Taking a Closer Look

AD/HD

Ohio Coalition for the Education of Children with Disabilities in connection with Technical Assistance Alliance for Parent Centers (Alliance) PACER Center, Inc. 2002
What is AD/HD?

AD/HD is a DSM 5 Medical Diagnosis
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AD/HD behaviors are excessive, long-term, and occur in many places.

- Inattention
- Hyperactivity
- Impulsivity
- Affects 3 to 7% of children (about 1-3 students per classroom)
- Under-diagnosed in girls
Who Are These Children?

Children diagnosed with Inattentive AD/HD may:

- not pay attention to details
- make careless mistakes
- not seem to listen
- be forgetful in daily activities
- have difficulty being organized
- avoid tasks that require sustained effort
- be easily distracted
Who Are These Children?

Children diagnosed with Hyperactive-Impulsive AD/HD may:

- fidget with hands or feet; squirm
- leave their seat in classroom or other places
- have difficulty playing quietly
- talk too much; blurt out answers
- interrupt or intrude; have difficulty waiting their turn

AD/HD Combined Type

- Six inattentive behaviors, plus
- Six hyperactive-impulsive behaviors
Why Have a Diagnosis?

AD/HD is a medical condition that needs to be diagnosed before it can be treated medically or educationally.

- Understand how AD/HD affects behavior
- Prescribe medicines or therapies
- Help children to understand themselves
- Develop educational goals
- Determine school accommodations
- Determine additional services
Who Are These Children?

Brain Development

Research in brain imaging, genetics and neuropsychology has established that AD/HD affects brain development.

Research has led to improvements in treatment options, medical and non-medical, which in turn, has led to a better quality of life for children with AD/HD.
Who Are These Children?

Brain Development

Dopamine

Dopamine receptors are chemical messengers used between nerve cells in the brain.

- Dopamine controls movement and executive functions; plus it regulates internal reward.

- The more dopamine that gets fired in the brain, the more children will learn.
Who Are These Children?

Brain Development

Serotonin

Serotonin is a chemical produced by the body that enables brain cells and other nervous system cells to communicate with one another.

Lower levels of Serotonin may increase inattention, disruptiveness, depression, anxiety and obsessive compulsive behavior.
Who Are These Children?

Children with AD/HD:

- are not “broken”
- may have average to above average I.Q. scores
- may be socially and emotionally behind their peers
- may be creative
- may get along better with children who are younger or older than they are
- may be risk takers
- may be quick to take action and experiment
- may be out-of-the-box thinkers
- may be hands-on learners
Children with AD/HD may be eligible for special education:

- academic and functional services
- related services

A child must qualify for special education services through an Initial Evaluation.
Section 504 Rehabilitation Act of 1973

Child may qualify for Section 504 Plan when:

- Child has AD/HD but is not eligible for special education
- AD/HD interferes with learning
- Child needs accommodations in classes or activities
Parents and Teachers Working Together

The Basics

Frequent, ongoing, and positive communication between families and teachers.

- Written notes or home-school notebook
- Phone
- E-Mail
What Parents and Teachers Can Do

Practice Routines

Keep to a Schedule
- Time for school
- Time for chores
- Time for homework
- Time for bed

Be Consistent

Repeat, Repeat, Repeat

- Keep it simple
- Verbal and written
- Give directions one step at a time
- Ask child to repeat
- Check often to see if child is following directions
- Model the finished product
Tips for Parents and Teachers

Environment

Home and Classroom

- Seat student near a positive role model.
- Remove unrelated clutter from the room.
- Set up a distraction free study area away from windows, noises, phones and people.
- Play music if it helps a child to focus.
Tips for Parents and Teachers

Organization

- Notebook organizer
- Short tasks, clear objectives
- Note cards for study
- Assignment books, review often
- Calendars for assignment due dates
- Set time each day to organize school materials and bedroom
- Teaching organizational skills should be a functional goal on the IEP
- Organizational accommodations are written in the IEP or Section 504 Plan
Tips For Parents and Teachers

Social Skills

Social Skills Need To Be Taught

- Are not learned automatically or by observation
- Teach how to approach a group of peers and join in the conversation
- Teach how to “read” facial expressions
- Teach how to “read” body language, including their own
- Teach how to recognize tone of voice
- Teach and practice appropriate responses in a variety of environments
- Functional goals and accommodations are written in the IEP
Tips for Parents and Teachers

Movement/Sensory Breaks

- Schedule breaks during difficult academic activities and during homework
- Permit physical movement – pacing, changing seats, squeezing a “stress ball,” or running classroom errands
- Do not withhold recess or classroom breaks for incomplete assignments
Tips for Parents and Teachers

Gifted with AD/HD

Elementary and Secondary Education Act

Two key requirements: high achievement in some area and the need for services.

