Understanding, Supporting and Helping Students With LD and Challenging Behaviors in the Classroom

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Knowledge is power.

Sir Francis Bacon

The greatest obstacle to discovery is not ignorance - it is the illusion of knowledge.

Daniel J. Boorstein
Caution should be taken in jumping to readily onto the bandwagon of whatever happens to be the prevailing enthusiasm of the moment.

Sir Michael Rutter

Understanding Human Development

We are case managers, educators, behavior managers, role models and charismatic adults to our children and students.

Understanding Human Development

As such we must begin by making certain we can accurately see the world through the eyes of our children and students.
A Teacher Called to Greatness

Do Children Care What We Think?
Part I

To Mrs. Cowdell,

Dear Mrs. Cowdell,

I was writing you this letter because I just phoned you and you were not home. I just wanted to say hi and let you know that I'm feeling better. I'm sure you know that mothers want their children to be happy. I'm trying to do my best. I'm very, very lucky.

Sincerely,

Drew

Do Children Care What We Think?
Part II

Why I Will Never Do This Again

Dear Mrs. Cowdell,

Mrs. Cowdell, here are some reasons why I will never do anything bad again. I used to think that I was the only one. I'm going to make sure that I don't do this again.

Sincerely,

[Signature]
We must we change our mindsets about education.

Is Education doomed to forever be a soft science?

Can Educators be Scientist Practitioners?
Do Educators make a positive difference in student’s development?

If so, how?

Teacher behaviors towards students creates classroom conditions in which negative beliefs are minimized and students demonstrate higher math and science achievement.

Griggs et al., SPQ 2013

Self-regulation in the classroom is enhanced when:

- Cognitive and affective teacher behaviors are present in the classroom.
- Higher ratio of approving to disapproving teacher comments towards students.
- Teachers utilize a positive emotional tone.
- Proportion of time teachers are teaching versus managing students.

High quality classroom environments characterized by:
1. organization,
2. emotional support,
3. instructional support,
can reduce the academic risks associated with difficult temperament (e.g. impulsivity, inattention, worry, etc.)

Curby et al. SPQ, 2011

What is our job as Educators?
The purpose of life is to prepare the next generation for their future.

Survival of the Species

- Salmon and snakes are born with sufficient instincts to survive.
- Bear cubs require at least one or two years with their mother to insure survival.
- Higher primates require three or four years.
- Humans require at least ten years.

There is an inflation of stress and risk facing our children. Not surprisingly there is also an inflation of students with classroom challenges, some we may not understand.
Clayton Care

Date:__________

Dear Mom and Dad,

I missed the stamp party today because I had too many problems on my hands. I got problems on my hands for—um—let's see—uh—

I am going to do better in school now on by:


Love,
Clayton

Parent Signature: [Signature]

Please note: Please read and initial every card, note and so on.

Please put any questions or comments on back.

Mom and dad,

I love you more than you know.

To: Mom and Dad
From: Your son, Clayton

Clayton Can’t Get a Break

VOCABULARY

“Too Hot to Stop”

Quiz 1: Word Search

Diagram: [Diagram of a concept map with words like "migrate", "refugee", "assimilate", "melt pool", "pollute", and "refugee"]

Name: [Name]

Date: [Date]
A sustainable school environment must be capable of meeting the present social, emotional and academic needs of all students, while . . . .

. . . simultaneously setting goals for academic, citizenship and life skills for the future.

To begin we must appreciate that children are genetically endowed with certain patterns of behavior and thought. These patterns drive development and must be harnessed in school.
What Are These Traits?

The drive to help.
The drive to mastery.
Altruism.
Problem solving.
Social connection.
The drive to acquire knowledge and develop intelligence.
Instinctual optimism.
Intrinsic motivation.

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

Daniel Siegel
The Developing Mind

Or to put it in simple terms:

Caregivers create an environment in which instinctual optimism, resilience and self-discipline can flourish.
Instinctual optimism can be understood as a vital component guiding human development, self-discipline, a sense of ownership and responsibility for one’s behavior.

Instinctual optimism serves as the fuel for a resilient mindset.

What else drives continued effort towards social and developmental challenges?
Intrinsic Motivation and Resilience

Good Coping = Resilience

*Resilience* is a pattern of positive adaptation in the context of past or present adversity.
Intrinsic motivation driven by instinctual optimism explains the drive and resilience of young children.

