

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 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 apolo-
 gize. It's just that well it's just that I
 just a kid and kids make mistakes but
 I'm sure you know that Mrs. Cowdell
 what I'm trying to say is that I'm very
 very, very, sorry.

Sincerely
 Drew

Do Children Care What We Think?

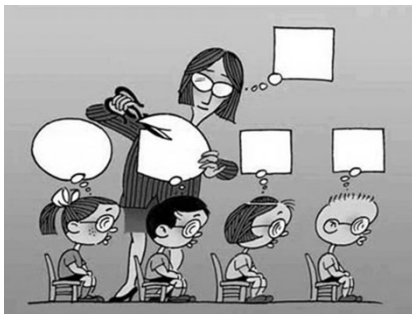
Part II

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. I want to get a good
 education and I can't do it if I
 will not be able to achieve this goal.
 4. Because I love to learn and I
 don't want to lose that opportunity.
 #3. I

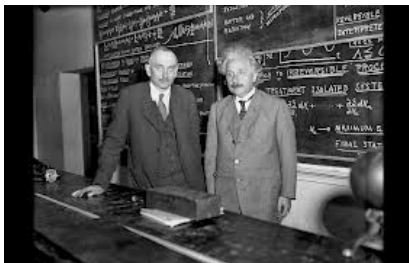
I ♥ School!

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.

Fuhs, et al SPQ, 2013.

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?



To Graydon
 Graydon please do your
 work so you can go
 home with me.
 I'll let you come
 over to my house
 and let you see Jane's
 bird and see his
 bud! You can hold
 my lizard! Please Gray-
 don and you can go
 outside please pretty
 please. from Adam!

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.

Date _____

Dear mom and dad,

I missed the stamp party today because I had too many punches on my card. I got punches on my card for ... having lots of think times I'm really sad.

I am going to do better in class from now on by: listening to teacher and not going to think times.

Love, clayton

Parent Signature Jenny Anderson

Parents: Please read, see attached stamp card, sign and return.

Please put any questions or comments on back.

Clayton Care

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
"Two Days in May"

Quiz 11/100! Name clayton

Draw straight lines!

starvation - to suffer or die from not having enough food

erect - on all sides of

population - an area of land

surroundings - eating growing plants

stagnant - relating to the number of people or animals living in a certain place

structure - to enjoy and understand

wander - to move from place to place without reason

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.

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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).

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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.

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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

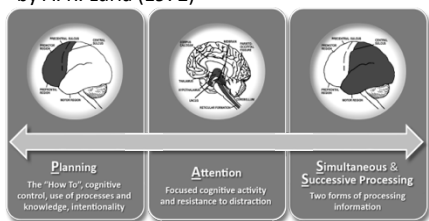


As Engagement Coaches They Must Understand and Appreciate How to Facilitate the Four Basic Neuropsychological Abilities

- 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)



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PASS Theory

- **PASS** theory is a modern way to define 'ability' based on measuring neurocognitive abilities
- **P**lanning = THINKING ABOUT THINKING
- **A**ttention = BEING ALERT
- **S**imultaneous = GETTING THE BIG PICTURE
- **S**uccessive = FOLLOWING A SEQUENCE

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PASS Theory: Planning

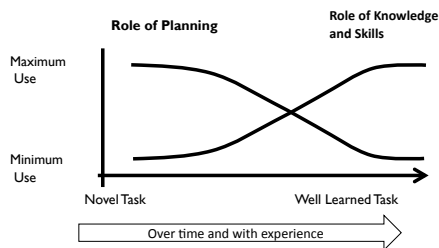
► **Planning** is a neurocognitive ability that a person uses to determine, select, and use efficient solutions to problems

- problem solving
- developing plans and using strategies
- retrieval of knowledge
- impulse control and self-control
- control of processing

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Knowledge and Planning Learning Curves

