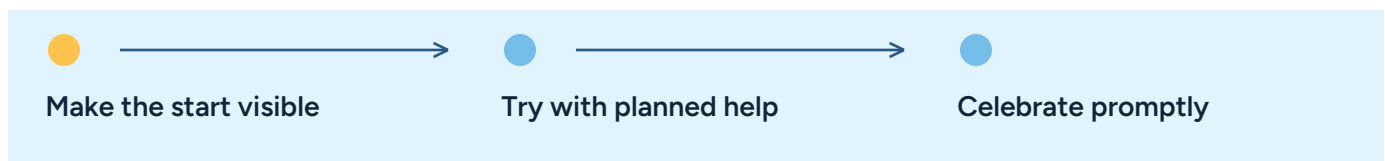


Ready, Set, Try

Build skills together. Make progress easy to notice.

Shared practice for school mornings, homework starts, coping, and friendship. Read directions aloud or let your child draw answers whenever helpful.



Start here

- 1 My launch checklist
- 2 My homework mini-mission
- 3 My reset choices
- 4 A friendship practice
- 5 My practice trail

At this stage

For school-age ADHD, discuss a treatment plan that includes home and school supports and medication when appropriate. Persistent reading, writing, or math difficulty needs attention to learning, not simply more reminders. These sheets support practice; they do not replace parent training or assessment.

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 Teach a start, not a slogan**
Be responsible is hard to act on. Open the folder and point to the first assignment is visible. Do a first example together, then let your child try the next piece.
- 02 Use encouragement close to the action**
Choose one achievable behavior, such as putting a folder in a bag after a cue. Agree on a small reward beforehand, allow planned help, and celebrate promptly. Never take back earned points or withhold basic needs.
- 03 Keep homework bounded**
Agree on a short first block and a break. Let the child choose between two workable locations. Set a review point before distress turns into a long battle; record confusing work and contact the teacher.
- 04 Coordinate rather than duplicate**
Use one assignment source and one return folder. Ask the teacher for a specific support and a review date. Avoid adding home punishment for every difficult school day.

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 Name the feeling and limit

You are frustrated. Throwing the pencil at someone is not safe. Put it down and we can choose a break or help. Speak briefly, without sarcasm or labels.

02 Practice a reset in ordinary moments

Choose two coping actions, such as quiet company or movement. Rehearse before they are needed. Do not require stillness, eye contact, or a breathing exercise to prove cooperation.

03 Teach friendship through rehearsal

Practice asking to join, waiting for a reply, and accepting no. A child is not required to tolerate cruelty. Repeated exclusion, threats, or bullying needs adult help.

04 Own the adult part

I shouted. That was not okay. The rule still matters, and I will use a calmer voice. Invite a small repair and another try, not a performance of remorse.

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 ↗](#)

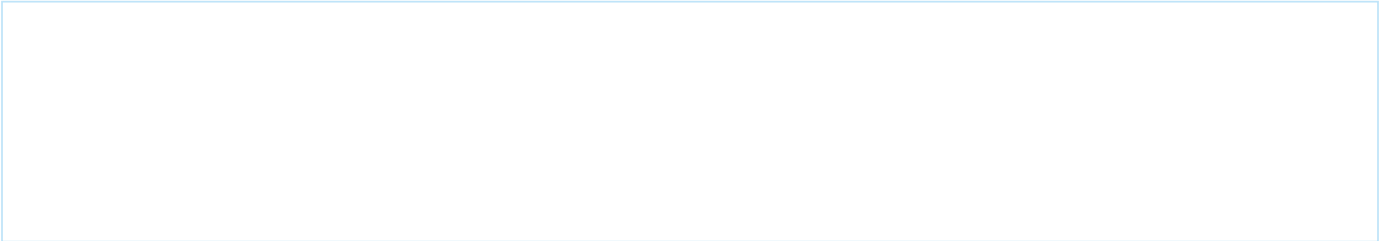
[CDC: Sleep by age ↗](#)

 Practice with support

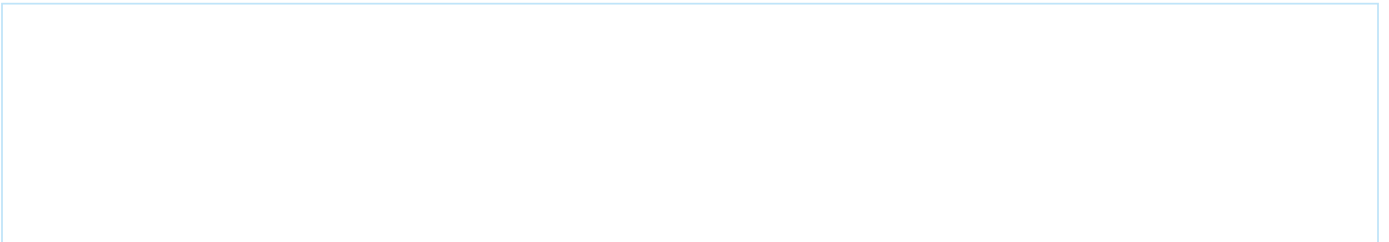
My launch checklist

Draw or write your three steps. Check with your grown-up.

