Focus, Please! What to Do When Your Child Won’t Pay Attention - Dr. Amy Moore

Welcome everybody, welcome to our webinar today.

Welcome to focus, please what to do when your child won't pay attention.

Please drop in the chat where you are joining us from.

We would love to hear that I am in the Tombal area, so down here close to Houston.

Hi.

My name is Heather Young.

I am currently the Customer Relations Member Support Manager here at THSC.

I have also worn other hats as the special needs specialists and a coach here at THSC.

Our mission is to encourage, equip and advocate for home school families in their home education journey, which is why we have these incredible value packed webinars for you guys.

So what can we expect from today's webinar? We have a live chat support if you have questions.

Our amazing customer relations team is standing by to help answer your questions.

This is the team that our members can contact for coaching for questions, encouragement all year long.

A copy of this webinar will also be emailed to you immediately following the presentation and you will have access for one week.

Members will enjoy access all year long in your portal.

After the presentation is over, we will have a Q and A with our speaker.

Thank you and we we want to thank you to everybody who has submitted questions already, but if you have questions that do come up during the presentation, please drop those in the chat box as well.

Alright, We also want to start by thanking our sponsor.

Base Camp ED is a free community building platform that allows parents to build tight-knit, supportive and like-minded communities at the click of a button.

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Alright.

DR Amy Moore is our speaker today.

We are so excited to have her with us.

She is a cognitive psychologist, clinical researcher, board-certified Christian counselor, parent educator, Ted X speaker, host of the Brainy Moms podcast and ADHD Mom.

A mom with a DD.

She is the Director of Psychology and Research for Learning RX.

Her groundbreaking neuroplasticity research has been published in peer-reviewed medical and psychology journals and presented at conferences around the United States.

She has a master's degree in early childhood education, a PHD in psychology, and 30 years of experience working with neurodivergent children and their families.

DR Amy and her husband Jeff have been married for 27 years and have grown three sons.

All right, We want to welcome DR Amy Moore to our presentation and we are very excited to hear all the things that she has for us.

So I pass it over to DR MO.

Right.

Thank you so much.

I'm so excited to be here.

Let me share my screen so we can get started and I'm going to go pretty quickly.

But if you have questions, just put them in the chat and we'll try to get to as many as we can at the end.

So the title of my presentation is Attention and Learning: Moving the Focused Focus Beyond Focus.

That was an amazing intro.

So I don't need to go over my credentials again, but I would like you to look at the last bullet point.

I am an ADHD mom and a mom with ADHD.

SO2 of our three boys had an ADHD diagnosis and then all three of them had multiple diagnoses and then I have ADHD myself.

So I get the struggle from both sides, right as a mom and as a person who struggles with ADHD.

But today's presentation isn't just about ADHD, it's about attention and focus issues in general because we don't have to have ADHD or kids don't have to have a D to have focus and attention issues or what look like focus and attention issues.

So let's get into it.

So we're going to talk about, well, first we're going to talk about what focus is and what attention is, and then why focus get so much attention.

And we're going to look at other cognitive skills and learning, including what happens when weak cognitive skills impact learning.

And then finally we're going to talk a little bit about what we can do about it and hopefully we'll get to your questions at the end.

All right.

So after working with thousands of children and families, concern that I hear all the time from parents, is this, my kid can't focus.

I'm sure you can all relate or you wouldn't be on this web or today.

And so if you're concerned that your child is struggling with focus and that's impacting how they're functioning in academics and in life, I'm glad you're here, right? So what is focus? Let's talk about the definition.

So focus is the ability to direct our mental effort to the most relevant information in the environment.

And this is an important definition as we go through this presentation.

So our ability to direct our mental effort to the most relevant information.

So for example, if you're taking a math test, focuses the ability to engage in the tasks on the test while ignoring all of the other information in our awareness at the same time, sights and sounds and smells and feelings and other potential distractions.

So the reality of focus is this, Believe it or not, most kids can focus, but their focus might not be on the most relevant piece of information at the time.

