



The research behind the book

The *Yet Jet*

Evidence & Pedagogy Brief

How the book supports children with ADHD — for educators, allied health
& NDIS providers

A plain-language summary of the educational and psychological
thinking behind *The Yet Jet*, written so the professionals who work
with children can see how it fits their practice.

Prepared for **Hannah E. Marks** · 16 June 2026 · Draft v1

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What this book is – and isn't

The Yet Jet is a read-aloud picture book that models adaptive self-talk and a growth-oriented way of thinking for children who experience chronic learning frustration — including children with ADHD. It is designed to **complement** the work of teachers, families and clinicians by giving everyone a shared, child-friendly language: **the power of “yet.”**

The honest caveat (and why it matters). This book is **evidence-informed, not evidence-based**. It has not itself been clinically trialled, and it is not a treatment for ADHD or any condition. Throughout this brief — and in all communication — the book is described as something that “*supports*,” “*is written for*,” and “*aligns with*” good practice, never something that “*treats*,” “*fixes*,” or “*cures*.” Stating this clearly is what earns the trust of professionals, and it keeps all claims responsible and compliant.

The idea in one sentence

“A picture book that helps a child turn “I can’t” into “I can’t... yet” is rehearsing, out loud, the very self-coaching voice that children with ADHD are slower to build for themselves.”

The pages that follow unpack that idea: the mechanism it draws on, the specific challenges of ADHD it speaks to, and how it maps onto the frameworks that schools, psychologists and NDIS providers already use.

Why “yet” is the right lever

ADHD is best understood not as a deficit of knowledge but as a difference in **self-regulation and executive function**. A widely-cited model (Barkley¹) frames it as a difference in the *internalisation of self-directed speech* — the private, inner coaching voice that most children use to manage effort, emotion and persistence. Children with ADHD typically develop that inner voice **later and less reliably**.

A book that repeatedly models “**I can't**” → “**I can't... yet**” does something specific and defensible: it **externalises and rehearses the self-regulatory script** these children are slower to internalise — said aloud, by a trusted adult, again and again.

That one reframe is, mechanically, a piece of **cognitive restructuring** and an **attribution shift**: it moves a child away from a *fixed, global, permanent* story about failure (“I can't — I'm not smart — I never will be”) toward an *incremental, specific, temporary* one (“not yet — with practice — one step at a time”). This is the active ingredient shared by:

- **Growth-mindset work** — Carol Dweck's “power of yet,” reframing ability as something that grows with effort.²
- **Self-efficacy** — Bandura's finding that a child's *belief* in their capability strongly shapes their persistence and achievement.³
- **Preventing learned helplessness** — Seligman's account of how repeated perceived failure teaches a child that effort is pointless.⁴

In other words, the book takes ideas that usually live in a therapy room or a teaching degree and renders them as **one sentence a five-year-old can say to themselves**.

What children with ADHD face – and how the book speaks to it

Context: ADHD affects an estimated ~6–10% of Australian children and around 800,000 Australians overall.⁵ Many of these children carry a heavy emotional load around learning, well before any academic content is the problem.

The challenge (with the evidence)	Why it happens	How <i>The Yet Jet</i> responds
The “wall” of negative feedback. Clinicians estimate a child with ADHD hears ~20,000 corrective or critical messages before age 12, linked to low self-esteem and <i>rejection sensitive dysphoria</i> . ⁶	Chronic criticism → shame → avoiding effort to avoid failure.	Reframes mistakes as <i>expected and necessary</i> (“every mistake is a chance to grow”), replacing the criticism script with a kinder one.
Executive-function & self-regulation difficulty — the core of ADHD; predicts lower persistence, motivation and academic achievement. ^{1,7}	A weaker internalised self-talk and effort-regulation system.	Models the inner coaching voice and “one small step at a time” persistence; the roadside signs (“Keep Going,” “Not Quite,” “You’re So Close”) rehearse <i>self-monitoring</i> .
Low academic self-efficacy & learned helplessness. Children with ADHD/LD score significantly lower on academic self-concept, self-efficacy and attributional style. ^{3,4}	Repeated perceived failure → “nothing I do matters.”	Builds self-efficacy through a mastery story (“look how far you’ve grown”) and a hopeful, temporal attribution (“yet”).
Abstract metacognition is hard; concrete thinking often dominates.	Difficulty holding abstract ideas like “effort pays off.”	The “ <i>learning jet</i> ” and “ <i>Learning Space</i> ” make an abstract process concrete and visual — an externalising metaphor a child can picture and name.
Engagement & working-memory load.	Sustained attention and encoding are effortful.	Rhyme, repetition and a predictable structure support attention and recall; short, image-led pages suit the ADHD reader.
Identity: “I’m broken.”	Deficit-framed labels harm self-image.	The brain-as-landscape imagery is strengths-based and <i>neurodiversity-affirming</i> — the brain is unique, not faulty.

