

Social Interaction, Activity Organization, and Daily-Life Planning Needs among Adolescents with Attention-Deficit/Hyperactivity Disorder: A Scoping Review

Necessidades interativas, de organização de atividades e de planejamento de vida diária em adolescentes com Transtorno de Déficit de Atenção e Hiperatividade: uma revisão de escopo

Necesidades de interacción, organización de actividades y planificación de la vida diaria en adolescentes con Trastorno por Déficit de Atención e Hiperactividad: una revisión de alcance

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Received: 10/10/2025

Accepted: 08/13/2026

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How to cite: De Oliveira, G., De Abreu, E. S., Chesani, F. H., Sandri, J. V. A., Alves, A. G., Hens, K., & Bossardi, C. N. (2026). Social Interaction, Activity Organization, and Daily-Life Planning Needs among Adolescents with Attention-Deficit/Hyperactivity Disorder: A Scoping Review. *Ciencias Psicológicas*, 20(2), e-4888. <https://doi.org/10.22235/cp.v20i1.4888>

Funding: CNPq/MCTI N° 10/2023. FAPESC n° 54/2022. FAPESC N.º 08/2025. FAPESC N.º 21/2024.

Conflict of interest: The authors declare that they have no conflicts of interest.



Abstract: Attention-Deficit/Hyperactivity Disorder (ADHD) is associated with difficulties in daily-life planning, activity organization, and social interactions. Biological, social, and contextual factors significantly influence these challenges, particularly during adolescence. This study aimed to analyze the social interaction, activity organization, and daily-life planning needs of adolescents with ADHD and to identify how these needs are addressed in interventions described in the Brazilian and international scientific literature. A scoping review was conducted in five stages: formulation of the research question, searches in PubMed, Web of Science, and Scopus, study selection, data charting, and synthesis of the findings. A total of 120 articles were identified, of which 16 met the inclusion criteria. The selected studies mainly addressed therapeutic interventions, digital strategies, and educational methods aimed at supporting organization and social interactions. Applications and support software emerged as potentially useful strategies for promoting autonomy and self-regulation. The findings indicate that adolescents with ADHD face significant challenges in everyday life, while technological resources and psychosocial support strategies are recurring approaches in the studies analyzed, although gaps remain in the integration of biological, social, and contextual factors.

Keywords: ADHD; adolescents; activity organization; social interactions; daily life planning

Resumo: O Transtorno do Déficit de Atenção e Hiperatividade (TDAH) está associado a dificuldades no planejamento da vida diária, na organização de atividades e nas interações sociais. Fatores biológicos, sociais e contextuais influenciam significativamente esses desafios, especialmente na adolescência. Este estudo teve como objetivo analisar as necessidades interativas, de organização e de planejamento da vida diária em adolescentes com TDAH, além de identificar como essas demandas são abordadas nas intervenções descritas na literatura científica nacional e internacional. Trata-se de uma revisão de escopo realizada em cinco etapas: formulação da questão de pesquisa, busca nas bases PubMed, Web of Science e Scopus, seleção dos estudos, mapeamento dos dados e síntese dos resultados. Foram identificados 120 artigos, dos quais 16 atenderam aos critérios de inclusão. As publicações analisadas abordaram principalmente intervenções terapêuticas, estratégias digitais e métodos educacionais voltados à organização e às interações sociais. O uso de aplicativos e softwares de apoio destacou-se na literatura como estratégia potencial para favorecer autonomia e autorregulação. Os achados indicam que adolescentes com

TDAH enfrentam desafios significativos na vida cotidiana, enquanto recursos tecnológicos e estratégias de suporte psicossocial aparecem como abordagens recorrentes nos estudos analisados, embora persistam lacunas na integração dos fatores biológicos, sociais e contextuais.

Palavras-chave: TDAH; adolescente; organização de atividades; interações sociais; planejamento da vida diária

Resumen: El Trastorno por Déficit de Atención e Hiperactividad (TDAH) se asocia con dificultades en la planificación de la vida diaria, la organización de actividades y las interacciones sociales. Los factores biológicos, sociales y contextuales influyen en estos desafíos, especialmente durante la adolescencia. Este estudio tuvo como objetivo analizar las necesidades de interacción, organización y planificación de la vida diaria en adolescentes con TDAH, así como identificar cómo estas demandas son abordadas en la literatura científica nacional e internacional. Se realizó una revisión de alcance en cinco etapas: formulación de la pregunta de investigación, búsqueda en PubMed, Web of Science y Scopus, selección de estudios, mapeo de datos y síntesis de los resultados. Se identificaron 120 artículos, de los cuales 16 cumplieron los criterios de inclusión. Los estudios abordaron principalmente intervenciones terapéuticas, estrategias digitales y métodos educativos relacionados con la organización y la interacción social. Las aplicaciones móviles y los programas de apoyo destacaron como recursos potenciales para favorecer la autonomía y la autorregulación. Los hallazgos muestran que los adolescentes con TDAH enfrentan importantes desafíos en la vida cotidiana y evidencian la necesidad de desarrollar estrategias e intervenciones que integren los factores biológicos, sociales y contextuales.

Palabras clave: TDAH; adolescentes; organización de actividades; interacciones sociales; planificación de la vida diaria

Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by persistent patterns of inattention, hyperactivity, and impulsivity that can significantly impair academic, social, and occupational functioning throughout development. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR), the disorder has three clinical presentations—predominantly inattentive, predominantly hyperactive/impulsive, and combined. Symptoms must manifest before the age of 12 and cause impairment in at least two settings (American Psychiatric Association [APA], 2023).

The difficulties associated with ADHD become particularly relevant during adolescence, a period marked by intense biological, cognitive, emotional, and social transformations. Adolescents are expected to develop greater autonomy in organizing routines, managing time, planning activities, and assuming academic and social responsibilities. However, executive function deficits characteristic of ADHD often compromises these skills, hindering the planning and organization of daily activities, self-regulation, and impulse control (APA, 2023; Barkley & Murphy, 2010; Braun et al., 2019).

In addition to executive function-related difficulties, adolescents with ADHD face difficulties with social skills, communication, empathy, and conflict resolution, which may contribute to social isolation, stigmatization, low self-esteem, and difficulties in identity development (Pires et al., 2024). Inattention interferes with adolescents' ability to concentrate at school, keep up with activities, and organize academic demands, while hyperactivity and impulsivity may compromise interpersonal relationships and academic performance (Lima, 2023). Such experiences directly influence how these adolescents plan for the future and navigate the challenges characteristic of this stage of development (Tavernard et al., 2023).

