



TOGETHER WE CAN

Module 1: Building Daily Routines & Time Management

P2. Educational Program and Educational Materials

Project Number: 2024-1-CY01-KA210-ADU-000253720



TOGETHER

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Module 1: Building Daily Routines & Time Management

Introduction: Building Daily Routines & Time Management

Parenting a child with ADHD often feels like living in two time zones at once — the fast pace of the moment and the unpredictable rhythm of getting through the day. Mornings can feel like a race against the clock, homework time can stretch endlessly, and bedtime may seem like another uphill climb. For many families, these daily transitions become some of the most stressful parts of the day.

This module is designed to help you bring calm, structure, and predictability to your child's world through effective routines and time-management strategies. Children with ADHD thrive on consistency and clear expectations. The module explores why routines are so important for children with ADHD, how to identify common barriers that get in the way, and the use of practical tools for creating and maintaining routines that work.

Aim: Help parents/co-guardians develop structured, consistent daily routines that reduce stress, support predictability, and improve time-management for children with ADHD.

Learning Objectives:

By the end of Module 1, learners will be able to:

1. Recognise common barriers to establishing routines for children with ADHD, and apply strategies to overcome them.
2. Estimate realistic times and manage transitions between activities.
3. Use step-by-step planning techniques and adopt tools (visual timetables, calendars, checklists) to support routines.
4. Design and adapt personalised morning, homework, and bedtime routines suited to their child's needs.



UNIT 1:

Unit 1: The Importance of Routines for ADHD Management & Common Barriers

1.1 The importance of routines and time management (especially for ADHD children)

Executive function refers to a set of cognitive processes that enable individuals to plan, organise, prioritise, manage time, regulate emotions, and sustain focus to achieve goals. For children/ individuals with ADHD, executive functioning challenges are common due to differences in how their brains process and regulate information. These challenges can manifest as difficulty staying organised, forgetting deadlines, impulsive decision-making, or struggling to initiate or complete tasks. A predictable structure reduces cognitive load and uncertainty.

- Consistency reduces anxiety and behavioural dysregulation, because the child knows “what’s next.”
- Practically, routines help embed healthy habits (sleep, meals, transition buffers) that optimise attention, mood, and self-control.

1.2 Common barriers to maintaining routines

It is useful to be aware of common obstacles so parents/guardians feel less isolated and more prepared. Some barriers include:

Barrier: Overloaded schedule

Why it’s a challenge: Trying to pack too many activities or tasks into limited time can cause fatigue, frequent breakdowns leading to stress and anxiety for the child.



Barrier: Time blindness / Time agnosia, a common struggle for those with ADHD. This refers to the inability to accurately perceive the passage of time.

Why it's a challenge: Tasks might take much longer than expected, or time may seem to "disappear," leading to missed deadlines and rushed work.



Unit 2: Overcoming Barriers via Step-by-Step Planning Techniques

2.1 The step-by-step (chunking) mindset

- Break down a larger routine (e.g. "get ready for bed") into small, sequential steps (e.g. 1. put away toys, 2. put on pyjamas, 3. brush teeth, 4. wash face).
- Each step acts as a micro-goal, which reduces overwhelm and increases clarity.

Activity: Ask parents/guardians to choose one routine (morning, homework, bedtime) and write out every micro-step in as much detail as possible. E.g.



Morning routine:

- a) wake up
- b) make bed
- c) bathroom (use toilet)

- d) brush teeth
- e) get dressed
- f) eat breakfast
- g) pack school bag
- h) put shoes on
- i) leave house

2.2 Time estimation and transitions

One of the hardest parts is knowing how long each step will realistically take, and planning for “between-task transitions.”

Strategies:

1. Time audits

- For one or two days, have parent/ guardian observe and record how long each micro-step actually takes (e.g. “getting dressed: 4 min, brushing teeth: 2 min”). Use that data to adjust the planned schedule (often, initial estimates are too optimistic).

2. Buffer zones

- Build in small time buffers between steps or blocks (e.g. 2-5 minutes) to account for delays, distractions, or resets.
- Use transition cues: e.g. a timer, a warning “in 2 minutes finish up,” or a short physical cue (bells, alarm, visual icon).

