

The Homework Room

Homework can be hard even when your student understands the work.

Sometimes the hardest part is not the algebra problem, the reading, or the essay. It is getting started, deciding what comes first, staying with the work, asking for help, and finishing the loop.

We hold the structure while the student does the work.

The room carries more of the process around homework. Your student still does the thinking and learning.

What the room carries

- A predictable place and time to begin
- A visible first step and help choosing what comes next
- Time cues and support returning after distraction
- A clear way to ask for help
- A closing check for submission or the next step

What your student still owns

- Showing up and engaging with the session
- Reading directions and trying the work
- The writing, calculating, problem solving, and practice
- Noticing confusion and asking a question
- Submitting work and carrying forward unfinished tasks

What an evening looks like

1 Check in

Review assignments and due dates, choose a goal, and make the first step visible.

2 Work

Use shared structure, time cues, and brief teacher clarification when needed.

3 Check out

Record what was completed or submitted and make a plan for anything unfinished.

Interested? Join the interest list or ask about sponsored seats.

cynthia@clutteredspaces.org | 404-594-4645

What parents can expect

You should not have to guess whether your student showed up, what they worked on, or what still needs attention.

WHEN	PODS	TEACHER	PRICE
Monday–Thursday Up to 90 minutes	Middle school High school	Humanities Math + science	\$89/week

How check-in and check-out work

At check-in

Your student checks assignments, classes, and due dates; identifies a goal for the session; and chooses where to begin.

At check-out

Your student records what was completed or submitted, what remains, and the specific next step for unfinished work.

You'll know how the week went

Each week, you'll receive a concise parent summary based on session documentation and observations. It will include:

- attendance and participation
- assignments and due dates your student documented
- work completed or submitted during the sessions
- the plan for unfinished work, plus brief notes about progress, where support was needed, and what helped

Private parent communication

Questions, concerns, changes in support needs, and sensitive information stay in private communication with Cynthia by email, call, or text.

Could this be a good fit?

The Homework Room is neurodivergent-affirming and designed for students who can work in a small online group with prompts, time cues, and brief academic clarification. It is not continuous one-to-one tutoring, therapy, or a service that completes assignments for the student.