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Help4ADHD@CHADD.org

## Ask the Expert

### Improve Homework Time With Strategies That Work For ADHD



Cindy Goldrich, Ed.M., ACAC

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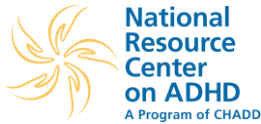
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## CHADD is home to the



A partnership between CHADD and the US Centers for Disease Control and Prevention (CDC)

For more information:  
<http://www.chadd.org/About-CHADD/National-Resource-Center.aspx>



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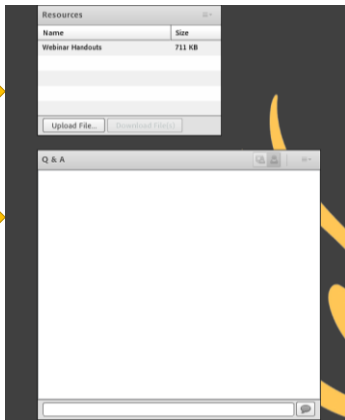
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Slides →

Ask a question →



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**Do you need help with choosing what direction to go?**

Call and speak to an ADHD Information and Resource Specialist

1-800-233-4050  
Mon-Fri, 1-5pm ET

National Resource Center on ADHD  
A Program of CHADD

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**Ask the Expert**

**Improve Homework Time With Strategies That Work For ADHD**

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**Cindy Goldrich, Ed.M., ACAC**

- Ed.M. from Columbia University, Teachers College
- Board Certified ADHD Coach
- Certified Think:Kids Mentor
- Creator of **Calm and Connected: Parenting Children with ADHD**® Parent Coaching Workshop Series
- Author: **8 Keys to Parenting Children with ADHD**
- ADHD Parent Coach Trainer
- Speaker, Writer, Advocate and Avid Learner




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Goal:

Organized learner  
Efficient learner  
Independent learner

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### Executive Function

The Executive Functions are a set neurologically-based skills that have to do with managing oneself and one's resources in order to achieve a goal. *How efficiently you do what you decide to do.*

- Located primarily in the **Prefrontal Cortex** of the brain-the last part to develop
- Typically fully developed by **25 - 30 years of age**
- Often referred to as the CEO of the brain, coordinating and managing many cognitive functions

People with ADHD may be as much as **30% delayed** in their Executive Functioning Skills

*This can make learning and performing more difficult and frustrating...*

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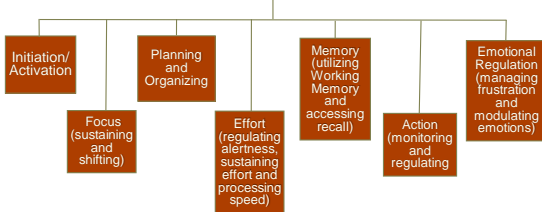
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### Executive Function: The Center for Mental Control and Self-Regulation



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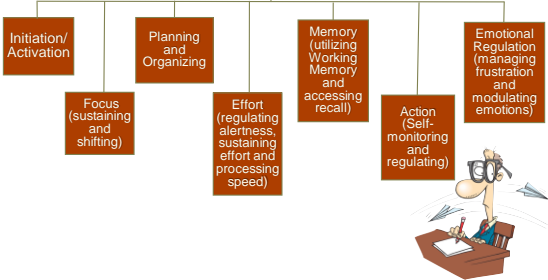
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## Executive Function: The Board of Directors that helps you Do what you Decide to Do




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### It's not always about the Homework

**Problem:**

- Emotional Fuel tank depleted
- Low frustration tolerance
- Despair: Feel helpless to make it better
- Not prepared with the necessary knowledge
- Control/Independence: Need support but don't want to appear as if in need

**Result:**

- Avoidance, Rushing through, Endless process, Refusal
- Anger, Anxiety, Depression

**See the world  
from their eyes!**

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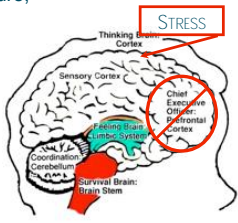
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## Stress: The gate keeper to learning

Negative emotions (stress, pressure, anxiety, etc.) increases hormone cortisol which dulls cognition.

