

THE OMG

ADHD Check

A parent guide for noticing attention, organization, impulsivity, restlessness, emotional regulation, and everyday impact.

The goal is not to diagnose ADHD. The goal is to notice when a teen may be struggling with skills that others assume should be easy.

Notice the pattern. Reduce the shame. Build the support.

When a teen seems capable but repeatedly struggles to start, finish, organize, remember, or regulate, ask: “Could ADHD be part of this pattern?”

1	ATTENTION Do they lose focus during instructions, conversations, homework, reading, chores, practices, or tasks that are not immediately interesting? Do they make frequent “careless” mistakes even when they know the material?
2	STARTING + FINISHING Do they know what needs to be done but struggle to begin? Do assignments, chores, or routines stay half-finished unless someone repeatedly redirects them?
3	ORGANIZATION + MEMORY Are they frequently losing items, forgetting deadlines, missing steps, misplacing equipment, or relying heavily on parents to remember what comes next?
4	IMPULSIVITY + RESTLESSNESS Do they interrupt, act before thinking, have difficulty waiting, make quick decisions they later regret, or feel internally restless even if they are not obviously “hyper”?
5	TIME + PRIORITIES Do they consistently underestimate how long things will take, wait until the last minute, hyperfocus on one activity, or have difficulty shifting from something enjoyable to something necessary?
6	EMOTIONAL REGULATION Do small frustrations trigger reactions that seem much bigger than the situation? Is it hard for them to recover from criticism, disappointment, boredom, or feeling overwhelmed?
7	IMPACT Are these patterns creating repeated problems at school, home, in friendships, sports, activities, self-esteem, or family relationships? Do similar difficulties show up in more than one setting?

LOOK FOR A PATTERN - NOT A SCORE. Every teen gets distracted, forgetful, restless, or overwhelmed sometimes. ADHD is about symptoms that are more frequent or severe than expected for age and that create meaningful problems in everyday life.

Change the conversation

The goal is not to excuse every behavior. It is to separate a skill problem from a character judgment and help your teen build systems that make success more possible.

Instead of: "You're just not trying."

Try: "You seem to know what to do, but getting started is hard. What part is getting you stuck?"

Instead of: "How could you forget again?"

Try: "Let's figure out what system could help your brain remember this without me having to remind you every time."

Instead of: "Stop being lazy."

Try: "Is this a motivation problem, an overwhelm problem, or are you not sure where to begin?"

Instead of: "You need to pay attention."

Try: "What makes it easier for you to stay focused - fewer distractions, shorter steps, movement, or having the instructions written down?"

Instead of: "Why are you overreacting?"

Try: "I can see you're flooded right now. Let's get regulated first, then we can solve the problem."

Instead of doing everything for them

Try: "What part can you do independently, and what support would help you finish the rest?"

One powerful question

"Is my teen refusing to do this - or are they having trouble with the skills needed to do it consistently?"

When to consider more support

Consider an evaluation with a qualified healthcare or mental health professional when attention, impulsivity, organization, restlessness, or emotional regulation difficulties are persistent and are interfering with school, home, friendships, sports, or daily responsibilities.

Important: There is no single test for ADHD. Anxiety, depression, sleep problems, learning differences, and other concerns can sometimes look similar or occur alongside ADHD, so a full evaluation matters.

NOTICE THE PATTERN. REDUCE THE SHAME. BUILD THE SUPPORT.

Understand what's underneath. Then help them move forward.

About the OMG ADHD Check

The OMG ADHD Check is an educational framework created by One Mindset Go Counseling to help parents notice possible ADHD-related patterns and begin more useful conversations. It is not a diagnostic tool and does not replace an evaluation by a qualified professional.

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Educational references: CDC and AACAP ADHD resources.