

You cannot discipline your way out of a **fuel problem**. School gets his best, most regulated hours — you get the empty tank. The goal tonight is not a finished worksheet. It is **ten minutes of started**, and a child who still likes you at the end of it.

**How to use this page:** work down it in order — the reset first, then the ten minutes, then the ask that makes tomorrow smaller. Change *one* thing this week. Just one. Stick it where the homework actually happens.

## 1 Before the pencil — reset the tank

WHEN we start homework (the actual clock time)

WHERE it happens (the room, the spot, the same one every day)

- ☐ **Move first** — outside if you can, twenty minutes, before anything is asked of him
- ☐ **Protein, not sugar** — a hungry ADHD brain is a dysregulated one

- ☐ **A real gap after school** — decompression, not a screen fight
- ☐ **His best window, not yours** — is there a morning or weekend slot that works better?

## 2 The ten minutes — shrink the unit

Tonight's first step — one question, written here

Who sits with him tonight (it does not have to be you)

- ☐ **Make the start impossible to refuse** — one question, not one page
- ☐ **A timer he can see** — the deadline goes on the table, not in your voice

- ☐ **Body-double** — a second body at the table, not doing it for him
- ☐ **Stop at ten** — stopping on time is the promise that makes tomorrow possible

## 3 Make tomorrow smaller — the ask

Who I'm asking, and when

What I'm asking for (pick one to start)

- ☐ **A cap on homework time** — "a maximum of \_\_\_\_ minutes with a parent; whatever isn't finished in that window is considered complete"

- ☐ **No academic penalty** — homework is practice, not punishment
- ☐ **Finished at school** — resource block, homework club, the last twenty minutes with support

### The words — copy these

**To your child, at the start:** "We're doing ten minutes. Just this one question. I'll sit here. When the timer goes, we stop — whatever's left."

**To your child, when it's hard:** "This is a lot tonight. Let's do the ten minutes, and I'll email your teacher." — you are on his side of the table, and the demand came from the school.

**To your child, after a bad night:** "That got hard and I got sharp. That wasn't about you."

**To the teacher:** "I'd like to formally discuss a homework accommodation as part of my child's plan. The current volume is costing us more at home than it's returning in learning, and I'd like it documented."

#### Hand this to someone else.

A partner, a grandparent, a tutor. The friction should go to someone whose relationship with him doesn't have to survive bedtime.

#### Ten minutes of started.

Beats two hours of a standoff over a page that never gets touched. The hardest moment for this brain is the beginning, not the middle.

#### You're not lowering the bar.

You're moving it to where he can reach it. Protect the ten-year outcome, not the Tuesday.