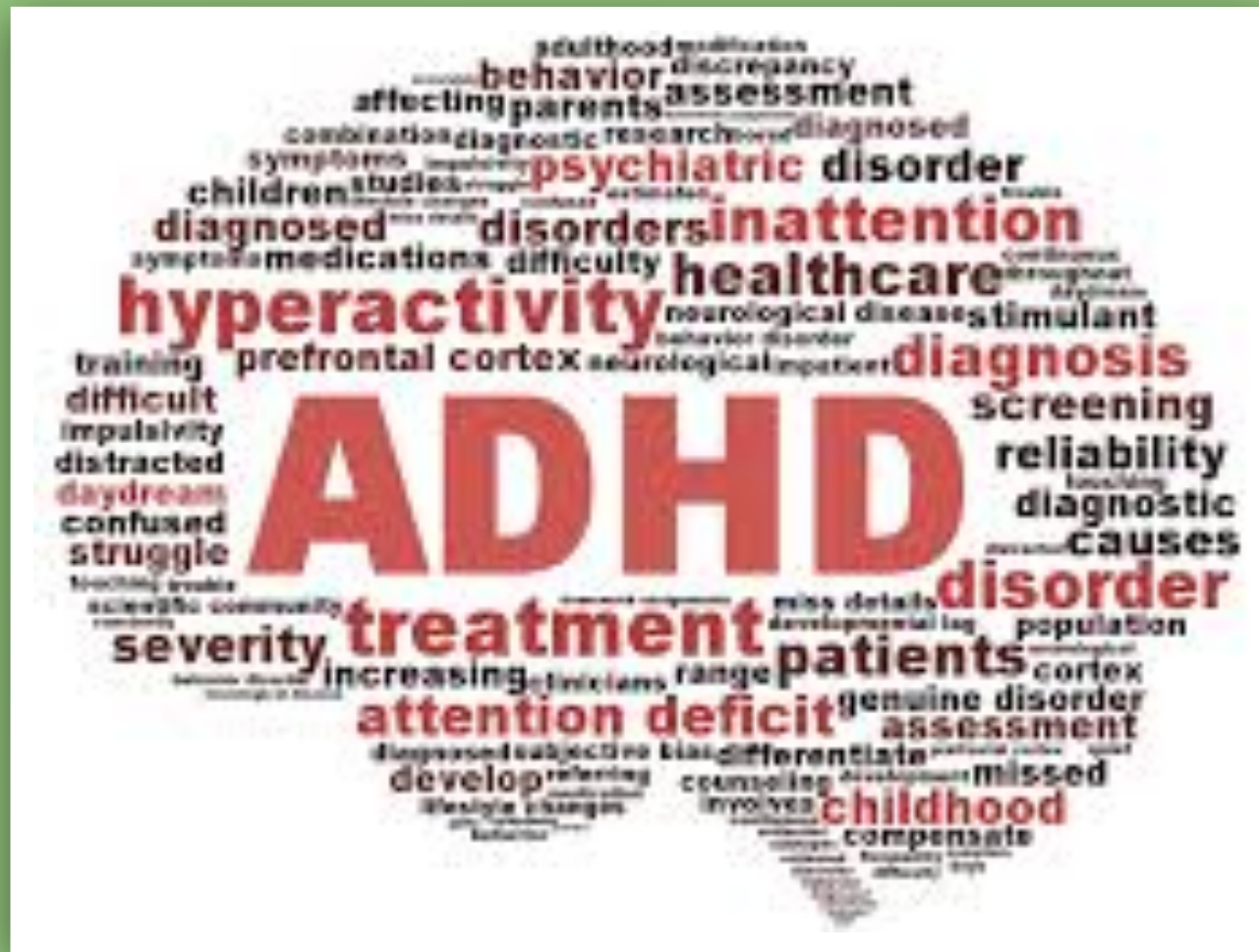


ADHD
Ginna Clute,
M.Ed
CharlotteCountry
Day School



Activity

- <http://www.pbs.org/wgbh/misunderstoodminds/experiences/attexp1a.html>
reading

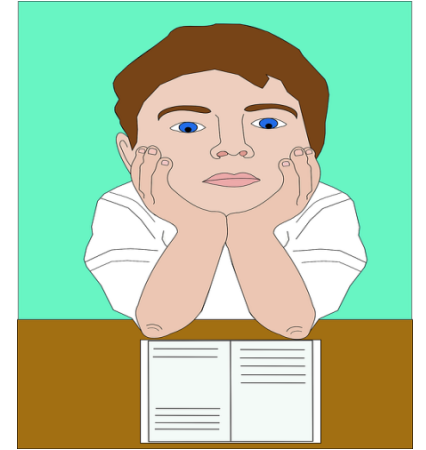
TYPES OF ADHD

- Predominantly Inattentive Presentation
- Predominantly Hyperactive-Impulsive Presentation
- Combined Presentation



ADHD Predominantly Inattentive Type

- Becomes easily distracted by irrelevant sights and sounds
- Does not appear to listen
- Failing to pay attention to details and making careless mistakes
- Rarely follows instructions carefully and completely
- Losing or forgetting things like toys, or pencils, books, and tools needed for a task
- Difficulty with organization
- Difficulty sustaining attention
- Avoids tasks that require sustained mental effort



ADHD Hyperactive-Impulsive Type



- Feeling restless, often fidgeting with hands or feet, or squirming
