

DESIGN THE SPACE FOR ADHD KIDS BASED ON ART

First Name: Elham

Last Name: Khezri

Name of Program: PhD of Art Therapy

Date: May.2023

TABLE OF CONTENTS:

• Bibliography.....	4
• Abstract.....	5
• CHAPTER 1... ..	8
• What is ADHD? Neurobiology, prevalence and symptoms	8
• A closer look at different profiles of ADHD.....	9
• Myth and facts about ADHD	10
• CHAPTER 2... ..	13
• ADHD and Brain Structure.....	13
• CHAPTER 3... ..	15
• The Reasons for The Importance of Room Decoration for ADHD Kid.....	15
• Sleeping In the Bedroom.....	17
• Special Space for Work and Study... ..	20
• CHAPTER 4... ..	24
• The home school partnership	24
• Building effective communication between home and school	24
• Types of home-school partnership	26
• Home school communication about ADHD	28
• Home school communication about homework.....	29
• Friends and classmate.....	31
• ADHD medication to school... ..	32
• Bean bags chair... ..	33
• Standing desks.....	34
• Desk with special pedal.....	36
• Playing area... ..	38
• 4 play ground activities for children with ADHD.....	39
• Chapter 5.....	42
• Organization	42
• Color code	43
• Minimize locations use	43
• Chapter 6... ..	47
• Necessary game.....	47
• Benefits of biking.....	51
• Chapter 7... ..	44
• Design of general Spaces at Home.....	44
• Bed Sample and Sheets for Hyperactive Children	58
• Cotton Sheets	59
• Organic sheets	60
• Curtains sample... ..	61
• Suitable flooring for the room of hyperactive children.....	64
• Sample of room arrangement	66

- 6 Designer-Approved Ways to Create an ADHD-Friendly Home 70
- Chapter 8..... 74
- Article..... 74
- Conclusion..... 77

BIBLIOGRAPHY

- Brown, T.E. (2005). Attention Deficit Disorder: The Unfocused Mind in Children and Adults. New Haven, Connecticut: Yale University Press.
- DuPaul, G.J., & Stoner, G. (2003). ADHD in the Schools: Assessment and Intervention Strategies. New York: Guilford Press.
- Minskoff, E., & Allsop, A. (2003). Academic Success Strategies for Adolescents with Learning Disabilities and ADHD. Baltimore, Maryland: Paul Brookes Pub.
- McConnell, K., Ryser, G., & Higgins, J. (2000). Practical Ideas That Really Work for Students with ADHD. Austin, Texas: PRO-ED.
- Nadeau, K.G. (1994). Survival Guide for College Students with ADD or LD. New York: Magination Press.
- Power, T.G., Karustis, J.L., & Habboushe, D.F. (2001). Homework Success for Children with ADHD: A Family-School Intervention Program. New York: Guilford Press.
- Quinn, P.O. (2001). ADD and the College Student: A Guide for High School and College Students with Attention Deficit Disorder. Washington, DC: Magination Press.
- Rief, S. (2005). How to Reach and Teach Children with ADD/ADHD: Practical Techniques, Strategies, and Interventions. San Diego, CA: Educational Resource Specialists.
- Zeigler Dendy, C.A. (2000). Teaching Teens with ADD and ADHD: A Quick Reference Guide for Teachers and Parents. Bethesda, MD: Woodbine House.

- <https://workshops.ldao.ca/>

- www.teachadhd.ca

- www.caddac.ca

- TEACH ADHD Website “Introduction to ADHD ”
<http://www.teachadhd.ca/abcs-of-adhd/Pages/Introduction-to-ADHD.aspx>
- TEACH ADHD Website: “Myths and Facts about ADHD”
<http://www.teachadhd.ca/abcs-of-adhd/Pages/Myths-and-Facts.aspx>

ABSTRACT

ADHD is a prevalent neuropsychiatric disorder that appears in preschool or early school. Its main symptoms are: hyperactivity, irritability and inattention. Many children with ADHD have sleep disorder such as sleep anxiety, difficulty sleeping, waking up at night, daily drowsiness and difficulty waking up in the morning. There are three ways to manage this disorder:

1. Parent's relationship with school
2. Parent's relationship with therapist
3. Home interior space

In this article, we will talk about the reasons for the importance of designing for ADHD children and will explain how to use object in the room and which object should be eliminated.

As an interior designer, we know how the presence of colors, the shape of objects, materials in the space around this children, affect their behavior and mood, concentration and learning. So, our goal is to create a relaxed environment to make concentration and enhance learning.

Based on chromatics and knowledge of form and space and full control of design, we can design children's room in a way that controls a large part of their behavior.

Sleeping in the bedroom

Child's bedroom should be adjusted and used almost exclusively for rest and sleep. Ideally, this room should be designed with the goal of keeping children calm, so it should be furnished by the simplest and least equipment. The focus should be on a comfortable bed with a mattress that fits your baby's body and sleeping style. Mattress, pillows and soft bed sheet can all help better sleeping at night. Bedroom is not a place for work or play. Tables, games, TV, toys and thing like this are best kept in other areas of the house. These are reasons for distractions and awakening during sleep which we want to avoid in the bedroom.

A small table in front of a bare wall with proper lighting in the quiet part of the house is ideal. If your child needs to move while working, a standing kids table may be worth a try. One of the advantages of using stand up kids table in classroom and using desk at home is to improve learning, reduce frustration and increase interaction in the home. Create an area for school supplies in a place that is easily accessible to your child. For example, if you always go through the

entrance, place them nearby. All the necessary school equipment such as sport equipment, backpacks, snow equipment, sport clothes, etc, can be prepared so that the children be comfortable when leaving the house in the morning.

Playing area

Hyperactive children lose concentration when they see objects and toys, so the playing area should be separated from the studying environment or a place where need concentration. Therefore, to manage children's activity, keep objects out of sight. Open shelves or clear containers, because of the visibility of objects, make children more eager to clean things and also increase their visual and concentration ability.

Design of public spaces at home

The design of shoe racks, closet, key holder, and essential items for leaving the house should be close to the entrance so that the tools are in a specific place when the child wants to go to school. Since hyperactive children forget things, put them in view, so that they leave less things. For example, if they have done their homework, ask them to put it in their bag and place it near the entrance or in their own room so that they don't leave them.

Bed sample and sheets for hyperactive children

White, blue, purple and colors in this area, have dreaming, peace and closeness to spirituality which make the child sleep peacefully. Purple creates a dreamy mood in the child's mind and creates connection between mind and higher world which leads to calmer sleep for children. Blue evokes the sea and sky and creates a sense of peace in mind, and this feeling should be entered into the space so that hyperactive children can sleep with a calmer mind.

Kind of bed and pillow is very important, it should be very soft and gentle, like:

Cotton sheets

This type of fabric, because of being cotton, are very cool. Air passage in this fabrics makes your child not sweat and his/her bed get not cold in the cold weather. Since it is anti-allergic, it doesn't damage your child's skin

Organic sheets

These types of sheets are made of products without any chemicals and have natural fibers in it which include bamboo, cotton, tinsel or eucalyptus fibers. This fabrics are very soft and gentle and completely anti-allergic which is suitable for all ages such as infants and children.

Bed sample

White wooden bed is the best choice for hyperactive children. Wood enhances the feeling of calmness and closeness to nature. White color is a better choice than other colored beds, because of reducing sense of activity and movement and creating concentration in the mind and separating the active body from their active mind towards more peace

Types of curtains which do not transmit light

Shade curtain, roller blinds, fabric curtain, which is made of blackout curtain, velvet and canvas prevent any light from passing through and protect privacy more than any other type of curtain. Using these types of curtains is very suitable for hyperactive children and for people who are sensitive to light during sleep

Suitable flooring for the room of hyperactive children

The flooring of the child's room should not be made of ceramic, mosaic, marble or any material that is slider, so due to high activity of hyperactive children, their running and jumping up and down, these types of material cause them to fall and hurt. Using carpet or rugs with simple design without any crowded design controls their physical activity by creating true visual sense.

Desk with special pedal

Putting a pedal under desk or while studying can increase their concentration and also controls their physical activity, so they do not feel the need to get up from their seats and move. These desks are especially useful in schools

Necessary games for hyperactive children

The child needs a playing space that is safe and at the same time exciting, which discharge their curiosity and physical activity. Jumping games and games that have a lot of ups and downs, or are like mountaineering or stairs, are suitable for them. The use of cheerful colors such as yellow and red in this space is suitable to discharge their energy in this space.

CHAPTER 1

What is ADHD? Neurobiology, prevalence and symptoms

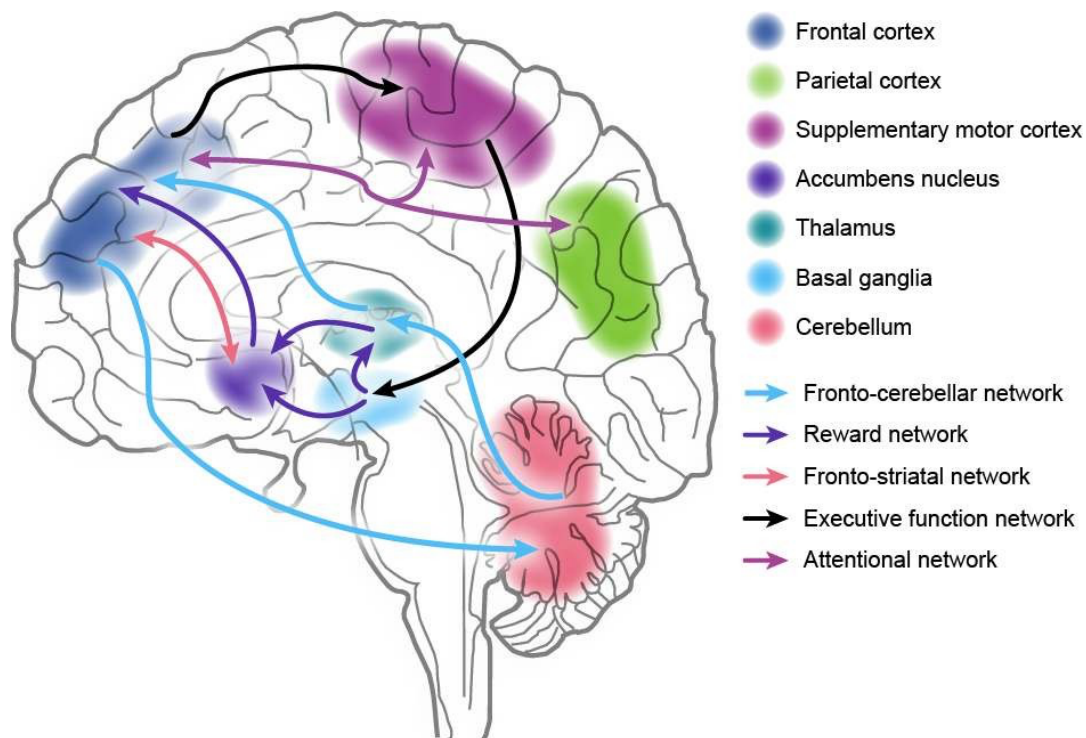
Attention-deficit hyperactivity disorder (ADHD) is a common neurobiological disorder that becomes apparent in the preschool or early grades of school. ADHD affects between 5-12% of the population, or about 1 or 2 students in every classroom. It is more commonly diagnosed in boys than in girls.

Its main symptoms include Hyperactivity, Impulsivity, and Inattention.

Hyperactivity: difficulty regulating one's activity level – for example constant movement in chair, getting up and down from chair, climbing, or running around when others are seated; also, may manifest as talking so much that others can't get a turn in

Impulsivity: difficulty inhibiting behaviour – for example acting quickly without thinking.