“Students who give evidence of high achievement capabilities in areas such as intellectual, creative, artistic or leadership capacity, and

who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.”
Tips for Parents and Teachers

Home and School Choices

Allow children to make choices:

- what to write with,
- what paper to use,
- what book to read,
- when to read, and
- regarding daily routines.
Tips for Parents and Teachers

Presenting New Skills or Materials

Stimulating Instruction at Home and School

Verbal  
Visual  
Written  
Interactive

AD/HD affects motivation. Students do not control motivation. Entertaining teaching results in the topic being remembered.
Tips for Parents and Teachers

Presenting a New Skill or Subject Matter

Stimulating Instruction at Home and School

- Introduce one concept at a time
- Block into segments
- Cut or fold in sections
- Color-code, highlight, underline
- Check for understanding
- Emphasize key points
- Written and verbal directions
- Shorten assignments and chores
- Monitor progress often
- Frequent feedback (verbal and non-verbal)

Home and Classroom
Tips for Parents and Teachers

Accommodations to Use When Presenting New Skills or Subject Matter

- Computer (school, home)
- Note-taker or teacher notes
- Tape recorder
- Printed outline of video concepts
- Limit recopying
- Grade on content, not handwriting
- Provide a written outline
- Provide study guides with correct answers
- Provide an example of completed assignment
What Parents and Teachers Can Do

Positive Behavior

- Children need to know that rules apply everywhere and to everyone.

- Everyone should participate in the process of deciding what the rules are and also the consequences.

- There are going to be rules that are fixed.

- There are going to be rules that can bend.

- If the child has input, they are more likely to follow the rules.
Tips for Parents and Teachers

Positive Behavior

Think Instructional Skill

- Try not to get into emotional debates with an angry child.
- Try not to take things personally.
- Follow through with consequences.
- Never confront child in front of their peers.

Try to be Consistent

- Over time
- In all settings
- Including adults working to help a child improve behavior
What Parents and Teachers Can Do

Positive Behavior

Use Positives First

- Avoid a “punishment first” approach to discipline.
- State consequences positively.

Negative: “You cannot go outside after dinner, if your homework is not finished.”

Positive: “You may play outside, if you finish your homework.”

Find ways to reward more often than to punish.
Pay attention to good behavior. Catch them being good!
What Parents and Teachers Can Do

Positive Behavior

Provide Feedback on Behaviors

Children with AD/HD often are not aware of how their behaviors affect others.

- Focus on strengths
- Be specific
- Say what you like
- Say what you do not like, “I” statements
- Give positive feedback often
- Act quickly, act frequently
What Parents and Teachers Can Do

Positive Behavior

Adult Strategies to Ignore Minor Misbehaviors

- Turn on the radio
- Do something else
- Go to your room
- Go for a walk
- Buy ear plugs
- Give them their own space
- Let them do a preferred activity
- Send them on an errand
- Provide quiet sensory items

Ignoring takes practice.
What Parents and Teachers Can Do

Positive Behavior

Child Must Understand Consequences

A positive consequence (reward) helps a child learn what to do: stickers, points, money, positive comments, hugs.

A negative consequence (punishment) helps a child learn what not to do: stops negative behaviors, may result in worse behaviors unless new skills are taught.

Choose consequences that are meaningful to the child.
What Parents and Teachers Can Do

Positive Behavior

We must teach:

- before problems arise
  - social stories
  - pictures

- strategies for the student
  - calm down technique
  - secret signal
  - problem solving steps

- self-monitoring skills
  - how they are feeling
  - when they need to go to their safe place
What Parents and Teachers Can Do

Positive Behavior

IEP/504 Plan - Handling Difficult Situations

When a short “escape” is valid:

- Where will the child go
- When will the child go
- Who does the child report to

Teach the child how to use this strategy.
What Parents and Teachers Can Do

Never Give Up!

AD/HD is not the child’s fault; with help they will learn and succeed.
Thank you.

Questions?

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The child with AD/HD has been subjected to a series of removals for unacceptable behavior that constitute a pattern:

- the behavior is substantially similar to the behavior in previous incidents;
- the length of each removal;
- the total amount of time; and
- the proximity of removals are factors that must be considered.

After 10 cumulative days of suspensions or expulsions, the school district must provide educational services to this student to participate in the general curriculum and to make progress toward meeting the IEP goals.
Functional Behavior Assessment (FBA)

Repeated or Patterns of Problem Behaviors Signal the Need for Instruction

Address the behavior so it does not reoccur.

- “Why” the behavior is occurring
- Positive Behavior Plan (Behavior Intervention Plan)
- Services and Modifications

Punishment does not teach positive behavior skills.
Manifestation Determination

Within 10 school days of a change of placement, the IEP team must review all relevant information.

- Child’s file
- Child’s IEP
- Teachers observations
- Information provided by the parent

This will determine:
(a) if the behavior was caused by, or had a direct and substantial relationship to, the child's disability.
(b) if the conduct in question was the direct result of the school district’s failure to implement the IEP.
The Risk Factors

Individual – impulsivity, poor emotion regulation, inability to delay gratification, acting without regards to future consequences, need for stimulation and excitement.

Family – economic hardship, low education, family disruption and conflict, inconsistent parent and discipline, the presence of AD/HD in other members of the family.
Juvenile Justice

Risk Factors continued

School – academic failure, dropout, social rejection and alienation, punishment at school, low aspirations, bullying.

Community – social alienation, victimization, exposure to violence, availability of drugs and alcohol.
Co-existing disorders largely account for the increased risk of arrest.

Higher rates of mental health disorders and learning disabilities are found in children involved with juvenile justice.

Youth with disabilities are entitled to IEP and 504 plan services when they are in the juvenile justice system.