Expectations
Objectives

- Pathology of ADHD
- Mythology of ADHD
- Educational Implications
- Strategies
You are told that your child is identified as ADHD. Your first thought is...?
ADHD KIDS

What teachers think we do.

What society th
What is ADHD?

- A brain-based, neurodevelopmental disorder
- Characterized by:
  - DSM-V: A persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development...
DSM-V

- Categories:
  - Inattention/Distractibility: Difficulty focusing but are able to sit still.
  - Impulsivity/Hyperactivity: Difficulty sitting still and have difficulty considering consequences before doing or saying something.
  - Combined Type: Difficulty focusing, plus difficulty sitting still or doing things without thinking.
- Have difficulty following rules.
- Look for loopholes.
- Question authority.
- Create Distractions.
- Demand fairness.
- Stick up for a cause.
- Pick up skills at a lower pace.
- Struggle with repetitive tasks.
- Bend the truth.
- Struggle to connect cause and effect.
- Have difficulty with tasks that require planning.
- Have trouble getting started.
"You must be Timmy's dad. I'm Timmy's teacher."
Secondary Symptoms:

- Excessive Worry
- Boredom
- Loss of Motivation
- Frustration
- Low Self-Esteem
- Sleep Disturbances
- Hopelessness
What Causes ADHD?

- Slow to mature, quick to distract: ADHD brain study finds slower development of key connections

A peek inside the brains of more than 750 children and teens reveals a key difference in brain architecture between those with attention deficit hyperactivity disorder and those without. Kids and teens with ADHD, a new study finds, lag behind others of the same age in how quickly their brains form connections within, and between, key brain networks.

- September 15, 2014 University of Michigan Health System
The Anatomy of ADHD

What parts of the brain are involved?

3 key areas of the brain are implicated in ADHD:

- CORTICAL REGIONS
  - Prefrontal cortex
  - Anterior Cingulate Cortex

- SUBCORTICAL REGIONS
  - Limbic system (including Amygdala)
  - Basal ganglia

- The CEREBELLUM
The neurobiology of ADHD is complex, and not fully understood.

It has been established that both Dopamine and Noradrenaline are dysfunctional.

It seems to be not so much about “deficit” but about dysregulation or imbalance.

Other neurotransmitters thought to be involved include Glutamate and Serotonin, potentially shedding some light on the memory and mood aspects of ADHD.
What is it Not?

- DSM-V-- Not solely a manifestation of:
  - Oppositional Behavior
  - Defiance
  - Hostility
  - Failure to Understand

- Also not:
  - Laziness
  - Willfulness
  - Poor Parenting
  - A choice
Strategies
3 Domains of Engagement

**Cognitive**—the effort students put into mastering school subjects

**Behavioral**—involves positive conduct, classroom participation, and involvement in school-related activities

**Emotional**—the feelings students have for teachers, classmates, academics, and school

Source: National Center for School Engagement (NCSE), http://www.schoolengagement.org
Guidelines for Success

- 3-6 basic attitudes, traits, and/or behaviors that are important for children to succeed in your environment and in their lives.
1. BE RESPECTFUL
Treat everyone with respect - no hitting, biting, name-calling or put-downs. Remember to say please, thank you, I’m sorry and you’re welcome.

2. BE HONEST
Tell the truth - don’t omit details, say what you mean and follow through on your word.

3. BE RESPONSIBLE
Accept the consequences of your actions - apologise, ask for help, clean up your own mess and think of others before you act.

4. BE GRATEFUL
Be thankful for what you have - be aware of your blessings and show gratitude towards each other.

5. BE KIND
Think about others and not just yourself - do nice things for each other, be nice to yourself and be positive towards others.
Teach Expectations

- What each activity/transition should look like and sound like
  - Chores
  - Game time
  - Transitions within home
    - Bedtime
    - Morning routine
    - Stopping game time
  - Transitions out of home
    - Getting in and out of vehicles safely
  - Expectations specific to location (Grocery store, restaurants, social events)
# Good Night Routine!

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**Sweet Dreams!**

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Interact Positively

- Ratio of Interactions:
  - 4:1 to Maintain
  - 7:1 to Change

- Look for what’s going right and say it.
**Interact Positively**

- **Tips for planning positive interactions**
  - Feedback should...
    - ...be accurate and relative.
    - ...be specific and descriptive.
    - ...avoid simple, repetitive phrases.
    - ...be contingent.
    - ...be age-appropriate.
    - ...*not* make judgments or draw conclusions.
    - ...*not* focus attention on the adult rather than the child.
Movement

- Structured movement procedures
- Run an errand
- Fidget items
Things to Remember

- ADHD is a physiological issue, not an attitude issue
- Structure and predictability are crucial
- Feedback is essential
- Movement is a good thing
- Breathe and go to your happy place