So they can focus, they can direct their mental effort, but it's not always on the right thing, right? So how often does our mind wonder or research tells us that the average person spends anywhere from 10% to 60% of their day mind wandering, meaning our mind wanders from the task at hand up to 60% the day.

And here's why.

So the average person brain shifts four times per second from a sharp focus on a task to a broader awareness of our surroundings and then back into sharp focus.

And so we could argue that our brains are programmed that way by God for survival, right? So we have to know what are we working on? But what is happening around us, right? Is there a tiger in the bush that is dangerous that we have to be aware of while we're focusing on our task? So that makes us understand focus a little better.

So we focus on the task that continually scan our environment for anything more important than the task.

And unfortunately, that process can be impacted by curiosity, especially children and adults with ADHD, hence the joke about squirrels and shiny objects hijacking our attention, right? It's that curiosity.

But that process of having our focus distracted by things in the broader environment can also be impacted by things like poor working memory, like if we can't sustain memory of the task that we're currently focused on, then it's easier to be pulled away from it.

And there are another variety of influences as well, and we're going to talk about that.

So there are several reasons why this phenomenon of off-task focus occurs or why we direct mental effort of any kind to something besides the task.

Number one, we're tired, hungry, sick, or stressed.

So any one of those things would shift our focus from a task that we're working on and we're going to come back to stress specifically in just a minute.

But some other reasons that we might be pulled away from our task with our focus are that we're bored, we're not motivated, we're suffering anxiety over something, or we're exhibiting some sort of defiant behavior, meaning I don't want to work on this task, therefore I'm going to pay attention to something else.

This is important to know that defiance is rarely what's happening.

It just looks that way, right? A big cause of off-task focus could be the task is too hard, or we have skills that aren't strong enough to do the task.

And so that combination of a task being too hard and having weak skills causes stress and frustration, which impacts our ability to think and learn.

The brain responds the exact same way to chronic stress as it does to acute trauma.

So suffering chronic stress and arguably trying to work on a task that's too hard when we don't have skills that are strong enough to do the task creates the sense of chronic stress right in our children as they try to learn or even as adults as we're trying to work or even learn something new.

Well, that throws our brains into a fighter flight response, right? That is it.

Our brain reads that stress as danger.

So that is obviously going to take our focus off what we're working on.

Because when we're in fighter flight, the emotion part of our brain, our Magdala hijacks our prefrontal cortex, the part of our brain responsible for thinking and learning.

So thinking and learning can't happen when we are hijacked like that.

So distraction isn't always about focus, it's about frustration.

When something is too hard, our child will begin to feel some frustration.

And if he can't push through the frustration because he doesn't have the skills for the task, then we see one of three things.

One, he chooses to do something else or think about something else.

Two.

He has a stress-induced flight, fight or flight reaction, a meltdown or three, he freezes and can't do anything.

So given this information about our brains, natural propensity to shift focus, and some of those influences on this focus as mental effort of any kind, let's look quickly about formal attention, like what that is, and then we'll pull this all together.

So there are four primary types of attention, and the situation or task that we're working on determines the type of attention required.

So let's look at each type and how they show up in learning.

And so by the way, this diagram is just simply colorful and decorative.

It doesn't indicate specific parts of the brain associated with attention skills.

Alright, so the first type of attention is called sustained attention, or the ability to focus on one task without getting distracted.

The next type is called selective attention, or the ability to focus on one thing while ignoring others.

The third type of formal attention is called alternating attention, or that ability to switch rapidly between two tasks, and the fourth type of formal attention is called divided attention, or the ability to focus on multiple tasks at the same time.

And neurologically, there's no such thing as multitasking.

Our brain can't actually multitask.

What it's doing is rapidly switching tasks back and forth.

So this divided attention is the ability to attend to multiple sources of information at the same time and rapidly switch back and forth between acting on those.

Alright, so the four primary types are sustained, selective, alternating, and divided, and remember, we are differentiating between focus as mental effort, informal attention, which is task-dependent.

But attention, even though we've identified these four very formal types of attention is only part of the scenario.

