

Attention-Deficit/Hyperactivity Disorder



PASS 39
October 29, 2018

Famous People with ADHD

Presentation Agenda



- **Definition and Considerations**
 - Definition - Facts and Statistics
 - Clinical Considerations
 - Educational Considerations
- **Interventions and Supports**
 - Executive Functioning
 - Behavior Regulation
 - Emotional Regulation
 - Social Skills
 - Organizational Strategies at Home
 - Learning Strategies at Home
- **Resources**
- **Questions**

ADHD



Definition and Considerations

Definition



The *Diagnostic and Statistical Manual- 5th Edition* defines **Attention-Deficit/Hyperactivity Disorder** as a condition characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development. Diagnoses can be made as:

- ADHD - Predominantly Inattentive Presentation
- ADHD - Predominantly Hyperactive/Impulsive Presentation
- ADHD - Combined Presentation
- *with* Mild, Moderate, or Severe Impairment

Definition



- Caused by genetics in a vast majority of cases
- Prevalence has increased 41% in the past decade
 - **CDC currently reports that 9.4% (and up to 11%) of children aged 2-17 are diagnosed with ADHD**
 - **Gender ratio = 2:1 boys to girls**
- Symptoms present differently at different ages and between genders
- Symptoms may reduce substantially by adulthood

Definition



- ADHD is comorbid or coexists with several other conditions
 - Learning Disabilities
 - Anxiety
 - Depression
 - Behavioral Conditions like Oppositional Defiant Disorder and Conduct Disorder
 - Language Impairments
- Differential Diagnosis, or differentiating between 2 or more conditions which share similar signs, is important

Considerations: Clinical



- Clinical Psychologists, Psychiatrists, and physicians are involved
- Symptoms (6+) evidenced for **at least 6 months** to a degree that is inconsistent with **developmental level** and **negatively impacts directly on social/academic/occupational activities in 2+ settings**. Symptoms cannot be due to oppositional behavior, defiance, hostility, or failure to understand tasks or instructions.
- Specify Severity based on functional impairment- Mild/Moderate/Severe
- Recommendations may be made including family support, behavior modification, counseling, and/or pharmacological intervention.

Definition



Interview with Two Six Year Olds



Considerations: Educational



- Teachers and Specialists consider student strengths, challenges, and educational needs with multiple assessment measures to gauge symptoms and severity of inattention, hyperactivity, impulsivity, and executive functioning.
- Answer developmentally and educationally relevant questions, such as:
 - Is the student's inattention impacting his/her ability to take in and hold onto information from the teacher like directions or content?
 - Is the student's hyperactivity interfering with the ability to regulate his/her behavior appropriate to different learning environments?
 - Is the student's impulsivity causing social difficulties?
 - Is the student's executive functioning weaknesses, like the ability to initiate tasks or self-monitor effort, impeding his/her ability to meet academic or functional expectations?
- Consider need for individualized interventions, specialized instruction, and/or accommodations under Response to Intervention, Section 504 of the Americans with Disabilities Act, or the Individuals with Disabilities Education Act.

Considerations: Educational



Response to Intervention

- Intervention Plans (Teaching, Goals)

Section 504 Plan

- Accommodations (Supports)

Individuals with Disabilities Education Act / Individualized Education Program

- Services (Teaching, Goals)
- Accommodations / Modifications (Supports)

ADHD



**Interventions
and
Supports**

Executive Functioning



What is Executive Functioning?



Executive Functioning



Executive Functions

- **Inhibition** – ability to stop one's own behavior at appropriate time, including stopping actions and thoughts
- **Shift** – ability to move freely from one situation to another and think flexibly in order to respond appropriately to situation
- **Emotional Control** – ability to modulate emotional responses by bringing rational thought to bear on feelings
- **Initiation** – ability to begin task/activity and independently generate ideas, responses, or problem solving strategies

Executive Functioning



Executive Functions

- **Working Memory** – capacity to hold information in mind for purposes of completing a task
- **Planning/Organizing**– ability to manage current and future-oriented tasks demands
- **Organization of Materials**– ability to impose order on work, play, and storage spaces
- **Self-Monitoring**– ability to monitor one’s own performance and measure it against some standard of what is needed or expected

Executive Functioning

Typical Development



5-7 Years of Age

- Follow safety rules
- Complete 2-3 step tasks
- Tidy workspace independently
- Initiate and perform simple chores and self-help tasks
- Bring papers to/from school
- Inhibit behaviors, e.g., raise hand before speaking, use appropriate language
- Follow taught/reinforced expected behaviors, e.g., keeping hands to self, walking quietly, etc.

Executive Functioning

Typical Development



8-11 Years of Age

- Run errands
- Perform chores that require 10-30 minutes
- Keep track of belongings when away from home
- Complete the majority of homework without assistance (60 min max)
- Plan simple school projects such as book reports
- Show self-regulation, i.e. calming when frustrated

Executive Functioning

Typical Development



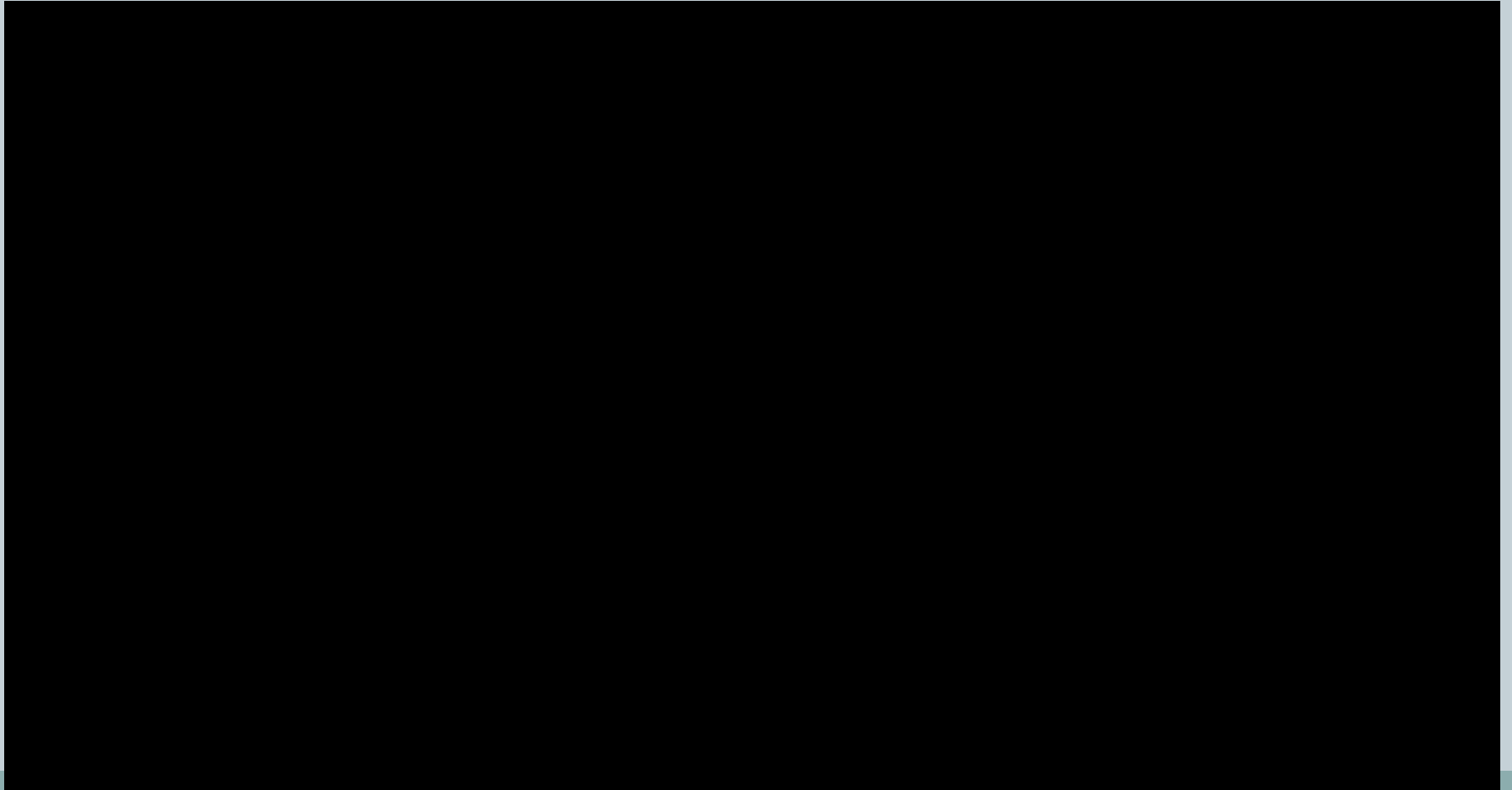
12-14 Years of Age

- Able to safely babysit younger siblings
- Perform daily chores and occasional tasks (60-90 minutes)
- Independently follow complex school schedules with multiple transitions
- Use a system for organizing school work
- Plan and carry out long-term projects
- Plan time effectively for homework, after school activities, family responsibilities
- Inhibit rule breaking in the absence of visible authority