3. Use countdown timers / visual timers

- Visual timers (e.g. Time Timer, countdown bars) help the child see the time passing; this externalises time awareness.



Group Discussion / Role Play:

- Invite participants to share which barriers they face in their home (or in past attempts).
- Have them role-play how a parent might respond when a child resists a routine (e.g. “It’s bedtime – come brush teeth”) vs. using a transition cue or countdown strategy.

2.3 Overcoming resistance and maintaining flexibility

Even with a plan, there can be times where resistance arises. Some practical and flexible strategies include:

- **Co-create the routine with your child** — give them voice, allow choices (e.g. “Do you want to pick pyjamas first or brush teeth first?”)
- **Use visuals and reminders** rather than verbal nagging
- **Incentivise transitions** — small rewards (stickers, points) for smooth transitions
- **Graceful recovery:** When a step is missed or derailed, respond with calm, “Let’s reset and pick up from step X,” rather than punishing
- **Consistent reinforcement** — immediate positive feedback helps embed habit
- **Weekend / variation adaptation:** Have a more relaxed pattern on weekends but maintain anchor times (wake up, meals) to preserve internal consistency
- **Adjust as needed** — periodically review: if a routine is failing, adapt steps, buffer times, or order rather than abandoning it.

Reflection Prompt for Parents:

Which strategies above might feel more realistic or acceptable in your household? Why?



Unit 3: Tools — Visual Timetables, Calendars & Checklists to Create Personalised Routines

3.1 Overview of effective tools & digital supports

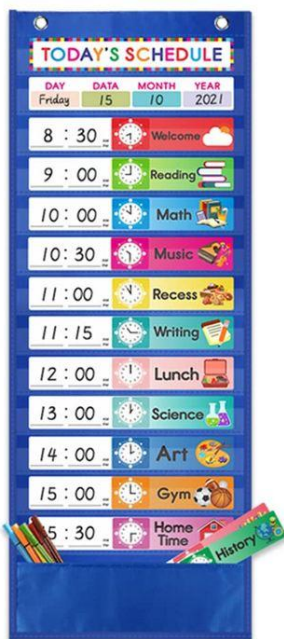
Below is a selection of tools (digital and physical) especially helpful for parents/guardians of children with ADHD.

Tool	Purpose / Strength	Examples / Links
Visual timetables	<p>Use magnetic boards or Velcro-backed picture icons to show each daily task (wake up, brush teeth, breakfast, etc.).</p> <p>Children can move or flip each picture as they complete tasks giving them a sense of visual achievement and progress.</p>	<p>Can be DIY (laminated board, Velcro icons)</p> <p>*Visual Example below</p>
Apps & digital visual planners	<p>Provide drag-and-drop schedule, reminders, countdown timers, shared access- more practical to be used by parents.</p>	<p>Thruday (visual routines) free: https://thruday.com/</p> <p>*See image below</p>
Checklists / step checklists	<p>Hanging pocket charts (like those used in classrooms) can hold picture cards for each task.</p>	<p>Printed checklists, laminated charts simplified to be visible to the child also.</p> <p>*See visual example below</p>
Reminder systems / alarms	<p>Alert child when it's time to shift tasks</p>	<p>Phone alarms, simple clock alarms, wearable reminders, smart devices</p>



Tool	Purpose / Strength	Examples / Links
Reward charts / token systems	Reinforce adherence	Use with routines: each completed step = token, full routine = reward

Tip: Use at most 2-3 tools initially so it is manageable; avoid tool overload. Once these tools have been adapted in the child’s routine for some time, more tools can be added slowly over time.



Example of a pocket chart schedule. Can be custom made to fit with each child’s timetable and printed. Ready-made ones can be store bought or found online.

No more time-blindness and forgetting

An app focused on neurodivergent brains

Based on research and lived-experience with ADHD, Autism, Epilepsy and forgetfulness, The Thriday app has been crafted with you in mind.



Visually-led app

Everything in the app is visually focused from activities, reminders and alerts to todos and mood tracking.



3500+ Images

With over 3000 images available for free and another 500 available in premium, there is enough to stay visual.



Sync / Import Calendars

Stop using different apps. Thriday will allow you to import activities and keep them in sync with Thriday automatically.