So these are some behaviors and phenomenon that parents frequently say they're seeing when they tell me their child can't focus, They can't remember instructions, They're easily distracted by noise or movement in the environment.

They can't engage in studying for long periods of time, or they can't read for long periods of time.

They miss important details and they can't solve problems without getting upset.

They misunderstand the steps of the instructions, They can't follow multi-step directions.

They have poor reading comprehension.

They start, but they don't finish tasks and they lose things.

Does any of this sound familiar? But just because it walks like a duck doesn't mean it's a duck We have this tendency to throw.

All of these things into the idea that our kid just can't focus, but that might not actually be what's happening.

So why do we put so much attention on attention? Why does everything seem like a focus problem? Well, one reason might be that there are a lot of misconceptions about ADHD and learning.

And so I'm going to show you a graph in just a few minutes that illustrates how ADHD isn't just about focus and as attention.

And so we TOSs struggles with mental effort into this ADHD bucket when maybe there's another explanation.

And Americans tend to pathologize like turn turn things into pathology.

We tend to pathologize low ends of normal, and we tend to want to diagnose to explain slower development or slower processing that really falls within the normal limits.

Sometimes another reason that we might be having too much attention on attention is this broader view of focus and learning.

We tend to blame all of learning problems on an inability to focus.

We just talked about focus as this fuzzy term that's easy to fall back on and easy to use.

But we know that learning and struggles with learning deserve a LENs with more clarity.

And finally, there's not enough attention being paid to the other cognitive skills as a potential culprit.

Learning.

So there's this lack of awareness about processing speed and memory and reasoning, for example, being a contributor to learning struggles.

So that's why I say in response to concerns about focus, that it's so much more than focus.

What looks like a focus problem might be a processing speed problem or a working memory problem.

So we need to get specific about the struggle so we can target the struggle.

We need to move the focus beyond focus and attention when it comes to learning struggles.

So that's the work that I do.

I work, I'm a cognitive psychologist and so I work in developing and remediating cognitive skills.

And so I want to take a big picture, look with you for a minute about what cognitive skills are.

So there are two parts to SMART.

There's information storage, storage of our knowledge and accumulated facts.

It's this database of information that we've learned, and we measure that with grades and achievement tests.

But then there's information processing or how efficiently we can take in and use the information that we're learning.

And so that skills like attention and memory and reasoning, visual and auditory processing.

So I want to demonstrate what that looks like, how we use these skills.

So I want everybody to participate.

You can leave your MICs off, but in just a second, I'm Gonna give you ten seconds to complete a task with your mind.

Don't use any paper.

Okay.

Ready.

You have ten seconds to spell the last name of the first United States President backwards.

Ready? go.

Alright, How did you do? This is what it should look like.

Right.

It was Washington.

So this is Washington spelled backwards.

Alright.

I want to walk you through what your brain did during that task.

So this is called the learning model and it represents that information processing and that information database that we just talked about.

So here are the cognitive skills you used to complete that task.

Well, first you had to remember the name of the first United States president.

That's long-term memory.

Next, you had to plan a strategy for completing that task.

That's reasoning.

You probably projected an image of the word Washington either in your mind or in your air, in the air.

Right.

Well, that's visual processing.

And then you had to manipulate the sounds and the letters that make-up the word Washington and put them in the correct order.

That's auditory or language processing.

And your brain was keeping track of which letters you had already used and which ones were coming up next.

That's working memory.

About halfway through this task, you might have gotten frustrated, so you had to engage your attention skills.

And finally, I only gave you ten seconds to do this task.

So you had to work fast.

That's processing speed.

So in this one seemingly simple task, you engaged at least seven different cognitive skills all at the same time.

Cognition is complex, and so if you had a weakness in one or two of those skills, this task might have been either really difficult or impossible for you.

So if you had a weakness in long-term memory, you couldn't have even started the task because you couldn't remember who the first Nancy President was.

All right.

Well, what do we do about it? Here are how we use cognitive skills for school tasks.

And so notice that learning to read, reading comprehension, writing, and math ability all require the skills of reasoning, visual and auditory processing, long-term and working memory, processing speed, and attention.