Inattention: difficulty attending to the task at hand – for example frequent daydreaming, lost in another world or easily sidetracked by what's going on around.



A closer look at different profiles of ADHD

ADHD is organized along two symptom clusters. They are:

Hyperactive-impulsive symptoms

Inattention symptoms

Based on these two clusters of symptoms, there are three subtypes of ADHD:

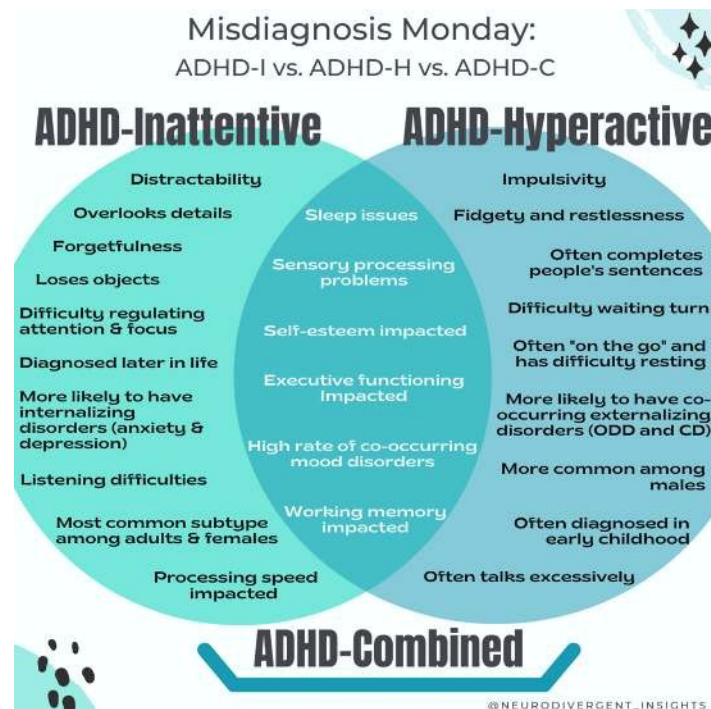
Predominantly **hyperactive** subtype

Predominantly **inattentive** subtype

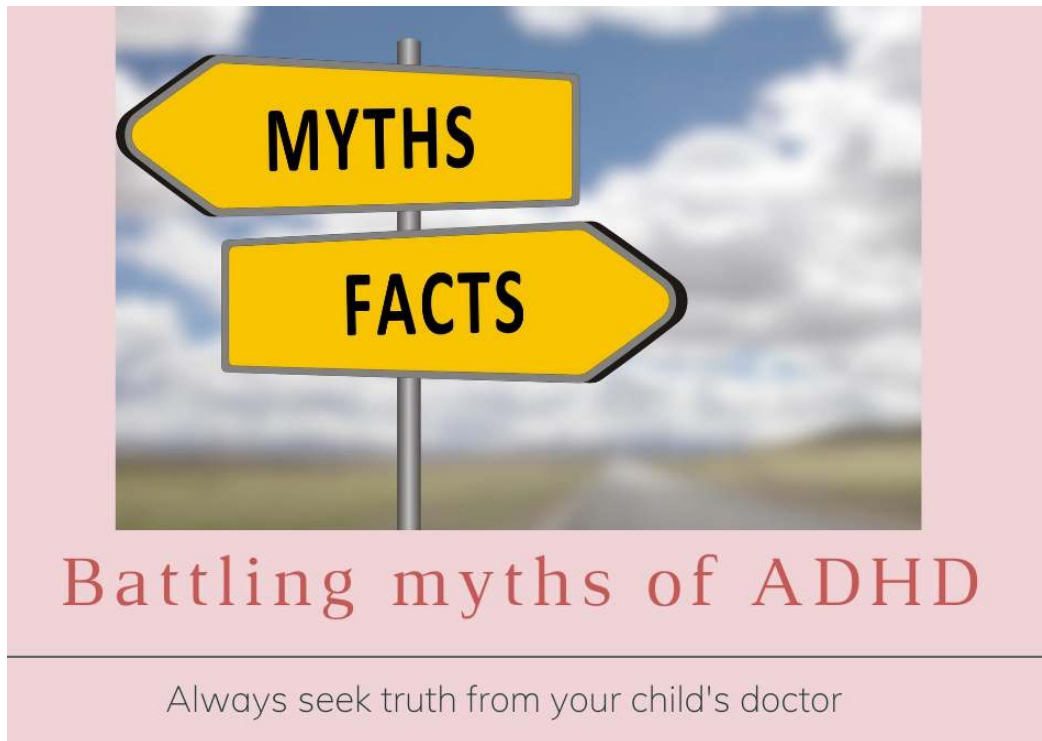
Combined subtype (with both hyperactive-impulsive and inattentive symptoms)

Research has shown that **major school problems tend to be associated with the Combined and Inattentive subtypes**. These two subtypes tend to struggle more academically, and are more likely to fail a grade or receive lower grades than their non-ADHD classmates. By contrast, children with the predominantly Hyperactive-Impulsive subtype do well academically, but often experience disruptive and oppositional behaviours. For children who have combined subtype both academic and behavioural problems are an issue.

ADHD looks different in girls. Symptoms in girls are less noticeable than in boys. As a result, more boys than girls are diagnosed with ADHD. But, both girls and boys alike with ADHD experience impairments with social skills and academically.



Myth and facts about ADHD



ADHD is defined by doctors as a neurodevelopmental disorder, but the specific causes are still debated. It is usually seen in early childhood, though it is often only diagnosed later.

ADHD is one of the most common neurodevelopmental disorders of childhood. It is usually first diagnosed in childhood and often lasts into adulthood. Children with ADHD may have trouble paying attention, controlling impulsive behaviors (may act without thinking about what the result will be), or be overly active.

Myth: Children will eventually outgrow ADHD

Fact: 60 to 80% of children diagnosed with ADHD will carry the disorder into their adult life. The hyperactive-impulsive symptoms tend to become less overt in adolescents, but the inattention continues to persist.

Myth: ADHD is a new problem created by a fast passed society or pharmaceutical companies.

Fact: ADHD was first described in the 1800's. Although the disorder has had many names throughout the years, the symptoms have been consistently described by researchers and doctors. Most important the impairments associated with the disorder remain irrefutable.

Myth: ADHD is caused by junk food and sugar intake.

Fact: There is no scientific evidence to support that junk food or sugar cause ADHD. Recent evidence has shown an association between food additives and higher activity levels, but this occurs in all children, whether they have ADHD or not. There is also no evidence to show that dietary treatments alleviate symptoms of ADHD.

Myth: ADHD does not run-in families.

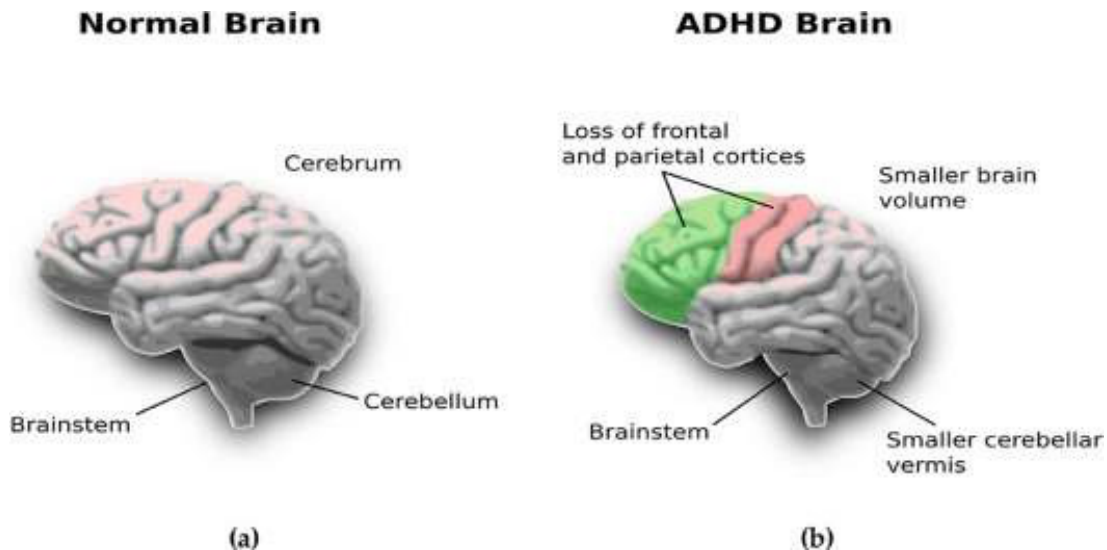
Fact: ADHD runs in families and has a genetic basis. Children with ADHD are 2 to 8 times more likely to have a sibling with ADHD or a parent with ADHD.

Myth	Fact
There is no such medical condition as ADHD.	ADHD is a medical disorder, not a condition of the child's will. A child with ADHD does not choose to misbehave.
ADHD is caused by bad parenting. All the child needs is good discipline.	ADHD is not caused by bad parenting. But parenting techniques can often improve some symptoms and make others worse.
ADHD is a life sentence.	Although ADHD symptoms usually continue into adulthood, the person learns ways to cope with the symptoms. People with ADHD have plenty of energy, are creative, and can often accomplish more than people who do not have the condition.
Having ADHD means the person is lazy or dumb.	ADHD has nothing to do with a person's intellectual ability. Some highly intelligent people have ADHD.
The diagnosis of ADHD is confirmed if certain medicines	Children without ADHD respond to psychostimulants similarly to children

<p>(psQckostim"laŕts) ka:c a positi:c crrcet oŕ wkat scem to bc sQmptoms or AKHK.</p>	<p>with AKHK. A tíal or mediciŕc is ŕot "scd to diagŕosc tkc coŕditioŕ.</p>
<p>Mdiciŕc roí AKHK will makc a pcísoŕ scem dí"ggcd.</p>	<p>PíopcílQ adj"stcd mediciŕc roí AKHK skaípcŕs a pcísoŕ's roc"s aŕd iŕcíascs kis oí kcí abilitQ to coŕtíol bcka:io"í.</p>
<p>Mediciŕc pícscíptioŕs roí AKHK ka:c gícatlQ iŕcíascd iŕ tkc past rcw Qcaís, bcca"sc tkc coŕditioŕ is bciŕg o:cídiagŕoscd.</p>	<p>AKHK is cstimatcd to arrcct abo"t «% to 10% or ckildícŕ. footnote1 l'kcíc is littlc c:icdŕcc to s"ppoít claims tkat AKHK is o:cídiagŕoscd aŕd tkat AKHK mediciŕcs aíc o:cí-pícscíbcd.</p>
<p>PsQckostim"laŕts aíc ŕo loŕgci "scr"l artcí p"bcítQ.</p>	<p>l'ccŕs aŕd ad"lts with AKHK coŕtiŕc to bcŕcrit ríom mediciŕc tícatmcŕt.</p>
<p>Ckildícŕ with AKHK aíc lcaíŕiŕg to "sc tkc coŕditioŕ as aŕ cxc"sc roí tkcí bcka:io"í.</p>	<p>AKHK is a disabilitQ. Ckildícŕ with AKHK ka:c to lcaíŕ waQs to dcál with tkcí sQmptoms (iŕattcŕtioŕ, imp"lsi:itQ, aŕd kQpcíacti:itQ) tkat ca"sc tkcm to ka:c dirric"ltics iŕ lirc.</p>
<p>Ckildícŕ o"tgíow AKHK.</p>	<p>Abo"t 70 o"t or 100 ckildícŕ with AKHK coŕtiŕc to ka:c sQmptoms d"íŕg tkcí tccŕ Qcaís aŕd abo"t 50 o"t or 100 ka:c sQmptoms iŕto ad"ltkood. footnote2</p>
<p>Ir a ckild kas AKHK, kc oí skc caŕ alwaQs bc diagŕoscd iŕ tkc doctoŕ's orricc.</p>	<p>A ckild maQ ŕot alwaQs skow sQmptoms or AKHK, cspcciallQ iŕ aŕ "ŕramiliaí scttiŕg. E:al"atiŕg a ckild ríom oŕc orricc obscí:atioŕ maQ ícs"lt iŕ rail"íc to íccogŕizc oí diagŕosc sQmptoms.</p>

CHAPTER 2

ADHD AND BRAIN STRUCTURE



ADHD is associated with subtle changes in brain regions that are associated with self-regulation and specific cognitive functions. Current neuroimaging evidence indicates that individuals with ADHD show subtle changes in brain structure and neurochemistry in regions that are involved self-regulation of behavior and specific aspects of cognitive functioning that affect academic performance.

