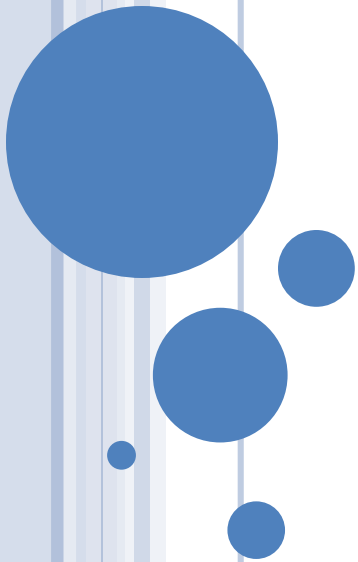


EDUCATORS TOOLKIT FOR DEALING WITH ADHD IN THE CLASSROOM

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UNDERSTANDING STUDENTS WITH ATTENTION-DEFICIT HYPERACTIVITY DISORDER



DEFINITION BY AMERICAN PSYCHIATRIC ASSOCIATION'S DIAGNOSTIC & STATISTICAL MANUAL OF MENTAL DISORDERS (DSM V)

➤ **ADHD, Predominantly Inattentive Type**

- Inattention: attention to details, sustaining attention, organization, distractible

➤ **ADHD, Predominantly Hyperactive-Impulsive Type**

- Hyperactivity: fidgeting, leaving seat, talking excessively
- Impulsivity: waiting one's turn, interrupting others

➤ **ADHD, Combined Type**



KNOWN CAUSES

- Areas of the brain affected
 - Prefrontal and frontal lobes
 - Basal ganglia and cerebellum
- Neurotransmitters involved
 - Dopamine
- Hereditary factors
 - Family and twin studies
 - Molecular genetic studies
- Toxins and medical factors



DETERMINING THE CAUSES

**Does
NOT
cause
AD/HD**

- Lack of self control
- Poor parenting
- Too much television or video games
- Too much sugar
- Living in a fast-paced culture

EARLY INTERVENTION

- Difficult to determine in young children because of behavioral similarity
- Children who are identified typically have extreme behaviors and require special management and will need long-term programming




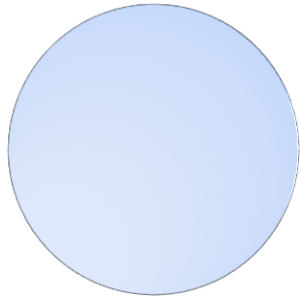
INTELLECTUAL FUNCTIONING

- Reflects typical population in IQ scores
- Students are as likely to be identified as gifted as typical peers
- Those who have ADHD and are gifted have more positive school outcomes than those with ADHD alone.



MEDICATION CONSIDERATIONS

- Controversy on use of psycho-stimulants
 - Ritalin, Adderall, and Strattera
 - The research evidence
 - Effectiveness
 - Non-responders and side effects
 - Drug abuse
 - Cautions regarding medication
 - Proper dosage and careful monitoring
 - Not a substitute for self-responsibility
 - Not substitute for parent and teacher responsibility
- 



MANAGING SOCIAL & EMOTIONAL ASPECTS OF ADHD IN THE CLASSROOM



BEHAVIORAL, SOCIAL, AND EMOTIONAL CHARACTERISTICS

- A high overlap exists between the categories of ADHD and emotional or behavioral disorders
 - 2/3 of students with ADHD have also been identified as having an internalizing or externalizing behavior disorders
- Students tend to have difficulty with regulating positive and negative emotions
- Students tend to have impairments in pragmatic language which leads to impairments in social skills



PSYCHOLOGICAL & BEHAVIORAL CHARACTERISTICS

- Deficits in executive functioning
- Deficits in behavioral inhibition
- Problems with adaptive behavior
- Social behavior problems
 - Social rejection and social isolation
- Coexisting conditions
 - Learning disabilities (almost 50%)
 - Emotional or behavioral disorders (25% to 50%)
 - Substance abuse



Strategies for Classroom Awareness of ADHD Trouble "Hot" Spots



EDUCATIONAL CONSIDERATIONS



**Classroom
structure and
teacher direction**



**Functional
assessment and
contingency-based
self-management**

- The role of reinforcement



ACADEMIC ACHIEVEMENT



<p>Students with ADHD tend to have lower vocabulary development & working memory challenges</p>
<p>Symptoms of inattention have been found to be more closely related to academic outcomes</p>
<p>The strongest predictors of academic achievement is the ability to plan ahead and the ability to organize time & materials</p>

Best Practices for Success with ADHD



SUCCESSFUL CLASSROOMS

Successful programs for children with ADHD integrate the following three components:

- Academic Instruction**
- Behavioral Interventions**
- Classroom Accommodations**

TEACHERS: WHAT YOU CAN DO?

