

ADHD IN THE CLASSROOM

Presented by:
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CHADD (Children and Adults With
Attention Deficit Hyperactivity Disorder)

My Bio



- ◆ Mom Of Three Adult Children, Two Of Whom Have ADHD
- ◆ Founder and Coordinator of TRI CHADD NJ (Since 2008)
- ◆ CHADD National Board of Directors 2013-2017
- ◆ National Conference Committee.
 - ❖ NJ CIACC (Children's Intra-Agency Coordinating Council)
 - ❖ PerformCare NJ Parent Leader
 - ❖ SPAN NJ Resource Parent
 - ❖ Certified Parent to Parent: Family Training on ADHD Instructor
 - ❖ SDBP Complex ADHD Treatment Guidelines Committee



CHADD does not endorse, recommend,
or make representations with respect to
the research, services, medication,
treatments or products.

What is ADHD?

ADHD or Attention Deficit Hyperactivity Disorder is a neurobiological/neurodevelopmental medical condition that manifests in physical, emotional and behavioral challenges.

The percent of children with an ADHD diagnosis continued to increase, from 7.8% in 2003 to 9.5% in 2007 and to 11.0% in 2011-12.

(Nov 13, 2017)



Type 1: Inattentive



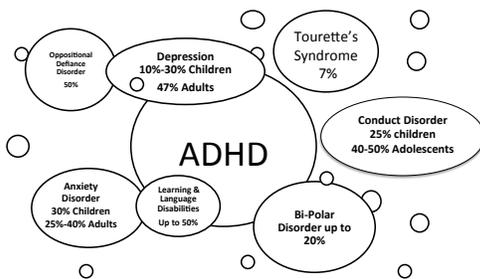
TYPE 2: Impulsive/Hyperactive



ADHD Type 3: Combination



ADHD and Co-occurring Disorders



Treatment Package

- I. Evaluation (Diagnosis)
- II. Education (Counseling & Self Help Support Groups)
- III. Medication
 - Evidence Based treatment for over 80 years
 - Newer Non Stimulants available
- IV. Modification (behavior)
 - Allows for setting up circumstances to be played out and skills to be demonstrated over and over again.
- V. Accommodations
 - at home
 - in school
 - in the community

Judgment last to develop

The area of the brain that controls "executive functions" — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:

5-year-old brain Preteen brain Teen brain 20-year-old brain
Dorsal lateral prefrontal cortex ("executive functions")

Front
Top view
Back

Red/yellow: Parts of brain less fully mature **Blue/purple:** Parts of brain more fully mature

Sources: National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging; Thomas McKay | The Denver Post

ADHD and Executive Functions

trust love anticipation optimism
contempt compassion disappointment
sadness hope surprise
disgust joy submission anger

Inhibition



Planning and Problem Solving

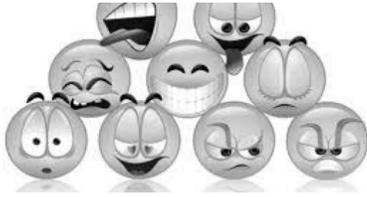
Self Talk



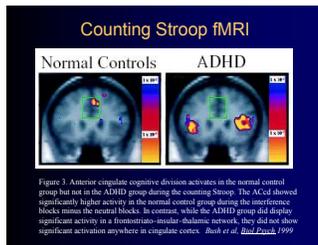
Visual Imagery



Emotional Regulation



Anterior Cingulate and Limbic Systems in the Brain



Motivation/Reward/Decision Making





As Walt Disney said,
“ The secret to all
success, is the ability
to take an idea and
sustain action toward
it despite of all
irrelevant activity
going on around it”

When Executive Function Deficits are Suspected

Do:

- Gather some specific examples that reflect your concern
- Seek possible observations from other teachers (music, art, gym...)
- Speak to parents in terms of observations and concerns regarding PRESENT performance
- Recognize that Parents are the “trees” and they need more of your time.
- Help parents with systems and structure
- Recommend Resources..ei...parent training

