


**ADHD  
Parent Readiness  
Education Program  
(PREP)**

CADDAC  
416-637-8584  
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**Working with the School**

- ▷ School Observations
- ▷ Classroom Strategies and Accommodations

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**The Classroom Environment**

It is difficult to imagine a more difficult setting for a child with ADHD than the classroom, They must:

- ▷ Sit still for long periods of time and stay quiet
- ▷ They must listen and comprehend continuous lists of instructions
- ▷ They must follow lists of multiple directions
- ▷ They must work independently and be productive
- ▷ They must self regulate their behaviour and regulate their emotions to be able to interact appropriately with their classmates and teachers

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### Areas that are of Concern in the Classroom

There are three general areas of concern

- ▷ Symptoms that impact learning and productivity
- ▷ Symptoms that impact interactions with peers and adults
- ▷ Symptoms that disrupt the rest of the class

Research indicates that interventions that target academic impairments should be targeted first as this frequently also improves other behaviours

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### First Steps

- ▷ Develop a list of concerns from your perspective, but also list positive aspects of your child's functioning
- ▷ Meet with the teacher to hear their concerns, but also ask about positives - keep an open mind
- ▷ Chat with your child about their perspective
- ▷ Everyone may have a different viewpoint
- ▷ Pinpoint the areas of greatest concern – safety first
- ▷ Think about which impairments could be triggering these areas of concern
- ▷ Observe your child in the school environment if you can arrange it

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### Group Activity

- ▷ Review the handout "School Observation List"
- ▷ Discuss questions and feedback on potential issues.
- ▷ Review "Classroom Accommodations for Specific Behaviours" and discuss

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### Things to Remember

- ▶ Be prepared to be your child's advocate for their academic career, at least until post secondary
- ▶ Educators will most likely need to be educated about ADHD, offer to supply educational material
- ▶ It is best to use consistent strategies and consequences between home and school
- ▶ The developed plan should be shared between home and school, agree to by all, and implemented and revised as a team

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### Communication Between School and Home

- ▶ Agenda with daily notes – positive and negative
- ▶ Daily Report Cards – more formal with rewards
- ▶ Phone calls or e-mails
- ▶ Informal visits to share short term feedback
- ▶ Frequent formal meetings to evaluate what strategies are working, goals met, and what needs to be modified
- ▶ Also ensures that the school has implemented the plan and is taking note of what is and is not working
- ▶ A formal meeting to evaluate the child's progress – any improvement? - short term goals? – long term goals – is the child happy to be at school?

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### Daily Report Cards

#### Developing a Daily Report Card System

- ▶ Identify no more than 3 targeted behaviours
- ▶ State the behaviour positively- what do you want to see
- ▶ Include the child in identifying behaviours if possible
- ▶ Choose a method for recording the behaviour
- ▶ Choose a goal (10% higher than baseline)
- ▶ Teach child and parents about DRC method
- ▶ Stress that the child can obtain rewards if goals are achieved
- ▶ Teacher to monitor child's achievement of goal and rate
- ▶ DRC taken home by child and parents rewards goal achievement
- ▶ Monitor consistency of use and adjust goals as to progress

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### Homework Issues

**Children with ADHD frequently:**

- ▷ Forget to write down the assignment, forget or misinterpret what the assignment is
- ▷ Forget to bring necessary materials home
- ▷ Over or under estimate the time required
- ▷ Do not know where to begin – are easily overwhelmed
- ▷ Procrastinate starting homework
- ▷ Unable to stay focused to complete the work
- ▷ Find reading assignments boring & difficult to complete
- ▷ Complete it in an unsatisfactory manner
- ▷ Forget to hand it homework

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### Homework Tips

**Questions to ask:**

- ▷ Is the child capable to complete the homework assigned easily? – check level of work assigned
- ▷ Is the homework geared to practicing a skill or just drudge work – can the amount be decreased?
- ▷ Is the homework being done as a routine during a specific time and in a specific place? – Is this conducive to their productivity
- ▷ Has their medication worn off by the time homework is started?
- ▷ Are parents acting as the tutor and is this increasing parent /child conflict?

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### Teacher's Role in Homework

**Make sure that the homework is reasonable considering:**

- ▷ The child's age, developmental ability and attention skills
- ▷ Ensure that the homework can be completed with minimal assistance from the parent, both in instructions and supervision
- ▷ Collect the homework, and communication from the parent regarding effort, and praise the child for the effort

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### Parent's Role in Homework and Implementation of External Rewards

- ▶ Establish a routine place and time for homework away from distractions
- ▶ Review homework assigned with child and break into manageable units that can be completed in brief intervals
- ▶ Parent and child decide on an easy unit to tackle first
- ▶ Parent and child review the assignment ensure that instructions are understood and set a goal
- ▶ Parent sets a timer and work is begun
- ▶ Parent monitors and reinforce attention and effort but refrain from commenting on avoidance or inattention
- ▶ When timer is up the child achieves a token etc. if goal met
- ▶ Next assignment is moved to even if work is unsatisfactory

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## CLASSROOM/TEACHING STRATEGIES

