



FOUR PRACTICAL GUIDES

The Ballast Parent ADHD Toolkit

A steadier family life, one workable change at a time.

For parents and caregivers of children ages 4-17

- 01 Calmer routines
- 02 Cooperation without power struggles
- 03 Big feelings, steady parenting
- 04 Schoolwork without the nightly battle

Start with one page and one real-life moment. Practice the tools together.

 Four guides, one toolkit

Find your place to begin

Choose the guide that fits the moment in front of you.

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| Mornings, transitions, and evenings with less friction. | | |
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| Safety, connection, coping, and repair after difficult moments. | | |
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| Homework starts, school collaboration, and growing independence. | | |
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Each guide includes explanations, words to borrow, and a reader version of the tools. Its final page keeps the care limitations and source links close at hand.

Print or annotate digitally. No fillable form fields. Use the developmental adaptations, not age alone, to choose the right level of support.

Calmer Routines

Mornings, transitions, and evenings with less friction.

For parents and caregivers of children ages 4-17

Start with one page and one real-life moment. These tools are designed to be practiced together, not assigned to your child as another thing to get right.

Choose a place to begin

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03	Make after-school landing easier	08
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A steadier family life, one workable change at a time.

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Learn together

Build one reliable routine

Begin with the hardest ten minutes, not the whole day.

01 Find the snag

Watch one routine twice. Where does it stall: remembering, choosing, starting, stopping, or finding something? Ask your child what makes that moment hard. A plan should solve that barrier.

02 Make three steps visible

Try: get dressed, eat breakfast, bring bag to the door. Use pictures, words, or a phone checklist chosen with your child. Teach each step when nobody is rushing. Add hygiene and other steps once the first sequence works.

03 Put support where the action happens

Clothes go beside the bed; the toothbrush stays visible; the bag has one home. Point to the next step, help with the first movement, and notice completion. A reminder is support, not evidence that the child failed.

Illustrative example

Three visible steps

- ☐ Get dressed

- ☐ Eat breakfast

- ☐ Bring bag to the door

Pictures, words, or a phone checklist chosen together.

Words to borrow

Instead of: How many times do I have to tell you? **Try:** The next step is socks. Would you like to find them, or shall we look together?

Ages 4-6: two pictures and adult help. Ages 7-11: rehearse a short list. Ages 12-17: agree on the outcome; let the teen choose the system.

 Your small experiment

Our three-step routine

Build one reliable routine

Choose one real-life moment. Write, sketch, or talk through the plan together.

Our difficult moment and likely barrier

Our three visible steps

01

02

03

What the adult will set up tonight

A plan can be revised. Keep the support your child still needs.

Learn together

Help the brain change gears

A transition includes stopping, not just starting.

01 Agree on the ending before the activity

For screens or play, decide the stopping point and next activity together. Choose a finishable segment where possible. Give a brief warning with a timer or visual cue your child can use.

02 Build a bridge

At the signal, help save progress or photograph a project. Then use one concrete movement: stand, carry the bag, or walk to the sink. Keep the next instruction short.

03 Plan for protest

Disappointment does not automatically mean the limit is wrong. Acknowledge it and stay steady. If distress rises, lower the amount of talking and help the child settle before problem-solving.

Illustrative example

A transition bridge

Warning

Use the agreed cue



Ending

Save the progress



Bridge

Walk to dinner

Agree on the ending before the activity begins.

Words to borrow

I know you want more time. Saving now is hard. We are stopping for dinner. I can sit beside you while you save.

Younger children need nearby help. Older children can choose a timer. Teens should help negotiate stopping points and privacy-respecting reminders.

 Your small experiment

Our transition bridge

Help the brain change gears

Choose one real-life moment. Write, sketch, or talk through the plan together.

The transition we want to practice

Our warning, stopping point, and bridge

Warning

Stopping point

Bridge

What we will do if it becomes too hard

A plan can be revised. Keep the support your child still needs.

Learn together

Make after-school landing easier

Check capacity before adding demands.

01 Offer a predictable landing

Try food, water, a bathroom break, and a short period of movement or quiet. Ask which helps. A difficult afternoon is not proof that your child was deliberately saving bad behavior for home.