How it fits your practice

The same book, explained in the language each audience already uses.

For schools & teachers

- A **Tier-1 / universal** SEL resource within a multi-tiered system of support — it helps the whole class while disproportionately helping the children who need it most.
- Maps to the **CASEL** social-emotional competencies (especially self-management) and the Australian Curriculum's **Personal and Social Capability**.⁸
- Evidence anchor: the landmark SEL meta-analysis (Durlak et al.) found programs lifted academic achievement by the equivalent of **~11 percentile points**, alongside better behaviour and less emotional distress.⁹ SEL is not “soft” — it moves outcomes.
- Gives staff and families a **shared language** (“the power of yet”) used consistently — which is what makes it stick.

For psychologists & allied health

- A **psychoeducation and self-talk-modelling adjunct** that reinforces CBT-style cognitive restructuring between sessions: “I can't” → “I can't yet” is a child-accessible thought-challenging script.
- Supports **attribution retraining** and **self-efficacy** building, and works against **learned helplessness**.^{3,4}
- Sits comfortably alongside the NHMRC-endorsed **Australian Evidence-Based Clinical Practice Guideline for ADHD**, which emphasises psychosocial supports, environmental/educational adjustments, and everyday functioning and quality of life.¹⁰

For NDIS providers & support coordinators

- A low-cost, reusable resource supporting **capacity-building** goals: emotional regulation, self-talk, resilience and independence.
- **Strengthens informal supports** by giving parents and carers a shared coaching language.
- Useful as a therapy-adjacent tool in psychosocial, OT and behaviour-support contexts, building a child's **everyday functioning** — the NDIS's own benchmark.

What the evidence does – and doesn't – say

Including this calibration *strengthens* credibility with professionals who know the literature.

- **Growth-mindset effects are modest on average, but concentrated exactly where this book aims.** The most rigorous meta-analysis (Sisk et al.) found a small average effect on achievement — but **larger and significant for low-achieving and lower-socioeconomic students.**² The large National Study of Learning Mindsets (Yeager et al.) likewise found benefits concentrated in lower-achieving students.¹¹ Children with ADHD who are struggling academically are precisely that subgroup — so the claim is calibrated: “*most promising for the children who struggle most,*” not “*transforms every child.*”
- **A book is a catalyst, not an intervention.** Its power lies in the **repeated, consistent adult modelling** it prompts — at bedtime, in the classroom, in session. The book starts the conversation; the adults sustain the change.

Talking points (plain-language, ready to use)

“ADHD is a difference in self-regulation; this book externalises and rehearses the self-coaching voice these children are slower to build.”

“It turns a clinical idea — cognitive reframing — into one sentence a five-year-old can say: “I can't... yet.””

“It targets the wall of negative feedback an ADHD child grows up inside, and replaces it with a script of patience and progress.”

“Evidence-informed, neurodiversity-affirming, and honest about its limits — a resource that supports, never replaces, clinical and educational care.”

Limitations & references

Responsible-use notes

- **Not a clinical claim.** *The Yet Jet* is an educational and confidence-building resource, not a diagnostic or therapeutic tool, and does not replace professional assessment or care.
- **Untested as a product.** The book itself has not been subject to a controlled trial; this brief describes the established research it is *informed by*, not studies of the book.
- **Two figures to attribute carefully.** The “~20,000 critical messages” estimate and “rejection sensitive dysphoria” are widely-cited clinical estimates / constructs (popularised by Dr William Dodson) — not peer-reviewed hard statistics or formal DSM-5 diagnoses, and should be described as such.
- **Recommended:** before publishing any clinically-worded material, have it reviewed by a registered psychologist or relevant allied-health professional so every statement is defensible.

References

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