

ADHD

Parent Readiness Education Program (PREP)

CADDAC
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Working with the School

- ▶ School Observations
- ▶ Classroom Strategies and Accommodations



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



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



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



Group Activity

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



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



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?



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



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 in homework



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?



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



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 reinforces attention and effort but refrains 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

CLASSROOM/TEACHING STRATEGIES



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



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). TVOntario, Toronto, Canada [www.tvontario.org/sales/teachadhd] (Particularly useful)



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

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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

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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

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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

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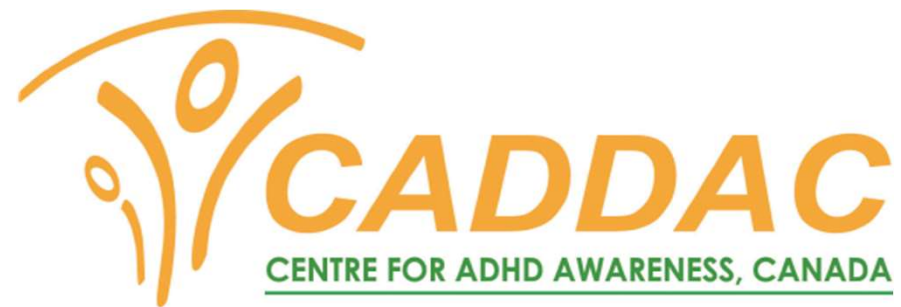
Videos on Classroom Strategies

- <https://www.youtube.com/watch?v=Dd62-eL0JYI>
- <https://www.teachingchannel.org/videos/teaching-adhd-students>



References

- Martinussen R, Tannock R, with McInnes A, Chaban P (2006). TeachADHD Teacher's Resource Manual (DVD enclosed; Website: www.teachADHD.ca). TVOntario, Toronto, Canada [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



THANKS FOR LISTENING

QUESTIONS???