



## ADHD



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## Program Vision



The Children's ADHD Support Program is an empowering, structured, and strengths-based developmental pathway designed specifically for children with Attention-Deficit/Hyperactivity Disorder (ADHD). Grounded in evidence-based occupational therapy (OT) principles and strengthened by innovative cognitive tools, the program supports attention, emotional regulation, impulse control, working memory, planning, and self-management.

At its core, the program celebrates children's creativity, energy, and individuality—offering pathways that transform their potential into confidence and success.

### Program Overview

ADHD presents differently in every child. Some struggle primarily with inattention, others with impulsivity or hyperactivity, and many with a combination of all three. This program recognises the diversity within ADHD and provides a structured yet flexible approach that supports each child's profile.

Through visual scaffolding, multi-sensory learning, structured routines, and explicit executive-function coaching, the program nurtures core developmental areas: sustained attention, working memory, emotional control, time management, organisation, and goal-directed behaviour.

The approach is holistic, child-centred, and designed to help children feel capable, understood, and motivated to grow.

### Core Components of the Program

#### **1. Attention Training Module (Selective, Sustained and Divided)**

Activities strengthen a child's ability to focus, shift attention, and maintain engagement through gradually increasing cognitive load. Children learn how to manage distractions and build mental endurance in a supportive, structured environment.



## 2. Executive Function Coaching

Using OT strategies, visual cueing, and scaffolded practice, children develop:

- planning
- task initiation
- organisation
- sequencing
- self-monitoring
- problem-solving

These skills support both academic and daily living tasks.

## 3. Emotional Regulation and Impulse Management (Zones of Regulation Integration)

Children learn to recognise internal states, apply calming strategies, and practise impulse control using role-play, visual supports, and short, consistent routines.

## 4. Behavioural Strategy Integration (CBT-informed)

Children are guided through structured behaviour supports such as:

- choosing replacement behaviours
- using visual “if-then” supports
- practising pause-and-plan strategies
- learning consequences in a predictable, non-punitive way

## 5. Sensory Modulation and Movement Breaks

Because ADHD brains learn best through movement, the program includes:

- short task rotations
- sensory-friendly tools

These help improve alertness, regulation, and readiness for learning.

## 6. TEACCH-Aligned Structure

Children thrive with clear expectations and predictable routines. Activities are structured using:

- visual schedules
- step-by-step task breakdowns
- colour-coded work systems

This reduces overwhelm and supports cognitive organisation.

## Challenges We Address



Children with ADHD often face cognitive and behavioural challenges that impact learning, emotional well-being, and everyday functioning. What sets our program apart is how intentionally we respond to these challenges using developmentally informed strategies and technology-supported tools.

The program is designed to make growth structured, motivating, and transferable across home, school, and therapy environments.

### 1. Difficulties With Attention and Focus

Many children struggle to sustain attention, filter distractions, manage divided attention, or shift between tasks.

Our Difference:

We build attention like a muscle.

Through graded tasks, gamified focus training, and visual cueing, children practise:

- staying focused for increasing time intervals
- shifting attention on command
- completing multi-step instructions
- ignoring distractions

Interactive tasks on our platform strengthen neural pathways for attention control in short, achievable bursts.

### 2. Weak Executive Functioning (Planning, Organisation, Working Memory)

Children with ADHD often have difficulty planning tasks, remembering instructions, organising materials, and completing sequences.

Our Difference:

We provide:

- step-by-step task analysis
- visual organisers
- memory supports
- digital sequencing and categorisation tasks
- structured routines with clear expectations

These tools strengthen the mental processes needed for academic success and independent daily functioning.



### 3. Emotional Regulation and Impulse Control Challenges

Children may react quickly, struggle to pause before acting, or have difficulty managing frustration.

Our Difference:

Using elements from the Zones of Regulation, mindfulness, and OT sensory strategies, we teach children:

- to identify their emotions
- choose calming strategies
- build self-awareness
- practise impulse control with guided feedback

Visual and auditory prompts help children regulate in real time.

### 4. Motivation and Task Initiation Difficulties

ADHD brains often struggle to start tasks, especially those perceived as boring or difficult.

Our Difference:

We use:

- gamification
- immediate visual rewards
- structured “start signals”
- short achievable tasks
- progress indicators

These increase dopamine engagement, making tasks feel attainable and motivating.

### 5. Struggles With Time Management and Transitions

Children may find it hard to estimate time, move from one activity to another, or complete tasks within a time frame.

Our Difference:

We use:

- digital timers
- clear transition visuals
- completed vs. next task boards

These make time concrete and predictable, helping children anticipate and adjust smoothly.