

For practice, answer the prompts below for your top five intentions. Each time you set out to do something, repeat this process until it becomes a habit and you can set your intention automatically without having to write it all down. Whenever you realize you are off task, remind yourself of your intention, and bring your focus back in line with that intention.

Intention: _____

Why do I want to do this? _____

What will I accomplish? _____

What is the purpose of this intention? _____

mindfulness for teens with ADHD * mindfulness of your contribution to the family

Write down ten ways you can or do contribute to your family:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Post this list where you can see it every day to remind you to be mindful of your contribution.

Item	Where It Belongs

You can use mindfulness and organizational skills to succeed at getting your homework done on time and turning it in. Practice doing each of these steps until they become habits. Notice how much easier it is to keep your homework organized when you follow these steps.

- I will explore options for keeping track of what my assignments are and when they are due. I will:
 - * ask my teacher for a recommendation;
 - * search online for a homework app and find one I can use on my phone;
 - * find and use an assignment book; and
 - * see if assignments are available online at my school's website.
- Before I leave each class I will write down or enter my assignment and when it is due. If I often forget to do this, I will set an alarm on my phone to remind me.
- I will break large projects into small pieces and enter when I should have each piece done into my assignment book or app.
- I will use pocket folders, with a different color for each class.
- When a homework paper is assigned, I will place it in the right-hand pocket of the folder for that class.
- When I sit down to do my homework, I will read over my assignments and note when they are due.
- I will choose the homework that is due first and take out the materials I need to do that homework.
- I will do the homework for one class at a time, and when I am done I will put the homework to be turned in inside the left-hand pocket on the folder for that class.
- I will keep all the folders in a homework binder.
- I will place graded homework in a folder for each class so I can refer to it when I study.
- I will ask my school for a second set of textbooks that I can keep at home so I always have the books I need.
- When all my homework is done, I will place my folders and homework binder in my backpack and place it by the door before I go to bed.
- I will set my calendar alarm on my phone to remind me to clean out my backpack once a week.

Prevent and reduce test anxiety by taking these steps.

Before the test:

- Put the exam on your assignment calendar.
- Plan ahead to leave yourself plenty of time to study.
- Build confidence by studying for the exam.
- Ask a friend or family member to quiz you.
- Create a game plan for taking the test.
- Give yourself a practice test, time yourself, and try to mimic the test situation to get used to it.
- Get enough sleep the night before.
- Get some exercise an hour before the test.

During the test:

- Use accommodations your school allows for students with ADHD, such as extra time for the exam or taking it in a less distracting place.
- Answer multiple-choice questions as quickly as possible; make notes about those you have doubt about and go back to them later.
- If you notice that you are experiencing anxiety, follow these steps:
 - * To the count of four, breathe calm and safety in through your nose.
 - * To the count of eight, breathe worry and stress out through your mouth.
 - * Say to yourself, *I am prepared. I can do this.* (Repeat three times every time you notice you feel anxious.)
 - * Envision success.
 - * Bring your attention back to the test.

If you find this checklist helpful, you can use it anytime you have a test to prepare for.

Experiencing a feeling of gratitude and appreciation can help you shift out of an unhelpful emotion and feel happier. Practice doing the following process daily and whenever you are experiencing an unhelpful emotion.

Find a comfortable position. Tune in and notice how you feel.

Write down the name of the feeling. _____

Write down three things in your life that you are grateful for.

1. _____

2. _____

3. _____

Write down three things that happened today that you appreciated.

1. _____

2. _____

3. _____

Write down three people in your life that you appreciate.

1. _____

2. _____

3. _____



After you complete this part of the activity, look over your chart and answer these questions:

Who do you enjoy being around?

With whom do you like yourself most?

Which relationships will you work to improve?

Are there any relationships that should end? If so, which ones?

Describe any patterns of what is missing from or present in your relationships.

Post the following list of affirmations containing important social skills where you can see it, and read them out loud once per day for a week. Find a time when you can read these statements each day; for example, before you get out of bed, while you brush your teeth, when you get home from school, after dinner, or before you turn off the light to sleep. As you read them, think of a time when you did or will do each one.

After the first week, read them out loud at least once a week. Remind yourself to actually do them when you are with people, and practice them until they become automatic. For example, smile at every person you see. Notice what happens as well as how you feel when you actually do them.

I will say hello.

What to do: Greet people by saying hello or hi.

How this helps: This will show that you noticed them and that you are friendly.

I will smile.

What to do: Smile when you say hello.

How this helps: This will let people know you are happy to see them. They will feel good.

I will make eye contact when I interact with people.

What to do: When you are talking to others, look at their eyes long enough to notice what color they are. Don't stare, but make eye contact enough that they know you are listening and interested in what they have to say.

How this helps: Doing this will help you connect and show people you are paying attention to them.

I will listen.

What to do: Listen well enough to ask them questions about what they said or make kind comments about it.

How this helps: This will help you learn about others and show them you are interested in them and understand what they said.

I will let people finish without interrupting.

What to do: Even if you are bursting to say something, practice waiting for your turn to speak. No one likes to be interrupted.

How this helps: Waiting for them to finish will let them know you are interested in hearing what they are saying and that you care.