Executive Functioning



Red Flags for Executive Functioning Challenges



Executive Functioning



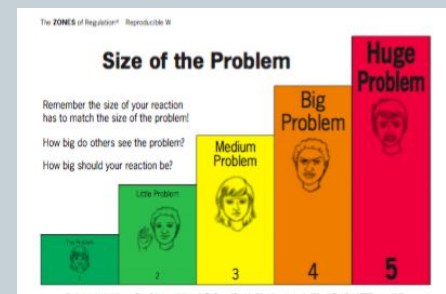
- Make directions and steps succinct and clear
- Set up classroom and homework routines
- Gain child's attention before giving important information
- Break down long-term projects and provide frequent check-ins
- Include a variety of activities such as multi-sensory activities when possible and or intersperse low appeal tasks with high appeal ones.

Behavioral Regulation



Teach behavior regulation strategies

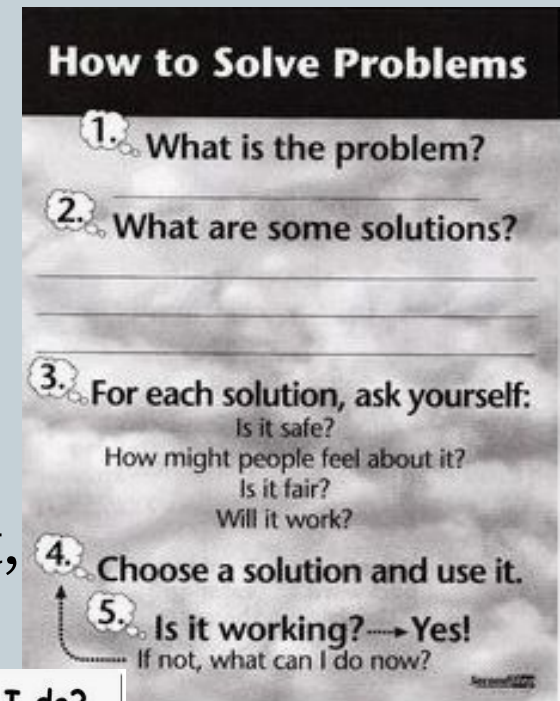
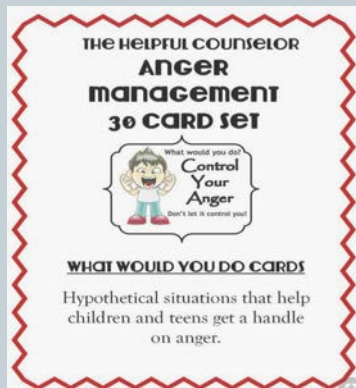
- Stop-and-think strategies
 - Problem Solving skills
- Zones of Regulation
 - Green, Blue, Red, Yellow zones
 - Size of the Problem
- 5 Point Scale
- How does your engine run?



