14-DAY STUDY SUPPORT WORKBOOK

THE ADHD ADOLESCENT
EXECUTIVE FUNCTIONING WORKBOOK

A guided plan to break study tasks into manageable steps, build routines, and practise coping with exam stress at home or school.

STUDENT STUDY PLAN

Student Full Name: .....

Age & Class / Grade: .....

School & Board (CBSE / ICSE / IB): .....

Supervising Parent / Mentor: .....

Start Date: ..... **Review Date:** .....

Table of Contents & 14-Day Study Plan

A step-by-step guide to planning tasks and building manageable study routines.

Try these four modules over 14 days, spending about 15-20 minutes a day.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 14 DAYS**

MODULE 1 (DAYS 1-3) — Pages 3-5
Focus and Study Environment Review
Use a simple activity menu, plan reminders, and notice which parts of the study setup make starting easier.

MODULE 2 (DAYS 4-8) — Pages 6-9
A Clear Start and a Short Study Sprint
Prepare a clear first step, try a short timed study period, and write down distractions to revisit later.

MODULE 3 (DAYS 9-11) — Pages 10-13
Break the Syllabus into Smaller Steps
Turn a large chapter list into smaller tasks and track what you have completed.

MODULE 4 (DAYS 12-14) — Pages 14-17
Pause and Plan When Exam Worry Rises
Use a grounding exercise, check a worried thought, and choose one next step or person to ask for help.

APPENDIX (PAGE 18) — Page 18
Parent & Educator Support Guide
Practical ways for adults to offer support while respecting a student's privacy and independence.

Module 1: Review Your Study Time

Day 1: Notice what helps or interrupts your study routine.

Look back at yesterday and note what made it easier or harder to get started.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 NOTICE WHERE YOUR TIME GOES

List apps, websites, or activities that took longer than you expected yesterday.

PRACTICAL TIP: Notice when you tend to reach for your phone or leave your study task.

2 MAKE YOUR STUDY SPACE EASIER TO USE

Look at your study table. List three things you could move or prepare before your next study period.

PRACTICAL TIP: A clear place for the book and materials you need can make the first step easier to see.

3 WRITE DOWN WHAT GETS IN THE WAY

What usually happens just before you switch away from a study task? Note one example without judging yourself.

PRACTICAL TIP: A specific example can help you plan a small change for next time.

Module 1: Plan Your Break Activities

Day 2: Choose a few activities you can do between study periods.

List short activities that help you take a break and return to your plan.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 QUICK BREAKS

List three short activities you enjoy, such as stretching, getting water, or stepping outside.

PRACTICAL TIP: Choose an activity that fits the time available and feels comfortable for you.

2 LONGER BREAKS

List two activities you enjoy when you have more time, such as sketching, cycling, or cooking with family.

PRACTICAL TIP: Decide when you will return to your next study step before the break begins.

3 STUDY SPACE PREFERENCES

Note what helps you work: quiet, background sound, a fidget, or standing for a while.

PRACTICAL TIP: Different students prefer different study conditions. Try what feels useful to you.

Module 1: Study Environment Decontamination

Day 3: Set up a study space that works for you.

Choose one small change to make your next study period easier to begin.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 PREPARE YOUR STUDY SPACE

Decide where you would like your phone to be during a study period, and prepare the materials you need.

PRACTICAL TIP: Choose an arrangement that fits your study space and household rules.

2 KEEP THE CURRENT TASK IN VIEW

Put the book and materials for your next task within reach. Move other items aside if they distract you.

PRACTICAL TIP: Keeping the next task visible can make it easier to know where to begin.

3 PREPARE BEFORE YOU BEGIN

Get the materials you need and choose a timer length that feels manageable.

PRACTICAL TIP: A little preparation can make the first step clearer.

Module 2: Choose a First Step

Day 4: Turn a broad study goal into one clear action.

Choose a task and write one step you can see yourself doing.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 BREAK THE TASK INTO SMALLER PARTS

Take a broad task and write steps that are easier to begin, such as opening the textbook and reading one example.

PRACTICAL TIP: If a step still feels too large, split it again.

2 CHOOSE ONE FIRST ACTION

Write one step you could try now, such as opening a page or answering one question.

PRACTICAL TIP: You can start with a small action even if you are not ready to finish the whole task.

3 CHOOSE A FIRST STEP

Rate how difficult it feels to begin, then write one action you can try for two minutes.

PRACTICAL TIP: You can pause and adjust the plan if the first step does not help.

Module 2: Get Ready to Study

Day 5: Prepare your materials and choose a study period.

