

Collegial Circle Final Report

Please complete all information on this form. After it is complete, send it to the Teacher Center along with other supporting documentation. Electronic copies are preferred whenever possible.

COLLEGIAL CIRCLE INFORMATION

ADHD, Executive Functioning and Behavioral Challenges in the Classroom
Title of Circle: **book study** Standards Area: _____
Facilitator: **Reeca Rothbaum** School(s): **SHS**
Beginning Date: **3/10/2022** Ending Date: **5/12/2022** # of Hours: **5**
Please submit copies of the following to this report:

- ✓ Collegial Circle Attendance Log
- ✓ Collegial Circle Meeting Log
- ✓ Samples of strategies implemented, materials created, or student work samples where applicable
- ✓ Collegial Circle Reflection Sheets - completed by each participant

COLLEGIAL CIRCLE DESCRIPTION

What was the anticipated goal(s) of this Collegial Circle?

To learn and implement strategies from the book: ADHD, Executive Functioning & Behavioral Challenges in the Classroom: Managing the Impact on Learning, Motivation and Stress. By Cindy Goldrich and Carly Wolfe

What grade level(s) and or subject area(s) will benefit from this Circle?

Elementary through high school – all subjects but esp. applies to Resource Room.

What level of Guskey's Professional Development Evaluation did you select for this Circle?

Level 2 –Participants Learning

FINAL REFLECTIONS

Was the goal of your Collegial Circle met? Please explain.

Yes- we learned a great deal of strategies to help our students who are challenged by ADHD and Executive Functioning. We discussed ways in which we could apply the strategies highlighted in the book – to the Resource Room setting and perhaps the general education setting.

How did the members of this Collegial Circle assess whether the outcome was met? What evidence was utilized to assess your progress?

Lessons in Core Support on "the impact on stress on learning" (pg. 110). Also- we used the Pomodoro technique in Resource Room as part of our executive functioning lesson. We worked with seniors in Resource and did the activity called "What's in my future."

How did your work impact teaching and learning? [Include student work samples, lesson plans, peer reviews, etc.]

We used the following activities on the following pages of our book: pages 180-183, 170, 168, 110, 194, 160 – especially good for preparing for final exams. We will continue to use these and other activities from the book and share with our other co-workers.

Did your work align with the Level of Evaluation you identified in your proposal? Please explain.

Yes. We acquired the intended skills and knowledge and we reflected on our learning via written summaries of our circles. We all agree we learned some new skills and strategies which will directly be able to help our students. Moreover, we believe this new knowledge will improve our Core Support and Resource Room programming.

Please included any additional comments you would like to share with the Collegial Circle Committee. This may include unanticipated outcomes, next steps, new learning, etc.

In this book we discovered many new lessons and resources to use in our Resource Room and Core Support classes. We found practical, easy to use, hands on activities/strategies that are an easy buy in for high school students. We are excited to use these strategies in the future.

PITTSFORD TEACHER CENTER

Collegial Circle Attendance Log

Collegial Circle Name: ADHD Executive Functioning + Behavioral Challenges in the Classroom Book Study

Facilitator: Reeca Rothbaum

5 Hours Completed

Meeting Date(s)	3/10	3/31	4/28	5/12								Number of Hours Completed
Meeting Time(s) *	3-4	3-4	3-4:30	3-4:30								
Members												
1. Reeca Rothbaum	✓	✓	✓	✓								
2. Emily Natch-Burns	✓	✓	✓	✓								
3. Amy Brenner	✓	✓	✓	✓								
4. Karen Dangler	✓	✓	✓	✓								
5. Corinne Warner	✓	✓	✓	✓								
6. Anne Missel	✓	✓	✓	✓								
7.												
8.												
9.												
10.												
11.												
12.												

* Elementary Circles may not start before 3:30 pm and Secondary Circles may not start before 3:00 pm

Collegial Circle

Meeting Log

Date of Meeting: 3/10/2022

Attendance: Anne, Karen, Corinne, Reeca, Emily, Anne

3:00 – 4:00

Topics Discussed:

Chapter 1 ADHD Beyond the Basics

The regulation of the attention is the issue – not deficits in attention! People with ADHD can pay attention but not always when they need to, for as long as they need to or on what they need to – esp. when they aren't interested. A different perspective and understanding for us.

