THE PRACTICE PACKS / PK03

Adult ADHD: Everyday Supports

Make the next action easier to see and start.

Seven resources explore practical supports for adult attention, planning, and follow-through. A fictional example, task setup, support rehearsal, and short experiment focus on changing conditions rather than judging effort.

Adults | 7 original resources

A sequence you can adapt

Explore an explanation or fictional example. Choose an activity, rehearse, try an optional practice, and review what helped. Use the facilitator guide to adapt the sequence; every page is optional.

Inside this pack

1. Support the Task, Not the Self-Criticism
2. Maya Makes the First Step Smaller
3. Build a Task Launch Pad
4. Ask for a Usable Support
5. A Two-Try Support Experiment
6. Keep, Change, or Retire the Support
7. Facilitating Adult Executive-Function Support

Choose with care

Use for a personally meaningful task and treat supports as experiments. These activities cannot establish an ADHD diagnosis, and difficulties may also reflect sleep, stress, health, disability access, or competing demands.

Standard fillable edition

Type into response areas and save a separate copy in a PDF reader that supports forms.

Original educational material. Not a validated assessment or treatment protocol.

Adult ADHD: Everyday Supports | Understand

Support the Task, Not the Self-Criticism

Adults | 5 to 8 minutes | Handout

Introduce practical changes to a task's setup without making character judgments.

When a task is difficult to start, "try harder" may tell you little about what to change. This page invites you to look at the task, the surroundings, and the support available. You do not need to solve your whole routine today.

How to use this page

Choose one ordinary task that matters to you. Read the options and mark one that seems worth testing. A strategy is useful only if it fits your situation.

Make the first action visible

"Do the paperwork" may hide several decisions. An observable start could be opening the envelope or locating one document. A clear stopping point can make the trial easier to approach. Completing the entire task is a separate decision.

Move support outside memory

A visible note, one landing place for materials, or a reminder tied to an existing event may be worth trying. Too many reminders can become noise. Choose one support you can notice and remove ones that are not helping.

Keep the explanation open

Adult ADHD can involve attention, organization, and follow-through difficulties, but a worksheet cannot tell you why a particular task is hard. If problems persist or disrupt daily life, discuss them with a qualified professional. Practical experiments can complement that conversation without replacing assessment or care.

1. One change in the task or environment I want to test

Original educational material. Not a validated assessment or treatment protocol.

PK03-01 | continued

Facilitator notes and adaptation

Frame these as optional planning supports, not proven treatments for the individual or diagnostic indicators. Validate structural barriers and avoid implying that a better planner can replace needed services or clinical care.

About this resource

AI-assisted original draft for More Than Therapy. Version 1.0. Source and editorial checks: 27 October 2026. Independent clinical review pending; no human clinical reviewer is recorded. The references below inform concepts and do not validate or endorse this original page.

Conceptual references

PA05 | National Institute of Mental Health | ADHD in Adults: 4 Things to Know

https://www.nimh.nih.gov/health/publications/adhd-what-you-need-to-know

Adult ADHD: Everyday Supports | Example

Maya Makes the First Step Smaller

Adults | 5 to 8 minutes | Handout

Follow a fictional adult as they adjust the setup of a delayed task.

This fictional example concerns Maya, an adult who has been postponing a reimbursement form. The task appears on several lists, but the receipts are in different places. Seeing "finish reimbursement" makes Maya want to close the list.

How to use this page

Read the example and notice the changes in conditions. You do not have to use Maya's methods. Consider which part would fit a task in your own life.

Describe the actual obstacle

Maya identifies three separate jobs: find receipts, open the form, and enter details. The first trial becomes "put two receipts in one folder." Maya chooses five minutes after lunch, when the table is available. Finishing the form is not the goal of this trial.

Try one support

Maya places the folder beside the lunch bag as a cue. On the first day, a work call interrupts lunch and the trial does not happen. Maya moves the cue to the next predictable break rather than adding more alarms.