The three primary areas of cognitive function are:

- Executive functions
- Working memory
- Processing speed

Executive Functions

Executive functions are higher level cognitive functions that enable intentional goal-directed behavior and self-regulation. Executive functions can be broken down into sub functions. These sub-functions include an individual's ability to:

Represent or identify a problem

Develop plans and execute them

Organize oneself

Inhibit actions and regulate emotions

Resist distraction and control attention

Self-monitor and self-evaluate thoughts and actions

Educational Implications for weak executive function include:

Difficulty planning, executing, and monitoring projects and longer assignments

Difficulty identifying errors or what a completed task should look like

Difficulty holding directions in one's memory

Difficulty multi-tasking

Difficulty starting a task or assignment

Difficulty monitoring oneself in a social situation

Difficulty managing time

Difficulty organizing what one is going to say

Difficulty reasoning through problems or using strategies to solve problems

Working memory

Working memory, which is one executive function, is a dynamic, “on-line mental workspace” in which information is stored and manipulated for brief periods of time to perform another activity. It is important to remember that working memory has a limited capacity. As a result, too much demand on working memory will hinder its performance. Its range of activities including:

Behavioral self-regulation

Paying attention

Problem-solving

Reading comprehension

Extended listening

Educational implications for working memory weakness include:

Difficulty monitoring and engaging in conversational topics

Difficulty with reading comprehension

Difficulty with complex math tasks, especially word problems

Processing speed

Processing speed is the rate at which individuals can process incoming and outgoing information. Individuals with slower processing speed can have difficulty following instructions and tend to complete work slowly.

Educational implications for weakness with processing speed include:

Difficulty responding immediately to question, even when they have the answer

Difficulty completing timed activities

Difficulty processing rapidly presented multiple information

CHAPTER 3

The Reasons for The Importance of Room Decoration for ADHD Kid



Due to the differences in concentration, learning and behavior of hyperactive children with others, presence of the smallest object can reduce or eliminate their concentration, and here as an interior designer, we know how the presence of colors, the shape of objects, materials in the space around them, affect their behavior and mood, concentration, and learning.

Changing the light in the space bothers hyperactive children, so we need to know what kind of curtain we should use for their room to control transmission of light into space. Another thing is that presence of sudden or different sounds greatly reduce their concentration, so it should be considered what kind of flooring or wall covering can reduce the reflection of sound.

Hyperactive children usually have writing problems and cannot write words in a line and it is just because while writing, even a word between them distracts their mind, and since we want to raise their concentration as much as we can, we use the technique of using color while writing a word like “ Sara” . If a normal child writes

the word in one color, we ask hyperactive child to write each letter in a different color. “S” with one color, “ A” with other color, “R “ with another color and “A” with the other color. With this simple technique, we can concentrate their minds at any moment and at the same time make it more enjoyable and as their concentration increase, we reduce the number of colors. With this example we can understand the importance of color in creating concentration. Based on chromatics and knowledge of form and space and full control of design, we can design children’s room in a way that controls a large part of their behavior.

An ADHD child's room needs to be organized into logical sections. By placing the bed perpendicular to a wall, rather than against it, the room is divided into halves. One half of the room can then become the designated area for doing schoolwork; it has a desk and small shelf for reference books and school supplies.

Sleeping In the Bedroom



Many children with ADHD have sleep disorder such as sleep anxiety, difficulty sleeping, waking up at night, daily drowsiness and difficulty waking up in the morning. In fact, it is reported that about 50% to 75% of children and adults with attention-deficit/hyperactivity disorder have trouble sleeping.

- **Difficulty getting child into bed.** The child may stall and resist going to bed. They may come in and out of the bedroom for hours on end.
- **Worries and anxiety at bedtime.** The child might be feeling worried or anxious about specific nighttime fears (such as the dark or being alone in bed), or they may be worrying about stressful things that have happened during the day.
- **Insomnia.** This is a pattern of sleep where a child is having difficulty falling asleep and/or staying asleep overnight. Children with insomnia may also wake early. Insomnia can be connected to worries and anxiety. Other parents

describe that their child's mind seems to be racing at night and that the child can't switch their mind off to fall asleep.

- **Delayed sleep phase.** This is where the sleep-wake cycle has shifted, and the child isn't sleepy until quite late at night and then wants to sleep in the next day. It's kind of like jetlag and is more common in adolescence.
- **Sleep associations.** Some children need a particular thing to be able to fall asleep at night. This might be needing to watch the television, for example, or needing a parent present in order to fall asleep at night. Children will then often wake during the night if the thing they needed to fall asleep is no longer present.

There are many other types of sleep problems that children with ADHD may also experience, such as medical sleep problems like obstructive sleep apnea (snoring and breathing difficulties overnight) and restless legs syndrome (unpleasant feelings in the legs).

Child's bedroom should be adjusted and used almost exclusively for rest and sleep. Ideally, this room should be designed with the goal of keeping children calm, so it should be furnished by the simplest and least equipment. The focus should be on a comfortable bed with a mattress that fits your baby's body and sleeping style. Mattress, pillows, and soft bedsheet can all help better sleeping at night. Bedroom is not a place for work or play. Tables, games, TV, toys, and things like this are best kept in other areas of the house. These are reasons for distractions and awakening during sleep which we want to avoid in the bedroom.

An ADHD child's room needs to be organized into logical sections. By placing the bed perpendicular to a wall, rather than against it, the room is divided into halves. One half of the room can then become the designated area for doing schoolwork; it has a desk and small shelf for reference books and school supplies.

Serenity as the Inspiration. Trish Buscemi, a specialist who creates calm interiors for those with cognitive learning challenges, recommends blue, green, and muted brown tones for bedrooms of children with ADHD. People with ADHD are often over-stimulated by colors, patterns, and even temperature. Choose neutral, soft, and calming hues of blue, green, and brown to encourage more restful sleep. Keep it simple. These gentle hues actually work well with people of all ages seeking a space that inspires rest and calm.

Use the tools and tips below to start reversing that trend and start getting your house in order.

- Regularly Practice Decluttering. ...
- Use Bins for Organization. ...
- Set a Cleaning Schedule. ...
- Have a Cleaning Chart. ...
- Get Your Home in Order with Proper Management of ADHD and House Cleaning.



Special Space for Work and Study



Many children have desk and computers in their bedrooms, but as mentioned above, this adjustment cause lack of concentration in children which makes it difficult to sleep well. Many families know that providing a special space for homework and lessons helps them to concentrate more. A small table in front of a bare wall with proper lighting in the quiet part of the house is ideal. If your child needs to move while working, a standing kids table may be worth a try. One of the advantages of using stand up kids table in classroom and using desk at home is to improve learning, reduce frustration and increase interaction in the home. Create an area for school supplies in a place that is easily accessible to your child. For example, if you always go through the entrance, place them nearby. All the necessary school equipment such as sport equipment, backpacks, snow equipment, sport clothes, etc., can be prepared so that the children be comfortable when leaving the house in the morning. No doubt you must remind your child to put things there, but over time, it becomes a habit.

- **Place lace the computer that your child uses for studying** in a well-traveled area of your home, not in his bedroom. This will cut down on his exploring other websites instead of studying for a test. **HAVE YOUR**

CHILD STUDY IN DIFFERENT LOCATIONS around the house. Moving locations increases novelty, which can improve focus.

- **Get him comfy.** If you're continually reminding your child to sit still, try a different approach. Some students work well standing up, completing homework on the kitchen counter. Others like the living room couch, with the help of a lap desk.
- **Let him spread out.** Most students do best when they have ample space to spread out their materials. The dining room table is a good option. Also, consider an L-shaped desk. It allows the student to have a place for her laptop and a separate place for writing.
- **Consider a beanbag chair for reading,** to help your kids feel snug and relaxed. Some children do especially well sitting on a "ball chair." They can gently bounce as they do their work.
- **Place the computer that your child uses for studying** in a well-traveled area of your home, not in his bedroom. This will cut down on his exploring other websites instead of studying for a test.
- **Have your child study in different locations** around the house. Moving locations increases novelty, which can improve focus.
- **Timers are excellent tools for students** who feel that they can't muster the energy to get started. I like the Tolerable 10 approach. By setting the timer for 10 minutes and getting to work for this brief period, students realize that the task isn't overwhelming. My favorite timer is Time Timer

If you have a wall near the study area, use organizer shelves to get organized. This hanging folder system organizes your student's schoolwork, books, and homework supplies. It eliminates clutter and enables kids to keep track of long-term assignments.





CHAPTER 4

The Home School Partnership



DHD affects children both at home and in school. This means that school success for students with ADHD depends on a solid partnership between home and school – between the family, teachers and other members of the school team.

Legal Requirements for Home-School Collaboration

In Canada , a parent’s rights for involvement in the assessment, programming and monitoring of children’s performance varies by Province.

Generally schools try to include parents wherever possible to establish effective home-school communication. Teachers and other school personnel receive help in how to build effective partnerships with families of children with special educational needs. Their training helps the school team understand that families come in different shapes and sizes and from different cultures. So teachers understand that they may need to communicate in different ways with different family members at different times.

Building Effective Communication Between Home and School

The symptoms, challenges, and successes associated with ADHD may change as your child gets older. Each year your child is likely to have one or more new teachers.

This means that it is important to re-build communication between home and school at the start of every school year. But remember, once a year is not enough. Effective home-school communication is:

Regular – occurs more than once or twice per year.

Varied – takes many forms, both informal and formal, such as written notes, telephone calls, parent-teacher conference, casual corridor chats, and daily log books.

Balanced – is about successes as well as challenges.

Takes action & is useful – sets out goals and the steps to get there.

Documented – keeps in a file a written record of each meeting, including list of topics raised, suggestions made, and decisions taken.

