

# Homework Help for ADHD

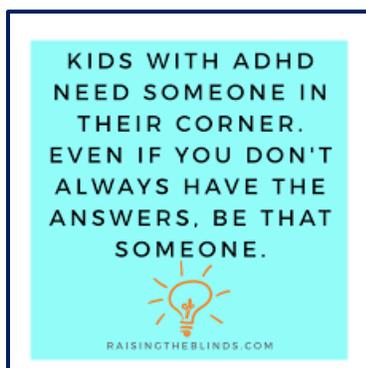
Strategies and Skills for Success



By

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## Homework Help for ADHD



Are you looking for ways to help your child or teen handle the daily struggle with homework? The struggle (theirs and yours) is real. It may look like a lack of motivation, or defiance or even a learning disability but in reality it is probably their executive function skills. The Executive Functioning (EF) skills are those skills that are necessary to “get things done” and to “manage oneself” and they may or may not be associated with ADHD/ADD. They play a major role in your child’s ability to understand, process and

complete their homework in a timely manner. Another key element along with the Executive Function skills is your child’s mindset.

Mindset has been defined as an “established set of attitudes held by someone. Those thoughts and beliefs that shape one’s thinking.” Carol Dweck, a Stanford University psychologist, is known for her work on mindset.

Dr. Dweck’s premise is that there are two kinds of mindsets; fixed and growth.

“Believing your qualities are carved in stone - the **fixed** mindset - creates an urgency to prove yourself over and over.” So you strive for the good grades in order to feel good about yourself. Then when you do poorly on something, you feel like a failure. Your motivation dwindles because with this mindset, nothing you can do can improve your grade. You’re stuck in a fixed mindset. (Click here to watch a YouTube video of [Dr. Dweck](#))

On the other hand, “The **growth** mindset is based on the belief that your basic qualities are things you can cultivate through your efforts....everyone can change and grow through application and experience.” More effort will result in better performance and will “grow” your intelligence and confidence as well.

It is easy to see how students with a fixed mindset would want to give up or make excuses to avoid feeling like a failure, while those with a growth mindset believe they may not be good at “x” **YET** but with effort they can be. It is not a reflection of their level of intelligence.

As parents you will want to encourage the growth mindset and the amount of effort your child/teen is putting into their homework. Avoid encouraging them with comments that focus on their intelligence and focus more on their effort.

The following information on the Executive Function skills provides an overview of how each skill is used and how you can help your child/teen develop strategies to minimize the impact of EFs in school and in life.

The seven Executive Function skills that have the biggest impact on homework are:

1. Task Initiation
2. Working Memory
3. Attention
4. Self-Regulation
5. Cognitive Flexibility
6. Planning and Organization
7. Action

Let's start with defining Executive Dysfunction.



**“I can’t thank you enough for the help and support you gave me to be a better parent with an adolescent child with ADHD. Love, hope, understanding, and patience, patience, patience works!”**

**~John L. (Parent of recent high school graduate and incoming college freshman)**

## What is Executive Dysfunction?



The term “Executive Dysfunction” or “Executive Function disorder” refers to those skills that are used to get things done and they are often associated with ADHD/ADD. These EF skills develop in the pre-frontal cortex of the brain which is in the front forehead area and damage to this area can also impact the Executive Functions. The prefrontal cortex continues to develop until around age 25, but for those with

ADHD, their skills may lag behind by several years and they may need some help to develop appropriately.

I once heard it explained that Executive Function skills are the skills that a secretary or administrative assistant would handle for an executive. Those things like making sure appointments and schedules were made and kept, projects kept moving, tasks completed, etc. You may have heard it described as the conductor of an orchestra who can come in and transform the racket of multiple instruments tuning up into a beautiful symphony. Here is a more formal definition:

*The Executive Functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. Taken from: Joyce Cooper-Kahn and Laurie Dietzel (2008)*

<http://www.ldonline.org/article/29122/>

Why is this important? If your child has a weakness in one or more of the Executive Functions with or without ADHD then it might show up as:

- Spending hours on homework but be unable to find it when it is time to hand it in
- Last minute projects that take hours and change course several times
- Inability to sit down and get started on homework
- Messy backpacks and notebooks with papers hanging out everywhere
- Unaware of upcoming tests so fails to study and fails the test

Although the authorities agree on what Executive Functions are, they do not appear to agree on names for the individual skills that are delayed (up to 3 years according to Russell Barkley). Dr. Barkley mentions the ability to inhibit, control emotions, plan and problem solve, as well as, verbal and non-verbal working memory skills as being important for learning.

