

**Organization and  
Advanced Learning Strategies  
for  
ADD Homework Success Program**

Based on the books “The A.D.D. Book: New Understandings, New Approaches to Parenting Your Child” By William Sears, M.D. and Lynda Thompson, Ph.D., and “Academic Skills Problems” by Edward Shapiro, Ph.D.

### **ADD Homework Success Organization and Advanced Learning Strategies**

#### **Improve your Child's Organization**

The only time you can expect naturally good organization from a person with ADD is when they are working on their own pet projects. Your son may line up his miniature trucks in a complicated pattern or organize his baseball cards precisely. He will not, however, be able to find the hamper for his dirty clothes or used towel, and all his other toys will be scattered and uncared for. Study notes, when they exist at all, will be everywhere but under the correct subject heading in the binder. Children with ADD need your help to get organized for school. Here are some techniques:

#### **Start Early**

“Young and impressionable” may be a cliché but it is true. So build habits early by organizing your child's room during the preschool years. Try the old adage “A place for everything and everything in its place.” Dresser drawers are organized according to the type of clothing in each, the toy shelves and bookshelves have designated spots for favorite friends. There can be some bins and boxes for Barbie accessories or collections of action figures. You need not be a neat freak but try to be orderly. Our philosophy is that a home is for living and need not look like a picture out of an interior decorating magazine.

Children have a sense of order naturally. As they organize their external world, they are really organizing their internal world too. The external world only represents internal. How your child with ADD looks on the outside (how his clothes, room, desk, etc., are kept) gives you a glimpse of how he feels on the inside. As children become more organized internally, this is reflected in their habits externally, and vice versa. Children need to work through becoming organized correctly before they can internalize it.

When it comes to homework, having a regular homework time, a quiet place to do the homework, and a regular homework ritual with all of the materials needed present encourages this process of “internalization of structure.”

#### **Start the School Day Right**

Mornings can be a nightmare for the family that has a child with ADD. These children need reminders, organization, and a large dose of advance planning and patience. It is 8 AM and the family rush hour in the Smith household has begun.

Mom and Dad are trying to get themselves ready for work and are hoping and praying that when the school bus comes, Billy will not have his shirt on inside out and be missing one shoe. They have been through this scenario many times. Dad reminds Billy that it is time to get dressed. Then minutes later Mom finds him still in his pajamas doing headstands on the bed. The school bus arrives and Billy is only half dressed and half fed, and no one knows where his backpack is. Parents are half-dressed, half-fed, and totally frazzled. By the time Billy gets to school and parents get to work, they all feel they have been through a major ordeal.

*Whenever Ben was doing his homework I would see his engine seize up and his eyes fill with terror. The thought of having to do something they don't understand can paralyze children who have ADD. I had to teach Ben skills for how to approach homework. I would walk him through each step; "What is the assignment?" "What does that mean?" "What does the teacher want?" "What should you do first?" Parents can't just assume that children with ADD learn like other children do. They have to realize that their child does not pick up knowledge in the same way other children do, and they have to change the way they see them.*

Does this sound familiar? Are you tired of reminding your 12-year old to brush his teeth after breakfast when this has been part of the routine since he was four? How can you avoid this morning stress?

### **Plan ahead**

The night before, together with your children, pack the lunches, lay out their clothes, find their shoes, put all the homework papers in their backpacks, and put their backpacks near the door. Get to sleep early so you and your children feel well rested. Get up early so you and your children do not feel so rushed. Get yourself dressed and ready before you wake up your child.

### **Stay Calm**

Tension is contagious. Do not expect your child to understand how important your 9 am presentation is. He has other things on his mind (many other things in the case of a child with ADD). You do not want to send children off to school and yourself off to work feeling upset. Children are often frightened when a parent is tense and may react with attention-seeking behavior. Often these dawdling and procrastinating behaviors push a parent over the top.

*Every morning as my child was getting ready for school, my anxiety about how his day would go would churn inside me and I would spill it out, so that my child was heading for school as anxious as I was. Once I learned to control my own anxiety about his performance, he became less anxious himself.*

## **Wake them gently**

The transition from asleep to awake can be particularly hard for youngsters with ADD. With the exception of the early birds who jump out of bed at the crack of dawn and are on the run until they drop at night, children with ADD have trouble shaking sleep and will fall back asleep very, very easily. Respect their need to make the transition more slowly and do not expect them to get out of bed the moment they awaken. Give your child a pleasant first call to awaken and then a second call a few minutes later to get up. Instead of a verbal reminder, try a touch, such as rubbing or massaging a child's back. In the morning a back rub stimulates the senses rather than calms the body down. Alarms with a snooze button are another good idea for older youngsters who can use them responsibly (i.e., not just turning the alarm off completely). Some children who get up to an alarm clock need to put it across the room so that they have to get up to turn it off.

## **Construct a reminder chart**

Together with your child make a chart that lists all the things that must be done each morning and the order in which they should be done. This can be in words or pictures, depending on the age of our child. You can use the Homework Rewards Chart (Handout # 11) as a guide, and assign a point value for each behavior you would like your child to display, such as:

- Get up at second call
- Get washed/shower
- Get dressed
- Make bed
- Eat breakfast
- Brush teeth
- Pack Backpack. Remember lunch bag

You might want to turn this into a morning schedule, with times attached to each task, to keep your child moving. Here's an example of a schedule that works for one family:

7:00 Get up and make bed  
7:15 Eat breakfast  
7:30 Get dressed, brush teeth, and comb hair  
7:50 Put coat on and check backpack  
8:00 Out the door

You may need to allow more time, although too much time can backfire when it encourages getting "sidetracked" from the actual goal of "getting out the door."

## “Getting up and Going to School” Rewards Worksheet

Week of __/__/__							
# of Points	Behavior	Monday	Tuesday	Wednesday	Thursday	Friday	
5	Get up at second call						
10	Get washed or showered by:						
5	Get dressed by:						
10	Make bed by:						
5	Eat breakfast By:						
5	Brush teeth by:						
10	Pack Backpack, Remember lunch bag by:						
	Bonus Points for: (write in)						
	<b>Totals</b>						

Total Points for week: \_\_\_\_\_

## **Make sure your child eats a nutritious morning meal**

If your child has food sensitivities that affect his concentration and behavior, be sure to avoid these foods for breakfast. The best meals for starting the day contain nutrient dense foods, including some protein, and complex carbohydrates – foods that release a steady amount of energy all morning long, avoiding the blood sugar ups and downs that can affect mood and concentration.

## **School-Ade Smoothie**

**Drink one Smoothie in the morning or any time you need to be at your best**

4-8 oz Plain Yogurt or Kefir  
6 large frozen strawberries  
1/2 sliced banana  
1/2 cup frozen blueberries (for advanced neurological development)  
3 tsp Fish Oil (Pharmaceutical grade, molecularly distilled ONLY)  
Splenda for extra sweetening if desired  
1 TBSP Lecithin (for memory enhancement)  
Milk, juice, soy or rice beverage  
Ginko Biloba (increases blood flow to brain)  
500 mg tyrosine or Soy Protein supplement (boosts helpful neurotransmitter levels)

Mix and blend until smooth  
Add liquid for desired consistency  
Blend again  
Serve immediately after blending

## **Pack a snack**

In children with ADD, behavior and concentration often deteriorate in the late morning. Possibly this is because their blood sugar is dropping. A nutritious mid-morning snack can avoid this dip in concentration. A snack or afternoon recess can help avoid the end-of-the-day doldrums.

## **Ensure a peaceful trip to school**

If your child walks to school and dawdles, arriving late even though you send him out the door on time, pay an older schoolmate to walk with him. If he is in a car pool that is filled with rambunctious kids, calm the passengers or change car pools. If the school bus is like a traveling zoo, try to get your child to sit near the driver. Sometimes you have to change your own schedule so that you can drive your child to school.

