

QUIZ

- What does IDEA stand for?
- What are the principles of IDEA?
- What does IEP stand for?
- What is progress in the general education curriculum?
- What is the universal design for learning?
- What are dyslexia, dysgraphia, and dyscalculia?
- Describe three strategies for working with students with a learning disability.

Attention Deficit Hyperactivity Disorder (ADHD): Learning the Basics



Think-Pair-Share

What does this illustration say to you about ADHD?





ADD or ADHD?

- At one time, many people referred to Attention Deficit/ Hyperactivity Disorder (ADHD) as Attention Deficit Disorder (ADD).
- Now medical professionals use the term ADHD and often educators are confused about this.
- The official name is ADHD. This a name the medical community embraced and that educators should use.

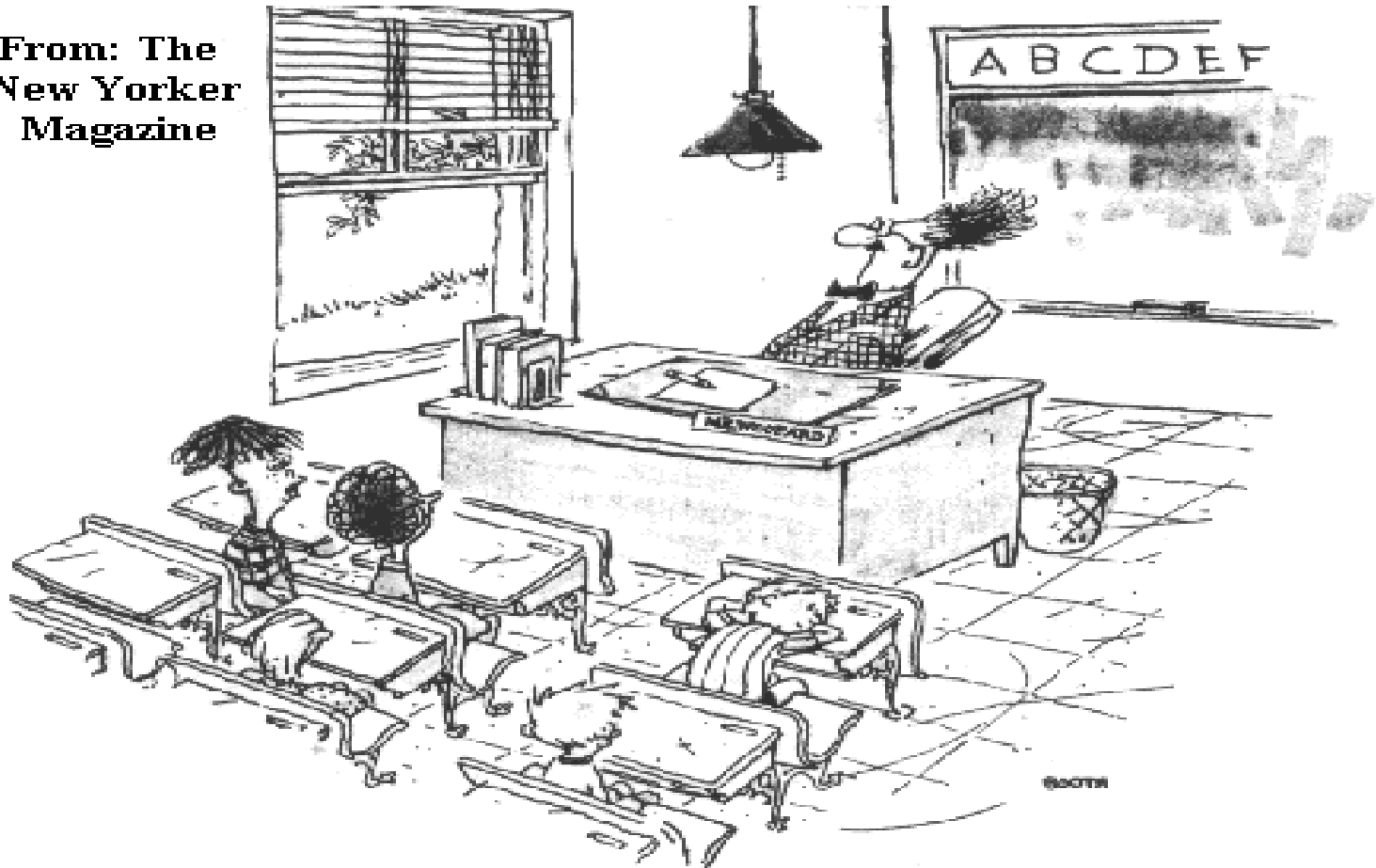


What is ADHD?

