

Resources and Strategies to Support Students with ADHD

Structure and Routine

- Post daily class schedule (above desk, on fridge, by bed, in binder)
- Organize home workspace ([handout](#))
- Encourage regular use of SP Homework Planner and [Daily Routine checklist](#)
- Sunday evening: prepare for the week by checking LMS and recording work in HW Planner
- Tues/Thur “trust and verify” checkpoints to check LMS, DropBox, Gradebook, etc with a parent for accountability, praise, and encouragement
- Set reminders or alarms for class, or to remember a daily event such as doing IXL
- Consider the “[Goal-Plan-Do-Review](#)” Routine to build self-awareness and self-reflection skills
- Consider visual timers ([see example](#)) to make time more concrete
- Involve your child in the process of establishing a daily routine, expectations, consequences

Focus and Engagement

- Seating and desk options (see examples [here](#) and [here](#) and [here](#) and [here](#))
- Home workspace ([handout](#))
- Build in movement breaks with fresh air
- Fidgets (paper clip, hair tie, binder clip, pipe cleaners, twisty ties, rubber band, etc)
- A bungee cord or flex band can be stretched across the front legs of a chair as a “fidget for the feet” during seated activities ([see example here](#))
- Encourage class participation: asking questions and posting in Teams chat
- To increase interaction with digital text: use active reading strategies, ex: annotating, highlighting, use sticky notes to flag tricky or important parts, use index cards to record key points and then arrange cards by topic, paraphrase key points (in writing or verbally) after each section
- Start with big picture – then break it down and add details (too many details at once can overwhelm)
- Change position or activity, ex: stand during class lectures or soft music for math problems
- Change location (dining room, home office, etc) during the day if possible/effective
- Use a white noise app or sound machine during writing activities to drown out background noise at home
- Incorporate mindfulness activities into daily routine (yoga, meditation) to support focus

Attitude and Motivation

- Involve your child in the process so they know their opinion and insight matters
- Incorporate student choice to increase motivation and buy-in
- Ensure adequate nutrition, sleep, and exercise
- Create opportunities for social interaction - hike, local park, chat w friend on phone while walking, play catch/pass outdoors with a friend, bike rides, skateboarding
- Plan and schedule things to look forward to
- Mindfulness activities such as yoga or guided meditation apps such as Headspace or Calm
- Volunteer to help others
- Consider a daily gratitude journal to focus on the positive
- Limit screen time, especially 1 hour before bedtime
- Remove phone/computer from bedroom at night

Accountability and Oversight

- “Trust and Verify” with HW Planner and LMS checks
- Take advantage of opportunities to meet with teachers after class, during tutorial, advisory, and H-Block

- Weekly meeting w Advisor
- Daily accountability chart and/or incentive if necessary (see example here)

Movement, Exercise, and Social Connection

- During a break you could play wall ball, shoot hoops, jump rope, walk the dog, or do a chore
- Coordinate a walk with a friend/relative and chat on phone while you walk
- Hiking, bike rides, skateboarding, rollerblades, online workout or yoga, outdoor scavenger hunts
- Set up a virtual book club with friends and meet on Zoom or Facetime to discuss

Resources:

Edutopia Article:

<https://www.edutopia.org/article/5-ways-support-kids-adhd-during-remote-learning>

ADHD Comics: <https://www.adhddd.com/comics/>

Article on Executive Function Activities for Adolescents:

<https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Activities-for-Adolescents.pdf>

Books:

Smart but Scattered Teens by Richard Guare, Peg Dawson, and Colin Guare

Late, Lost, and Unprepared by Joyce Cooper-Kahn and Laura Dietzel

Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You The Tools – Jonathan Mooney, David Cole, Edward Hallowell

Parenting Children with AD/HD – 10 Lessons that Medication Cannot Teach – Vincent J. Monastra, Ph.D.

Smart but Stuck by Thomas Brown

Raising Human Beings – Ross Greene, Ph.D. (not specifically ADHD but great for parents who are stuck in problem-solving cycles that are making everyone crazy)

BrainStorm: The Power and Purpose of the Teenage Brain – Daniel J. Siegel, M.D. (also not ADHD specific but very useful as an owner's manual for a teenage brain, parent perspective.

Learning How to Learn by Barbara Oakley and Terrence Sejnowski (study strategies for students)

Websites:

Attention Deficit Disorder Association – www.add.org

Children and Adults with Attention Deficit – www.CHADD.org

Understood – for Learning and Attention Issues www.understood.org

MindShift - <http://www2.kqed.org/mindshift/>

ADDitude - <https://www.additudemag.com/slideshows/boost-executive-function/>

**YouTube channel called [How To ADHD](#)