02 Set the return point

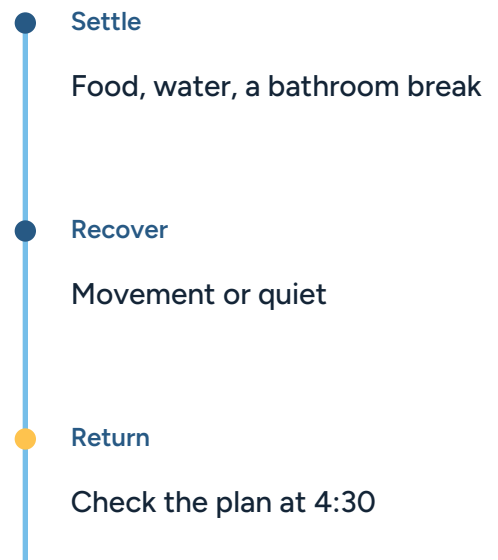
A break works best when its ending is clear. Agree on a time or cue to check assignments. Avoid making an open-ended scrolling session the only way to recover.

03 Notice patterns without diagnosing them

Track sleep, workload, hunger, social stress, and when difficulties appear. If a pattern seems related to medication timing or side effects, share observations with the prescriber. Do not change doses yourself.

Illustrative example

An after-school landing



The time shown is illustrative. Choose a return cue together.

Words to borrow

You do not have to tell me everything about school right now. Let us get settled. We will check the plan at 4:30.

Teens can choose their recovery routine. Respect that social or sensory strain may be exhausting even when the school report sounds positive.

 Your small experiment

Our after-school landing

Make after-school landing easier

Choose one real-life moment. Write, sketch, or talk through the plan together.

Our child prefers quiet / movement / company / other

Circle any that fit. Add your own.

Quiet

Movement

Company

Other

Our landing routine and return cue

Landing routine

Return cue

A pattern worth sharing with the care team

A plan can be revised. Keep the support your child still needs.

Learn together

A routine that survives a hard week

The adults need an easy entry point, too.

01 Create a minimum version

Pick essentials for difficult days: basic care, required items, and a safe departure. Do not abandon the whole plan because the ideal version is unavailable.

02 Use one shared cue

For parents with ADHD, keep supplies in one place and put the routine where it happens. A phone alarm named Put bag by door is easier to act on than an alarm named Routine.

03 Review after a few tries

Ask what helped and what felt irritating. Keep one useful piece and change one obstacle. If routines regularly take far more support than you can provide, ask for professional or practical help.

The tool at a glance

A minimum day

- ☐ Keep
Basic care
-
- ☐ Keep
Required items
-
- ☐ Keep
A safe departure

Keep one useful piece. Simplify one obstacle.

Words to borrow

This plan was too complicated for our week. We are keeping the bag spot and simplifying the rest. Nobody is starting from zero.

Shared homes do not need identical routines. Aim for a few familiar cues, clear handoffs, and no blame directed at the child.

 Your small experiment

Our hard-week version

A routine that survives a hard week

Choose one real-life moment. Write, sketch, or talk through the plan together.

Our minimum version

Our cue and backup adult or support

Shared cue

Backup adult or support

After three tries: keep / change / ask for help

Keep

Change

Ask for help

A plan can be revised. Keep the support your child still needs.

 Care, evidence, and next steps

Support beyond the page

Use these resources alongside your child's care, not in place of it.

What these tools are

Original educational worksheets informed by established approaches to parent behavior training, routines, and school support. The exact scripts, time intervals, and layouts have not been validated as a treatment package. Adapt them with your clinician to your child and family.

When to ask for more help

Ask your child's clinician about structured parent training in behavior management and an individualized treatment plan. For children under six, parent behavior training is recommended before medication. School-age treatment commonly combines medication with behavioral and school supports. Discuss treatment choices and any medication changes with the treating clinician.

Make it fit your family

Adapt for developmental level, language, disability, sensory needs, culture, family structure, and available time. Tools should not demand eye contact, suppress harmless movement, or reward hiding distress. Never withhold basic needs or connection. Faith practices can support a family when welcomed; symptoms are not a spiritual failure.

Sources and further reading

CDC: Parent training in behavior management

<https://www.cdc.gov/adhd/treatment/behavior-therapy.html>

CDC: ADHD in the classroom

<https://www.cdc.gov/adhd/treatment/classroom.html>

CDC: Treatment of ADHD

<https://www.cdc.gov/adhd/treatment/index.html>

 Source review: September 2026. These PDFs do not establish a clinician-patient relationship. For urgent mental-health concerns in the U.S., call or text 988. For imminent danger, call 911.