*Joseph was so easily distracted when walking to and from school that he had twice lost his school bag when he put it down to throw a snowball and forgot to pick it up again. His mother felt frustrated but knew he had not done it on purpose. She got him a backpack so that he did not have anything to put down and leave behind.*

## **“Go to Bed!” – Strategies for Winding-Down the Day and Going to Sleep**

Some ADHD children have problems going to bed at night, and may cause upsetting disruptions with their resistance and arguments about going to bed. It is as if the normal “biorhythms” in the ADHD child are disrupted and they cannot “wind down” as bedtime approaches. These children need their parents to structure their days and evenings so that their internal rhythms are in sync with the clock and the family’s schedule.

### **1. Tire Them Out With Exercise**

Many ADHD children will tire themselves out if they can “burn off” enough energy during the day. If possible, an organized sports activity such as T-ball, basketball, or karate lessons can all be helpful in burning through that seemingly inexhaustible store of energy in your ADHD child. Be careful about involving your child in any sports activity that can involve head injuries, such as soccer, football or hockey. Head-butting the ball in soccer has been shown to cause diffuse brain damage that leads to worsening problems with attention. Studies have shown that the more a child butts the ball with their head, the worse attention problems become. If an ADHD child is to play football or soccer, then pay extra-special attention to equipping your child with the best helmets and head gear that is possible.

One helpful idea with ADHD children is to get them a 3-foot round trampoline. Thirty minutes of jumping up and down on a mini-tramp can demonstrably increase an ADHD child’s ability to subsequently pay attention. This can be a good “pre-homework” activity if the child’s hyperactivity is a significant interference. *Just be sure that the child does not exercise within **2 hours** of bedtime!* It takes that long for a person’s metabolism to slow down to allow drifting off to sleep.

### **2. Establish a comforting night-time routine.**

ADHD children have problems regulating their own rhythms, so help them with this by setting a clear structure around bedtimes that prepares their bodies to rest at the right time. You need to start a bedtime routine about a half hour before they go to bed. One of the best things to try is have them take a bath before bedtime. The warm bathwater is relaxing, but because it cools off in about 20 minutes, also encourages the child to get out before they are in there too long.

Children's behavior deteriorates and they become oppositional if their emotional bonds with their parents become frayed by the constant power struggles that their ADHD cause in parent-child relationships. If your child is young enough and not bashful yet, you can use this time as "bonding time" – help them with a bathing task like washing their bodies or shampooing their hair. The physical contact is a tangible expression of your ongoing parental love and care for them, and can be reassuring and calming to your child. Another idea that works well is to give them a back massage in bed (slow and not-too-hard so it doesn't tickle). Once they are in their pajamas, you can get them into bed painlessly with a bedtime story ritual.

## **HELPING YOUR CHILD LEARN HOW TO LEARN**

Children with ADHD need to learn how to learn. If left to themselves, their minds wander and little, if anything, sinks in. Use these tricks and techniques to help your child learn to focus his mind on the learning tasks at hand.

Having fun with learning activities at home is a good way to achieve your ultimate goal of encouraging your child to become an *active learner*. When your child asks questions, help him find the answers in books, on video, or with the computer. If your child has a special interest, for example, cars or horses, encourage her to learn more by providing her with books, toys, models, or posters, or by visiting museums or other special places. Look for opportunities at home to reinforce concepts taught at school. Children study math while cooking, science by helping out with home repairs, and social studies on family trips. Learning is much more than what happens at school.

### **See and Touch**

If a concept is not sinking in with your child, try planting it differently. Some children are strong auditory learners (they listen and learn well from hearing words): others are primarily visual learners and need to see something to grasp it. Still others are tactile and like to feel or learn hands-on. Children with ADD often need a multi-sensory approach in which all three avenues are used. Little children may learn their alphabet by singing it, feeling sandpaper letters (you can make your own), looking at construction paper letters pinned to a bulletin board, or by placing magnetic letters on the refrigerator at home.

### **Play Games to Improve Attention and Learning**

Playing games teaches children to focus and concentrate and to work constructively in teams with others. In card games and games with dice like Chutes and Ladders, children get comfortable with numbers. Card games are also opportunities to practice remembering things. Checkers and chess call for strategic thinking, that is, thinking ahead, which helps ADHD children with their impulsivity. Scrabble teaches spelling and vocabulary. Playing games with your

children is a fun way to work on thinking skills. The old standby Simon Says is an example of the thinking required for following both verbal and nonverbal instructions. Here are some games you can play in the car (or anywhere) to improve thinking and memory skills.

1. **The Suitcase Game.** The first person says, "I got my bag and in it I packed my toothbrush." The second person repeats what the first person said and adds another item: "I got my bag and in it I packed my toothbrush and sweater." Player number three adds something else, "I got my bag and in it I packed my toothbrush and sweater and a puppy dog." The game continues with each person adding something on every turn. In order to stay in the game, each person must correctly state all the previous items in the correct order. The things added become sillier and sillier, but remembering becomes very difficult. This game holds most children's attention and lets them use their imagination. Suggest the children form a mental picture of the objects to help them remember not only the items but also the sequence. For example, they might imagine the dog wearing a sweater using a toothbrush. (In this way, the Suitcase Game improves sequential processing that is helped by the "Mind Maze" game in Play Attention.) During the game, you may have to help the child with ADD occasionally; if one child has a hard time with the game, change the rules so you are playing teams and you are on that child's team. Verbalize techniques for remembering.
2. **The Alphabet Game.** In this game the first player begins with the letter "A" and fills in categories predetermined with words that begin with "A." For example, "My name is Alfred. My wife's name is Andrea. We live in Africa. We sell apples. We drive an Alfa Romeo." (Use this category only if your children are interested and knowledgeable.) Then, the next person uses the letter "B: (My name is Becky. My husband's name is Bert," etc), and the next person uses the letter "C," and so on. Again, you may have to form teams to help out your child with ADD or your youngest child. This not only helps with alphabet order, but improves word retrieval and categorization skills.
3. **Math Games.** With children who are learning to add, you can make a fun game out of adding the numbers on the license plates of cars in front of you. With older children try multiplication with those license plates. You need to have a rule to keep the older child from winning all the time. You could give the older child one handicap, such as having to count to five before answering, or let the older one be the one to say if the answer is correct and, if not, what it should be. Another way to have fun with math is to make up word problems about interesting topics. Boys often like platoons of soldiers with rockets, but most parents prefer more whimsical images, such as a circus. Make up problems about how many elephants are in the ring or how many clowns in the car. With older girls and boys, try using the opening ceremonies before a large competition takes place. For example, "If all the hockey players in the tournament were to skate out

onto the ice, how many players would there be if there were ten teams with eleven players on each team?" Then vary the problem: "Whoops! There's an elephant! It's galumphing onto the ice at the far end of the rink. What's that? Another team. It's just dumped another team off its back onto the ice. How many men are on the ice now (11X 11)?" That element of silliness and surprise will help keep the child with ADD interested and alert.

4. **Sing in the Car.** When you're in the car, don't forget the old standby of singing together. It beats the radio or popping in a tape because your child is more actively involved in learning and remembering lyrics when he sings.

### **Executive Strategies for Learning (Meta-Cognitive Strategies)**

Learning how to learn puts your child in control of the process. Psychologists call plans for learning "meta-cognitive strategies," because they go beyond regular thinking and involve knowing about how you know things. Strategies for learning build awareness of the processes involved in learning and remembering things.

Teach your child to use the three steps to success listed below instead of just jumping in. Having the internal dialogue of these questions will make him stop and reflect on what he is doing. The few seconds or minutes that it takes to plan and scrutinize will pay off in big gains in productivity. These are the three crucial steps (the executive's three questions) that must become automatic whenever your child settles down to a task:

1. **What's the job here?** (What am I supposed to do?)
2. **How should I do this job?** (What strategies will I use?)
3. **How did I do it?** (What did I learn? How good was the result?)