School Event Purpose of Event

Your Opportunity as Parent

Back-to-School Night	<ul style="list-style-type: none">• Learn about ‘academic programs’• Meet principal and staff	<ul style="list-style-type: none">• Make a connection with the principal• Learn about school policies, special needs programs, tutoring, clubs, school discipline policy• <i>Request a meeting</i> with the homeroom teacher and principal to share ‘health information’
Open House	<ul style="list-style-type: none">• Opportunity to visit the school and your child’s classroom• Opportunity to meet your child’s teacher and learn about his or her progress	<ul style="list-style-type: none">• Good time to <i>request a meeting</i> with teacher to share information about your child’s learning progress• A time to <i>identify and discuss concerns</i> about learning or behavioral difficulties occurring at school
Parent-Teacher Conference	<ul style="list-style-type: none">• First report card review for teacher and you (the parent) to share concerns regarding your child	<ul style="list-style-type: none">• <i>Develop shared strategies</i> that you and the teacher can use to help your child• <i>Request a written report</i> of topics discussed and suggestions made

Parent-
Requested
Conference

- For concerns about your child's progress or other school related issues
- *Make a list of points* you wish to make and questions you wish to ask
- *Discuss your concerns* with your child's teacher
- *Decide on steps and strategies to help your child*
- *Request a written report* of the conference, and a list of topics, suggestions and decisions made

Opportunities for Home-School Communication

Types of Home-School Partnership

Families and schools partner together on a wide range of topics. For example:

- Information-Sharing about a Child:
 - First meeting is to share information about who is who, and expectations of the communication process
 - Concerns, problems at home or at school
 - Diagnostic testing and evaluation feedback
 - Progress reports
 - Achievements
 - Changes in programs, prescriptions, partnerships
- School-Based Consultation and Support
 - Managing difficult-to-manage behavior or situations
 - How to help with homework
 - Consultation for specific programs or issues
- Parent and Family Coordinated Programs
 - Parent Advisory Groups
 - Parent and family classroom volunteers
- Parent and family volunteer programs

Forms for Home-School Communication

A short-written note is an effective way for parents and teachers to give each other important information. For example:

- At the start of each year give the teacher a note which indicates:
 - Examples of your child's symptoms of ADHD (observable behavior that your child might show in class)
 - Other medical conditions or learning disabilities that your child may have
 - Medication your child takes (list the times it is taken)
 - Other types of treatment or programs that your child is receiving (for example; medication for asthma, counseling, coaching)
 - Goals you are working on at home with your child
- During the school year write the teacher a short note which indicates when:
- There is a change in medication
- Something has happened at home that morning or the night before, which might alter your child's behavior and performance at school
- Home/School Daily or Weekly Agenda or 'report card' may be a useful way for you and your child's teacher to tell each other about:
 - Your child's successes and challenges during the day or week
 - Shared goals to help your child be successful at school the next day or week
 - Strategies that you and the teacher will use the next day or week to reach that goal

Home-School Communication about ADHD

Good communication should:

Share concerns about your child symptoms.

Share information about medication and other treatments.

Develop school-based intervention strategies.

Monitor your child progress, noting successes and improvements.

Monitor for consistency in home and school strategies.

Ways to build effective communication include:

Parent and teacher meeting after the initial diagnosis.

Parent and teacher meeting at the beginning of each school year.

Agreement on methods for continual student updates – updates can include scheduled phone calls, daily logbooks, informal visits, scheduled conferences and email contacts.

During an assessment for ADHD, let the teacher know:

That your child is being assessed.

That the clinician doing the assessment may need information from the teacher to help with the diagnosis. During an assessment for ADHD, the teacher can provide:

Descriptions of your child's symptoms in class

How long the symptoms have been evident

When and where they occur and level of intensity

How your child is doing academically and socially

Descriptions of your child's language and communication skills

After a diagnosis, you should meet with your child's teacher to:

Discuss the treatment plan (what the doctor has suggested for your child).

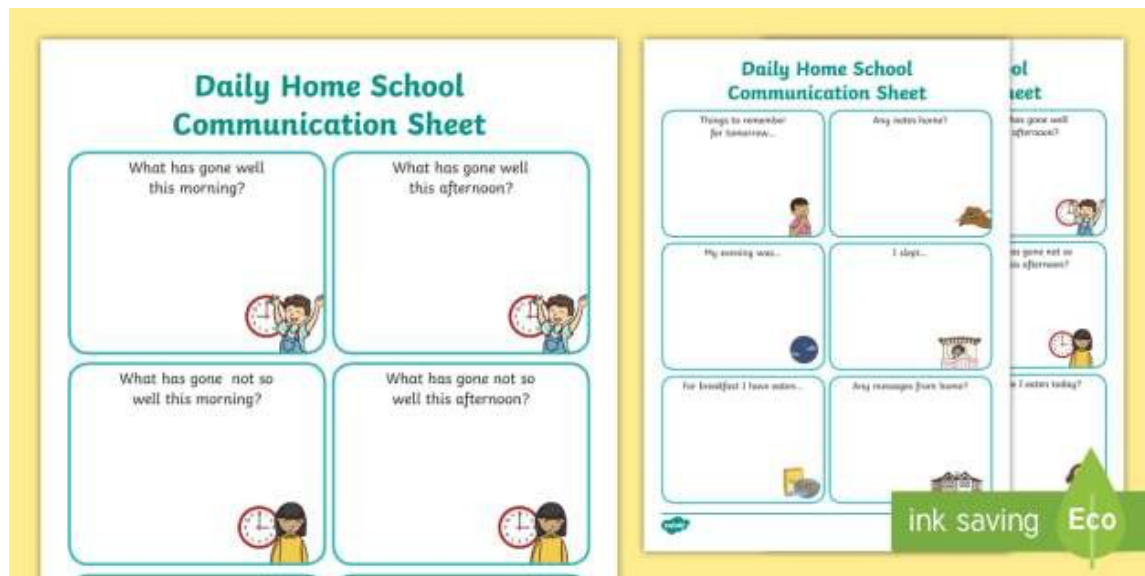
Explain the interventions (what professional services, e.g. Psychologist; etc.) your child may be receiving.

If intervention involves medication, explain the medication your child is taking and advise the teacher what to monitor at school (e.g., behavior, academic performance, mood)

Discuss changes in the classroom, including changes in teaching approaches and where the child sits in the classroom.

Discuss what you can do at home to help your child.

Home-School Communication about Homework



Children with ADHD often have trouble with homework. It is important to address these problems early, since they can affect school performance. Children with ADHD often:

Forget to write down homework assignments.

Forget to bring home needed books and materials.

Put off starting homework.

Become distracted and may not finish homework.

When they do complete homework, it may be careless and full of mistakes.

When they return to school, they often forget to hand in assignments.

To help your child with homework, try the following:

Talk with your child's teacher to establish home-school communication about homework assignments so you know what homework your child has.

Identify a 'study-buddy' and email address or telephone number to contact in case your child forgot to write down the assignment.

Use a schedule and routine. Make sure your child does homework at the same time every night.

Establish a homework place that is separate from play space or eating space. When personal work space is not possible and homework has to be done at the family table, use a special table cloth for each child to indicate "homework space" and remove it as soon as homework is completed.

Help your child to organize their desk or work area.

Keep visual reminders of what your child needs to do, including checklists, to-do lists, homework diary and a calendar.

Help your child start the homework by sitting down for a moment and asking him/her to tell you what he/she has to do. Make sure your child understands the question and knows the first one or two steps. Walk away and let your child continue to do the homework alone.

Help your child cope with a lengthy assignment by breaking it into smaller time-chunks. Use a count-down timer that can be set for the agreed-upon time-chunks and task-chunks (e.g., 10 minutes), with brief mini-breaks (e.g., 1 minute).

Set up a reward system to provide positive reinforcement for completing homework.

Colour it bright! Use a large fluorescent or brightly colored binder or envelope for things that have to go back and forth between home and school (e.g., homework, permission slips, notes etc). Help your child chose a color that can be seen easily when it is inside the backpack!

For younger children use rhymes to help them remember routines: Unpack the backpack; work on the table, not on the floor! Pack up the backpack; put backpack back by the door!

Friends and Classmate



Children with ADHD often have more social and emotional difficulties than other children. These difficulties may cause problems making friends or getting along with classmates. This situation is true for all types of ADHD and for both boys and girls with ADHD.

Problems may be caused by:

Difficulty learning important social skills such as conversational skills and problem-solving skills.

Poor control of behaviour.

To help address social and emotional difficulties, it is important for parents and teachers to:

Teach, show through example, and support appropriate behaviour.

Provide lots of positive feedback to reinforce good behaviour.

Be aware of difficulties your child may have with other children at school, and work with teachers to develop strategies to reduce these difficulties (seating considerations, teaching the child how to deal with these difficulties, identifying and supporting good friends at school).

Encourage interest and ability in at least one non-academic activity which involves other children of same age group (e.g. sports, arts, clubs & hobbies).

Both, the process towards completing curriculum expectations and the targeted goals for improving academic and behavioural skills should be monitored and charted in order to show positive change.

ADHD Medication to School



Delivery of Medication to School

1. ADHD medication should be delivered to the school by a parent, guardian or other responsible adult.
2. Medication delivered to school must be provided in a properly labeled container, indicating:

The student's name.

The name of the medication.

The dosage and time the medication is to be administered at school.

Documentation of Medication Kept at School

3. One person at school should maintain control and responsibility for medication delivered to school. They should maintain a Medication Inventory Log, which indicates:

The date that medication was received, along with its name and amount received (number of pills), and signatures of the deliverer and receiver.

The name of student taking the medication (i.e. their grade and home-room).

The name and telephone number of doctor who prescribed the medication.

Emergency contact telephone numbers for that student.

Storage of Medication at School

4. Medication should be stored in a secure and locked location (room, drawer, or cabinet), with a list of who has the keys or key-codes.

Dispensing Medication at School

5. Medication should be administered by an assigned, responsible school person.

Bean Bags Chairs



A bean bag chair gives kids a chance to change their position while continuing to work

Bean bags are perfect for kids who just cannot sit still in rigid, straight-back chairs. Bean bag chairs allow them to change position quickly and easily without getting up, so they don't need to stop focusing on what they're doing (reading, etc.). Bean bags also provide a feeling of being cuddled and safe. It is important to offer super soft fabrics to give tactile comfort, as well as calming colors that help soothe frazzled kids. Bean bag chairs can be transported around the house by almost everyone, so kids have "pride of ownership". They can also carry their "nest" to any room and not be bound to one spot. Every bean bag chair we offer also has a washable cover and a water-repellent liner that holds the filling. The bean bag liner zipper is child-resistant, and our bean bags meet or exceed flammability standards.

The best part is you can take this comfy spot almost anywhere you want and create a comfortable and safe place in any space!

Some children have trouble concentrating.

Standing Desks

Standing desks' first intentions in the classroom were to reduce sedentary lifestyle in the classroom and during the school day. Studies have found that energy expenditure has been a 14 major benefit of using standing desks. Use of standing desk increased the amount of standing during instruction as well as an increase in positive behavior. This increased amount in standing could account for the increase in energy expenditure, which increased student attention. Similarly, use of standing desks not only helped address the health hazards of the sedentary lifestyle, such as obesity, but also increased the subjects' attention capacity. Similar positive effects were reported in another study of school-aged students who reportedly demonstrated increased engagement as well as "feeling more interested, enthusiastic, and alert" when using the standing desks . Standing desks were also used in a study that showed both the students and teachers found them to be helpful and a great motivator for the students because it gave them opportunity for self-efficacy as reported by participants. With these implications it could be mean that student performance might increase due to the increase of self-efficacy. This theory on standing desks were also highly encouraged by Wick, Faude, Manes, Zahner, and Donath to use standing desks to promote a healthy lifestyle and increase the performance of students. When making environmental changes to the classroom, such as rearranging the classroom, it can indirectly affect students to remain on task, especially those with behavioral issues. Even with alternative seating methods made available and suggested to address attention issues and/or disabilities, there have only been four studies that have directly studied their influence on this population of student. When looking at the influences standing desks have been 15 found to have on typically developing students it is not clear what effects it has on students with disabilities, particularly those with ADHD. The purpose of this study is seen what effect standing desks have on students with ADHD in their respective general education classrooms. This study would contribute to the literature in that it is currently the only one study that looks at standing desks effect on students with ADHD and is one of two studies using academic/on-task engagement to assess this.



