

SUPPORT FOR  
KIDS WITH ADHD

- **Communicate with the school** about your role in keeping your student organized, focused, and on task.
- **Structure the day** by posting a daily schedule.
- **Use learning bursts** to set clear expectations in advance for the duration and activity of learning portions.
- **Alternate activities** between more appealing and less appealing activities.
- **Use BIG positive attention** by giving big, bold, immediate, and intense feedback.
- **Use attention as a motivator and reward** by using visuals (red light, green light) to show availability for time with you, or encouraging to complete a task.
- **Be present** by avoiding distractions (cell phone, email) and fulfill their need.

**Managing transitions** is a common struggle for children learning at home during the coronavirus crisis, and often triggers behaviors that can range from annoying to upsetting. These tools are helpful for all children, and are especially helpful for children struggling with *Anxiety, ADHD, autism, or sensory processing*. With experimentation and practice, these tools can help students become more successful in the classroom and in life.

**Create routines:** Consistent, predictable routines for daily transitions (brushing teeth morning & night) can be reassuring and helpful for children.

**Preview and count down:** Previewing the day and countdowns to transitions are key to successful transitions. Give a timeframe and description of what will happen along with countdowns (in 20 minutes, 10 minutes, then 5 minutes will be time to start school.) This allows children to become emotionally prepared for an event.

**Give it a sound track:** Songs can be especially helpful tools for implementing routines and transitions.

**Visual cues:** Use a chart with drawings about what to expect from a transition or steps involved

**Get their attention:** Make a connection with the child to ensure that you have their attention. Use strategies, such as eye contact, sit next to them, hand on shoulder, or ask to repeat back what you just said.

**Use rewards:** Stickers, snacks, or a point system as a reward for completing a task leads to tangible rewards.

**Implement appropriate consequences:** Ignore behaviors making the transition difficult as much as possible unless an appropriate consequence for the behavior to teach the behavior is off limits is necessary.

**Praise good transitioning:** Use enthusiasm and emphasized praise to recognize when things go well. Be specific in your praise and follow up with a reward when appropriate.

WHAT TO DO (AND NOT DO) WHEN CHILDREN ARE ANXIOUS

1. Help them learn to manage their anxiety, rather than remove stressors that trigger it.
2. Don't avoid triggers of anxiety because it reinforces the anxiety and creates the avoidance cycle.
3. Express positive, but realistic, expectations.
4. Listen and be empathetic to their feeling, help understand their reason for anxiety, and encourage to face their fears
5. Don't ask leading questions, or reinforce the child's fears.
6. Encourage the child to tolerate their anxiety
7. Shorten the time before an event triggering the anxiety as much as possible.
8. Think things through with the child by asking, "What if that did happen?", and help to create a plan.
9. Model managing anxiety calmly, tolerating it, and feeling good about getting through it.

RESOURCES

Center for Human Services | (209) 526-1476  
2-1-1 | 1(877) 211-7826  
www.childmind.org

