

ADHD & Physical Activity Resource Sheet

Key Points	Details
Improved Focus and Attention	<i>Physical activity increases dopamine and norepinephrine levels, enhancing attention and focus.</i>
Enhanced Self-Regulation	<i>Moderate-to-vigorous physical activity helps reduce emotional dysregulation in children with ADHD.</i>
Reduced Hyperactivity	<i>Structured physical activity reduces hyperactive behaviors and increases sustained effort.</i>
Brain Breaks	<i>Short movement breaks (5-10 minutes) during class improve cognitive performance and behavior.</i>
Flexible Seating	<i>Seating options like wobble stools and standing desks provide sensory stimulation and improve focus.</i>
Movement-Based Learning	<i>Activities integrating movement into lessons (e.g., acting out concepts) enhance memory and engagement.</i>
Recess and Physical Education	<i>Unstructured activities like recess reduce off-task behaviors and improve social interaction.</i>
After-School Activities	<i>Disciplined activities like martial arts or dance combine physical activity with structure, improving symptoms.</i>
Not a Cure-All	<i>Physical activity complements, but does not replace, other ADHD interventions like medication or behavior strategies.</i>
Varied Responses	<i>Some students respond better to calmer physical activities like yoga rather than high-energy sports.</i>
Communicate with Home Grown-ups	<i>Communicating with Home Grown-ups about the benefits of physical activity is an effective opportunity for collaboration.</i>
Work with Specialists	<i>Collaborating with specialists like occupational therapists ensures tailored movement strategies.</i>

References

Research Links
[Pontifex et al. (2013)](https://doi.org/10.1016/j.jpeds.2012.08.036)
[Cerrillo-Urbina et al. (2015)](https://doi.org/10.1111/cch.12255)
[Gapin et al. (2011)](https://doi.org/10.1016/j.ypmed.2011.06.017)
[Mahar (2011)](https://doi.org/10.1016/j.ypmed.2011.01.026)
[Fedewa & Erwin (2011)](https://doi.org/10.5014/ajot.2011.000572)
[Pesce et al. (2013)](https://doi.org/10.3389/fpsyg.2013.00458)
[Pellegrini & Bohn (2005)](https://doi.org/10.3102/0013189X034001013)
[Lakes & Hoyt (2004)](https://doi.org/10.1016/j.appdev.2004.04.002)
[Arnold et al. (2015)](https://doi.org/10.1007/s11920-015-0571-8)
[Chou et al. (2015)](https://doi.org/10.1016/j.tped.2015.03.003)
[Pelham et al. (2016)](https://doi.org/10.1080/15374416.2016.1146694)
[Pfiffner & Haack (2014)](https://doi.org/10.1016/j.chc.2014.02.007)

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