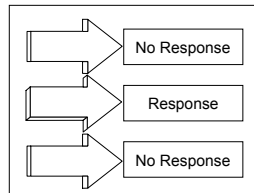
- Learning depends upon instruction and intelligence (PASS)
- At first, PASS plays a major role in learning
- When a new task is learned and practiced it becomes a skill and execution requires less PASS



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



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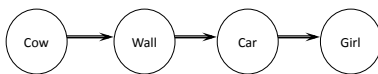
PASS Theory

- **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

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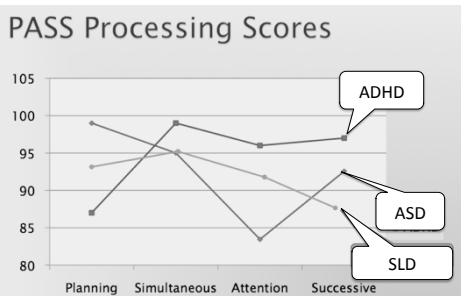
PASS Theory: Successive

- ▶ **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



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Ability Profiles

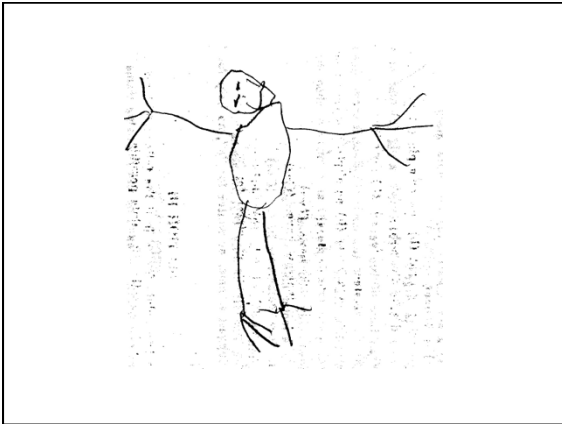


Examples of Planning, Successive and Attention Weaknesses

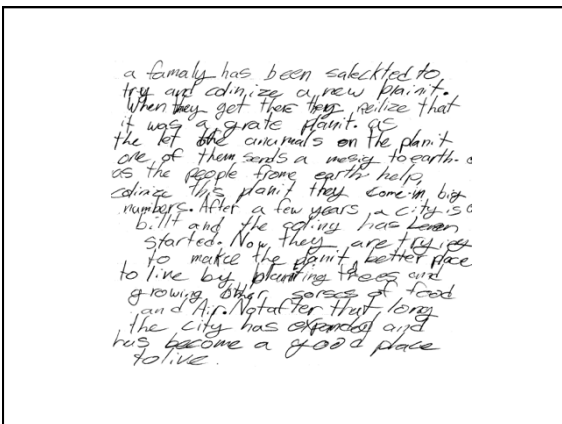
Gregory

Wnts ther was a big Spashutl
and > Mooru litl Spashutl and thay
Wr going to the Wrld.
and tha deestrod the Wrld.
but thar Wr Peepi trying to Kill
the Xspashutl. tha Kamfon vtrspas.
they Wr > mor peepi and 2 anmls.
and thay Wr fotroa. thadedit ne
vtr. and thay bull the Sun. Dnd
all the vtrc plants. and thas >
peepi. Wvn dnd the vtrc anmb
a plg and rustic and all the
vtrc Spash. the spatseps Wr
Srea all vtr the plas. and
thay had to pck up vtreethng.
and tha had to tak all the
alleen and Kleenup vtreethng.

once a land time
then wes a spashut That flow
Down to erth and anemls
wr on it. PePol came to
see the anemls. tha dat
feen with thar. But ther
wes the teing is tas
anemls wr robots and
the robots cam down
to rth to grt kids
and fak them to torol planit
wer tha will be fastrom in
to robots. but the PePol didnt
no that. she serie later
all of the anemls wr gay
and the cabin
wer gom too. later das
later the bid weat
sick and the
sick didnt more
dnt the boat sick
dnt now about the
cabin and the
sick bid baby
evagar.