Try these steps if they suit you. Change or skip any that do not help.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 CHECKPOINT 1: GET COMFORTABLE

Get water if you want it and choose a comfortable position for studying.

PRACTICAL TIP: Notice which setup feels comfortable to you.

2 CHECKPOINT 2: KEEP A NOTE NEARBY

If it helps, keep paper nearby to write down a distracting thought and return to it later.

PRACTICAL TIP: Use this only if it helps you stay with your chosen task.

3 CHECKPOINT 3: CHOOSE A TIMER

Choose a study period that feels manageable and set a timer if that is useful.

PRACTICAL TIP: A phone or other timer is fine; choose what works in your setting.

Module 2: Live 25-Minute Monotask Sprint (Sheet A)

Day 6: Try a timed study period and review what happened.

Use or adapt this sheet during a study period. You can leave blank any section that does not help.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 SINGLE OBSERVABLE MICRO-TASK

Write the exact question numbers or paragraph you will solve during this 25-minute sprint.

PRACTICAL TIP: Example: 'Solve questions 4, 5, and 6 on Page 88'.

2 NOTE DISTRACTIONS

If a thought pulls you away, you can write it down and return to your chosen task.

PRACTICAL TIP: Try this only if it is useful; another approach may suit you better.

3 REVIEW THE STUDY PERIOD

What interrupted your focus? Choose one comfortable break activity before your next study period.

PRACTICAL TIP: Use what you noticed to adjust the next study period.

Module 2: Live 25-Minute Monotask Sprint (Sheet B)

Day 7 and 8: Try the plan with another subject if useful.

Choose a subject and a study period that feels manageable for you.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 CHOOSE ONE TASK

Choose one or two practice questions, or another small piece of work to try.

PRACTICAL TIP: Make the task smaller if you are not sure where to begin.

2 NOTE WHAT IS CONFUSING

If you get stuck, write down what you do not understand and one question you could ask.

PRACTICAL TIP: You can ask a teacher, classmate, or trusted adult for help.

3 NOTICE YOUR EFFORT

Write one thing you did to begin or continue the task.

PRACTICAL TIP: Recognize the effort you made, regardless of how much you finished.

Module 3: Break Down a Chapter

Day 9: Turn a chapter into a few study steps.

Choose one chapter and write a few steps you can work through.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 START WITH ONE EXAMPLE

Choose one example or section to review before trying practice questions.

PRACTICAL TIP: Use a textbook, teacher, or class notes that help you understand the topic.

2 CHOOSE A FEW PRACTICE QUESTIONS

Select five representative questions from the textbook exercise and circle them.

PRACTICAL TIP: A few focused questions can be a useful place to start.

3 MAKE A SHORT SUMMARY

Write a few key ideas, definitions, or formulas from the chapter in your own words.

PRACTICAL TIP: Choose the format that is easiest for you to review.

Module 3: Plan Your Study Week

Day 10: Spread a larger study goal across the week.

Choose a few study periods that fit your schedule and energy.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 FIRST STUDY PERIOD

Choose one step to work on early in the week, such as reading a section or reviewing a few questions.

PRACTICAL TIP: Pick a time that fits your regular schedule.

2 ANOTHER STUDY PERIOD

Choose the next step you would like to work on later in the week.

PRACTICAL TIP: Plan around the environment that helps you work.

3 REVIEW WHAT YOU LEARNED

Choose a way to review, such as explaining an idea aloud or trying a practice question.

PRACTICAL TIP: Notice which review method helps you remember the material.

Module 3: Track What You Have Done

Day 11: Use a list to keep track of completed study tasks.

Use a simple visual list to keep track of tasks you plan to do, are doing, and have finished.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 SET UP THREE TASK LISTS

Make three columns on paper or a board: 'To do', 'Doing', and 'Done'.

PRACTICAL TIP: Use a format that is easy for you to see and update.

2 ADD COMPLETED TASKS

Write down a few tasks you completed recently, even if they were small.

PRACTICAL TIP: Looking back can help you see what you have worked on.

3 KEEP THE CURRENT TASK MANAGEABLE

Choose one task to focus on first. Move it to 'Doing' and return to the list when it is complete or you need to pause.

PRACTICAL TIP: If the task feels too large, write a smaller first step.

Module 3: Weekly Collaborative Parent-Student Review

Day 11: Plan a short, calm check-in with a parent or mentor.

Choose a time when everyone is ready to talk. Skip the conversation if it does not feel safe.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 SHARE ONE THING THAT WENT WELL

The student can share one thing they are pleased with from the week, if they want to.

PRACTICAL TIP: Start by listening; avoid turning the check-in into a marks review.

2 DISCUSS ONE DIFFICULT MOMENT

If the student wants to, talk about one thing that made studying harder this week.

