

AD/HD Training

- Educational impact and intervention strategies

- Adapted from Richards, G. & Russell, Joy (2001). *The Source for ADD/ADHD Attention Deficit Disorder and Attention Deficit/Hyperactivity Disorder*. East Moline, IL: LinguiSystems, Inc.



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Myths & Realities

- **Myth:** Children will outgrow AD/HD
- **Myth:** It's not AD/HD – it's poor effort and work habits
- **Myth:** Diagnosis for AD/HD occurs before second grade or in primary elementary school
- **Myth:** Allergies cause AD/HD

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Myths & Realities

- **Myth:** AD/HD is over-diagnosed; teachers don't want active learners
- **Myth:** Medication will take care of AD/HD
- **Myth:** The disability of AD/HD accounts for all the problems in these children

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Myths & Realities

- **Myth:** If AD/HD is diagnosed, the child must be classified under "special education" in the school system
- **Myth:** There is a set intervention that works for children with AD/HD
- **Myth:** Hyperactivity is a component of all children with AD/HD

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Definitions & Characteristics

- AD/HD is a neurobiological disability characterized by developmentally inappropriate impulsivity, attention, and in some cases, hyperactivity.
- Characteristics are chronic and persistent
- Onset before age 7
- 3 – 10% of population affected
- Occurs more often in boys
- Often a 2 – 4 year developmental delay

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Medical Definition

- Three types of AD/HD:
 - Predominantly inattentive
 - Predominantly hyperactive-impulsive
 - Combined

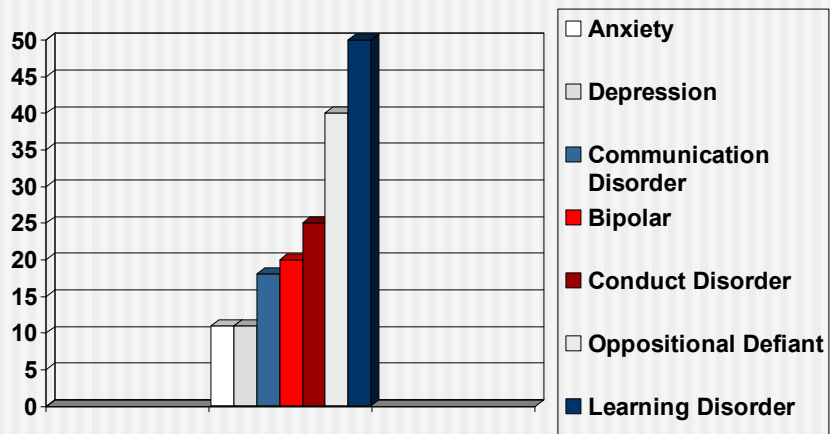
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Medical Criteria

AD/HD- I	AD/HD-HI	AD/HD-C
Fails to give close attention to details	Fidgets with hands/feet; squirms in chair	Meets criteria for both
Difficulty sustaining attention	Trouble staying seated	
Does not appear to listen	Runs around or climbs excessively	
Difficulty following instructions	Acts as if run by a motor	
Disorganized	Excessive talking	
Avoidance of mental tasks	Blurts out answers	
Easily distracted	Difficulty taking turns or waiting for a turn	
Forgetful	Interrupts	

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Associated Disorders



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Educational Definition

- As of 1991, schools are legally obligated to locate, identify, and evaluate children suspected of having AD/HD.
- Schools must provide FAPE (free appropriate public education) for those who are eligible.

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Educational Definition

- Children with ADHD fall under 3 federal laws:
 - IDEA, Part B – Individual with Disabilities Education Act
 - Section 504 – of the Rehabilitation Act of 1973
 - ADA – Americans with Disabilities Act of 1990

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Educational Definition

IDEA	SECT. 504	ADA
Other Health Impaired Specific Learning Disability Emotional Disturbance	Civil rights law Prohibits discrimination against people with disabilities by organizations or programs receiving federal funds	Prohibits discrimination against people with disabilities at work, school, and public accommodations
Evaluation; impairs ability to benefit from education	Substantially limits one or more life activities	
FAPE, IEP, LRE	Requires public schools to make accommodations	Requires public & private schools to make reasonable accommodations

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Preschool

- Peer problems emerge
- Impulsivity; distractible
- Typical discipline techniques not effective
- Noncompliance in public
- Difficult to toilet train
- Temper tantrums
- Frustration between adults and child

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School Age

- Structured demands increase
- Social and learning difficulties
- School complaints increase
- Defiant behaviors worsen
- Self-esteem can begin to decline

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Adolescence

- May begin to outgrow hyperactivity
- Social problems escalate
- Conduct problems increase
- Family frustration
- Depression

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Adulthood

- AD/HD symptoms are not outgrown, but may decrease in severity and impact
- Inattention, impulsivity, and over-arousal may persist
- Can negatively effect work performance, personal relationships, and/or self-esteem

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Impact of AD/HD

Social	Personal/Psychological	
Peer Relationships Social Development	Self-Concept Emotional Liability Body Image Learned Helplessness Low Frustration Tolerance	Self-Management Motivation Hypersensitivity
Physical	Learning	
Motor Coordination Perseveration Distractibility Hyperactivity Impulsivity	Reasoning Conceptualization Learning Skills Language Abilities	Task Avoidance Generalization Memory

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Successful Intervention

- Personnel in schools that are most successful in meeting the needs of students with AD/HD:
 - Understand the complexity of the disorder
 - Design instructional plans that account for individual student differences
 - Work together collaboratively
 - Use creative and engaging instructional strategies
 - Include social skills training and pair students with peers without AD/HD
 - Provide classroom structures, interventions and classroom accommodations that prove beneficial for all children
 - Are flexible, committed and willing to work with all students
 - Maintain close communication between home and school



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Educational Interventions

- The ultimate goal of all interventions is to help the child be competent, to do well in life, and to feel a sense of "I CAN!"
- Children with AD/HD are not unable to learn, but their difficulties with inattention and impulsivity often make them unavailable for learning.