The Brazilian Ministry of Health adopts the definition of the World Health Organization (WHO), according to which adolescence comprises the period from 10 to 19 years of age, while youth comprises the period from 15 to 24 years of age, with an overlap between these age groups (Brazil, n.d.). In the Brazilian legal context, the Child and Adolescent Statute (ECA) considers a person between 12 and 18 years of age to be an adolescent, with exceptions as provided by law (Brazil, 1990). However, adolescence goes beyond a strictly chronological definition and is understood as a historical, social, and cultural construction. This is a distinct period of human development, marked by identity development, the expansion of social relationships, and the progressive acquisition of autonomy; how adolescence is experienced varies across sociocultural contexts (Simonelli, 2017).

The impacts of ADHD during adolescence go beyond the core symptoms of the disorder, affecting multiple domains of daily functioning. A recent review identified biological, cognitive, neurological, psychological, behavioral, and social repercussions, highlighting difficulties with social interactions,

organizing activities, and planning daily life, all of which are directly associated with adolescents' functioning and social participation (Pires et al., 2024).

Despite the growth in research on ADHD during adolescence, there is still no up-to-date synthesis that integrates these different dimensions to provide a comprehensive understanding of adolescents' needs regarding social interactions, the organization of activities, and daily-life planning. Therefore, it is relevant to map the literature in light of developments over the past decade, particularly the development and adoption of digital technologies designed to support this population, to identify trends, knowledge gaps, and opportunities for future research and interventions.

In this context, a scoping review is appropriate because it enables comprehensive mapping of the available literature, identification of knowledge gaps, characterization of methodological trends, and synthesis of evidence from heterogeneous studies, without necessarily assessing methodological quality or intervention effectiveness. Thus, this type of review provides a broad overview of the topic, supporting future research and the development of technologies and strategies that address the social interaction, activity organization, and daily-life planning needs of adolescents with ADHD.

Method

A scoping review was conducted according to the method proposed by the Joanna Briggs Institute (JBI, 2013), which enables the mapping of key concepts in a given field of knowledge and the examination of the extent, scope, and nature of the available research, as well as the synthesis and dissemination of findings and the identification of research gaps.

Unlike systematic reviews focused on assessing intervention effectiveness, scoping reviews aim to synthesize and organize the existing literature, providing an understanding of the extent, nature, and characteristics of research on a given phenomenon. They are particularly appropriate for mapping the literature on broad and heterogeneous topics because they allow the inclusion of diverse study designs. Their purpose is to identify and synthesize the available evidence, describe the characteristics of the existing body of research, and identify knowledge gaps, without necessarily appraising the methodological quality or strength of the evidence (Cordeiro & Soares, 2019).

Stage 1: Identification of the research question

The research question was developed based on the PCC (Population, Concept, and Context) mnemonic recommended by the Joanna Briggs Institute for scoping reviews. The population (P) of interest comprised adolescents with Attention-Deficit/Hyperactivity Disorder (ADHD), with adolescence primarily defined as the period from 10 to 19 years of age. However, given the comprehensive nature of the scoping review and the presence of studies with mixed-age samples in the literature, studies involving children, adolescents, and young people were also considered when their objectives, interventions, or results were directly related to social interaction, activity organization, and daily-life planning needs relevant to adolescents with ADHD. Studies with comparison groups or participants without a diagnosis of ADHD could also be included when they investigated tools, strategies, or phenomena directly related to ADHD and contributed to answering the review question. The concept (C) comprised needs related to social interaction, activity organization, and daily-life planning, considering biological, social, and contextual factors, as well as the use of digital technologies related to these aspects. The context (C) corresponded to the approaches and strategies described in the national and international literature to address these needs, including interventions, technologies, and coping strategies.

Based on this structure, the following research question was defined: What social interaction, activity organization, and daily-life planning needs have been identified among adolescents with ADHD, considering biological, social, and contextual factors, including the use of digital technologies, and how are these needs addressed in the national and international literature?

Stage 2: Identification of studies

Table 1 presents the search terms used in Scopus, Web of Science, and PubMed to identify the studies included in the review. The search terms were combined using Boolean operators to retrieve studies on ADHD among adolescents, digital tools, learning and planning strategies, as well as family support and psychological interventions. The review included publications published between 2014 and 2024 in English, Spanish, or Portuguese.

Table 1

Search terms used in the databases

Database	Search strategy
Scopus	("TDAH" OR "Transtorno do Déficit de Atenção com Hiperatividade" OR "Attention Deficit Hyperactivity Disorder" OR "ADHD") AND ("Adolescente" OR "saúde do adolescente" OR "desenvolvimento do adolescente" OR "teenager" OR "youth") AND ("fatores biológicos" OR "biologia" OR "fatores sociais" OR "interações sociais" OR "meio ambiente" OR "fatores de risco" OR "social interactions" OR "biological factors") AND ("necessidades interativas" OR "interação social" OR "relações interpessoais" OR "relações sociais" OR "social needs" OR "social interaction" OR "interpersonal relations") AND ("organização de atividades" OR "atividades cotidianas" OR "atividades diárias" OR "daily activities" OR "daily routine") AND ("planejamento da vida diária" OR "planejamento" OR "rotina acadêmica" OR "life planning" OR "academic routine") AND ("software" OR "aplicação móvel" OR "aplicativos digitais" OR "digital tools" OR "mobile applications" OR "validation of computer programs")
Web of Science	TS=("TDAH" OR "Transtorno do Déficit de Atenção com Hiperatividade" OR "Attention Deficit Hyperactivity Disorder" OR "ADHD") AND TS=("Adolescente" OR "saúde do adolescente" OR "desenvolvimento do adolescente" OR "teenager" OR "youth") AND TS=("fatores biológicos" OR "biologia" OR "fatores sociais" OR "interações sociais" OR "meio ambiente" OR "fatores de risco" OR "social interactions" OR "biological factors") AND TS=("necessidades interativas" OR "interação social" OR "relações interpessoais" OR "relações sociais" OR "social needs" OR "social interaction" OR "interpersonal relations") AND TS=("organização de atividades" OR "atividades cotidianas" OR "atividades diárias" OR "daily activities" OR "daily routine") AND TS=("planejamento da vida diária" OR "planejamento" OR "rotina acadêmica" OR "life planning" OR "academic routine") AND TS=("software" OR "aplicação móvel" OR "aplicativos digitais" OR "digital tools" OR "mobile applications" OR "validation of computer programs")
PubMed	("Attention Deficit Hyperactivity Disorder"[MeSH Terms] OR "ADHD" OR "TDAH") AND ("Adolescent"[MeSH Terms] OR "teenager" OR "youth") AND ("Biological Factors"[MeSH Terms] OR "biologia" OR "fatores sociais" OR "social interactions" OR "fatores de risco") AND ("Social Interaction"[MeSH Terms] OR "interpersonal relations" OR "relações sociais") AND ("Activities of Daily Living"[MeSH Terms] OR "daily activities" OR "atividades diárias") AND ("Life Planning" OR "academic routine" OR "planejamento") AND ("Software"[MeSH Terms] OR "Mobile Applications"[MeSH Terms] OR "digital tools" OR "aplicativos digitais")

