

School & Learning

RESOURCE WORKSHEET COLLECTION

**Practical tools for understanding school barriers,
building regulation, strengthening support, and creating achievable steps
back toward learning.**

For children, teens, parents/caregivers, educators, and helping professionals

Use these worksheets collaboratively. The goal is not perfection—it is to make the problem visible, identify supports, and choose the next workable step.



PRACTICAL TOOLS FOR STRONGER FAMILIES, HEALTHIER CONNECTION, AND GROWTH

Worksheet Collection

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Educational resource note: These worksheets support reflection, planning, and communication. They do not replace individualized medical, mental-health, special-education, or school-based assessment and services.



What Makes School Hard?

Identify the parts of school that feel difficult—and what may be underneath them.

Name: _____

Date: _____

☐ Getting out of bed

☐ Getting dressed

☐ Leaving home

☐ Traveling to school

☐ Entering campus

☐ Separating from caregiver

☐ Crowds/noise

☐ Starting class

☐ Paying attention

☐ Understanding directions

☐ Reading

☐ Writing

☐ Math

☐ Keeping up with work

☐ Remembering assignments

☐ Turning work in

☐ Tests/quizzes

☐ Presentations

☐ Lunch/recess

☐ Peers/friendships

☐ A specific class

☐ A specific adult

☐ Fear of mistakes

☐ Other: _____

The three hardest parts of school right now are:

When school feels hard, my body usually tells me by:

One thing adults sometimes misunderstand about what is hard for me:

One change that could make school feel 10% easier:





School Strengths Profile

Notice abilities, interests, relationships, and conditions that help you learn.

Name: _____

Date: _____

☐ I ask good questions

☐ I am creative

☐ I solve problems

☐ I remember things I care about

☐ I work well with others

☐ I work well independently

☐ I am persistent

☐ I am kind/helpful

☐ I am curious

☐ I learn by seeing

☐ I learn by hearing

☐ I learn by doing

☐ I am good with technology

☐ I am good at sports/movement

☐ I am artistic/musical

☐ I make people laugh

Subjects or activities I feel strongest in:

Adults at school who bring out the best in me:

Conditions that help my brain learn:

A strength I want to use more often at school:



School Stress Thermometer

Rate school stress, notice body signals, and match each level with a helpful response.

Name: _____

Date: _____

0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

0 = calm / ready

10 = overwhelmed / cannot continue

Level	What I notice	What I need	My plan
0–2	Calm/comfortable		
3–4	Stress building		
5–6	Hard to focus		
7–8	Overloaded		
9–10	Need immediate support		

My early warning signs are:

Adults I can tell when my stress is getting too high:



School Avoidance Pattern Tracker

Look for patterns without blame. Patterns give clues about where support is needed.

Name: _____

Date: _____

Date/Day	Before	Thought/feeling	Body signal	Avoidance	What happened after?

Patterns I notice (days, classes, people, demands, sleep, transitions):

What seems to reduce avoidance or help re-engagement?



Morning Barrier Detective

Find the exact point where the morning gets stuck.

Name: _____

Date: _____

Morning step	Easy	Sometimes hard	Usually stuck
Wake up	☐	☐	☐
Get out of bed	☐	☐	☐
Hygiene	☐	☐	☐
Get dressed	☐	☐	☐
Eat/drink	☐	☐	☐
Medication, if prescribed	☐	☐	☐
Pack bag	☐	☐	☐
Shoes/coat	☐	☐	☐
Leave home	☐	☐	☐
Travel	☐	☐	☐
Enter campus/class	☐	☐	☐

The first place the morning usually goes off track:

Possible contributors (sleep, anxiety, initiation, sensory needs, conflict, uncertainty, etc.):

One change to test tomorrow:



School Re-Entry Ladder

Build gradual, achievable exposure steps toward fuller school participation.

Name: _____

Date: _____

Choose steps that are challenging but doable. Repeat a step until it becomes more manageable before increasing the challenge.

Step	My re-entry action	Expected stress 0–10	Completed / notes
1			
2			
3			
4			
5			
6			
7			
8			

My first step is small enough because:

Support, encouragement, or reinforcement that will help:



Brave Steps Plan

Courage is doing a manageable hard thing with support—not pretending it feels easy.

Name: _____

Date: _____

The brave step I am practicing:

0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

0 = calm / ready

10 = overwhelmed / cannot continue

Before I try it, I can tell myself:

☐ Slow breathing

☐ 5-senses grounding

☐ Movement

☐ Music

☐ Comfort item

☐ Check in with safe adult

☐ Coping card

☐ Planned break

☐ Other: _____

Who will support me and what will they do?

Afterward: What did I learn? What was easier or harder than expected?



Morning Regulation Plan

Create a predictable morning sequence that lowers demands on a stressed nervous system.

Name: _____

Date: _____

Time	Routine step	Regulation support	Who/what helps?

