



Equation of Champions

- ◆ There is no secret formula or miracle solution for learning to live better with ADHD.
- ◆ This drawing depicts an equation illustrating some of the key elements allowing people with ADHD to achieve their full potential and to become champions in their own way.
- ◆ The ADHD equation implies extra effort and perseverance and highlights the need for people with ADHD to find and keep their focus, to jump into action and to discover their own sources of motivation in order to successfully manage the challenges associated with ADHD.
- ◆ This equation is unique to each person, as everyone brings their own variables to the game.
- ◆ We have chosen to share our vision through this drawing. You can of course design your own equation.



CLINIQUE FOCUS

cliniquefocus.com / attentiondeficit-info.com

Développé par Dr Annick Vincent avec la collaboration de l'équipe de la Clinique FOCUS ; révision : 24 avril 2014

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Basic Tips for Helping Children/Teens with ADHD

Basic Tips

- Use a calm tone of voice.
- Always say the child's name before speaking to the child.
- Ask the child to come toward you, or walk up to the child.
- Ask the child to look you in the eye.
- Ask the child to listen carefully to you.
- Tell the child in advance that they will have to repeat the instruction.
- Give affirmative and positive instructions.
- Ask the child to repeat the instruction.
- Give the child a little time so that they can “process” the instruction and repeat it to you.
- Give immediate feedback (confirm or correct).
- Repeat this if necessary.
- Supervise the child to make sure that they are properly following the instruction.



Applying the Basic Tips: Examples

Basic Tips	Associated Instructions
● Get the child's attention.	● Always start by saying the child's name.
● Ask the child to come toward you, or walk up to the child.	● Jacob, come here, please.
● Ask the child to look you in the eye. (Eyes)	● Jacob, I want to talk to you. Look me in the eye.
● Communication intention (Purpose)	● Look at me. I want to ask you to do something.
● Identify what the child must do. (Ears)	● Listen carefully. Pay attention to what I'm going to tell you because I'm going to ask you to repeat what you will have to do.
● Formulate affirmative and positive instructions.	● Jacob, I'm asking you to play quietly (rather than: Stop that racket!).
● Ask the child to repeat the instruction before they go off or start to do what is being asked.	● Jacob, repeat to me what I've just asked you to do.
● Give immediate feedback.	● Yes, perfect ... So, what do you have to do?
● If necessary, re-explain the request if the child is unable to repeat what you have just told him or her.	● Jacob, look at me and listen carefully. I'm asking you to play quietly. What do you have to do?
● Supervise and provide feedback.	● Go and see if Jacob is doing what he has been asked to do. "Good job, Jacob. That's great!"
● Correct immediately if the child is not doing what has been asked.	● Jacob. What did I ask you to do? Look at me and listen to me. I'm asking you to play quietly. What do you have to do?





Attention Strategies with Pictograms

Below is a series of pictograms. Each is associated with a concrete strategy to help with children's attention / concentration, along with suggested exercises to stimulate the proposed strategy. These pictograms can be copied and posted in strategic areas, such as on the fridge or on the child's desk.

Eyeglasses



Explanation of the pictogram

The eyeglasses mean that you have to look carefully at the person speaking to you and pay attention to the things you see.

Sample exercises to improve this aspect:

-  Book: *Where's Waldo?*
-  Cross out all the A's in a text.
-  Spot the differences between two pictures.
-  In the morning, hide one or more objects in front of the child, then at bedtime ask the child to find these objects.
-  Occasionally make an obvious mistake to provoke a reaction in your child and to ask your child to explain what is wrong. Example: Give your child a fork to eat soup.

It is also important to remind children to look at the person who is talking to them or to look at the person they are talking to.



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Ear



Explanation of the pictogram

The ear means that you have to listen carefully to the person speaking to you and to pay attention to the things you hear.