Stage 3: Study selection

Study selection and data extraction were performed independently by two reviewers, in accordance with scoping review guidelines. No disagreements arose between the reviewers regarding the data extracted; therefore, a third reviewer was not required. The extracted information included authors, year of publication, country, objectives, characteristics of the population studied, type of intervention or approach, main results, and conclusions relevant to the objective of this review.

Inclusion and exclusion criteria were established. Scientific articles from Brazil and other countries published between January 2014 and December 2024, in Portuguese, English, or Spanish, that addressed needs related to social interaction, activity organization, or daily-life planning in the context of ADHD were included. Studies involving adolescents with ADHD were prioritized; however, given the heterogeneity of the literature identified, studies with broader age ranges or mixed samples, including children, adolescents, and young people, were also accepted, provided that they reported results, interventions, technologies, or strategies directly related to the phenomenon under investigation and relevant to understanding adolescents' needs. Studies with comparison groups or participants without a diagnosis of ADHD were considered when they investigated resources or processes developed in the context of ADHD and directly contributed to answering the review question. The presence of comorbidities was not an exclusion criterion. For studies whose full texts were not initially available through the databases consulted, additional searches using the title and DOI were conducted on publisher and journal websites, in the authors' academic profiles, and through institutional access to the CAPES/CAFe Journal Portal. Of the six studies whose full texts were initially unavailable, one was subsequently retrieved and assessed for eligibility. The full texts of the remaining studies could not be obtained through the sources consulted or other complementary search strategies.

The selected time frame reflects the aim of bringing together research published during the ten-year period from 2014 to 2024, a period marked by increased discussion of the use of digital technologies to support the daily routines of adolescents with ADHD, as well as an increase in interventions based on software, applications, and other digital tools. Studies unrelated to the research question, opinion articles, case reports, reports, editorials, and gray literature were excluded. Study protocols and clinical trials that did not report empirical results were also excluded because these documents describe planned interventions but do not provide findings that can be analyzed in relation to the objectives of this review.

The data from the search and selection process are presented in the PRISMA flow diagram (Figure 1). The PRISMA-ScR checklist specifies the essential items to be reported in a scoping review, including the search methods, inclusion and exclusion criteria, study selection process, and results of the analysis (Tricco et al., 2018).

Stage 4: Data charting

During the full-text review of the articles, information relevant to the research question was extracted. Rayyan software was used to assist with study organization and screening. This tool facilitated the creation of a structured workflow for screening articles and exporting data to a Microsoft Excel spreadsheet. Based on the data-charting form recommended by the Joanna Briggs Institute (JBI), the following information was recorded: (1) author(s); (2) year of publication; (3) country of origin; (4) objectives; (5) study population and sample size, if applicable; (6) study design and methods; (7) type of intervention; (8) duration of the intervention, if applicable; (9) results and corresponding details; and (10) main findings and a summary of the characteristics of the included studies.

Stage 5: Synthesizing and reporting the results

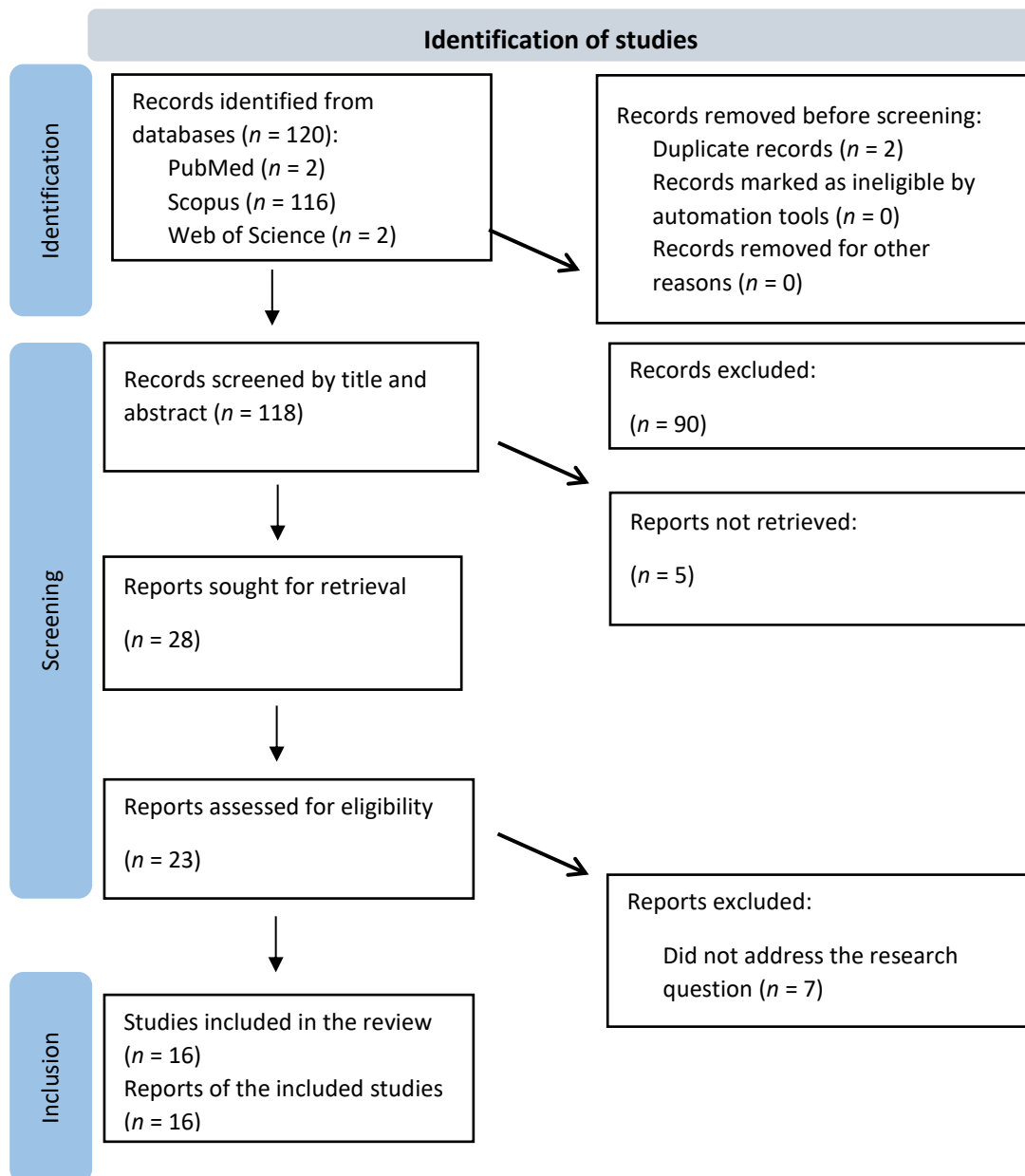
Using the spreadsheet, the selected articles were characterized according to their distribution across countries and the number of publications per year. After data charting was complete, the researchers interpreted the results and critically discussed the findings based on pre-established criteria, identifying patterns and research gaps. This process comprised three stages: analysis of the results, reporting of the results, and discussion of the findings in relation to the objectives of the included studies and their implications for future research.