So what looks like a lack of focus during the school day might be there's a weakness in one of these other cognitive skills that's causing stress and making the task at hand too difficult.

Alright, I want to show you what we see in terms of weaker cognitive skills in students with attention struggles.

So in 2019, neuroscientist DR Christina led Better and I created cognitive profiles as more than 5000 people with ADHD from ages four through 40.

We used standardized standardized IQ tests and we plotted performance on each of those sub-tests across age groups, And what we found was super surprising.

Attention was not the weakest skill in more than 5000 people that we tested with ADHD.

In fact, working memory, long-term memory, and processing speed were weaker skills than attention.

And so that prevailing wisdom behind most ADHD interventions is that attention skills need to be strengthened.

But this shows us that if an intervention only targets attention, it's going to miss the boat on those skills that are weaker than attention, memory, and processing speed.

This is another way to visualize similar information.

So about four years later, DR Led Better and I looked at the cognitive skills of more than 8000 kids and adults with ADHD and we found the same three cognitive skills were below the 38 percentile prete test.

That's the threshold we use for categorizing a skill as deficient.

And those skills once again were long-term memory, working memory, and processing speed.

Attention was just shy of average.

And so again, this is important to recognize when choosing an intervention because almost every ADHD intervention is focused on attention.

All right.

So when a parent is concerned and says to me, my kid can't focus, what that parent probably means is something like this.

My kid is struggling with something so much that he can't do it in a reasonable amount of time or at all.

So instead of sticking with it, he finds something else to do or think about doing.

The brain is shifting off task because of that struggle.

See, we have this tendency to use the word focus when we mean stick to itness or perseverance on a task.

And the reality is if a task is too hard or too demanding, we aren't going to stick to it.

That doesn't mean we can't focus at all, It just means we aren't going to focus on it for very long.

So let's go back to this slide.

Remember that we said a big cause of off-task focus is that combination of a task that's too hard and skills that are too weak causing frustration and stress that brain interpret stresses.

A threat throws us into fighter flight.

Well, we saw that working memory and processing speed were weak in our studies on ADHD.

While weak working memory actually contributes to emotion disregulation.

And I know that every single one of you who has an ADHD child has seen emotion disregulation.

It's actually the most debilitating symptom for most kids and adults with adults on DHD.

So the fact that weak working memory can be contributing to that emotion disregulation, it's not just a little frustration that might have our child's focus.

It can be a full meltdown.

And here's why.

So working memory impairments allow an emotion to take over because we can't keep all of the relevant information or alternatives in mind.

At the same time, it makes it really difficult to effectively use cognitive strategies for emotional regulation.

So we have to be able to hold information in mind, consider alternatives, reason through all the explanations that something, why something might be happening, and all of our options, We have to make a plan and we have to execute it.

And a strong working memory allows us to do all of that.

And then strong processing speed allows us to do it quickly enough before we have a meltdown.

So that's a contribution of working memory and processing speed to emotion disregulation.

So let's say your child has been told by you that it's time to stop playing a game so she can work on her math assignment.

How many of you have witnessed and instantaneous meltdown or how many of you get ignored? You've asked three more times, and then you witness a meltdown that ATD brain focuses on the crisis.

Right? I no longer get to do what I'm doing.

My mom is terrible, horrible and awful.

She's screaming at me, so she must hate me.

She must not love me anymore because she won't let me do what I want.

My life is over and I'm dying.

When we have weak executive functioning, which includes working memory, we can't delay our response until all the facts have been weighed.

Reality is you might get to go back to that game later, right? But that is not what we're focused on or focused on the crisis.

And then that trigger triggers an emotional hijack.

We can't think or learn.

Alright, So what do we do about that in our last 4 min? How do we help improve cognitive skills? Well, cognitive skills can't be taught like us history.

They have to be trained and so every child can benefit from hands-on games.

I recognize I recommend that everybody have a game closet in their house because games engage multiple cognitive skills and they're a great way to foster connection in our families.

