

a FRIENDLY chat

WITH DR. JAY GORDON



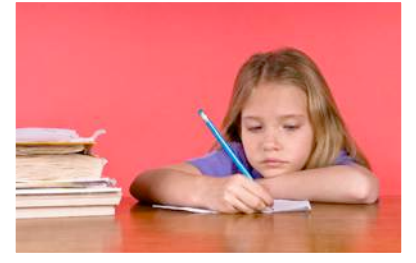
Report
Card on
ADHD

In our last newsletter, we talked about getting back to school and back to an established routine. By now your child has most likely completed one full marking period in school. So how did they do? Were they able to achieve the goals you were expecting? Remember setting goals that are realistic and attainable is very important in keeping your child focused and on task to do the best that they can in and out of the school setting. Check out the rest of the newsletter for tips on good study habits.

✏ ADHD and Homework ✏

Conflicts over homework are extremely common with children and teens who have ADD/ADHD. Parents complain that their children avoid or procrastinate doing homework, rush through their work or tantrum when pushed to do their work.

Given that students with ADD/ADHD are often disorganized, forgetful, distractible, careless and lack persistence, it is not surprising that homework time leads to child and parental distress, a deterioration of the parent/child relationship, and eventual academic underachievement.



The following points may provide useful when assisting children or teens with ADHD in completing their homework:

- ★ Organizing information and note taking
- ★ Providing a quiet environment
- ★ Maintaining a routine
- ★ Break homework into parts
- ★ Manage time and set goals
- ★ Rewarding
- ★ Consequences
- ★ Communicating
- ★ Seek professional help

Dr. Jay Gordon is a licensed psychologist located in Brick and Freehold, New Jersey. His practice, ADD Solutions NJ treats patients diagnosed with ADHD/ADD. He has been published in local newspapers and is a regular guest on talk radio.



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Tips for Assisting the ADHD Student



Organizing information and note taking: Students with ADHD require extra assistance to organize and prioritize their homework. At home, parents can help organize and prioritize assignments and record important dates onto a home calendar.

Providing a quiet environment: Make sure that the homework environment is quiet with minimal distractions.

Maintaining a routine: Routine brings order and order assists in the facilitation of focus. Homework should be completed at the same time each day in the same quiet environment.

Break into parts: The academic rule of thumb is that there should be 10 minutes of homework added on for each grade level, i.e., 4th graders should be able to handle 40 minutes of homework each night. However, for a child with ADHD, 40 minutes may be too long to sustain attention on one given subject area. Therefore, homework should be 'chunked' into smaller segments.

Manage time and set goals: After helping your child break their homework into smaller segments or chunks, set time completion goals and accuracy goals. Use a timer to externalize the time cue and provide the additional structure.

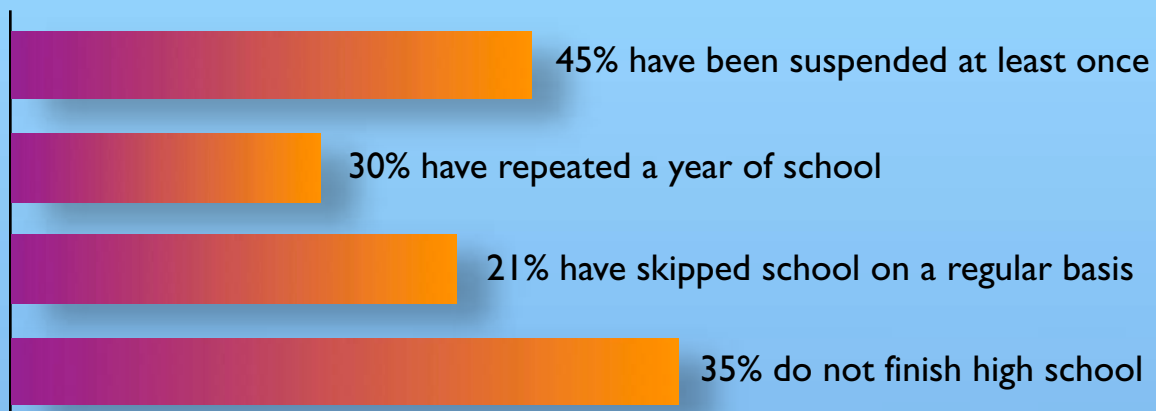
Rewarding: Use positive reinforcement. Keep your attention focused on positive behavior. Set clear reward for homework completion and even for completion of each homework 'chunk' discussed above.

Consequences: Adhere to the plan and set up realistic consequences for not completing the homework.

