

## Ask the Expert:

Helping Kids with ADHD Succeed in School: Homework, Organization, and Planning Tips



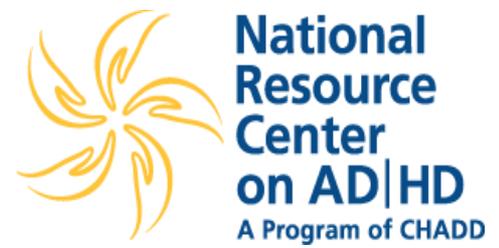
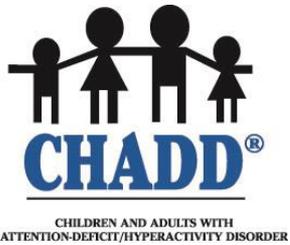
**Joshua M. Langberg, Ph.D.**

Assistant Professor of Psychology

Co-Director, Center for ADHD Research, Education, & Service

Virginia Commonwealth University (VCU)

**Disclaimer:** The information provided here is supported by Cooperative Agreement Number CDC-RFA-DD13-1302 from the Centers for Disease Control and Prevention (CDC). The Ask the Expert webinars' contents are solely the responsibility of the invited guest Expert and do not necessarily represent the official views of CDC. Neither CHADD, the National Resource Center on ADHD, nor the CDC endorses, supports, represents or guarantees the accuracy of any material or content presented in the Ask the Expert webinars, nor endorses any opinions expressed in any material or content of the webinars. CHADD and the National Resource Center on ADHD offer webinars for educational purposes only; the information presented should not be regarded as medical advice or treatment information.



# Why Join CHADD?

- *Attention* magazine
- National Network of Support Groups
- CHADD Exchange – online Community
- Professional Directory
- Advocacy
- Annual Conference & Regional Conferences
- Parent to Parent: Family Training on ADHD
- Teacher to Teacher Training
- National Resource Center on ADHD

[www.chadd.org/membership](http://www.chadd.org/membership)

# CHADD Regional Education Conference in Dallas, Texas

Saturday, September 21, 2013  
Sheraton Dallas Hotel



<http://www.chadd.org/2013regionalconference>



## Joshua M. Langberg, Ph.D.

- Assistant Professor of Psychology - **Virginia Commonwealth University**
- Co-Director- **Center for ADHD Research, Education, & Service**
- **2008 CHADD Young Scientist Research Fund Awardee**
- Author –
  - **Homework, Organization and Planning Skills (HOPS) Interventions: A Treatment Manual**

### Contact Information:

[jlangberg@vcu.edu](mailto:jlangberg@vcu.edu)

<http://www.adhd.vcu.edu>

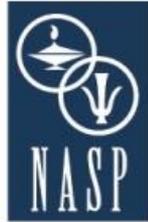
[www.psychology.vcu.edu/people/langberg](http://www.psychology.vcu.edu/people/langberg)

# Homework, Organization, and Planning Skills (HOPS) Interventions



*By Joshua M. Langberg, PhD*

A TREATMENT MANUAL

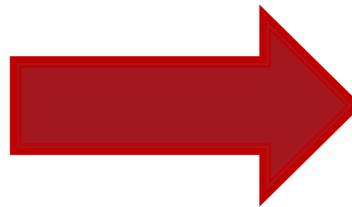


## **NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS**

### **Mission**

**The National Association of School Psychologists (NASP) empowers school psychologists by advancing effective practices to improve students' learning, behavior, and mental health.**

Ask a Question:



File View Help

Attendee List (2 | Max 201)

Attendees (1) Staff (1)

NAMES - ALPHABETICALLY

Corena Bahr (Me)

Search

Audio

Audio Mode:  Use Telephone  Use Mic & Speakers

MUTED

Audio Setup

Talking: Suzie Smith

Questions

Questions Log

Q: Is there a volume discount?

A: Yes! We will send you more info after the event.

