

The background is a dark blue gradient with a subtle pattern of white dots. Overlaid on this are several white geometric elements: a large circular scale on the left with degree markings from 140 to 260, and several concentric circles of varying sizes, some with arrows indicating a clockwise direction.

# ASSESSING ADHD: WHAT IT LOOKS LIKE IN THE CLASSROOM SETTING (AND WHAT IT IS NOT)

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# ASSESSING FOR ADHD

- ASSESSMENT INSTRUMENTS

- Behavioral Observations of Clinician
- Cognitive Measures
  - WISC-V; WAIS-IV-→WMI
    - Relation of WMI to other Index Scores ?
- Survey Forms (Parents/Teachers/Self)
  - Connors; BRIEF
- Continuous Performance Tasks
  - CPT-II; IVA (Integrated Visual & Auditory)

- DSM-5 Diagnostic Criteria for ADHD

- A). Persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development
- B). Several inattentive or hyperactive-impulsive symptoms were present prior to age 12 years old
- C) Several inattentive or hyperactive-impulsive symptoms present in 2 or more settings
- D). Clear evidence that symptoms interfere with or reduce quality of, social, academic or occupational functioning.

# BRIEF

- Inhibit
- Shifting
- Emotional Control
- Initiation
- Working Memory
- Planning & Organization
- Monitoring



## BRIEF

- *Working memory* is described as the capacity to hold information in mind in order to complete a task, encode and store information, or generate goals. Working memory is essential for carrying out multistep activities, completing mental manipulations such as mental arithmetic, and/or following complex instructions. *Susie-Q* reportedly has difficulty holding an appropriate amount of information in “active memory” for further processing, encoding, and/or mental manipulation. She may have difficulty sustaining working memory, which may make it difficult for her to remain attentive and focused for appropriate lengths of time. Children with working memory difficulties may have trouble remembering things (e.g., instructions, phone numbers) even for a few seconds. They may lose track of what they are doing as they work or forget what they are supposed to do when they are sent on an errand. They often miss important information such as complex instructions for an assignment because it exceeds their working memory capacity. Working memory is also needed to sustain attention. Children with working memory difficulties may not “stick to” an activity for an age-appropriate amount of time and may fail to complete tasks.

# BRIEF

*Planning and organization* are important components of problem solving. Planning involves setting a goal and determining the best way to reach that goal, often through a series of steps. Organization involves the ability to bring order to information and to appreciate main ideas or key concepts when learning or communicating information, either orally or in writing. *Johnny* is described as having planning and organizational difficulties. He may underestimate the time required to complete a task and/or the level of difficulty inherent in a task. *Johnny* may also have trouble determining and carrying out the multiple steps needed to reach a goal. He may have good ideas but is unable to express them adequately on tests and written assignments. Children with planning difficulties often feel overwhelmed by large amounts of information. They may approach tasks in a haphazard fashion, and often get caught up in the details while missing the “big picture.” Parents often report that such children typically wait until the last minute to begin a long-term project or assignment for school.

# WHAT DOES ADHD LOOK LIKE IN THE CLASSROOM?





# DO ANY OF THESE SOUND FAMILIAR??

- Have trouble following instructions—especially when presented a list
- Often forget to write down assignments, do them, or turn them in
- Often lack fine-motor control—making note taking difficult & handwriting messy
- Often having trouble with operations that require ordered steps
- Frequently have difficulty with long-term projects with no direct supervision
- Demand attention by talking out of turn or moving around the room
- May have difficulty with reading & math—especially ordered work

# CLASSROOM SUPPORTS FOR STUDENTS

- Seating—away from windows or doors; front of class; rows are usually better than tables, where they face other students.
- Information Delivery— give instructions one at a time, repeat if necessary; try to schedule more difficult work earlier in the day; Use visuals; Create outlines for note-taking that organize the information as you deliver it.
- Student Work—quiet area for test-taking; create work sheets/tests with fewer items; give frequent short quizzes rather than long tests; decrease timed tests; show student how to use a bookmark to track written words on a page; divide long-term projects into segments & assign a completion goal for each segment.
- Organization—student keeps a 3-ring binder as master notebook; color code materials for each subject



# CLASSROOM SUPPORTS FOR STUDENTS

- Starting a lesson: signal start of lesson with cue (bell); Establish eye contact; List activities of lesson on the board; In beginning of lesson, tell students what they will learn & what your expectations are for lesson.
- Conducting Lessons: Keep instructions simple and structured; Use props & visual aids; Establish a “cue” with student (touch on shoulder or post-it note) to remind student to stay on task; allow student to squeeze a rubber ball to allow for physical outlet; Try not to ask student to perform a task or answer a question publicly that might be too difficult.
- Ending a Lesson: Summarize key points; If assignments, have 3 different students repeat it, then have class say it in unison, & write it on the board; Be specific about what to take home to complete their assignment.

QUESTIONS ?????