- Difficulty remaining seated (chair test)
- Running, climbing, or leaving a seat in situations where sitting or quiet behavior is expected
- Difficulty engaging in activities quietly
- Talks excessively
- Blurting out answers before hearing the whole question or interrupts frequently
- Difficulty waiting in line or for a turn

ADHD Combined Type

- The individual meets the criteria for both inattention and hyperactive-impulsive ADHD presentations

Severity of Symptoms

- Mild – minor impairment in social, school or work settings
- Moderate – functional impairment (medication and therapy)
- Severe- setting

Birth brain weighs 13 ounces

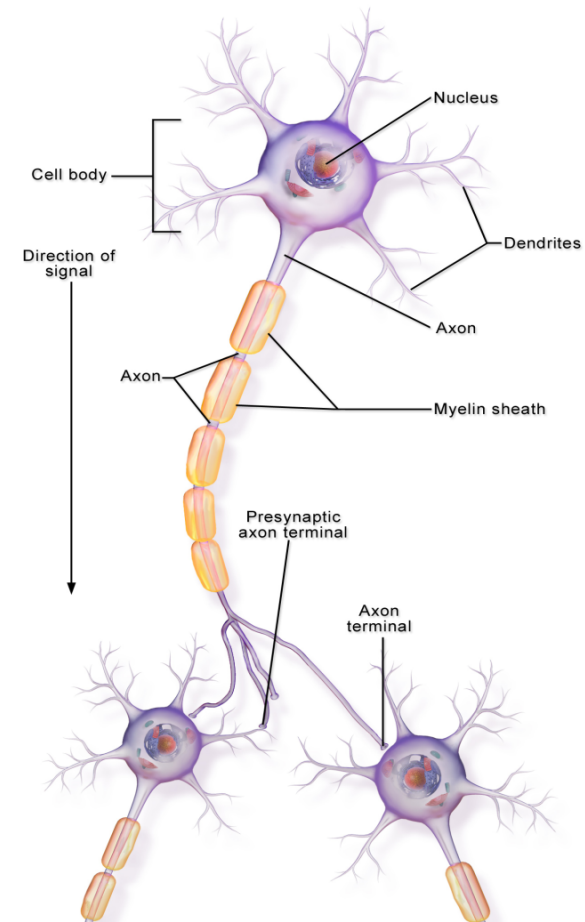
Teenage years about 3 pound

Rapid growth of nerve cells

- axons and dendrites

Myelin forms sheath around axons so
“conversations” between nerve cells are
quicker and more efficient