Yes

Send

Webinar Now  
Webinar ID: 731-938-951

GoToWebinar™

# Why Organization and Time-Management Skills are Important

- The material (e.g. math ability) is obviously important
  - It is also important to teach students how to learn and to effectively manage responsibilities
  - We assume that students naturally develop these skills but this is often not the case
  - Even when students do use these skills they are often inefficient or rely heavily on parent support
  - Skills remain important and predict success in college and adulthood
    - E.g., Paying and organizing bills, managing time at work
- 

# ADHD Symptoms of Inattention

- Inattention to details/ makes careless mistakes
  - Difficulty sustaining attention
  - Seems not to listen
  - Fails to finish tasks
  - Difficulty organizing
  - Avoids tasks requiring sustained attention
  - Loses things
  - Easily distracted
  - Forgetful
- 

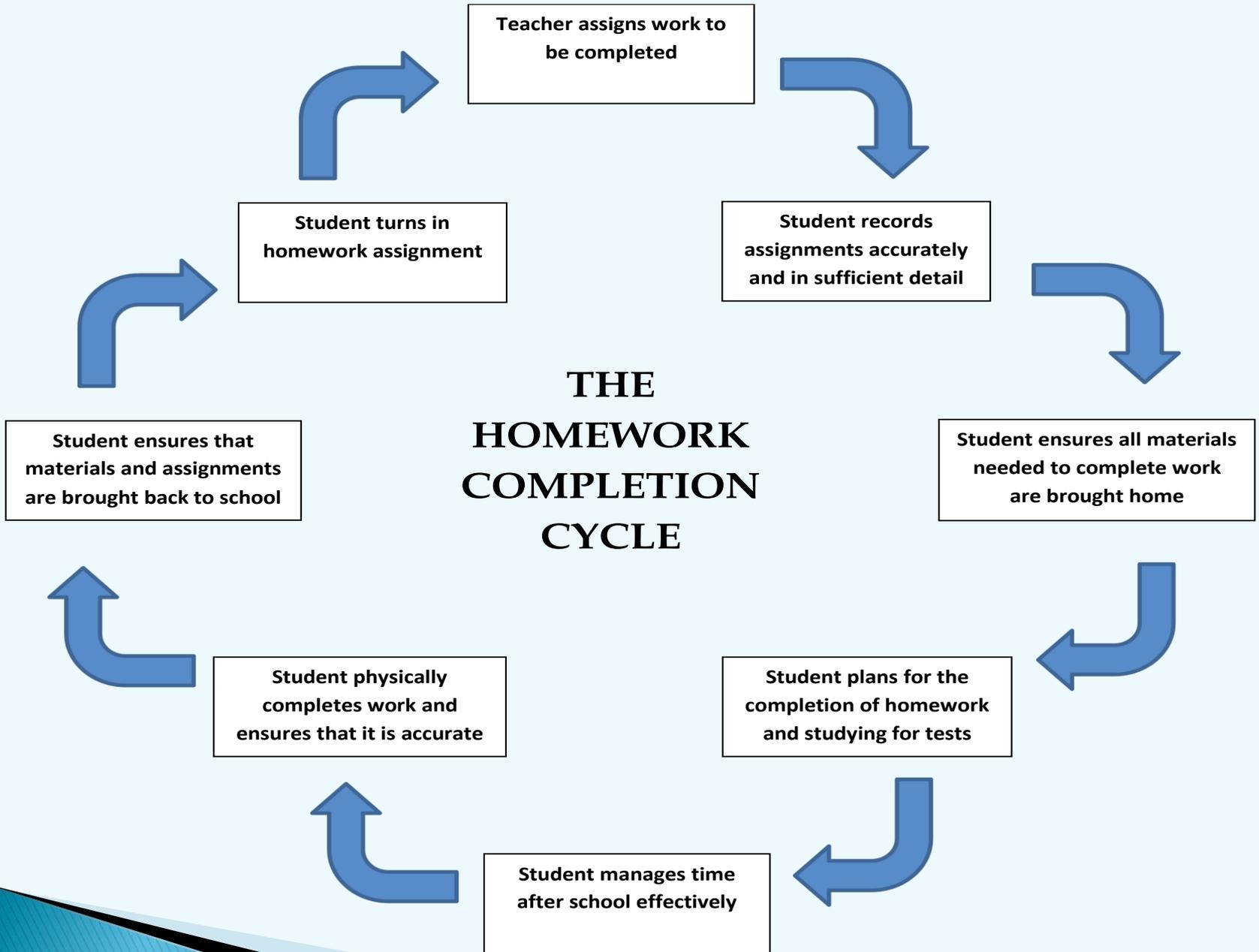
# Manifestation in School Setting

- Forget to record assignments or record inaccurately or with insufficient detail
    - Recorded accurately 20% of time in one study
  - Forget to bring school materials home
  - Lose or misplace homework
  - Disorganized desks, binders, bookbags, and lockers
  - Procrastinate
  - Failure to plan ahead, e.g., breaking down assignments and studying into small more manageable parts/goals
- 

# How to Help?

- Homework provides a unique opportunity to demonstrate the importance of organization and time-management skills to children and a context to teach skills.
  - However, the homework completion cycle is a complex process with multiple moving parts and it is important to focus intervention efforts in the right place.
  - Focus on the most problematic and impairing behavior(s) first.
- 

# THE HOMEWORK COMPLETION CYCLE



# Materials Organization

- Problem: Child frequently loses materials or fails to bring them home/back to school