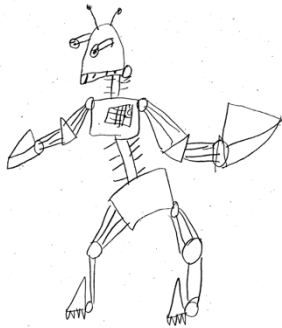
a family has been subjected to
try and colonize a new planet.
When they get there they realize that
it was a great planet. As
the first of the animals on the planet
one of them sends a message to earth
as the people from earth help
colonize this planet they come in big
numbers. After a few years a city is
built and the colony has been
started. Now they are trying
to make the planet a better place
to live by planting trees and
growing other sources of food
and air. Not after that long
the city has expanded and
has become a good place
to live.

Examples of Simultaneous Weaknesses

Summary (25 lines)
 I have this Oxford guy learning
 Squeezing such a little bit of
 hit by a computer and blew
 of into billions of views and
 all the stuff was in it.
 Oxford is boring, it could
 be home creating homework
 done instead of this gay place
 I would be playing nintendo.
 Why can't I come at 5:00 p.m.
 in the morning, and I could
 get my homework done and
 play with my friends. I don't
 don't have any food in the
 store. This is stupid. I
 only get 100 or 50 p.m.
 I work so hard I think
 I should get 400 francs
 each. I should come
 here. The Manager or boss
 of Oxford learning chap should
 give all the money
 to me. I'm serious.

We have lots of pets we live
 at mars. One day we say "We've
 never even took one foot off
 this planet lets go on 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 live 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 difference was that instead of a little puppy for a pet they would have a dog robot! Everything was electrified there. I even met an Alien, ~~ma~~ named Happy Alien! And I made a cool new best friend there, her name was Lacey. I know all of you would love it!



wrt out at
 5:45 PM to the
 in a room
 to 5:45 PM
 it was fun
 but sat
 with a yellow and
 sit was about to
 go there at 8:00 to
 be core as
 but the sun was mid!
 at 5:45 PM

Gregory
 Wnts ther was a big Spashutl
 and 7 Mooru lft Spashutl and thay
 Wr going to the Wld.
 and tha deestrod the Wld.
 but thar Wr peopl trieing to Kill
 the 7 Spashutl. tha Kamfon vtrspas.
 they Wr 7 mor peopl and 2 angels.
 and thay Wr fottax. thadedit no
 wh. and thay bull the Sun. On
 all the vtrc plans. and thos 7
 peopl WVN and the vtrcannb
 a pig and rustic and all the
 vthe Spash. the Spashsps Wr
 Sred all ovr the plas. and
 thay had to pexup evrething.
 and tha had to tak all the
 alleen and Kleenup evrething.

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!

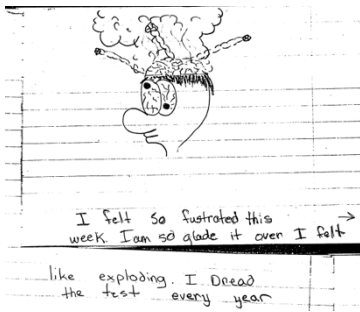
Problem Solving Method

- 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?

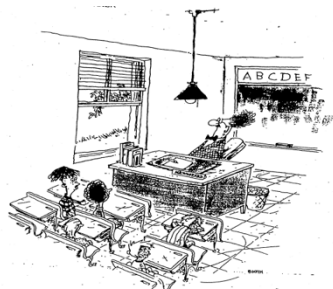
What Qualities Define the Best School for Students With ADHD?



Structure, Stimulation, Novelty, or Repetition?



The Ideal Teacher for ADHD?



"You will like Mr. Woolford. He has an attention-deficit disorder."

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

	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

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

(Lerner et al, 2000)

“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.
sam@samgoldstein.com

The Power Of Resilience

https://www.youtube.com/watch?v=sfsw8JJ-eWM&feature=youtu.be_gdata
