Balancing caregivers and children interaction to support the development of self-regulation skills using a smartwatch application

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Introduction

How can we support children with ADHD and their caregivers to explore the issue of transitioning from self-regulation to co-regulation?

Methods

Participants and session

<table>
<thead>
<tr>
<th>Aim</th>
<th>24 children (10-13 years old)</th>
<th>8 workshops session (1 hour each)</th>
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<tbody>
<tr>
<td></td>
<td>To sketch ideas for the smartwatch intervention</td>
<td>To discuss the strategies that they currently use, and how could be improved using the smartwatch.</td>
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<td></td>
<td>9 Teachers</td>
<td>1-hour focus group</td>
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<td></td>
<td>To discuss their strategies and problems they face,</td>
<td>To discuss their concerns about children using technology,</td>
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Results

Goals

- "It would be nice if the notification for 'be focused' was like a rumble you know something to make you think for a second. Like what am I doing instead of someone telling you..." student.

Rewards

- "After you’ve accomplished a goal, then your parents can buy the gift for you" Participant.
- "I feel like what should like motivate you to go for the goals shouldn’t be something physical. It would be like your internal motivation" student.

Parental control vs. privacy.

- "So, I think the app should be connected to your parents ... They should be able to turn it off whenever they need to”
- "It would be better to have a little privacy”

Discussion

Children viewed smart watch as potential tools to improve awareness and self-reflection. As future work, we will develop, deploy, and evaluate an application that takes account the needs and requirements of children with NDD.

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