Behavioral Regulation

Support and Model Problem Solving Skills

- Conflict management
- Friendships/relationships
- Boredom
- Situations arising from disorganization
- Ideas for charts, games, etc. on Pinterest, Teachers Pay Teachers



Behavioral Regulation



Teach, model, and **practice** calming/coping strategies

- Calming strategies add a *pause*
 - supports focus
 - allows a moment for brain to catch up with body
- Deep breathing
- Meditation and Mindfulness
 - YouTube meditations for children
 - Apps, e.g., Headspace, Breathe2Relax
- Teach and support awareness of how the child feels physically, i.e., body awareness
 - Tight chest, shallow breathing, funny stomach

Emotional Regulation



Social Skills



- Teach self-awareness
- Teach how to ‘read’ social cues and situations
 - Facial Expressions, Body Language, Vocal Quality, Body Proximity
- Practice, prompt, and reinforce prosocial and expected behaviors
- Structure play dates and involvement in community activities
- Encourage cooperative learning in the classroom
- Assign leadership roles

Organizational Strategies at Home



Set them up for success!

- Minimize distractions
- Offer a quiet, organized space to complete homework
- Have materials available (e.g., sharpened pencils, eraser, scissors, markers, crayons, glue stick, scratch paper)
- Set visual expectations ([TimeTimer](#), [online visual timers](#))

Reduce the visual load

- Take out one worksheet at a time
- Breakdown work into smaller expectations

Provide immediate praise

- As soon as your child engages in work provide praise
- Check-in periodically

Organized Homework Space



simplyrealmom3



H
O
M
E
W
O
R
K



DIY After School Routine Clock



Organizational Strategies at Home



Getting Ready in the Morning



Organizational Strategies at Home

Screenshots from Choiceworks app



Organizational Strategies at Home

Provide Templates for Procedures/Routines

- Chore cards
- Task to do list with steps broken down

Room Clean up:	Check Off When Done
Throw away trash	
Put DIRTY clothes in hamper	
Book on bookshelf	
Toys in toy bin	
Make bed	

AM Routine		Done!
Make Bed		✓
PJs in Hamper		✓
Get Dressed		✓
Bathroom		✓
Wash Hands		✓
Brush Teeth		✓
Eat Breakfast		✓
Get Lunch		✓
Get Backpack Ready		✓
Read		✓

Learning Strategies at Home



Repetition

- Solidifies knowledge base
- Provides practice that children need to master new skills
- Repetition *improves speed, increases confidence and strengthens connections* in the brain that help children learn.

Wait time

- Students need time to encode information, think how it relates to what they know, and then make meaning.
- Allows child to think before providing a response; ask *want to get back to me?*

Visualization

- Write information, don't type it
- Writing stimulates brain cells
- When writing, your brain is more active than when typing

Oral rehearsal

- An effective way to learn is by teaching someone else
- Another form of repetition

Learning Strategies at Home



Mnemonic Devices

- HOMES to remember the Great Lakes
- Longitude has an N so longitude runs N/S
- PEMDAS to remember order of operations
- ROYGBIV to remember the rainbow
- Stalactites hang from the ceiling. They must hold on tight they don't fall off)

Chunking

- Practice
- Look for connections
- Build Associations
- Use chunking with other strategies (e.g., In a Social Studies unit on early exploration chunk by explorer (Columbus, Magellan) and use a mnemonic (e.g., Columbus sailed the ocean blue in 1492, Magellan Go Round - like merry go round - because he was credited with sailing around the world).

Remember...



**Positive Reinforcement and
Consistency are key!**

Resources



- [Sarah Ward, MS CCC-SLP](#)
- <https://www.understood.org/en>
- Peg Dawson, author of *Smart but Scattered*
- <https://www.additudemag.com>
- Russell Barkley, Ph.D.
<http://russellbarkley.org/>
- Visual timers
<https://www.timetimer.com/>
<https://www.online-stopwatch.com/classroom-timers/>
- DIY After School Routine Clock
https://www.youtube.com/watch?v=N6uUJ_EarBM

Questions?