

Ready, Set... Now How Do I Get Started?

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- Creator of **Calm and Connected: Parenting Children with ADHD®** Parent Coaching Workshop Series
- Author: 8 Keys to Parenting Children with ADHD
- Co-Author: ADHD, Executive Function, and Behavioral Challenges in the Classroom

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And we thank you each for being here...

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“The secret to getting ahead is getting started”

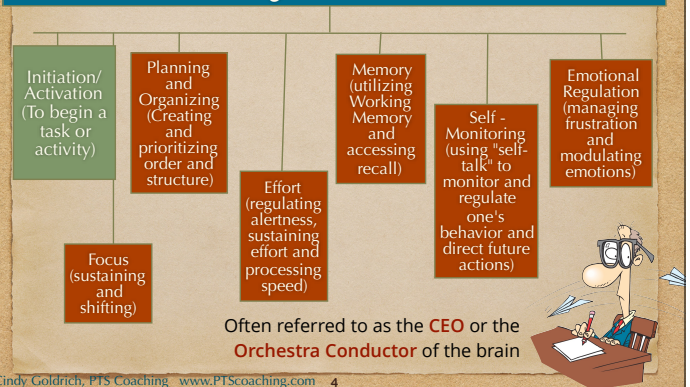
- Mark Twain

But what is the secret to **GETTING STARTED?**



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Executive Function: The Board of Directors that helps you Do what you Decide to Do



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Initiation/Activation...

- Getting started for many students (and adults!) is about feeling **READY** to begin: **Emotionally**, **Physically**, and **Mentally**
- Tackling each of these issues in advance will make it easier to actually **START**, but the thought of preparing to work feels like added effort - and is often avoided

We must **CHALLENGE** that belief and make preparing **Desirable** and **Palatable**

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Nudge a Neighbor

What are the challenges or frustrations that you find makes task initiation so hard for some students?

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Transitioning involves 3 steps

- 1) **Stopping** an activity
- 2) **Moving toward** the new activity
- 3) **Starting** the new activity

Each step may need to be addressed separately!



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Part 1: Emotional Preparation

Address the potential benefits of getting started easier and sooner

Why should I get started NOW?

- You have to do the work anyway, so stalling and postponing doesn't make it go away
- Getting started more easily means less wasted time and therefore more free time
- Being able to self-initiate means more independence in the classroom



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Take a breath....

Set your intention

What is your Self-Talk?

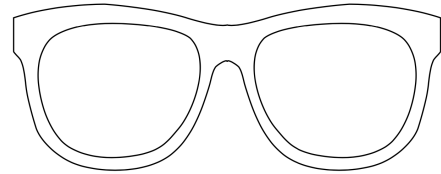
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Shield Yourself with Positive Self-Talk

Negative self-talk can happen in those moments when we are feeling stressed or anxious. Maybe we are in a new situation or working on a task that we often have a tough time with. This negative language only serves to make the situation more challenging and can make our mind shut down altogether. We can battle through this negative self-talk by practicing and being prepared with positive phrases to insert instead.

Instructions:

Fill in the sunglasses below with positive thoughts that shield you from any negative thoughts that try to enter your mind.



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Help them Visualize where their time goes and what they can do with
MORE FREE TIME



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How Long Does it Really Take?

Task	Estimated Completion Time	Actual Completion Time	Time Difference	Notes
1.				
2.				
3.				
4.				

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Part 2: Physical Set Up

Allow for a workspace that is **Flexible** as well as **Functional**

Help your students find **HIS** or **HER** ideal workspace

- ♦ **Where:** Is supervision helpful/necessary? **Body Double**
- ♦ **Seating:** Be willing to be flexible and creative:
 - ♦ Standing desk, lap desk, ball chair, rug
- ♦ **The Visual space:** Personal/Private, Representation of Goal (reason for getting things done)
- ♦ **Supplies:** Privacy shield, dry erase boards, movable supply caddy (and a closet full of extra supplies), Time Timer
- ♦ Water? Snacks? Fidgets?

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Part 3: Mental Preparation

A Growth Mindset*, a Strategy to Plan their Time, and a Clear Head

Before learning can happen, one must believe they have the ability to learn!

- ♦ Do they feel confident that they have the materials and information they need?
- ♦ Do they understand the expectations?
- ♦ Do they feel they have the ability to complete the work, or the access to the help they will need?
- ♦ Do they need to do a "mind dump" before starting

* How Mindset Impacts Learning ADDitude Magazine Webinar

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Planning the Time

- ♦ How much time is REALLY needed for the actual work?
- ♦ What about breaks?
 - ♦ What is the benefit?
 - ♦ How long should the break be?
 - ♦ What makes up the break time?
- ♦ Is there a benefit to planning the overall approach?

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The Pomodoro Technique

A Pomodoro is a Unit of Time - the amount of time you can comfortably concentrate before needing to take a break



- ♦ Plan out how much time you have to work
 - ♦ Plan the order you will do the work
 - ♦ Plan when and how long your breaks will be
- ♦ Helps insure that there is sufficient time allowed for the work to be completed
 - ♦ Establishes short, focused, bursts of work
 - ♦ Builds stamina and concentration
 - ♦ Minimizes the chance of distractions taking on new direction

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Are they Still Stuck?

What else might be getting in the way of **getting started**?

- ♦ Do they know WHY they are doing the work- the purpose/value in the learning?
- ♦ Are the expectations reasonable?
- ♦ Is the amount time expected reasonable?
- ♦ How is their Emotional Fuel tank?
- ♦ Has **procrastination** been "**effective**" in the past?

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"Start Your Engine"



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How Will I Start My Engine?

First, I will...	Next, I will...	Last, I will...	
			Now I am ready to work.

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When should we talk about all of all of this with our students?

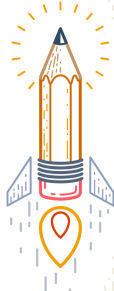
- ♦ As a class wide discussion
- ♦ When the "work" is NOT happening!
- ♦ Privately and discreetly with individual students when necessary

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ADHD, Executive Function & Behavioral Challenges in the Classroom

Managing the Impact on
Learning, Motivation,
and Stress

Cindy Goldrich, EdM, ADHD-CCSP & Carly Goldrich, BS, Ed



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Calm and Connected: Parenting Children with ADHD©

Seven Session Parent Coaching Workshop Series

Through these sessions Parents will gain insight and tools for:

- Session 1 – Understanding ADHD/ Executive Function
- Session 2 – Remaining Calm and Connected
- Session 3 – Improving Communication
- Session 4 – Encouraging Collaboration
- Session 5 – Achieve Clarity & Consistency
- Session 6 – Enforcing Consequences
- Session 7 – Making Better Choices

New Classes Forming Regularly
Parents are never alone in this journey!

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THANK YOU FOR YOUR ATTENTION!

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Please be in touch if I can support you through
discussion, collaboration, or resources.

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