Cooperation Without Power Struggles

Clear directions, useful encouragement, and steady limits.

For parents and caregivers of children ages 4-17

Start with one page and one real-life moment. These tools are designed to be practiced together, not assigned to your child as another thing to get right.

Choose a place to begin

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02	Give a direction the child can use	16
03	Reward the next learnable step	18
04	Hold limits without humiliation	20

A steadier family life, one workable change at a time.

Print or annotate digitally. No fillable form fields. Use the developmental adaptations, not age alone, to choose the right level of support.

Teach the skill behind the behavior

ADHD is not caused by bad parenting. Parents still have powerful ways to help.

01 Describe, do not label

Replace lazy, defiant, or careless with observable facts: the shoes are still on the floor after two reminders. Look for confusing directions, competing interests, missing skills, fatigue, or overwhelm.

02 Practice outside the conflict

Show the skill, do it together, then invite a small independent attempt. Knowing a rule is different from performing it consistently. Keep needed support while the skill develops.

03 Keep connection separate from performance

Offer a few minutes of child-led play, conversation, or shared interest without correction. Notice humor, kindness, curiosity, and effort as well as task completion. Affection is never something a child must earn.

Illustrative example

From facts to practice

Notice

The shoes are still on the floor.



Explore

What skill or support is missing?



Practice

Put the shoes by the door together.

Separate observations from labels such as lazy or careless.

Words to borrow

We keep getting stuck at cleanup. Show me the hardest part. Let us practice putting just the blocks in this bin.

Younger children learn through modeling and play. School-age children can help name barriers. Teens need respectful collaboration and meaningful choices.

 Your small experiment

The skill we can practice

Teach the skill behind the behavior

Choose one real-life moment. Write, sketch, or talk through the plan together.

What we actually see

What skill or support may be missing

A practice moment and connection time

Practice moment

Connection time

A plan can be revised. Keep the support your child still needs.

Learn together

Give a direction the child can use

Fewer words, a clear action, and enough time to respond.

01 Get attention gently

Move nearby and say the child's name. Do not demand eye contact. Check that they heard you, particularly if language, hearing, sensory, or learning differences are involved.

02 Give one doable action

Say Put the plate in the sink instead of Be responsible. Use a calm voice. Offer a choice only when both options are acceptable. Avoid stacking several instructions while walking away.

03 Pause, then help

Allow several seconds to process. If nothing happens, check understanding, reduce the step, or begin together. When the child acts, name what worked instead of adding a criticism about how long it took.

Illustrative example

A usable direction

Instead of

Be responsible.

Say

Put the plate in the sink.

Then

Pause. Check. Help.

Notice what worked when the child acts.

Words to borrow

Sam, put your shoes by the door, please. [Pause.] Would pointing to the spot help? ... You put them where we can find them tomorrow.

For teens: agree on timing when possible. Say Please put dishes away by 7 rather than interrupting repeatedly or monitoring every movement.

 Your small experiment

A direction we can use

Give a direction the child can use

Choose one real-life moment. Write, sketch, or talk through the plan together.

A direction we often repeat

Our shorter, visible-action version

How we will prompt and notice success

Prompt

Notice success

A plan can be revised. Keep the support your child still needs.

Learn together

Reward the next learnable step

Make success reachable and feedback close to the action.

01 Choose one observable target

Example: put the homework folder in the backpack after the evening cue. Avoid broad goals like Have a good day. Start with a step your child can achieve with the planned support.

02 Choose a small reward together

Pair specific praise with a point, sticker, or simple shared activity if helpful. Agree on the plan beforehand. Keep it affordable, prompt, and appealing to this child. Food, sleep, movement, affection, and essential care are not prizes.

03 Protect the next opportunity

Do not take back earned points or require a perfect streak. If the target is rarely met, simplify it or increase teaching and support. Gradually reduce rewards once the skill becomes more reliable.

Illustrative example

A reachable reward

Action

Folder in bag after the cue



Earn

One point



Receive

Five minutes choosing the shared game

An illustrative plan from the script. Agree on the rule together.

Words to borrow

When your folder is in your bag after our cue, you earn a point. Each point earns five minutes choosing our shared game. You get a fresh chance tomorrow.

