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TOGETHER

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Module Content Development

P2. Educational Program and Educational Materials

Project Number: 2024-1-CY01-KA210-ADU-000253720



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Homework, Learning & Concentration Strategies*

Introduction

General Overview & Learning Objectives of the Module

For parents or guardians, raising a child with ADHD often means facing daily challenges related to focus, completing homework, and managing distractions at home. Even simple tasks can become sources of stress, both for children and their families. Efforts have been made so that schools become more aware of ADHD. However, many parents still struggle to find practical, reliable tools to support their child's learning outside the classroom. This module was developed to respond to that need by providing clear, supportive learning materials that would equip parents/guardians with methods to help children with ADHD concentrate better, stay organized, and manage distractions — making home a more effective and encouraging place for learning.

The **aim** of the module is to provide tools to support learning without frustration and maintain concentration.



Learning Objectives

- Advice on creating a sensory-friendly and distraction-free learning environment.
- Tips on breaking complex tasks into smaller, manageable chunks.
- Motivational strategies and reward systems for learners.
- Guides for homework planning and concentration boosters.

* Pictures in the module are taken from various Internet sites providing royalty-free images and are used only for educational purposes.



After the completion of Module 3, learners **will be able to**:

- Create a sensory friendly and distraction free learning environment.
- Create homework plans and use concentration boosters.
- Break down tasks for effective concentration and task management.
- Effectively use breaks, timers and rewards at the right time.

UNIT 1

Setting the Stage for Focused Learning

A review of available sources shows that the aspect of sensory needs of children with ADHD is underdeveloped and less studied in most Eastern European and Balkan countries. It could be seen that the studies are mostly based on cases and data from the USA, UK and Western Europe in general (e.g. Jurek at al. 2025, ADHD around the World, etc. – please refer to Further Reading table at the end of the unit). This makes the material even more relevant for the context of the partner countries and has the potential to provide parents/caregivers with valuable insights on the topic.

Focus: Environment & handling specific sensory needs of children with ADHD

Content:

- How ADHD affects attention and sensory processing at home
- How to identify and reduce common distractions at home (visual, sound-related, digital)
- Tips for creating a calm, sensory-friendly workspace (lighting, noise, seating, materials)

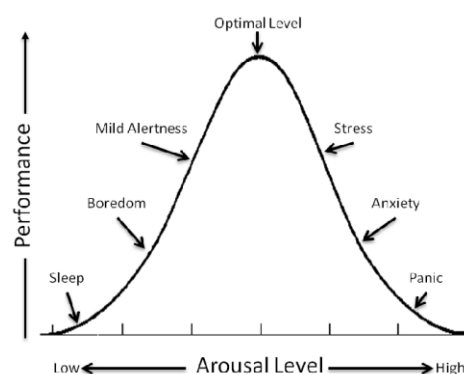
Learning goals for parents:

- Understand how environment affects attention and stress in children with ADHD
- Learn how to create a sensory-friendly, distraction-free learning space at home
- Discover regulation strategies that help manage arousal levels and ease the shift into work

1.1. How ADHD Impacts Attention & Sensory Processing at Home

Key Points and Insights:

- Most often, available ADHD clinical guidelines do not specifically mention the need to assess sensory processing in ADHD. However, studies suggest that this should be systematically explored during the evaluation process. This conclusion is based on findings that children with ADHD often show **atypical sensory processing**. It means that they might over-respond (hypersensitivity) or under-respond (hyposensitivity) to sensory stimuli (noise, light, touch, visual clutter).
- These sensory differences can **interact with attention**: for example, a child may be so distracted by a faint hum or light that their attention is pulled away from homework.
- On the other hand, the **“low arousal theory”** suggests that people and specifically children with ADHD may seek extra stimulation because their brain is under-aroused, which can lead to restlessness in low-stimulus settings or distraction in high stimulus settings. “There is an optimal level of arousal for good performance; too little or too much brain activity can negatively affect task performance.” (Nesplora 2023) In order to illustrate this point, the graph below was borrowed from the mentioned source:



Parents and caregivers need to keep in mind the following paradox: while for most people distractions function as annoyances that break concentration, **for children with ADHD these stimuli are able to generate attention.**

Practical guidance for parents:

- **Observe:** note what in the home environment your child reacts to (e.g. if they ask to turn music off, or cover ears when the fridge hums—these are clues.)
- **Adjust expectations:** on days with too much sensory distractions (e.g. noisy days, bright sunlight), plan lighter tasks or shorter sessions



- **Discuss** with your child: ask, “What bothers you in the room? Are lights too bright?, or “Is noise distracting?”
- **Seek balance** and determine what works for your child: do distractions pull your child’s attention away or help concentrate.