This scoping review, which was exploratory in nature, did not have a prospectively registered protocol. Although protocol registration is recommended for systematic reviews, the lack of registration did not compromise the implementation of methodological procedures defined a priori and transparently described in this study.

The search strategies identified 120 records. After duplicates were removed, 118 records remained (98.33 %). After title and abstract screening, 28 reports (23.33 %) were selected for full-text retrieval. During the retrieval stage, five potentially eligible reports could not be retrieved, despite additional searches of databases and other sources available to the researchers. Thus, 23 reports were assessed for eligibility, of which seven were excluded because they did not address the research question. Reasons for exclusion included a predominant focus on child populations, video games unrelated to daily-life organization or planning, or specific behavioral strategies outside the scope of the review. Ultimately, 16 studies were included (13.33 %).

Figure 1

PRISMA flow diagram of the study selection process



Results

Sixteen studies published between 2014 and 2024 were included. They addressed different strategies, technologies, and interventions related to daily-life activities in the context of ADHD, with a focus on adolescence. The methodological characteristics of the included studies are presented in Table 2. Studies conducted in the United States predominated, followed by studies conducted in European countries, including Spain, France, Switzerland, the Czech Republic, Hungary, and the United Kingdom.

Regarding methodological characteristics, a range of research designs was identified, including qualitative, longitudinal, and intervention studies, as well as systematic, narrative, and mapping reviews. This methodological diversity reflects the continued expansion of the field, encompassing investigations aimed at understanding adolescents' experiences and studies focused on developing and evaluating technologies and interventions.

Regarding the participants, studies predominantly involved adolescents diagnosed with ADHD, often together with their parents or caregivers. Some studies also included teachers, university students, peer interventionists, and neurotypical children for comparison, while reviews synthesized evidence from different populations and research settings.

There was also a growing interest in developing and evaluating digital technologies designed to support daily-life activities. The main strategies investigated included mobile applications, serious games, teletherapy platforms, wearable devices (smartwatches), digital systems for routine organization, and technology-mediated psychosocial programs. These strategies were primarily aimed at strengthening executive functions, improving activity organization and self-regulation, and enhancing academic performance.

Table 2

Characteristics of the articles analyzed

Author(s) & Year	Title	Country	Objective	Method & Participants	Results
Chacko et al. (2024)	Improving the efficacy and effectiveness of evidence-based psychosocial interventions for attention-deficit/hyperactivity disorder (ADHD) in children and adolescents	United States	To provide an overview of evidence-based psychosocial interventions for children and adolescents with ADHD, highlighting approaches to improve their efficacy and effectiveness.	Narrative literature review of studies involving children and adolescents with ADHD.	The review highlights the need to improve the effectiveness of psychosocial interventions. Although these interventions address key functional impairments, such as emotional regulation and working memory, they do not fully normalize functioning in many young people.
Fute et al. (2024)	Parenting for success: Exploring the link between parenting styles and adolescents' academic achievement through their learning engagement	China	To examine the influence of parenting styles on adolescents' academic achievement, with learning engagement as a mediator.	Cross-sectional study involving 1,557 participants, including 519 high school students aged 16-19 years and 519 parents aged 41-56 years.	Parenting styles positively influenced adolescents' academic achievement, with learning engagement mediating this relationship. Parental emotional acceptance had a positive effect, whereas rejection and overprotection had negative effects.
Lussier-Desrochers et al. (2023)	Evaluation of the effect of a serious game on the performance of daily routines by autistic and ADHD children	Canada	To evaluate the effect of a serious game on the performance of daily routines among children with ADHD and ASD.	Intervention study involving children with ADHD, ASD, or typical development who were assessed while using a serious game with or without parental support.	Among children with ADHD, a clinically significant effect was observed under two intervention conditions: parental support alone and the combination of the serious game and parental support. Improvements in daily routines were observed regardless of clinical profile or intervention approach.
Silva et al. (2023)	Unpacking the lived experiences of smartwatch mediated self and co-regulation with ADHD children	United States	To investigate how smartwatch technology can support co-regulation between parents and children with ADHD by facilitating the organization of daily activities and the development of self-regulation skills.	Qualitative study involving 10 children with ADHD aged 8-15 years and 17 parents from 10 families.	The use of CoolTaco supported the organization of daily routines and the co-regulation process. However, challenges were identified regarding children's continued dependence on their parents and limited autonomy.
Stevens et al. (2023)	Transitioning to college with ADHD: a qualitative examination of parental support and the renegotiation of the parent-child relationship	United States	To examine how parental support can facilitate students' transition to university, focusing on the renegotiation of the parent-child relationship.	Qualitative study involving 11 university students with ADHD (4 men and 7 women with a mean age of 19.36 years).	Parental support was perceived as useful when students initiated contact, and the renegotiation of the parent-child relationship was viewed positively. Autonomy and support during periods of stress facilitated adaptation to university life.
Konok & Szőke (2022)	Longitudinal associations of children's hyperactivity/inattention, peer relationship problems and mobile device use	Hungary	To analyze longitudinal associations between behavioral difficulties (hyperactivity/inattention and peer relationship problems) and the use of mobile touchscreen devices (MTSDs).	Longitudinal study based on reports from 173 parents of children aged 4-6 years at T1 and 98 parents of children aged 7-9 years at T2.	Children's hyperactivity/inattention was associated with using MTSDs for emotional regulation. Peer relationship problems were also associated with the use of these devices.