PRACTICAL TIP: Listen without blame and ask what kind of help, if any, would be useful.

3 CHOOSE A SMALL CHANGE

Agree on one change to try next week, such as moving a study period or taking a short break.

PRACTICAL TIP: Review together whether the change helped.

Module 4: Pause When Exam Worry Rises

Day 12: Try a comfortable pause if you feel worried about an exam.

Choose an exercise that feels comfortable. Stop if it does not help or makes you uncomfortable.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 TAKE A COMFORTABLE PAUSE

Pause for a moment and notice your breathing. If you want, take a slow, comfortable breath; do not force it.

PRACTICAL TIP: Stop if focusing on your breath feels uncomfortable or makes you dizzy.

2 NOTICE YOUR SURROUNDINGS

Notice your feet on the floor and name a few things you can see or hear. Stop if this feels uncomfortable.

PRACTICAL TIP: Grounding exercises work differently for different people; choose a comfortable option.

3 CHOOSE A HELPFUL REMINDER

Try a balanced sentence, such as: 'I feel worried right now. I can start with one question.'

PRACTICAL TIP: Choose words that feel believable to you.

Module 4: Consider Another Possibility

Day 13: Look at an exam worry and choose one next step.

> Writing a worry down is optional. If it increases distress, pause and ask someone you trust for support.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 CATCH THE EXACT CATASTROPHIC SENTENCE

Write the catastrophic thought word-for-word: 'The question paper will be impossible and I will fail.'

PRACTICAL TIP: Naming the thought on paper separates you from the emotional story.

2 CONSIDER WHAT ELSE COULD HAPPEN

What is one other possible outcome, even if you still feel worried?

PRACTICAL TIP: Feelings are real; a worry may not be the only possible outcome.

3 CHOOSE ONE NEXT STEP

Write one action you can take now, such as reviewing a topic or asking for help.

PRACTICAL TIP: You do not have to solve every worry at once.

Module 4: A Short Plan for Exam Day

Day 13: Decide what you can try if you feel stuck during an exam.

Use the steps that are allowed by your exam rules and that feel comfortable for you.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 PAUSE AND GET ORIENTED

If permitted, pause for a moment, place both feet on the floor, and take a comfortable breath.

PRACTICAL TIP: Skip breathing exercises if they make you uncomfortable or dizzy.

2 READ THE INSTRUCTIONS

Look for a question you understand and plan your time according to the exam instructions.

PRACTICAL TIP: If you are unsure what to do, ask the invigilator to clarify the instructions.

3 RETURN TO YOUR PLAN

Start with one manageable question and move on if you get stuck, following exam rules.

PRACTICAL TIP: You can return to a difficult question later if time allows.

Module 4: Review Your 14-Day Study Plan

Day 14: Notice what was useful and decide what you want to continue.

Complete this final self-assessment with your supervising parent or mentor.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: 15-20 MIN**

1 NOTICE WHAT CHANGED

What was useful over these 14 days? (For example: preparing your materials or writing down distractions.)

PRACTICAL TIP: Recognize your effort, even if some parts of the plan did not work for you.

2 IDENTIFY ONGOING SUPPORT NEEDS

Which subject or time of day still feels difficult? Decide whether you want help planning for it.

PRACTICAL TIP: Ask a teacher, parent, or counsellor for support when you need it.

3 MARK YOUR PROGRESS

If you want, share one thing you learned with a parent or mentor and decide how you would like to mark your effort.

PRACTICAL TIP: Choose a way of celebrating that feels comfortable to you.

Parent & Educator Supervision Guidelines

Practical ways to support a student's study routine while respecting their independence.

For parents, counsellors, and teachers supporting teenagers with study routines.

Participant Name: _____ **Date:** 11 Nov 2026 **Target: REFERENCE**

1. OFFER CALM, PRACTICAL SUPPORT

Ask what would help before offering advice. Agree on one manageable next step, give the student space to try it, and check in later. Avoid turning every study session into an argument about marks or devices.

2. NOTICE EFFORT AND SMALL STEPS

Acknowledge actions the student can control, such as preparing their books or beginning one planned task. For example: 'I noticed you got your materials ready. How did that work for you?'

3. RESPECT THE STUDENT'S PRIVACY

Ask before reading the student's notes. Treat them as private reflections, not as a diagnosis or report card. Discuss together what information, if any, the student wants to share.

ABOUT THIS RESOURCE

Prepared by Rishi Raj, Psychologist (RCI Reg. No. A126278). This educational workbook is not an ADHD assessment or a substitute for individual care. For questions about support options, visit rishicoaches.com or contact the practice.

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