White matter and it continues into
adolescence and early adulthood



Grey matter – thinking or learning part of the brain

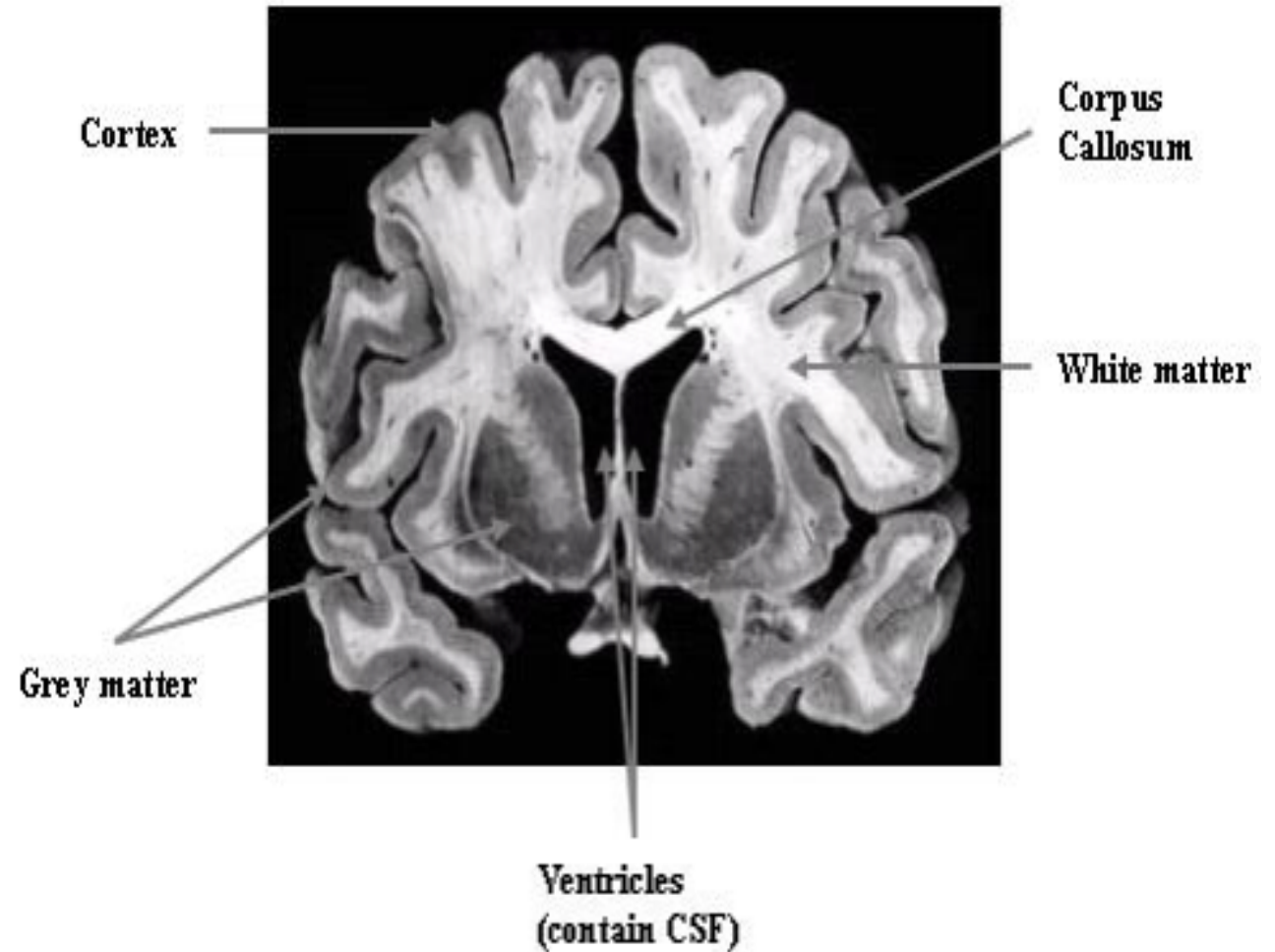
Consist of nerve cells or neurons connected by synapses

