

The image features five stylized, blob-like characters with simple faces (two dots for eyes and a wavy line for a mouth). There are two blue characters, two pink characters, and one yellow character. They are arranged around a central pink dot. The word "Routio" is written in a bold, black, sans-serif font in the center of the image.

# Routio

Research

# User Survey



## Survey Platform: Google Forms

\*Data Collected from Google Forms responses, children with ADHD finished the survey with the help of their parents:

**68%**

of children with ADHD reported they often forget to complete homework assignments.

**73%**

said they find it hard to concentrate in class

**79%**

expressed feeling overwhelmed by their daily routines



## Quantitative & Qualitative survey questions

The design of this survey was structured to capture a comprehensive view of the struggles faced by children with ADHD from three different perspectives – the children themselves, their parents, and their teachers.

The survey was designed with a mix of quantitative and qualitative questions. This allowed us to not only gather numerical data but also gain deeper insights into the personal experiences and challenges faced by the children, as described in their own words or by their parents and teachers.

## Reviews (Collected from open-ended responses):

"Sometimes, I just forget what I'm supposed to be doing. It's like my mind is always somewhere else." – Respondent 12, Age 10

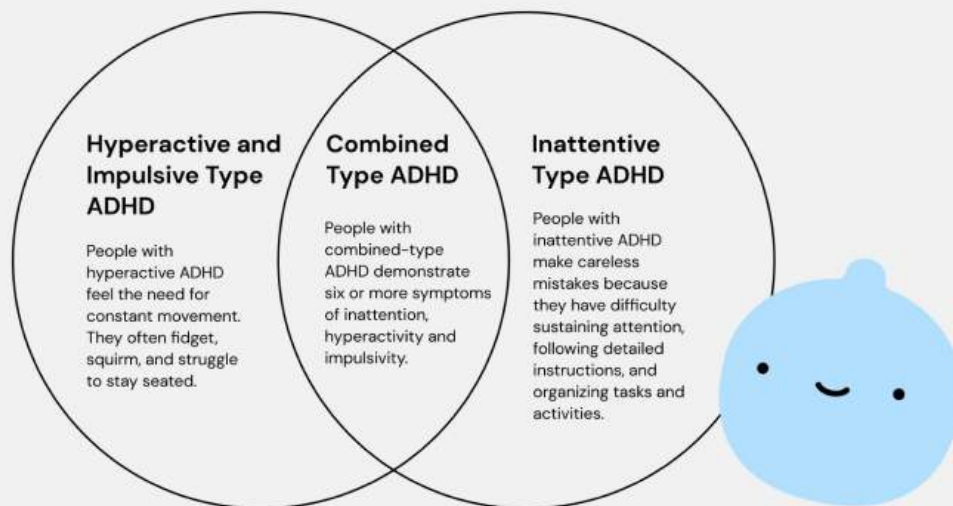
"As a parent, it's painful to see your child struggle. We're constantly looking for ways to help him cope." – Respondent 24, mother of a child with ADHD

"In my experience, children with ADHD need a different approach. We need to adapt to their learning style to help them succeed." – Respondent 36, primary school teacher

# Secondary Research

According to the "Educational experiences of young people with ADHD in the UK" report, the worldwide prevalence of ADHD in children and young people is approximately 5%. ADHD is an early-onset neurodevelopmental disorder that significantly impacts the educational experiences and outcomes of these children

**The three types of ADHD are primarily hyperactive and impulsive, primarily inattentive, and combined.**



## Case Study

**The Children's Attention Project: a community-based longitudinal study of children with ADHD and non-ADHD controls**

The Children's Attention Project notes that macro-environmental factors (e.g., social, economic, policy factors) and distal social environments (e.g., neighborhood, school, community factors) significantly influence children's developmental trajectories. However, these factors have been overlooked in existing longitudinal studies examining outcomes for children with ADHD.

## Research Project

The **Cincinnati Children's** organization has several ongoing projects and proposed research that provide valuable insights on children with ADHD. These projects range from studies seeking participants to those focusing on specific symptoms like excessive daydreaming, mental confusion, and slowed behavior/thinking.



# Competitive Analysis



## Breathe, Think, Do with Sesame Street

- Pros: This app uses visualization and calming techniques to help children with ADHD manage their emotions. It's recommended for ages 4 to 8 and features familiar characters, which can be especially engaging for kids.
- Cons: It's more suited for younger children, and may not be as effective for older kids or teens with ADHD.



## Due

- Pros: This productivity app uses countdown timers to help kids stay on task and set repeated reminders for missed deadlines. It syncs with iCloud and Dropbox, making it accessible across various devices.
- Cons: There is a cost associated with this app, and it may not be as user-friendly or appealing to children compared to other apps.



## Forest

- Pros: It uses a unique method of "planting" a tree that grows as long as the user stays focused on the task. If the user gets distracted, the tree dies. This visual representation can be especially effective for children.
- Cons: The concept might not appeal to all children, and it might not be as effective for children who struggle with severe attention issues.