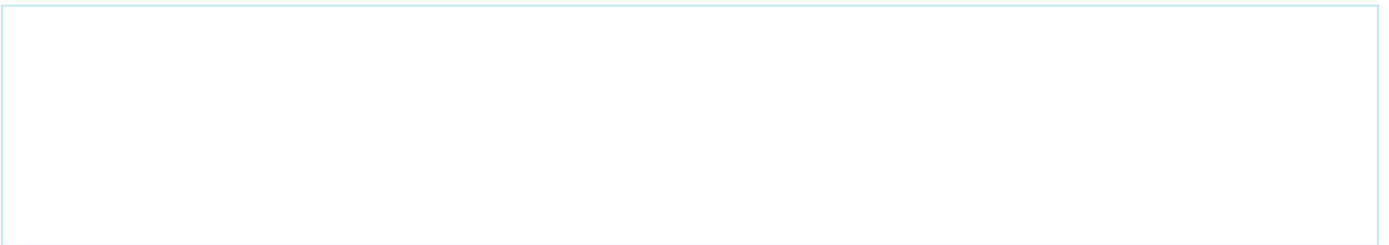
1. Before I leave, I will...



2. The thing I often forget is...



3. My bag goes...



Example: folder in bag, water bottle ready, bag by door. Parent: check together until the routine is reliable; reduce help gradually.

Practice with support

My homework mini-mission

Choose one piece. Starting counts.

1 My first small job

2 I will work for ___ minutes, then take a break

3 If I get stuck, I can ask...

4 Before I finish, I will pack or submit...

Example: read the directions and do one problem. Parent: try a brief interval and adjust; contact the teacher if the work is persistently inaccessible.

 Practice with support

My reset choices

Circle two choices to practice. All feelings are allowed.

ASK FOR HELP

Draw what helps here.

MOVE SAFELY

Draw what helps here.

DRAW IT

Draw what helps here.

SIT NEAR SOMEONE

Draw what helps here.

My safe person is...

Say: I feel _____. I need _____. Parent: help with safety and settling first. Discuss solutions when your child is ready, not at peak distress.

 Practice with support

A friendship practice

Try these words with someone safe.

JOIN

Can I play? What are the rules?

WAIT

I have an idea. Tell me when it is my turn.

REPAIR

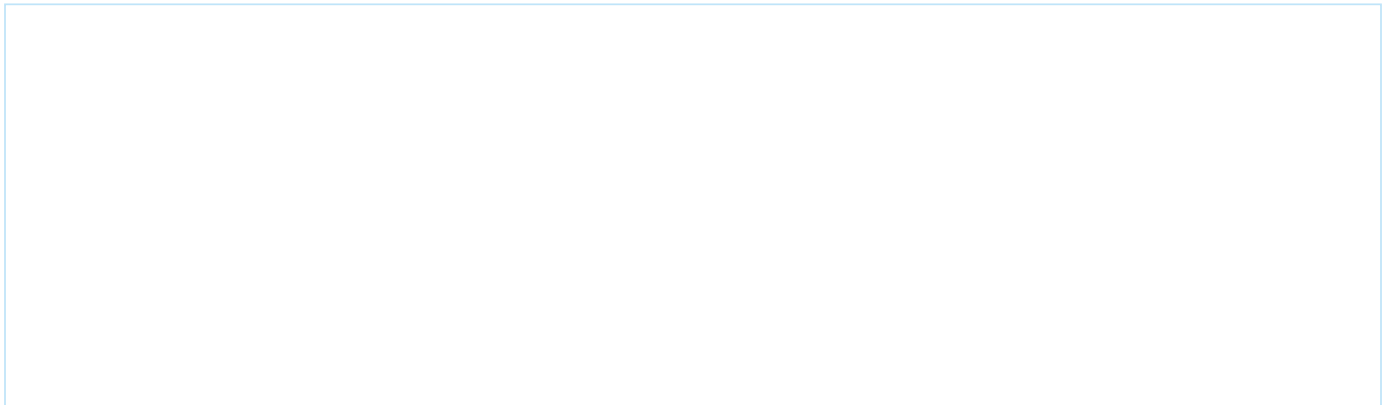
I interrupted. You can finish.

GET HELP

That feels mean. I need an adult.

Draw or write a moment to practice in the space below. Parent: coach a skill without blaming the child for bullying or exclusion.

MY PRACTICE MOMENT



Practice with support

My practice trail

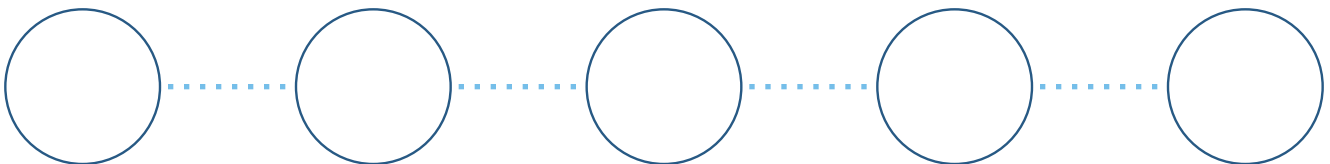
Pick one action you can do with help. Mark each try.

1 My one action:

2 The help I can use:

3 My small celebration:

ONE MARK FOR EACH TRY



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

Parent and child: agree on what earns a mark before starting. Keep it reachable and prompt. After five opportunities, change the plan if it is not helping. No marks are removed.