But for the best are Simon and Pop it and Set and Spot it.

I will actually give you an entire list of board games and which skills, which cognitive skills each of those games engages.

So I'm going to give you a QR code at the end.

When you sign up for that, you'll get a bunch of free staff.

Meaning that is one of those things.

I'll give you that spreadsheet.

Okay.

This is the gatekeeper for anything that looks like inattention or lack of focus or slow processing.

We have to always, always ask ourselves, is my child tired, hungry, sick or stressed? And remember all those contributors to stress and frustration.

And then when we've looked at it, when we've looked at the problem through that lens, is my child tired, hungry, sick or stressed? And then we're still seeing a struggle? Then it might be time for a formal intervention for those cognitive skills.

While games do a great job engaging cognitive skills and they can provide some strengthening, struggling learners might need a formal intervention.

And so that's the difference between eating a balanced diet to stay healthy, but needing a special diet if you have food allergies.

So that's my work.

At Learning ORX we specialize in cognitive skills training and what is that? Well, cognitive training or brain training is the deliberate engagement in targeted, repeated, intense mental tasks based on the concept of neuroplasticity or the brain's amazing ability to change.

So we know from research that the number one predictor of therapeutic success is the relationship with the person delivering the intervention.

So we deliver all of our programs one-on-one by a human cognitive trainer, not a brain games app, and that human.

That cognitive trainer can individualize the intervention to meet the individual needs of each student.

We start with a cognitive skills assessment to help create a program, and then we deliver the program for home schoolers.

We deliver it right into your dining room over Zoom, but we give dynamic feedback and encouragement.

We have over a 1000 different ways to train all of those cognitive skills using hands-on materials that are paced by a metronome or timer to increase intensity.

And although we focus on cognitive training, we're also experts in reading, so we do reading and math remediation interventions on top of the cognitive training when needed.

One of the the things that sets us apart is our published research.

So we have 17 peer-reviewed studies that are published in medical and psychology journals and what are the results? We see significant improvements in all of those individual cognitive skills.

We also see real-life improvements.

Number one, improvement is improvement in confidence and self-esteem.

But you can see those other improvements that we've documented as well.

And then we're researchers.

So we use functional magnetic resonance imaging MRI to document changes in the brain before and after our training.

And that is a super fun way to show the results.

Okay, So at learning our X, we've been training neurodivergent brains for over 30 years.

We've worked with more than a 130,000 kids and adults.

We have learning centers in 45 countries.

And I work at our headquarters in Colorado Springs, Colorado where we have a team of experts that provide oversight to our entire global system.

So psychologists, neuroscientist, audiologist and education specialists, and we have peer-reviewed research.

Look at that.

I don't know if anybody heard my timer just go off, but that was perfect timing.

So I encourage you to check us out at Learning our x.com if you want to see more.

My podcast is at the bringing moms.com where we interview lots of experts on lots of different topics and we talk amongst ourselves as experts to take deep dives into child development and neuroscience and child psychology.

Alright, here's your QR code.

If you scan this, we will send you that list of games.

We will send you a PDF of DR Gibson's Unlock the Einstein book.

He's the founder of Learning RX.

I will send you a link to my hour-long hacking the ADHD Brain presentation where I talk about things like sleep, nutrition, physical activity, emotion regulation and stress management and cognition and some other cool resources as well.

So I'm going to unshare my screen so that I can see everybody for Q and A time.

Awesome.

Thank you so much.

That was some wonderful information.

I know that I was writing down a lot of things myself, so thank you for that information.

We do have some amazing questions.

So first question, my oldest focus is best when there are no distractions like younger siblings around.

How can I create a better learning environment for them At Home? Yeah, so that's always a challenge as a home schooling family, right? When you have more than one child in the home.

And so I have a couple comments about that.

We don't live in a quiet world, we don't exist in a vacuum.

And so it's important for us to learn how to function in an environment that has stimuli all around us.

And so just like we recommend not having your house completely silent during nap time for an infant, right? The same goes for the learning environment.

Your goal should not be to make it completely free of distractions.