Author(s) & Year	Title	Country	Objective	Method & Participants	Results
Lakes et al. (2022)	Digital health interventions for youth with ADHD: A mapping review	United States	To identify digital health interventions (DHIs) used to support ADHD treatment among children and adolescents and map the available evidence regarding these interventions.	A mapping review including 51 studies on digital health interventions for children and adolescents with ADHD.	The review identified 12 randomized clinical trials with positive findings and highlighted the need for more studies focused on adolescents and on the implementation of digital interventions in clinical practice.
Sibley et al. (2022)	Building a theoretical model for supporting teens' autonomy daily (STAND): A network analysis of family-perceived changes.	United States	To develop a theoretical model of the processes through which behavioral therapy for adolescents with ADHD improves outcomes, focusing on understanding how the STAND program affects the functioning of adolescents and their families.	Qualitative analysis of data from two randomized clinical trials involving 78 adolescents with ADHD aged 11–16 years and their parents.	The qualitative analysis generated 21 categories of perceived change, with an emphasis on parents' use of behavioral strategies, adolescents' motivation, and organizational skills. Improvements in motivation and organizational skills contributed to reductions in ADHD symptoms, academic problems, and conflict in parent-adolescent relationships.
Spiel et al. (2022)	ADHD and technology research – investigated by neurodivergent readers	United States	To critically review research on technologies developed for people with ADHD, examining how ADHD is framed, the research objectives and approaches, the role of people with ADHD in the research process, and the types of systems developed in computing and human-computer interaction (HCI).	Critical literature review conducted by neurodivergent researchers and based on studies of technologies developed for people with ADHD.	Many technologies sought to “mitigate” behaviors perceived as disruptive according to neurotypical norms. Few studies involved people with ADHD in the development of these technologies, and there was evidence of participants' resistance to deficit-based approaches. The technologies analyzed included wearables, electroencephalography (EEG), smartphones, and augmented and virtual reality. The review emphasized the need for a more inclusive and collaborative approach to developing technologies for people with ADHD.
Drechsler et al. (2020)	ADHD: Current concepts and treatments in children and adolescents	Switzerland	To review current concepts related to ADHD, including diagnostic definitions (DSM-5 and ICD-10/11), controversial aspects, comorbidities, neurobiology, and treatments.	Narrative literature review based on more than 20,000 publications on ADHD published over the past 10 years.	The review addressed ADHD as a neurodevelopmental disorder defined by behavioral criteria, its genetic and neurobiological foundations, pharmacological, nonpharmacological, and multimodal interventions, and controversies surrounding the expansion of diagnostic criteria. It noted that broader diagnostic criteria increased heterogeneity and emphasized the need for further research.
Gomes et al. (2019)	Software requirements for the design of gamified applications for time management and tasks for children and adolescents with ADHD	Brazil	To identify requirements for developing gamified applications designed to support children and adolescents with ADHD in time and task management.	Study involving the identification and definition of software requirements for gamified applications designed for children and adolescents with ADHD.	Requirements related to task organization and monitoring, time management, gamification, and the involvement of parents, caregivers, and professionals were identified, providing a basis for developing technologies that support daily routines and autonomy.

Author(s) & Year	Title	Country	Objective	Method & Participants	Results
Weissenberger et al. (2019)	ADHD and time perception: findings and treatments	Czech Republic	To examine the relationship between ADHD and time perception and investigate treatments for managing ADHD symptoms, considering the role of time perception in understanding the condition and developing therapeutic strategies.	Literature review based on previous studies involving children with ADHD, neuropsychological research, and animal models.	Time perception is closely linked to executive functioning, which is often impaired in people with ADHD. Studies identified deficits in time-discrimination and time-estimation tasks among children with ADHD, possibly associated with dysfunction of the “internal clock.” Environmental factors, such as maternal stress and poverty, may contribute to epigenetic changes that affect the development of ADHD and time perception.
Powell et al. (2017)	What is the level of evidence for the use of currently available technologies in facilitating the self-management of difficulties associated with ADHD in children and young people? A systematic review	United Kingdom	To assess the level of evidence on the use of technologies to facilitate self-management of difficulties associated with ADHD among children and young people.	Systematic review including 14 studies with a total of 1,040 children and young people with ADHD.	Technologies showed potential to support ADHD self-management, although the evidence was limited. Some interventions reported improved symptoms, social skills, and educational outcomes, although these findings were not statistically significant.
Langberg et al. (2016)	Longitudinal evaluation of the importance of homework assignment completion for the academic performance of middle school students with ADHD	United States	To longitudinally assess homework completion patterns among adolescents with ADHD and identify modifiable predictors of homework completion.	Longitudinal study involving 104 adolescents with ADHD aged 10–14 years.	Homework completion predicted academic performance, with a reciprocal association between homework completion and grades. Material organization was also an important predictor.
Sibley et al. (2016)	Parent–teen behavior therapy + motivational interviewing for adolescents with ADHD	United States	To examine the efficacy of behavioral therapy for parents and adolescents with ADHD, combined with motivational interviewing in treating adolescents with ADHD.	Clinical trial involving 128 adolescents with ADHD aged 11–15 years who participated in a behavioral intervention combined with motivational interviewing.	The study focused on the efficacy of combining behavioral therapy and motivational interviewing for adolescents with ADHD, seeking to improve behavior and motivation for treatment.
Frutos-Pascual et al. (2014)	Adaptive tele-therapies based on serious games for health for people with time-management and organizational problems: Preliminary results	Spain	To develop and evaluate an adaptive teletherapy tool based on health-oriented serious games to improve time-management and task-prioritization skills among adolescents with and without a diagnosis of ADHD.	Development study and preliminary evaluation of a teletherapy tool involving 17 adolescents from the Basque Country, Spain, aged 12–19 years (mean age, 16.23 years; 7 women and 10 men), none of whom had an ADHD diagnosis.	The tool was useful as an adjunct to traditional therapies but should not replace them.