“I’m not afraid about my girlfriends and myself, we’ll squeeze through somehow, though I’m not too certain about my math.”

Anne Frank
June 21, 1942

“I have lots of courage, I feel so strong and as if I can bear a great deal. I feel so free and so young! I was glad when I first realized it, because I don’t think I shall easily bow down before the blows that inevitably come to everyone.”

Anne Frank
July 15, 1944
Resilience is a process focusing upon strengths to overcome adversity.

The idea of resilience has different meanings for different people, many of which are vague and contradictory.

Howard Kaplan

Alternatively it might be argued that the concept of resilience is useful, precisely because it instigates so many conceptual or theoretical issues.

Howard Kaplan
Is resilience the opposite of non-resilience or vulnerability?

What is the relationship between resilience and the experience of distressful life events?

Is resilience reflected in the ability to bounce back from adversity or caused by adversity?
Resilience

- A process leading to good outcome despite high risk
- The ability to function competently under stress
- The ability to recover from trauma and adversity

Resilience is Predicted By Factors Within:

- The Child
- The Family
- The Culture

Some Predictors of Resilience

- Social contact
- Academic success
- Easy temperament
- Supportive family
- Supportive community
- Living above the poverty level
Some Predictors of Resilience

- Educational opportunity
- Organized religious affiliation
- Higher intellect
- Learning to problem solve
- Internal locus of control
- Sense of self-worth
- Sense of humor

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.

As parents and educators, the question we must ask ourselves is how we can create environments within which children will motivate themselves towards successful social engagement?
Children’s innate characteristics not only affect their behavior and development but also have an impact on their environment which then changes their parents and teachers and further impacts their development.

We must adopt a learning to ride a bike mindset!

We must design schools to fit the needs of our society today . . .
. . .with an eye towards the future.

Inside Out Schools:

- Are student focused.
- Create educational climates to foster resilient mindsets.
- Are designed in concert with the forces that drive human development.
- Provide opportunities for students to assimilate and accommodate knowledge in diverse ways (e.g. TALK, MOVE, QUESTION).
- Foster and enhance executive functioning.
- View educators as engagement coaches.

Educators as classroom engagement coaches.
As Engagement Coaches They Must:

- PREPARE – know the subject, know the student, know the strategy
- PLAN – strategize, design options
- PRACTICE – develop competence, comfort and resilience

As Engagement Coaches Teachers Must Understand and Appreciate How to Facilitate the Four Basic Neuropsychological Abilities

What is a Neuropsychological Ability?

- The term neuropsychological ability is a modern term for concepts like cognition or intelligence
- The term neuropsychological ability is synonymous cognitive ability
- Neuropsychological abilities lead to the acquisition of knowledge and skillful behavior
- Knowledge, like reading decoding or math calculation, are not examples of ability. These are sets of specific knowledge are acquired and/or performed by the application of cognitive abilities.
What is a Neuropsychological Ability?

- A specific neuropsychological ability provides a unique kind of function
- A variety of neuropsychological abilities are needed to meet the many demands of our complex environment
- A variety of neuropsychological abilities gives us a means of achieving the same goal using different types of or different combinations of abilities and knowledge (this is important for intervention planning).

What is a Neuropsychological Ability?

- We must assess ability, achievement (knowledge) and skill separately.
- Assess achievement with tests that adequately evaluate the domain of interest (e.g., reading, math, etc.).
- Assess neuropsychological abilities using tasks free of academic content and related knowledge.
- Assess skill in real world activities.

Ability or Knowledge?

- What does the student have to know to complete a task?
  - This is dependent on instruction
- How does the student have to think to complete a task?
  - This is dependent on the brain – PASS
- We must assess ability and achievement separately
As Engagement Coaches They Must Understand and Appreciate How to Facilitate the Four Basic Neuropsychological Abilities

- Enhance planning ability by helping students become strategic problem solvers.
- Develop attentional ability to enhance student focus on what can be controlled.
- Strengthen simultaneous ability to build student comprehension and capacity to “see the big picture”.
- Build sequential ability to foster student acquisition of basic academic knowledge.