That's not the reality.

And so we want our kids to learn how to operate amidst distractions.

The goal would be to have those distractions not be novel sounds like a scream or something that isn't predictable, right? So just ambient sounds, the sounds of, you know, younger siblings learning or playing quietly, all of that is Okay.

And so and the reality is you, you can't move your other children out of the house, right? They're going to be in the house.

And so by just being having a family meeting and setting some boundaries around what the learning day sounds like, Hey, you know that this child really needs to concentrate on school work for these four hours.

Help me come up with some ideas so that we can create an environment that helps him or her succeed, right? And so get get your younger children involved in how they can help with that as well.

And if this is a true ADHD scenario, cognitive training actually does help training those attention skills, those formal attention skills.

We train in the middle of loud, noisy environments because we want to force that sustained attention and focus.

Hello, that That's great advice because that is something that we've tried as well.

You know, we have more than one kido that we're home schooling and that has been a conversation in our home as well.

And so that that is great advice.

Thank you so much.

Our next question is how much physical activity should I encourage my seven-year-old son to get each day to support focus and learning as much as possible? So physical activity should be considered a key part of your home schooling day.

So don't think of physical activity is recess time.

Think of physical activity as part of what will help your child succeed.

So we know that physical activity, especially at the aerobic level, drives what's called BDNF brain drive, neurotrophic factor.

And that's like miracle growth for the brain that's released in our brains and it helps grow and strengthen neurons and that happens from aerobic activity.

And so ADHD brains need all the help they can get And so that physical activity is super important.

And so I recommend 15 to 30 min in the morning, 15 to 30 min in the afternoon.

And there are lots of physical activities that help the ADHD brain.

So activities that require balance and planning.

So the gymnastics and rock climbing and skateboarding, things that require that balance and planning really strengthen executive function skills at the same time as giving the benefit of physical activity.

And then green time is super expense, super expensive.

Green, sorry, green time is super important and barefoot in the grass.

The research on that is absolutely amazing.

I know when my kids were younger, we would sit there and roll the ball back and forth or bounce the ball back and forth while we were learning how to skip count and that really helped keep him engaged while we were doing that.

So and it actually activates different parts of the brain.

And so if you are on a balance board or a mini tramp or a ball, that act activates multiple parts of the brain in addition to stimulating cognition.

And so that can really accelerate the, the ability to take in that information and code it in memory and retrieve it.

Yep, that's awesome.

We also used to have, you know, like those exercise balls and rocking chairs and standing, those kinds of different opportunities to get different movement in throughout the day while we were still doing our schoolwork.

So yeah, and I think I think it's important and this is one of those things that we don't always pick up on, but it's important to know whether our ner divergent child is a sensory seeker or a sensory avoider.

And so sensory seekers really benefit from that alternative seating, right? That where they can move constantly throughout the day.

A sensory avoider can get over stimulated by that.

They can get over-stimulated by the bouncing or the twisting.

And so just knowing whether your child needs additional sensory input from the VI environment or gets over-stimulated from sensory input from the environment, they might need a quiet, comfortable, cushiony space to learn instead of a space or environment that moves.

Absolutely.

And it's amazing how it's unique to each child.

And so I love that.

Okay, what role does mindset or motivation play and helping students develop stronger attention skills? And I'm going to answer this in a way that you're probably not expecting.

The most important mindset is ours.

So not our child's but ours.

We have to be emotionally regulated in order to connect meaningfully with our kids.

So if we, if we are emotionally disregulated, which happens all the time, especially when we're raising neuro-divergent kids, we cannot access grace.

And so we have to learn to regulate our own emotions so that we can co-regulate our child's emotions and come at it from this idea that parenting from a LENs of connection is more important than parenting through a LENs of curriculum.

So connection is it is more important than curriculum because when you can build relational equity, when you can help your child regulate his emotions, then the curriculum is going to fall into place, right? So it's our mindset that is most important.

I love that that's great.

Connection is more important than curriculum.

That's, I think that's a very powerful statement.