Desk with special pedal



The Pedal Desk takes the fun of a bicycle and brings it indoors! The simple and smooth pedal desk is a favorite among students as they pedal their way to success! Comes complete with scratch-resistant rubber feet and wheels for portability. Putting a pedal under desk or while studying can increase their concentration and controls their physical activity, so they do not feel the need to get up from their seats and move. These desks are especially useful in schools. It found pedaling under a desk has major health benefits, including preventing obesity, diabetes, and heart disease through insulin resistance. Children with pedals under their desk can work their legs while they work. Students pedal while they participate in regular classroom activities, and since the pedals are silent, they don't interfere with classroom instruction or activities. Though the idea of exercise desks might seem a little outside the box, the results are not surprising given the already established correlation between physical activity and learning in school children. In 2010, The Centers for Disease Control and Prevention put out a report looking at nine studies that explored how the introduction of brief physical activities into classroom settings affected things like aptitude, attention, memory, and mood. Eight of those studies turned up positive associations between exercise and academic achievement.

Research has shown that physical activity increases levels of dopamine and norepinephrine emitted by neurotransmitters in the brain, which is like what ADHD medications do. Both chemicals are imperative to honing focus and attention.

“There are limited options for children with ADHD apart from medication, which is not right for everyone,” Leroux said. “I think all schools should introduce these bikes into their classrooms because there’s a need for it.”

Playing area

All families have trouble keeping play areas clean. Hyperactive children lose concentration when they see objects and toys, so the playing area should be separated from the studying environment or a place where need concentration. Therefore, to control children's activity, keep objects out of sight. This means that with the help of children, place toys, home appliances, shoes, books, coats, etc, that are scattered in the house, in a suitable place that is not too visible. Organizing toys and cleaning the playroom is a great opportunity for kids to learn that cleaning and maintaining things is a positive work which should be done every day. It is also a great opportunity to discover saving solution. Open shelves or clear containers, because of the visibility of objects, make children more eager to clean things and increase their visual and concentration ability.



4 Playground Activities for Children with ADHD

Playing outside allows children with ADHD to move their bodies and express their liveliness in a more suitable setting. The gentle breeze of wind against the skin, the sound of trees swaying and leaves rustling can have a calming effect on them.

Kids with ADHD have many positive strengths. We have put together engaging outdoor play activities, with an emphasis on ‘unstructured free play’, to capitalise on their great qualities.

1. Imagination

Children with ADHD can be wonderfully creative. The child who is engrossed in daydreams and has several thoughts at once, can also be an expert problem-solver, a spring of ideas, or an original artist.

Though children with ADHD can be easily side tracked, similarly, they can offer a fresh perspective and pick up on things that others have failed to notice.

Kids with ADHD love nature and studies have found that green settings improve the severity of their symptoms. As they are naturally inquisitive, children can grow their own plants and vegetables using the playground planters.

This can help them to establish a connection between the plants growing and how they are affected by the seasons.

Creating their own bug hotel in an allocated pod, for a variety of miniature beasts, can be a great way for children with ADHD to connect with wildlife and burn off some steam.

On their quest to find leaves, bark and insects to fill their pods up with, they are encouraged to use their bodies against resistance which has a soothing result - like calming activities occupational therapists use for children with ADHD.

To support the development of their inventive side, using the walk and talk seating circle, children can work collaboratively to produce something original such as a song, dance, poem or a story.

The grass-topped seats allow children with ADHD to relax, but they can also be arranged in a way that children can move freely too. They can then perform their masterpiece for friends on a performance stage.

Working on physical projects is also fantastic for the advancement of teamwork, social and language skills.

2. Flexibility

Children with ADHD consider many options at once and are therefore less rigid in their thinking and more open to try new things that other children might avoid.

A child who is struggling with their reading indoors might advance reading skills when practising outdoors in a playhouse for instance, where they can use their imagination to create it into anything they want, perhaps Hogwarts: School of Witchcraft and Wizardry.

A reading area under Trim Trails and Climbing Frames offers a shelter above their heads with an open-space at the sides. Equally, being outdoors can provide an unalike way to learn.

For children struggling to grasp measurement and volume in class, they can use the water play area to for example see how many cups of water fill a bucket.

When outside, children with ADHD can do as they please without having to conform to set rules and sit still. Being free can be liberating because when in the playground, the possibilities are endless.

They have the permission to be an explorer, a world-class sprinter, a playful pirate or the captain of the 'Starship Enterprise'. These vents can help to ease hyperactivity and impulsivity too.

3. Eagerness and Spontaneity

With lively and bouncy personalities, children with ADHD are full of energy and unpredictable - like a 'glade plug-in', they're a breath of fresh air.

Art-based playground markings such as the traditional game of hopscotch can support muscle development and improve coordination skills, which are often poor in children with ADHD.

At the same time, it provide an outlet for creativity too by asking them to sing-a-song to the beat of their hops.

Using the Daily Mile Track, made from natural-looking artificial grass, children with ADHD can indulge in a game of follow the leader, which can be beneficial in improving their social and communication skills, active listening and following instructions too.

With the leader at the front and the other children lined up behind, they can follow and copy actions and more importantly have fun.

A study conducted by Taylor and Kuo (2009) found that children with ADHD were more attentive in class after a walk for 20 minutes in a green setting.

4. Get-up-and-go and Determination

When children with ADHD are interested in an object or topic, they are often self-motivated and keen. They also have lower dopamine levels in the brain and would therefore benefit from exercise, which is known to increase feel-good neurotransmitters.

Team sports and group activities might be beneficial in helping children to relieve some tension and can be highly stimulating too. Studies have found that children with ADHD do better in open and green spaces.

Therefore, an outdoor MUGA made from vibrant and plush artificial grass would be an ideal setting to channel pent up energy. Typically, football, netball, basketball, or hockey can help these children to improve their communication and teamworking skills, at the same time as refining their hand-eye coordination too.

All children are unique and those with ADHD have many endearing qualities such as enthusiasm, passion and drive. When teaching these children, it might be necessary to think outside the box and use creativity to best channel their liveliness and spontaneity to develop great lifetime skills. q

CHAPTER 5

Organization



Use Labels

Labels teach your child where things need to go. They are essential when organizing any project and make clean up very straightforward and simple.

Tips on labeling:

- Use a label maker for a clear, consistent font. It's easy to read and provides consistency, which is extremely helpful for a child with ADHD.
- Use one word per label. Simple is better.

Have your child help you label bins and drawers so she knows where things belong.

Simplify Containers

Use one storage bin per category instead of trying to combine categories. For example, our daughter's underwear and socks were combined in one drawer. I moved them into drawers of their own to eliminate clutter and confusion.

Similarly, her shoes were all stored in one bin, however one shoe was always missing (something I couldn't comprehend). I changed out the shoe bin for an individual shoe organizer that organized one shoe pair per slot. It was a game changer because she has to put the pair away together and could easily identify the pair she needed.

Tips on simplifying:

- Use consistent bins for a uniform look and feel. It eliminates the clutter and confusion.
- Keep only what your child uses.
- If you're questioning whether you need it, get rid of it. Less is more.

Color Code

Organizing items by color is not only aesthetically appealing, it makes it easier to find what you need.

Kids love rainbows; they're pretty to look at and colors are some of the first things they learn when they are toddlers. Use this to your advantage.

Things to color code:

- Clothes: This will help for smoother mornings because your child will be able to find what they are looking for quickly.
- Books: Organizing books with this technique will make it easier for your child to find the book they want and be able to put them away.
- Toys: Depending on the toys, using this technique can be extremely useful. LEGOs are begging to be color coded.

Minimize Locations used

Your child's bedroom is the best location to keep everything. Teach them this space is their "apartment" and it's their job to keep organized and tidy so they can have visitors. This creates the independence that many kids crave.

While the bedroom is the ideal place to keep everything organized, it isn't always the most practical. For example, shoes: Keep those by the door or entryway.

We have a minivan and two other children who sit in the second row. Our daughter sits in the third row, which was becoming a garbage dump. Regardless of how many times we told her to bring in her garbage, it wasn't working. I tried adding organizers and trash bags, but nothing stuck. Finally, we put down half of the back seat, minimizing the amount of space she had access to, and it was a complete game changer.

Tips on storage locations:

- Figure out where things are currently being stored and how you can reduce them. Cut out at least one location.
- Make it easy. The location of where things are organized matters because if it's not easy to access, it's not going to be used.

Use Divided Turntables & Clear Bins When Possible

When it comes to getting organized, using the right containers matters. Divided turntables and clear bins are extremely effective for kids with ADHD because they teach them to organize multiple items into separate compartments. The fluid spin of the turntable and open top make it extremely easy to access. Clear storage bins make it easy to see what's inside while also keeping items neatly contained.

Things to organize with divided turntables:

- Craft supplies: crayons, markers, glue, beads, etc.
- Hair accessories: hair ties, clips, headbands, brushes, etc.
- Small toys: LEGOs, Hatchimals, cars, etc.

Things to organize with clear storage bins:

- Larger toys: blocks, dress up clothes, figurines, etc.
- Clothes: shirts, shorts, pants, etc.
- School items: backpack, lunchbox, etc.

Organizing is a big struggle for our scattered kids with ADHD. Putting things back where they belong is like piecing together a puzzle. It's taking small steps to finish the project, but persistence and creativity will get you to a place of less mess and less stress.



SUN	MON	TUE	WED	THURS	FRI	SAT
30	1	2	3	4	5 Organize the Bed	6 Do the Study
7 Make the Shelf	8 Trash the Bin	9 Comfort Zone	10 Use Post-Its	11 Bed Monsters	12 Turn to Wardrobe	13 Off Season Clothes
14 Ready for Laundry	15 Categorize Clothing	16 Tidy up Shoe Racks	17 Place for Toys	18 Discard Old Toys	19 Repurpose Old Items	20 Creating Play Center
21 Store Efficiently	22 Wall Utilization	23 Use a Planner	24 Use a Calendar	25 School Cabinet	26 Tackle the Backpack	27 Keeping it Clean
28 Sort Supplies	29 Make a Map	30 Use a Checklist	31 More Textbooks	1 Showcase her Best Work	2 Designated Study Area	3 Do the Study

What This Plan Looks Like

Week 1



1. Tackle the Bed
2. Get a grip on Study
3. Time for the Shelf
4. Bin the Trash
5. Having a Comfort Zone
6. Sticky notes & postits
7. bad Bed Monsters

Week 2




1. Organize Wardrome
2. Off season clothing
3. Manage Laundry
4. Categorize Clothing
5. Time for shoe racks
6. Home for toys
7. Toss old toys

Week 3



1. Art of Re-purpose
2. Need for a play center
3. Efficiency in Storage
4. Wall space utilization
5. It's about planning
6. And about schedules
7. Modular with Cabiners

Week 4



1. Tackle the backpack
2. Dodge the dirty
3. Sort the stationaries
4. Use a map
5. To-Dos and checklists
6. Managing textbooks
7. Blowing the trumpet
8. Dedicated study Zone
9. And.... STUDY!!



INITIATE (23%) CONTINUE (23%) SUSTAIN (23%)
IMPROVE (30%)

30 Day Organization Activity Plan

CHAPTER 6

Necessary games for hyperactive children



The child needs a playing space that is safe and at the same time exciting, which discharge their curiosity and physical activity. Jumping games and games that have a lot of ups and downs, or are like mountaineering or stairs, are suitable for them. The use of cheerful colors such as yellow and red in this space is suitable to discharge their energy in this space.

Most popular are trampolines, Hula hooping, skipping and Balance boarding.

These helps develop a child's gross motor and balancing skills while also providing the physical release kids with ADHD often need.