1.2. Designing a Focus-friendly Workspace

Key Points and Insights:

- In experimental tasks, ADHD children get distracted much easier in comparison with non-ADHD children. Studies have confirmed that even small visual elements can interfere with attention.
- **Types of distractions to watch for:**
 - Visual: clutter, moving objects, open shelving with many items
 - Sound: background noise, appliance hums, conversations, traffic sounds
 - Digital: phone alerts, open tabs, incoming messages

Practical guidance for parents:

- **To identify the problem**
 - **Communication with the child:** Ask the child: “What is disturbing you in this room?”
 - **Distraction log:** Keep a small notebook. When your child’s attention is pulled, quickly jot what the distractor was. Review later to spot patterns
- **To eliminate the distraction and create calming friendly atmosphere**
 - **Lighting:** Use soft, diffused, non-flickering lights; avoid harsh fluorescents or strong glare. Natural light is good when manageable (blinds or curtains to moderate)
 - **Noise:** Use white noise machines or background ambient sounds if silence is uncomfortable; consider noise-cancelling headphones for disturbing noises; minimize background noises (TV, appliances)
 - **Seating & posture:** Use a chair that supports good posture and makes sitting comfortable; footrest or cushion if needed; allow occasional standing & movement
 - **Materials & organization:** Keep only task-relevant items on the desk; use clear trays, labelled bins; limit visual clutter around the workspace



- **Sensory tools:** Offer fidget toys or tactile items (stress balls, textured bands) as optional supports — but monitor if they become distractions

1.3. Calming and Regulations before Learning

Key Points and insights:

- Even with a great environment, the child’s body and mind may not be in a “ready-to-learn” state.
- Transitions can be particularly challenging in ADHD — shifting from play, rest, or screen time requires regulation.
- Simple regulation strategies help manage arousal levels, reduce stress, and ease the shift into work.

Practical guidance for parents:

- Use a short **regulation routine** (2–5 min) before starting work: e.g. stretching, deep breathing
- Provide a calming signal (soft chime, short nonverbal gesture) to mark beginning of work
- If the child is upset or anxious, pause and use a quick emotional check: “Are my hands calm? My breathing steady?”
- Adjust clothing / environment for comfort (loosen cuffs, ensure comfort)
- Avoid beginning homework immediately after high-stimulation activities — insert a buffer moment of calm





Further reading:

Resource name	Type	Link
Baweja, R. (2025). How to Create an ADHD-Friendly Home That Supports Focus & Calm // <i>Shape Minds. ADHD Clinic.</i>	Website	https://sharpeminds.ca/building-a-supportive-adhd-friendly-home
(2023). Concentration, Distractions, Arousal, ADHD and High Abilities // <i>Nesplora.</i>	Website	https://nesplora.com/en/blog/concentration-distractions-arousal-adhd-high-abilities/
Jurek, L. et al. (2025, Oct.). Sensory Processing in Individuals With AD/HD Compared With Control Populations: A Systematic Review and Meta-Analysis // <i>Journal of the American Academy of Child & Adolescent Psychiatry.</i> 64 (10): 1132-1147.	Paper	https://pubmed.ncbi.nlm.nih.gov/40250555/
Meda (2025). The ADHD-Friendly Home: How to Design a Space That Works With Your Brain // <i>Meda Foundation.</i>	Website	https://meda.foundation/the-adhd-friendly-home-how-to-design-a-space-that-works-with-your-brain/
ADHD around the World (in Bg) // <i>ADHD – Atypical Brain.</i>	Website	https://www.netipichen.org/sdvh-po-sveta/

UNIT 2

Structuring and Supporting Homework – One Step at a Time

Focus: Task planning, breaking down work, and building homework routines

Content:

- Breaking homework into smaller, achievable parts
- Using checklists, visual organizers, and time blocks
- Setting realistic expectations and avoid overwhelm
- Encouraging independence without letting frustration build

Learning goals for parents:



- Understand why children with ADHD often feel overwhelmed by homework and struggle to get started
- Learn how to break tasks into smaller, manageable parts to reduce stress
- Discover practical tools (like checklists, visual organizers, and time blocks) to support task completion
- Gain confidence in guiding their child through homework without taking over or creating conflict



2.1. Why Homework Feels Overwhelming

Key Points and Insights:

- Many children with ADHD struggle not because they “don't want to do it” but because of the way their brain works; not because the homework is too hard, but because starting is the hardest part meaning that the “activation energy” to begin is high.
- Studies have shown that people with ADHD have **deficits in working memory**. This can make it hard to hold small pieces of information necessary for a task such as a homework assignment.
- This leads to executive function deficits — especially in planning and time estimation: large assignments feel abstract and unmanageable.
- Empirical evidence (e.g. Langberg et al. 2013, Merrill et al. 2016, Bikic et al. 2017, etc.) shows that organization skills, planning, and materials management seriously increase academic success in children with ADHD.



- Studies (such as Merrill et al. 2016, etc.) confirmed that **behavioural parent training** with an emphasis on homework routines and structure improved homework completion and reduced parental stress.

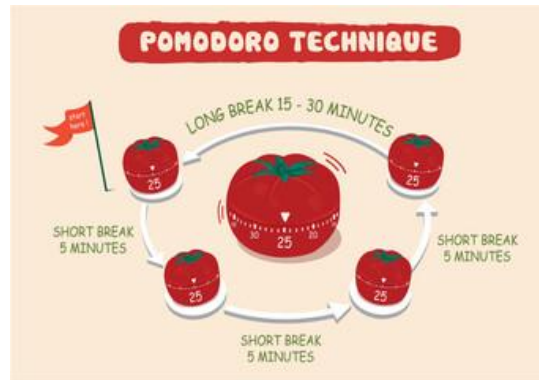
Practical Strategies for Parents:

- **Pre-task discussion:** Sit with your child before starting; have them tell you what comes to mind about the assignment (“I have to read, write, check”) and help map it out.
- **Set a short, low-pressure “warm-up” task:** For example, “read the first paragraph,” “list five ideas,” or “write the date and title.” This lowers resistance.
- **Reassure** the child with words and physical presence that you will always be there to help and guide.

2.2. Dividing Tasks into Sub-Tasks, Task Sequencing and Visual Organizers

Key Points and Insights:

- Dividing large tasks into smaller, well-defined sub-tasks is the **core strategy**. It helps reduce cognitive load and makes the work feel more doable.
- When assignments are divided, internal motivation increases because completing a chunk gives a sense of accomplishment.
- Visual schedules, checklists, and graphic organizers externalize the plan and reduce reliance on working memory. (An example of various printable daily checklists for kids and more ideas could be found here: <https://www.pinterest.com/pin/daily-checklist-for-kids-and-teens-printable-kids-responsibility-chart--411657222209524891/>).
- Putting tasks in order of dependency helps children see what must be done first, avoiding confusion over which step to take next.
- The **Pomodoro Technique** (or other interval methods) aligns well with breaking tasks — “work for a chunk, rest, then next chunk” approach helps maintain concentration.



Practical Strategies for Parents:

- Use a **weekly homework planner** (days, assignments, checkboxes)
- Provide **daily task lists** with check-off boxes or icons
- Review the planner with the child ahead of time; have them verbalize the plan
- **Subtask mapping**: For a typical homework assignment (e.g. a written essay), break it into sub-steps: brainstorming → outline → write intro → write one paragraph → review → finalize.
- **Use sticky notes or index cards**: Write each subtask on its own note; let your child re-order or move them as completed.
- **Visual checklist / to-do list**: Provide a checklist the child can tick off. Use icons or color codes to distinguish types (reading, writing, revision).
- **Time blocks**: Assign a small chunk of time (e.g. 10–15 minutes) per subtask, then a short break, before the next chunk.
- **“Next action” labelling**: On each chunk, write the “next step” explicitly (e.g. “open your notebook,” “write topic sentence”) to reduce ambiguity.
- **Turn the process into a game**: Transform the feeling of homework as a chore into an engaging and motivating activity by giving points for a completed chunk or task which leads to “leveling up” – like in a mobile/computer game. This powerful approach is considered one of the most creative and rewarding study strategies for ADHD.

2.3. Building Consistent Homework Routines and Independence

Key Points and Insights:

- **Routines reduce resistance** — if a child knows what happens next, there’s less arguing or avoidance.



- ADHD brains benefit from external structure — a consistent routine becomes a cue for action.
- Independence doesn't happen all at once; it grows with repeated practice and simple tools.
- Parents should aim to **guide**, not take over.

Practical Strategies for Parents:

- **Create a visual homework routine:** Use icons or words: snack → homework → review → break → finish.
- **Use consistent time slots:** Even if the work changes, doing it at the same time each day helps the brain shift into “work mode.”
- **Develop a “check-in / check-out” habit:** Start with a 2-minute “What’s the plan?” and end with “How did it go?” to build reflection and independence.
- **Gradually release responsibility:** For example, let the child choose the task order, check off their own list, or set the timer themselves (if using one).



Further reading:

Resource name	Type	Link
Bikic, A. et al. (2017). Meta-analysis of organizational skills interventions for children and adolescents with Attention-Deficit/Hyperactivity Disorder // <i>Clinical Psychology Review</i> . Vol. 52, pp. 108–123.	Paper	https://www.sciencedirect.com/science/article/abs/pii/S0272735815301847?via%3Dihub
A Child with ADHD Can Be Frustrated by Homework // <i>Moms in Motion</i> .	Website	https://momsinmotion.net/why-your-child-with-adhd-is-frustrated-by-homework-how-to-handle-it/
Drake, K. (2021). Pomodoro Technique May Aid Folks with ADHD // <i>Psychcentral</i> .	Website	https://psychcentral.com/adhd/how-to-adapt-the-pomodoro-technique-adhd
Langberg, J.M. et al. (2013). What Specific Facets of Executive Function are Associated with Academic Functioning in Youth with Attention-Deficit/Hyperactivity Disorder?. <i>Journal of Abnormal Child Psychology</i> . Vol. 41, 1145–1159.	Paper	https://pubmed.ncbi.nlm.nih.gov/23640285/
Merrill, B.M. et al. (2016). Improving homework performance among children with ADHD: A randomized clinical trial. <i>Journal of Consulting and Clinical Psychology</i> . 2016. 85 (2):111-122.	Paper	https://pubmed.ncbi.nlm.nih.gov/27618639/

UNIT 3

Sustaining Focus & Motivation During Work

Focus: Engagement, planning, and maintaining focus

Content:

- Simple motivational strategies and reward systems that work
- Building consistent homework routines that reduce resistance
- Tools for improving focus (movement breaks, brain-friendly snacks, timers)
- Sample homework planners and concentration booster ideas

Learning goals for parents:

- Understand why and how attention works differently in children with ADHD
- Learn how to support sustained focus with simple tools and structured breaks



- Discover ways to boost your child's motivation — without nagging or over-rewarding
- Help your child build independence and self-awareness in managing their focus

3.1. How ADHD Affects Focus

Key Points & Insights:

- ADHD is not a lack of attention, but a **difficulty regulating attention** — kids may hyperfocus on one thing but struggle to switch to what's required.
- Sustained attention (especially on low-stimulation tasks like homework) is especially difficult due to executive functioning delays.
- Children with ADHD often experience mental fatigue faster, making long tasks feel exhausting.
- Fluctuating focus is normal — attention can be good one day, scattered the next. It's not a failure, nor it's willful; it's just part of the condition.

Practical Strategies:

- **Reassuring:** tell the child that losing focus is normal and could be expected, but can be avoided with efforts
- **Monitoring:** observe when drift tends to happen (after X minutes, at certain subjects)
- Use these observations when planning work intervals or break points

3.2. In-the-Moment Focus Strategies

Key Points & Insights:

- **Visual and sensory supports** reduce cognitive load and help externalize time, progress, and transitions.
- Children with ADHD often benefit from **multimodal input** — visual + verbal + tactile helps keep them engaged.
- Movement and sensory breaks actually improve focus when used strategically.

Practical Tools & Approaches:

- **Timers:** Use sand timers, countdown apps, or visual timers to set the intervals.
- **Body doubling:** Sit nearby (or via video) during child's work — not helping, just present. This boosts accountability.



- **Movement breaks:** Encourage quick physical activity between tasks (e.g. stretch, jump, dance, wall push-ups, throwing a soft ball into a target).
- **Fidget tools:** Offer quiet tactile items (putty, pop-it toys, etc.) to support attention — if they help, not distract.
- **Visual aids:** Progress bars, color-coded task steps, “You are here” markers on checklists.
- **Ambient sound** (also please refer to Unit 1): Try low-volume white noise, instrumental music, or nature sounds if silence is uncomfortable.
- **Note:** Not all tools work for all children — focus strategies must be personalized and flexible. What works one day may not work the next, and that’s okay. The goal is to find small ways to support *just enough focus to get started — and then keep going in small steps.*



3.3. Boosting Motivation – Without Battles

Key Points & Insights:

- Cognitive deficits in children with ADHD are not permanent neuropsychological impairments and may be modulated by means of **motivation**.
- Kids with ADHD are often driven by **interest**, **immediacy**, and **novelty** — not delayed rewards or generic praise.
- Motivation isn't always internal. External supports (charts, small rewards, praise) help train the brain to stick with things.
- Over-rewarding can backfire — but strategic, short-term rewards build positive momentum.



- Self-monitoring helps build intrinsic motivation over time (“I stayed focused for 10 minutes — I can do it again”).

Practical Motivation Strategies:

- **Use micro-rewards:** After one completed chunk, let the child choose a sticker, token, or 5-minute break.
- **Tie work to interests:** Use favorite characters, colors, or themes in the task (e.g. “write a story about your favorite game”).
- **Gamify progress:** Let them “level up” as they complete chunks (e.g. color in progress bars, earn badges).
- **Self-check questions:** After each chunk: “Did I stay focused? What helped me? What distracted me?”
- **Celebrate effort:** Instead of just results, say: “I saw how hard you worked to stick with that — nice job staying with it.”

Resource name	Type	Link
Sachs, G. (2025). Top Study Strategies for ADHD in 2025 That Boost Success // <i>Sachcenter</i> .	Website	https://sachscenter.com/study-strategies-for-adhd/
Skalski, S. et al. (2021). Impact of Motivation on Selected Aspects of Attention in Children with ADHD // <i>Child Psychiatry & Human Development</i> . 52, 586–595.	Paper	https://link.springer.com/article/10.1007/s10578-020-01042-0



Conclusion / Summary

Supporting a child with ADHD in their learning journey — especially around homework and concentration — **is not about perfection. It's about building the right structure:** the environments, routines, tools, and emotional support that help your child succeed *on their terms*.

In this module, we explored **three key pillars**:

1. Setting the Stage for Focused Learning

You learned how to shape the physical environment at home to reduce distractions and meet your child's sensory needs. A calm, structured space creates the foundation for learning — and sends a message that this is a place where your child can succeed.

2. Structuring and Supporting Homework – One Step at a Time

We briefly explained how ADHD impacts task initiation and organization, and offered strategies for breaking down homework into smaller steps. With structure, predictability, and a bit of flexibility, even the most overwhelming assignments can become manageable.

3. Sustaining Focus & Motivation During Work

This part offered practical, research-informed tools to help your child stay engaged — from short work intervals and movement breaks to body doubling and motivation systems. **ADHD brains can thrive with the right supports — and with your guidance, those tools can become healthy habits.**

Final Message to Parents:

You don't need to do everything at once. **Choose one small change to try** — whether it's setting up a visual homework routine, introducing a 10-minute focus timer, or simply sitting beside your child while they work. Small, consistent adjustments create long-term success. Remember: **your presence, patience, and persistence matter more than perfection.**

You're not just helping your child with homework — you're helping them build the confidence, independence, and strategies they'll carry for life.



Self assessment quizzes:

Question 1: Multiple choice

Which action best reflects the parent's leading role in supporting a child with ADHD during homework time? (Mark all that apply)

- A. Completing difficult parts of the homework for the child to reduce frustration
- B. Sitting with the child at the start to discuss the plan and guide task breakdown**
- C. After explaining each step, letting the child know you are always around to help but give some space for independent work**
- D. Expecting the child to manage routines independently from the beginning

Correct answers: B & C

Question 2: True or False

Children with ADHD often feel overwhelmed by homework mainly because they lack motivation, not because of difficulties with task initiation and working memory.

True

False

(They may *want* to do the work, but struggle due to high activation energy, working-memory limitations, and executive-function challenges.)



CASE STUDY SECTION:

Case Studies 3.1.

Module Number:	Module 3
Case Study Title:	Concentration and Learning Strategies for ADHD children
Exercise Objective	Parents / teachers / guardians will develop effective strategies and tools for improving ADHD concentration & learning. These strategies are most effective when they combine environmental modifications, organizational supports, behavioural guidance, and emotional reinforcement.
Characters: (The people involved in the case study)	“M”: 12 year old girl, her mother, father, grand-parents, teachers-at-home
The Challenge/Problem: (2–3 short sentences describing the main challenge of the case)	“M” is a 12-year-old girl supported by her mother, father, grandparents, and home teachers. Prior to intervention, she could only follow parental instructions for less than ten minutes, showed limited social engagement, had low academic performance, and demonstrated low self-confidence.
The story: (1500-2000 characters)	<p>“M” is a tall and beautiful adolescence who appears anxious in any case. She shows initial enthusiasm when starting a new task or activity; however, her engagement typically lasts only three minutes before she shifts to something else. Although she willingly accepts game proposals and sets personal goals, she has little experience of success, which undermines her motivation. As her grandmother observed, “She does not want to try, even though she can do it.”</p> <p>At the age of 6, the developmental therapist advised “M”’s parents to re-enroll to the Nursery school. Her father did not accept it. After 3 weeks, the Primary school director obliged her to re-enroll as she could not concentrate in any lessons. Her parents were blaming the teachers rather than attention-related challenges. Even at the age of ten, “M” preferred playing with dolls or the family dog and struggled to participate in group activities such as sports teams, drawing classes, or English lessons. Dance lessons, however, proved to be well suited to her needs.</p> <p>To improve concentration and learning, “M” can use strategies like breaking down tasks, establishing a structured and distraction-free environment, using timers and visual aids. She could also incorporate physical activity and frequent breaks. Combining these environmental and organizational techniques with active learning methods, such as teaching the material out loud or using flashcards, can significantly boost focus and information retention.</p> <p>Parents were guided to establish consistent routines, reduce environmental distractions and incorporate movement, provide clear instructions, use 2 minute breaks, and visual aids. Rewards were offered after any attempt, emphasizing persistence and effort.</p> <p>“M” was also encouraged to follow a daily schedule that included:</p> <ul style="list-style-type: none"> • Structured learning times for unfamiliar school subjects • Eating foods without sugar and preservatives



	<ul style="list-style-type: none"> Planned social interaction, including inviting one or two friends home every Saturday with parental supervision <p>Nevertheless, parental cooperation with the therapist must exist.</p> <p>According to the individual therapeutic needs, the four-pronged intervention model for ADHD is determined with significant benefits in self-confidence, attention regulation, and social skill development.</p> <ol style="list-style-type: none"> 1. Environmental Structuring- The learning and living environment was adapted to reduce distractions and increase predictability. 2. Organizational and Cognitive Strategies- Tools such as visual schedules, task lists, timers, and step-by-step instructions. Tasks were broken down to prevent overwhelm and to encourage task completion. 3. Behavioural and Emotional Reinforcement- Positive reinforcement was used to reward effort, initiation, and persistence. 4. Social and Family Collaboration- Ongoing cooperation between parents, therapists, teachers, and grandparents was essential.
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Exercises

Answered by learners individually

Individual exercise 1:

Exercise/Question	Answer
What were the key factors contributing to the challenge in case study 3.1?	Lack of structure and routine, inconsistent parental acceptance and cooperation, limited experience of success, and minimal social interaction.

Individual exercise 2:

Exercise/Question	Answer
Which activity was most suitable for “M,” and why?	Dance lessons were most suitable because they matched her need for movement, structure, and supporting attention and engagement.

Individual exercise 3:

Exercise/Question	Answer
What four steps were included in the four-pronged method?	<ul style="list-style-type: none"> Environmental structuring Organizational and cognitive strategies Behavioural and emotional reinforcement Social and family collaboration

Answered by learners in a group (2+ people)

Group exercise 1:



Exercise/Question	Answer
How did “M” succeed in improving?	“M” improved through a structured daily schedule, reduced distractions, task breakdown, positive reinforcement, movement breaks, and coordinated support from parents, teachers, and therapists.

Group exercise 2:

Exercise/Question	Answer
What were two beneficial outcomes?	Improved attention and increased self-confidence.

Group exercise 3:

Exercise/Question	Answer
What role did parents and caregivers play in “M”’s intervention?	Parents and caregivers provided structure, minimized distractions, reinforced routines, encouraged effort through rewards, and collaborated consistently with the therapist.

Case Studies 3.2.

Module Number:	Module 3
Case Study Title:	Homework and Learning Strategies for ADHD children
Exercise Objective: e.g. parents/guardians will develop effective strategies for managing and supporting their child’s ADHD by practicing positive communication.	Parents / teachers / guardians will develop effective strategies for their child with ADHD, in order to become able to learn at home by following a specific schedule.
Characters: (The people involved in the case study)	“MM”: 16 years old boy, his mother, father, older sister, teachers-at-home
The Challenge/Problem: (2–3 short sentences describing the main challenge of the case)	“MM” had been listening to parental advices but never followed them, gained low grades at school and played games on the pc until early in the morning.
The story: (1500-2000 characters)	“MM” is an academically capable adolescent with strong cognitive potential and a clear desire for success. According to his mother, he has always been “brilliant” and able to perform well at school without much studying during childhood. Over time, he began developing habits that interfered with his academic progress—such as beginning his



homework late in the evening, forgetting books at school, and blaming the computer for incomplete assignments. At that age, these behaviours were often dismissed as typical childhood mistakes.

Socially, MM functions well. During summer, when routines are more flexible, he has many friends and enjoys frequent social interaction. Meanwhile, his mother and sister adhered to established household rules, which MM dismissed as “silly customs,” insisting that he was easily bored by studying or adult responsibilities.

At present, MM needs support in recognizing that consistent study habits during adolescence help build essential skills—such as organization, knowledge acquisition, self-discipline, and social acceptability. Immediate verbal praise or a preferred snack can reinforce each effort. Additionally, engaging in sports for at least one hour daily may contribute to improved self-esteem.

After the first week of gradual adjustments, MM should transition into a predictable daily routine with consistent sleep and wake times, dedicated study periods for unfamiliar material, a healthier diet (reducing sugar and preservatives), weekly social time with a small group of friends, and ongoing parent–child discussions to maintain clarity and collaboration.

Parental cooperation with the therapist remains essential. If MM expresses resistance to working on his organization skills, parents should avoid confrontation. Instead, they can redirect him toward alternative productive activities—such as rearranging his room to encourage motivation.

This approach aligns with the four-pronged intervention model for ADHD, which can significantly enhance self-confidence, attention regulation, and social skill development when tailored to MM’s specific therapeutic needs.

1. Behavioural Supports

- Provide immediate verbal praise or small rewards after effort.
- Break assignments into short, manageable segments.
- Use brief, structured routines for beginning homework each day.

2. Organizational Skills

- Use planners, checklists, or colour-coded folders to track tasks.
- Keep his study area tidy and structured to reduce time lost searching for materials.

3. Environmental Adjustments

- Provide a clean, quiet workspace without screens or noise.
- Support healthy habits—regular exercise and reduced sugar—to improve attention.
- Allow weekly social time so structure and enjoyment stay balanced.

4. Relational and Family Support



	<p>Strengthen cooperation between MM, his parents, and the therapist.</p> <ul style="list-style-type: none"> • Use calm, non-confrontational redirection when he resists studying. • Maintain ongoing communication with the therapist to adjust strategies as needed.
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Exercises

Answered by learners individually

Individual exercise 1:

Exercise/Question	Answer
What were the key factors contributing to the challenge in case study 3.2?	“MM” had been listening the parental advices but never followed them, was gaining low grades at school and playing with the pc until early in the morning.

Individual exercise 2:

Exercise/Question	Answer
Which is the main objective for this case study?	Parents / teachers / guardians will develop effective strategies for their child with ADHD, in order to become able to learn at home by following specific schedule

Individual exercise 3:

Exercise/Question	Answer
Write 2 motives that help the adolescence start studying again.	A verbal reward or the food that he preferred must be given after any effort.

Answered by learners in a group (2+ people)

Group exercise 1:

Exercise/Question	Answer
Write the first a comment from his mother, which made him unable to decide to try.	“He was brilliant when he was younger, so there wasn’t a need to study.”

Group exercise 2:

Exercise/Question	Answer
Which is the basic reflection so as to start the intervention?	“MM” should admit that studying at home in adolescence is helpful to adapt abilities like knowledge, being more organized.



Group exercise 3:

Exercise/Question	Answer
In what way parental cooperation can help the ADHD adolescent with his homework”	Parental cooperation with the therapist remains essential. If MM expresses resistance to working on his organization skills, parents should avoid confrontation. Instead, they can redirect him toward alternative productive activities.