And another question is how can parents balance giving children brain breaks without losing learning momentum throughout the day? Yeah.

So I think that it's going to depend on the age of your child and how much they're struggling because brain-brain breaks are actually super helpful because what they do is like your child has hit Max capacity and trying to push through, right, so that you're productive or efficient makes us less efficient and less productive.

And so, you know, every 20 to 30 min, a quick brain break might be the way to really be able to make it through your full four hours or five hours, however much instructional time you're trying to get through.

And so again, just like physical activity, if you think about brain breaks as just an integral, integral can't speak today as an important part of your of your curriculum and not a distraction from your curriculum.

And it's not taking you away from it.

And again, if you're still coming at it with that emotion-regulated mindset, that mindset of connection is more important than the curriculum.

I want to maximize my child's chances of success.

And so for this brain break, we're going to go outside for this brain break, we're going to just listen to some music or whatever you've chosen.

I think they're, they're beautiful and amazing and don't shy away from them.

Awesome.

We have one other question: how can we best support children who are slow processors and need extra time to grasp new concepts with patience? So children who are slow processors know that they're slow processors, they're already frustrated with themselves.

And so if we get frustrated and start pushing them or rushing them, then that just has a domino effect on their emotion disregulation.

And so we have to know, Okay, this child is going to take two hours to do an assignment or a project that might only take my other child 30 min.

And that's Okay because we're comparing our children to themselves, not to one another.

And so that patience is a gift and so recognize that.

But anything that you can do to increase processing speed is also a gift to your child.

So playing those games that force quick reaction time again, you have to go low and slow sometimes or they will get frustrated and then cognitive training if it's, if it's a real problem, Awesome.

Thank you so much.

I do have one other question.

So we've talked a little bit about more of the younger age kids.

What about those that are middle school or high school and you know, the the schooling or the curriculum and what's required grows as they get older.

So with those kidos that are older, how would you suggest getting in some of that movement time for older kiddos throughout their day as their school load grows? So if you can integrate it in some way, right? Like can they read on a treadmill, right? Or on an exercise bike Like if there's a way to do two things at once, that's great Again that activates multiple parts of the brain at the same time.

Can you give them credit for some of that physical activity? You know, are they playing a sport or, you know, going to rock climbing or competing in something? Can you give them school credit, their PE credit for that or a health credit for that, so that it does have that kind of importance.

But also going back to the same benefit for younger kids, it's going to make them more productive.

That physical activity is going to make learning more efficient.

And so recognizing.

Okay, and I'm sorry, I don't know the required number of hours per day in Texas is it for? There's no specific requirement.

Okay? Well, that's fantastic.

So right.

So being able to say, first of all, these are your requirements.

Like I loved sitting down with my youngest and saying, Okay, these are the graduation requirements for Colorado.

How are we going to get there? Right? Are you going to run down with the community college and take these three courses? I'm going to give you credit for being, you know, in rock climbing competitions.

I'm get right.

And so how are we going to plug those in? And that takes so much pressure off of you as the parent, right? When you have a teenager or older middle schooler who can help make those decisions and they're going to have more buy-in and more motivation when they are helping make those decisions.

And then you just have to give them gentle reminders, Hey, I don't see enough physical activity in here.

We know the benefit to your brain.

I know that it's easier on you.

How can you add some more in here? Like can you go join martial arts on Friday nights or whatever? But involving them in that entire planning process can be absolutely beautiful.

Thank you so much for that.

We have one last question, Would it benefit boys and there are girls that could benefit from this as well, to complete physical activities and practices in the morning and then study after? I know that we've talked about doing it throughout the day, but is there a benefit to having more physical activity in the morning and then studying after? So, yes and no.

So we know if you, if you have physical activity, then that time directly following physical activity is when that PDNF that miracle grow is is the most prevalent in the brain and so it could make learning more efficient in the hour or two following some physical activity.

But you also have to know your child.

Some kids do not want to participate in physical activity first thing in the morning.

And so that can be a detriment to learning.

If they're starting their day frustrated, Right? I don't want to do it.

I'm too tired.

I haven't got right.