Young children need very immediate feedback. Older children can use short point systems. With teens, co-design a private plan and avoid childish charts.

Your small experiment

Our next learnable step

Reward the next learnable step

Choose one real-life moment. Write, sketch, or talk through the plan together.

Our one observable target and adult support

Observable target

Adult support

Our reward, earning rule, and delivery time

Reward

Earning rule

Delivery time

Three tries: what happened / what to adjust

Try

What happened

What to adjust

1		
2		
3		

A plan can be revised. Keep the support your child still needs.

Learn together

Hold limits without humiliation

A boundary can be firm and still protect the relationship.

01 State the boundary and alternative

Say Blocks stay on the floor. You can build here or put them away. Keep the response brief, predictable, and connected to the behavior.

02 Respond to danger, not with danger

Do not use hitting, threats, public shame, or frightening isolation. Never ignore unsafe behavior. Move others away from thrown objects and seek help if you cannot keep everyone safe.

03 Repair and teach afterward

When calm, practice the alternative and address the impact: pick up together, replace what can be replaced, or make a meaningful repair. A long lecture is not extra learning.

Illustrative example

A steady boundary

Boundary

Blocks stay on the floor.



Alternative

Build here or put them away.



After calm

Practice and make a meaningful repair.

Keep the limit brief, predictable, and connected to the behavior.

Words to borrow

I will not let blocks be thrown at people. We are putting them aside now. When we are calm, we can practice a safe way to show you are frustrated.

If conflict persists, ask about parent training in behavior management. These worksheets are not a full treatment program or a substitute for live coaching.

 Your small experiment

Our limit and repair plan

Hold limits without humiliation

Choose one real-life moment. Write, sketch, or talk through the plan together.

Our clear limit

A safe alternative and related response

Safe alternative

Related response

How we will reconnect and practice

A plan can be revised. Keep the support your child still needs.

 Care, evidence, and next steps

Support beyond the page

Use these resources alongside your child's care, not in place of it.

What these tools are

Original educational worksheets informed by established approaches to parent behavior training, routines, and school support. The exact scripts, time intervals, and layouts have not been validated as a treatment package. Adapt them with your clinician to your child and family.

When to ask for more help

Ask your child's clinician about structured parent training in behavior management and an individualized treatment plan. For children under six, parent behavior training is recommended before medication. School-age treatment commonly combines medication with behavioral and school supports. Discuss treatment choices and any medication changes with the treating clinician.

Make it fit your family

Adapt for developmental level, language, disability, sensory needs, culture, family structure, and available time. Tools should not demand eye contact, suppress harmless movement, or reward hiding distress. Never withhold basic needs or connection. Faith practices can support a family when welcomed; symptoms are not a spiritual failure.

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Big Feelings, Steady Parenting

Safety, connection, coping, and repair after difficult moments.

For parents and caregivers of children ages 4-17

Start with one page and one real-life moment. These tools are designed to be practiced together, not assigned to your child as another thing to get right.

Choose a place to begin

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Learn together

Notice the build-up

There is often more room to help before the peak.

01 Look for early signs

Watch for louder speech, pacing, repeated arguing, withdrawal, or trouble shifting. Ask your child how rising stress feels in their body. Some children go quiet rather than loud.

02 Check the load

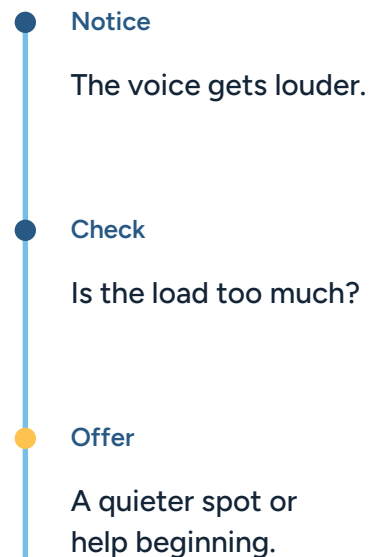
Consider fatigue, hunger, pain, sensory strain, peer problems, confusing work, or too many demands. Emotional outbursts are not unique to ADHD. Persistent or changing symptoms deserve a broader assessment.

03 Act early and lightly

Reduce words and offer one support: a quieter place, help beginning, or a short break with a return plan. Avoid interpreting every protest as an emergency or every shutdown as refusal.

