

- The goal of treatment is to sculpt ADD into a blessing, by accentuating what's useful and paring back on what's not; usually it's not easy, often it's painful, sometimes it feels futile, but everyone can sculpt a fulfilling, joyful life out of what they are born with ("Delivered from Distraction").
- Five-step plan (per Hallowell)
 - Connect with
 - Friends
 - Romantic partners
 - Mentors
 - Teachers
 - Mentor
 - Supervisor
 - Coach, even an organizational coach
 - Find national coaching associations (e.g., www.aetonline.org)
 - God or whatever your spiritual life leads you towards
 - Play
 - Discover your talents and strengths
 - In activities in that make your brain light up
 - Practice
 - Play over and over again
 - Mastery
 - Recognition (for your mastery)
- "Seven Habits of Highly Effective ADD Adults" (per Hallowell)
 - Do what you're good at; don't spend too much time trying to get good at what you're bad at (you did enough of that in school)
 - Delegate what you're bad at to others, as often as possible
 - Connect your energy to a creative outlet
 - Get well enough organized to achieve your goals; the key here is "well enough." That doesn't mean you have to be very well organized at all—just well enough organized to achieve your goals.
 - Ask for and heed advice from people you trust—and ignore, as best you can, the dream-breakers and finger wagers
 - Keep up regular contact with a few close friends
 - Go with your positive side. We all have a negative side. Make decisions and run your life with your positive side.
- Lifestyle changes
 - Positive human contact
 - Reduce electronics
 - Sleep
 - Good nutrition/eating habits; protein in one's breakfast
 - Multivitamin, zinc (with copper), folic acid, B12

- Omega-3 fatty acids
 - Grape seed extract
 - Green tea (decaf) or extract
 - Blueberries
- Don't smoke or put drugs or alcohol in your body
- Exercise regularly
- Prayer or meditation
- Biofeedback
- Cerebellum stimulation
 - Dore method
 - Brain Gym
 - Interactive Metronome
 - Exercises prescribed by occupational therapists
- Classroom accommodations/recommendations to schools, students
 - Allow some restlessness in work area, with frequent breaks
 - Could have tape recorder or timer with soft tone or beep at intervals of 60-120 minutes as reminder to check in with students with ADHD; this could also be used for student's self-monitoring.
 - Visual aids on student's desk re: goals, rules, etc
 - Post rules on posters for each work period
 - Use participatory teaching: give students something to do to help you while teaching
 - Have students practice skills on computers—use learning software programs to rehearse skills
 - Varied presentation formats, task materials, modalities, activity level of task
 - Intersperse low-appeal with high appeal activities to maintain interest level
 - Be more animated, theatrical, and dramatic when you teach—make it interesting!
 - Brief academic assignments presented one at a time
 - Short time limits specified and enforced
 - Smaller quotas of work at a time, with frequent breaks
 - Have child pre-state work goals (“how many problems can you do for me?”)
 - Use after-school help sessions, tutoring, books on tape, and videos to reinforce class work
 - Target productivity (number of problems attempted)
 - Oral rather than written demonstration of knowledge
 - Careful scheduling of classes with heavier load in the AM
 - Large calendars
 - Study buddy to contact for missed assignments

- Photocopies of class lecture outlines
- Modified homework and testing
 - More done at school
 - Don't send home unfinished class work
 - Homework periods
 - Reduce or eliminate homework (at least in grade school); if given, keep to 10 minutes total X grade level in school
 - Give weekly homework assignments, so parents can plan their week accordingly
 - Assign a homework/study "buddy"
 - Access to notes from another student or the professor
 - Make use of peer tutoring outside of school
 - Oral rather than written demonstration of knowledge
 - Special time/place for homework
- External/technological aids
 - timers
 - tape recorders/tape-recorded lectures
 - Voice-to-Text programs (e.g., Dragon Naturally Speaking)
 - access to textbooks or other literature on tape
 - calculators
 - laptop computer with spell and grammar check
 - word processor with spell and grammar check
 - computerized instructional programs
 - use of dictionary, thesaurus, or Franklin Speller during tests
- Programs for social skills deficits
- Instruction in time and materials management
- Note taking strategies
- Desk checks for neatness
- Filing systems for organizing completed work
- Reducing length of written assignments
- Extra time for work and tests
- Testing in a separate room to eliminate distractions, if the student desires
- Second set of books
- Coach (e.g., guidance counselor) or mentor or case manager roles/point people within the school
- Weekly check-in's with teachers (student-teachers, parent-teachers)
- Morning check-in's with teachers (student-teacher)
- Academic advising to reduce the number of courses in a semester that stress weak areas, such as heavy reading courses, foreign languages, or highly theoretical courses.
- Reduction in required number of courses/semester
- Consider full neuropsychological testing