Unlimited Colors

Configure activities, todos and reminders with predefined colours or select your own from an unlimited number of colors.



Track Mood Progress

After updating your mood using our traffic light system, track your daily progress from your hub without leaving.



Alerts & Notifications

Never forget anything again. Simply schedule an activity or reminder and we will keep you notified in real-time



ThruDay is an app especially made for Neurodivergent brains. (visual routines can be used by the parents/guardians to help them stay organised but also show their child how it works and once their child is old enough to use a smartphone/ laptop, they can shift from physical calendars to apps like these. <https://thruDay.com/>)

SCHOOL DAY checklist




	before school	M	T	W	T	F	S	S
 good morning	make the bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	eat your breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	brush your teeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	get dressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	put homework in bag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	pack a water bottle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	pack your lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	leave for school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 the best day ever	after school	M	T	W	T	F	S	S
	take off shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	hang up coat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	unpack school bag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	wash your hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	eat a healthy snack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	do your homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
 sweet dreams	the evening	M	T	W	T	F	S	S
	eat dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	take a bath/shower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	brush your teeth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	get into pajamas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	lay out tomorrow's clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	read a bedtime story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	go to sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



A free simple checklist that can be printed and used by learners. It can be hung up on a wall in the child's room so it is visible to both the parent and the child, and making it less likely to forget the daily tasks. *Image source: Canva*

3.2 How to build a visual timetable / routine chart

Step-by-step guide:

1. Select your routine focus (e.g. morning, homework, bedtime)
2. List micro-steps for each routine (exercise from Unit 2)
3. Choose visual elements
 - Use simple icons or photos for each step
 - Use consistent colour codes (e.g. blue for bathroom, green for dress)
 - Use arrows or connectors to show sequence
4. Decide layout orientation (horizontal left-to-right, vertical top-to-bottom)
5. Add time frames or blocks (optional) e.g homework (15 minutes) -> 5 min break -> Next task
6. Include transition cues (small arrows, icons, timers)
7. Make it visible (hang on wall, fridge, bedroom door)
8. Test trial and adjust — observe how the child uses it, tweak symbols, order, spacing.

Illustrative example:

“Wake Up ➡ Use Bathroom ➡ Brush Teeth ➡ Get Dressed ➡ Eat
Breakfast ➡ Pack Bag ➡ Put On Shoes ➡ Leave House.”

Another example of a visual schedule is this ‘Everyday Actions’ visual printout (below): can be hung on a wall in the child’s room as a visual reminder to complete their everyday actions, alongside a checklist to check if the tasks have been completed (similar to the examples used above).



EVERYDAY ACTIONS



GET UP



HAVE BREAKFAST



BRUSH MY TEETH



GET DRESSED



PACK MY BAG



GO TO SCHOOL



HAVE LUNCH



DO MY HOMEWORK



PLAY WITH FRIENDS



BE ACTIVE



HAVE A SHOWER



GO TO BED

Free to use, Image source: Canva



3.3 Creating personalised routines: morning, homework, bedtime

Here we present exemplar templates and adaptation strategies for the three key periods. Each parent is encouraged to draft one routine while reading the module.

A. Morning Routine

Goals: Start the day predictably, reduce “morning chaos,” ensure child is ready and out on time.

Considerations & adaptations:

- Use a “*morning countdown*” on the visual chart (e.g. “from now to 8:00 we’ll do these 6 steps”)
- Buffer 5 minutes before departure for last-minute adjustments
- Use audio/visual reminders (e.g. “in 5 minutes we leave”)
- Co-create with child: let them pick the order of a noncritical step (e.g. breakfast vs dress)

B. Homework / Study Routine

Goals: Create consistency around when, where, and how homework occurs; minimize procrastination, distractions, and meltdowns.