Review the fit

The next day Maya gathers two receipts but discovers a missing account code. Maya writes one question to ask the office. The task is unfinished, yet the obstacle is clearer. Maya keeps the folder and changes the next action to requesting the code. A different person might need help with reading, access, or workload instead.

1. Which change helped reveal the next obstacle?

Original educational material. Not a validated assessment or treatment protocol.

PK03-02 | continued

Facilitator notes and adaptation

This is a fictional planning example, not evidence that a method treats ADHD. Avoid interpreting a missed attempt as low motivation. Ask about access, fatigue, and context before increasing demands.

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Adult ADHD: Everyday Supports | Explore

Build a Task Launch Pad

Adults | 8 to 10 minutes | Worksheet

Specify one visible first action, the required materials, and a useful stopping point.

Choose a task you want to approach, rather than one selected only to satisfy someone else. We are designing an easier start. The plan can be small enough that it feels almost incomplete.

How to use this page

Describe one task and answer the three prompts. Use a task with no urgent safety consequences. If the task involves legal, financial, or medical decisions, use this page only to organize a question or appointment.

Name the next physical action

What would someone see you do first? Try "open the email draft" or "put the laundry basket by the door." If the action still contains several choices, make it smaller. You can ask another person to help identify a start.

Prepare the conditions

List only the materials and information needed for that action. Notice what is missing. Choose a location with tolerable sound, lighting, and interruptions. A shared room, limited equipment, or caring responsibility may require a different plan; these are real constraints.

Decide when enough is enough

Choose a brief trial and a clear finish, such as finding one number or sorting five items. At the stopping point, decide whether to continue, pause, or seek help. Add a cue for returning so a pause does not require remembering everything from scratch.

1. The task that matters to me and the first visible action

Original educational material. Not a validated assessment or treatment protocol.

PK03-03 | continued

2. Materials, information, and environmental support I need

3. My stopping point and a cue for returning

Facilitator notes and adaptation

Keep the page collaborative and avoid rigid productivity targets. A launch plan is not suitable for replacing assessment of severe functional decline, acute distress, or inability to meet basic needs.

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Adult ADHD: Everyday Supports | Rehearse

Ask for a Usable Support

Adults | 8 to 10 minutes | Session guide

Rehearse a concrete support request while preserving choice about disclosure.

A request can describe what helps without explaining your entire history. This rehearsal is for an ordinary planning or communication need. You decide what personal information, if any, to disclose.

How to use this page

Choose a safe person and one small request. Practice aloud, draft a message, or ask someone to read the other part. You do not need to send the request during this activity.

Describe the task and support

Try: "When several steps are given at once, I lose track. Could you send the priorities in a short written list?" Or: "Could we choose one time to check the plan?" Make the requested action clear and limited enough to discuss.

Make room for negotiation

The other person might agree, offer something different, or say no. Rehearse asking, "What could work instead?" Decide which alternatives would actually help. You do not have to accept a system that adds more work than it removes.

Choose a next step

Review how safe and appropriate the request feels in this relationship. You can revise it, seek advice, or decide not to use it. Formal workplace or educational accommodations follow specific processes; this conversation practice is not legal advice or a substitute for those processes.

1. My request and a workable alternative

Original educational material. Not a validated assessment or treatment protocol.

PK03-04 | continued

Facilitator notes and adaptation

Consider power differences, job security, cultural expectations, and privacy. Do not pressure diagnostic disclosure. Support seeking qualified advice when formal accommodation rights or procedures matter.

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Adult ADHD: Everyday Supports | Practice

A Two-Try Support Experiment

Adults | 5 to 8 minutes | Worksheet

Test one practical support on up to two occasions and notice its fit.

Choose one support from your launch plan. You might place materials together, use one visible cue, or clarify the first action. The experiment asks whether that support helps in your real setting; it does not grade your discipline.

How to use this page

Plan up to two brief opportunities over the next few days. The time shown is for planning this page, not a required daily workload. You can stop, shorten, or decline the experiment.

Change one thing

Keep the trial simple enough to notice what happened. If you add a new app, several alarms, and a different schedule at once, it may be hard to tell which change mattered. Start with the least burdensome option.