When Executive Function Deficits are Suspected

Don't:

- Assume it's just immaturity, gender, motivation, character deficit, or BAD
- parenting
- Ignore the voice in your gut
- Use words or terms that imply you are diagnosing
- Discuss medication
- Dismiss parental concerns or observations

Teacher Involvement in Recognizing ADHD

- Teachers are frequently the first to recognize learning, functioning, and behavioral problems in the school setting and should therefore be able to advise parents of such observations.
- Students spend a significant portion of their day in the classroom, the vital role teachers play in providing observations to the diagnosing professionals cannot be underestimated. Effective communication between teachers, professionals and parents is essential and strongly encouraged.
- Teachers should be able to recommend obtaining a “comprehensive and complete medical assessment” by persons licensed to perform such evaluations. Professionals acting within their professional scope of practice, should not recommend the use of medication. Medication assessment and prescription is the responsibility of a physician.

Classroom Management Suggestions

- Allow some restlessness at work area
- Give frequent exercise breaks.
- Get color-coded binders & organizing systems for classwork/ homework
- Use participatory teaching methods where the child is actively involved in teaching the lesson.
- Practice skills drills on computers
- Try laminated work slates for writing down and displaying answer, not hands in air or the “fastest responder wins”
- Assign a homework “study-buddy” AKA Peer tutoring at home for homework.

Classroom Suggestions

- Intersperse low with high appeal activities
- Be more animated and theatrical
- Touch child on shoulder or arm when praising, reprimanding, or instructing
- Schedule the most difficult subjects in AM
- Use direct instruction, programmed learning, or highly structured materials
- Have child choose initial work goal
- Train keyboarding in early grades
- Give after-school help-sessions, tutoring,
- Books on tape, videos, etc.
- Require continuous note-taking during lectures & while reading

Suggestions

- Find a "Coach" or "Mentor" (Just 15 min.)
- The Coaches' office is the student's "locker"
Schedule in three 5-minute checkups across each day.
- Use behavior report card to monitor across
- Use daily assignment sheets requiring teacher initials
- Use a daily school behavior card for self-evaluation after; move to weekly after 3+ good weeks.
- Keep extra set of books at home
- Learn typing/keyboard skills for writing assignments ASAP
- Tape record important lectures – check out the Smart Pen that digitally records lectures or other conversations at livescribe.com

Suggestions MS & HS

- "Bucks for Bs" system
grades on each assignment = \$ from parents (if \$ is a motivator)
- Get week-at-a glance calendar with journal or other organizing notebook system
- Schedule hard classes in AM
- Alternate required with elective classes
- Have distraction free test setting and breaks after shorter test periods (time off the clock)
- Get written syllabus as handouts
- Require continuous note-taking to pay attention to lectures or during reading assignments
- Allow phone camera to capture HW assignments
- Identify a parent-school ADHD liaison
(Serves as an intermediary on issues between parents & school)

What is the Social and Emotional Impact of ADHD on the Child?





How to Help with Social Issues

Social and Emotional Growth

School is the place that children spend the majority of their time with peers. It is, therefore, a natural and perfect setting for children to learn and practice social skills.

Kids with ADHD are the kids that are rejected or ignored by their peers.

Work cooperatively with the children's parents to prevent the humiliation, embarrassment and distress that befall these children.

Demoralization occurs as early as 2nd grade. Pairing a socially inept child with a socially adept child,

Involve children in cooperative instead of competitive learning exercises

Some way you can be your students friendship coach are:

- Set a social goal with your student
- Review goals prior to recess and lunch
- Conduct a Social Spying session
- Choose simple activities that are geared toward a group. **Good Behavior Game**
- www.paxisinstitute.org
- Prompt your student to think about others

www.socialthinking.org

Challenging Behavior



Dr. Ross Greene

Lives in Balance
Changing the conversation about collaboratively challenging kids and adults

The Classic Parenting Series—More Than 200,000 Copies Sold

The Explosive Child
A New Approach for Understanding and Forgetting Early Frustration, Inevitably Inflexible Children
Ross W. Greene, Ph.D.



lost at school
Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them
Ross W. Greene, Ph.D.