- Seat a child with ADHD away from windows and near your desk
- Create a quiet area free of distractions for test-taking and study
- Give instructions one at a time
- Make sure the student has a system for writing assignments and important dates
- Keep instructions simple and structured using charts and other visual aids
- Allow for frequent breaks



DETERMINING SUPPLEMENTARY AIDS AND SERVICES

- Arrange the classroom in an organized and consistent manner
- It is not always best to seat students with peers
- Seat the student in close proximity to the teacher
- Do not seat students with hyperactivity/impulsivity close to highly distracting areas
- Clearly post daily and weekly schedules
- Arrange the classroom to facilitate smooth transitions between classroom activities
- Minimize classroom clutter



PLANNING FOR UNIVERSAL DESIGN FOR LEARNING

- Planning for Universal Design for Learning
 - Students need to learn organization and neatness
 - Goal setting can improve organization skills
 - Identify and define a goal
 - Develop a series of objectives or tasks
 - Specify actions necessary to achieve desired outcomes
 - Make goals challenging but obtainable
- Planning for Other Educational Needs
 - Teachers should play a role in monitoring children on medication for changes or side effects



EFFECTIVE INSTRUCTIONAL STRATEGIES: EARLY CHILDHOOD STUDENTS

- Multidisciplinary Diagnostic and Training Program
 - Multimodal treatments
 - Medication
 - Parent Training
 - Classroom Behavioral Management Interventions



EFFECTIVE INSTRUCTIONAL STRATEGIES: ELEMENTARY & MIDDLE SCHOOL STUDENTS

➤ Errorless learning

- Presents discriminative stimuli and arranges the delivery of prompts in a learning situation in such a way as to ensure that the student gives only correct responses (or only a few incorrect responses)
- Prompts can be physical, verbal, or visual
- Premise is that learning that occurs without mistakes is stronger and lasts longer
- Use “most to least” prompting, most intrusive at first, then, as task is mastered, prompts fade

EFFECTIVE INSTRUCTIONAL STRATEGIES: SECONDARY & TRANSITION STUDENTS

- Video Self-Modeling (VSM)
 1. Select a recording technology
 2. Create a self-modeling image
 3. Have students view the video image and imitate or repeat the desired behavior
 4. Record student progress in mastering the behavior
 5. Use the video for occasional booster sessions



TRANSITION TO ADULTHOOD

- Diagnosis in adulthood
- Adult outcomes
 - College: more problems, especially with time management; importance of coaching
 - Employment: match strengths and weaknesses
 - Marriage and family: can have a negative impact



MAKING ACCOMMODATIONS FOR ASSESSMENT

- Issues include attention and concentration problems
 - May qualify to take extra breaks
 - May need multiple testing sessions
 - May request a reduced-distraction testing environment



ADHD & Co-morbidity in the Classroom




PSYCHOLOGICAL & BEHAVIORAL CHARACTERISTICS

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DEALING WITH DISRUPTIVE CLASSROOM BEHAVIOR



Preventive: Work out a couple of warning signals with the student who has ADHD (a hand signal, an unobtrusive shoulder squeeze, or a sticky note on the student's desk)

Discuss the student's behavior in private,

Ignore mildly inappropriate behavior if it's unintentional & isn't distracting other students or disrupting the lesson.

