ADHD Parent Series Part 3:
What Does a Child with ADHD Need to be Successful at School?

Harlingen Consolidated Independent School District
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Chasing a Child's Potential

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Dyslexia

ADHD

Slidebooks

Check out the helpful information in these slidebooks which cover topics like ADHD and executive functioning.

EXECUTIVE FUNCTIONING

ATTENTION DEFICIT HYPERACTIVITY DISORDER

TREATMENTS FOR ADHD

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Four-part parent series

- ~~February 22: Introduction to ADHD: What is it and what's a parent to do?~~

- ~~March 21: Non-medication Treatments for ADHD.~~

- April 25: What Does a Child with ADHD Need to be Successful at School?

- May 2: ADHD and Emotional Regulation: How can I help my child with BIG feelings?

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ADHD is so much more than just difficulty sitting still.

There is a fundamental weakness in a set of cognitive skills known as the executive functions.

If we ignore those, or if the child is more inattentive, making it easy to fly under the radar, we will miss an opportunity to support them.

We need their teachers to understand the executive functions.

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Introduction to Executive Functions

- "Executive Functions" is an umbrella term for a set of cognitive processes that are required for mental and behavioral self-control and self-regulation.

- Dysfunction of the EFs is often seen in children with ADHD, learning disorders, autism "spectrum" disorders, anxiety, trauma, and many lower-incidence syndromes, but it can occur free standing as well.

- Become a more commonly used term in education!

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Defining
Executive Functioning

- Many models, but they all generally agree:
  - Elements of cognition that make us human – self-regulation, self-direction, and working toward larger goals over time
  - The EF's cue, direct, and coordinate the use of other mental capacities (conductor, air traffic controller)
  - EF weaknesses are most apparent in situations requiring independent or unsupervised work
  - Develop over the lifespan, but particularly during childhood and adolescence

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Barkley's Unifying Theory

Russ Barkley, PhD

Model I will primarily follow is Russ Barkley's – describes them as :

"activities that one engages in which are self-directed, and help the person engage in self-regulation."

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Primary Executive Functions
as Proposed by Barkley

- Self-Restraint

- Self-Directed Private Speech

- Self-Directed Sensory-Motor Action

- Self-Directed Appraisal

- Self-Directed Play

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Said simpler:

- Controlling impulses
- Verbal working memory
- Nonverbal working memory
- Managing emotions and drives
- Novel problem solving

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Controlling impulses

➢ The mind's breaks
➢ Suppress / Inhibit a dominant response (decoupling)
➢ Interrupting an ongoing behavior when appropriate
➢ Protecting the other EF's from interference

Said slightly differently:
The capacity to stop and think before you act, resist the urge to say or do something, and take time to evaluate a situation and how your behavior might impact it.

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Verbal working memory

➢ The mind's voice

➢ Using language and words to engage in reflective thought.

➢ Making and following rules to aid in self-instruction. Stand back and look at how you problem-solve, and evaluate how you are doing.

➢ Strongly impacts reading comprehension, morally-guided behavior, grammar, math, etc.

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Nonverbal working memory

Self-directed vision, hearing, feeling....(imagine the ocean)
The mind's eye

➢ Imitation of complex behavioral sequences
➢ Vicarious learning
➢ Awareness of time
➢ Reciprocal exchange, social cooperation
➢ Hindsight and forethought
➢ Mental maps (gas, water lines at home)

Said another way:
The ability to hold nonverbal information in mind while performing complex tasks; incorporates the ability to draw on past learning or experience to apply to the current situation, or project problem solving strategies into the future.

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Managing emotions and drives

➢ Emotion is welded to everything we do.
➢ The mind's heart.
➢ Modifying one's internal state to create new affect (cheering self up, calming self down)
➢ Manipulating your own emotions to re-fuel your motivation - Intrinsic motivation to achieve a future goal (deep clean the kitchen)

Said a different way: the ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior. Also includes the capacity or drive to follow through on the completion of a goal and not be put off by other demands or competing interest.