Collaborative & Proactive Solutions
The Next Generation of Solving Problems Collaboratively

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“Children do well if they can, not if they want to. No child wants to fail.”



—Dr. Ross W. Greene

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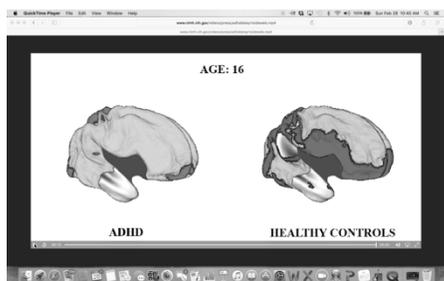
- Not focused on behaviors but what is giving rise to those behaviors
- Empirically supported treatment for challenging behavior
- Uses the child as the architect of the solution, this avoids opposition.
- Lagging skills are developmental delay.
- Behavior is just the communication that the child is exhibiting a lagging skill or an unsolved problem.
- Non punitive and non adversarial.

What can teachers do?

- Peer tutoring in class “Study-with-a-buddy”
- Find “fall-back” classmates (swap phone, e-mail, & fax numbers) for lost or missing assignment sheets.
- Attend after-school help-sessions.
- Increase the frequency of parent-teacher review meetings every 6 weeks
- Make sure instructions are written and a rubric for writing assignment is also supplied. Kids with ADHD want to appear as their peers and will not ask for help.
- They won’t notice that the good student is the one asking all the questions. “If I ask for help, I must be stupid”
- Use the ALSUP for addressing behavioral issues.

**ALSUP:
Assessment of
Lagging Skills
& Unsolved
Problems**

Cortical Growth Delay in children with ADHD



What's Going On In Their Brains?



Suggestions for Slow Processors

- Have a 5 second lag time to allow them to start
- Provide a set of class notes to allow them to focus more fully on your lesson in the moment
- Discreetly arrange to call on them in advance.
- Having ADHD means not being able to fully replenish during down time.

Brain Breaks

Neurotransmitters needed for memory construction and attention are depleted after as little as ten minutes of doing the same activity.

- Breaks can be stretching, singing, jumping, or just changing the learning activity.
- Reduce Stress for both Teacher and Student perform progressive relaxation techniques.
- Send student to Teacher A with blue bag of books and Teacher A will give student in exchange red bag of books.
- Dancing for age appropriate class baby sharks, Banana Banana, Meatball.....

Books for Teachers

- **Mindset** by Carol Dweck
- **Lost at School** by Ross Greene
- **The Motivation Breakthrough** by Rick Lavoie
- **The Self Esteem Teacher** by Robert Brooks
- **Living Without Brakes** by Martin Kutscher



Interventions For Children with ADHD

- Knowledge and understanding of the true impact ADHD has on learning and performing
- Immediate and abundant feedback that is engaging and powerful.
- Multi-modal presentation of material
- Multi-Modal options for producing work
- Strategic reviewing, explicit goal setting, partnering, and efforts to enhance students meta-cognition.

What Students Should Know

- The power of their brain (strength building)
- Growth mindset vs. fixed mindset
- Explain what executive functions are and how sometimes we must intentionally compensate.
- Learning Styles and Intelligences
- Methods to manage stress, mindfulness.

In The End

- Change Rewards Periodically
- Keep Your Sense of Humor
- Use Rewards Before Punishment Anticipate Problem Settings
- Act, Don't Yack (Deliver the consequence immediately) Kids learn 75% from watching adults vs. listening
- Maintain a Disability Perspective
- Practice Forgiveness

Questions and Answers

Thank you for your attendance and attention!

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