The **PreFrontal Cortex** turns off and the reflexive, rapid, responses of the **Amygdala** turn on.



The brain goes into  
**Survival Mode.**

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12 Stressed Brain© Victoria Tennant Consulting

## What happens when the Brain is in Survival Mode?

Fight

Flight

Freeze



No learning can take place...  
No problems can be solved...  
Empathy for others becomes difficult...

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## Sometimes it IS about the Homework

What are the Homework Expectations:

- Is the amount reasonable given your child's profile?
- Is the level of the work reasonable for your child?
- Are they being expected to complete schoolwork that was unfinished during class time?
- Is the IEP/504 being appropriately implemented?

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## When should homework be done?

Considerations:

- Do they need a break after school?
  - How long?
  - What do they do during that break?
  - How to you make sure the break ends?
- Nutrition?
- Exercise?
- Medication?
- How much time to they need to complete their homework?
- Will they be needing support and from whom?
- When is bedtime?
- **How much say should you have in this?**

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## Provide Appropriate Support

- What are the conditions upon which you are willing to help?
  - Have they tried the problems independently?
  - Did they ask for your help appropriately?
  - Are they expecting you to DO the work for them?
  - Are they expecting you to be available at "all hours" when they decide they need help?
- Are you willing/available to be "present"
  - Some kids benefit from a "body double" to help them stay focused and reduce anxiety
- Do they know your schedule in advance - when they can rely on you?

Put all this in writing

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## Goal: Make an Agreement with your child

### Agreement must cover:

- What will the parental role be during homework time
- What will be the parental role in verifying work completion
- What will happen if work is not done as per agreement
- A plan for making a written weekly schedule that includes activities, homework, personal obligations as well as parents commitments
- A plan to review and re-evaluate the plan ever 2 weeks until satisfied that things running smoothly

Work together and then write down the agreement.

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Never let your relationship suffer at the alter of Homework!

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## Setting the Stage for Learning

How to organize the work environment

- What type of space do they work best in?
- Accessible/visible to supervision and or support
- Music, movement, fidgets
- Minimal distractions
- Snacks for energy and sensory needs
- A central supply closet stocked for the full school year
- Visual lists and tools (bulletin board, white board)
- Staging area for back pack, phone, keys, etc.

How much say in all of this do they have?

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## The Daily Homework Plan

- Having a **daily plan for when and how the actual homework** will be done creates a beginning, an ending, and an overall plan to manage the time spent on the work.
- **Planning the time and order for doing homework improves self-talk and requires active decision making.**
- Creating the plan **teaches skills:** Initiation, organization, time management, prioritizing
- **The planning also helps identify and clarify where the inherent problems may be:** knowing the expectation, having the proper materials, understanding the assignment, being "present" to do the work, caring about the work, etc.

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## Time, like money, is limited



You can't use more than you have!



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### It starts with the plan

Having a **preplanned weekly schedule for when homework will be done**, even if it needs to be different for each day, creates a sense of importance, priority and structure.

For the week of \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Weekend
3:30 - 4:00	break	soccer	break	soccer	
4:00 - 4:30	homework				
4:30 - 5:00	↓	↓	↓	↓	
5:00 - 5:30	homework	soccer		soccer	
5:30 - 6:00	break	break	break	break	
6:00 - 6:30	dinner	dinner	dinner	dinner	
6:30 - 7:00	chores	break	chores	break	
7:00 - 7:30	free time	homework	homework	homework	
7:30 - 8:00	↓	↓	↓	↓	
8:00 - 8:30		homework	homework	homework	
8:30 - 9:00	free time	freetime	freetime	freetime	
9:00 - 9:30	bedtime	bedtime	bedtime	bedtime	

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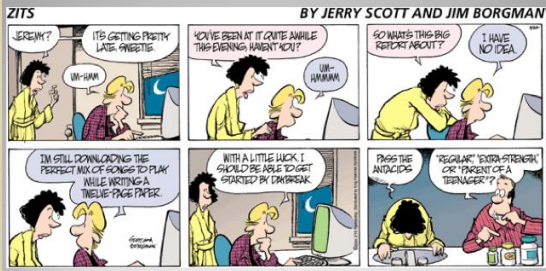
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### Without a sense of time and a tangible plan...