Sample exercises to improve this aspect:

- 👉 Play simple guessing games.
- 👉 Identify a specific sound: ask the child to close their eyes, ring a bell somewhere in the room and then ask the child to point toward the sound.
- 👉 Listen to a song that is very familiar to the child. Have the child draw a line on a sheet of paper whenever the child hears a specific word (for example, each time they hear the word “farmer” in “The Farmer in the Dell”).
- 👉 Play “Sound Bingo” (a “Kids’ Audio Game”).

Stop sign



Explanation of the pictogram

The stop sign means that you have to know the right time when to stop (e.g., stop a video game to go for dinner, stop talking when it’s not appropriate).

Sample exercises to improve this aspect:

- 👉 Game of statue: children move around when the music is playing and must stand still when you say “statue” or when the music stops.
- 👉 Game: “Simon Says.”
- 👉 While children are playing a video game or at the computer, ask them to jump (or to say something or make a gesture) each time you say their name.

It’s a good idea to decide with your child on a method telling them to stop (e.g., showing the “stop sign” pictogram, tapping your child on the shoulder, ringing a little bell, making a specific sign with your fingers or hand).



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Camera



Explanation of the pictogram

The camera means that you must visualize things in your head, recall mental images.

Sample exercises to improve this aspect:

- 👉 Visualize the different rooms in your house and then draw a plan.
- 👉 Verbally describe the physical aspects of an object or person and then have the child choose that object or person among a variety of selected objects or persons, or ask the child to make a drawing.
- 👉 Ask the child to describe how to get to a certain place.
- 👉 Board games such as “Blokus,” “Tetris,” “Labyrinth,” and chess.



Parrot

Explanation of the pictogram

The parrot means that you must repeat things in your head, use self-talk, and refer to words in your head.

Sample exercises to improve this aspect:

- 👉 Play the game “When I go on a trip, I take . . .” or “When I go to the market, I fill my basket with . . .” to have them repeat all the items previously mentioned.
- 👉 Give your child a list of things to buy before they go to the store with you. If the child forgets an item, provide a clue when you are in the right aisle (e.g., Do we need to buy carrots, celery or tomatoes?).



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Tips and Tricks for Bedtime

Parents report that their children with ADHD often have problems getting to sleep, which is both a cause of concern and a source of conflict.

Here are a few tips and tricks to make the transition to sleep easier:

- Limit access to video games in the evening.
- Dim light sources, including all screens (computers, TV, tablets), in the evening, especially one hour before bedtime.
- Make personal hygiene a part of the nightly routine (teeth, shower, bath, hair, nails).
- Set aside time for reading, ideally alone with the child.
- Take advantage of this moment as a time to talk about the child's day at school and with friends.
- Take time to quickly review the difficulties that occurred during the day, without forgetting to “sow hope” (e.g., *Tomorrow, you'll see, things will go better. You'll remember to come and see me if your little brother is bothering you instead of yelling at him to get out of your room.*).
- Think of asking your child to remember something positive that happened that day, something that made your child proud or happy.
- Finish by highlighting a quality or good behaviour that day.

And don't forget: A hug never goes amiss!



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Tips and Tricks for After-School Time

Memory aids (with pictograms for younger children) help make the after-school period easier (from leaving school until the end of homework time).

 <p>Pay attention!</p> <p>I pack my schoolbag!</p>	 <p>I leave for school with all my things!!</p>
<p>1. I check my agenda to see which books I need to take.</p> <p>2. I put in my schoolbag:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda <input type="checkbox"/> Pencil case <input type="checkbox"/> Duotangs / folders <input type="checkbox"/> Papers to be signed <input type="checkbox"/> French books <input type="checkbox"/> Math books <input type="checkbox"/> English books <input type="checkbox"/> Other subjects: 	<p>I bring:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shoes <input type="checkbox"/> Coat <input type="checkbox"/> Winter hat <input type="checkbox"/> Scarf / neck warmer <input type="checkbox"/> Mittens <input type="checkbox"/> Lunchbox <input type="checkbox"/> Schoolbag <input type="checkbox"/> Other things:
<p>*This memory aid can be plasticized and posted on the child's desk or attached to the child's schoolbag.</p>	<p>*This memory aid can be plasticized and hung under the child's coat or just above the child's coat hook.</p>