- Attention-deficit/hyperactivity disorder (ADHD) is a condition affecting children and adults that is characterized by problems with attention, impulsivity, and a high level of activity.
- Three Major Subtypes of ADHD are:
 - Predominantly Inattentive (ADHD-I)
 - Predominantly Hyperactive/Impulsive (ADHD-HI)
 - Combined (ADHD-C)

What subtype of ADHD does Mr. Woofard appear to present?

**From: The
New Yorker
Magazine**



“You will like Mr. Woofard. He has an attention-deficit disorder.”

Core Symptoms of ADHD

- Inattentiveness
- Hyperactivity
- Impulsivity



Inattention

To maintain attention we need to:

- Initiate
- Sustain
- Inhibit
- Shift

Issues with inattention:

- Sustaining attention
- Resisting distractions
- Not paying sufficient attention





Common Symptoms of Inattention

- Is forgetful in daily activities
- Has difficulty in organizing tasks
- Does not appear to listen
- Struggles to follow through on instructions
- Makes careless mistakes
- Avoids tasks that require sustained mental effort
- Loses things often
- Is easily distracted by extraneous stimuli
- Fails to give close attention to details



Common Symptoms of Hyperactivity

Child may:

- Be fidgety
- Leave seat often
- Have difficulty playing or engaging in activities quietly
- Talk excessively
- Often seem “on the go”



Common Symptoms of Impulsivity

- Lacks the ability to delay or postpone actions or to consider consequences
- Blurts out answers before questions have been completed
- Has difficulty awaiting turn
- Interrupts or intrudes on others
- May be labeled as having behavioral problems

Criteria Needed for a Diagnosis

- Persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development.
- Some symptoms before age 7.



Criteria Needed for a Diagnosis

- Symptoms present in at least two settings.
- Clear evidence of interference with social, academic or home life.





Evaluating Children with ADHD

- Comprehensive evaluation should include:
 - A clinical assessment of:
 - Academic skills
 - Social skills
 - Emotional functioning and
 - Development level
 - A history of the child given by parents and teachers (and child when appropriate)
 - Checklists for rating AD/HD symptoms (specific to ADHD, not for just general behavior concerns)



Diagnostic Criteria for ADHD

- A comprehensive evaluation is necessary to:
 - Establish a diagnosis
 - Rule out other causes
 - Determine the presence/absence of co-existing conditions/disorders.
- A complete physical exam, including a vision and hearing screening, should also be given to rule out medical problems.



Coexisting Disorders

The most common co-existing disorders are:

- Learning Disabilities
- Anxiety Disorders
- Mood Disorders:
 - Major depression
 - Bi-polar disorder
- Tic Disorder such as Tourette's
- Disruptive Behavior Disorders:
 - Oppositional Defiant Disorder
 - Conduct Disorder



Possible Red Flags

- Infancy
 - Extreme irritability
 - Eczema
- Preschool
 - Difficulty paying attention to details/directions
- Elementary School
 - Missing homework assignments
 - Careless mistakes
- Adolescents
 - Disorganized notebooks
 - Underachievement, though bright

Prevalence

- According to the Center for Disease Control (CDC) ADHD is:
“one of the most common neurobehavioral disorders of childhood and can persist through adolescence and into adulthood.”



ADHD Parent

- 25% probability of having a child with ADHD
- Impulsive decision-making
- Organizational difficulties
- Low frustration-tolerance
- Verbal impulsiveness
- Distractibility



What Causes ADHD?



What Causes ADHD?

- ADHD can be caused by a number of factors that affect how the brain develops and functions.
- Heredity (largest factor – approx 18-25%)
- Prenatal Factors
 - Low birth weight
 - Prenatal maternal smoking
 - Prenatal complications
- Brain injury



*Parenting styles do not CAUSE the disorder!



The Brain and ADHD

- Observations of how a child behaves or learns are extremely useful in the diagnosis of learning, behavioral, and emotional problems.
- It is also very useful to have ways of objectively assessing a child's brain to detect immaturities and inefficiencies of function.



What Helps?

Medication Management

Behavioral Treatment

Medication

Stimulants (help nerve cells in the brain to communicate more effectively)

*Between 70 – 80% of children with ADHD respond positively to stimulants.

- Ritalin
- Adderall (XR)
- Concerta
- Dexidrine

Anti-depressants

- Wellbutrin
- Nortriptyline
- Tomoxetine

Other (not a stimulant or an anti-depressant)

- Strattera





Some Alternative Treatments

- Dietary Intervention:
 - Is based on the concept of elimination, that one or more foods are eliminated from one's diet.
 - Promotes the elimination of sugar and candy.
- Nutritional Supplements:
 - This is the opposite of the dietary elimination approach.
- Neurofeedback



Counseling Treatment

- Clinical Behavior Therapy
- Family Therapy
- Social Skills Training
- Support Groups
- Parenting Skills Training



REMINDER:

Inappropriate behaviors are
USUALLY NOT
Planned, Purposeful, or
Intentional



Strategies and Interventions



What Can Educators Do?