- Intervention: Establish and consistently monitor structured binder organization system
- Single binder for all class materials
  - ❖ Less to keep track/maintain and misplace
  - ❖ Typically a 3-inch D-ring binder will work
  - ❖ Needs to have tough cover and reinforced rings
  - ❖ Plastic folders
  - ❖ Designated homework folder
  - ❖ Homework recording planner kept in binder

# Define Organization

- Teach child exactly what is expected for bookbag and binder organization
  - What does organization mean?
  - Without this clear and specific definition it is difficult to monitor progress and opens the door to disagreements
    - “I thought I was organized”
  - Establish a consistent system for monitoring
    - How frequent, exactly when, who will check
  - Child earns points for each criterion met
- 

# Example Definitions

- There are no loose papers in the binder
  - There are no loose papers in the bookbag
  - Homework to be completed is on the left side of the homework folder
  - Homework to turn in is on the right side of the homework folder
  - All graded homework and non-homework papers are filed in the correct subject folder/section of the binder
- 

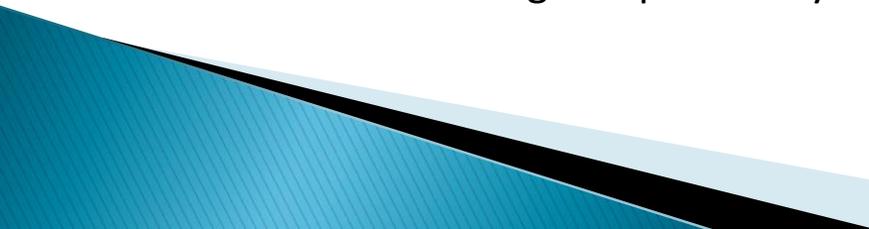
# Homework Recording

- Problem: Child fails to record homework assignments or records assignments inaccurately
  - Intervention: Monitor and reward accuracy and detail of homework recording
  - Consistent and frequent monitoring
  - Need to be able to determine what homework was assigned by teachers daily and with *minimal effort* to compare with what the child recorded
- 

# Monitoring Homework Recording

- Options:
    - Rely on child to be honest
    - Teachers update website or phone system daily
    - Meet with, e-mail, or call teachers daily
  - Unless school internet/phone system is 100% reliable and is updated consistently, begin with asking child to obtain teacher initials
  - Even if online system is consistent, is it feasible for you to check it daily?
- 