Routines and Loss of Privileges

Routines and Loss of Privileges

What I must do ...	Warnings	Loss of privileges
Make my bed		<p>Go to bed 5 minutes earlier that evening</p>
Put on the clothes laid out for me and get dressed quickly.		<p>Have 5 minutes less reading time that evening</p>
Get ready quickly for school		<p>Have 10 minutes less video game time that evening</p>

This table can be adapted to all other routines (screen time, playroom, leaving for school, nightly hygiene, etc.).



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Children with ADHD:

Recommendations for Elementary and Secondary Schools

Elementary and Secondary Schools

Tips and Tricks for Schools

Intervention Plan (IP)

- Developing an intervention plan (IP) helps with communicating information, fosters school-family collaboration and provides a concrete way of ensuring staff involvement and the application of targeted measures.

Elementary Schools:

Classroom Organization:

- Avoid overloading classroom walls or desks with pictures and objects.
- Avoid sitting the child/teen near sources of distraction such as a window, computer corner, reading corner, pencil sharpener.

Measures:

- Seat children with ADHD near the teacher.
- Seat children who have ADHD with children who do not have ADHD.
- Teach and encourage children to use memory aids (checklists) posted on their school desks, in their agendas or in the locker room to prevent them from forgetting things.
- Decide with them on a sign or pictogram that will remind them to look at and listen to the teacher.
- Encourage them to repeat the instructions in their heads (self-talk).
- Allow them to use headphones when they must work on a task and the classroom is noisy.
- Allow them to use a timekeeping tool, such as the Time Timer. This can help them increase their speed, remind them to concentrate and make the mental effort required to do their work.
- Allow them to move around regularly.



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- Appoint them as the class “paper distributor” more often to allow them to move around more regularly.
- Whenever possible, allow them to stand up while working because this very often helps control their restlessness.
- Provide regular breaks so that they can get up and move around.
- When it is not too distracting, allow them to manipulate small objects (e.g., tangles, stress balls, whisper phone, erasable crayons) to channel their need to touch and to promote attention.
- Assess with the teacher the appropriateness of having them sit on an air cushion or a balance ball to reduce the impact of psychomotor agitation.
- Placing a heavy stuffed animal in the laps of hyperactive children can help them better control their need to move around.

Secondary Schools:

- Teach and encourage teens to use memory aids (checklists) in their agendas or lockers to prevent forgetfulness.
- Post their class schedules on their locker doors.
- Decide with them on a discreet sign reminding them to look at and listen to the teacher.
- Allow them to use headphones when they must work on a task and the classroom is noisy.
- When it is not too distracting, allow them to manipulate small objects (e.g., tangles, stress balls, whisper phone, erasable crayons) to channel their need to touch and to promote attention.
- Promote effective note taking (carbon copies or easy access to the secretary’s photocopier).
- Ask teachers for paper copies of their course notes so that teens with ADHD can easily add their own notes taken in class.
- When necessary, ask teachers for an electronic copy of their course notes.
- Using a digital alarm or stop watch (iPod Touch) can help them with time management.
- A digital agenda can help teens better organize themselves (restrict use in class to this feature because accessing social media is a powerful distraction ☺).



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Elementary and Secondary Schools:

Tests, evaluations and exams:

- If necessary, allow 50% more time for them to take tests, evaluations and exams.
- If possible, allow children/teens with ADHD to take their tests, evaluations and exams in a separate room with fewer distractions.
- Allow them to use noise-cancelling headphones or ear plugs. (NB: Some students are better able to concentrate when listening to music through headphones.)

You are invited to visit

www.attentiondeficit-info.com and www.cliniquefocus.com

TIPS for Schools

Here you will find a number of additional documents on ADHD and its impacts at school, including infosheets on school accommodations and support documents for students, parents and teachers.



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