# Target Audience + Persona

Target Audience: 5–10 years old  
primary school students with  
ADHD



**Michael**

STUDENT

Michael is a fourth-grader who loves art and reading. She struggles with paying attention in class and often misses out on instructions.



I love getting lost in a good book. Sometimes I miss what people say to me.



## Demographics

Ages: 9

## ADHD Type

Primarily Inattentive

## Traits



Young Proactive  
Responsible Quiet  
Distracted Student  
Organized Introvert

## Needs

A product that can help her focus and manage his tasks. It should include reminder features, and activities that can help improve his focus, like mindfulness exercises or puzzles.



**Jessica**

STUDENT

Jessica is in the second grade and loves outdoor activities. Her teachers often have trouble getting him to sit still in class. She is very sociable and enjoys interacting with his peers.



Why sit still when you can move? I love playing with my friends.



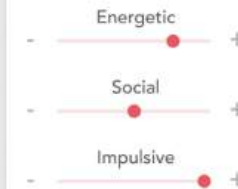
## Demographics

Ages: 7

## ADHD Type

Primarily Hyperactive-Impulsive

## Traits



Young Proactive  
Energetic Extrovert  
Outgoing Social  
Passionate Student

## Needs

A product that can engage his attention in short, high-energy bursts. It should offer physical activity suggestions and brain games to channel his energy positively.



# Problem Define + Affinity Mapping (1)

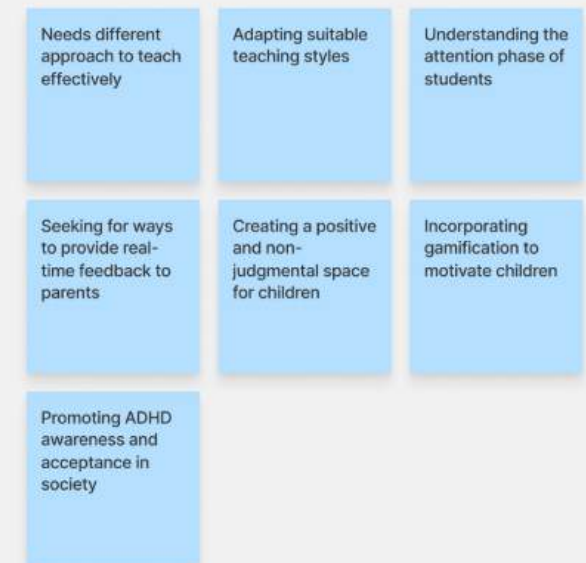
## Insights from User 1 – Child with ADHD