Obviously, in between steps 2 and 3, the child must do the job, but this happens only after developing a plan of attack. This series of three questions works for tasks from small to large. The following is a sample of how this strategy would work for first grader doing some basic math, subtracting 4 from 7. Here's the inner dialogue:

1. "What's the job here? What does the sign say, plus or minus? Minus. Okay, I'm going to subtract."
2. "How should I do this job? To subtract I find a difference, so for 7 minus 4, I'm going to think of how many go with 4 to make 7. That's 3, I think. I'll check with my fingers." He counts on from 4, saying, "5, 6, 7," putting down a finger as he says each number. He counts the fingers: "1, 2, 3. Yup, I got it." (Other children, less advanced in their number concepts, might think of other strategies, like using counters, putting out seven and taking away four of them. Or they might use a number line.)

3. "How did I do? That one went easily. I'm getting good at subtraction since I learned I can get the answer by counting. Soon I won't need my fingers, but I feel safer using them for now."

One of the advantages of using the three-question technique is that it makes children aware of when they do not have any strategies for doing something and need to ask for help. When you teach your child this technique, be explicit and tell him to ask for help if he cannot answer question 2. Do not assume that children will automatically ask for help. Typical students do this, but not students with ADD. These children need to *over-learn* because they miss so much due to inattention. What a typical child can absorb and remember in a couple of exposures, the child with ADD will have to experience many more times.

# **Organized Thinking:**

## **Three Steps to Learning Success:**

When approaching a new problem, ask yourself these three questions. Planning how you are going to tackle a problem will make you a much better problem solver. If you need help in answering any of these questions (especially question 2), please ask an adult.

### **1. What's the job here?**

(What am I supposed to do?)

### **2. How should I do the job?**

(What strategies will I use?)

### **3. How did I do?**

(What did I learn? How good was the result?)

## Teach Your Child to be an *Active Learner*

Getting someone involved in something is the best way to engage attention. Many mothers intuitively do this from the very beginning when they talk to their babies using questions. Babies find the rising inflection at the end of each question fascinating. This is a good way to read a book to a toddler (“What’s the kitty doing?”) and to read stories to a preschooler (“What do you think is going to happen on the next page?”). Then, as a child enters the elementary grades, he is prepared to read any material presented to him with an inquiring, active mindset.

If students who have ADD do not actively participate in learning, they will quickly become bored. They must make things interesting for themselves. It helps a great deal if the teacher is dynamic and instills enthusiasm in everyone. A parent can also show interest and try to liven up a topic. But ultimately it is the student’s responsibility to get interested by finding a way to become involved in the material. Learning to predict what will happen as a key element of learning can make material more interesting. Active learners tend to make great leaders because they need to take control to stay engaged in a project.

How does a student learn actively? Active learners seek out information. They are constantly generating questions and looking for the answers. Instead of just reading to get to the end of the page, the active reader carries on a running dialogue with herself about what will happen next (in stories) or how the facts will be made to fit together (in textbooks). Active readers make little summaries for themselves as they go along that help them make predictions. It’s no mystery why mystery stories are so popular: their plots force the reader to ask questions (“Whodunit?”), formulate theories (“The butler did it”), and then turn the pages to learn the answers.

A method of learning that has been successful in the middle grades is a regular assignment with any subject that requires a lot of reading is a prediction quiz. Students not only are assigned a chapter to read but must turn in questions that they predict could show up on a test. This helps them figure out which are the important points worth remembering. This technique helps the students make the transition to the next level of active reading for high school and college-age students.

<b>Steps for Active Reading</b>		
<b>Key Time Frames</b>	<b>Key Questions</b>	<b>What To Do</b>
1. BEFORE: What do I do <i>before I open the book</i> (or start listening to a lecture)?	1. <b>Why</b> am I reading this? For what purpose? <b>What</b> headings would I use, if I were the author?	1. Organize my thinking. Decide on my own personal reason for bothering with this: What will I know at the end that I do not know now? Pretend that I am the author. Organize headings and subheadings. Make predictions about the content.
2. AT START: What do I do <i>when I first open the book</i> ?	2. <b>What</b> headings did the author use? <b>How</b> does his organization compare to what I would do? <b>What</b> will I learn in this chapter? Generate some specific questions related to the topic.	2. Compare the content with my predictions. Check the authors headings in the table of contents then skim through the chapter. <ul style="list-style-type: none"> <li>• Read the first paragraph.</li> <li>• Check pictures and diagrams.</li> <li>• Read the conclusion.</li> <li>• Read any questions at the end of the chapter.</li> </ul>
3. DURING: What should I do <i>while I am reading</i> in order to make it easier to recall the material later?	3. <b>How</b> do I learn? How do I keep my mind working so that I can stay alert and recall material later?	3. Find the facts. Answer the reporter's questions: who, what, where, when, why and how. Keep generating new questions as the old ones are answered. Pick out the main idea in each paragraph ( <b>key words</b> ). Play some games with the information: join these key words/facts together into a picture, or into a sentence, rhyme, silly statement, or acronym.
4 AFTER: What do I do <i>after I complete each page</i> and then when I complete the chapter?	4. <b>What</b> have I learned? What use can I make of it?	4. Review. Review. Review. <ol style="list-style-type: none"> <li>a. at the end of each paragraph</li> <li>b. at the end of each page</li> <li>c. at the end of the chapter</li> <li>d. a few hours later</li> <li>e. a few days later, etc.</li> </ol>
SUMMING UP	Steps 1, 2, 3, 4 all involve one simple secret process: Continuous Mental Work on the subject to be learned! Get emotional about it!	Steps 1 and 2 = Organize myself to learn. Steps 3 and 4 = Get actively involved in the material and learn using memory tricks!

## **“Folding-In” Technique**

The “folding-in” technique has been found to be a powerful and easy-to-implement strategy that can be useful in any intervention whose objective is for a student to acquire now, fact-based information. The intervention can cut across subjects and can be used for anything from teaching students letter recognition in kindergarten, to word recognition, to multiplication facts, to events leading up to the Civil War, to chemical formulas.

Based upon the work of Gickling, the procedure attempts to build success and momentum for acquisition of new information. By assessing a student’s entry knowledge of the skill to be learned, the evaluator can determine the material a student already knows and the material is maintained at no greater than 70% known to 30% unknown. Thus, a student who is being exposed to new material is never asked to try to learn more than 30% of what is presented. The folding-in technique is based in part upon findings about the amount of repetition a student needs in order to master new information. Learning is conceptualized as a process described below:

<b>Level</b>	<b>Emphasis</b>	<b>Strategies</b>
Acquisition	Achieving accurate responding	Demonstration, modeling, cues, prompting
Mastery	Accuracy with speed	Routine and novel drill and practice
Generalization	Performance and response under novel stimuli	Training discrimination and differentiation
Adaptation	Performance of similar responses under novel stimuli	Problem solving, role playing, training under simulation conditions

In the acquisition stage, a student begins to be exposed to new material; in the mastery stage, the student becomes fluent with the material; and in the generalization and adaptation stages, the student discovers ways of applying the same or similar knowledge to novel situations. At an IQ level of 100, it takes approximately 35 repetitions to move from a level of acquisition to mastery. As the IQ goes up to 115, the number of repetitions decreases to about 15. At an IQ of 85, the number of repetitions increases to about 55. The folding-in technique is designed to maximize the number of repetitions of new material within a short period of time, thereby facilitating the student’s progress from the acquisition to the mastery level of learning.

## **Example: FOLDING IN TECHNIQUE FOR WORD ACQUISITION AND READING FLUENCY**

**Step 1:** The parent selects a passage for the student to read. The passage should be one that the student is currently working on in class. It is important that the passage contain no more than 50% of unknown material. This can be assessed by a WORD SEARCH: the parent asks the child to read and explain the meaning of various key words from the passage. If the student misses more than half of the words in the word search, the parent should select a different passage and repeat the process.