Sample micro-steps & tips

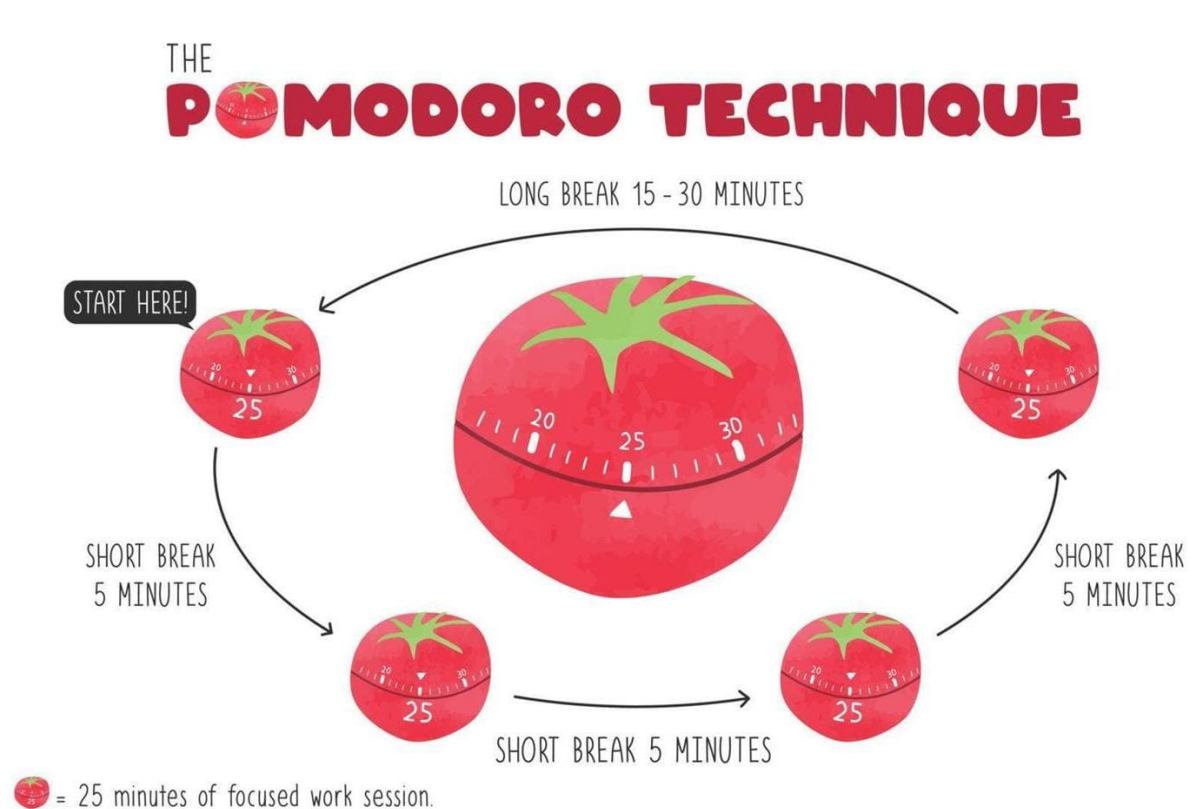
1. Transition cue (e.g. 2-minute timer)
2. Set up workspace (clear desk, supplies ready)
3. Review assignments / prioritise tasks
4. Work block #1 (e.g. 15–25 minutes on homework)
5. Short break (2–5 min)
6. Work block #2 (Continue with homework for 10-15 minutes)
7. Check off completed tasks
8. Pack completed work into school bag

9. Clean workspace

Strategies to support:

- Use Pomodoro technique or timed work blocks (e.g. 25 min work → 5 min break, 25 min work → 5 min break, 25 min work → 5 min break, 25 min work → 15-30 min break)
- Place priority items first to avoid fatigue
- Use visual checklist so child sees what's left to do
- Use silent prompts or timers
- Build in accountability / check-ins (parent reviews progress mid-block)
- Reserve transition buffer when switching out of homework mode

Pomodoro technique (Image: FreePik)





C. Bedtime / Evening Routine

Goals: Wind down the day, prepare for restful sleep, reduce bedtime resistance.

Sample micro-steps & tips

1. “Start winding down” cue (e.g. 30 min before lights out)
2. Change into pyjamas
3. Bathroom (toilet, wash face, brush teeth)
4. Pre-bed calming activity (read, quiet game)
5. Set out clothes / items for next day
6. Final check (lights, alarm, water)
7. Bedtime (in bed by X time)

Each parent/guardian can develop one complete visual timetable + checklist (morning, homework or bedtime). Once they have completed the first step, it is recommended to encourage a two-week trial period: test the routine, collect observations (What worked? What didn't?) At end of trial, learners can revisit and adjust their timetable: reorder steps, expand buffers, tweak visuals. The last step is to use a routine review checklist monthly: is the child following consistently? Are transitions smoother? Is resistance decreasing?