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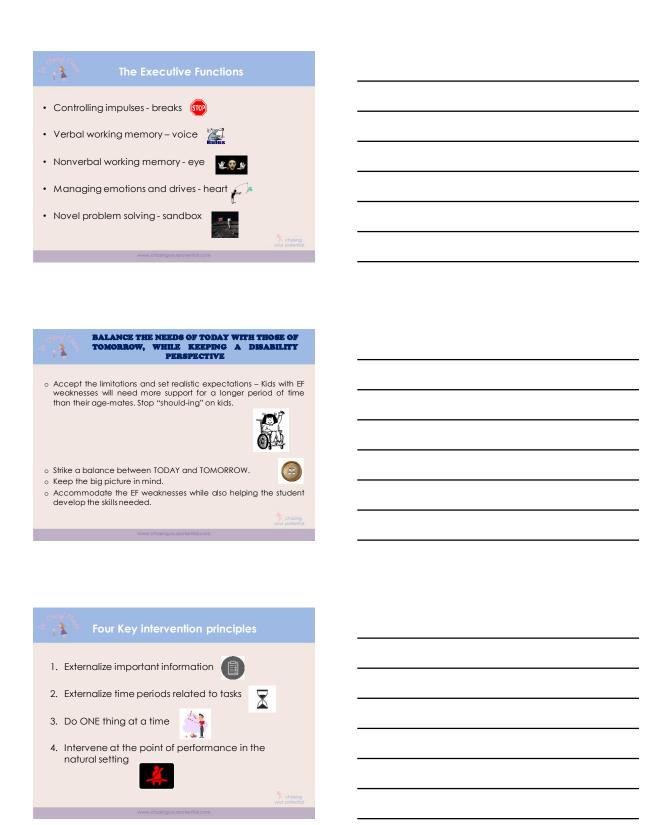
Novel problem solving

The mind's playground (I prefer sandbox)
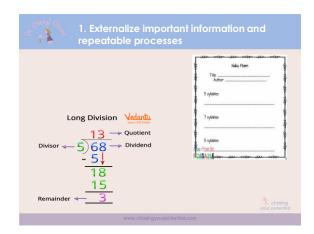
Two parts – analysis and synthesis. What are the elements and how can I arrange/rearrange (think: making dinner)

➢Generating multiple options toward a goal
➢Goal-directed innovation (problem solving)
➢Verbal and nonverbal fluency (generating diversity)
➢Rapid assembling of complex, layered, hierarchical, goal-directed actions

Said differently: Coming up with novel ideas, revising plans in the face of obstacles or new information, adapting to changing conditions

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The Executive Functions

- Controlling impulses - breaks
- Verbal working memory – voice
- Nonverbal working memory - eye
- Managing emotions and drives - heart
- Novel problem solving - sandbox

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BALANCE THE NEEDS OF TODAY WITH THOSE OF TOMORROW, WHILE KEEPING A DISABILITY PERSPECTIVE

- o Accept the limitations and set realistic expectations – Kids with EF weaknesses will need more support for a longer period of time than their age-mates. Stop "should-ing" on kids.

- o Strike a balance between TODAY and TOMORROW.
- o Keep the big picture in mind.
- o Accommodate the EF weaknesses while also helping the student develop the skills needed.

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Four Key intervention principles

1. Externalize important information

2. Externalize time periods related to tasks

3. Do ONE thing at a time

4. Intervene at the point of performance in the natural setting

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1. Externalize important information and repeatable processes

Long Division

Vedantu
Learn LIVE Online

```
            13  → Quotient
Divisor ← 5)68  → Dividend
          - 5↓
            18
            15
Remainder ←  3
```

Haiku Poem

Title _____
Author _____

5 syllables

7 syllables

5 syllables

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EXTERNALIZE EVERYTHING!

o Information
o Frequently misspelled words
o Times tables
o Formulas
o Alphabet
o Steps of processes
o Use manipulatives

Remember the math
problem?? Stimuli decay

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2. Externalize time periods related to tasks

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- Timers, clocks (make time concrete)

- Keep Event – Response – Outcome close in time
  - Video games do this!