Under the best of circumstances, children can have a hard time staying focused and staying on task. What kids—and families—are experiencing during this time is not normal.

Having to frequently check-up on your child and correct their behavior can exacerbate the pressure you're under. When parents feel overwhelmed, it can be easy to respond in ways that we can make the problems worse, so it's important to learn Correcting Behaviors' skill.

The way we correct our child can either damage or strengthen our relationship with them. Because of this, it's essential to be strategic in how we address problems.

When a correction is given with love and trust, your child will grow up feeling that way. If corrections are given from a place of anger or frustration, your child will grow up feeling that they are the problem instead of believing they have a problem that needs to be solved.

If you are struggling with addressing certain behaviors, we recommend play this games with your kids.

Balancing game



Climbing



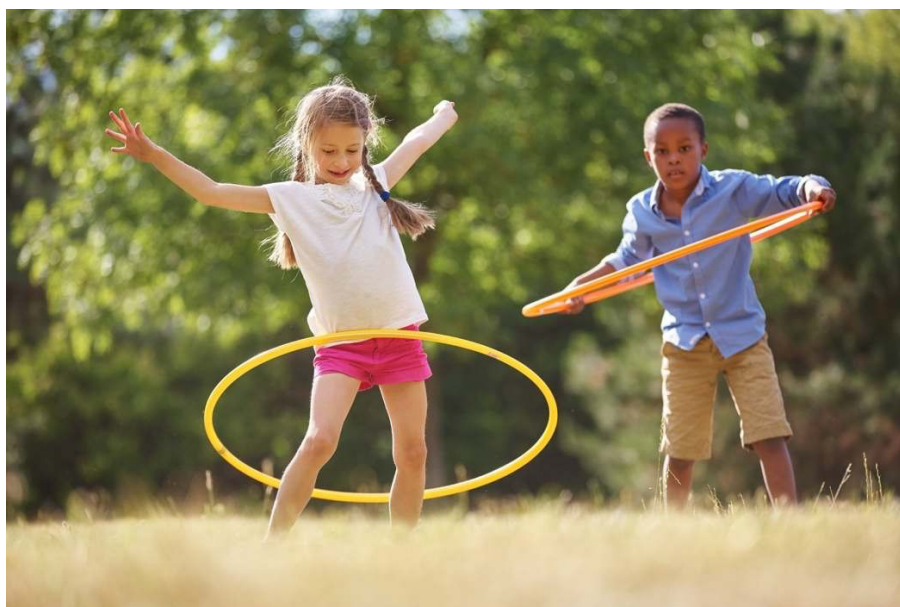
Jumping



Mountain climbing



Hula hooping



Benefits of Biking; How Pedaling Is Helping Children With ADHD



Over the last decade in America, there has been a 41% increase in ADHD diagnoses among children ages 4-17 years old.

There are three distinct types of ADHD in children and teens, those are:

1. Predominantly Inattentive

- Difficulty keeping on task and following through
- Difficulty paying attention
- Appearing not to listen when spoken to
- Often forgetful or easily distractible

2. Predominantly Hyperactive-Impulsive

- Fidgets or has difficulty remaining seated
- Always “on the go”
- Talks excessively
- Blurts out answers to questions or has difficulty taking turns

3. Combined (Inattentive/Hyperactive-Impulsive)

- A child can show symptoms of both inattentive and hyperactive/impulsive behaviors.

here is benefits biking provides to children with ADHD:

- Biking improves attention in children with ADHD
- Biking positively alters brain activity for children with ADHD
- Biking improves fitness for children with ADHD
- Biking improves the mood for children with ADHD
- Biking builds confidence for children with ADHD



Almost every child wants a bicycle and will spend hours riding if given the opportunity. Obviously, there are safety precautions that any child should follow to avoid injury, but things change a great deal when children suffer from ADHD. After all, any choice on a bicycle requires making a decision and taking action. That, in turn, requires some amount of concentration — a concept that can be significantly more difficult with Attention Deficit Hyperactivity Disorder. In fact, at the end of 2015, the University of Iowa completed and published a study showing that children with ADHD put themselves at greater risk on bicycles at busy intersection. In this study, children both with and without ADHD were put on real-time bicycle simulators and presented with traffic situations. Children with ADHD chose similar traffic gaps as children without the condition, but their timing was poor due to distractions and inability to concentrate. As a result, they didn't always have enough time to cross the intersection. Additionally, the study found that children with ADHD were much more likely to impulsively cross the street instead of waiting for a bigger traffic gap.

The study found that children with ADHD were much more prone to close calls that could result in injury or even fatal accidents in real life.

- Understanding Timing
- Practicing Patience
- Understanding Traffic Gaps

CHAPTER 7

Design of Genral Spaces at Home



Clear Space is Key

Older people with ADHD should aim to live in a home in which there is enough space to ensure peace and calm. Instead of a variety of different pieces of furniture around the home, they should consider wall-to-wall-style furniture units that leave the middle of the room clear.

Some parts of the house are shared with all family and some parts are private. Note, design of any space for a family with hyperactive children can affect their quality of life, even the design of parent bedroom. Depend on your child's age, ask them to help you with daily work. Depend on their age, they may not be able to cook, but you should put things next to you to help them to work with less risk, such as cooking, washing fruits or arranging dishes. Participation in works enhance and strengthen their memory. Making rules in every day work can increase arrangement and concentration. The design of shoe racks, closet, key holder, and essential items for leaving the house should be close to the entrance so that the tools are in a specific place when the child wants to go to school. Since hyperactive children forget things, put them in view, so that they leave less things. For example, if they have done their homework, ask them to put it in their bag and place it near the entrance or in their own room so that they don't leave them. Adjusting your own home for your child's success needs time and planning

but doing so is worth the long-term result: a calm and relaxed place for the whole family.

The IKEA brand boasts *clean lines* and *organized living*, not to mention fabulous meatballs and short pencils you can pop in your pocket if you choose to walk away with something other than furniture on a visit to any IKEA store. Seeing everything in its proper place—on shelving and on hooks, in bins and in baskets—is truly inspiring, and worth *loving* on page after glossy page. But picture-perfect configuration can be deflating, too, (hence the *hate* part) if you scan your home and are smacked with strewn knapsacks, a scattering of shoes, and a tornado of toys.

It's easy to grant yourself a pass, and that's more than fair. Comedian Phyllis Diller once said, "Cleaning your house while your kids are still growing is like shoveling the sidewalk before it stops snowing." How true! And with limited hours in any day, it goes without saying that meal prep, bath time, and homework help take priority over placing toys in bins and dirty laundry in baskets.

If you can mentally compartmentalize the clutter, seeing disarray as an inevitable part of family life and nothing worth fretting about, then perhaps the mess is manageable. But, like many parents, you may feel frustrated when you can't find your keys and distressed when a toy underfoot sends you soaring. And let's face it, disorganization can be a huge time sink. If you can't find a costume, you'll be late for the recital. And if you've just found your child's agenda, you'll be putting the first *and* final touches on a project the night before it's due.

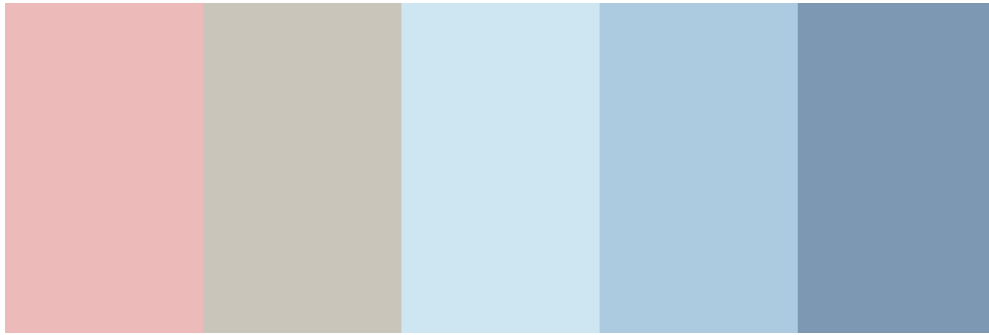
Optimum Organization for Your Home

1. Designate Areas for Specific Items.
2. Reduce Clutter and Simplify.
3. Minimize Problem Situations.
4. Use a Family Calendar.
5. Have Clear House Rules.
6. Reward Positive Behavior.
7. A Word from Very well.

How do you decorate if you have ADHD

Not too much stuff on the walls, especially anything too colorful or vivid. Think of the average kindergarten room – there is stuff to look at and see everywhere. It's meant as a learning rich environment, but when you have ADHD, it's just visual noise.

Choose a peaceful color



Orange encourages creativity and may chase away the blues. To reduce anxiety, go with warm earth tones. Blue hues are known for slowing down the heart rate, reducing respiratory rhythm, and encouraging calm and focus. In general, stick with muted or pastel shades, and avoid primary colors.

What is the best decor for ADHD?



Trish Buscemi, a specialist who creates calm interiors for those with cognitive learning challenges, recommends blue, green, and muted brown tones for bedrooms of children with ADHD. These gentle hues work well with people of all ages seeking a space that inspires rest and calm.

What is the best environment for ADHD people?



According to Dr. Zentall, children with ADHD seek change/novelty and high-interest activities. They do best with an engaging active curriculum at school and an active home environment. Incorporating physical movement and motor activity throughout the day increases successes.

Bed Sample and Sheets for Hyperactive Children

Since hyperactive children suffer from irregular sleep and its troubles which mentioned earlier, we need to induce peace in that space, and to make this sense by using color and type of materials in the bed, create a comforting space.

White, blue, purple and colors in this area, have dreaming, peace and closeness to spirituality which make the child sleep peacefully. Kind of bed and pillow is very important, it should be very soft and gentle, like:

Bed sample

White wooden bed is the best choice for hyperactive children. Wood enhances the feeling of calmness and closeness to nature. White color is a better choice than other colored beds, because of reducing sense of activity and movement and creating concentration in the mind and separating the active body from their active mind towards more peace.



Cotton Sheets

Sheets made of 100% cotton. This type of fabric, because of being cotton, are very cool. Air passage in these fabrics makes your child not sweat and his/her bed get not cold in the cold weather. Since it is anti-allergic, it doesn't damage your child's skin. It is easy to wash but also wrinkles quickly.



Organic Sheets

These types of sheets which have recently entered the market are made of products without any chemicals and have natural fibers in it which include bamboo, cotton, tinsel, or eucalyptus fibers. These fabrics are very soft and gentle and completely anti-allergic which is suitable for all ages such as infants and children.



Suitable Color Combination for Bed Sheet

Purple creates a dreamy mood in the child's mind and creates connection between mind and higher world which leads to calmer sleep for children. Blue evokes the sea and sky and creates a sense of peace in mind, and this feeling should be entered into the space so that hyperactive children can sleep with a calmer mind.