We'll cover those skills that impact the ability to get the homework done. Let's start at the beginning. Often the hardest thing for students to do after a long day at school is to sit down and get started on their homework. That transition takes a great deal of willpower and at the end of the day many students have used up all their willpower just trying to get through the school day.

## EF: Task Initiation or How to Get Started!



The ability to get started on something is called “task initiation or activation” by the experts on Executive Functions (Russell Barkley, Peg Dawson, Thomas Brown, etc.). Task initiation is just one of the executive skills that involves the ability to **START**.

Difficulties getting started can be the result of not knowing where to begin, what to do, how to generate ideas or how to problem solve in order to move forward on something. It differs from procrastination in that it is often not deliberate avoidance but a lack of understanding in knowing what to do to start. It can also show up as a difficulty with transitioning from one activity to another.

In children and teens, task initiation may look like:

- Difficulty getting started on homework
- Struggles with generating ideas for writing
- Problems with morning and evening routines (often needing excessive prompting to be ready for school)
- Procrastination or being seen as unmotivated

Here are five things you can discuss with your child to help him or her discover the roadblocks that are preventing them from just getting started.

### 1. Is the environment getting in the way?

- If their space is cluttered or they can't find what they need to get going on something then it is time to take care of that. They will end up expending more energy just looking for what they need to get started that by the time they do that, they don't have the energy or inclination to continue.
- Help them declutter their work space, set up frequently used materials in easily accessible places. Rulers, scissors, pens and pencils fit nicely in a mug on the desk.
- Set up colored plastic folders or boxes to hold all pieces of an ongoing project.
- Have them take everything out of the backpack and pile the “to do” items on the left and as they complete them move them to the right.

### 2. Are they not sure what to do?

- Do they need to get help understanding what is expected (call a friend or email the teacher).
- Help them break it down into smaller pieces and pick one piece to start.
- Have them work with a friend (use them as a body double to get them started).
- Have them use a graphic organizer.

- Start with the end in mind. Have them sketch out what it will look like when completed and work backwards to determine the first few steps.

### **3. Nudges, pokes, and jabs:**

- Visual timers, alarms, and phone reminders all serve to designate a start time if they use them.
- Set the sleep timer or automatic shut off on your TV, or use a “focus” app for your phone or computer to help shut down other distractions so they can get started on the important things.
- Set false deadlines or have someone else set them for them.
- Put their cellphone in another room and don’t let them check it until they have worked 30 minutes.
- Use a timer here so they are not constantly checking how much time has passed.
- Ask them if they want your help to get started.

### **4. Routines**

- Create a basic week plan so that they know what they will do each day.
- Help students set up a routine for their homework with a break, snack and start time. Then have them work for 30-45 minutes before taking another break.
- Start with the easiest subject to build momentum and then a difficult one.
- Have them meet their friends at the library to do homework together.
- Create a mnemonic that helps them get ready to begin and use it daily.
- Create a music play list for the length of time before they need to start and use it daily. The more they listen to it, the more their body and brain will get the message that it is time to get to work as soon as this is over.

### **5. If they still can’t...**

- Have them just start, after about ten minutes they will get into it.
- Have them create a mind map or draw out what they need to do. Using colors and shapes will help their brain remember.
- If they are really procrastinating on something, have them stop and consider, “What is the worst that could happen if I didn’t do this? If it’s not too serious, and they are feeling overwhelmed, then let it go.
- Often times looming deadlines, promises to others and fear of failure will push adults to complete a task they have been putting off. Many students though are not motivated by deadlines, grades or loss of privileges. They need help in learning what is preventing them from getting started and help designing a strategy that will work for them.

Once students get started, a strong working memory is needed to remember key information long enough to make the process run smoothly.

## EF: Working Memory - Holding onto Necessary Information



Have you ever walked into a room and forgotten what you went in there for? Or sent your child to do two things and they only did one? Suspect working memory if your child “gets it” one day and doesn’t the next. This can sometimes happen during the same homework session. Your child is going along well and then it is like they have no idea what

they are doing.