☐ Clothes ready night before

☐ Backpack ready

☐ Visual checklist

☐ Breakfast/water

☐ Movement

☐ Quiet start

☐ Reduced talking

☐ Music

☐ Timer

☐ Transition warning

☐ Extra travel time

☐ Comfort item

If stress rises, our reset plan is:



My School Support Team

Map the people who can help you feel safe, understood, organized, and connected.

Name: _____

Date: _____

Person / role	How they can help	How I reach them	When to ask
Parent/caregiver			
Teacher			
Counselor/psychologist			
Administrator			
Nurse			
Coach/advisor			

The first person I will go to when school feels too hard:

What I want my support team to understand about me:



Parent School-Refusal Response Plan

A calm, consistent caregiver plan for responding to school refusal while preserving connection.

Name: _____

Date: _____

☐ Validate feelings without making avoidance the only option

☐ Keep language brief and calm

☐ Avoid long morning debates

☐ Use the agreed re-entry/brave-step plan

☐ Offer limited choices within the plan

☐ Reinforce approach behavior and effort

☐ Coordinate with school

☐ Track patterns

☐ Protect sleep/routine

☐ Reconnect outside the conflict

Our calm response phrase when refusal begins:

What we will avoid because it increases the cycle:

What counts as a successful step today?

School contact/escalation plan:

How we will reconnect after a hard morning:



Homework Breakdown Tool

Turn an overwhelming homework task into visible, startable steps.

Name: _____

Date: _____

Assignment/task:

What does 'done' look like?

Step	Small action	Estimated time	Done
1			☐
2			☐
3			☐
4			☐
5			☐
6			☐

My 2-minute starting action:

Break plan / reward after completion:



Assignment Planner

Plan assignments from start to finish—including the invisible steps.

Name: _____

Date: _____

Assignment	Due	First action	Work time/date	Status

☐ I know the directions

☐ I have the materials

☐ I know where to submit it

☐ I scheduled work time

☐ I asked for help if needed

The assignment I will start first and why:



Missing Work Recovery Plan

Recover missing work strategically instead of trying to fix everything at once.

Name: _____

Date: _____

Class	Missing item	Impact	Accepted?	Priority	Next action

My top 3 recovery priorities:

Work I may need permission to drop, replace, or modify:

Who I need to contact:



Test Anxiety Plan

Prepare your brain and body before, during, and after a test.

Name: _____

Date: _____

Test / subject / date:

0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

0 = calm / ready

10 = overwhelmed / cannot continue

When	What tends to happen	My response plan
Days before		
Night before		
Right before		
During the test		

☐ Study in short sessions

☐ Practice retrieval

☐ Prepare materials early

☐ Sleep routine

☐ Eat/drink

☐ Slow-exhale breathing

☐ Coping statement

☐ Read directions twice

☐ Start with easier items

☐ Skip and return

☐ Use approved accommodations

☐ Ask for clarification

A helpful thought I can practice:



Classroom Focus Strategies

Choose strategies that fit the kind of attention problem you are having.

Name: _____

Date: _____

Challenge	Strategy I will try	Did it help?
I miss directions		
I drift during lectures		
Noise/peers distract me		
I forget what I was doing		
I rush		
I cannot start		
I lose materials		

☐ Lower-distraction seat

☐ Written directions

☐ Repeat directions back

☐ Visual checklist

☐ Movement break

☐ Timer

☐ Cover extra text/problems

☐ Fidget if allowed

☐ Only needed materials out

☐ Teacher cue

☐ Chunk work

☐ Check work before submitting

My best three focus strategies:



Teacher Communication Planner

Prepare for clear, collaborative communication with school staff.

Name: _____

Date: _____

Teacher/staff member and reason for contact:

What I want the school to know (observable facts and patterns):

What is already helping:

The specific support/question/request I want to discuss:

What we agreed to try:

When we will check back:



School Transition Plan

Plan ahead for a new grade, classroom, campus, semester, or return after an absence.

Name: _____

Date: _____

☐ Visit/preview setting

☐ Review schedule

☐ Identify arrival location

☐ Meet key adults

☐ Locate bathroom/nurse/counselor

☐ Practice transportation

☐ Prepare materials

☐ Review accommodations/supports

☐ Plan lunch/recess

☐ Identify safe break location

☐ Create first-day coping plan

☐ Plan after-school decompression

What is changing?

What I am most concerned about:

What will stay familiar or predictable:

My first-week support plan:



School Success Weekly Check-In

Review the week, notice wins, and choose one realistic adjustment for next week.

Name: _____

Date: _____

Area	Very hard	Hard	Okay	Going well
Attendance/arrival	☐	☐	☐	☐
Class participation	☐	☐	☐	☐
Focus	☐	☐	☐	☐
Assignments	☐	☐	☐	☐
Stress/regulation	☐	☐	☐	☐
Connection/support	☐	☐	☐	☐

Three wins from this week:

One hard moment and what it taught us:

One support or strategy that helped:

One goal for next week (small, specific, doable):

What I need from my support team:

