

Help for Kids with Problems

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ATTENTION



Managing

ADHD

In School

*The Best Evidence-Based
Methods for Teachers*



Russell Barkley, PhD

Internationally recognized authority on ADHD in children and adults

10 Specific Rules for Managing ADHD

1. Rules and instructions must be clear, brief, visible/external.
2. Represent time physically.
3. Implement immediate consequences.
4. Consequences should be frequent.
5. Use high value rewards.
6. Give appropriate and richer incentives within a setting or task to reinforce appropriate behavior BEFORE punishment is implemented.
7. Change or rotate rewards frequently.
8. Anticipation is the key. Think aloud and think ahead.
9. Give more external cues about performance at key “points of performance.”

Classroom screen

- <https://www.classroomscreen.com/>
- go to [joincrs.com](https://www.joincrs.com)
- enter the code: 8925 578
- or scan the QR code



Think-Pair-share

- How could you use this resource in your classroom?
- Turn and discuss with someone near you.
- Share with the group.



The Symptoms of ADHD

The symptoms most often evident in children and teens with ADHD include:

Inattention:

- Fails to give close attention to details
- Makes careless mistakes
- Cannot sustain attention to tasks or activities
- Doesn't seem to listen well
- Doesn't follow through on instructions
- Fails to finish work
- Cannot organize activities well
- Avoids or seems reluctant to engage in things requiring sustained effort
- Loses things necessary to complete tasks or activities
- Is easily distracted
- Forgets things

Hyperactivity-Impulsivity:

- Fidgets with hands or feet or squirms in seat
- Leaves seat when expected to remain seated
- Runs about or climbs on things where inappropriate to do so
- Is unable to play quietly
- Often seems to be "on the go" or "driven by a motor"
- Talks too much
- Blurts out answers prematurely
- Cannot wait
- Interrupts or intrudes on others' activities

A blue ballpoint pen with a silver-colored tip and barrel accents is positioned diagonally across the upper left portion of the image. The pen is resting on a document that features a bar chart with several blue bars of varying heights. The background is a light blue, slightly blurred, suggesting a professional or business setting. The text "Take a Baseline Assessment" is overlaid in the center of the image in a white, sans-serif font with a subtle drop shadow.

Take a Baseline Assessment

School Situations Questionnaire

Child's name _____ Date _____

Name of person completing this form _____

Instructions: Does this child present any problems with compliance to instructions, commands, or rules for you in any of these situations? If so, please circle the word Yes, and then circle a number beside that situation that describes how severe the problem is. If this child is not a problem in a situation, circle No and go on to the next situation on the form.

If <u>Yes</u> , how severe?											
Situations	Yes/No	Mild						Severe			
		No	1	2	3	4	5	6	7	8	9
When arriving at school	Yes	No	1	2	3	4	5	6	7	8	9
During individual work	Yes	No	1	2	3	4	5	6	7	8	9
During small group activities	Yes	No	1	2	3	4	5	6	7	8	9
During free playtime in class	Yes	No	1	2	3	4	5	6	7	8	9
During lectures to the class	Yes	No	1	2	3	4	5	6	7	8	9
At recess	Yes	No	1	2	3	4	5	6	7	8	9
At lunch	Yes	No	1	2	3	4	5	6	7	8	9
In the hallways	Yes	No	1	2	3	4	5	6	7	8	9
In the bathroom	Yes	No	1	2	3	4	5	6	7	8	9
On field trips	Yes	No	1	2	3	4	5	6	7	8	9
During special assemblies	Yes	No	1	2	3	4	5	6	7	8	9
On the bus	Yes	No	1	2	3	4	5	6	7	8	9

Total number of problem settings _____

Add all the ratings (circled numbers) across all situations. Don't include situations where you answered "No." Then divide this sum by the number of problem settings (# of Yes answers).

Mean severity score _____

Classroom Management

- In the first few weeks of school, establish behavioral control of the classroom.
- Decrease the child's total workload to what is essential.
- Give smaller quotas of work with frequent breaks.
- Use a traditional desk arrangement (desks face the teacher).
- Seat the child with ADHD close to the teaching area.
- Target productivity.
- Don't send unfinished classwork home for parents to do.
- Give out weekly homework assignments so parents can plan.
- Reduce homework for elementary students.
- Allow some restlessness at the child's work area.
- Give frequent but brief physical breaks.

Classroom Management

- Use color-coded binders.
- Teach students to color-code text with highlighters.
- Use participatory teaching to give student something active and physical to do while you are teaching.
- Let students practice skills drills on computers.
- Discourage impulsive answers to questions. Use whiteboards or laminated pages for all students to respond.
- Assign a homework “study buddy.”
- Alternate low-appeal and high-appeal activities.
- Be more animated, theatrical, and dramatic when you teach.



Classroom Management

- Touch a child lightly when talking to him to get his undivided attention.
- Schedule difficult subjects in the first few periods.
- Use frequent formative assessments to provide immediate feedback.
- Have the student pre-state her work goals.
- Train the student in keyboarding skills as early as possible.
- Provide after-school help, extra tutoring, books on tape, and videos to reinforce classwork.
- Require continuous (brief!) notetaking during class and while student is reading.



Which of these classroom management strategies have you used effectively?



Rewards for Good Behavior

- Increase use of verbal praise, approval, appreciation – brief, accurate, specific.
- Use a token or point system to organize privileges and their price.
- Ask parents to send in rewards (old games, toys, etc.)
- Give computer time as a reward.
- Use an attention training device.
- Allow access to rewards often (daily).



Daily behavior report cards and behavior contracts

- Daily goals must be stated in a positive manner.
- The card specifies both behavioral and academic goals.
- The targets are to be a small number of goals.
- The teacher provides quantitative feedback – usually numerical rating or grade.
- The feedback is provided at the end of each class period.
- There is to be regular daily communication with parents (the card goes home each school day for review by the parents).
- Consequences are established at home and are tied to the student's school behavior and performance.
- Solicit parental cooperation before starting.
- Get student input into the goals.
- Review the card weekly for any necessary modifications.

Child's name _____ Date _____

Teacher: _____

Please rate this child's behavior today in the areas listed below. Use a separate column for each subject or class period. Use the following ratings: 1 = excellent, 2 = good, 3 = fair, 4 = poor, and 5 = very poor. Then initial the box at the bottom of your column. Add any comments about the child's behavior today on the back of this card.

	Class periods/subjects						
Behaviors to be rated:	①	②	③	④	⑤	⑥	⑦
Class participation							
Performance of class work							
Follows classroom rules							
Gets along well with other children							
Quality of homework, if any given							
Teacher's initials							
Place comments below or on back of card.							

Child's name _____ Date _____

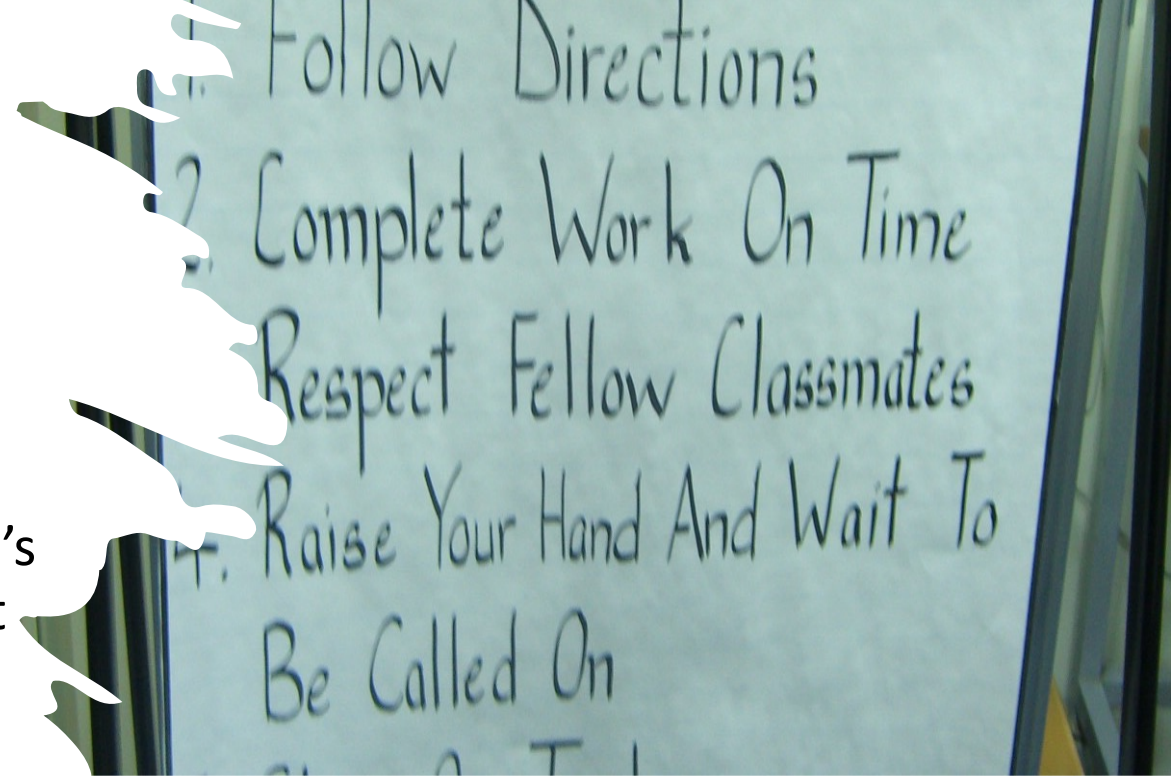
Teacher: _____

Please rate this child's behavior today during recess or other free time periods in the areas listed below. Use a separate column for each recess/free time period. Use the following ratings: 1 = excellent, 2 = good, 3 = fair, 4 = poor, and 5 = very poor. Then initial at the bottom of the column. Add any comments on the back.