Working Memory is an Executive Function skill that plays an important role in remembering what to do and how to do it. It can have an impact on how much you and your child get done and how quickly and/or completely. Peg Dawson and Richard Guare<sup>1</sup> define working memory as, “the ability to hold information in mind while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.” This explains why your child can do the homework one night and the next night not have any idea how to do it. It also explains why things are left unfinished, or multiple step directions are not followed and why they do the same thing over and over even though they “know” or should know that it is wrong. Multitasking or being distracted and not paying attention to details can have an effect on your ability to use your working memory effectively.

### In Children, working memory challenges may look like:

- Struggles with math, especially processes of more than two or three steps (ex. long division).
- Difficulty following multi step directions (or forgets some but not all of the steps during a project)
- Struggles to get out the door in the morning or to remember the steps in a routine
- May “get in trouble” for the same thing over and over
- Really “studies” but fails the test

### Strategies to help working memory:

- Write it down! Use a planner, smartphone app (Google Calendar, Color note, Evernote, Remember the Milk, etc.), or notepad to keep track
- Make learning multisensory whenever possible
- Simplify and slow down. (Multitasking temporarily reduces your IQ by 10-20 points, so use your full capacity)
- Visualize the “end” - have your child visualize what it will look like when done
- Cut out distractions and focus on the task at hand
- Visual cues like using your fingers as placeholders for what you need to remember (3 things=3 fingers) and “don’t forget” lists on the back of the door.

- Chore cards (Russell Barkley’s idea) that list the steps involved in a chore
- Repeat out loud what you want to remember
- Have your child repeat back what they need to do
- Give your child only one thing at a time until they can handle more
- Help them use mnemonics, acronyms or make up silly songs to remember what to do

### **For Learning:**

- Graphic organizers and mind maps using color, shape, and placement help the brain recall
- Preview before reading - what is this going to be about?
- Use outlines, take notes and use highlighters when possible (different color for each step in directions)
- Have a note buddy to share notes with your child or to call if they forget what to do
- Write out the steps first so your child can check back to see they are all done
- Templates, checklists and pictures for processes, chores, and routines (long division, morning get ready routine, what to take to school, etc.)
- Play games that rely on remembering to build working memory

Once you become aware of what is preventing your child from remembering you can help them design a strategy that will help. Use reflective listening that shows you “hear” them, understand their feelings and then guide them to figure out their own solutions. Lots of people have working memory challenges and part of it is just how the world is today. For example, the media is constantly trying to redirect our attention with what is now termed “interrupt marketing” like the pop ups on the bottom of your TV screen during a show. It is annoying and it takes determination to not let outside influences interfere with the ability to remember. So, find what works for you and help your child find what works for them.

Once you get your child to sit down, understand what they need to do and actually get started, they may need help to maintain their focus long enough to get the homework done.



## EF: Sustain Attention or How to Focus



The ability to focus or to sustain attention involves ignoring distractions and continuing to work even though the task may be boring, tiring or frustrating. This Executive Function, often called sustained attention, may be impacted by other challenges such as auditory or visual processing problems, working memory challenges or the inability to shift current thought processes when becoming stuck on something. Adults are constantly monitoring themselves and even if distracted by some external cause are often able to get themselves back on track and get the task completed (if it is important to them). Children have much shorter attention spans (they develop as the child grows) and may find it difficult to “push” through to completion.

### In children and teens, sustained attention challenges may look like:

- Taking hours to complete simple homework assignments
- Incomplete assignments (skipped problems, hurried work, etc.)
- Jumping from one thing to another
- Problems with friends due to misunderstandings from not really “hearing” what was said
- Failure to notice when what they are doing isn’t working and an inability to switch their approach

### Removing the roadblocks:

#### 1. Distractions can be visual, auditory or cognitive:

- Clear the clutter or move to another space and be sure they have everything they need before beginning.
- Work at the library.
- Use a tri fold foam board to create a “focus place” for your child. Add visual reminders.
- Use noise cancelling headphones or play “focus” music, classical music or white noise.
- Create a 30 minute play list and reward with a break if they work until the music ends.
- Keep a notepad nearby and have teens write down any thoughts that interrupt.
- Keep a beverage and snacks within reach so their body won’t interrupt them.
- If you still notice your child having difficulty focusing, set a timer or phone to vibrate at a certain time or use a [motivaider](#) to periodically force them to check that they are on task

#### 2. Start with the end in mind

- Picture the end product and then work backwards to determine the steps involved.
- Have students create a schedule with time estimates for homework and visualize (or sketch out) the finished product.
- Help your child use their preferred learning style whenever possible.
- What will be the reward for finishing? Make it motivating!