Illustrative example

An early response



A possible need is something to explore, not a diagnosis.

Words to borrow

Your voice is getting louder and this looks hard. Would a quieter spot help, or shall we do the first part together?

Use drawings with younger children. Ask older children and teens what adult responses help, and what responses accidentally make things worse.

 Your small experiment

Before the peak

Notice the build-up

Choose one real-life moment. Write, sketch, or talk through the plan together.

Early signs we notice

Common situations and possible needs

Situations

Possible needs

One early support our child accepts

A plan can be revised. Keep the support your child still needs.

During the hardest moment

Safety first. Teaching can wait.

01 Steady the adult

Lower your voice, loosen your hands, and slow your movements. If another safe adult can take over, use an agreed handoff. Do not leave a young or unsafe child without supervision.

02 Reduce danger and pressure

Move siblings away and clear hazards if safe. Give physical space while staying appropriately available. Do not corner the child, demand explanations, or force touch. Avoid restraint; get emergency help if immediate safety cannot be maintained.

03 Offer simple co-regulation

Try I am here. We will work it out when we are calmer. Offer a familiar calm activity, not a long list. Some children want nearby quiet; others need more space. Do not force breathing exercises.

The tool at a glance

In the moment

☐ Adult

Lower voice.
Slow movements.

☐ Safety

Move siblings away. Clear hazards if safe.

☐ Connection

Stay appropriately available.

Safety first. Teaching can wait.

Words to borrow

You are very upset. It is okay to be angry. Hitting is not safe. I am moving your brother away and staying nearby.

If anyone faces imminent serious danger, call 911 or local emergency services. Repeated aggression, unsafe running away, or self-harm needs a clinician-led safety plan.

 Your small experiment

Our steadier response

During the hardest moment

Choose one real-life moment. Write, sketch, or talk through the plan together.

Our adult handoff or self-steadying cue

Our safer space and sibling plan

Safer space

Sibling plan

What helps / what we should not force

What helps

What we should not force

A plan can be revised. Keep the support your child still needs.

 Learn together

After calm returns

Reconnect before reconstructing the whole event.

01 Wait for readiness

A quieter body does not always mean the child is ready to talk. Offer brief connection first. Return later if necessary, but name when you will revisit the problem.

02 Use three short questions

What was hard? What could help earlier next time? What repair is needed? Hear the child's account before supplying your own. Keep the focus on one situation, not every past mistake.

03 Own the adult part

If you yelled or threatened, name it without blaming the child. Keep the boundary and correct your delivery. Repair is a model of responsibility, not surrender.

The tool at a glance

Three short questions

1

What was hard?

2

What could help earlier next time?

3

What repair is needed?

Hear the child's account before supplying your own.

Words to borrow

I yelled, and that was not okay. You did not make me yell. The no-hitting rule still matters. Next time I will step back and use fewer words.

Young children may rehearse with toys. Older children can choose a short conversation or note. Do not force apologies while they are still flooded.

 Your small experiment

A next-time plan

After calm returns

Choose one real-life moment. Write, sketch, or talk through the plan together.

What our child said was hard

Our next-time plan

Child repair / adult repair

Child repair

Adult repair

A plan can be revised. Keep the support your child still needs.

Build coping and caregiver support

Practice calm skills when calm is available.

01 Create a short menu

Choose two options together: drawing, quiet company, movement, a familiar song, or slow breathing if comfortable. Practice for a minute on an ordinary day. The goal is access to support, not never feeling upset.

02 Protect the parent's capacity

Arrange a handoff, one supportive check-in, or a smaller evening plan. Parents with ADHD may benefit from their own treatment, visible reminders, and less complicated household systems.

03 Know when to widen care

Contact a clinician for frequent severe outbursts, persistent sadness or anxiety, significant sleep changes, or declining function. Take self-harm statements seriously. Ask directly about safety and seek urgent help when needed.

Illustrative example

A short coping menu

Choose two

01 Drawing

02 Quiet company

Practice

A minute on an ordinary day

Illustrative choices. Choose two options together.

Words to borrow

We both had a hard day. We can simplify tonight and still keep everyone safe. Getting help is part of caring for our family.

In the U.S., call or text 988 for suicide or mental-health crisis support, including concern about a child. Use 911 for imminent danger. These pages are not a crisis plan.

