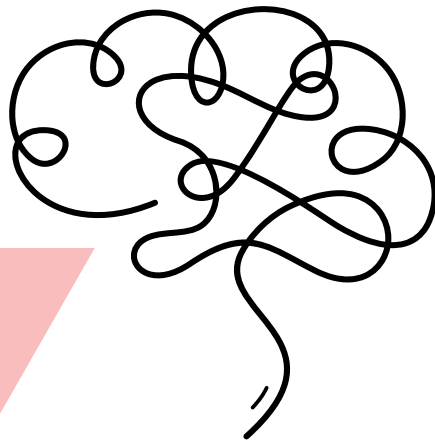


Name :

success

WORK SHEET



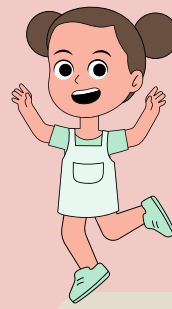
Path To Profit

WITH

ADHD

INATTENTION

- Has problems staying focused on tasks or activities, such as during lectures, conversations or long reading.
- Doesn't pay close attention to details or makes careless mistakes in school or job tasks.
- Does not seem to listen when spoken to (i.e., seems to be elsewhere).
- Often loses things needed for tasks or daily life, such as school papers, books, keys, wallet, cell phones, and eyeglasses.



HYPERACTIVITY

- One of the symptoms of ADHD is the tendency to blurt out answers before a question is completed. This can manifest as finishing other people's sentences or an inability to wait for one's turn to speak in a conversation.
- Fidgets with or taps hands or feet, or squirms in seat.
- Not able to stay seated (in classroom, workplace).
- Interrupts or intrudes on others (e.g., cuts into conversations or activities, uses others' belongings without permission). In older individuals, this may manifest as taking over what others are doing.

ADHD (Attention-deficit hyperactivity disorder) is a disorder that effects a person's ability to pay attention and control impulsive behaviors. As the name implies, the symptom of ADHD is organized into two categories: inattention and hyperactivity.

WHAT IS ADHD?

CAUSES OF ADHD

- Specific causes of ADHD have not been identified by scientists yet.
- Genetics are believed to contribute to ADHD, and several genes have been linked to the disorder.
- No specific gene or gene combination has been identified as the cause of ADHD.
- Relatives of individuals with ADHD are often affected by the disorder.
- Children with ADHD demonstrate anatomical differences in their brains compared to children without the condition.
- Children with ADHD have reduced grey and white brain matter volume.
- Children with ADHD show different brain region activation during certain tasks.

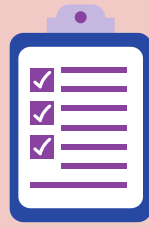
TREATMENT

- Treatment for ADHD typically involves a combination of therapy and medication intervention.
- For preschool-age and younger children, the first-line approach is usually behavioral strategies.
- Parent management training and school intervention are recommended for young children with ADHD.
- Parent-Child Interaction Therapy (PCIT) is an evidence-based therapy modality for young children with ADHD and oppositional defiant disorder.



TIME MANAGEMENT

Create checklists.
Establish a schedule.
Choose deadlines.
Calculate how long it
will take to complete
each task. Create a list
of the tasks. Plan the
day and the week.



PLANNING/ PRIORITIZING

Make a list of everything
you have to do. Sort
them according to
priority. Make use of a
planner or calendar. Set
a routine and make a
schedule.



TASK INITIATION

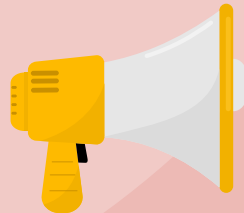
Break up big jobs into
smaller ones. Cut back
on the noise.
Create incentives to
motivate you to finish
your tasks. Use a timer
or Pomodoro technique
to count down.

ADHD COPING SKILLS



SELF CONTROL

Before responding,
take a few deep
breaths. Before you
speak, write, or send a
text, pause and think
first. Maintain a
positive outlook.
Consider the effects of
your decision. Take
part in some exercise.



FOCUS

Eliminate all distraction
and pay attention to
one thing that matters.

Frequently pause and
take breaks.

Prioritise just one thing
at a time.



EMOTIONAL CONTROL

Write or illustrate your
emotions. Name the
emotion. Make a kit to
calm down your
emotion. Determine
your mood enhancer or
mood booster.