### 3. Break it down into smaller parts

- Divide the task or homework into bite sized steps so that at least one step can be completed before taking a short break.
- If they have to leave a task unfinished, have them write a note that reminds them of the next step so they can get quickly back to it.
- Try to determine the length of your child's attention span and slowly push them to increase it.
- Start with the most challenging task first and get it over with unless your child needs time to "warm up" to working, then start with an easy task.

### 4. Provide incentives

- Check in frequently with a positive comment or words of encouragement (no nagging allowed)
- Use a reward system that motivates
- Make the task interesting by making it a game or fun challenge
- Provide active breaks

### 5. Make time visual:

- Use a visual [time timer](#) or have an analog clock within sight
- Use a clock with a glass face to highlight with dry erase markers, the homework schedule. [Sarah Ward](#) suggests using different colors to block off each subject (great for an hour or less at a time).
- Online timers work for those using computers.
- Try [Cinnamon software](#) for a talking alarm clock or find a focus app for your phone or laptop to keep on track and off of Facebook, Instagram or Snap Chat.

The ability to maintain attention long enough to get information, or complete a task is important whether you are a student or an adult. Noticing what is getting in the way and dealing with it will go a long way towards increasing your attention and getting things done.

A key factor in being able to focus is the ability to control impulses. Often children with ADHD struggle to pause in that split second between stimulus and their response thus, Ready, Aim, Fire becomes.....Ready, FIRE and then Aim.



## EF: Self-Regulation or the Ability to Control Emotions



Impulse control or self-regulation is that ability to stop and consider the options before acting and/or do what needs to be done (even if they don't want to). Not being able to control your response in a given situation can appear to be a blatant disregard for the "rules" (whether explicit or implicit) but it is usually not. This inability to control the reaction to a situation long enough to consider the consequences or alternatives is what gets many children with ADHD in trouble, even though after the fact they can clearly explain what went wrong. It is the immediacy of the reaction whether it is verbal, physical or emotional that causes difficulties in both academic and social situations.

Self-regulation challenges may look like:

- Blurts out answers or interrupts with questions
- Hits, pushes, grabs or runs off
- Blows up if homework becomes difficult or can't continue
- Tantrums and play date disasters

Ways to help:

1. Make sure your child/teen is really aware of what happened. Often times we assume they understand when they really don't. Talk with him or her after everyone is calm and get their perspective of what happened and why.
2. [Sarah Ward](#) suggests teaching children to STOP and Read the room. STOP is an acronym for Space, Time, Objects and People and it teaches children to use the information they can gather to make decisions based on checking such things as; where they are, what is happening in the moment, what do they need, and what is that person asking them?
3. Set up a secret signal or warning word that lets your child or teen know that they are heading towards an inappropriate response and should stop and consider alternatives before reacting.
4. Before going into a potential situation discuss the types of things that could happen and work with your child to provide alternatives. Setting clear expectations with behavior options before the situation arises is the best way to prevent potential problems.
5. Provide examples of your own use of self-regulation by talking out loud as you go through the mental process of choosing a response. Ex. "I am so frustrated that this is not working out and I feel like I am getting mad at myself, I think I need to take a short break and think about how else I can fix this."

6. Understand that your child/teen is not doing it deliberately, it is neurobiological. Those with ADHD are emotionally/developmentally about three years behind their peers (Barkley). Changing the environment may prevent potential problems.

Self-Regulation is probably the toughest skill to master, yet it has the biggest payoff. Using positive reinforcement before your child acts out, asking “what” questions and not “why” questions, which often imply wrongdoing and practicing positive responses will help build your child’s ability to self-regulate.

Being able to monitor their emotions and the effect of what they are saying or doing on those around them will help them better understand the importance of self-regulation.

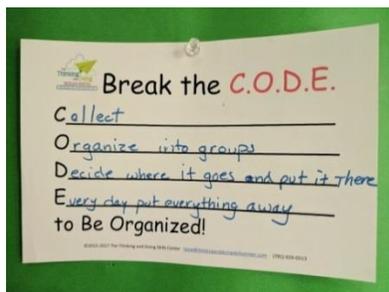
Keeping their materials organized helps students stay on top of their responsibilities and makes sure they get the credit they deserve for their work.