Suitable Color Combination for Bed Sheet



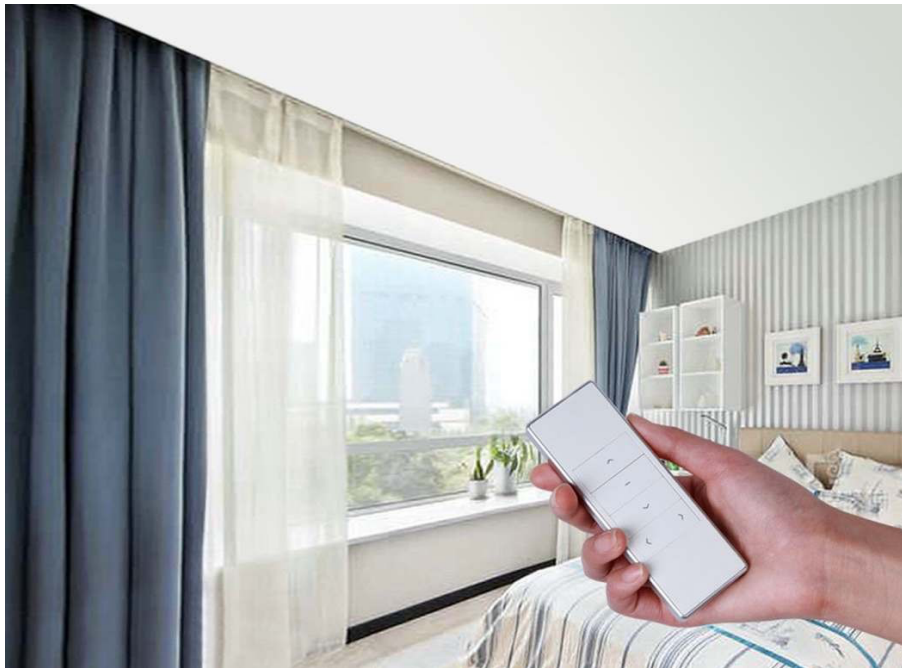
Curtains sample

Hyperactive children are very sensitive to changes in light, so these changes should be minimized in the room. That is why choosing fabric for the curtains is very important. Types of curtains which do not transmit light

Shade curtain, roller blinds, fabric curtain which is made of blackout curtain, velvet and canvas prevent any light from passing through and protect privacy more than any other type of curtain. Using these types of curtains is very suitable for hyperactive children and for people who are sensitive to light during sleep.







Suitable flooring for the room of hyperactive children



The flooring of the child's room should not be made of ceramic, mosaic, marble, or any material that is slider, so due to high activity of hyperactive children, their running and jumping up and down, these types of material cause them to fall and hurt. Using carpet or rugs with simple design without any crowded design controls their physical activity by creating true visual sense.

As is the case for any bedroom, you have many options when choosing flooring for children's bedrooms. Carpet, hardwood floors, vinyl floors, laminate floors, and even cork floors are all possible options.

Whether you have toddlers or teenagers, flooring that is comfortable, durable, and easy to clean are the first things that come to mind when we think of flooring for our children's bedroom.

Younger children, up until around the age of 10, may spend a lot of time playing on their bedroom floor, and so warmth, softness and comfort are important selection criteria. And children of any age can be messy and less concerned with protecting flooring surfaces, so flooring that is durable and easy to clean is also worth investing in.

The key is to find a child-friendly floor that is durable enough to stand up to a bit

rough treatment, but also soft enough to provide a safe landing in case of falls. How you or your child want the bedroom to look and feel also influences your choice of flooring. One thing to keep in mind is that children won't be children forever so you may want to consider choosing a floor that transitions nicely into a regular bedroom once the children move out or grow up.

Rubber. One of the best options for both indoor and outdoor playgrounds are rubber mats for children's play area from Perfect Surfaces. Rubber is durable, easy to clean, and simple to maintain with its waterproof and antimicrobial surface.



Sample of room arrangement

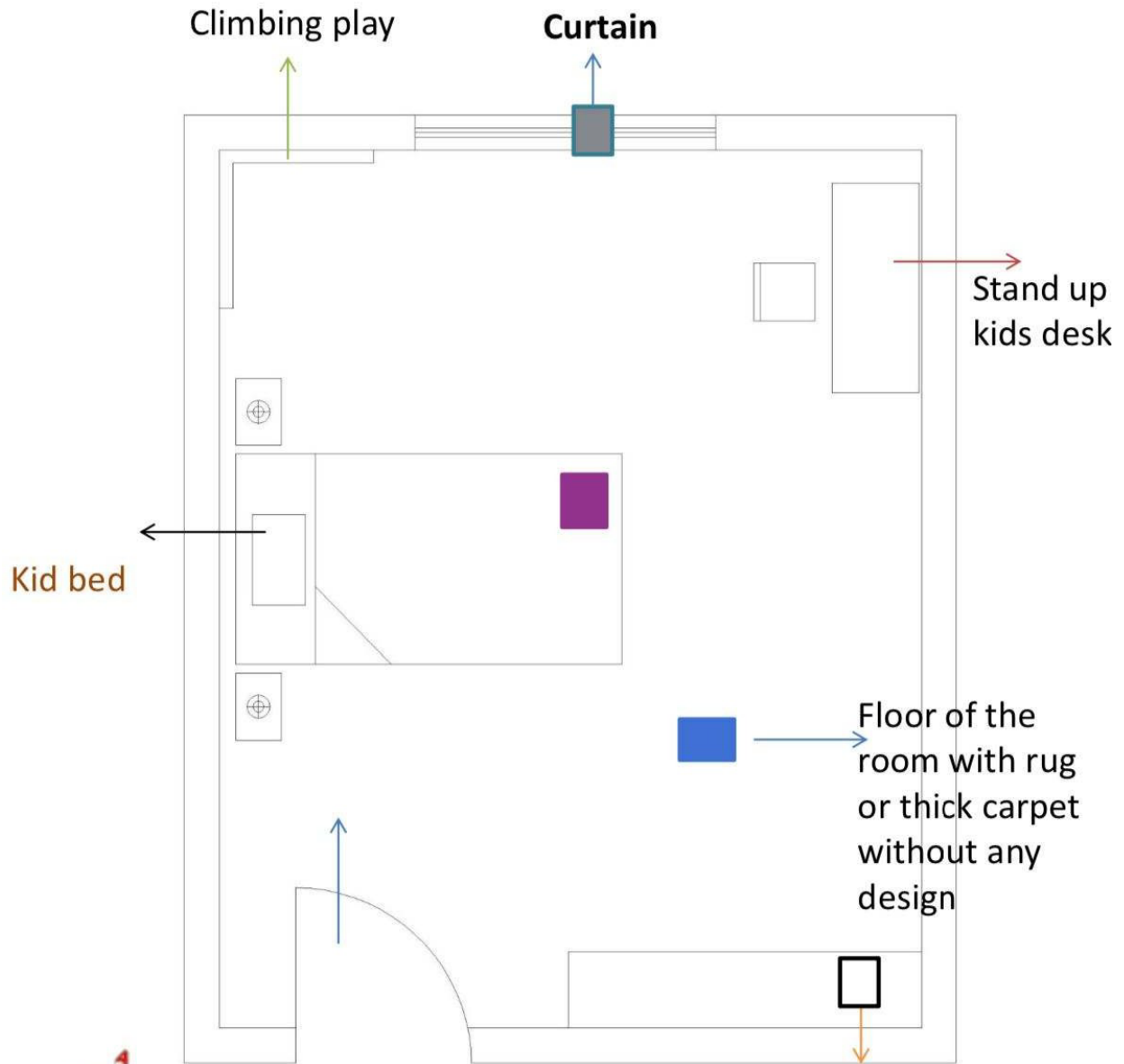
The main colors that are used in the floor, wall, bed and table as described



Small number of colors are used only in toys



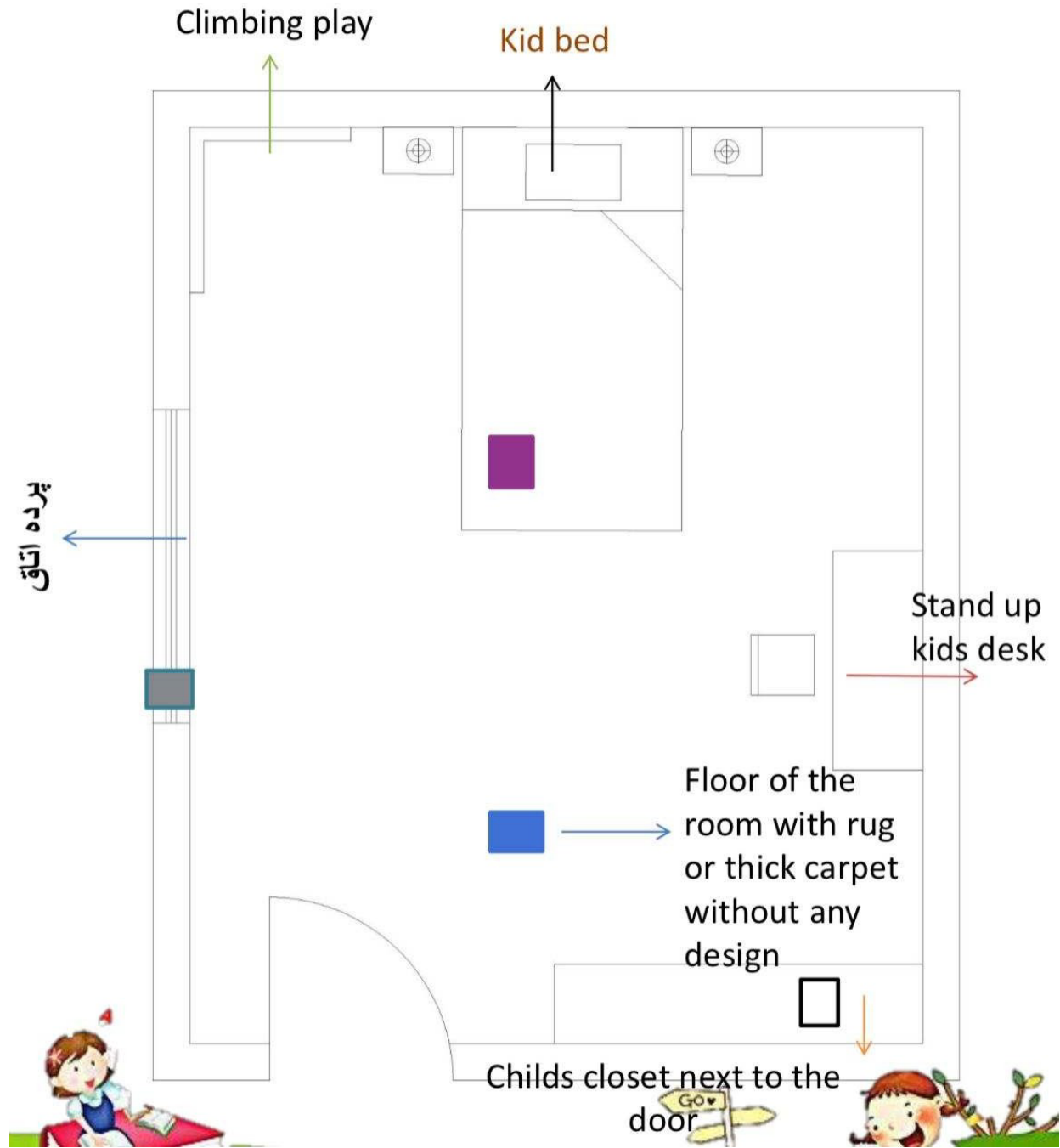
Sample of room arrangement



Childs closet next to the door



Bedroom Plan for Kids With ADHD



PROPOSED LAYOUT



6 Designer-Approved Ways to Create an ADHD-Friendly Home



Learn how to incorporate home design solutions for the most common ADHD symptoms: working memory, executive function, and concentration issues. Diagnosed with ADHD as an adult, As an interior designer, it became evident that the latest design trends don't consider neurodivergent symptoms. To my relief and surprise, there are easy ways to optimize your home for ADHD while avoiding the dreaded "organization tools" that tend to fall short for us. Keeping your home clean with "cubbies." ADHD impacts your executive function, which is needed to plan and achieve goals, such as struggling with time management, self-control, and organization. Maybe the sink is always filled with dirty dishes, or there's a pile of clothes in the

corner of your bedroom that rivals Mount Everest. I suggests starting with "cleaning cubbies."