I will show interest in people.

What to do: Ask questions like, "How long have you lived here?" or "What kind of music do you enjoy?" or "How do you like that math class?"

How this helps: This is a great way to find something in common and make a connection.

I will let them know I understand.

What to do: Say things like, "Yeah, I know how you feel. I was really upset when that happened to me"; "Wow! That must have been tough to fail the driving test"; or "Gee, I'm sorry to hear about your accident."

How this helps: This will help others feel heard and validated. They will feel like you "get" them.

I will give them compliments.

What to do: Say things like, "I like your hair"; "You did a great job on that report"; or "That's a cool shirt."

How this helps: Compliments will make them feel good around you and make them want to spend more time with you.

I will share something about my life, including what is hard for me.

What to do: Share information like, "I love to ski"; or "I have to work really hard in math"; or "Sometimes I just can't concentrate."

How this helps: Sharing about your life will help others connect with you and find things in common with you. Sharing your struggles will help them see that you are real and approachable.

I will be helpful.

What to do: For example, ask, “Can I get that door for you?” or “Can I help you carry that?”

How this helps: This will show that you noticed them and that you are kind and caring.

I will be encouraging.

What to do: Say things like, “Don’t worry. You will do great on the test” or “Looks like you are really learning this math.”

How this helps: People like to be acknowledged and to have their efforts noticed and will want to be around you.

I will find things we have in common.

What to do: For example, say, “I like to play guitar, watch movies, and play video games. What do you like to do?” or “I’m going for a walk. Do you like to walk?”

How this helps: The things you have in common are like the glue that holds relationships together. If you don’t have anything in common, you will soon drift apart.

I will represent myself using “I” statements.

What to do: For example, say, “I enjoy talking with you. I would like to get together and get to know you better” or “I feel left out. I would love to be included next time.”

How this helps: Using “I” statements is a healthy and nonjudgmental way to represent yourself and share who you are and what you like with others.

I will be kind.

What to do: Make statements like, “Would you like some help with your math?” or “Can I get you a soda?” or “I love the way you handled that.”

How this helps: Kindness is a central ingredient of being mindful and helps you connect with others and feel good about yourself while helping.

I will be more self-aware.

What to do: For example, stop tapping your fingers as soon as you notice it so you don't annoy your classmate. Avoid hogging the conversation. Ask others what they would like to do, so you are not seen as bossy. Tune into your feelings so you can manage your emotions.

How this helps: Being self-aware will help you be more present in relationships and behave in socially acceptable ways that help others feel comfortable around you.

I will spend time around people I would like to be like and that I feel good around.

What to do: Focus on kind, honest, helpful people. Be mindful about how you feel around people, and choose those that bring out the best in you.

How this helps: Spending time with people you feel good around will encourage you and boost your confidence and self-esteem. Also, you will tend to become more like those you spend time with.

I will make friends with people who accept me and embrace me for who I am.

What to do: Choose healthy people who are accepting, kind, encouraging, understanding, and helpful. Limit your exposure to people who are critical, judgmental, rejecting, and mean.

How this helps: This will help you feel good about yourself and you will be more likely to be happy and healthy.

Print these affirmations out and post them where you can see them and read them out loud daily. Notice how your friendships change as you use this practice and as you gradually start doing what you are reading.

Think about how you know you are tired. Do you fall asleep during the day, in class, while reading, or while riding in the car? Do you have extra trouble concentrating? Do you fidget and have more trouble sitting still? Are you cranky and grumpy, or easily annoyed and quickly frustrated? Do you have trouble motivating yourself to do things? These can all be signs of tiredness. List the signs that you are tired.

Place a brightly colored sticky note where you will see it as you go to bed to remind you to write down when you went to bed. Use this sleep diary (or type the times into your calendar app) to track your current sleep pattern, and rate your daytime tiredness on a scale from 0 (no tiredness) to 5 (extremely tired). Set an alarm to remind yourself to fill this out every day for one week.



Day	Went to bed	Went to sleep (estimated)	Awoke the next morning	Total hours slept	Tiredness rating (0–5) the next day
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Fill in the schedule below to create your personalized nighttime routine, and post it where you can see it every night:

Time	Task or Activity

Completing a food and symptom diary can help you become aware of what you eat and whether what you eat makes your ADHD symptoms better or worse.

Using the example in the diary that follows, write down everything you eat or drink for four days. Include when you ate it, and then rate your energy, focus, hyperactivity, and mood on a scale of 0–10, where ten is the worst.

After you do this for four days, review your diary to notice your food choices and patterns for when and what you eat. Pay attention to how your symptoms change after you eat certain foods. Use this information to mindfully choose foods that support your brain health and decrease your ADHD symptoms.

Food and Symptom Diary

		Symptom Rating (0–10)			
Time	Food and drink	Energy	Focus	Hyperactivity	Mood
7:00 a.m.	<i>Milk, eggs, toast</i>	2	3	3	5

Job	Date of application	Contact information	Date of follow up	Status

Repeat the follow-up process until you get an interview and find a job. Be sure to send a thank-you note after each interview. If necessary, search for more jobs to add to your list, and follow the application and follow-up process until you find a job that works for you.