The analytical categories used in this review were developed based on a full-text reading of the included studies and the identification and organization of recurring themes related to the research question. This process enabled the findings to be grouped into five thematic categories: social interaction needs, activity organization, daily-life planning, contextual factors, and digital technologies. The studies were classified according to the predominant theme addressed in each article, with each study allocated to the category that best represented its main focus. Table 3 summarizes the analytical categories identified and presents the classification of the studies according to the predominant theme addressed in each article.

Table 3

Classification of studies by thematic category

Studies	Social interaction needs	Activity organization	Daily-life planning	Contextual factors (social, biological, school, and family)	Digital technologies
Chacko et al. (2024)	X	X	X	X	X
Fute et al. (2024)	X	X	X	X	
Lussier-Desrochers et al. (2023)	X	X	X	X	X
Silva et al. (2023)	X	X	X	X	X
Stevens et al. (2023)	X	X	X	X	
Konok & Szőke (2022)	X	X	X	X	X
Lakes et al. (2022)	X	X	X	X	X
Sibley et al. (2022)	X	X	X	X	
Spiel et al. (2022)	X	X	X	X	X
Drechsler et al. (2020)	X	X	X	X	
Gomes et al. (2019)		X	X	X	X
Weissenberger et al. (2019)	X	X	X	X	
Powell et al. (2017)	X	X	X	X	X
Langberg et al. (2016)		X	X	X	
Sibley et al. (2016)	X	X	X	X	
Frutos-Pascual et al. (2014)	X	X	X	X	X

Note. X indicates that the study addresses the corresponding category.

Overall, the technologies and interventions described in the literature were found to focus primarily on supporting the organization of daily activities, time management, task planning, the development of self-regulation skills, and executive functioning. To a lesser extent, studies addressed aspects related to autonomy in daily life, community participation, occupational planning, and the transition to adulthood, highlighting important gaps in the literature.

The evidence synthesis is presented in Table 4. Overall, the studies indicated that adolescents' daily-life activities are influenced by interactions among biological, social, and contextual factors, primarily resulting in difficulties related to routine organization, time management, activity planning, and social interaction. Most studies associated these difficulties with impairments in executive functioning, particularly working memory, inhibitory control, attention, and self-regulation. In parallel, family- and school-related factors were identified as central elements that can facilitate or hinder activity organization and the development of autonomy, particularly parental support, educational practices, and the structure of learning environments.

The approaches described focused mainly on the use of digital technologies, such as mobile applications, serious games, teletherapy platforms, and wearable devices. These technologies were designed to support time management, task organization, and executive functioning. To a lesser extent, studies addressed aspects related to social participation, occupational planning, the transition to adulthood, and the involvement of adolescents themselves in developing technologies intended for this population.

Table 4

Social interaction, activity organization, and daily-life planning needs among adolescents with ADHD, considering social, biological, and contextual factors

Study	Social interaction needs	Activity organization needs	Daily-life planning needs	Biological factors	Social factors	Contextual factors	Approaches described in the literature
Chacko et al. (2024)	Parent training and classroom behavior management.	Development of organizational skills and behavior management.	Organizational skills training and social skills reinforcement.	Importance of combining pharmacological and psychosocial treatments.	The role of families and educators and the need for further interventions.	Differences in recommendations and therapeutic approaches.	Psychosocial interventions, behavioral parent training, and emerging digital therapies.
Fute et al. (2024)	Parenting styles, emotional acceptance, and support. Parental overprotection, rejection, and emotional acceptance.	The results of the hypothesis testing indicated that parenting styles positively affect students' learning engagement, which, in turn, influences academic achievement.	Affective, cognitive, and behavioral dimensions of academic engagement.	Parenting styles and their effects.	Effects of affective and behavioral engagement on learning.	Parenting styles affect academic achievement.	Positive effects of emotional acceptance and harmful effects of overprotection and rejection.
Lussier-Desrochers et al. (2023)	Difficulty with social interaction during activities that require sustained attention, such as studying and giving presentations.	Need for digital support tools to plan and organize activities more efficiently.	Planning daily activities with a focus on reducing procrastination and increasing autonomy.	Impairments in cognitive functions such as working memory and inhibitory control.	Family and educational support are essential for organizing and planning the daily lives of adolescents with ADHD.	School and family contexts may increase pressure, making organization and planning more difficult.	The use of games and digital technologies as strategies to improve the planning and organization of daily activities.
Silva et al. (2023)	Parental co-regulation and collaboration in regulating children's behavior.	Task-planning systems, gamification to support organization, and smartwatches for behavioral monitoring.	Goal setting and motivation to engage in essential activities.	Ability to self-regulate emotions, attention, behavior, and cognition.	The fundamental role of parents in co-regulation.	Assistive technologies such as smartwatches.	Use of devices (CoolTaco), a token economy for positive reinforcement, and parental involvement.
Stevens et al. (2023)	Ongoing parental emotional support, conflicts arising from the renegotiation of family relationships, and the development of new social networks.	Difficulties managing study time, maintaining a structured routine, and balancing academic and personal responsibilities.	Development of strategies for organizing schedules and commitments and maintaining motivation.	Attention deficits, impulsivity, and executive function impairments.	Parental support and new social networks.	Transition to college and a lack of structure in higher education.	Personalized support strategies, visual organization, reminders, and adjustments to the parent-child relationship.
Konok & Szőke (2022)	Emotional regulation and the use of digital devices.	Use of devices to support impulse control and organization.	Impact of excessive digital device use on activity organization.	Emotional dysregulation and impulsivity.	Effects of device use on communication and social interaction skills.	Lack of structure in daily activities.	Use of digital devices, educational games, and emotional regulation.