The concept is simply giving yourself permission to buy cleaning supplies for each room—allowing you to clean as needed.

Cleaning cubbies can also help you tackle smaller areas rather than the whole house at once. While this isn't as fun as picking out new paint colors, maintaining a clean space can improve your perception of the home.

Open storage combats working memory impairment.

The phrase, "Out of sight, out of mind," is a simple way to describe working memory impairment, a common symptom for those with ADHD. This can look like forgetting to put on deodorant if it's hidden behind the door to your medicine cabinet or setting down your car keys for just a moment to discover you've already lost them. A label maker is one option to find what you need quickly or make storage.

"If you display all of your items at once, you'll know where everything is at a glance,". So, whether you're utilizing floating shelves, installing a mounted toilet, or removing the doors on your closets, you have more visual access—which means less "rejection."

Rejection Sensitive Dysphoria (RSD) is a common symptom of ADHD where you are easily emotionally triggered by falling short of expectations. "While Rejection Sensitivity Disorder is characteristically related to rejection in a social setting, it can also influence feelings of frustration due to an inability to complete a task correctly,". However, using curtains or a sliding door if open storage is overstimulating—how much sensory you receive affects your ability to function. Balance beauty with function when it comes to interior design.

While it may be tempting to copy what we see on Instagram and Pinterest, this may not work for your individual needs.

"I get a lot of imposter syndrome because I worry if my place is not pretty enough,". "But I always remind myself that my space works for me, and it doesn't have to look like everyone else."

While Katie is a big fan of tchotchkes, she encourages her followers to make their decor multi-purpose—items that can act as decoration when it isn't needed for its functional purpose.

When working from home, work with your body.

One of the benefits of working from home is the ability to control the environment where you work. If you struggle with bouncing up and down in your chair, good to experimenting with active rest.

Active rest is when you exercise muscles that aren't usually engaged. For example, sitting on the ground activates your core, lower back, and various muscles. That

little bit of activity regulates your nervous system so that you can focus easier.
"This is why I love working at my coffee table."

If you prefer to set up in a permanent workspace, can be used art principles to develop concentration cues or parallel lines on either side of your workspace. "It's essentially line-of-sight in action, meaning they act as vision blockers to create bold stopping points to designate a working space."

A good, patterned rug is the stimulant equivalent of Xanax.

importance of using rugs in design "Rugs are a calming space for kids...Like a huge Xanax for kids to sit on."

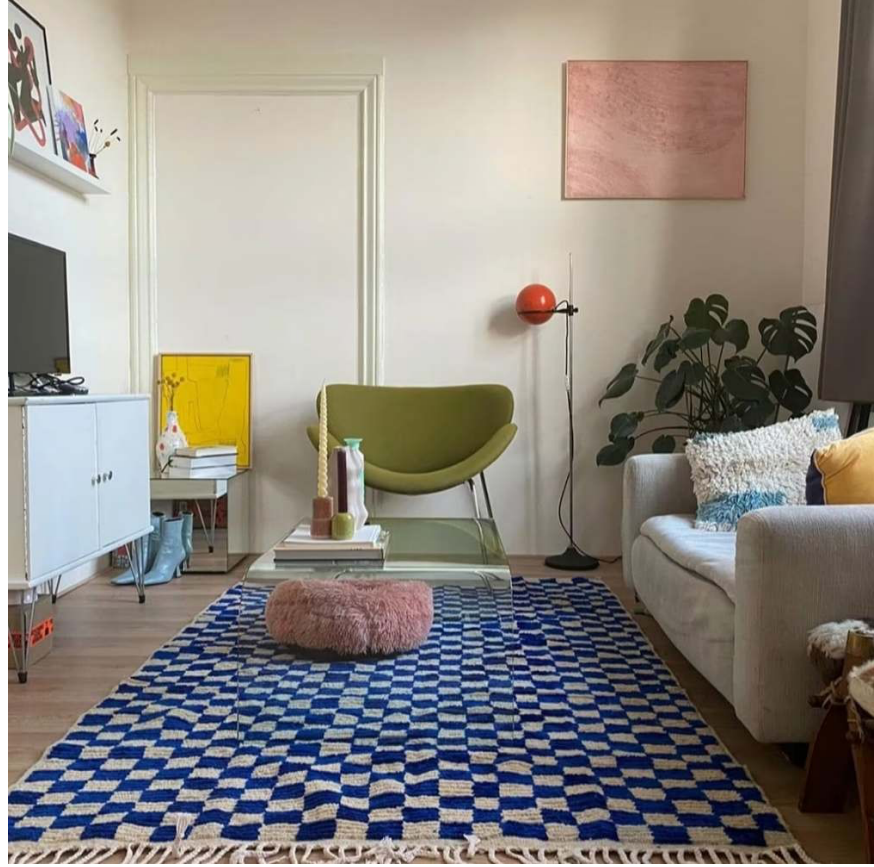
When looking for a rug, you want to find a pattern that will draw you in. "I need a checkered rug as a reminder to sit here and engage in active rest." Essentially, go for what makes your brain work and not necessarily what looks good in pictures. We all have different sensory inputs, so find what works best for you. medium pile as a safe texture can be used rather than a more distracting shag carpeting. For colors, try to stick to deeper, intriguing colors.

Prioritize the layout of your home for your routines.

A solution you can execute immediately is to walk around your room and notice where you sit, stand, and drop your keys or dirty laundry. You can do this for hours over days until you recognize how you interact with the current layout. Then, once you assign designated spaces based on your natural routines, you can update the configuration to design a better-functioning space.

Like the adage, "You don't have to fit in your clothes; your clothes have to fit you," find a layout that functions for your needs rather than a format based on a trending style.

"Forget the idea of being perfectly organized,". "You don't need to have your stuff put away neatly, but you can optimize your home for your brain so you can continue being a creative, innovative ADHDer."



CHAPTER 8

Article



I would like to share an article about kids with ADHD by Beth Donovan:

Rooms Planned To Hold Their Attention

By Beth Donovan

Special to The Washington

When Drew Simon gets home after school, he puts away his coat and backpack, carries his lunch bag to the kitchen and grabs a snack before heading upstairs to do homework.

It's a standard routine for a 10-year-old. But for Drew, who has been diagnosed with a learning disability, the order and predictability he finds in his Northwest Washington home can be the difference between a productive or a frustrating afternoon.

"Everybody thrives when there's structure," said Drew's mother, Ann Simon, who asked that the family's real name not be used. "When things feel random, it's disconcerting, and that's just so much harder for some children."

Doctors, teachers, and therapists can help with education, medication, and parenting advice. These experts in child development agree that simple adjustments in the home -- in both the physical space and the daily routine -- can

help all children, and particularly those with learning and attention regulation difficulties.

"It can be enormously helpful to these kids if parents and teachers organize their routines and physical environments," said Kurt W. Fischer, director of the Mind, Brain and Education program at Harvard University's Graduate School of Education. "Order does make a difference for themIt's true for all kids."

For Drew, this means his belongings aren't just dumped in the front hall; jackets and backpack are assigned designated hooks. The lunch bag has its specific spot on the counter.

An estimated 4 million elementary school-age children in this country have learning disabilities that can make school and social interaction more difficult, according to the National Institute of Mental Health. Many children in this group -- an estimated 3 percent to 5 percent of all school-age children -- have attention-deficit hyperactive disorder (ADHD), also called ADD. It is marked by an inability to concentrate, overly impulsive behavior and often, though not always, heightened physical activity.

"People will grasp for straws with children with ADHD," said Barbara Wolf, an education professor at Indiana University and former education evaluation researcher at the Smithsonian Institution. "And there are things we can do to help besides just having them pop pills. Parents can also give their children pathways to order in their daily lives."

Catherine Trapani, director of education at the Marcus Institute in Atlanta, a nonprofit center that serves people with developmental disabilities, agrees that an ordered home environment can have a positive impact on children with ADHD and other learning differences.

"Many of these children are very scattered and disorganized internally," she said. "When order doesn't come from within, it's critical to set them up to succeed, to have their environments simple and structured."

"A place for everything and everything in its place," as the adage goes, is a good starting point. In playroom or bedroom, clear plastic bins for toys and clothes, open shelving rather than concealing drawers and a colorful labeling system are commonly recommended.

"Seeing something is an important mental cue," according to Judith Kolberg, a professional organizer and co-author with Kathleen Nadeau of "ADD-Friendly Ways to Organize Your Life."

As with every parenting challenge, however, there is no one-size-fits-all answer. And, experts say, children with ADHD can vary even more widely than others in their needs, tastes and reactions to physical surroundings.

For instance, children often benefit from having large mirrors in their bedrooms and play areas: Seeing their reflections can reinforce an understanding of

appropriate expression and gesture, and provide a feeling of socialization. But for some kids, mirrors can be overly distracting, and are best avoided in the homework corner or other places where concentration counts.

Similarly, while one child might find it easier to stay on task in a calm, visually uncluttered room, the next thrives in a more colorful, stimulating space.

"My daughter is really creative, and she needs a creative environment," said Catherine Adams, of Fairfax, who volunteers for the Northern Virginia chapter of a national support organization called CHADD, for Children with Attention Deficit Disorder. "If I made things plain, it wouldn't work for her. It would be boring."

Experts say parents should watch where and how their children work and play most successfully. There they will find the clues to setting up designated areas for activities like homework and reading.

Educators and ADHD coaches also suggest that parents involve the child in setting up and organizing space at home. This will slow the process, but that actually can be a blessing. Few children have the attention span for one big spring cleaning, and a whirlwind of stuffing things in closets and drawers probably won't spur longer-term improvements. In fact, a sudden clean-up can be disruptive to a child accustomed to piles of toys or wall-to-wall posters.

"Children habituate to their environments," said Wolf. "Parents need to observe their children carefully to see what choices they're making, to see what works for them. Change should come about gradually."

For some families, the difficulties the child is reckoning with are also a problem for the parent, a common phenomenon, experts say. If that's the case, professional help might be needed to sort the stuff, purge the excess and develop reasonable expectations for order. Some professional organizers specialize in ADHD, and support groups like CHADD can steer families to personal coaches (800-233-4050, <http://www.chadd.org/>). "Things don't have to be perfect," said Jodi Sleeper-Triplett, a Herndon-based ADHD coach who has worked with families for seven years. "You just need to figure out what the child needs to feel organized, not what the Container Store says they need."

Parents like the Simons say it is important to keep your goals in mind. "Any tools that can extend a child's ability to attend or to focus are good," said Ann Simon.

"But it's not the *things*. It's what's behind them -- the purpose. It's to make the child feel confident and secure."

Conclusion



The lifestyle factors most studied in ADHD have been the number of hours children sleep and the time they spend each day watching television. It is known that lack of sleep and excessive time spent watching television in childhood are factors that increase the risk of developing ADHD.

A child's ability to grow, learn, and explore requires a healthy, safe environment. In contrast, a child's intellectual, social, and emotional growth can be harmed by a poor home situation. According to research, a poor family environment during a child's early years has been related to developmental delays.

An enriching and stimulating home environment foster healthy growth and brain development by providing a child with love, emotional support, and opportunities for learning and exploration. In families where only one parent is present, there are often fewer economic and emotional resources.

A healthy environment supplies the necessities of life, like water, food and air. It also provides resources for economic growth and the means to fight natural hazards.

Kids with ADHD do best with an engaging active curriculum at school and an active home environment. Incorporating physical movement and motor activity throughout the day increases successes.

Knowing when to take breaks, redirect attention, or remove unexpected distractions can make the whole household calmer. Making your home a haven for your or someone else with ADHD is an act of self-care with far-reaching effects.