**Step 2:** The parent asks the student to read a portion of the passage (usually a paragraph or two) aloud, and records the time elapsed for reading the passage. The parent marks the point in the passage reached by the child at the end of 1 minute. The number of words read correctly in this minute is designated as the pre-session reading fluency.

**Step 3:** As the child reads, the parent notes at least three words that the child has difficulty with or doesn't understand. On 3 X 5 index cards, the parent writes the three words (one on each card). These words are designated as "unknowns." If there are more than three words that can be designated as unknown, the parent selects words that are meaningful and help the child understand the story.

**Step 4:** On 3 X 5 index cards, the parent writes 7 words (one on each card) from the passage that the child does not seem to know. These should be words that are meaningful to the passage, not simply "and," "the," or other non-meaningful expressions.

**Step 5:** The session begins with presentation of the first unknown word. The parent should define the word for the student and use it in a sentence. Next, the parent should ask the child to repeat the definition and use it in a different sentence.

**Step 6:** Now, the folding-in process begins. After the unknown word is presented, one of the known words is presented. The child is asked to say the word aloud. Next, the unknown word is again presented, followed by the known word previously presented, and then a new known word. This sequence of presentation (unknown followed by knowns) is continued until all 7 knowns and the 1 unknown word have been presented.

Next, the second unknown word is presented. The word is presented in the same way as the first, with first the parent and then the child defining it and using it in a sentence. This second unknown word is then folded in among the other 7 known words and 1 unknown word. In the course of the multiple presentations of

the words, the child is asked to repeat the unknown word's definition and to use it in a sentence whenever he/she hesitates or is incorrect in the pronunciation of the word. Finally, the third unknown is folded in among the other 9 words (2 unknown, 7 known). Given that the other words were assessed to be known at the starting point, the child should not have any difficulty with these words. The following chart illustrates the full sequence of presentations for a set of 10 words.

Presentation #	Unknown Item #	Known Item #	Presentation #	Unknown Item #	Known Item #	Presentation #	Unknown Item #	Known Item #
1	1		29		1	57	2	
2		1	30		2	58	1	
3	1		31		3	59		1
4		1	32		4	60		2
5		2	33		5	61		3
6	1		34		6	62		4
7		1	35		7	63		5
8		2	36	2		64		6
9		3	37	1		65	2	
10	1		38		1	66	1	
11		1	39	2		67		1
12		2	40	1		68		2
13		3	41		1	69		3
14		4	42		2	70		4
15	1		43		3	71		5
16		1	44	2		72		6
17		2	45	1		73		7
18		3	46		1	74	3	
19		4	47		2	75	2	
20		5	48		3	76	1	
21	1		49		4	77		1
22		1	50	2		78	3	
23		2	51	1		79	2	
24		3	52		1	80	1	
25		4	53		2	81		1
26		5	54		3	82		2
27		6	55		4	83	3	
28	1		56		5	84	2	

Presentation #	Unknown Item #	Known Item #	Presentation #	Unknown Item #	Known Item #
<b>85</b>	<b>1</b>		<b>113</b>	<b>3</b>	
<b>86</b>		<b>1</b>	<b>114</b>	<b>2</b>	
<b>87</b>		<b>2</b>	<b>115</b>	<b>1</b>	
<b>88</b>		<b>3</b>	<b>116</b>		<b>1</b>
<b>89</b>	<b>3</b>		<b>117</b>		<b>2</b>
<b>90</b>	<b>2</b>		<b>118</b>		<b>3</b>
<b>91</b>	<b>1</b>		<b>119</b>		<b>4</b>
<b>92</b>		<b>1</b>	<b>120</b>		<b>5</b>
<b>93</b>		<b>2</b>	<b>121</b>		<b>6</b>
<b>94</b>		<b>3</b>	<b>122</b>		<b>7</b>
<b>95</b>		<b>4</b>			
<b>96</b>	<b>3</b>				
<b>97</b>	<b>2</b>				
<b>98</b>	<b>1</b>				
<b>99</b>		<b>1</b>			
<b>100</b>		<b>2</b>			
<b>101</b>		<b>3</b>			
<b>102</b>		<b>4</b>			
<b>103</b>		<b>5</b>			
<b>104</b>	<b>3</b>				
<b>105</b>	<b>2</b>				
<b>106</b>	<b>1</b>				
<b>107</b>		<b>1</b>			
<b>108</b>		<b>2</b>			
<b>109</b>		<b>3</b>			
<b>110</b>		<b>4</b>			
<b>111</b>		<b>5</b>			
<b>112</b>		<b>6</b>			

**Step 7:** Upon completion of the folding-in intervention, the child is asked to reread the passage. The parent marks the number of seconds it took for the student to reach the point in the passage reached at 1 minute during the pre-session reading. It is important that the child read at least to the same point of the passage that he/she reached at the beginning of the session; this is necessary to establish accuracy in the oral-reading rate measure. The score obtained here is considered the child's post-session reading score.

**Step 8:** Both the pre- and post-session are graphed (usually by the student). These data can be very useful in showing the child the consistent improvement in his/her reading skills over the short period of time in each session, as well as the acquisition of material over days and weeks.

**Step 9:** The next session begins by having the child read the next portion of the passage. Following the reading, the 10 words (7 known, 3 unknown) that were used in the previous session are reviewed. A mark is placed on one of the unknown words to designate that the child knows the word without hesitation during this session.

**Step 10:** A criterion is set to determine when a previously unknown word is designated as a known word. Typically, this may be defined as getting the word correct in two consecutive sessions after it has been introduced.

**Step 11:** As a new unknown word is added to the drill procedure, one of the original known words is removed from the pile. This first word to be removed is one of the original known words selected on the first session. Each of the other 7 known words is gradually replaced with new unknown words. Finally, by the time one of the original unknown words is removed from the pile, it will have been drilled far in excess of the required 55 repetitions for new material to reach mastery levels.

## **Example: FOLDING-IN TECHNIQUE FOR MULTIPLICATION FACTS**

**Pre-assessment Phase:** To determine the number of known and unknown facts, the students are administered a quiz in which they are asked to answer all computational problems with the fact families 1 through 9. The number of problems not completed or incorrect provides an indication of the facts that have been and have not been learned. Flash cards of multiplication problems must be generated, and known and unknown multiplication facts must be sorted out and placed in different piles.

**Instructional Structure:** The procedure can be set up as a peer-tutoring activity or parent-led activity. The students are taught the procedure and required to conduct 10-minute tutoring sessions in which the parent drills the child using the folding-in technique.

**Step 1:** The child selects seven cards from his pile of pre-assessed known facts.

**Step 2:** The child selects one card from his unknown pile of pre-assessed facts.

**Step 3:** The parent starts a 20-minute timer.

**Step 4:** The parent presents the unknown fact to the child. The child is required to write the fact on a piece of paper, say it to himself three times, and then turn the paper over.

**Step 5:** The parent then presents a known fact, followed by the unknown fact, the first known fact, and another known fact. The unknown fact is presented in sequentially in this fashion until all 7 known facts have been presented and folded in with the unknown fact.

**Step 6:** The group of 8 facts (1 unknown and 7 known) are shuffled. The second unknown fact is then presented and folded in among the 8 facts. This is repeated again for the third unknown fact.

**Step 7:** If a child hesitates or is incorrect on any fact, the parent instructs the child to complete a brief correction procedure. The teacher tells the child the correct answer and has the learner write the incorrect fact three times. The incorrect fact is then presented again to the parent.

**Step 8:** When all the facts have been folded in, the entire group of 10 facts is presented three times. Each time, the packet of flash cards is shuffled to prevent the child from simply remembering the sequence of responses.

**Step 9:** The final step is a test of the 10 facts that the child has practiced. On this test, a mark is placed on each unknown-fact card if a child is correct on this trial. When an unknown fact attains three consecutive marks, it is considered a learned fact.

