Today’s piece was prepared by Will Porter, MD, based on 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)

Reporting for NPR, Jon Hamilton describes the experience of one family as they transitioned to remote learning for their 10-year-old son with ADHD. Keriann Wilmot, the child’s mother, shares the ways in which the change in learning structure created additional challenges for her son, who especially struggled with having to work through a long list of self-directed assignments each day, often becoming overwhelmed by instructions with too many parts being laid out simultaneously. Wilmot shares that she has had to spend time early each morning curating her son’s assignments to create a daily plan for him to complete his work, while also managing the duties of her own full-time job from home.

Experts Eckholdt and Foxe describe many distractions in the home environment which can make remote learning uniquely more difficult for children with ADHD: the lack of a quiet space due to pets, siblings, parents working from home, or other distractions and the lack of a teacher physically present to refocus students on the task at hand to name a few. Furthermore, children with ADHD may have more difficulty using technology for educational purposes, more easily shifting from assignments to other online content such as video games which provide more stimulation and reward than schoolwork. Both note the variable presentations of ADHD, sharing that for some children it may actually be easier for them to work remotely without being surrounded by classroom distractions.  Overall, this article combines personal experience and expert opinion to convincingly detail potential areas for consideration in children with ADHD, and does well to provide a balanced perspective highlighting the need to approach each child’s situation in a manner which will be tailored to their circumstances. There are no misleading claims; however, inclusion of research-based evidence beyond expert opinion could bolster the impact of the article’s message.

**RESOURCES ON LEARNING & A.D.H.D.**:

[Understood.org](https://www.understood.org/en)  *Empowers parents of kids with learning and thinking differences age 3 to 20 years, providing tools to succeed, including specific advice for back-to-school transition for Fall 2020*

[National Resource Center on ADHD](https://chadd.org/about/about-nrc/) *CHADD-sponsored clearinghouse for science-based info about ADHD*

[Supporting Mental Wellness and Family Life During COVID-19](https://www.seattlechildrens.org/health-safety/keeping-kids-healthy/development/supporting-mental-wellness-and-family-life-during-covid-19/) *Seattle Children’s Hospital*

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