Conclusion

At the end of this module, learners have explored the vital role that structure and predictability play in helping children with ADHD manage their attention, emotions, and time. It is also important that we know how to identify the barriers that often make routines difficult — and, more importantly, discovered practical ways to overcome them using planning techniques, visual tools, and realistic time management strategies.

Creating and maintaining routines isn't about achieving perfection or rigidly following a schedule. It's about building a supportive framework that helps your child feel secure, capable, and in control of their day. What matters most is consistency, flexibility, and a willingness to



adjust when something isn't working. By developing personalised morning, homework, and bedtime routines, you are giving your child a powerful toolkit for success.

Further reading

Resource name	Type	Link
Resource: Additude magazine offers free sample ADHD-friendly morning/after-school/bedtime schedules.	Website	https://www.additudemag.com/sample-schedule-adhd-morning-after-school-bedtime/
Article: 7 Executive Functions Impacted by ADHD – What Parents Need to Know	Website	https://www.handspringhealth.com/post/what-are-the-7-executive-functions-adhd
Article: Helping Kids Who Struggle With Executive Functions	Website	https://childmind.org/article/helping-kids-who-struggle-with-executive-functions/
Article: Why Children With ADHD Need Structure and Routines	Website	https://www.verywellmind.com/why-is-structure-important-for-kids-with-adhd-20747
ThruDay is an app especially made for Neurodivergent brains. (Resource for visual routines)	App	https://thruDay.com/
Article: ADHD kids school success kit	Website	https://childmind.org/article/school-success-kit-for-kids-with-adhd/



Final Assessment Quiz

Answer the following questions to check your understanding of the key concepts and practices from this module. Select the correct answer or mark True/False as indicated.

1. Which of the following best explains *why routines are important* for children with ADHD?

- A. They eliminate all distractions and ensure perfection.
- B. They create a supportive framework that builds security, independence, and focus.
- C. They keep children occupied and prevent boredom.
- D. They make every day predictable and unchanging.

✓ **Correct Answer: B**

2. Which of the following can make maintaining routines difficult for children with ADHD?

- A. Impulsivity and difficulty transitioning between tasks
- B. Having too many visual reminders
- C. Positive reinforcement and rewards
- D. Having predictable daily patterns

✓ **Correct Answer: A**

3. True or False:

Visual tools such as charts, checklists, or timers can help children with ADHD understand and follow routines more effectively.

✓ **Answer: True**



4. When a routine isn't working, the best response is to:

- A. Enforce it strictly, even if it increases frustration.
- B. Punish the child for not following it.
- C. Review and adjust the routine with the child's input.
- D. Remove all routines and allow full flexibility.

✓ **Correct Answer: C** – Reviewing routines together encourages ownership and helps identify practical adjustments.

CASE STUDIES:

Module Number:	Module 1
Case Study 1 Title:	Building Daily Routines for ADHD children
Exercise Objective	Parents and guardians will develop effective strategies for building daily routines for their child's ADHD by boosting self-confidence, creating structure, using timers with ring tones and have 2-minute breaks every 10 minutes.
Characters: (The people involved in the case study)	"BP": 17 years old adolescence, his mother, his philologist teacher at school
The Challenge/Problem:	"BP"'s teachers could not accept his neurodevelopmental deficit, although his mother was supportive, his parents were divorced and his father was absent. During high school, he was sleeping in on some mornings and feeling bad afterwards. He was smoking and listen to jazz music.
The story:	<p>"BP" was always shy, polite, brilliant, with love and extensive empathy. "BP" was called "lazy" during the school years since the Nursery school. At the beginning of the school year, he was trying to study well at home. As he didn't have good results at school, after January, he was gradually studying less, although he had mother's support.</p> <p>"His teachers admire his behaviour and are disappointed at his learning performance" his mother remarks. "Nobody wants to speak to me... I have not any interest to do anything – It is better to die." said "BP" 1 year ago.</p> <p>The mother sought support from a therapist. Following behavioral assessments and consultations with an ADHD specialist, "BP" was diagnosed with ADHD, a condition present since birth and now compounded by the</p>



challenges of adolescence, including confusion about emotions, thoughts, and future plans. Initially, the therapist focused on strengthening BP's self-confidence over a two-week period.