Study	Social interaction needs	Activity organization needs	Daily-life planning needs	Biological factors	Social factors	Contextual factors	Approaches described in the literature
Lakes et al. (2022)	Interaction with digital devices as a means of improving socialization and engagement.	More structured organization of activities using applications and games to promote concentration and focus.	Development of skills to plan and carry out daily activities with app-based support.	Changes in brain functioning (difficulty processing information in real time and impulsivity).	Family involvement in adapting and developing methods for routine planning.	Family and school environments need to be more dynamic to adapt to the needs of adolescents with ADHD.	Use of digital technologies, such as educational games and apps, as interventions to improve organization and planning.
Sibley et al. (2022)	Reinforcement of social skills through collaborative activities that promote interaction.	Implementation of time-management strategies to support organization in academic and home settings.	Approaches to promote the organization of school and personal activities, with a focus on the use of digital technologies.	Deficits in working memory and executive functioning.	Importance of family and educational support in maintaining routines and motivation.	Interaction with learning environments, such as schools, and the use of mobile applications to plan daily activities.	The STAND program as an approach to improving organization and motivation, with the involvement of parents and adolescents.
Spiel et al. (2022)	Need for greater attentiveness during social interactions, given the difficulty maintaining attention during prolonged interactions. Social stigma and family expectations affect these adolescents' ability to develop effective planning strategies.	Need for support in creating and maintaining a structured activity routine, particularly in the school setting.	Difficulties planning and carrying out daily tasks due to disorganization and procrastination.	Brain dysfunctions (difficulty processing information and low dopamine levels).	Influence of parental behavior on routine organization and social interaction.	Educational settings with limited flexibility to meet the needs of adolescents with ADHD.	Proposal to involve adolescents in developing technologies that support their needs and take their perspectives into account, as well as to use design strategies that support daily organization without imposing unrealistic expectations.
Drechsler et al. (2020)	Difficulty with assertive communication, affecting interactions with peers and teachers.	Need for strategies to reduce disorganization in daily tasks.	Difficulty planning long-term activities due to impulsivity and lack of focus.	The dopaminergic system influences organization and focus.	Social support from family and friends plays an important role in organizing daily activities.	Impact of the school and family environments on the organizational behaviors of adolescents with ADHD.	Recommendation for personalized interventions involving social and family settings, as well as psychological and social approaches.

Study	Social interaction needs	Activity organization needs	Daily-life planning needs	Biological factors	Social factors	Contextual factors	Approaches described in the literature
Gomes et al. (2019)	This is not the primary focus of the study.	Need for technological resources to support task organization, monitoring, and completion.	Resources for time management, planning, and activity monitoring.	ADHD-related characteristics considered when identifying the application requirements.	Participation of parents, caregivers, and/or professionals in monitoring activities.	Need to adapt technology to the daily routines and needs of children and adolescents with ADHD.	Development of requirements for gamified applications designed to support time and task management.
Weissenberger et al. (2019)	Difficulties with time perception and their impact on impulsivity and planning.	Difficulty with tasks requiring impulse control and working memory.	Difficulty planning for the future due to a distorted perception of time.	Involvement of the frontal cortex, dopaminergic system; dopamine.	Social and environmental factors, such as maternal stress and poverty.	Distorted time perception and a focus on the present.	Interventions using immediate rewards and tools such as the Zimbardo Time Perspective Inventory (ZTPI).
Powell et al. (2017)	Support, assisted self-regulation, and parental involvement.	Use of technological devices to plan and manage activities.	Use of technologies such as apps and games to support self-management.	Improvements in social skills and executive functioning.	Parental difficulties related to ADHD or an accumulation of responsibilities.	Lack of standardization across studies and a limited evidence base.	Assistive technologies (apps and games), limited emphasis on psychoeducation, and limited interventions.
Langberg et al. (2016)	Does not identify or describe specific needs.	Task management, material organization, and parental support.	Development of organizational skills to improve task completion.	Executive function deficits and disorganization.	The impact of task management on academic performance.	Academic challenges in high school and the need for greater autonomy.	Improvements in organizational and self-management skills; early intervention.
Sibley et al. (2016)	Social and emotional interactions and the integration of support within the school setting.	School organization and the structure of academic and social tasks.	Planning study schedules and school activities.	Deficits in working memory and executive functioning.	The role of educators, peers, and family members.	School and family factors influence academic performance.	The STAND program had statistically significant effects in several areas, including reductions in ADHD symptom severity, problems with time organization and planning, disruptive behavior, and parental stress.
Frutos-Pascual et al. (2014)	Difficulties with social interaction due to limited communication skills, problems with emotional regulation, and impulsivity.	Difficulty prioritizing tasks and organizing daily activities.	Need for strategies to address disorganization and task overload, with a focus on self-management skills.	Biological factors such as hyporeactivity and comorbidities, including anxiety and depression. The study also highlights the impact of psychostimulants on prefrontal function.	Family and school factors influence adolescents' ability to organize activities and prioritize tasks.	A disorganized environment can exacerbate difficulties with focus. The use of technology as a support tool is important.	Proposal for digital tools, such as serious games, to address organizational and planning difficulties.

Discussion

The findings of this review indicate that the difficulties experienced by adolescents with ADHD go beyond the individual manifestations of the disorder. From an executive-function perspective, deficits in planning, working memory, monitoring, and inhibitory control directly affect the organization of daily activities and functional autonomy. However, studies demonstrate that these difficulties are modulated by the interaction among family, school, and social factors, which can act as either protective factors or sources of vulnerability (Chacko et al., 2024; Drechsler et al., 2020; Frutos-Pascual et al., 2014; Fute et al., 2024; Gomes et al., 2019; Konok & Szőke, 2022; Langberg et al., 2016; Lussier-Desrochers et al., 2023; Sibley et al., 2016; Sibley et al., 2022; Spiel et al., 2022; Stevens et al., 2023). At the same time, the use of digital technologies, such as mobile applications, serious games, and digital health interventions, has increased, with these technologies designed to support organization, time management, and daily activity planning (Frutos-Pascual et al., 2014; Konok & Szőke, 2022; Lakes et al., 2022; Lussier-Desrochers et al., 2023; Powell et al., 2017; Silva et al., 2023; Spiel et al., 2022).