5 months into pregnancy brain has one hundred billion neurons

Early in childhood the number greatly exceeds the number in the adult brain

Peaks before age 5 followed by “pruning”- use it or lose it

Second period of growth begins around age 11/12 with again period of reduction. This is why it is critical to teach executive function skills to adolescents bc the frontal lobes often experience the most growth in adolescents



Characteristics

Impulse Control - resist the urge to say or do anything

Excessive Activity-fidgety, restless, always on the go

Sustained Attention-unable to pay attention to tasks perceived as boring or tedious

Working Memory-capacity to hold information in mind that will be used to guide one's actions either now or at a later time (draw on past to plan for future)

Internal Language-private voice inside one's mind that we employ to have conversations with ourselves to contemplate events or direct behavior (rule following voice)

Diminished Problem Solving Ability-They will give up because it is too hard to generate variety of options, select one to meet their goal (teenager to get a job)

Inconsistency -Sometimes they have it other times they seem not to have it at all

Strategies for Academic Instruction

Environment

- Seat close to point of instruction
- Reduce amount of student work on the walls
- Structured and predictable
- Organize desk, locker, book bag and make it a part of daily routine - use labels if needed

Schedule

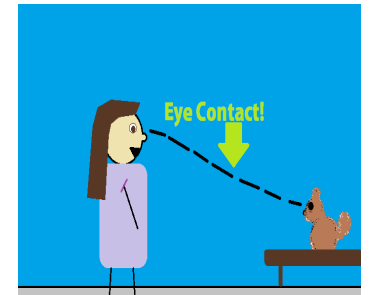
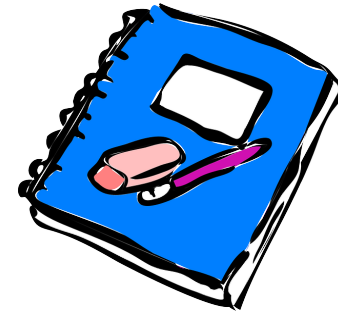
- Allow for breaks
- Notify of transitions
- Provide advance warnings of when lesson is to end
- Frequent check ins
- Extended time



Academic Instruction for Lessons and Assessments

- Allow for different methods of assessment -poster presentations, oral response, project based
- Provide directions and examples orally, visually (maps, models,diagrams) and in written format
- Divide test into smaller chunks
- Eliminate timed test
- Advanced organizer - color code subjects
- State needed materials and have them out
- Simplify directions
- Highlight key words
- Ensure eye contact

This is some highlighted text














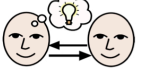
Organizational Strategies

- Assignment notebooks
- Desk organizer with labels
- Color coded folders
- Timers
- Lists
- Calendar with important dates
- Daily activity schedule
- Note-taking strategies
- Checklist of frequently made errors
- Partner notes

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Diagnostic + Review	2 PAT	3 Biology	4 General Chemistry	5 Organic Chemistry	6 off	7 Quantitative
8 Reading	9 PAT	10 Biology	11 General Chemistry	12 Organic Chemistry	13 off	14 Practice Test
15 Test Review	16 PAT	17 Biology	18 General Chemistry	19 Organic Chemistry	20 off	21 Practice Test
22 Test Review	23 Quantitative	24 Review	25 Review	26 Review	27 off	28 Test Day!



 **5 star writing** 

	Capital letter to start my sentence.  I see a dog.
	Punctuation to end my sentence. Where is the dog? 
	Use finger spaces. The dog is brown. 
	Use neat handwriting. 
	My sentence makes sense. 

Behavioral Interventions

Using Praise effectively

- Verbal reinforcement of appropriate behavior – praise
- Never take good behavior for granted
- Praise immediately
- Vary what you say
- Be consistent and sincere
- Define appropriate behavior

Words to Encourage
A genuine and positive response to a child's effort helps to build the child's confidence.

I like the way you...
I noticed that you...
Tell me how you... } thought
used
explored
created
decided
chose } Focus
on
process.

Clearly you took your time on this! Thank you for giving your very best!

Ginna Clute

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