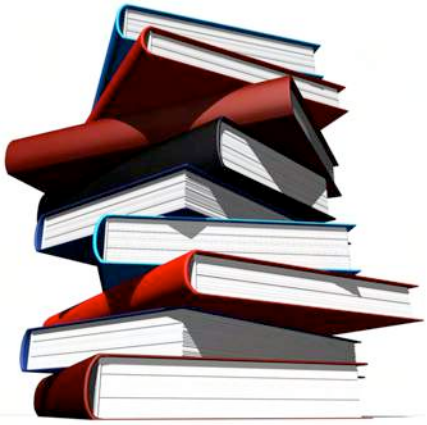
Communicating: Communication between the teacher, parent, and child is critical. Establish a weekly or even daily report card which reports missing assignments, test grades, and upcoming projects and tests; and

Seek professional help: Know when it is time to ask for assistance from professionals.

Students with ADHD



Contact us today at 732-840-5266 or
email us at drgordon@add-solutions-nj.com
for an appointment or more information and start finding
the right solutions for your child and family.



What Services are Available at Your School?

If you think your child has ADHD, or a teacher raises concerns, it is important to have your child evaluated to determine whether he or she qualifies for special education services. Once your child has been tested, he or she has several options, depending on their specific needs. If special education services are required and your child is eligible under the Individuals with Disabilities Education Act, the school district must develop an “individualized education program” specifically for your child within 90 days.

If your child is considered not eligible for special education services, and not all children with ADHD are eligible, he or she still can get “free appropriate public education”, available to all public-school children with disabilities under Section 504 of the Rehabilitation Act of 1973, regardless of the nature or severity of the disability.

For more information on Section 504 visit the U.S. Department of Education’s Office for Civil Rights website, www.ed.gov. This department enforces Section 504 programs and activities that receive federal education funds.

To receive the maximum benefit of services for your child from their school, it is important to have an ADHD professional collaborate with the school to guarantee the optimum treatment plan. By working with your child’s school, an ADHD professional can recommend to your child’s teacher or counselor a structured program that your child can follow both in school and out of school. Remember, transitions can be difficult for the ADHD student. Each school year brings a new teacher and new schoolwork. This new environment can be especially hard for a child with ADHD who needs routine and structure. Consider telling the teachers that your child has ADHD when he or she starts school or moves to a new class. Additional external support will help your child deal with the transition. Contact an ADHD professional to assist in the transition process so your child has a successful school experience and memories to last a life time.

Parenting Tips for Children with ADD/ADHD

Shift your parenting style away from authoritarian control or permissiveness to one that is more democratic: The extremes of parenting are not effective with children and teens with ADD/ADHD. You can run out of steam trying to control all of your child's behaviors. Instead, maintain firm rules and expectations, provide choices, communicate using clear language, use conflict as opportunities to educate and teach problem solving and involve your teen more in decision making when appropriate.

Give more frequent positive feedback and more immediate consequences (positive and negative): Children with short attention spans and impaired behavioral inhibitions are more likely to stay on task longer with immediate positive feedback. They benefit from frequently hearing nice things said about their actions. Punishments given long after misbehaviors have been committed are ineffective.

Use more powerful consequences: Effective parenting involves using a wide variety of highly effective consequences ranging from physical affection to verbal praise to material reinforcers.

Use incentives before punishments: Reinforce positive behavior and then select a punishment for negative behavior only when the positive reinforcement has not changed the behavior.

Strive for consistency/stay calm: Stick to the behavior change interventions that you have established - even when your child is trying to wear you down!

Act don't yak: After the rules have been established, choices have been given or resolutions have been made regarding negotiations, there is no longer a need to talk about consequences - simply provide the consequences. No begging, pleading, explaining, cajoling, threatening, etc.

Externalize cues and important information: Use cues and reminders at the point of action. Remember, ADHD is a disorder of execution. Your child often *knows* what to do, but is unable to *execute* at the correct time. Providing key information in the environment will remind the child or teen to execute what he/she knows.

Plan ahead for problem situations: Plan ahead for those situations that may become a conflict between you and your adolescent.

Practice forgiveness: Parents need to forgive themselves for the mistakes that they will inevitably make raising an adolescent with ADHD, and to forgive their adolescent for his or her mistakes as well. Don't personalize your child or teen's problems or disorder. Parents should not blame themselves or lose their personal sense of self-worth over their child's problems.

Find the joy and humor in parenting: Parenting children and teens with ADD/ADHD can be a challenge, but strive to find the humorous, comical, and joyful moments. Share these moments with your child. Train yourself to see the positive aspects and moments in your life.