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Jessica Curtis  
Pat Carter  
Gillian Coy

# Attention Deficit Hyperactivity Disorder



How you can achieve an inclusive classroom

## Characteristics:

### Hyperactivity/Impulse

- Fidgeting
- Difficulty staying seated
- Excessive running or climbing at inappropriate times
- Difficulty playing quietly
- Difficulty calming down or becoming settled
- Incessant talking
- Calling out
- Difficulty waiting
- Interrupting

### Inattentive

- Makes careless errors/ gives little attention to details
- Cannot sustain attention on a task
- Doesn't seem to listen
- Difficulty following instruction or completing tasks
- Challenged in organization
- Often loses things
- Easily distracted by extraneous stimuli
- Forgetful

### Combination

- A combination of six or more behaviors from both of the other two types.

## ADHD

Attention Deficit Hyperactivity Disorder is a disorder of attention and impulse control. It affects 8% of young people and puts them at risk for other mental health and learning disorders. Boys are twice as likely as girls to be diagnosed. There are three sub-types of ADHD:

1. Hyperactive-Impulse: overactive/ Impulsive
2. Inattentive: no hyperactivity/problems with attention
3. Combined: impulsive, hyperactive and inattentive

Only a qualified mental health practitioner can make a diagnosis. Behaviors can be missed from one type to the another on a continuum of behaviors. The disorder rarely occurs in a

'pure' form but is mixed with other learning disabilities and mood disorders. ADHD is inconsistent and unpredictable. The treatment, even with medication on board is mostly hard work and devotion into the child's needs by all people involved in the child's life, including the class room teacher and school support staff.

The amount of information available on ADHD is staggering. We include the following resources as a great place to start.

*\* The following page includes a variety of classroom adaptations*



## EVERYONES ONBOARD

## Must Read Resources for Classroom Teachers

- Teaching Kids with Mental Health and Learning Disorders (Ruth E Harris' Bill of Rights for students with ADHD p. 138)- Myles L Cooley PhD
- Taking Charge of ADHD- Russell A Barkley PhD
- Driven to Distraction-Edward M Hallowell M.D
- <http://www.adhdcanada.com>
- <http://www.adhd.ca/portals/adhd>
- <http://kidshealth.org/parent/medical/learning/adhd.html>
- <http://www.bced.gov.bc.ca/specialed/adhd>

## CLASSROOM STRATEGIES



### REACH FOR THE STARS

#### 1. Structure classroom activities that require active learning and high response rate from students.

- Provide all students with an outline or skeleton of information presented in direct teaching and ask them to fill it in as the class proceeds.
- Provide all students with individual white boards, chalk boards or response cards so that when the teacher is working with a large group each student can be expected to respond.
- Structure partner activities so that students can read orally, question each other, confirm understanding or assist each other to remain on task.
- Encourage students to demonstrate their understanding of learning outcomes in a variety of ways including oral presentations, audio or video taped projects such as radio plays or news reports, and dramatization.

#### 2. Teach students organization skills that will help them to complete assignments.

- establish the use of one large binder for all subjects with pocket dividers for each subject and a hole punch pencil case for writing tools.

- Ensure that each student has an agenda at the end of each class post homework and tests and ask students to record this in their agenda. A buddy system to check the completion of each others agenda.

- Encourage all students to use a back pack to carry the diner. Ask them to take the backpack from school to home and back everyday. Reinforce the routine daily.

- Post assignments on a flip chart paper or in an assignment binder so students can consult it when they have missed classes or are having trouble understanding and remembering what to do.

- Post daily routine or plan on the board

- Provide all students with a checklist of daily assignments to complete to keep on their desk.

#### 3. Use strategies to maximize positive interactions with students and minimize opportunities for disruptive behavior

- Move around the classroom

- Look around the classroom. Provide immediate, specific feedback on learning behavioral progress whenever possible.

- Establish eye contact with most students prior to giving instructions in the class

- Talk to individuals and groups of students to build rapport and to establish and expand understanding or lesson outcomes

- Comment on positive, rather than negative behavior, whenever possible.

- When verbal reprimands are necessary, move comfortably close to the student and use a soft, firm voice to specially describe the behavior that is required. Always avoid publicly criticizing students.

#### 4. Clearly communicate rules and behavioral expectations and establish classroom routines.

- involve students in establishing three to five basic classroom rules, state them positively and post them in the room. Provide opportunity for students to role play positive and negative examples of these rules on a regular basis to ensure that rules are understood.

- Provide positive reinforcement for all students following the rules. Reinforcement can be small, hand gesture like a thumbs up or verbal. They can be tangible as well such as stickers. Be sure to change reinforcement type regularly to maintain effectiveness.

- Establish a consistent hierarchy of consequences to be used equally for all students when classroom rules are repeatedly broken. Be sure to be fair and realistic. Positive reinforces should always out number consequences by at least a 2:1 ratio.

- Set up buddies to help each other when the teacher is busy. Generate a list with your class of activities that can be done while students wait for assistance.

- Develop a routine for transitions such as: 'time warning' in 5 minutes we will be...', and a chant or a song

- Model organizational skills y designating places for students belongings, classroom materials, incoming assign-

ments, etc. Verbalize to the class the steps you are following when organizing yourself. Encourage students to verbalize their steps when organizing as well.

#### 5. Provide Multi-Sensory Instruction

- using songs or chants to teach curriculum like different math facts.
- Presenting instructions both orally and visually.
- Teach graphic organizing techniques like webbing or concept maps as different ways to take down information
- Use tactile/kinesthetic learning activities such as math manipulative and fine arts to learn concepts

#### 6. Establish a physical plan that maximizes productivity

- discuss with your students the value of choosing people to sit with that complement your best learning. Ask for their input as to who they would like to sit with for a class made seating plan
- Establish a quiet work space or rest area in the classroom for students to escape too if needed
- The uses of headphones for hearing recorded information drowns out background distractions
- Maximize seating plan for the safety of all students and place those students who need to be away from the door, at the front or in closes proximity of the teacher where they need to be.
- Consider the impact of lighting, heat and other possible distracters