Record the useful detail

After each opportunity, note the cue, whether a start happened, and one obstacle or helpful condition. A few words are enough. Do not collect private work or health details if this page will be shared.

Plan for a missed opportunity

If the cue is missed, the task becomes irrelevant, or the day changes, record that if you want. There is no need to make up the trial. Bring the information to the review and consider whether the support, task, or timing should change.

1. The one support I will test and two possible opportunities

Original educational material. Not a validated assessment or treatment protocol.

PK03-05 | continued

2. What I noticed after the first opportunity, including no attempt

3. What I noticed after the second opportunity, or why I stopped

Facilitator notes and adaptation

Avoid high-stakes experiments involving medication, driving, safety-critical work, or essential care. Judge burden and fit as well as task completion. No score or clinical cutoff is implied.

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Adult ADHD: Everyday Supports | Review

Keep, Change, or Retire the Support

Adults | 5 to 10 minutes | Worksheet

Review a planning experiment and make a specific decision about its next use.

A support can work on one day and fail on another. That does not make the information useless. Review the conditions around the attempt before deciding what to keep, change, or stop.

How to use this page

Use a recent trial, a remembered attempt, or a plan that never began. You do not need a complete log. Choose the parts you can recall without filling in gaps.

Look beyond completion

Did the support make the next step clearer, reduce searching, or make returning easier? Did it add pressure, cost, noise, or extra setup? An unfinished task may still reveal a missing resource. A completed task may still have required an unsustainable amount of effort.

Find one point to adjust

Was the cue visible at the relevant moment? Were the needed materials available? Did another demand take priority? Choose one explanation that fits the evidence and leave uncertain parts uncertain. Ask someone for help if the barrier is outside your control.

Make a decision

Keep the support as it is, change one feature, or retire it. If no attempt happened, rehearse the first action now only if that is useful. You can also decide that the task or goal needs renegotiation rather than another productivity technique.

1. What became easier, stayed hard, or added burden?

Original educational material. Not a validated assessment or treatment protocol.

PK03-06 | continued

2. The most useful clue about the task or setting

3. Keep, change, or stop: my decision and next step

Facilitator notes and adaptation

Use the person's priorities to define usefulness. Ongoing impairment may warrant clinical assessment, accommodations, or practical assistance; repeated worksheets should not delay these supports.

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Adult ADHD: Everyday Supports | Facilitate

Facilitating Adult Executive-Function Support

Professionals | 10 to 15 minutes | Session guide

Use a practical task experiment collaboratively without making diagnostic or moral judgments.

This pack supports discussion of everyday attention, planning, and follow-through. It is not an ADHD assessment and is not a complete intervention. Begin with the adult's goal and the consequences of the task in their actual context.

How to use this page

Ask permission to explore one task. Check whether the person wants a practical plan, emotional support, help obtaining resources, or referral. Use the least burdensome page that serves that purpose.

Develop a shared account of the obstacle

Explore ambiguity, missing information, competing responsibilities, sensory load, fatigue, and access. Avoid assuming all difficulty is an ADHD symptom. Use the person's language and separate observed barriers from hypotheses. If a formal diagnosis or treatment question arises, involve an appropriately qualified professional.

Co-design a small support

Invite a visible first action and a stopping point. Do not impose a particular app or organizational system. Consider cost, privacy, digital access, and maintenance effort. Practice a request for support when another person or institution controls a needed resource.

Review outcomes that matter

Ask about effort, independence, dignity, and usefulness alongside completion. A missed trial can reveal a poor fit. Acknowledge broader work, housing, or caregiving demands that cannot be solved through planning alone. Document the collaborative decision and any referral or accommodation discussion using your usual professional standards. Do not interpret these informal notes as validated outcome measures.

Original educational material. Not a validated assessment or treatment protocol.

PK03-07 | continued

1. The person's goal, the support chosen together, and the review question

Facilitator notes and adaptation

Independent clinical review of these original resources is pending. Use within competence and coordinate with existing care when appropriate. The pack gives no medication, legal, or diagnostic recommendations.

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