

ADHD in the Classroom

What Educators Need and How to
Make it Happen

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Through the Eyes of Innocence



How Will They Feel in Five Years?



Do Children Care What We Think? Part I

to Mrs. Cowdell

Dear Mrs. Cowdell,

I am writing you this letter
I'm just asking if you
can forgive me for talking back
to you. I know what I did was very
very wrong and I wanted to ap-
ologize. It's just that well, it's just that I
just a kid and kids make mistakes, but
I'm sure you knew that Mrs. Cowdell,
what I'm trying to say is that I'm very
very, very, sorry.

Sincerely
Drew

to: Mrs. Cowdell

Why I Will

Never do this again

Dear Mrs. Cowdell,

Mrs. Cowdell, here are some reasons why I will never do this again #1 I want to get a good education and if I keep this up I will not be able to achieve this goal. #2 Because I love to learn and I don't want to lose that opportunity.

#3.

I ♥ School!

Drew as a Teen

Drew Vilardell Personal Mission Plan
5/15/2006

Objectives:
The objective of this plan is to identify my own personal strengths and weaknesses. After mapping out every possible pro and con, I will take measures accentuate the strengths and fortify my academic weaknesses.

STRENGTHS:

- Tests/Exams
- Verbal Worksheets
- Vocabulary
- Short Term Memorization
- Mild Group Leadership
- Verbal Presentations

Weakness:

- Information Gathering
- Long Term Memorization
- Visual Worksheets
- Information Transferring
- Procrastination
- Short Attention Span
- Difficulty Focusing

Measure that should be undertaken:

Measure that should be undertaken:

Caregivers are the architects of the way in which
experience influences genetically preprogrammed but
experience dependent brain development.

Daniel Siegel
The Developing Mind

What is the overarching ability
necessary for classroom success?

Todd

"I thought he'd be a
smart criminal."

We fail to appreciate that children
are genetically endowed with certain
patterns of behavior and thought.

What Are These Traits?

The drive to help.
The drive to mastery.
Intrinsic motivation.
Altruism.
Problem solving.
Social connection.
The drive to acquire knowledge.
The drive to become self-disciplined.

Students will work in order to earn extrinsic rewards, avoid punishments, win competitions or to nurture their intrinsic motivation.

Intrinsic motivation driven by instinctual optimism explains the drive of young children.

Learning is greatest when prompted by intrinsic motivation rather than external controls.

Intrinsic not external motivation is at the center of creativity, responsibility, healthy behavior and lasting change.

Motivation isn't something that gets done to children but rather something that children must do for themselves.

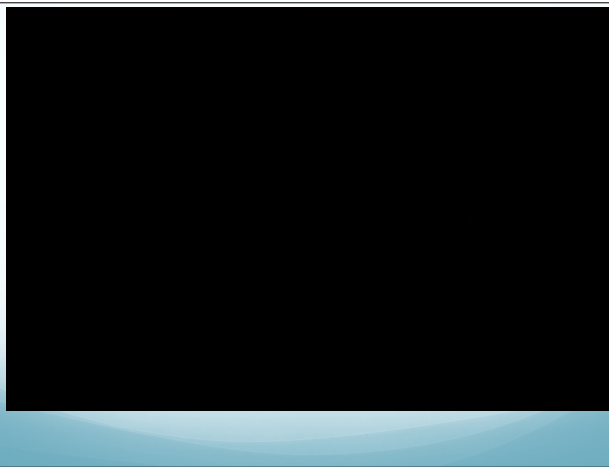
Self-discipline can be understood as a vital component of a sense of ownership and responsibility for one's behavior.

The need to develop and effectively harness self-discipline at an early age, while critical in any culture, may take on greater importance in a society filled with complex demands, challenges, and stresses. The possession and ability to effectively utilize self-discipline paves a successful road into adulthood.

It is not surprising that in our fast paced, seemingly chaotic world, children capable of implementing self-discipline at young ages appear to negotiate the maze of family, school, friends, and community more successfully than those who struggle with this ability.

Effective self-discipline implies that a child has internalized a set of rules so that even without the presence of a parent or other caregiver, the child will act in a thoughtful, reflective manner.

Todd



Self-discipline

- The ability to inhibit
- The ability to delay
- The ability to separate thought from feeling
- The ability to separate experience from response
- The ability to consider an experience and change perspective
- The ability to consider alternative responses

Self-discipline

- The ability to choose a response and act successfully towards a goal
- The ability to change the response when confronted with new data
- The ability to negotiate life automatically
- The ability to track cues

Children with poor self-discipline aren't
clue-less

They are unfortunately often cue-less!

Poor Self-discipline is synonymous
with. . .

Poor Self-control

Poor self-discipline leads to
Impulsive behavior

Poor self-discipline leads to:

- Knowing what to do is not the same as doing what you know
- Inconsistent behavior
- Unpredictable behavior
- The illusion of competence
- Riding an emotional roller coaster
- Problems with automatic behavior

Conditions under which inattention is observed

- Repetitive
- Effortful
- Uninteresting
- Not chosen

Conditions under which problems with consequences are observed


- Delayed
- Infrequent
- Unpredictable
- Lacking saliency

ADHD is a condition resulting from poor self-regulation. It reflects exaggeration of normal behavior.

The Symptoms of ADHD Lead to a Nearly Infinite Number of Consequences


ADHD acts as a catalyst fueling
other developmental and
environmental risk factors.