# Teacher Initials

- Child's responsibility
    - Child records homework and asks teacher to sign
  - Write words "No Homework"
  - 4 core class subjects (in middle school)
  - If one teacher for multiple subjects decide if one signature is sufficient
  - Talk with teachers first to provide a rationale for initials and emphasize child's responsibility and timeframe
  - Child will resist getting initials
    - Problem-solve (e.g. embarrassment, no time)
    - Freedom through responsibility
- 

# Freedom Through Responsibility

- Children often don't like the process of behavior change
  - Changing behavior requires consistent and frequent monitoring of the child's behavior linked with rewards and consequences
  - Children see this as “nagging” or “treating me like a baby”
  - ❖ *Show us that you can do \_\_\_ behavior (be very specific) for \_\_\_ amount of time (short period before evaluation) with a reasonable amount of consistency (specifically how often, %) and then earn the freedom of having us monitor \_\_\_ behavior less frequently.*
- 

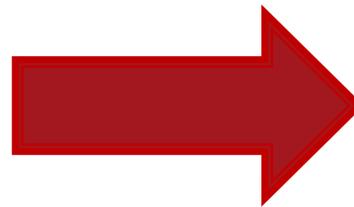
# Example Initials System

- Free time after school is determined by how many initials were received that day.
- For example if 4 initials are expected:
  - 0 missing initials = 2 hour free time
  - 1 missing initial = 1 hour of free time
  - 2 or more missing initials = 0 hours of free time
- Specify exactly what free time means
- Child can bank minutes (save them)
- Must have work for him/her to complete!
- <http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests>
- Child earns lowest level of privileges if they forget to bring home their planner.

# Additional Target Behaviors

- Planning ahead
  - Specifically define what planning ahead means and how it could be demonstrated/monitored.
  - Examples:
    - Child recorded an upcoming test or quiz in his/her agenda book at least one day in advance
    - Child recorded that he/she is going to study for an upcoming test or quiz on a particular day at least one day in advance (e.g., wrote “study for test”).
  
- Staying focused during homework time
  - Define on-task behavior and realistic set goals
  - Base rewards/breaks on meeting specific work completion targets rather than on time spent
    - E.g., Number of problems completed accurately

Ask a Question:



File View Help

Attendee List (2 | Max 201)

Attendees (1) Staff (1)

NAMES - ALPHABETICALLY

Corena Bahr (Me)

Search

Audio

Audio Mode:  Use Telephone  Use Mic & Speakers

MUTED 00000000

[Audio Setup](#)

Talking: Suzie Smith

Questions

Questions Log

Q: Is there a volume discount?

A: Yes! We will send you more info after the event.

Yes

Send

Webinar Now  
Webinar ID: 731-938-951

GoToWebinar™

## Ask the Expert:

Helping Kids with ADHD Succeed in School: Homework, Organization, and Planning Tips



**Joshua M. Langberg, Ph.D.**

Assistant Professor of Psychology

Co-Director, Center for ADHD Research, Education, & Service

Virginia Commonwealth University (VCU)

**Disclaimer:** The information provided here is supported by Cooperative Agreement Number CDC-RFA-DD13-1302 from the Centers for Disease Control and Prevention (CDC). The Ask the Expert webinars' contents are solely the responsibility of the invited guest Expert and do not necessarily represent the official views of CDC. Neither CHADD, the National Resource Center on ADHD, nor the CDC endorses, supports, represents or guarantees the accuracy of any material or content presented in the Ask the Expert webinars, nor endorses any opinions expressed in any material or content of the webinars. CHADD and the National Resource Center on ADHD offer webinars for educational purposes only; the information presented should not be regarded as medical advice or treatment information.

# CHADD Regional Education Conference in Dallas, Texas

Saturday, September 21, 2013  
Sheraton Dallas Hotel



<http://www.chadd.org/2013regionalconference>

**Ask the Expert is presented by:**



**[www.Help4ADHD.org](http://www.Help4ADHD.org)  
800.233.4050**