	Class periods/subjects						
Behaviors to be rated:	①	②	③	④	⑤	⑥	⑦
Keeps hands to self; does not push, shove							
Does not tease others							
Follows recess/free time rules							
Gets along well with other children							
Does not fight or hit							
Teacher's initials							
Place comments below or on back of card.							

Externalize Information

- Post rules on posters at the front of the class.
- Post procedures at the front of the class.
- Use laminated color-coded card sets on the student's desk with a set of rules/procedures for each subject or class activity.
- Encourage student to use soft vocalization during work.
- Give instructions in an effective manner:
 - Make sure you mean it.
 - Don't present a command as a request or favor.
 - Make sure the child is paying attention to you.
 - Reduce distractions.
 - Ask student to repeat the command.



Externalize Time

Clocks, timers, watches



Increase Self-Awareness

- Have the child record his work productivity on a daily chart or graph.
- Have the child complete a daily behavior report card.
- Use a simple cue system for alerting a child to his inappropriate behavior.
- Use non-verbal confidential cues for older students to help them stop and self-monitor.



"Let me see if Billy is in our database...
Oh my! He's a Code Red!"

Transition Planning

- Just before entering a new situation (next class, recess, lunch), the teacher tells the child to STOP!
- The teacher reviews two to three rules the child needs to obey in this new situation.
- The child then repeats those rules aloud to the teacher.
- The teacher explains what the incentives or reward is in that situation for obeying those rules (tokens, time on computer, extra play time, etc.).
- The teacher then establishes with the child what the punishment will be if a rule is broken.
- The teacher then assigns the child an immediate instruction to do or activity to start.
- The child then enters the new situation and follows the teacher's plan.
- The teacher is to reward the student frequently throughout the new activity.
- At the end of the situation, the teacher speaks briefly with the student to evaluate success or failure.

** alternative method - use 3x5 cards with written rules for the child to follow routinely when entering a new situation, class subject, or classroom.

Discipline

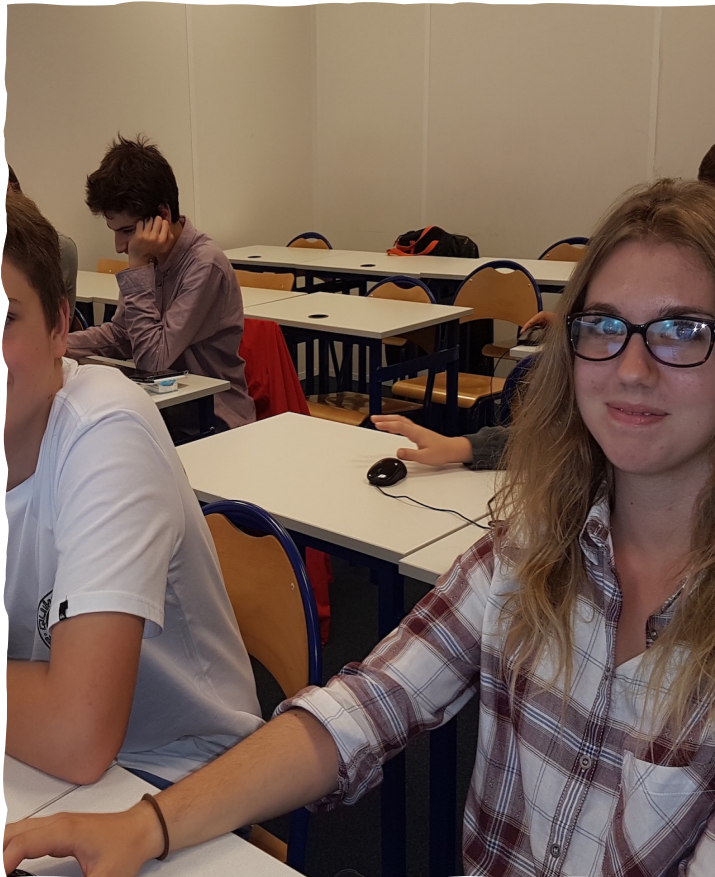
Use mild, private, brief, direct reprimands.

Immediacy is the key to effectiveness.

Establish a “chill-out” location for students who are upset to regain emotional control.

Use formal time-outs in class or a private room that is supervised.

Tips for Teens with ADHD



- Find an adult “mentor” to provide three accountability checks each day.
- Daily assignment sheets for recording homework.
- Daily or weekly school behavior card.
- Send an extra set of books to keep at home.
- Allow use of keyboard for written assignments.
- Allow digitally recorded lessons.
- Schedule harder classes for late morning or early afternoon.
- Alternate required or difficult classes with electives.
- Allow teen to take tests in a separate setting and give breaks during tests.
- Permit teen to listen to music while doing classwork, studying, or homework.
- Give a written syllabus.
- Try peer tutoring.
- Require after-school help sessions.
- Schedule parent teacher review meetings with the teen every 6 weeks.