SCHOOL TOOLS

Worksheet Collection

Ethos Shoreline

Practical, family-centered tools to support school routines, anxiety, regulation, re-entry, and collaborative problem-solving.

For educational and therapeutic support. These worksheets are not a substitute for individualized medical, mental-health, or school-based evaluation.

School Morning Checklist

Build a predictable path from waking up to leaving home.

My school-day goal:

_____

☐ Wake up / turn off alarm

☐ Get dressed

☐ Take medication, if part of my care plan

☐ Pack backpack

☐ Fill water bottle

☐ Use one regulation strategy

☐ Bathroom routine

☐ Eat breakfast

☐ Brush teeth / hair

☐ Check homework / device / charger

☐ Shoes and outerwear

☐ Leave by: _____

My launch-pad location:

_____

What helps me most when I get stuck?

☐ One calm reminder

☐ Visual timer

☐ Choice between two next steps

☐ Movement break

☐ Music

☐ Quiet

☐ Help getting started

☐ Other: _____

Morning win:

_____

_____

School Anxiety Scale

Notice the intensity, body clues, thoughts, and support needed.

Right now, my school anxiety is:

0 Calm	1	2	3	4	5 Very high
☐	☐	☐	☐	☐	☐

Where do I feel it in my body?

☐ Stomach
☐ Chest
☐ Head
☐ Throat
☐ Muscles
☐ Heart beating fast
☐ Hot / sweaty
☐ Tired / heavy
☐ Other: _____

What is my brain telling me?

_____

_____

_____

What might help me move down one number?

☐ Slow breathing
☐ Grounding
☐ Movement
☐ Talk to a safe adult
☐ Break the next step down
☐ Use a coping statement
☐ Take a brief planned pause
☐ Other: _____

After trying a strategy, my anxiety is:

0	1	2	3	4	5
☐	☐	☐	☐	☐	☐

What Makes School Hard?

Identify barriers before deciding what support is needed.

School feels hardest when...

- ☐ Waking up / getting ready
- ☐ Leaving home
- ☐ Arriving on campus
- ☐ Separating from caregiver
- ☐ Entering class
- ☐ Academic work
- ☐ Reading / writing
- ☐ Math
- ☐ Tests / presentations
- ☐ Noise / crowds
- ☐ Transitions
- ☐ Peer relationships
- ☐ Teacher interactions
- ☐ Lunch / recess
- ☐ Unstructured time
- ☐ Missing work
- ☐ End of day
- ☐ Other: _____

The hardest part is:

_____

_____

When this happens, I usually...

_____

_____

_____

What I wish adults understood:

_____

_____

_____

One change that could make school 10% easier:

_____

_____

My School Support Team

Make support visible: who can help, how, and when.

Person	Role	How they help	How/when I can reach them

My go-to adult at school:

_____

If I start feeling overwhelmed, our agreed plan is:

_____

_____

_____

Caregiver-school communication plan:

_____

_____

School Re-Entry Ladder

Build gradual, achievable steps toward fuller participation.

Start with a step that is challenging but doable. Repeat steps as needed; movement can be gradual and individualized.

Step	Brave action	Anxiety 0–5	What support helps?
1		Before: ___ After: ___	
2		Before: ___ After: ___	
3		Before: ___ After: ___	
4		Before: ___ After: ___	
5		Before: ___ After: ___	
6		Before: ___ After: ___	
7		Before: ___ After: ___	
8		Before: ___ After: ___	

How will we know a step is ready to repeat or advance?

_____

_____

What will adults avoid doing because it makes the anxiety cycle stronger?

_____

_____

Brave Steps Plan

Practice moving toward important goals while making room for anxiety.

The situation I want to get better at handling:

Why this matters to me:

My smallest brave step:

What I predict might happen:

What I can say to myself:

Who can support me without taking over?

After I tried it, what actually happened?

My next brave step:

Morning Regulation Plan

Support the nervous system before demands pile up.

My early signs that the morning is becoming too much:

- ☐ Moving very slowly
- ☐ Arguing
- ☐ Crying
- ☐ Shutting down
- ☐ Stomachache / headache
- ☐ Pacing / restlessness
- ☐ Repeated reassurance seeking
- ☐ Refusing
- ☐ Freezing
- ☐ Other: _____

My best regulation supports:

- ☐ Low voice / fewer words
- ☐ Predictable sequence
- ☐ Visual schedule
- ☐ Music
- ☐ Protein / breakfast
- ☐ Cold water
- ☐ Deep pressure
- ☐ Movement
- ☐ Breathing
- ☐ 5-minute buffer
- ☐ Reduced choices
- ☐ Connection before correction

Our 3-step morning reset:

1. _____

2. _____

3. _____

What adults will say:

_____

_____

What adults will avoid:

_____

_____

Parent School-Refusal Response Plan

Respond with calm, connection, consistency, and coordinated support.

When my child says, "I can't go," I will first...

- ☐ Regulate my own tone and body
- ☐ Validate the feeling without confirming danger
- ☐ Use brief, predictable language
- ☐ Avoid long debates
- ☐ Identify the next small step
- ☐ Use the agreed school support plan
- ☐ Reinforce approach/brave behavior
- ☐ Document patterns that need team attention

A validating statement I can use:

_____

_____

The next-step language I can use:

_____

_____

Our morning decision points and limits:

_____

_____

_____

If my child cannot complete the full plan today, the structured alternative is:

_____

_____

_____

School contacts / clinician contacts / agreed communication:

_____

_____

_____

Patterns to track this week:

- ☐ Sleep
- ☐ Illness / pain
- ☐ Transitions
- ☐ Specific classes
- ☐ Peer concerns
- ☐ Academic demands
- ☐ Separation
- ☐ Sensory load
- ☐ Medication changes
- ☐ Family stressors

☐ Other: _____

Safety note:

If refusal is connected to threats, bullying, self-harm concerns, severe panic, medical symptoms, or another immediate safety issue, prioritize appropriate assessment and safety planning rather than treating the behavior as routine avoidance.

School Tools: Weekly Review

Use this page to connect patterns across the worksheets.

What went better this week?

What remained difficult?

What did we learn about triggers, regulation, or support?

One adjustment for next week:

One strength we noticed: