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ABOUT:

The **TOGETHE WE CAN** Project is dedicated to supporting parents and guardians of children with ADHD, equipping them with the knowledge and tools to foster greater social inclusion for their children. The Project aims to develop a specialised training package that addresses the unique challenges faced by children with ADHD. Additionally, the project provides comprehensive educational materials for adult trainers working on ADHD-related topics, empowering them to deliver impactful training sessions.



PROJECT RESULTS:

1

Training Methodology defining the structure and content of the specialised training package, Training program and training Materials.

2

Educational Program and Material for Parents/Guardians of Children with ADHD
Customised to unique ADHD behaviours

3

Pilot Training Activity for Parents/Guardians of Children with ADHD in Greece



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MODULE 3

Homework, Learning & Concentration Strategies

Module Aim

Provide tools to support learning without frustration and maintain concentration

Learning Objectives

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



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Unit 1: Setting the Stage for Focused Learning

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)



Unit 1: Setting the Stage for Focused Learning

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



Unit 1: Setting the Stage for Focused Learning

Subunits:

1.1. How ADHD Impacts Attention & Sensory Processing at Home

Atypical sensory processing

1.2. Designing a Focus-friendly Workspace

ADHD children get easily distracted (visual clutter, sound, digital distractions)

1.3. Calming and Regulations before Learning

Simple regulation strategies help manage arousal levels, reduce stress, and ease the shift into work



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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



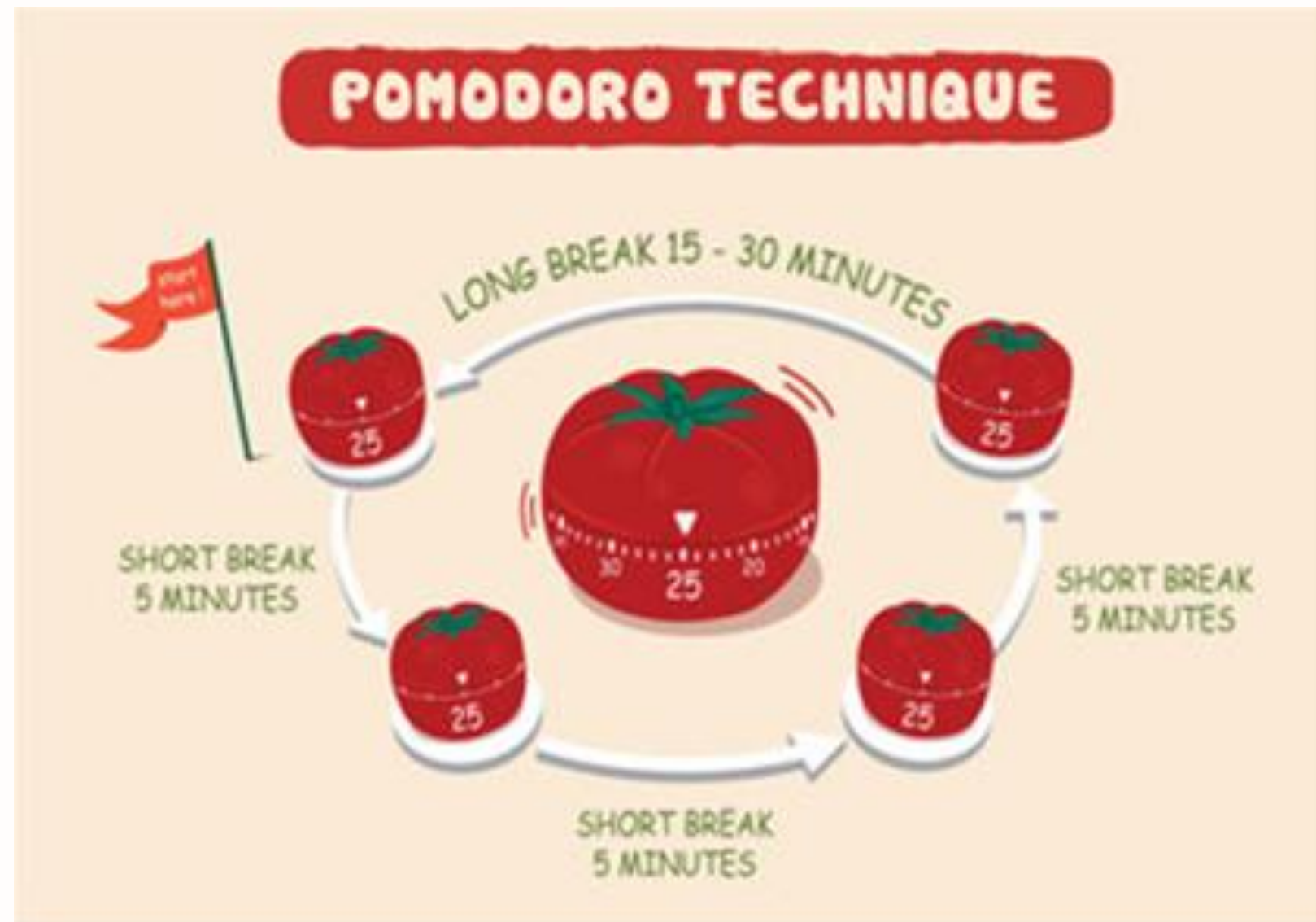
Encouraging independence without letting frustration build

TOGETHER



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Unit 2: Structuring and Supporting Homework – One Step at a Time



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

Unit 2: Structuring and Supporting Homework – One Step at a Time

Subunits:

2.1. Why Homework Feels Overwhelming

Deficits in working memory that leads to executive function deficits

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

It helps reduce cognitive load and makes the work feel more doable (visual schedules, checklists, graphic organizers, subtask mapping)

2.3. Building Consistent Homework Routines and Independence

Routines reduce resistance (visual homework routine, consistent time slots)



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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



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Unit 3: Sustaining Focus & Motivation During Work



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

Unit 3: Sustaining Focus & Motivation During Work

Subunits:

3.1. How ADHD Affects Focus

ADHD is not a lack of attention, but a difficulty regulating attention

3.2. In-the-Moment Focus Strategies

Visual and sensory supports reduce cognitive load and help externalize time, progress, and transitions (timers, body doubling, movement breaks, fidget tools)

3.3. Boosting Motivation – Without Battles

Gamifying progress, celebrating success by adequate rewards



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CASE STUDY 3.1.

The Challenge / Problem

“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 Solution

Parental support: breaking down tasks, establishing a structured & distraction-free environment, using timers & visual aids; physical activity & frequent breaks; + active learning methods, such as teaching the material out loud or using flashcards. Parental cooperation with the therapist is also important.



Details provided in the full Module Content

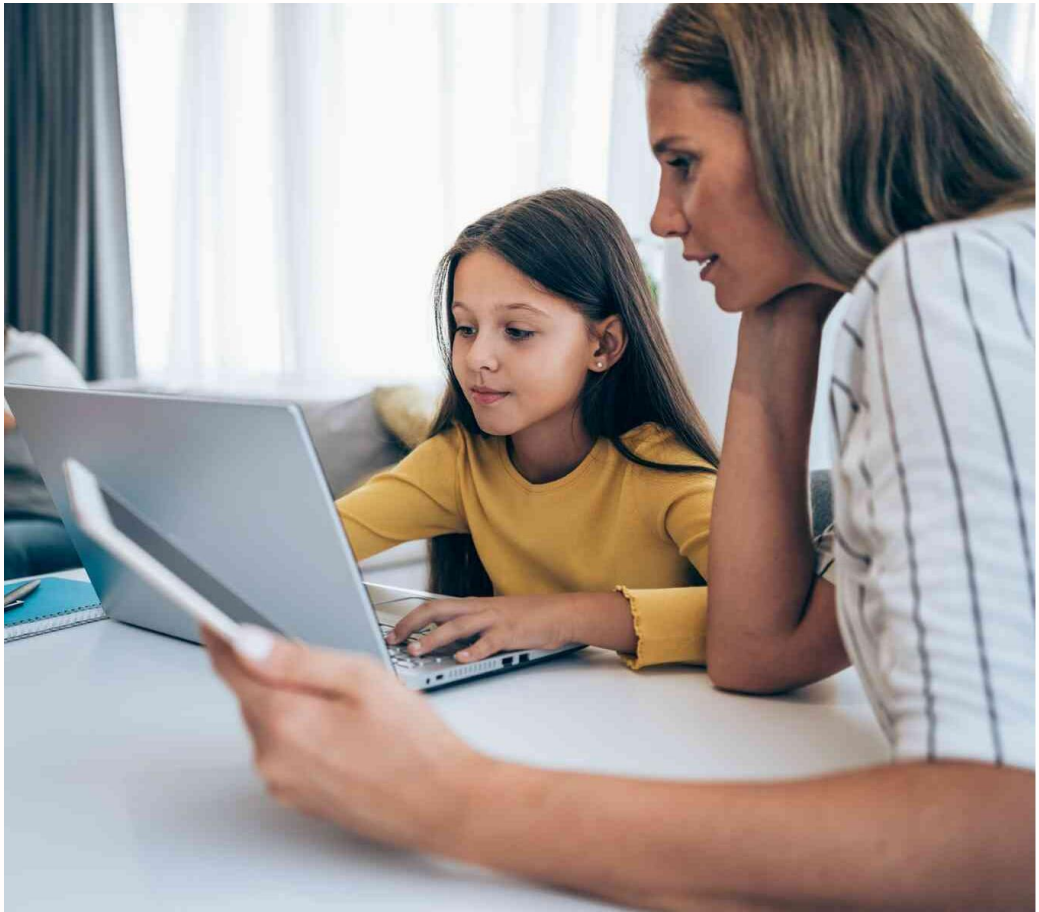


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CASE STUDY 3.1.

Exercise / Question

	Individual Exercise	Group Exercise
1	What were the key factors contributing to the challenge in case study 3.1?	How did “M” succeed in improving?
2	Which activity was most suitable for “M,” and why?	What were two beneficial outcomes?
3	What four steps were included in the four-pronged method?	What role did parents and caregivers play in “M”’s intervention?



CASE STUDY 3.2.

The Challenge / Problem

“MM” is a **16-year old boy**. He 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 Solution

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. Parental cooperation with the therapist remains essential.

Details provided in the full Module Content



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CASE STUDY 3.2.

	Individual Exercise	Group Exercise
1	What were the key factors contributing to the challenge in case study 3.2?	Write the first a comment from his mother, which made him unable to decide to try.
2	Which is the main objective for this case study?	Which is the basic reflection so as to start the intervention?
3	Write 2 motives that help the adolescence start studying again.	In what way parental cooperation can help the ADHD adolescent with his homework?



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