Today’s piece was prepared by Blair Mockler, MD, stemming from an NPR story

[Remote Learning’s Distractions Put Extra Pressure on Students with ADHD](https://www.npr.org/sections/health-shots/2020/09/01/907995034/remote-learnings-distractions-put-extra-pressure-on-students-with-adhd).

The global pandemic has halted in-person learning for students across the country. While all families have faced challenges transitioning to online learning, families of children with ADHD have struggled with this transition. For these children, the environment at home is often fraught with distractions and lacks the structure of school. Many families do not have access to a quiet space their children can use as a classroom, and parents are busy either working or looking for work. This frequently makes them unavailable to help ensure their child’s work is completed, help them remain focused, or give them the breaks they need. For many children with ADHD, the home is a poor learning environment, with ample sources of distraction, such as parents, siblings, pets, toys, and even the computer itself. With socially distanced learning, they no longer have the teacher in the room to counteract those distractions. While the lack of peers may be helpful to some students with ADHD, this is far from being universally true, and therefore most children with ADHD face even more challenges with online learning than other students. Equally concerning is the pediatric population with more severe disabilities, for whom distanced learning simply does not work.

This article discusses some of the concerns on how online learning impacts children with ADHD. It was impartial and scientifically based, and featured discussion from a developmental psychologist and a neuroscientist. They discussed the challenges these children face, as well as the underlying neurological differences which may be contributing. While the article did not include data driven studies to support its discussion, the personal stories and scientific input were compelling. The article could have benefitted from a more in-depth discussion of what makes online learning unfeasible for patients with more severe disabilities.

**RESOURCES FOR REMOTE LEARNING:**

[National Center of Accessible Education](http://aem.cast.org/about/aem-center-covid-19-resources.html) *Print- and technology-based educational materials and other resources, designed to be usable across the widest range of individual variability, for access and distance education.*

[National Resource Center on ADHD](https://chadd.org/about/about-nrc/) *A program of “CHADD”, the NRC is a national clearinghouse for evidence-based info on ADHD. Funded by the CDC and the National Center on Birth Defects and Developmental Disabilities.*

[Understood.org](https://www.understood.org/?_ul=1*8bd705*domain_userid*YW1wLWtVeUpad3ZqZE1HQjdhazZ5MG1CV0E.) *Provides resources for the 1 in 5 people who think and learn differently (esp. directed toward supports for ADHD and learning disabilities)*

And that’s today’s Developmental & Behavioral Pediatrics: IN THE NEWS!