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### Seating

**Responses to these strategies are individual**

- ▶ Preferential seating close to teacher and beside students who demonstrate appropriate behaviours
- ▶ Away from high traffic areas and distractions
- ▶ Optional quiet area - if they choose to use it

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## Instructional Language

### Modifying Instructional Language

- ▶ One direction at a time
- ▶ Make directions clear, short and specific
- ▶ Chunk and repeat longer explanations
- ▶ Guide the student through the steps
- ▶ Provide visual supports for instructions, checklists
- ▶ Check that the student has understood instructions
- ▶ Give frequent feedback on the student's progress

Martinussen R, Tannock R, with McInnes A, Chaban P (2006). TeachADHD Teacher's Resource Manual (DVD enclosed; Website: [www.teachADHD.ca](http://www.teachADHD.ca)). TVOntario, Toronto, Canada [www.tvontario.org/sales/teachadhd] (Particularly useful)

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## Opportunities to Respond

Research has shown that students with ADHD are more engaged when they participate after:

- ▶ Being cued or prompted
- ▶ They have opportunities to respond
- ▶ Receive high rates of specific and immediate feedback

Martinussen R, Tannock R, with McInnes A, Chaban P (2006). TeachADHD Teacher's Resource Manual (DVD enclosed; Website: [www.teachADHD.ca](http://www.teachADHD.ca)). TVOntario, Toronto, Canada [www.tvontario.org/sales/teachadhd] (Particularly useful)

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## Supporting Students

- ▶ If a student experiences difficulty with completing work, supports should be increased immediately
- ▶ As student becomes more confident with specific task supports can be gradually reduced
- ▶ Continue positive feedback on effort

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### Useful Teaching Techniques

**Responses to these strategies are individual**

- ▷ Model, think aloud, demonstrate
- ▷ Offer additional explanation, provide guided practice
- ▷ Give examples for order and sequence of information
- ▷ Decrease the task difficulty or reduce the amount of information given at one time
- ▷ Use prompts and cues
- ▷ Use supportive questioning and specific feedback

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### Instructional Strategies

**Responses to these strategies are individual**

- ▷ Benefit from more explicit instructions
- ▷ Step by step instructions
- ▷ Think aloud procedures
- ▷ Modeling
- ▷ Visual examples of what is correct and incorrect
- ▷ Small chunks of information when giving feedback
- ▷ Ask supportive questions to check comprehension

Martinussen R, Tannock R, with McInnes A, Chaban P (2006). TeachADHD Teacher's Resource Manual (DVD enclosed; Website: [www.teachADHD.ca](http://www.teachADHD.ca)). TVOntario, Toronto, Canada [www.tvontario.org/sales/teachadhd] (Particularly useful)

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### More Instructional Strategies

- ▷ Teacher feedback supports student's ability to self monitor and evaluate – model language you want them to acquire, How am I doing? How did that work? What else can I try? It went well because I...
- ▷ Smaller instructional groups allows for more direct instruction more opportunity to ask questions and feedback
- ▷ Peer-assisted instructional feedback
- ▷ Research indicates that peer tutoring activities increases ADHD students' engagement

Martinussen R, Tannock R, with McInnes A, Chaban P (2006). TeachADHD Teacher's Resource Manual (DVD enclosed; Website: [www.teachADHD.ca](http://www.teachADHD.ca)). TVOntario, Toronto, Canada [www.tvontario.org/sales/teachadhd] (Particularly useful)

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### Concrete Tools

Responses to these strategies are individual

- ▶ Visual and memory aids - Discuss Examples (posters, drawings, think sheets, checklists, charts)
- ▶ Content organizers
- ▶ Technology, computers, assistive technology, multimedia

Martinussen R, Tannock R, with McInnes A, Chaban P (2006). TeachADHD Teacher's Resource Manual (DVD enclosed; Website: [www.teachADHD.ca](http://www.teachADHD.ca)). TVOntario, Toronto, Canada [[www.tvontario.org/sales/teachadhd](http://www.tvontario.org/sales/teachadhd)] (Particularly useful)

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### Videos on Classroom Strategies

- <https://www.youtube.com/watch?v=Dd62-eL0YI>
- <https://www.teachingchannel.org/videos/teaching-adhd-students>

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### References

- Martinussen R, Tannock R, with McInnes A, Chaban P (2006). TeachADHD Teacher's Resource Manual [DVD enclosed; Website: [www.teachADHD.ca](http://www.teachADHD.ca)] TVOntario, Toronto, Canada [[www.tvontario.org/sales/teachadhd](http://www.tvontario.org/sales/teachadhd)] (Particularly useful)
- DuPaul G.J., Gormley M.J., Laracy S.D., School-based Interventions for Elementary School Students with ADHD, *Child Adolesc Psychiatr Clin N Am* 23 (2014) 687-697.
- Eiraldi RB, Mautone JA, Power TJ, Strategies for implementing evidence-based psychosocial interventions for children with attention-deficit/hyperactivity disorder, *Child Adolesc Psychiatr Clin N Am*. 2012 Jan;21(1):145-59. x. doi: 10.1016/j.chc.2011.08.012

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**THANKS FOR LISTENING**

**QUESTIONS???**

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