Despite the fact that ADHD has been around for a while, many people still have misconceptions about it and are judgmental of those who have it. This time, let's dispel some misconceptions regarding ADHD with the truth.



Ask a doctor
or
do a research

To dispel these myths about ADHD, ask a physician or do your own research. Write the details down below



STRIKING OUT THE BIAS

**"A person with ADHD
outgrow this condition"**

"All people with ADHD are hyperactive"

51

"ADHD is caused by poor parental discipline"

"ADHD is a disease or learning disability"

FOCUS PLAN FOR ADHD

Step 1: Define the task

Write tasks that you need to complete for this week. Write down as specific as possible

Step 2: Break the task into smaller chunk

Break down the large tasks into smaller chunks to make it feel more manageable and easy to perform. Allocate estimated time required to accomplish the tasks

Big Task to smaller one :	Time Required
1	
2	
3	
4	
5	
6	

Step 3: Create a schedule

Break down the large tasks into smaller chunks to make it feel more manageable and easy to perform. Allocate estimated time required to accomplish the tasks

Schedule	Date / Time
1	
2	
3	
4	
5	

SOCIAL SKILLS CHECKLIST

Check your social skills here

People with ADHD occasionally struggle with social skills. Even healthy children and adults may find these described below challenging. See if anything applies to you.

- ☐ I am comfortable asking for help
- ☐ I can accepting criticism
- ☐ I can tell someone no if I need to
- ☐ I understand my own feelings
- ☐ I can handle conflict with others
- ☐ I can work as a group/team
- ☐ I think before I speak or act.
- ☐ I work well with people
- ☐ I find it easy to understand people's feeling
- ☐ I keep friends for a long time.
- ☐ I can have a conversation with someone I dont know
- ☐ I can finish the task or projects I started.
- ☐ I am patient
- ☐ I show respect to others
- ☐ People praise and respect my personality.

Reflection

How many social skills do you progress?

How many social skills do you struggle with?

According to your experience, what makes these social skills difficult for you?

.....

ADHD Survey Form

NAME:

DATE:

Review each symptom listed, then, rate how often you experience the symptom and how much each symptom interferes with your daily life.