Difficulties in social interactions constitute one of the main patterns identified in this review. Studies point to limitations related to communication, emotional regulation, impulsivity, and the maintenance of interpersonal relationships, often aggravated by social stigma and expectations of behavioral conformity placed on adolescents with ADHD (Chacko et al., 2024; Konok & Szőke, 2022; Lakes et al., 2022; Lussier-Desrochers et al., 2023; Sibley et al., 2016; Sibley et al., 2022; Spiel et al., 2022; Stevens et al., 2023; Weissenberger et al., 2019). These findings suggest that difficulties in interpersonal relationships arise from the interaction between neurocognitive alterations characteristic of the disorder and increasingly complex social demands during adolescence, indicating that interventions focused exclusively on symptom control tend to be insufficient when they disregard relational, emotional, and environmental aspects.

Another recurring pattern concerns difficulties in organizing activities and planning daily life. The literature highlights persistent problems related to time management, task prioritization, procrastination, maintaining routines, and carrying out long-term activities, often associated with executive functions, especially working memory, inhibitory control, and attention (Drechsler et al., 2020; Frutos-Pascual et al., 2014; Langberg et al., 2016; Lussier-Desrochers et al., 2023; Sibley et al., 2016; Sibley et al., 2022; Spiel et al., 2022; Stevens et al., 2023; Weissenberger et al., 2019). Impaired time perception and the absence of structured routines have also been described as factors that hinder the planning of daily activities (Weissenberger et al., 2019). Although there is consensus regarding the importance of developing organizational and self-management skills, studies vary in the strategies employed, the contexts in which they are applied, and the instruments used for assessment, which limits direct comparisons among interventions and precludes conclusions about their relative superiority.

The studies also show that the difficulties observed cannot be understood solely from a neurobiological perspective. Although alterations in executive functions and the dopaminergic and noradrenergic systems are frequently mentioned (Chacko et al., 2024; Weissenberger et al., 2019), family, school, and social factors significantly influence the organization of activities and the development of autonomy. Family support facilitates the development and adaptation of coping strategies, especially when based on active participation, positive reinforcement, and the establishment of routines. On the other hand, parenting styles marked by overprotection or rejection can hinder adolescents' autonomy (Fute et al., 2024).

Another recurring aspect was the increased use of digitally mediated interventions. Mobile applications, serious games, gamification platforms, and assistive devices have been described as promising resources to support activity organization, planning, and the development of self-regulation skills (Chacko et al., 2024; Frutos-Pascual et al., 2014; Gomes et al., 2019; Konok & Szőke, 2022; Lakes et al., 2022; Lussier-Desrochers et al., 2023; Powell et al., 2017; Silva et al., 2023). However, most of these technologies remain aimed at compensating for individual deficits, and adolescents with ADHD themselves rarely participate actively in the development of these technologies. In this sense, Spiel et al. (2022) present a critical perspective by arguing that people with ADHD should be included from the initial stages of the design process, questioning approaches focused exclusively on correcting deficits and highlighting the influence of social stigma and family expectations on these adolescents' daily organization.

Despite the growth of research involving digital technologies, the literature analyzed consists predominantly of studies on the development or preliminary evaluation of these tools. Therefore, considering the heterogeneity of the study designs included in this scoping review, the findings must be interpreted with caution, and no conclusions can be drawn regarding the effectiveness of the interventions. Studies focusing on school and family contexts also predominated, with less attention to aspects related to autonomy in daily life, occupational planning, community participation, and the transition to adulthood. These gaps highlight opportunities for future research, particularly studies that incorporate adolescents' own perspectives and investigate the applicability of interventions in different life contexts.

Conclusions

This scoping review mapped the scientific literature on the social interaction, activity organization, and daily-life planning needs of adolescents with ADHD, highlighting an expanding field of research that remains heterogeneous in terms of theoretical, methodological, and intervention approaches. In general, the studies analyzed consistently recognize that the difficulties experienced by these adolescents go beyond the core symptoms of the disorder and involve interaction among neurobiological, family, school, and social factors.

There was a predominance of studies focused on executive functions, the school context, and the increasing use of digital technologies as strategies to support organization, planning, and self-regulation. However, important gaps remain in the literature regarding adolescents' active participation in the development of these technologies, the investigation of everyday needs beyond the academic context, and the understanding of needs across different sociocultural contexts and during the transition to adulthood.

Although the advances identified demonstrate the potential of personalized interventions and digital technologies to support adolescents with ADHD, the available evidence remains focused on specific contexts and is characterized by considerable methodological heterogeneity, which limits the generalizability of the findings. Thus, this review synthesizes the current state of knowledge and provides a basis for future research, the development of technologies through more participatory approaches, and the formulation of contextualized interventions centered on the actual needs of this population.

This review presents some methodological limitations that must be considered. First, no critical appraisal of the quality of the included studies was conducted. Another limitation concerns the restrictions on the publication period (2014–2024) and languages (Portuguese, English, and Spanish), which were established in accordance with the review objective and may have limited the inclusion of studies published outside this period or in other languages. In addition, the omission of PsycINFO from the database search strategy may have restricted the retrieval of relevant literature, particularly studies indexed exclusively in this database. Therefore, future reviews should include PsycINFO in their search strategies to broaden the scope of the evidence identified.

Another limitation concerns the inability to retrieve the full text of five potentially eligible publications, even after additional searches across multiple sources. Therefore, it was not possible to assess their eligibility, which may have restricted the scope of the mapped evidence.

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Authors' contribution (CRediT Taxonomy): 1. Conceptualization; 2. Data curation; 3. Formal Analysis; 4. Funding acquisition; 5. Investigation; 6. Methodology; 7. Project administration; 8. Resources; 9. Software; 10. Supervision; 11. Validation; 12. Visualization; 13. Writing: original draft; 14. Writing: review & editing.

G. de O. has contributed in 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14; E. S. de A. in 2, 11, 14; H. F. C. in 4, 10, 14; J. V. A. de S. in 4, 10, 14; A. G. A. in 2, 4, 7, 8, 9, 10, 12, 14; K. H. in 1, 2, 14; C. N. in 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14.

Scientific editor in charge: Dra. Cecilia Cracco.