



## ADHD Routines Parent Guide

Creating consistent routines can be challenging for children with ADHD, but structure and support can make a big difference. Use these strategies to build routines that work for your child.

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### Why Routines Are Hard for Kids with ADHD

Children with ADHD often struggle with **executive functioning skills**, which affect:

- **Planning & Organization** – Difficulty knowing what comes next.
- **Time Management** – Losing track of time or getting distracted.
- **Task Initiation** – Trouble starting activities without external motivation.
- **Working Memory** – Forgetting steps in a routine or needing frequent reminders.

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### 17 How to Create Effective Routines

- ✓ **Use Visuals:** Picture schedules, checklists, or whiteboards help make routines predictable.
- ✓ **Chunk Tasks:** Break big routines into smaller steps (e.g., “Put on socks” before “Get dressed”).
- ✓ **Set Timers:** Use countdown clocks or apps to keep tasks on track.
- ✓ **Keep It Consistent:** Stick to the same sequence daily to reinforce habits.
- ✓ **Practice Transitions:** Give **warnings before changes** (e.g., “In 5 minutes, it’s time to clean up.”)

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### Motivating Your Child to Follow Routines

- ✓ **Use Positive Reinforcement:** Praise effort, not just results (e.g., “Great job starting your homework right away!”).
- ✓ **Make It Fun:** Turn tasks into a race, use music, or gamify routines.
- ✓ **Give Choices:** “Do you want to brush your teeth before or after putting on pajamas?”
- ✓ **Use First-Then Statements:** “First we finish homework, then we can go to the park.”
- ✓ **Track Progress:** Reward charts or small incentives help reinforce routine-following.



Let's Connect!



💡 Want to learn more strategies to build routines that work for your child?

Book a **free 30-minute consultation** to get **personalized guidance**.



[Schedule Here](#)

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**Empower • Educate • Elevate**

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Routines **help children feel secure and independent**. Start small, be patient, and celebrate progress along the way! ✅

*Warmly,*

*Tom*