ADHD & Executive Functioning · Students · Grades 3–5 · FREE

Mission: Get Started!

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

Learning goal: Turn a challenging assignment into an accessible first action.

Starting can take effort even when the ideas are interesting. A tiny first action is a doorway, not a limit on your thinking. Choose a support that makes the doorway easier to use.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

Grades 3–5 support: Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

Name the mission

Imagine researching an animal’s adaptations. Define the task and what a finished explanation will include.

My mission

What finished will look like

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Shrink the first action

Choose a first action you can actually begin. Plan materials and help before starting.

Optional choices · choose any, none or your own

☐ Open one source ☐ Listen to one paragraph ☐ Choose one question ☐ Ask for the first direction

My first small action

Materials or support I need

Optional deeper thinking · Grades 6–8

Break a multi-source investigation into dependencies and distinguish a starting barrier from a reasoning challenge.

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Start / pause / restart

Try the first action or rehearse it. Decide what you will do if you get stuck.

What happened when I tried

If I get stuck, then I will…

My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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Accessibility & alternative responses

Allow a spoken checklist, object cues, AAC or an adult-read first step. Time limits are optional and never a punishment.

Teacher facilitation

Co-plan initiation without assuming lack of motivation. Offer external cues, a short checklist and access to challenging content; do not publicly compare speed or compliance.

Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.

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