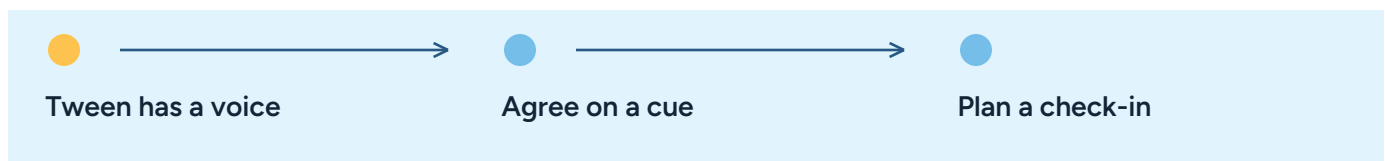


Find Your Rhythm

More say. Clear support. Room to try again.

Collaborative tools for changing school demands, peer stress, technology, and growing independence. The tween has a voice in what gets tried and what gets shared.



Start here

- 1 My week, made visible
- 2 Unstick the assignment
- 3 The screen handoff
- 4 When the story gets loud
- 5 Our ten-minute check-in

At this stage

Growing demands can reveal support needs that were less visible before. Ask about learning, anxiety, mood, sleep, and peer difficulties as well as ADHD. Coordinate with school and the care team. A support plan should develop skills, not merely demand more compliance.

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

Move from directing to planning together
Choose a ten-minute meeting, not repeated reminders throughout the evening. Ask What part do you want help with? Agree on one outcome, a cue, and a check-in.
- 02

Keep the system small
Use one calendar and one assignment capture point. Teach how to turn a distant deadline into a first action. Extra apps often add another place to forget to look.
- 03

Agree on screen boundaries before conflict
Discuss schoolwork, games, chat, sleep, privacy, and online safety. Set a stopping cue and a plan to save progress. Explain supervision openly. Do not use covert monitoring as the default.
- 04

Protect belonging and dignity
Use private feedback. Notice effort, humor, kindness, and interests outside achievement. Do not call a tween babyish for needing help that peers may not need.

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 Check facts before the story grows

An unanswered message can feel like rejection without proving rejection. Ask what happened, what they think it means, and what else is possible. Avoid dismissing hurt as just ADHD.

02 Keep safety boundaries clear

You may be angry; you may not threaten or hurt someone. During escalation, reduce talking and create space while maintaining safety. Save problem-solving until both people can think.

03 Repair without an identity verdict

Separate I missed the assignment from I am a failure. Ask what needs repair and what system would help. Adults should name and repair their own harsh words, too.

04 Build the next independence step

Shift from checking everything to checking one agreed item. Restore support when demands change. Independence is practiced with a backup, not tested by withdrawing help abruptly.

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 ↗](#)

 Your voice + shared support

My week, made visible

Choose up to three priorities. Leave room for being a person.

One fixed commitment

One assignment that needs an early start

One thing I want time for

DAY	FIXED PLANS + ONE NEXT ACTION
MON	
TUE	
WED	
THU	
FRI	
SAT	
SUN	

Example: project due Friday; choose a topic Tuesday. After the week, ask what needed more time. This is a planning experiment, not a grade.

Your voice + shared support

Unstick the assignment

Pick the actual barrier before choosing the fix.

Circle one barrier. Write your task, first action, and support below. If the work itself does not make sense, ask for teaching, not another timer.

☐ **UNCLEAR** I need an example or explanation.

☐ **TOO BIG** I need one smaller piece.

☐ **DISTRACTING** I need a different setup.

☐ **WORRIED** I need help with what feels risky.

My task

The first action I can see myself doing

The support I will use

Your voice + shared support

The screen handoff

Make the stopping plan while nobody is arguing.

Illustrative example



1 Activity and agreed stopping point

2 Warning cue and how I will save progress

3 What I will do next

4 What the adult will do to help, not nag

5 When we will review the agreement

Example: finish this round, save, put device on charger, then shower. Include bedtime needs and required school use. Tell a trusted adult about threatening or sexual messages.

Your voice + shared support

When the story gets loud

A feeling is real. An interpretation can still need checking.

Illustrative example

WHAT HAPPENED

No reply yet.

WHAT I DO NOT KNOW YET

Why there is no reply.

1 What actually happened?

2 What did my brain say it meant?

3 What else might be true?

4 What question or safe action could help?

Example: no reply yet does not tell me why. Persistent bullying is not a thinking error; save relevant messages and involve a trusted adult.

Your voice + shared support

Our ten-minute check-in

Tween and adult each get a turn. Pick one change.

1 One thing that went better

2 One thing that was harder than expected

3 Help I want / help I do not want

4 Our one experiment: who, what, when

5 Next check-in and how we will know it helped

Try: I would like one reminder at 7, not five reminders before dinner. Adult: explain non-negotiable safety limits while giving real choices elsewhere.