**Spelling tests 100% two weeks in a row!!!! Thank you so much for your email summary and awesome work....she is doing awesome now according to her teacher! :)**

**-Rebecca S - parent of a 7 year old**

## EF: Organization of Materials and Ideas



Organization and planning are two important skills for school and life. The word “organize” has been defined as the ability to, “arrange or order things so that they can be found or used easily and quickly” ([Merriam-Webster](#)). It is easy to see how being able to organize notes, homework, and important dates would be essential for finishing homework, studying for tests and getting good grades. The need to organize one’s materials is often easily seen in a messy backpack or a teen’s frustration over not being able to find the homework they spent hours on.

The ability to organize one’s thoughts or ideas is much less noticeable. It can show up as difficulty writing an essay, planning how to study for a test, completing a multi-step project or managing their time to get it all done. Other executive function skills may also impact this ability to “plan” such as a weak working memory, self-regulation and task initiation.

Organization challenges may look like:

- Papers everywhere except where they should be
- Missing homework assignments
- Poor test grades (may be unaware there is a test or not have the materials)
- Essays and stories that lack detail, grammatical structures and/or creativity

Strategies to help with organization of materials and ideas:

- Use the acronym of **C.O.D.E.** for organizing materials. **C**ollect all papers or items, **O**rganize by sorting into like piles, **D**ecide where things need to go and put them there and, **E**very day put things away.
- Use mind maps or graphic organizers to put down thoughts before beginning to write (frees up working memory space making it easier)
- Use different colors and shapes around the key points you need to remember
- Start with the end in mind-what does this need to look like when it is done? Then work backwards to lay out the steps necessary and the timeline.
- Use a calendar (paper or electronic doesn’t matter although having reminders in your phone has been found to be helpful)
- Simplify wherever you can. One notebook, one calendar, one place to work, etc.
- Develop morning, evening and homework routines and stick to them.
- Put things back where they belong when done with them.

When students can find what they need when they need it they are more likely to get credit for what they can do.

## EF: Cognitive Flexibility or Knowing When to Change Your Thinking



The best way to describe the Executive Function of *cognitive flexibility* is to think of Einstein’s definition of insanity. “Doing the same thing over and over again and expecting different results,” that would be cognitive inflexibility. Cognitive flexibility is the ability to notice when your thinking process is not working or to notice when changes have occurred and to be flexible enough to adapt your thought process and to think differently about it. It may be that the goal of the project changed, something in the environment has changed, or they cannot complete the next step due to outside forces and thus become stuck and can’t continue.

On the Behavioral Inventory of Executive Functions (BRIEF) there are two categories that relate to this skill; cognitive shift and behavioral shift. Together they can indicate a student’s ability to try different approaches to something whether it is in their thinking or in actually changing their behavior when they notice it is not benefitting them. Solving a math problem is a good example of this. The student knows what the answer should be and solves the problem. When the answer is not right, they erase it and try again. Often they are repeating the same mistakes without realizing it.

### In students cognitive inflexibility may look like:

- Stuck on a math problem but not realizing they are doing the same thing and are surprised the answer isn’t different.
- Difficulty adjusting to changes in plans
- Projects have various parts to them and when students get stuck on one piece they are unable to move forward.
- Creative writing is a real challenge as they cannot generate new ideas as they get stuck in one frame of thought.

### Strategies:

- Give advance notice of changes with visual and/or verbal reminders (timers too)
- When stuck or when you see the frustration start to build, suggest a break to do something active
- Encourage brainstorming and generating multiple ideas before settling on a specific approach
- Start with the end in mind and work backwards
- Ask for help, Google it or use a website like <https://www.khanacademy.org/> to help
- Use a whiteboard and don’t erase the previous approach
- Use stories of past successful approaches to remind them of other approaches
- Create a mind map (using colors and different shapes for key ideas)

- Write down the approaches tried and list other options or give choices
- If they play video games, you can get them to explain the different strategies they used to advance to the next level and compare that to their school work

Helping your child brainstorm and learn ways to become more flexible in their thinking will help them become better problem solvers, creative thinkers and successful students. The world is not predictable and we all need to learn to adapt to the changes it may throw at us so that it doesn't throw us off course.

The last and most important EF is taking action. This is where all the EFs come together to demonstrate knowledge. Without the ability to take action and complete tasks and projects, students will not get the grades they are capable of.



**“I learned more about myself and how to have better habits about studying and doing homework.”**

**~Andrew T - Gr 9**

## EF: Action



Taking action and following through on something that has to be done is often difficult for those with ADHD or Executive Functioning challenges. In most cases, students and adults understand the importance of completing something but find it difficult to actually “move themselves” to action.