Gradually, BP learned key strategies for managing ADHD routines, such as using timers with sound alerts, visual cues, and task prioritization based on self-awareness. Additional strategies included making tasks more engaging and implementing environmental organization techniques, such as preparing clothes, and food in advance for the following morning.

Daily routines were structured around music and supported through music, which emerged as BP's main motivation and priority.

Rewards were incorporated into the process, with therapy sessions taking place regularly and based on mutual agreements between the therapist and the child.

At present, music is used to structure BP's daily routine. Each morning, the same piece of music wakes him at a fixed time and continues for the next ten minutes, signaling that it is time to prepare for breakfast. Throughout the day, short audio cues serve as reminders of BP's essential tasks and responsibilities. Within just two weeks, significant improvement in attention and focus was observed.

As BP came to understand and embrace this approach, he became more engaged in his work and studies, demonstrating increased self-confidence. He began exploring new musical instruments and composing original music. Currently, he is a member of the State Classical Music Orchestra.

Exercises

Answered by learners individually

Individual exercise 1:

Exercise/Question	Answer
What were the key factors contributing to the challenge in case study 1.1?	"BP"'s teachers could not accept his neurodevelopmental deficit, his parents were divorced, and father was absent. During high school, he was sleeping in on some mornings and feeling bad afterwards. He was smoking and listen to jazz music.

Individual exercise 2:



Exercise/Question	Answer
What were the basic characteristics of "BP"'s behaviour at home and at school?	"BP" was called "lazy" during the school years since the Nursery school."

Individual exercise 3:

Exercise/Question	Answer
How did he succeed to follow the new norms in his life?	By being given a reward after every try and parental cooperation with the therapist.

Answered by learners in a group (2+ people)

Group exercise 1:

Exercise/Question	Answer
What tools or solutions can be used to overcome the challenges faced by BP?	BP's challenges can be addressed through structured routines, time-management tools such as timers and audio cues, visual and organizational supports, and positive reinforcement strategies. Integrating music into daily activities, along with ongoing therapeutic and educational support, helps improve focus, motivation, and self-confidence.

Group exercise 2:

Exercise/Question	Answer
How long is needed in order to see the Benefits of the routine intervention for ADHD?	In 2 weeks, big progress for attention deficit (should have) has been made.

Group exercise 3:

Exercise/Question	Answer
Give 3 of the positive results of the daily routine for ADHD.	"BP" was working hard with music and was studying at school, he was self-confident, he was trying new music instruments and he was composing new musical compositions and currently being a member of the state classical music orchestra now.



Module Number:	Module 1
Case Study 2 Title:	Building Time Management for ADHD
Exercise Objective:	Effective time-management strategies for a child with ADHD can be developed by creating a structured daily routine and reinforcing its positive impact through consistent practice of day-scheduling techniques.
Characters:	“Bubu”: 18 years old
The Challenge/Problem:	“Bubu’s difficulty to accept that her neurodevelopmental deficit needs to be managed. Her mother, sister, grandmother were behaving the same way. Bubu only learned she has ADHD two years ago. She experienced significant challenges, including losing jobs, friendships, and social connections.
The story:	<p>“Bubu” is an extroverted, generous, and intelligent person who is open and honest in reflecting on her own challenges.</p> <p>Due to her age, no diagnosis was available to explain her difficulties when she was younger. While most individuals with ADHD are now diagnosed in childhood, Bubu only learned she has ADHD two years ago. Before her diagnosis, she experienced significant challenges, including losing jobs, friendships, and social connections.</p> <p>ADHD in young adults often presents differently than in children. In Bubu’s case, her primary difficulty is time management, linked to inattentive ADHD rather than the hyperactive or impulsive type.</p> <p>Bubu struggles to focus on tasks that do not immediately interest or engage her and often postpones urgent responsibilities. She tends to believe she will always be on time, but instead of preparing in advance—such as getting ready an hour before a meeting and leaving on time—she follows her brain’s default mode of automatic attention, focusing on activities that bring her joy. For example, although she intended to arrive at a restaurant at 9:00 p.m., she became absorbed in messaging on Viber and eventually left home at 11:15 p.m.</p> <p>Learning to manage her time more effectively has not been easy and does not come naturally due to her inattentive ADHD. However, several strategies have already helped her make meaningful progress:</p> <ol style="list-style-type: none"> 1. She sought professional support before making further life changes. 2. She understood that improvement would take time and committed to at least three months of consistent effort. 3. She rewarded herself for every small achievement.



