

4. CONCLUSION

Children with ADHD experience a deficit in executive functioning (EF). We set out to design an EF assistive technology, intended to improve efficiency during morning routines. Our first step was consulting experts to learn which strategies they currently employ. Our second step was interviewing potential users to learn more about their specific challenges. Based on our findings, we formulated preliminary design principles for an EF assistive technology: (1) Facilitate organization, time management and planning. (2) Involve caregivers in the process, but strive to reduce conflict. (3) Implement intervention techniques suggested by experts. (4) Avoid distraction by mobile phones. (5) Avoid intrusion. Our third step was implementing these principles in an initial design. We chose a tangible interface, which offers unique benefits for children with ADHD: association with location, minimal distraction and intrusion. Our fourth step was validating the initial design with a paper prototype. Our fifth step was designing 3D tangible objects to represent tasks children perform during their morning routine.

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