To understand why children fail we must
first understand how they succeed.

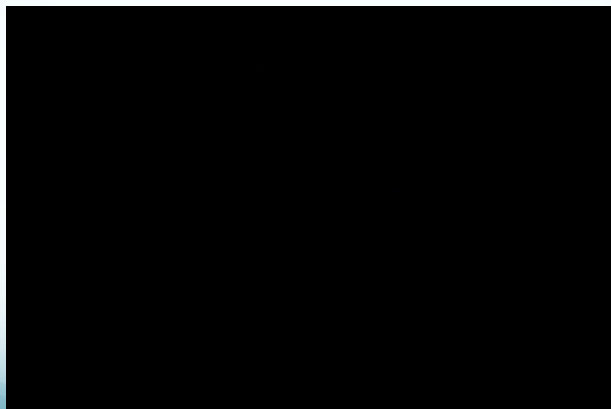


The consequence is worse than the symptom

NEGATIVE REINFORCEMENT



Todd



Treatment Plan For ADHD

- Education
- Thorough assessment
- Medication
- Behavior management
- Educational support
- Long term perspective
- Build success
- Focus on resilience

Adopt a learning to swim mindset!

Five keys to successful management of ADHD

- Make tasks interesting
- Make payoffs valuable
- Adjust expectations for change
- Allow more trials to mastery
- Allow more time for change

Pills will not substitute for skills

But they will relieve symptoms

The Ideal Mindset of Children Taking Medication For ADHD

- Pills won't substitute for skills
- Active participation in treatment
- I am a person with ADHD not an ADHD person
- A mixed locus of control
- I am important
- I can make a contribution

Psychosocial Interventions for ADHD

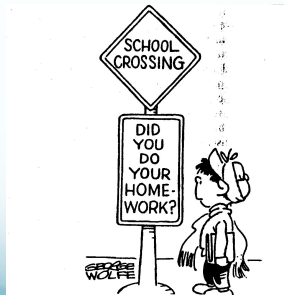
- Environmental manipulation of the physical plant
- Environmental manipulation of consequences
- Modification of cognitive function

Test Your Psychosocial Intervention Skill



Symptom relief is not synonymous with changing long term outcome.

What Qualities Define the Best School for Students With ADHD?



What Qualities Define the Best Teacher For Students With ADHD?

Qualities That Define the Best Teacher For All Students!

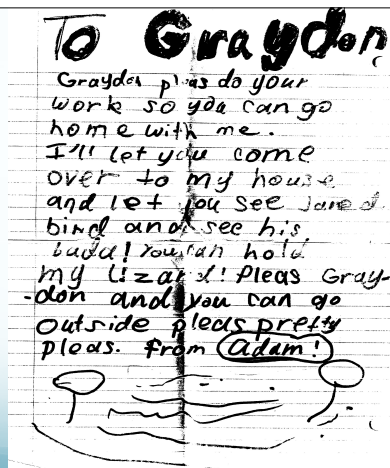
Some Qualities of Good Teachers

- Empathic
- Communicate Well
- Seek the best in every student
- Focus on strengths not weaknesses
- Make children feel welcome in the classroom
- Educate enthusiastically
- Seek to understand before being understood
- Change methods not students

“Make the work interesting and the discipline will take care of itself”

E. B. White

The
Power of
Education
?



What teachers want from children with ADHD

- TO THINK
- TO START
- TO STOP in concert with all students

Keys for the Education of Children With ADHD

- MAKE TASKS INTERESTING
- MAKE PAYOFFS VALUABLE
- ALLOW MORE TRIALS OVER LONGER TIME PERIODS
- FOCUS ON ASSETS
- ADOPT A LONG TERM PERSPECTIVE

Cognitive Strategies For the Classroom

- Monitoring
- Evaluation
- Cuing
- Problem solving
- Communication
- Attribution

Management Strategies For the Classroom

- Adjust expectations
- Everyone succeeds every day
- Prepare for changes
- Seating in rows
- Incompetence versus non-compliance
- Mix high and low interest tasks
- Simple, single directions

The Art of Educational Commands

	START	STOP
ALPHA	Place your feet on the floor. (Best)	Take your feet off the desk.
BETA	Do it!	Don't do it! (Least effective)

Management Strategies For the Classroom

- Transitions
- Consequences
- Consistent routine
- Allow non-disruptive movement
- Teacher contact
- Ignore minor disruptions
- An efficient system for homework

Management Strategies For the Classroom

- Manage negative reinforcement
- Use response cost
- Use differential attention
- State and review rules
- Predictable schedule
- Maintain home-school communication
- Don't be a martyr

Stress Hardiness

- Committed to finding a meaningful purpose in life.
- A belief that you can influence your surroundings and outcome of events,
- A belief that you can learn and grow from both positive and negative life experiences.

Focus on Well Being!

- COMPETENCE in academic, social and vocational areas
- CONFIDENCE or a positive identity
- CONNECTIONS or healthy relations
- CHARACTER or positive values, integrity, and values
- CARING and compassion

“The secret of education lies in respecting the student”

Ralph Waldo Emerson

Todd

Goldstein's Axiom

Through intelligent and ethical educational practices develop self-discipline and build educational proficiency in all children without stealing away their dignity and hope.

DEAR GOD,
I wish I could be
better in School.
Can you help me.

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