**Step 10:** The number of new facts learned each week is graphed, ideally by the child. The parent can send a note to the teacher informing him or her of the child's progress, and request information about further mathematics facts that can be drilled in future parent-child tutoring sessions.

## Teach Your Child to Organize Information

Children with ADD usually do not think about organizing their thinking. To convince them of the need to do so, get them to compare finding things in a garbage bag versus in a filing cabinet. Try these questions:

- Is it easier to find your socks in a huge bag or in well-labeled drawers?
- Is it easier to find a book in a garage piled high with books and files or in the library?
- When you go to a class and listen, is your mind like a garbage bag or a filing cabinet?

Once they are convinced that organized is better, teach them about grids so they will know one powerful way to achieve organized thinking. A grid organization will help them understand and remember academic material for presentations, written projects, and tests.

A grid is a basic and simple strategy for organizing information. Putting topics across the top and down one side of a page, you create a table for the information you need to learn. It forces you to consider all possible areas. Once areas are outlined, then you can decide which areas your essay (or presentation or study notes) will concentrate on. The reporter's questions (who, when, where, what, why, and how) are a good place to start for many subjects. In History, you might want to have different wars or battles across the top of the columns, and the reporter's questions for the rows. Think of how you could organize facts about the Great Depression, Prohibition, World War II, and so on. If you were studying animals of Australia, you could have column headings like "Appearance," "Habitat," "Food," and the different animals would be listed down the page for the rows. In Geography, you might have countries for the columns and row headings like "Population," "Physical Features," "Language," and so on.

*John was an eighth grade student who had a great deal of difficulty recalling material after he read a textbook. To encourage him to use active reading strategies for his History text, his tutor asked John to show him about a war in the 1790's. He told him to try using questions like: **Who** was fighting? **When** did the war take place? **Why** were they fighting? And so on. When John faltered, the tutor helped by asking questions or modeling how to generate questions by thinking out loud. John and his tutor produced the grid (on next page). John generated the first column of questions before rereading and then filled in his grid as he read the chapter. This follows the active reading strategy of generating questions and predicting answers. The tutor made it a game and modeled reading aloud to demonstrate how to reread the headings and then the passage, picking out key words and chunking words together into catchy phrases. They then paused on some difficult sets of facts and tried to figure out innovative ways of remembering them.*

The French Revolutionary Wars – Battle at Aboukir Bay		
Questions	England	France
1. SETTING		
<b>WHO</b> – leaders (military and political)	Admiral Horatio Nelson Prime Minister William Pitt	Napoleon Bonaparte
size of armies size of navies		
<b>WHY</b> (causes)	Self-defense	Expansion of empire
<b>WHAT</b> - strategies - weapons	Surround blockade, pay allies	Attack empire, e.g. India
BACKGROUND SITUATION (political, economic, social)		
II. BATTLE		
<b>WHERE</b>		
<b>WHEN</b>		
WINNER		
<b>HOW</b> – weapons, ships, strategies, etc.		
WHAT EFFECT – immediate		
WHAT EFFECT – later history		

*John and his tutor used:*

**Chunking** words and phrases together

**A map** – a sketch of Great Britain and Europe and the Mediterranean. They drew ships surrounding Europe, and money signs in each of the countries surrounding France to symbolize paying allies to fight for England. This picture emphasized the British strategy.

**An amusing picture** to help recall facts: John and his tutor made a picture of Horatio Nelson standing on a deck looking at a book (for *Aboukir Bay*) with a sphinx in the background (for Egypt). Santa Claus is on a cruise ship beside Nelson's one empty sleeve, to represent Nelson lost an arm at *Santa Cruz*. An apple core is on Nelson's eye patch because he lost an eye at *Corsica*. Napoleon Bonaparte is depicted as rowing away in a small rowboat with his ships

being “blown-a-part” in the background. Notice how a visual cue triggers an auditory association.

John was quite surprised when he was able to answer correctly the question of what he had learned. He was even more surprised at how little time it had really taken and how much fun it had been to create the pictures. Like most people with ADD, John was creative and imaginative, but he had not previously brought these skills to bear on the reading-and-remembering process. John applied this process of generating questions and predicting answers throughout the scanning, reading, and reviewing stages as he continued in this chapter.

### **Organizing the Mind**

When John finished the chapter, the tutor reviewed with him the techniques he had used. Learning the strategies was even more important than learning the facts. He had:

1. Organized his ideas about what he might learn before he started reading and checked these headings the author used (the garbage bag mind versus the filing cabinet mind).
2. Used the grid technique.
3. Used mental pictures to help himself recall key facts.
4. Made word associations to remember names of people and places
5. Reviewed key facts when he finished each paragraph.

He now understood that his recall was dependent on actively organizing and reorganizing the information he was reading.

### **Organizing Written Work**

Written work is nearly always the greatest challenge for people with ADD. They have rich imaginations, but the task of getting those ideas down on paper is daunting. They may write the minimum or tend to ramble without really making their point. Editing and proofreading are so tedious it seems like torture to them. Often the biggest problem is just getting started. Here is a way to help them organize their thoughts so they can overcome their resistance and write a paragraph with punch. Explain that the structure of a paragraph is like a hamburger. Just as you have to hold the contents between the top and bottom buns so that you can eat it, your great ideas have to be contained between an introduction and a conclusion. Just like both pieces of the hamburger bun, the introduction and conclusion are made of the same material. You must mention the same kind of things in each. In the middle you want to have not just a plain burger patty but some lettuce and tomatoes, maybe cheese, mustard, and relish, too. Similarly, your paragraph between the introduction and the conclusion has to have more than one idea. Three sentences, making three different points, is a good guideline. You want your hamburger paragraph to be easy to digest, so make it easy to follow the ideas by having a beginning, middle, and end.

The same structure applies to an essay or a lecture. The only difference is that it gets expanded into several paragraphs. Instead of an introductory sentence, you will have an introductory paragraph. This introductory paragraph will have three parts: (1) a catchy “Hi” statement to attract the audiences’ attention, (2) a statement of the problem, which is the “Why,” or purpose, of your essay, and (3) an overview of “What” you are going to say.

The opening sentence must immediately catch the reader’s interest. It whets the appetite, rather like the sesame seeds sprinkled on top of the burger’s bun. Maybe use a quote or an interesting statistic related to the topic. This next sentence, the “Why,” is your thesis statement (what you are out to prove in the essay). That thesis statement must be supported by at least three arguments. These three arguments, the “What” portion of the introductory paragraph, are just briefly introduced to act as signposts for what is coming in the rest of the essay.

The main body of the essay – the meat of it – expands on those three supporting arguments with at least one paragraph about each. If you have more than three good ideas to support your thesis, then go ahead and write more paragraphs. That is like adding extra condiments on the burger.

You finish your essay with a concluding paragraph, which is like the bottom bun of the hamburger. Its structure is the reverse of the three parts of the introductory paragraph. It (1) begins briefly reiterating the three points of arguments that you made or areas that you covered, (2) restates your thesis and how you proved it, and (3) says goodbye and contains something generally related to your thesis statement. This ties things up and leaves the reader thoughtful.

The beginning and ending of the essay must be similar (you do not introduce new elements in the conclusion), just like the top and bottom of the burger bun are made of the same dough. The top and bottom are not, of course, identical. You can tell them apart by their shapes. They complete each other, just like the order of ideas in an essay’s introduction and conclusion.

When you take the hamburger approach to writing, it makes giving your child feedback about his work more fun. Instead of telling him it’s too short, you can say it seems like a plain hamburger, and you know he could create a delicious cheeseburger. If it is sloppy and needs editing, tell him it looks like the tomato is ready to slip off and the mustard is dripping. Of course children should plan before they write, and they can sketch a burger and write beside it the points they plan to make in each part – it makes a nice variation on introduction, main body, and conclusion. Most children with ADD respond well to ideas that are presented visually, and the hamburger helps them get the picture about writing and having fun with it.