- Break down large projects and assignments into intermediate steps that fall within the window of time they can grasp.

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3. Do ONE thing at a time

Avoid simultaneous processing.

Working memory counter space is taken up by storage AND processing components.

Externalizing supports the storage component.

Doing ONE thing at a time supports the processing component (and the storage component somewhat)

- Wait to give directions for a worksheet until they are all passed out and everyone has one.

- Wait until the student has their book, notebook, etc open before beginning the lesson.

- Wait until the coat is off and backpack is in the cubby before giving morning instructions.

- Let them use times tables, calculators, formula charts, a list of commonly misspelled words, and the like, so they can focus on the higher-level concepts.
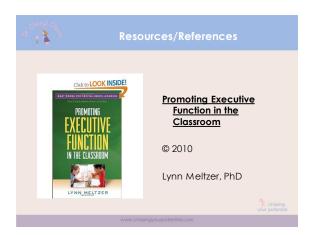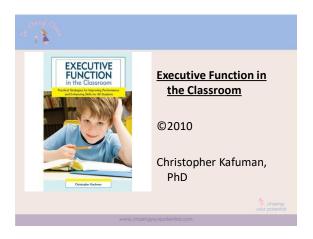
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4. Intervene at the point of performance in the natural setting.

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- Cueing and prompting must happen in vivo – at the place and at the time the skill is to be demonstrated

- All those things you made for #1 – put them somewhere highly visible and at the time and place they are needed BUT you will STILL have to CUE AND PROMPT their use.
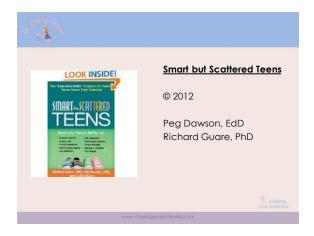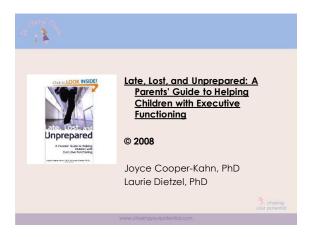
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Resources/References

Promoting Executive Function in the Classroom

© 2010

Lynn Meltzer, PhD

Executive Function in the Classroom

©2010

Christopher Kafuman, PhD

Smart but Scattered

© 2009

Peg Dawson, EdD
Richard Guare, PhD

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Smart but Scattered Teens

© 2012

Peg Dawson, EdD
Richard Guare, PhD

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Late, Lost, and Unprepared: A Parents' Guide to Helping Children with Executive Functioning

© 2008

Joyce Cooper-Kahn, PhD
Laurie Dietzel, PhD

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Excellent Resources

- https://www.russellbarkley.org/factsheets/adhd-facts.pdf

- https://www.russellbarkley.org/factsheets/ADHD_School_Accommodations.pdf

- https://d393uh8gb46l22.cloudfront.net/wp-content/uploads/2018/04/parenting2015.pdf

- https://www.additudemag.com/category/parenting-adhd-kids/download-parents/

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- https://www.bluemangollc.com/8-easy-classroom-accommodations-for-students-with-adhd/

- https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/classroom-accommodations-for-adhd

- https://chadd.org/wp-content/uploads/2018/05/ClassroomAccommodations.pdf

- https://www.additudemag.com/accommodations-iep-for-high-school-students/

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School Programming and Supports

Components
- Classroom rules and structure
- Praise of appropriate behaviors; ignoring minor transgressions
- Appropriate commands and reprimands – Brief, direct
- Individual accommodations and structure for the child
- Proactive interventions to increase academic performance
- "When….then" contingencies
- Daily school-home report card
- Behavior chart and/or reward and consequence program (behavior modification program)
- Classwide interventions and group contingencies
- Time Out (not a punishment; just time to cool down)
- Schoolwide programs

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