The Brain as PASS

PASS: A neuropsychological approach to the Brain based on three Functional Units described by A. R. Luria (1972)

PASS Theory

- PASS theory is a modern way to define ‘ability’ based on measuring neurocognitive abilities
- Planning = THINKING ABOUT THINKING
- Attention = BEING ALERT
- Simultaneous = GETTING THE BIG PICTURE
- Successive = FOLLOWING A SEQUENCE
PASS Theory: Planning

- Planning is a neurocognitive ability that a person uses to determine, select, and use efficient solutions to problems
  - problem solving
  - developing plans and using strategies
  - retrieval of knowledge
  - impulse control and self-control
  - control of processing

Knowledge and Planning Learning Curves

- Learning depends upon instruction and intelligence (PASS)
- At first, PASS plays a major role in learning
- When a new task is learned and practiced it becomes a skill and execution requires less PASS

PASS Theory

- Attention is a basic neurocognitive ability we use to selectively attend to some stimuli and ignores others
  - focused cognitive activity
  - selective attention
  - resistance to distraction

![Diagram](image-url)
PASS Theory

- **Simultaneous** processing is a basic neurocognitive ability which we use to integrate stimuli into groups and solve problems
  - Stimuli are seen as a whole
  - Each piece must be related to the others

PASS Theory: Successive

- **Successive** processing is a basic neurocognitive ability which we use to manage stimuli in a specific serial order
  - Stimuli form a chain-like progression
  - Stimuli are not inter-related

Ability Profiles

[Graph showing PASS Processing Scores with labels for ADHD, ASD, and SLD]
Examples of Planning, Successive and Attention Weaknesses

Gregory

Once there was a storm that blew

Down a street, and

Another a bell came to

Tell them that the

Sun was going to

Rain. But then the

Storm is too

Large for a

~Street and

Rome can't

Run to get

~Rain.

This will be the best day
tofinish the task, but the best thing

To finish the last hour.

All of the work was:

The head was

Wet and the

Sun was very

Shiny. But they still
didn't see any idea for the day.
A family has been seduced to fight and create a new family. When they get their family, a new family is formed. The kids that are born are the sons of the father and the daughter of the mother. The family is very happy and the kids are very close. The city is very big and it has many people. The people live in the city and they are very happy. The people work very hard and they make a lot of money. The city is very prosperous and the people are very happy.
Examples of Simultaneous Weaknesses

We have lots of pets we live at mars. One day we say "we're never even took one foot off this planet let's go an a trip and that means a long one, so everyone got in there one ship and decided to go to earth. They thought it was so great that they would love there, but they still did miss the fact of being able to float.
I got the chance of for 1 week, it was a big change for me. On chesake
was that instead of a little puppy for
a pet they would have a dog
robot! Everything was electric
there! I even met an Alian,
I was named Happy Alien! And I
made a cool new best friend then,
her name was laser! I know
what you would love it!
The Bus Test: Understanding the Behavioral and Emotional Challenges of Students

Understanding the Disruptive and Non-disruptive Continua of Behavior
As Engagement Coaches Teachers
Must Design Classrooms to Nurture
and Grow Developing Minds

• Reinforce instinctual optimism.
• Provide opportunities for empathy and altruism.
• Provide competition in the absence of winning.
• Provide extrinsic reinforcement for effort not control.

As Engagement Coaches They Must
Design Classrooms to Nurture and
Grow Developing Minds

• Foster opportunities for intrinsic control.
• Minimize external consequences to control.
• Enhance self-discipline.
• Set limits in autonomous ways.
• Provide opportunities for students to develop and strengthen basic cognitive processes.

Understanding Human Development
From a Neuropsychological Perspective

• Abilities
• Knowledge
• Skillful Functioning
A neuropsychological approach begins with the definition of brain-based abilities responsible for thinking, learning, feeling, and behavior.

This neuropsychological process then involves developing an understanding of the complex interaction of these abilities with each other and with acquired knowledge.

Critical Issues To Appreciate Before We Begin
- Demographics
- Symptoms vs. consequences
- Categories vs. dimensions
- Developmental pathways: accept a moment in time
- There are no shortcuts
- Assess the environment
Critical Issues To Appreciate Before We Begin
- Assess for intervention
- Understand sensitivity vs. specificity
- Begin with the disruptive/non-disruptive continuum
- Keep low incidence disorders in mind
- Resilience factors

Self-regulation
- 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
- The ability to track cues.