## **Organizing Textual Material – A Boxing Strategy**

This strategy works well for reading new material in a science or mathematics textbook. Look through the chapter before reading it in detail. Think about how each section links to the section before it and the section that follows it. Draw a box around each new concept as it is introduced. For example, if a math textbook is going to teach about how bank interest is calculated, it must first derive the formula for simple interest. Then it will use that concept and formula to go on to the next box, where it develops the formula for compound interest. You will learn and remember if you really understand the logical connections between each of the boxes or sections of the text (assuming that the author has placed them in a logical progression.) A box must contain the data necessary to derive the equation or the principle being taught and to understand it. Before beginning each new box, do a quick review of the boxes previously covered.

## **Teach Your Child to Study Actively**

The skill of being mentally active while reading and listening applies equally to studying for tests. It is just not sufficient to read over notes. When first reading the material, students should make notes in the margin in pencil or use a highlighter if it is their own book. The top students make summaries as well, both when reading and listening. (See below for “the three facts per class” technique). When it comes to study time, they get *active* and make new study notes that summarize their early summaries of key facts. This does not have to be done as a boring list. People with ADD are creative and often draw elaborate diagrams that show the key areas and how they link up, or they draw trees with the main ideas branching off from the trunk and the details on twigs. Help your child actually have some fun as she masters a topic. This, of course, is easier if studying is not left to the last minute. With a study-hall routine and efficient use of a student planner, last minute cramming should be infrequent.

## **Emphasize the process, not the product**

Once the process is mastered, the product becomes the focus. If you focus on the product first, the child becomes discouraged. The product will automatically come once the child is comfortable with the process. Children with ADD are masters of wasting time due to their inner distractions. Sure, they may spend an hour in their room with a textbook open, but very little transfer of knowledge may occur. That is why every home study period should produce a product. Call them widgets, if you like, and let your child be manager of the widget factory. Widgets can be simply a chunk of work finished: a group of math questions, a page of reading notes summarized, and so on. If a child is young and needs more concrete rewards, let him keep track of the number of widgets produced with tokens or points discussed in the ADD Homework Success Program. Seeing the chart of the jar fill up can make the child feel proud of the work

completed. This process teaches the child how to self-reinforce, that is, reward themselves for finishing something. They are doing what we discussed in “Organized Thinking,” following three steps to make the abstract tasks of learning more tangible:

1. Decide what they are going to produce
2. Do it.
3. Reward themselves for what they’ve done, learned, or produced.

### **Get your child to play teacher**

To study efficiently when there are large amounts of material, a student must anticipate (make predictions about) what questions the teacher (and later the professor) is going to ask on the exam. This is *not* cutting corners; this is showing a grasp of what is important. A parent can help younger students in this process, and as the children move on to high school and college, they will start to do it for themselves automatically. This approach holds their attention because students must be active to put themselves in the teacher’s shoes.

A college student who got an A+ on a midterm exam in History of Science noted, “I did not know all of the material, but the two-thirds that I studied was what I deemed to be the important stuff, and that I know very well. There is so much information out there that one of the most important skills I am learning is how to be discriminating about what is really important.”

### **Use the “Three Facts per Class” Technique**

Teachers have important things to say when they get up in front of the class. It is up to the student in high school or college to figure out what those important things are. In the “Three Facts per Class” technique, the rule is to come up with three important facts from each class period and to *write them down*. Just a key word or equation need be noted for each fact; the one word stands for the whole idea. Teachers almost always give away what is important enough to be on the next exam by their tone of voice, posture, gestures, or comments. Using this technique improves attentiveness, since the student has to watch and listen in order to decide what is important. In reality, there will sometimes be fewer or more than three main points made during a class period, but three makes a good target.

The facts can go in the daily planner if there is room. Since memory can be short, those three key words or equations need to be reviewed within a few hours of first writing them down. The first homework task each evening is therefore to transfer the key words to a special crib sheet for each subject. These sheets can be the last page of a notebook or the last page of a three-ring binder. The crib sheet becomes an overview of what is important in a course and can be used to guide studying. Students who have tried this “three facts” technique tell us it

makes a tremendous difference in their ability to recall material covered in the classroom.

## **Improve Your Child's Memory Skills**

How many times have you heard, "I just forgot"? Memory and attention depend on one another. What looks like poor memory is usually a two-fold problem: first, in the ability to read or listen without losing focus and, second, in recalling what was read or heard.

### **Memory TIPS**

Here are four tips that should help improve memory skills. You can remember them easily because the first letters spells "TIPS."

### **Tricks of Memory**

Use rhyming rules very early on, like, "If you hit, you must sit," and "Girls and boys, pick up toys." Try "When you shout, Mom goes out" to teach the consequences of forgetting the quiet voice rule. These are fun to make up, and even young children can memorize them. Then rhyming tools in grade school will be welcomed as a familiar way to have facts presented. For example, perhaps you learned about the discovery of America with the rhyme "In fourteen Hundred Ninety Two, Columbus sailed the ocean blue." Another one you may recall from first grade is "Stop, look, and listen before you cross the street. Use your eyes, use your ears before you use your feet."

Learning how to make up acronyms and mnemonics (memory aids) will help a child from elementary school through college. Acronyms are letters that stand for the names of companies, associations, or organizations, like IBM. Many people learned the spaces on the treble clef by remembering the word "face" and the lines with "Every Good Body Does Fine." The names of the five Great Lakes are recalled by their first letters, spelling HOMES. One kind of mnemonic is to create a sentence in which the first letters of all the words correspond to the first letters of what you are trying to remember. Make up a sentence to remember the countries in South America; you should even be able to get them in clockwise order. A skater who started her sentence with, "At chilly practices . . ." had no trouble recalling Argentina, Chile, Peru . . . and the other nine countries. Another trick is to sing your list of things to a simple, well-known tune.

### **Instant Replay**

Today's children understand terms like "rewind" and "replay." They mean go back and do it again (the right way, of course). To help impulsive children remember rules of tasks, play the rewind game. For example, your child runs into the street after a ball without looking for cars. You then play the rewind

game. Reenact the scene up to the point of danger: run toward the street, then stop at the curb, and say, "Look this way, no car. Look that way, no car." Then you move into the street. Replay this scene a sufficient number of times to ensure that it will be remembered. To help forgetful children replay the scene in which something is forgotten, such as to turn off a light, instead of saying the obvious, throw out a challenging "Replay," which invites the forgetter to backtrack, identify the forgotten action, and rectify the situation. Physically doing something with a child, if necessary, has more impact than telling him not to run out into the street or not to leave lights on. Replay games plant in your child's mind a plan to follow in future situations.

"Replay" is also a way to jog a child's memory to encourage cooperation and politeness. If your son starts to grumble when you ask him to help with the dishes, you can take a step back and say, "Replay." If your child comes to the back door and drops her coat on the floor along with her hat, gloves, and school bag, "Replay" will get her back on the "everything in its place" track.

### **Paint a Picture**

Teach children to make pictures in their mind of things they have to remember. Try creating a *remember room* when there are lists to learn or things to remember. Practice doing this in a funny and exaggerated way. Perhaps your son needs to bring his gym uniform (shorts, socks, and T-shirt) home for washing and also a library book that he keeps leaving in his locker. Have him picture a gigantic pair of gym shorts (instead of curtains) hanging over the window in his remember room, with enormous socks hanging on either side like ornamental borders. The T-shirt can be framed on the wall next to the window, and the book, giant-size, sits on the table. Now when he is standing at his locker, he just needs to recall the vivid image of his remember room with an overcoat and a suit draped on the chandelier and slices of bread used for a tablecloth; you'll stop at the dry cleaners and the grocery store on the way home.