- Private tutor(s)
- Color coded binders and other commercial organizing systems
- Colored dividers to separate your subjects
- Add a notebook or loose paper to the binder in each subject section
- Try color-coding text, using highlighters for making key points
- Small zipper pouch inside your binder for pens, pencils, erasers, calculator, small ruler, tissues, highlighters, etc
- Store all “to do” homework in the pocket of the inside front cover of your binder
- Include a pocket folder in your binder that is only for *finished* homework; put all your homework in this when you are done
- Draw line down each page while note-taking—on the left, write down key words and concepts and on the right write notes in short sentences
- Take extra care to write down something in your notes when teacher writes it on the board or repeats something or says “this is important” or “remember this” or “this will be on the test.”
- Use a timer (I have one that sticks to the frig with a magnet—it’s digital and you can set it to any time limit very easily)
- Getting ready in the AM
 - Loud alarm clock far away from bed; on Sharper Image, there is a “robot” clock that rolls all over the room if you snooze
 - Get water
 - Put clothes etc out at night
- Small office or work space; if you have kids and a small apartment (e.g., yours truly):
 - Have a second “office”—I moved a second computer and a small table into my bedroom if I need to work during the time my daughter is awake, I can do so in private, slightly reducing the chances that my child will interrupt me
 - Earphones
 - Try to schedule time (and make it clear to your family) that you will be at your desk doing nothing other than work
 - You can set a timer for how long you’ll be at the desk; when the buzzer goes off, you have to stop (and be with your family)
 - Know when to give up—if being around your children distracts your children so that they then distract you, either try another time or go somewhere out of the home.
 - “Do not disturb” sign
 - Labeling cupboards, desk drawers, in- and out-baskets, file folders
- Checklists/daily assignment
 - Paper/calendar/journal
 - Palm/PDA
 - Outlook

- A redundant system with a posted calendar, posted calendar, computerized reminders, datebook/scheduler, wrist watch, and strategically placed self-adhesive notes
- A notebook, PDA or voice recorder (digital one's can be synchronized to your computer!) as a constant companion to help keep track of ideas and reminders and tasks
- Taper record important meetings/classes
- Use continuous note taking to boost concentration in dull classes or meetings
- Get extra written notes, curriculum materials, etc from meetings/classes
- Daily or weekly "report cards" from supervisors
- Schedule faculty or supervisor review meetings every 3-6 weeks
- Alternate required but boring work or courses with enjoyable work or elective classes
- Schedule harder classes/meetings/work in morning hours, when you are fresher and more attentive
- Exercise before exams and boring classes or meetings
- Scheduled built-in breaks during the work/school day
- Distraction-free and extended time testing
- Wear a tactile-cueing device, the MotivAider (<http://addwarehouse.com> under "Training") to frequently reprompt your alertness or self-awareness and your focus on the goal
- Learn SQ4R for reading comprehension of any length reading to be done
 - Survey the material
 - Draft Questions
 - Read, Recite, wRite, and Review after each paragraph
- Attend after-class (or after-work) help sessions whenever given
- Peer, fellow student, or coworker who can tutor you in difficult subjects
- Find "fall-back" coworkers or college classmates (with whom you swap phone, e-mail, and fax numbers) for when you may have lost or missed assignments, so you can get them when away from work or class.
- Work as part of a team with more organized people
- Minimize caffeine, nicotine, alcohol, and recreational drugs
- Regular exercise patterns (3+ times/week) for increased attention, better health, better stress management.
- Get counseling and information about ADHD
- Consider cognitive-behavioral therapy to help you develop more constructive self-statements
- Get advice, assistance, and books on time-management and organizing and obtain coaching/mentor/organizational consultant
 - estimating time needed to accomplish tasks
 - targets for completion dates
 - realistic targets for workload

- self-monitoring for fatigue and attentiveness
- 15 min+/day
- Get vocational assessment and/or career counseling to obtain a better fit between you and your job setting
- Get financial advisor
- Delegate!
- A medication dispensing system with automated reminders
- Keyfinders or put keys in a basket that always remains on a table near the front door