Conditions under which inattention is observed
- Repetitive
- Effortful
- Uninteresting
- Not chosen
Conditions under which problems with consequences are observed

- Delayed
- Infrequent
- Unpredictable
- Lacking saliency

Test Your Psychosocial Intervention Skill
Essentials For Successful Students

- Write assignments in a consistent place
- Make certain all materials arrive home
- Have an appropriate place to complete homework
- Begin assignments by reading directions
- Manage long term assignments

Essentials For Successful Students

- Know when to ask for help
- Stay focused even during boring tasks
- Be thorough and accurate
- Develop a system to return completed assignments to class

Classroom Interventions

- Environmental manipulation of the physical plant
- Environmental manipulation of consequences
- Modification of cognitive function
Symptom relief is not synonymous with changing long term outcome

Adopt a learning to swim mindset!

Problem Solving Method

- What is my problem?
- What options do I have?
- What is the best option?
- How do I implement that option?
- Did I achieve my goal?
What Qualities Define the Best School for Students With ADHD?

Structure, Stimulation, Novelty, or Repetition?

The Ideal Teacher for 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
What Teachers Want From students

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

Keys for the Education of Children

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

Concepts For the Classroom

• TALK-MOVE-QUESTION
• BREVITY-VARIETY-STRUCTURE
• EFFICIENT CONSEQUENCE MANAGEMENT
• PROACTIVE USE OF STIMULATION
• CLASSROOM TASKS MORE INTERESTING THAN CLASSROOM ENVIRONMENT
A Classroom Model

- Adjust expectations
- Allow more trials over longer time to develop good habits
- Make tasks interesting and payoffs valuable
- Apply TALK – MOVE – QUESTION strategy
- Apply BREVITY – VARIETY – STRUCTURE strategy

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

<table>
<thead>
<tr>
<th>ALPHA</th>
<th>STOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place your feet on the floor. [Best]</td>
<td>Take your feet off the desk.</td>
</tr>
<tr>
<td>BETA</td>
<td></td>
</tr>
<tr>
<td>Do it!</td>
<td>Don’t do it! [Least effective]</td>
</tr>
</tbody>
</table>

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
With patience, effort and a systematic approach all students can be successful.

Effective Instructional Components

- Sequencing
- Drill-repetition & practice review
- Segmentation
- Directed questioning and responses
- Controlled difficulty

Effective Instructional Components

- Technology
- Teacher modeling
- Small group instruction
- Supplements beyond the classroom
- Strategy cues
Sequencing

- Breaking down the task
- Fading of prompts or cues
- Sequencing short activities
- Giving step by step prompts

Drill-Repetition & Practice-Review

- Daily testing of skills
- Distributed review and practice
- Daily feedback
- Weekly review

Segmentation

- Breaking down a targeted skill into smaller units
- Synthesizing the parts into a whole
- Breaking into component parts
Directed Questioning

- Teacher asks process related or content related questions
- Students are directed to ask questions
- Teachers and students engage in dialogue

Strategy Cues

- Reminders to use strategies or multi-steps are provided
- Instruction makes use of think aloud model
- Teacher verbalizes and models problem solving procedures

Effective teachers:

Provide positive feedback to students.
Offer sustained feedback to students.
Respond supportively to students in general.
Respond even more supportively to low-ability students.
Respond respectfully and supportively to students with behavioral problems.
Effective teachers:

Understand how children learn not just how to teach.

Ask questions that students are able to answer correctly.

Present learning tasks for which students have a high probability of success.

Use time efficiently.

Intervene in misbehavior at a low rate.

Maintain a low ratio of punitive to positive interactions.

Effective teachers:

Are rarely punitive.

Use criticism minimally.

Keep the need for disciplinary interventions low through positive classroom interventions.

Waste little time on student transitions.

Keep off task time to a minimum.

Teachers high in efficacy tend to de-emphasize home variables in students’ success and failure, pointing instead to the instructional program and the teachers’ role.
Effective Teachers Shape the Mindset of a Resilient Students

- Optimistic and hopeful.
- Feel special and appreciated in the eyes of others.
- Set realistic goals and expectations.
- View mistakes, hardships and obstacles as challenges.
- Solve problems and make decisions.
- Internal locus of control.
- Believe and set out to solve problems.
- Possess empathy.

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
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.

Children are living messages we send to a time and place we will never see.

Neil Postman
The Disappearance of Childhood

www.samgoldstein.com
www.MHS.com

TEDx
Sam Goldstein, Ph.D.
www.samgoldstein.com
The Power Of Resilience
https://www.youtube.com/watch?v=8calkU1dMM4