Stay close enough for safety. A quiet space is supportive, not locked isolation or punishment.

Together with a grown-up

We practiced!

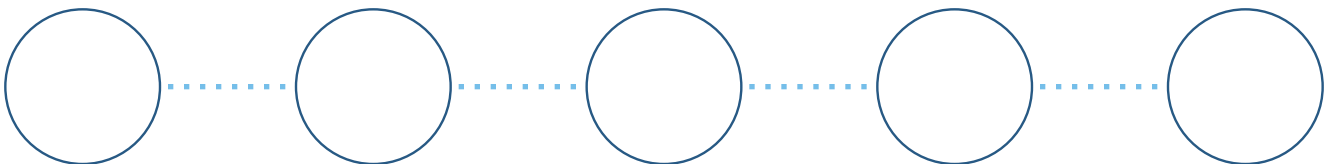
A grown-up helps me try one little thing.

1 Our tiny skill:

2 A grown-up helps by:

3 After I try, we celebrate with:

ONE MARK FOR EACH TRY



Try again with help. You keep the progress you made.

Adult: draw a mark in one circle after each practice, with support allowed. Offer immediate specific praise or a small chosen activity. Keep earned marks; no perfect streak required.

Together with a grown-up

One plan for my grown-ups

For home, preschool, or another caregiver. Adults complete together.

1 One strength or interest

2 One moment that gets hard

3 The short words and picture we will use

4 What helps me settle / what makes it harder

5 Who will check in, and when

Keep this brief and share only with relevant caregivers. If safety is repeatedly difficult, seek a clinician-led plan rather than relying on this sheet.