### **Say it again**

Mental rehearsal is one of the most basic ways to get things set in memory. You just keep repeating it. Say it again, and again, and again. This is what most of us did to learn our multiplication tables. Sometimes saying something with a particular rhythm so that it sounds like rap music helps. But you can set things to other kinds of music, too, depending on your child's taste and repertoire.

### **Favorite Tips for Times Tables**

If you can count, you can easily remember 56 is  $7 \times 8$ , since the numbers are in sequence (5 6 7 8). To learn  $8 \times 8$ , children can think of the number of squares on a chess or checkers board. For the nine's table, there is a clever "cheat" – You splay your 10 fingers out in front of you, and if you are trying to figure out  $9 \times$

2, you curve your second finger down – You then have One finger followed by the curved finger followed by Eight fingers – 1 and 8 make, you guessed it, 18. Believe it or not, this works for the whole nine's table. Try it, and show your child.

### **Steps for Word Problems**

Children with ADD tend to rush to answer when given a word problem. When they rush through the problem, they often miss points or misinterpret them. They will do something with the numbers but not necessarily the right thing. They may completely miss important facts within the question or have trouble figuring out how to information connects.

*Steve was in the eleventh grad. He had failed math quite miserably. He had become discouraged and given up trying. His worst difficulties in math were with word problems. Steve was given a problem that most eleventh graders could handle:*

*"A piece of string is cut into two pieces. The second piece is 5 cm more than twice the length of the first piece. If the original string is 245 cm long, how long is the longer piece when cut?"*

*Steve sat and looked at the question for fifteen minutes. He scribbled on a page a few times. When asked what he was trying to do, he replied, "I'm trying to figure it out. But I can't do it." Asked what he was feeling, he responded, "I'm nervous and my shoulder and neck feel really tense."*

*Steve really wanted to do the question, but he was going nowhere. When asked what was going on in his mind, he said he was skipping around the question picking out a fact here and a fact there. Then his mind would wander off the problem altogether for a few seconds. Just reading the question was difficult for Steve.*

While it is true that all students would do well to have a logical approach to handling word problems, most students who have ADD really cannot function without such a strategy. They require a rigid, stepwise, logical approach to help them stay on track and not miss crucial statements, connections, and facts. Most high school problems can be thought through logically. With the student who has ADD, once can use *math problems to reinforce a non-impulsive, thoughtful, reflective approach*. The problem above may be solved by a formula or by using shortcuts, but many students do not know that. To them, some of these challenges may at first appear insurmountable. But they can do these problems using a four-step approach.

Steve was encouraged to think about this problem like a detective story. What is the first thing a detective does? He gets the facts! So that is the first step in all written problems. Once he hears the facts, he sketches them. Then he needs to

solve the mystery and find the truth. In math, the truth gets expressed as an equation.

**Step 1: Get the facts and make sure you understand the exact question**

- a. What are the facts? List them.  
Fact #1: A piece of string is cut into two pieces  
Fact #2: The second piece is 5 cm more than twice the length of the first piece.  
Fact #3: The original string is 245 cm long.
- b. What is the question being asked?  
How long is the longer piece when cut?

**Step 2: Draw and Label**

- a. Sketch the facts  
| ←-----245 cm -----→ |  
  
| ←-----?-----→ || ←---(y = twice? + 5)-----→ |

? is a mystery number. We call it x.

**Step 3: Find the Truth**

Put the facts into truth statements (i.e., equations). Translate words into mathematical signs. Ask, "What truth(s) does the question give me that relate some or all of the facts to each other?" How do the facts relate to what we want to know?

Two pieces add up to the whole.  
 $X + (2X + 5) = 245$  cm.

**Step 4: Solve the equation and check your answer**

- a. Add up the x's on each side of the equation.  
 $3x + 5 = 245$  cm
- b. To figure out how much 3x equals, remove the 5, remembering to do the same thing to both sides of the equation.  
 $3x + 5 - 5 = 245 - 5$   
 $3x = 240$  cm
- c. Divide by 3 to figure out how much 1x equals  
 $\frac{3x}{3} = \frac{240}{3}$   
  
 $x = 80$
- d. Go back to the equation and substitute 80 for each x:

$$80 = (2 \times 80) + 5 = 245 \text{ cm}$$

$$80 + (160 + 5) = 245 \text{ cm}$$

$$80 + 165 = 245 \text{ cm}$$

e. The longer piece is 165 cm.

Using steps such as these, word problems no longer seem insurmountable. The student knows where to begin.

### **The Carryover Principle**

Discover your child's special something. It is vitally important for your child to experience some success in some activity, whether music, sports, drama, or in social or academic achievements. If she succeeds in one task, her self-esteem will be boosted, and this feeling will carry over into other fields of learning and behaving. Identify what your child is interested in and good at. Create an environment that allows her interests and talents to flourish, and this carryover may have a snowball effect in other areas of her social and academic performance.

## **Improve Your Child's Motivation**

Your child may seem driven like a motor yet show little drive for learning. Parents frequently lament, "We just wish we could get him motivated!" This complaint is particularly true of the group of bright daydreamers with ADD. They seem to be drifting through life without a plan, and they do not even seem worried that they do not have a plan. The hyperactive, restless ones typically would rather be anywhere but in a classroom or study environment. When you ask them what their favorite thing at school is, they say "Recess!" – and they mean it. Here are some ways to turn your turned off child back on to learning.

### **Let your child feel a sense of accomplishment**

*"Nothing succeeds like success!"* The more little success stories you build into your child's academic history, the more likely is future academic success. Part of success stems from the confidence your child feels in tackling new learning if past learning has gone well. Expectations are everything. Henry Ford reportedly quipped that if a man thinks he can do something or thinks he cannot, he's right. Your belief system becomes your reality. You may have to look hard to find things to praise about your child's schoolwork each day while the deficiencies glare at you, but you must accentuate the positive. A strong academic self-image depends on it.

### **Work on your child's skills**

If your child's skills are not up to grade level, work with him at home and, if necessary, get some tutoring or other form of supplemental education. You do not want him to feel discomfort every day. It is one thing to be challenged and another to feel chronically behind. A student cannot feel enthusiastic if the work is too hard. Check with the school personnel to see what they can do to improve your child's academic skills. You may need to have some testing done to determine where the gaps are before you can come up with a plan for academic catch-up. Use private tutoring, if necessary. It is a good investment. With improved skills, your child will feel more confident. Instead of struggling in school, experiencing a negative-feedback loop that repeatedly reinforces failure, your child will see his performance improve, which will lead to a positive-feedback loop that will lead to even greater success.

### **Let your child in on the ending**

The Inuit of the Canadian Arctic know how to give their children a sense of accomplishment while learning important tasks. As the Inuit hunter is teaching his son how to make a harpoon, the child watches until the final step and then lends a hand to complete the project. Everyone celebrates. As the

child grows, he gradually does more of the task, moving back from the end point until he can do it independently from start to finish. You can do the same thing in your kitchen. If you are making a cake, let your child help pour the batter into the baking pans. When you frost the cake, let him frost the top. If you are painting a room, let your child help with the last few brush strokes.

When you're learning some tasks, it makes sense to start at the end. Sometimes it works to do the hardest problems first. When memorizing a list or learning music, learn the ending first, then back up and learn some more. As the child plays through to the end, he'll become more confident when he reaches the material he already knows well.

### **Notice what is going right**

No matter how poor your child's current learning and study habits are, he must be doing a few things right. Do not take these for granted. Give him some praise for the little things. Is there only a blank space where today's journal entry should be? Try saying, "You got the date down correctly. That was a good start." He will be quite aware that other students were filling half a page with writing while he got only the date down. If he didn't even get the date down, you can compliment him on having the journal with him. He does not need to be hit over the head with his deficiencies any more than a wife needs to be chided by her husband for not making gravy. Wouldn't a woman who spent an hour in the kitchen rather hear, "This pork is delicious, and we can have some applesauce with it" than "You forgot the gravy!"