## Insights from User 2 – Parent



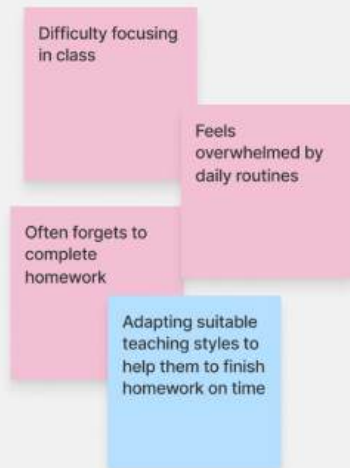
## Insights from User 3 – Educator



# Problem Define + Affinity Mapping (2)

## Grouping

### Educational Challenges and Support



### Empathy and Understanding



### Teaching



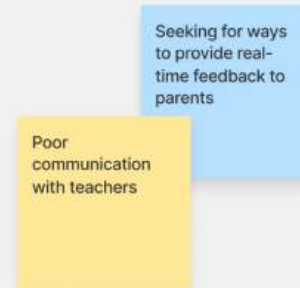
### Record-tracking



### Resources



### Communication



### Mental Support



### Community and Social Aspects



# Problem Statement

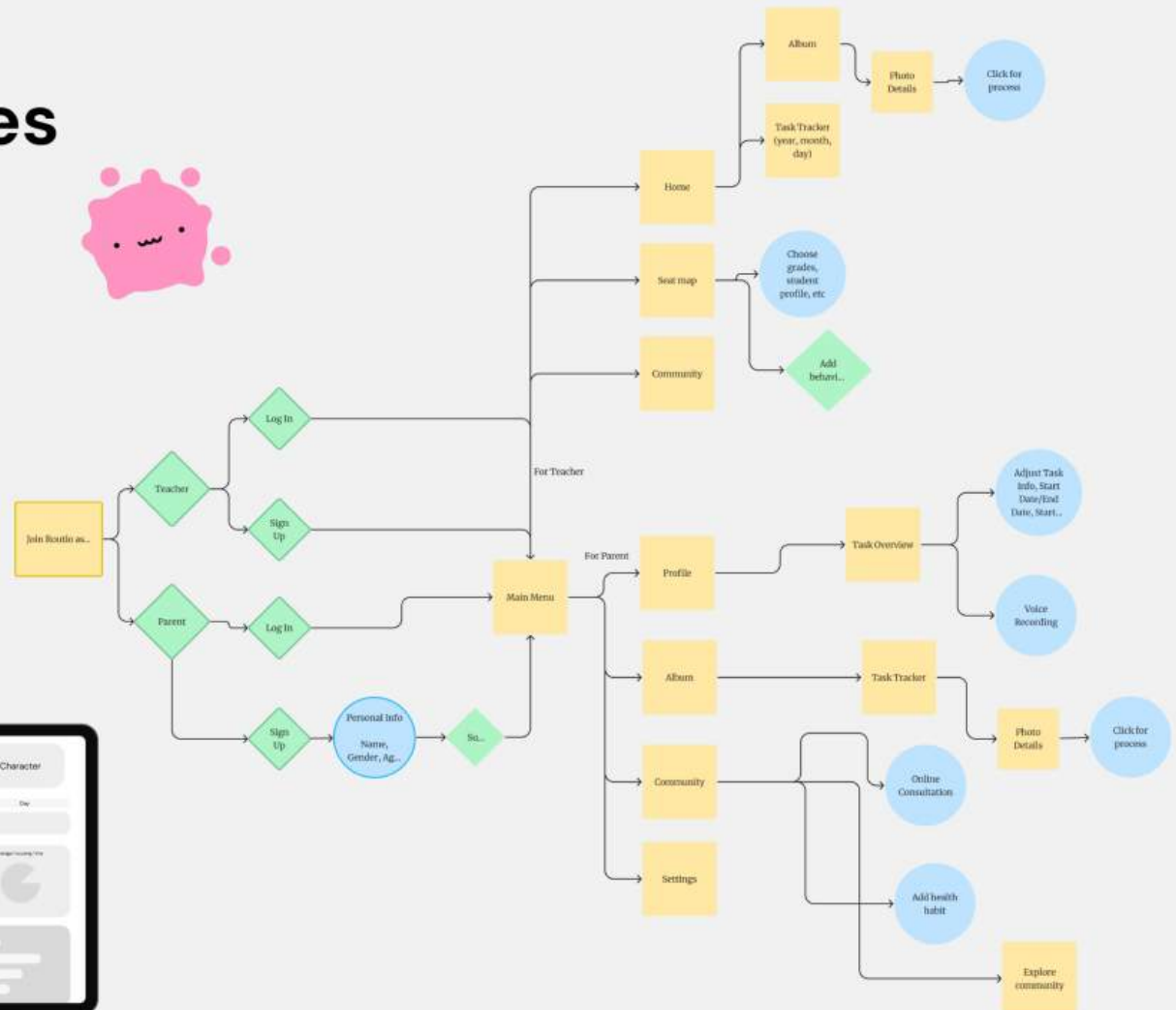
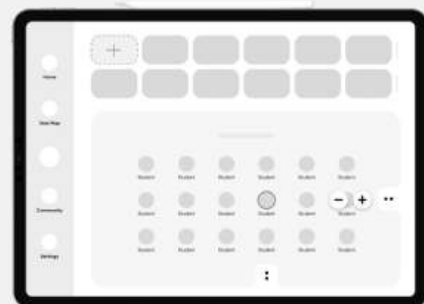
## “How Might We...

design an engaging product that enables children with ADHD to improve their social behaviors and organizational skills, allows parents and teachers to help tackle their challenges of social stigma and record-keeping for ADHD diagnosis?”





# User Flow + Wireframes



# Appendix

Center for Attention Deficit Hyperactivity Disorder. (n.d.). Research Projects. Retrieved from <https://www.cincinnatichildrens.org/research/divisions/a/adhd/projects>

Cortese, S., Adamo, N., Del Giovane, C., Mohr-Jensen, C., Hayes, A. J., Carucci, S., ... & Cipriani, A. (2018). Comparative efficacy and tolerability of medications for attention-deficit hyperactivity disorder in children, adolescents, and adults: a systematic review and network meta-analysis. *The Lancet Psychiatry*.

Russell, A. E., Benham-Clarke, S., Ford, T., Eke, H., Price, A., Mitchell, S., Newlove-Delgado, T., Moore, D., & Janssens, A. (2023). Educational experiences of young people with ADHD in the UK: Secondary analysis of qualitative data from the CATCH-uS mixed-methods study. *British Journal of Educational Psychology*, 93, 941–959. <https://doi.org/10.1111/bjep.12613>

Sciberras, E., Mulraney, M., Silva, D., & Coghill, D. (2017). *The Impact of Childhood Attention-Deficit/Hyperactivity Disorder (ADHD)*. Sage Journals. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/10870547231155438>

Sciberras, E., Efron, D., Schilpzand, E.J. et al. The Children's Attention Project: a community-based longitudinal study of children with ADHD and non-ADHD controls. *BMC Psychiatry* 13, 18 (2013). <https://doi.org/10.1186/1471-244X-13-18>