CHALLENGES OF ADHD IN THE CLASSROOM

Sit still

**Listen
quietly**


Pay attention

**Follow
instructions**

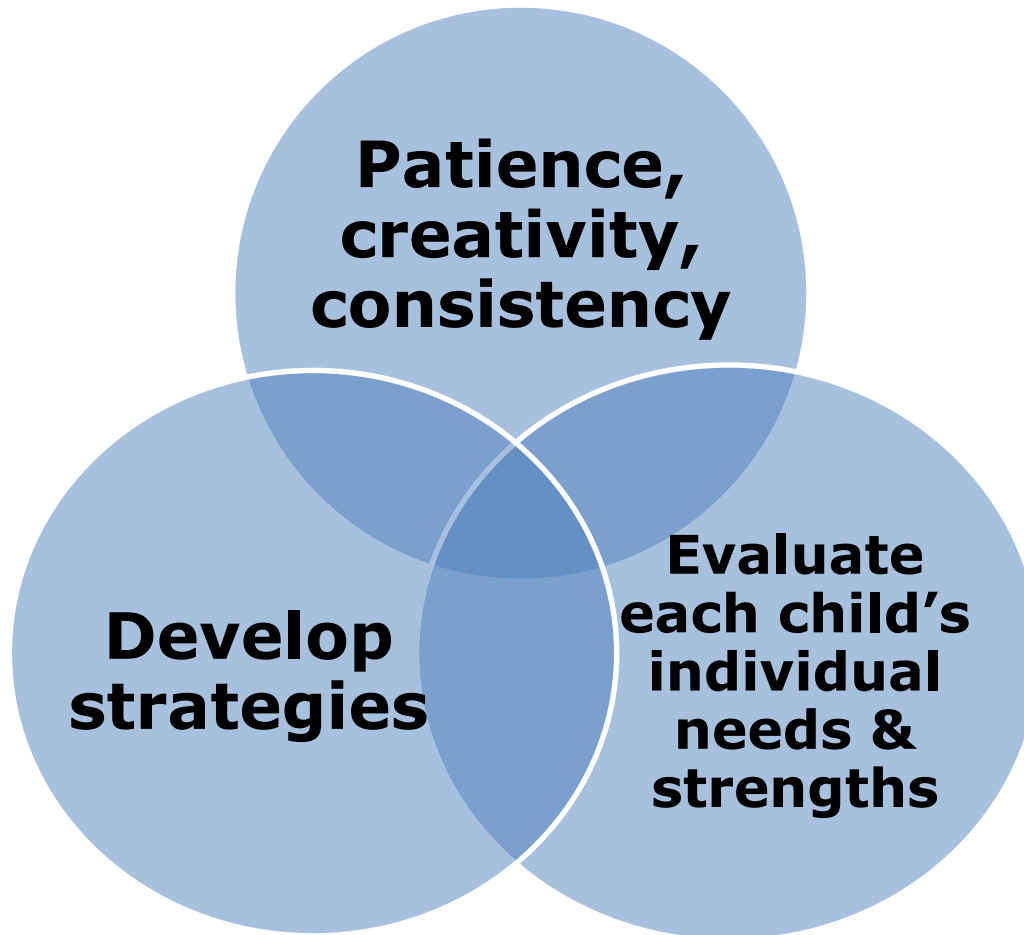
Concentrate



CHALLENGES CREATED BY STUDENTS WITH ADHD

- Demanding attention by talking out of turn or moving around the room
 - not pulling their weight during group work and keeping a group from accomplishing its task
 - Trouble following instructions, especially when they're presented in a list, and with operations that require ordered steps, such as long division or solving equation
 - Forgetting to write down homework assignments, do them, or bring completed work to school
 - Lacking fine motor control, which makes note-taking difficult and handwriting a trial to read &
 - Problems with long-term projects where there is no direct supervision.
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HOW TEACHERS CAN HELP CHILDREN WITH ADHD



SUCCESSFUL PROGRAMS FOR CHILDREN WITH ADHD

- **Accommodations:** what you can do to make learning easier for student?
- **Instruction:** the methods you use in teaching
- **Intervention:** how you prevent behaviors that disrupt concentration or distract other students?



ACCOMMODATING STUDENTS WITH ADHD IN THE CLASSROOM

- As a teacher, you can make changes in the classroom to help minimize the distractions and disruptions of ADHD.....



Accommodating ADHD



Seating

**Information
Delivery**

**Student
Work**

Organization



Teacher's Tool Kit



TEACHING TECHNIQUES FOR STUDENTS WITH ADHD

Teaching techniques that help students with ADHD focus and maintain their concentration on your lesson and their work can be beneficial to the entire class.



STARTING A LESSON

- Signal the start of a lesson with an aural cue, such as an egg timer, a cowbell or a horn. (You can use subsequent cues to show much time remains in a lesson.)
- Establish eye contact with any student who has ADHD and list the activities of the lesson on the board.
- In opening the lesson, tell students what they're going to learn and what your expectations are.
- Tell students exactly what materials they'll need.

CONDUCTING THE LESSON

- Keep instructions simple & structured.
- Use props, charts, & other visual aids.
- Vary the pace and include different kinds of activities.
- Use competitive games or other activities that are rapid and intense.
- Have an unobtrusive cue set up with the student who has ADHD, such as a touch on the shoulder or placing a sticky note on the student's desk, to remind the student to stay on task.
- Allow a student with ADHD frequent breaks and let him or her squeeze a rubber ball or tap something that doesn't make noise as a physical outlet.
- Try not to ask a student with ADHD perform a task or answer a question publicly that might be too difficult.

ENDING THE LESSON

Summarize key points.

If you give an assignment, have three different students repeat it, then have the class say it in unison, and put it on the board.

Be specific about what to take home.



OUTSTANDING RESOURCE

CDC

- https://www.cdc.gov/features/adhda_awarenessweek/index.html



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