### **Find the silver lining**

Along with commenting on the positive aspects of a child's work, help frame things in a positive way. When kids are managed by the moment, they tend to see just the bad side. They need to be trained to take a balanced view, accepting negatives and trying to improve on them but also getting some joy from life. If your child is devastated by a poor report card, he does not need a lecture from you to add to his woes, even if he is maintaining a veneer of not caring. (Inside he does care, deeply.) It might be best to put an arm around the child's shoulder and say something like, "We'll certainly have to work to bring these grades up. Luckily no one is going to ask you in high school or college about your marks in the second semester of sixth grade." Then you put the report card away and start working on doing better.

*I was very careful not to let the other children in the class speak to Paul in a negative way, so that they wouldn't believe that he was bad and make him the scapegoat just because he was tagged with ADD. I was careful to make the distinction between the person and the behavior. "Yes, Paul, you make me crazy when you do such-and-such, but it's not who you are. It is only your behavior, not you, that I don't like."*

## **Learn from failure**

Whenever a child brings home a really bad test grade, you can say, “Now you’re in a position to get the ‘Most Improved’ award on the next test.” Or, tell your child, *“Failure and bouncing back happen to everyone. Failure is something to learn from and to motivate you to do better. Thomas Edison failed a thousand times before he invented the light bulb. No one has ever succeeded at anything worthwhile without a string of failures.”* The low mark could be used as a learning experience so that things could be done differently next time. Analyze the reasons for the failure. No notes to study from? Forgot the test because it wasn’t written down in the assignment notebook? Didn’t study until the last minute? Went out the night before and stayed up late? Wasted time learning the wrong things? It takes away the emotional sting when something good comes out of a negative experience – that is, when students learn from it and change their behavior. Children with ADD seem more resistant to learning from experience, so you should walk them through the process. You might call it a debriefing session, as is done in the military after an assignment. Don’t forget to learn from positive experiences as well. When a child gets a good grade, help her link that to the way she prepared for the test.

## **Life-long motivation starts with a dream**

Why does *anyone* work hard in life? The answer to this question varies over the course of a life. Young children seek the approval and admiration of their parents and teachers. When they have approval and admiration for their efforts, they will work hard to maintain that “positive image” in the eyes of the adults they value, and learn to overcome obstacles and difficulties. They develop a sense of pride in themselves and their efforts, and with initial success, expect themselves to continue to succeed. As children get older, they learn to value the acceptance and approval of their peers (which makes choice of friends very important for academic motivation and achievement). As they begin to develop their own sense of identity in adolescence, their strongest efforts will be in the maintenance of their identity. Hopefully, their sense of identity includes a history of academic success and the self-expectation that they will maintain this level of success in their own eyes and the eyes of their parents and peers. In adolescence, identity is as much a matter of one’s possibilities as it is a matter of what one has actually achieved. Life-long motivation, a motivation to succeed through tough years of education, work, and career boils down to what one learned as a child about success AND a sense of where one is going in life. Life goals are powerful motivators that establish a direction, provide determination when hardship and failure happens, shapes who one associates with, and is the largest factor in determining who we become in life.

*Ken is a thirteen-year-old boy with ADD and a reading problem, who is being exposed to truck loads of information via the Internet, TV, and printed material. He does not do well in school, and he doesn't like to read his textbooks, but he does work on self-motivated projects that interest him. He scans a variety of projects, usually related to a broad theme such as computers, mechanics, or electronics. As time passes it becomes obvious that his interest is narrowing to flying, he reads more on this subject than any other. He is becoming focused and wants to engage in flying projects, so as to be connected. Teenagers, without support, don't have many resources. Ken uses what he has, that is, cutting out pictures of airplanes and/or assembles plastic airplane models. For resourceful teens, this limited opportunity offers ways to be creative. Simple projects turn into elaborate projects, as resources become available, flying radio control models, for example.*

*Somewhere along the way, a burning desire is developing and this desire is associated with natural talent. Ken is at a crossroads. School is telling him he is a failure while his flying interest is teaching him the art of how-to-learn in a natural learning environment. He is under pressure by parents and teachers to give classroom studies a priority. How will he react? Under pressure every teen reacts differently. If Ken's ambition is crushed, he may or may not bounce back again. Without support, teens give up easily and sometimes turn to rebellion where they take on self-destructive goals. Formal education and flying ambitions then die, along with any academic motivation.*

## **LIFE IS LEARNING**

In the final analysis, everything in life is a learning experience. In the life of your "spacey" child, you do not want experiences to just drift by unnoticed. Though they seem in their own world much of the time, children with ADD have a gift for living intensely in the moment when they are turned on to something. Help them build awareness so they can access that gift more readily and in a wider range of situations. Applying the suggestions in this chapter should help children get a little more control over their attention processes, provide them with active learning strategies, give them more confidence in their memory skills, and encourage inner motivation. Add to this your positive attitude. Your approval is like having the sun shine on all your child's activities. And when there is rain, as there must be, you look for a rainbow together when the showers are over. As Helen Keller wrote, "The world is full of people doing hard jobs in different places. Whether they are happy or miserable depends very much on their point of view."

**Folding-in Technique: Sequences for presenting known and unknown materials, regardless of subject matter**

Presentation #	Unknown Item #	Known Item #	Presentation #	Unknown Item #	Known Item #	Presentation #	Unknown Item #	Known Item #
1	1		29		1	57	2	
2		1	30		2	58	1	
3	1		31		3	59		1
4		1	32		4	60		2
5		2	33		5	61		3
6	1		34		6	62		4
7		1	35		7	63		5
8		2	36	2		64		6
9		3	37	1		65	2	
10	1		38		1	66	1	
11		1	39	2		67		1
12		2	40	1		68		2
13		3	41		1	69		3
14		4	42		2	70		4
15	1		43		3	71		5
16		1	44	2		72		6
17		2	45	1		73		7
18		3	46		1	74	3	
19		4	47		2	75	2	
20		5	48		3	76	1	
21	1		49		4	77		1
22		1	50	2		78	3	
23		2	51	1		79	2	
24		3	52		1	80	1	
25		4	53		2	81		1
26		5	54		3	82		2
27		6	55		4	83	3	
28	1		56		5	84	2	

Presentation #	Unknown Item #	Known Item #	Presentation #	Unknown Item #	Known Item #
<b>85</b>	<b>1</b>		<b>113</b>	<b>3</b>	
<b>86</b>		<b>1</b>	<b>114</b>	<b>2</b>	
<b>87</b>		<b>2</b>	<b>115</b>	<b>1</b>	
<b>88</b>		<b>3</b>	<b>116</b>		<b>1</b>
<b>89</b>	<b>3</b>		<b>117</b>		<b>2</b>
<b>90</b>	<b>2</b>		<b>118</b>		<b>3</b>
<b>91</b>	<b>1</b>		<b>119</b>		<b>4</b>
<b>92</b>		<b>1</b>	<b>120</b>		<b>5</b>
<b>93</b>		<b>2</b>	<b>121</b>		<b>6</b>
<b>94</b>		<b>3</b>	<b>122</b>		<b>7</b>
<b>95</b>		<b>4</b>			
<b>96</b>	<b>3</b>				
<b>97</b>	<b>2</b>				
<b>98</b>	<b>1</b>				
<b>99</b>		<b>1</b>			
<b>100</b>		<b>2</b>			
<b>101</b>		<b>3</b>			
<b>102</b>		<b>4</b>			
<b>103</b>		<b>5</b>			
<b>104</b>	<b>3</b>				
<b>105</b>	<b>2</b>				
<b>106</b>	<b>1</b>				
<b>107</b>		<b>1</b>			
<b>108</b>		<b>2</b>			
<b>109</b>		<b>3</b>			
<b>110</b>		<b>4</b>			
<b>111</b>		<b>5</b>			
<b>112</b>		<b>6</b>			