

School Support Resource Collection

Eight practical tools for school mornings, anxiety, support, regulation, brave steps, and school re-entry.

Included Resources

1. School Morning Checklist
2. School Anxiety Scale
3. What Makes School Hard?
4. My School Support Team
5. School Re-Entry Ladder
6. Brave Steps Plan
7. Morning Regulation Plan
8. Parent School-Refusal Response Plan

School Morning Checklist

Make the morning routine visible and reduce repeated verbal reminders.

How to use: Keep this checklist where your child can see it. The goal is to move reminders out of the parent's voice and into a predictable visual routine.

My Morning Routine

Done	Morning step	What helps me remember?
■	Wake up / turn off alarm	
■	Bathroom	
■	Get dressed	
■	Eat breakfast	
■	Take medication (if part of my routine)	
■	Brush teeth / hair	
■	Pack backpack	
■	Lunch / water bottle	
■	Shoes / jacket	
■	Check today's special items	
■	Leave for school	

One thing that makes mornings easier for me:

Parent note: What can I point to instead of repeating?

School Anxiety Scale

Notice the intensity of school-related distress and where it shows up.

This tool is for noticing and communicating distress, not diagnosing it. Circle or mark the number that best matches how school feels right now.

How strong is my school anxiety right now?

0	1	2	3	4	5
Calm	A little worried	Uncomfortable	Pretty worried	Very worried	Overwhelmed

Where do I notice it?

- | | |
|---------------------|--------------------------|
| ■ Head / thoughts | ■ Stomach |
| ■ Chest / breathing | ■ Muscles / body tension |
| ■ Energy level | ■ Sleep |
| ■ Appetite | ■ Other: _____ |

What is my worry saying?

What part of school feels hardest right now?

What would help the number come down by just one point?

What Makes School Hard?

Explore academic, social, emotional, sensory, organizational, and other barriers.

Check anything that makes school harder. There can be more than one reason, and the reason may change from day to day.

Academic

- Reading
- Math
- Tests / quizzes
- Writing
- Keeping up
- Understanding directions

Social

- Peers
- Lunch / recess
- Feeling left out
- Bullying / teasing
- Group work

Emotional

- Worry
- Anger
- Fear of mistakes
- Sadness
- Embarrassment
- Separation from caregiver

Sensory

- Noise
- Lights
- Smells
- Crowds
- Clothing
- Busy classrooms

Organization / EF

- Starting work
- Transitions
- Planning
- Remembering materials
- Time management
- Finishing / turning in work

Other

- Transportation
- Health / fatigue
- Teacher relationship
- Bathroom concerns

■ Schedule changes

■ Something else

The three biggest barriers for me are:

One change that might make school feel more manageable:

My School Support Team

Identify the adults and resources a child can turn to when school becomes difficult.

School is easier when a child knows exactly who can help, what each person can help with, and how to reach them.

My School Support Team

Person	Role / where to find them	I can go to them when...

My first person to ask for help:

If that person is unavailable, I can go to:

A phrase I can use to ask for help:

Adults outside school who support me:

School Re-Entry Ladder

Break returning to school into smaller, manageable steps.

Build the ladder from easier to harder. Re-entry works best when steps are specific, repeatable, and adjusted to the child's actual level of distress.

My School Re-Entry Ladder

Step	Practice step	Anxiety 0-5	Completed
1			■
2			■
3			■
4			■
5			■
6			■
7			■
8			■

Possible steps might include:

- Get dressed for school
- Walk onto campus
- Attend one class
- Attend a full day
- Drive past the school
- Meet a trusted staff member
- Attend part of the day

What helps me stay on the step long enough to practice?

Brave Steps Plan

Practice approaching difficult situations gradually rather than waiting for fear to disappear.

Bravery is not the absence of fear. It is practicing a helpful action while fear is present. Choose a step that is challenging but doable.

The situation I want to get better at handling:

My fear predicts:

My Brave Steps

Practice step	Before: fear 0-5	After: fear 0-5	What I learned

A coping statement I can use:

- I can feel worried and still take one step.
- I do not have to solve the whole day right now.
- My job is to practice, not to feel perfect.

■ Other: _____

Morning Regulation Plan

Identify strategies that help the child's brain and body prepare for the transition to school.

The goal is not to make every uncomfortable feeling disappear. The goal is to help the brain and body become regulated enough for the next transition.

My early warning signs

- ☐ Fast heartbeat
- ☐ Headache
- ☐ Anger / yelling
- ☐ Moving very slowly
- ☐ Other: _____
- ☐ Stomachache
- ☐ Crying
- ☐ Freezing / shutting down
- ☐ Repeated reassurance seeking

What helps my body get ready?

- ☐ Drink water
- ☐ Slow breathing
- ☐ Stretching
- ☐ Music
- ☐ Sensory tool
- ☐ Eat something
- ☐ Heavy work / movement
- ☐ Quiet space
- ☐ Warm shower
- ☐ Connection with caregiver

My 10-minute regulation sequence

Minute / order	What I will do	Who helps / what I need

Words that help me in the morning:

Words or actions that tend to make things harder:

Parent School-Refusal Response Plan

Respond to difficult mornings with greater consistency and less escalation.

Use this plan to create a calm, predictable caregiver response. Adapt it with the child's treatment team and school when avoidance is persistent or severe.

Our consistent morning message

Write 1-2 short statements that validate distress without turning the morning into a long negotiation.

What we WILL do

- Keep our voice calm and brief
- Point to the visual routine
- Use the agreed regulation plan
- Reinforce brave approach behavior
- Validate the feeling
- Offer limited choices
- Follow the school contact plan
- Debrief later, not during escalation

What we will try NOT to do

- Repeatedly debate whether school is required
- Give long lectures
- Accidentally make staying home more rewarding than school
- Add new threats in the moment
- Ask the same reassurance question repeatedly
- Argue between caregivers in front of the child

If distress escalates, our sequence is:

1	Regulate / reduce words	
2	Restate the next small step	
3	Contact school support if needed	
4	Follow the agreed attendance / safety plan	

School contact / support person:

What we will reinforce after a brave step:

Safety note

If the child expresses suicidal thoughts, self-harm intent, inability to stay safe, or another acute safety concern, shift from the attendance plan to immediate safety assessment and appropriate crisis/emergency support.