 Your small experiment

Our coping and support plan

Build coping and caregiver support

Choose one real-life moment. Write, sketch, or talk through the plan together.

Our child's two coping choices

Choice one

Choice two

My support person and specific request

Support person

Specific request

Care team contact / next appointment

Care team contact

Next appointment

A plan can be revised. Keep the support your child still needs.

 Care, evidence, and next steps

Support beyond the page

Use these resources alongside your child's care, not in place of it.

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Schoolwork Without the Nightly Battle

Homework starts, school collaboration, and growing independence.

For parents and caregivers of children ages 4-17

Start with one page and one real-life moment. These tools are designed to be practiced together, not assigned to your child as another thing to get right.

Choose a place to begin

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Learn together

Start with a small homework agreement

A workable plan protects learning and the relationship.

01 Find the real assignment

Use the agreed school source: planner, folder, or learning portal. Check what must be done, what is unclear, and what supplies are missing. Let the child participate rather than silently managing everything for them.

02 Make a short first block

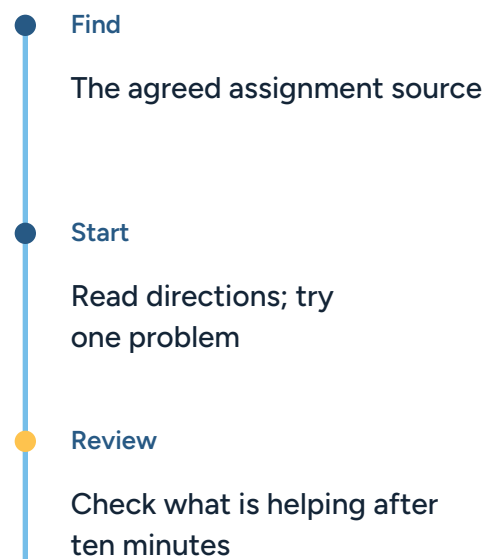
Choose one visible start: read the directions together or try one problem. Experiment with a brief work interval and a planned break, adjusted to the child. Movement and bathroom needs are not rewards.

03 Agree on an adult stop-and-review point

Before starting, decide when you will reassess. If work is persistently inaccessible or excessively long, document the barrier and contact the teacher. Do not turn hours of distress into the nightly price of compliance.

Illustrative example

A small first block



The interval is illustrative. Adjust it to the child.

Words to borrow

Let us read the directions and try the first problem. After ten minutes, we will check what is helping and whether we need to ask the teacher a question.

Younger children need nearby scaffolding. Teens should help choose the schedule, location, and kind of check-in. Shorten blocks when fatigue or task difficulty rises.

 Your small experiment

Our homework agreement

Start with a small homework agreement

Choose one real-life moment. Write, sketch, or talk through the plan together.

Start time, place, and assignment source

Start time

Place

Assignment source

First action / work block / break

First action

Work block

Break

Our review point and teacher question

Review point

Teacher question

A plan can be revised. Keep the support your child still needs.

Learn together

Match the support to the barrier

Not every unfinished assignment is an attention problem.

01 Cannot begin or loses the steps

Try a modeled first item, written directions, or one section at a time. Ask the child to explain the task in their own words without making it a test of obedience.

02 Knows it but loses materials

Use one return folder, a packing cue, and a brief adult check until the routine is established. For digital work, include the actual submission step, not just completion.

03 Does not understand or becomes distressed

Repeated reading, writing, or math difficulties may need targeted instruction or evaluation. Ask about learning, language, vision, hearing, anxiety, bullying, and sleep concerns as appropriate. More reminders will not teach a missing academic skill.

The tool at a glance

Barrier and support

If the barrier is...

Beginning

Model the first item.

Materials

Use a return folder and packing cue.

Understanding

Mark the confusing part and ask for help.

More reminders will not teach a missing academic skill.

Words to borrow

You have tried several times and this still is not making sense. Let us mark where it got confusing and ask for help with that part.

For teens, ask permission before looking through work except where supervision is necessary for safety. Agree on what is checked, by whom, and when.

 Your small experiment

The support that fits

Match the support to the barrier

Choose one real-life moment. Write, sketch, or talk through the plan together.

What our child can do independently

Where the task breaks down

Support to test / question for the teacher

Support to test

Question for the teacher

A plan can be revised. Keep the support your child still needs.