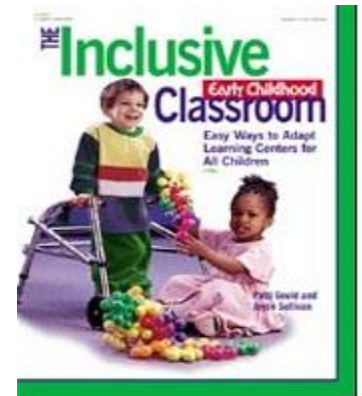
Recognize a child's strengths

- Intelligence
- Empath7
- Problem Solving
- Affection
- Creativity

Strategy List

○ Think- Pair- Share

- Take a few minutes to review the Strategy List with a partner.
- Review the list and check all that apply.
- Share with the group additional strategies or modifications that you may utilize in your classroom.



PREVENTION

- What areas in your environment do you have control over?





REDIRECTION

- Offering alternatives to make children's behavior more appropriate
- Examples:
 - A child is constantly calling out
 - Two children are wrestling
 - A child throwing blocks
 - A child is about to bite
 - A child hops from one chair to the next



CHOICES



- Teaches responsibility and consequences
- Introduces decision making
- Is good for children seeking control





Clear Expectations

- Routine/Structure
- Lead Time
- Wait Time
- Small Steps



PHYSICAL ENVIRONMENT

Lighting	Color	Noise Level
Plants	Softness	Personal Space
Open/Closed Space	Clean & Safe	Storage for Materials



ENCOURAGE THROUGH LANGUAGE

- Encourage children to use their words
- Listen to children's stories
- Reinforce communication by using scripts



WAYS TO PRAISE

- Specific
 - “I really like the way you . . .”
- Timely
 - “I just noticed you . . .”
- Enthusiastic
 - “Wow, you are really working hard on . . .”
- Non-verbal
 - Giving thumbs up, high “5’s”



MEANINGFUL PRAISE VS. “GOOD JOB”

- Write 3 alternatives to the phrase “*Good job*” in your handout.
- Share your phrases with 2 people.
- Discuss your phrases with the larger group.



RESPECT

- Respect: to consider worthy of high regard; esteem (Webster's Ninth New Collegiate Dictionary)
- Respect = Value = Self Esteem
- Respecting children's choices is very important



PROMOTE EMPATHY

- Keep children included in social situations when possible
- Make connections between the child's reaction and the emotions of the other child
 - "Getting hit makes Sally feel sad and she cries."

Picture Schedule



Teaching Strategies



○ Marble Jar

- **A Marble Jar can be used to make the whole class consider if they are displaying appropriate behaviors and are on task.**
- **The jar is there to remind the whole class when they are on task and if individual children are making good choices throughout the day. (Note- start with a small jar).**
- **Have a prize that you discuss and that the whole class wants if the jar gets full. This approach encourages all children to be making good behavioral choices and it sets the stage for the teacher constantly looking for the positive things children.**
- **(Note- Marbles are NEVER taken out and children can't tell the teacher when to put them in the jar!!).**



Teaching Strategies

- Modeling organization
- Rewarding effort
- Being consistent
- Having Patience
- Communicating face-to-face
- Responding to the behavior not the child

Additional Strategies to Try

- Sensory Activities
- Movement Breaks
- Signal Development





Additional Strategies

- Determine Non-negotiables
- Limit/Reduce Rules
- Be on the Same Page
- Be Fair
- Be Consistent

Teaching Strategies

- Provide structure with a visual schedule
- Define expectations
- Post and review rules
- Subdivide tasks
- Allow movement breaks





Great Resources

- **National Resource Center on ADHD
Children and Adults with
Attention-Deficit/Hyperactivity
Disorder**

8181 Professional Place, Suite 150
Landover, MD 20785
1-800-233-4050

www.help4adhd.org



Website Resources

- www.chadd.org - web site for CHADD, the national advocacy, research and support organization
- www.add.org - web site for ADDA, the National Attention Deficit Disorder Association
- www.addresource.com - an ADHD resource site with articles, directory of providers and events calendar
- www.geocities.com/spedusource - web site managed by a parent of ADHD children and educator
- www.ADDConsults.com - web site run by Terry Matlen, LCSW
- www.ncgiadd.org/resources/index.html - National Center for Gender Issues and ADHD

Reading Resources