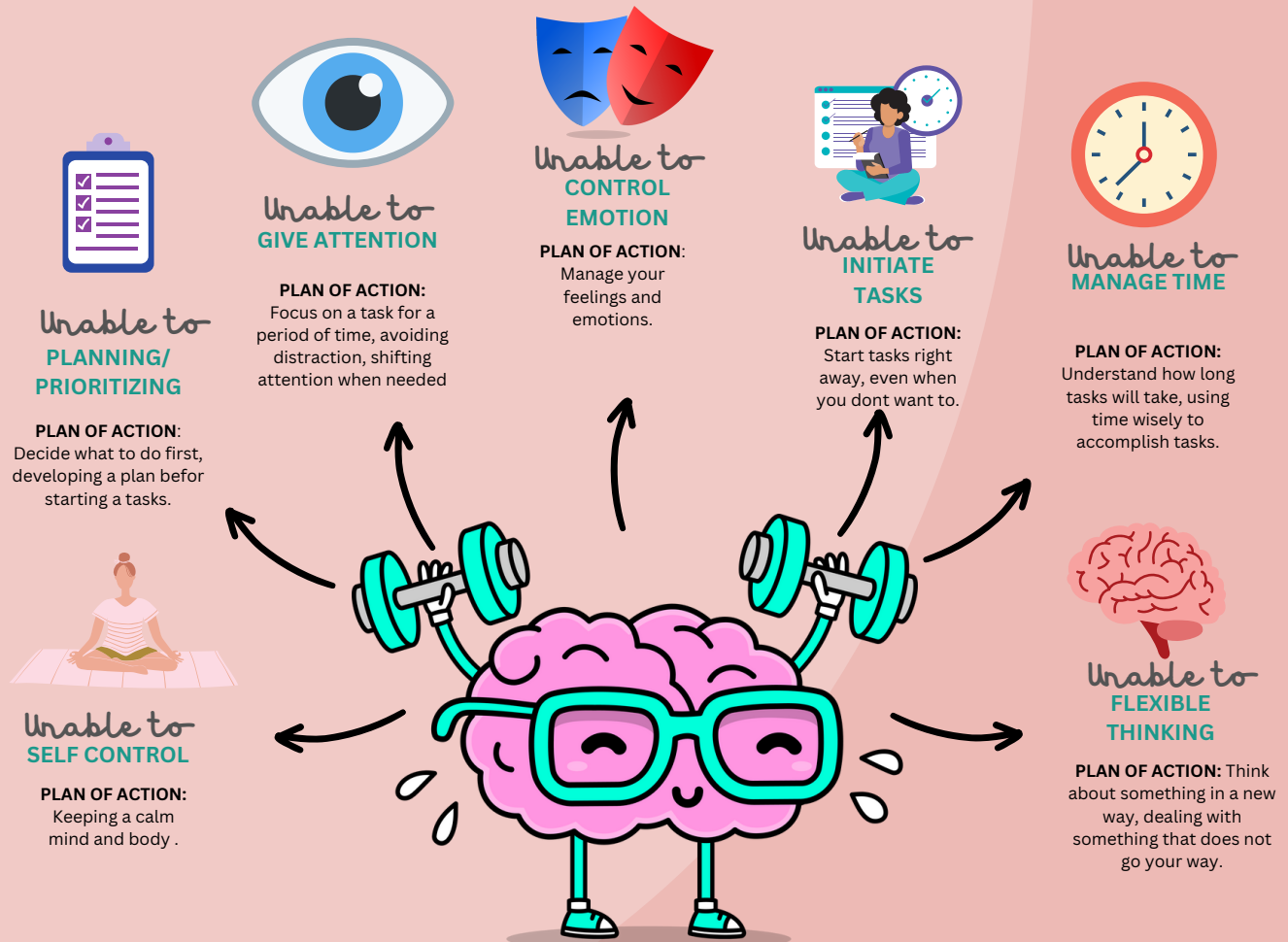
SYMPTOM	HOW OFTEN DO YOU EXPERIENCE THIS SYMPTOM	HOW MUCH DOES IT INTERFERE WITH YOUR LIFE
Difficulty staying on task	☐ Rarely ☐ Sometimes ☐ Often ☐ Always	☐ Not at all ☐ A little bit ☐ Moderately ☐ Quite a bit ☐ Extremely
Problem with organization	☐ Rarely ☐ Sometimes ☐ Often ☐ Always	☐ Not at all ☐ A little bit ☐ Moderately ☐ Quite a bit ☐ Extremely
Hyperactivity or restlessness	☐ Rarely ☐ Sometimes ☐ Often ☐ Always	☐ Not at all ☐ A little bit ☐ Moderately ☐ Quite a bit ☐ Extremely
Impulsivity	☐ Rarely ☐ Sometimes ☐ Often ☐ Always	☐ Not at all ☐ A little bit ☐ Moderately ☐ Quite a bit ☐ Extremely
Difficulty with focus and attention	☐ Rarely ☐ Sometimes ☐ Often ☐ Always	☐ Not at all ☐ A little bit ☐ Moderately ☐ Quite a bit ☐ Extremely

Identify what tends to trigger your symptom. This could be environmental factors, emotional factors, dietary factors, or other factors. Write down your triggers here.

ADHD PLAN OF ACTION

more coping skills

Executive functions are impaired in kids with ADHD



Specific ADHD action plan for kids

Planning /Prioriting

In a planner or calendar, note your daily assignments and due dates. To determine which action or activity to complete first, ask a parent or teacher for assistance.

Time Management

Every day, make a to-do list. Decide how long it takes you to accomplish each activity on your list. Establish a morning, midday, and evening schedule.

Task Initiation

Ask a parent or instructor to assist you in beginning. Don't be distracted. Get all the equipment you require before beginning a work.

EMOTIONAL CONTROL

Develop calming techniques. Inhale deeply, then head to a secure location. Take a long, leisurely breath.

ATTENTION

Move during breaks and fidget during tasks. Avoid interruptions and work with a teacher or parent nearby. Eat healthily and sleep well.

SELF CONTROL

Consider stopping and considering the effects of your actions. When you feel the temptation to say or do something active, take a big breath.

FLEXIBLE THINKING

Keep in mind to: Follow the new flow. Get rid of the tiny stuff. Take assistance. Be persistent.