What is happening in the brain, in my understanding, is that the level of dopamine is not sufficient to reliably carry messages/signals from one side of the brain to the other or to provide enough motivation for action. That makes this difficulty **neurobiological** and not motivational. There is a big difference there as often we have seen things get completed before and feel that if it can be done once why not every time? Such is life with ADHD and/or Executive Dysfunction. Inconsistent ability to take action doesn't occur alone, it often involves other Executive Functions like, organization, planning, working memory, task initiation, self-regulation, focus and time management.

So rather than it being one simple cause, it is often a combination of things that is getting in the way. Also not learning from previous experiences plays into why this same thing continues to happen over and over again. If possible try to break it down to see what is really getting in the way and work on one piece of the puzzle at a time.

### Here's what it may look like in students:

- Inconsistent ability to complete homework regularly (or incredibly long hours spent accomplishing it)
- Last minute approach to long term projects
- Being late or last minute
- May look like a lack of motivation, not caring, or teen age “attitude”
- Failing tests due to inability to study enough (or up past midnight studying)

### Strategies that can help:

- Start with the most interesting task first
- Break it down into manageable size actionable steps and use verbs for each step
- Set goals and behavior contracts weekly with students (too far in advance is worthless)
- Act as a body double for your student by being close by during homework time and doing your “homework”
- Teach your child to “talk to themselves” and ask questions to keep themselves on track
- Support them or provide supports for them but don't do it for them
- Keep the end in mind - what will the homework look like when completed and what will I do after it is?

- “Suffer” through five minutes - it may motivate enough to keep going
- Exercise or do something active to increase the dopamine in the brain before beginning (snacks and water help too)
- Change the environment, change the task or change the expectations
- Use timers and allow five minute breaks for every 30 minutes of work (minimize distractions)
- Use plenty of positive reinforcement that mentions specific actions you see your child doing

Motivating someone else or even yourself to take action often depends on how important the task seems (that adrenaline rush is actually raising the dopamine levels too). If someone else (usually your kids or spouse) is waiting on you to do something you may be more likely to do it. In school, students can often “force” themselves to get something done for a favorite teacher or subject but may feel it is torturous for their least favorite. Start small and put checklists, timers, notes to self (especially where you leave off on a project) and use the steps above that help. Having something to look forward to can often provide an extra push so be sure to reward yourself and/or your child. Now, get going!

<sup>1</sup> *Executive Skills in Children and Adolescents* by Peg Dawson and Richard Guare (2010)

Also recommend: *Late, Lost and Unprepared* by Joyce Cooper-Kahn and Laurie Dietzel, and *Smart but Scattered* also by Peg Dawson and Richard Guare.



I’m Laine Dougherty. I am a lifelong learner and problem solver. I was not born organized and the more complicated my life became the less capable I felt. Turns out family members had Executive Function challenges and ADHD! Then, in my career as a teacher, I noticed students were struggling as early as second grade with some of the same challenges my kids had. I read and took classes and came up with a tool box of strategies for different challenges including ADHD and Executive Functioning challenges. I later became a coach in order to more effectively guide students to find their own solutions (with a little help of course). I love it when they “get it” and I can see the pride in their faces.

I hope that you have found the information in the “Homework Help for ADHD” helpful. The tips and strategies are effective but often do take time. Help your child’s teachers understand Executive Function challenges and share with them what has worked for you at home. You have permission to share this article provided it stays complete and appropriate credit is given.

Our program offerings and contact information follow on the next page.  
Thanks for reading!

*Laine*

## Thinking and Doing Skills Center Programs

- Individual student coaching and organizing sessions to target specific difficulties or to provide help and support for an entire school term.
- Group coaching classes for students and adults
- Classes for parents who have children with ADHD
- Adult and Teen Coaching via phone or Google Meet
- [End Homework Hassle E-Learning](#) Course - daily Monday-Friday emails that teach, organize and coach your child to better grades.
- Support group for parents of children with ADHD meets monthly. See our [calendar](#) for the next meeting. Come, share and learn with others that understand the challenges of raising a child with ADHD.
- Read our [blog](#) or find us on [Facebook](#) (Thinking and Doing Skills Center)
- Sign up for our newsletter or learn more about us at: <https://thinkinganddoingskillscenter.com/>
- Contact us by phone (781) 659-0513, cell: (617) 827-6860 or email: [info@thinkinganddoingskillscenter.com](mailto:info@thinkinganddoingskillscenter.com)