	<ol style="list-style-type: none"> 4. She used daily planners with sound reminders. 5. She verbally repeated her daily plan. 6. She rewarded herself each time she took ownership of her time and commitments. <p>Currently, Bubu is able to support her sister in managing her ADHD, she is once again participating in social activities, and she no longer experiences stress-related stomach pain.</p>
--	---

Exercises

Answered by learners individually

Individual exercise 1:

Exercise/Question	Answer
What were the key factors contributing to the challenge in case study 1.2?	“Bubus difficulty to accept that her neurodevelopmental deficit needs to be managed. Bubu only learned she has ADHD two years ago. She experienced significant challenges, including losing jobs, friendships, and social connections.

Individual exercise 2:

Exercise/Question	Answer
What were the basic characteristics of “Bubu”’s behaviour?	She has trouble directing her attention to tasks that don’t immediately engage or interest her and postpones others which have to be done. She miscalculates, thinking that she can always be on time”.

Individual exercise 3:

Exercise/Question	Answer
How did she succeed to follow the new norms in life?	<ol style="list-style-type: none"> 1. She sought professional support before making further life changes. 2. She understood that improvement would take time and committed to at least three months of consistent effort. 3. She rewarded herself for every small achievement.



	<p>4. She used daily planners with sound reminders.</p> <p>5. She verbally repeated her daily plan.</p> <p>6. She rewarded herself each time she took ownership of her time and commitments.</p>
--	--

Answered by learners in a group (2+ people)

Group exercise 1:

Exercise/Question	Answer
Discuss the most disappointed consequences that happened in "Bubu"s life.	"She has lost jobs, friends, social meetings. She was feeling left aside".

Group exercise 2:

Exercise/Question	Answer
How long is needed in order to see the benefits of the time management for ADHD?	"She has understood that she needs at least 3 months to start seeing results."

Group exercise 3:

Exercise/Question	Answer
Give 3 of the results of the daily routine for ADHD.	Bubu is able to support her sister in managing her ADHD, she is once again participating in social activities, and she no longer experiences stress-related stomach pain.

REFERENCES (APA Style):

1. CDC. (2024). *About attention-deficit / hyperactivity disorder (ADHD)*. Attention Deficit / Hyperactivity Disorder (ADHD); CDC. <https://www.cdc.gov/adhd/about/index.html>
2. (2025). *Building better routines for children with adhd*. Sasco river centre <https://www.sascoriver.com/blog/building-better-routines-for-children-with-adhd>



3. (2022). Naveena Thomas, Sudhin Karuppali, The Efficacy of Visual Activity Schedule Intervention in Reducing Problem Behaviors in Children With Attention-Deficit/Hyperactivity Disorder Between the Age of 5 and 12 Years: A Systematic Review <https://pmc.ncbi.nlm.nih.gov/articles/PMC8733412/>

4. Levin, H., Imeraj, L., Luman, M., & Staff, A. I. (2023). The relation between classroom setting and ADHD behavior in children with ADHD compared to typically developing peers. *Journal of Attention Disorders*. Advance online publication. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10291114/>

5. Harris, A., Reid, G., & Sutherland, C. (2013). Child routines and parental adjustment as correlates of internalizing and externalizing symptoms in children diagnosed with ADHD. *Journal of Abnormal Child Psychology*. <https://pubmed.ncbi.nlm.nih.gov/23868356/>

6. Adler, S., & Ervin, D. (2017). Child Executive Control as a Moderator of the Longitudinal Association Between Sleep Problems and Subsequent Attention-Deficit/Hyperactivity Disorder Symptoms. *Journal of Pediatric Psychology* <https://academic.oup.com/jpepsy/article/42/10/1144/3108980?>