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### The Agenda

Shorthand: R - Read C - Copy notes W - Write Pg - Page FC - Flashcards

Class Subjects	Work to be done ...	Estimate how long it will take?
<b>Math</b>	Homework: _____	H _____
Do you have materials needed? _____	Quiz: _____	Q _____
Will you need help? _____	Test: _____	T _____
With whom and how long? _____	Project: _____	P _____
<b>English</b>	Homework: _____	H _____
Do you have materials needed? _____	Quiz: _____	Q _____
Will you need help? _____	Test: _____	T _____
With whom and how long? _____	Project: _____	P _____
<b>Science</b>	Homework: _____	H _____
Do you have materials needed? _____	Quiz: _____	Q _____
Will you need help? _____	Test: _____	T _____
With whom and how long? _____	Project: _____	P _____
<b>Social Studies</b>	Homework: _____	H _____
Do you have materials needed? _____	Quiz: _____	Q _____
Will you need help? _____	Test: _____	T _____
With whom and how long? _____	Project: _____	P _____
<b>Language</b>	Homework: _____	H _____
Do you have materials needed? _____	Quiz: _____	Q _____
Will you need help? _____	Test: _____	T _____
With whom and how long? _____	Project: _____	P _____

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## The Pomodoro Technique

A Pomodoro is a Unit of Time - the amount of time you can comfortably concentrate before needing to take a break



- Plan out how much time you have to work
- Plan the order you will do the work
- Plan when you will take breaks (short and long)

- Helps insure that there is sufficient time allowed for the work to be completed
- Establishes short, focused, bursts of work
- Builds stamina and concentration
- Minimizes the chance of distractions taking on new direction

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## Making time Real!

- Break work into chunks of 10 - 20 minute units (Pomodors)
- Choose the order to do the work
- After one Pomodoro, take a 5 minute break
- After 3 Pomodoros, take a 30 minute break
- Any distracting thoughts... Write them down, don't just act on them in the moment.

Time needed for homework: 110 minutes = 5.5 Pomodoros

Pomodoro	Break
20 minutes: Math problems	5 minutes
20 minutes: Read Social Studies	5 minutes
20 minutes: Answer S.S. questions	30 minutes
20 minutes: Study Science	5 minutes
20 minutes: Study Science	5 minutes
20 minutes: English assignment	DONE!
Total work time: 2 hours	Total break time: 50 minutes

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## The Computer

- Learn keyboarding by third grade
- Organization of the Desktop: folders by subject
- Software needed: word-processing, spreadsheets, presentations
- Organizing the browser: Bookmark important websites
- Making use of computer dictation and text to speech
- Know your word-processing basics:
  - Creating templates, editing, creating tables, etc.
- Restricting the internet?

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## Quiet Time for All

When the baby sleeps, mom is supposed to...?

Consider carving out a time in the day where everyone shut's off the outside world.

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## Helpful Mantras for your Child to know

- Recognize the distraction and let it go
- Respect the timer!
- Procrastinating now means loss of reward
- Don't Change the Plan - I made it when I was calm!
- Start with Wherever You Are with Whatever You Have.  
John Rohn

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### THANK YOU FOR YOUR ATTENTION!

Please be in touch if I can support you through discussion, collaboration, or resources.

Follow me on Facebook, Twitter and LinkedIn @PTScoaching



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## Upcoming Webinars

### How To Maximize the Benefits Of Screen Time for Children With ADHD

Guest Expert: Randy Kulman, Ph.D.  
Tuesday, April 11  
3 | 4 pm ET

### Teaching Grit, Perseverance and Frustration Tolerance to Students With ADHD

Guest Expert: Cindy Goldrich, Ed.M., ACAC  
Tuesday, April 25  
7 | 8 pm ET

Register Now at  
[www.CHADD.org/AsktheExpert](http://www.CHADD.org/AsktheExpert)



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