Build a school partnership

Bring examples, a clear request, and your child's perspective.

01 Describe function and strengths

Bring a few dated examples, work samples, and what helps. Include interests and strengths. Ask what teachers see across settings instead of assuming home and school will look the same.

02 Ask for an evaluation of needs

In U.S. public schools, ask whether evaluation for a Section 504 plan or an IEP is appropriate. ADHD does not automatically establish eligibility. IEPs address eligible special-education needs; Section 504 can provide disability-related access supports. Private-school obligations differ.

03 Make support specific

Discuss the barrier, exact support, responsible adult, and review date. Examples: written directions plus a check of understanding, a packing check, planned movement, or chunked work. Extra time alone may not solve the problem.

The tool at a glance

Make support specific

Barrier

Bring dated examples and strengths.



Support

Name the action and responsible adult.



Review

Agree on a date and how to judge usefulness.

Bring the child's perspective into the conversation.

Words to borrow

We are seeing ____, especially during _____. Our child says _____. Could we meet to discuss supports and whether an evaluation is needed?

This is general U.S. school guidance, not legal advice. Ask the school for its evaluation process and procedural safeguards; confirm local timelines and requirements.

 Your small experiment

Our school conversation

Build a school partnership

Choose one real-life moment. Write, sketch, or talk through the plan together.

Two examples and one strength

Example one

Example two

One strength

Support requested / person responsible

Support requested

Person responsible

Review date and how we will judge usefulness

Review date

How we will judge usefulness

A plan can be revised. Keep the support your child still needs.

Learn together

Track support, then hand over gradually

The goal is supported independence, not constant surveillance.

01 Choose one shared target

With the child and teacher, choose an observable action such as submitting completed work through the portal. Set an achievable criterion, planned prompt, and brief private feedback. Avoid public behavior rankings.

02 Use information to improve the plan

Review progress over a short agreed period. If school uses a daily report card, keep goals few and feedback predictable. Do not add a second round of punishment at home for every difficult school day.

03 Fade one support at a time

Move from doing together to a check-in, then to the child initiating the check. If the step is too large, restore support without shame. Increasing school demands may require support to increase again.

The tool at a glance

Hand over gradually

Together

Do the step together.



Check-in

The child tries; the adult checks.



Child-led

The child initiates the check.

If the step is too large, restore support without shame.

Words to borrow

You have used the folder routine with me. Would you like to try packing first and asking me for a quick check afterward?

Invite the child into meetings in a developmentally appropriate way. Teens should have a meaningful voice in goals, disclosure, privacy, and decisions about support.

 Your small experiment

Our next independence step

Track support, then hand over gradually

Choose one real-life moment. Write, sketch, or talk through the plan together.

One target / what counts / prompt

Target

What counts

Prompt

Review: worked / partly worked / needs redesign

Circle one, then note what you learned.

Worked

Partly worked

Needs redesign

Next independence step and backup support

Next independence step

Backup support

A plan can be revised. Keep the support your child still needs.

 Care, evidence, and next steps

Support beyond the page

Use these resources alongside your child's care, not in place of it.

What these tools are

Original educational worksheets informed by established approaches to parent behavior training, routines, and school support. The exact scripts, time intervals, and layouts have not been validated as a treatment package. Adapt them with your clinician to your child and family.

When to ask for more help

Ask your child's clinician about structured parent training in behavior management and an individualized treatment plan. For children under six, parent behavior training is recommended before medication. School-age treatment commonly combines medication with behavioral and school supports. Discuss treatment choices and any medication changes with the treating clinician.

Make it fit your family

Adapt for developmental level, language, disability, sensory needs, culture, family structure, and available time. Tools should not demand eye contact, suppress harmless movement, or reward hiding distress. Never withhold basic needs or connection. Faith practices can support a family when welcomed; symptoms are not a spiritual failure.

Sources and further reading

CDC: Parent training in behavior management

<https://www.cdc.gov/adhd/treatment/behavior-therapy.html>

CDC: ADHD in the classroom

<https://www.cdc.gov/adhd/treatment/classroom.html>

CDC: Treatment of ADHD

<https://www.cdc.gov/adhd/treatment/index.html>

 Source review: September 2026. These PDFs do not establish a clinician-patient relationship. For urgent mental-health concerns in the U.S., call or text 988. For imminent danger, call 911.