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Attention

- Provide clear and consistent transitions between activities or cue students to an upcoming change in activity.
- When asking a question, begin with the child's name and pause a few seconds as a signal to the child to pay close attention.
- Use signals to gain attention of class (hand, voice, lights, music)
- Maintain eye contact.
- Provide a work area away from distractions.
- Vary tone/volume of your voice.
- Model enthusiasm for the lesson.
- Reminder cards taped to desk or notebook (Am I listening? Am I tuning out?)

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Attention

- Use visual cues (key words/pictures, demonstrations) and color.
- Use verbal cues (This is something that you will need to pay attention to)
- Praise the student when he/she is focused.
- Present at a brisk pace.
- Use cooperative learning groups.
- Provide clear, concise directions; model what to do.
- Seat student up front and near teacher's desk
- Seat student near good role model and/or "study buddy"
- Allow extra time to complete assigned work
- Shorten assignments or work periods to coincide with span of attention; use timer

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Attention

- Break long assignments into smaller parts so student can see end to work
- Give assignments one at a time to avoid work overload
- Reduce amount of homework
- Pair written instructions with oral instructions
- Provide peer assistance in note taking and/or provide copy of notes to follow along/highlight
- Present more difficult concepts earlier in the day
- Give two tasks with a preferred task to be completed after the less preferred task
- Use fewer words in explaining tasks (concise and global verbal directions)

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Motivation, Movement, and the Environment

- Use cooperative learning groups.
- Point, highlight, model, demonstrate.
- Use manipulatives; role-play.
- Teach through clustering, mind-mapping or use of other graphic organizers.
- Provide contract packages for students to choose activities from.
- Use a multi-sensory approach in presenting new material.
- Present new material early in the week.

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Motivation, Movement, and the Environment

- Allow for physical needs; allow movement; standing
- Bring humor into the classroom.
- Use activity as a reward for individual improvement (errand, clean board, arrange chairs)
- Use teaching activities that encourage active responding (talking, moving, organizing, working at the board)
- Encourage diary writing, painting, etc.
- Give frequent feedback on progress (grades)
- Allow printing instead of cursive and/or computer

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Organization and Study Skills

- Students with AD/HD need assistance, structure and direct instruction in skills that others may just “pick up.”
- Includes materials, workspace, prioritizing work, planning for long-term assignments, knowing the standards of acceptable classroom work, using calendar and schedules, outlining, knowing what to do when seatwork is completed, and knowing what work to bring home and to bring to class.

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Organization and Study Skills

- Increase the use of lists and assignment organizers; use color and physical/spatial organizers
- Encourage routines of packet folders with new work on one side and completed graded work and class notes organized chronologically on the other
- Color code book covers, workbooks, and notebooks
- Teach note taking and outlining skills
- Institute a homework buddy system where the buddies check each other to make sure the assignments are understood and all necessary materials will go home
- Have two sets of books...one at home and one at school

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Organization and Study Skills

- Announce and post assignments on board in the same location
- Teacher sign-off in assignment book
- Training on use of automated "homework" hotline
- Place checklist of what needs to be brought home on which day on the inside of the locker
- Routinely collect work by asking student at the beginning of class for completed work

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Impulsivity

- Instruct the child on how to continue on easier parts of tasks or do a substitute task while waiting for the teacher's help
- Have the child underline/highlight or rewrite directions before beginning
- Encourage doodling or play with clay/, paper-clips, fidgets while waiting or listening to instructions
- Encourage note taking (even just cue words)
- Reward short intervals of waiting and gradually increase the length of the period
- Cue child about upcoming difficult times or tasks where extra control will be needed

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Impulsivity

- Ignore minor, inappropriate behavior
- Increase immediacy of rewards and consequences
- Use time-out procedure for misbehavior
- Supervise closely during transition times
- Acknowledge positive behavior of nearby students
- Instruct student in self monitoring of behavior, i.e. hand raising, calling out
- Provide visual reminders of classroom rules (red sign = raise hand, yellow sign = soft talking allowed, green sign = free talking)

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Partnering with Parents

- Establish a strong school-to-home communication system
- Be helpful to parents and understand home frustrations in dealing with a child with this disability
- Child may have a parent who has AD/HD
- Form an alliance to promote student success
- Become an integral part of the child's treatment plan – if child takes medication, your regular updates are critical

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Final Tips

- Keep a disability perspective
- Don't personalize the problems
- Anticipate potential problems
- Use positives before negatives
- Maintain a sense of priorities
- Practice forgiveness – for yourself and for students

- For more information:
 - www.chadd.org Children and Adults with Attention Deficit/Hyperactivity Disorder
 - www.add.org Attention Deficit Disorder Association
 - www.help4adhd.org National Resource Center on ADHD

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