Let's work it out with them.

Hey, what time of day do you feel like is the best for some physical activity? right? And get their buy-in.

And plus, you know, their routines the best, right? Like you can watch those patterns throughout the day and a lot of times, you know, that mid-afternoon slump where it looks like we need a nap, a little bit of physical activity, a wake up, brains right back up.

So I don't necessarily recommend that it has to be at the beginning of the day, but right before math probably.

So yes, those are all great things to think about and just process ourselves as we, you know, after the webinar closes.

And just, I love all the information that you have given us, especially just reminding us that, you know, each of our kids are very unique in and of themselves and to really focus and be observers of them and I think that really does help create that connection that will then benefit us in various different ways as well as them.

So thank you for all that information.

So yes, we are, we want to just ask one last question.

I'm sorry I said we only have one, but do you have any parting words or advice for our viewers? So I like to say that we're not stuck with the cognitive cards we've been dealt, Right? Like we, we get this diagnosis and we think, Okay, now this is what we're stuck with or this is what our child is stuck with and that's not the reality.

Our brains are plastic throughout the lifespan.

That means they're capable of change with experiences, learning experiences, training experiences.

And so that's a message of hope, right? To be able to say, Okay, I, I don't have to just accept that my child has an AD diagnosis and now I have to accommodate it, Right? We can actually help the ADHD brain like there's so many things right, that we can do as parents.

Absolutely.

Yeah, thank you for that so much.

We thank you so much again for this presentation.

We also want to just move into a little bit of how THSC is here to also support you in your journey At Home schooling.

So the question is does your home school need a mid-semester boost? We have our 119 premium membership deal.

So how do you become a THSC member? Did you know that the Texas Home School Coalition has a membership to help support you and advocate for you on your home schooling journey? We have had questions such as Am I doing this right? How do I navigate this scenario? And many other questions.

But these are questions that THSC membership is designed to help you with.

So with a premium membership, you have access to legal advice and support for for issues that you might run into home schooling coaches that are available to answer your questions as you go through your journey.

Discounts to dozens of major curriculums and home school resources for this school year and the next school year.

Joining today at this limited time at the I Can't Talk either Right now limited time discount to join THSC is that that $119 for THS members? These webinars, just as a reminder, are uploaded to your member portal and you will have them available for you to re-watch or catch one that you might have missed that we've had prior.

But right now we do have our mid-semester boost sale for a 119 from now until October 31.

So watch your email for a link to take advantage of these webin our special discounts.

And if you have more questions, please feel free to reach out to our team to answer.

To get those questions answered, you can reach us@thsc.o RG backslash Contact.

I do want to let you know that we also have some other webinars that are coming up because we do want to help the community for you as we walk this home schooling journey.

So with that we have our October Policy Webinar.

Your THSC Roadmap to ESAY which is Thursday, October 30 at 01:00 P.M.

And need a Scott with the THSC Policy team will help you stay informed and empowered as Texas prepares to launch the Education Savings Account or the ESA program.

And then also in November, we have our lesson in generosity on Thursday, November 20 at 01:00 P.M.

Join Brianna Cardiff Hicks from American History Education Project for the true story of the Berlin Bomber Candy drop.

I'm actually that is very interesting to me.

I really would like to know this, so I will be tuning in for sure.

Families will enjoy an interactive craft for the kids to make along with that lesson.

Again, I just want to thank our speaker DR Amy Moore as well at with Learning RX as well as our sponsor Base Camp ED, for today's webinar.

And I want to thank all of you for viewing and joining us today.

I hope that this was very encouraging for everyone.

Please reach out to us here at THSC if you have other questions.

Thank you for joining us.

We'll give people a couple minutes to hop off, but thank you for coming, everybody.

I'm mute before.

I thank you.

Thank you for having me on today.

Thank you so much for coming.

This is great.

It was.

Hopefully people were able to Take Away more than one tip.

They were able to Take Away multiple tips.

There we go.

Tips there we go.

That's right.

Thank you all for joining and we will see all at the next webinar.

Hi everybody.