People with ADHD have lower levels of dopamine and experience under stimulation in the reward and motivation centers of their brain. –We didn't know this. Super interesting.

Genes do play a role. We all know someone in our family that has ADHD and has a child that does also – this is relatable.

Play serves a vital role in young children's development. So many schools Prek-2 don't center on play anymore instead they set up classrooms modeled after adult learning – not a lot of play involved. Perhaps the recent increase in ADHD diagnoses in young children have to do with this. Children are being pushed beyond their developmental abilities.

Fidgets – effective if use correctly. Have benefits and detriments. To be effective, fidgets should remain a secondary focus – not on the main focus – should be in the background of one's attention. Eyes should remain on source of learning, not on fidget. When it's the primary source of focus – it becomes a toy and is detrimental for learning.

Flexible seating in the classroom – such as standing desks – which we have but not many students choose to use them. We wonder why. Perhaps more encouragement is needed. Other seating alternatives: Floor cushions, Wobble seats (for elementary), Exercise balls- a few students at SHS have used this in the past and have seen success with this.)

Visual timers- can be super effective. One teacher did an activity – had students close their eyes and estimate 1 min. of time. When they thought 1 min. passed – they opened their eyes. Most students got it wrong. One student said he counted to 60 in his head and then opened his eyes – he got it right.

Quiet students – they can have ADHD as well but are often overlooked. Pay attention to this.

Comorbidities with ADHD – difficulty tolerating boredom, sloppy handwriting, anxiety, behavior problems, depression, sleep disturbance, difficult transitioning from one activity to another and more...

Collegial Circle

Meeting Log

March 31, 2022

Attendance: Emily, Karen, Amy, Anne, Reeca, Corinne

3:00-4:00

Topics Discussed:

Chapter 2: What are Executive Functions?

The Pomodoro Planner – Page 31 of text - very helpful – would be helpful for Resource kids. Will use. Perhaps put it as part of a Resource packet with resources for students.

We spoke about specific kids who would find this useful and how we can best help students focus and finish. We recognize the phone plays a large part in distraction. This is a challenge. We talked about students that work outside of school- and how much executive management skills are impt. For this.

Transitions – are often difficult for kids. It has serious implications to shift gears. We talked about how to help our students with this.

We talked about our students who join the military – this could be the ultimate structure plan and great for Executive functioning.

Age 25 –Executive Functioning is not fully developed and kids with ADHD have even a thinner frontal cortex which controls exec. Function which makes it doubly hard to do.

Page 27 – Great handout. STOP- would be very helpful for Resource.

We feel traditional schools do not run to support this type of thinking..

Different strategies will connect with different kids.

It could be easy to use their disability as an excuse – we can give them some of these handouts to help them

High schoolers- we are able to sit down and talk to them about what is going on and how we can help them- we can be trusted adults and we can help.

Collegial Circle

Meeting Log

Date of Meeting: 4/28/2022

Attendees: Corinne Warner, Karen Dangler, Reeca Rothbaum, Emily Natoli-Burns, Amy Brenner, Anne Missel

3:00-4:30

Topics Discovered:

Chapter 4

Challenging Behaviors such as this:

Lack of engagement

Lack of coping skills

Peer Influence

Bad Parenting

It's important to be a detective with the student. Allow them to help you understand what is preventing them from focusing.

Share your concerns and perspective with the student. Sometimes they lack awareness of why they can't focus. You can work together to help them and then develop a plan.

In Resource setting – it's easy to get to the bottom of a student's concerns if you can pull them into a private location but this is hard to do in a group. I wonder if there is a way to solve this – this script on page 103 is very helpful. The "I wonder" statement sets the tone of gentle and caring tone rather than confronting the student or punishing the student. We have to

Counselors would use this kind of language – as told throughout chapter 4.

IST works a lot on these kind of strategies. We can see how the IST process can navigate and use conversations and conferences with students like this to problem solve.

How do you teach coping skills? This is important. Coping skills is one of the major reasons for ill-behavior and inattention.

WE need to engineer an environment so that it allows us to work more readily with students on these coping skills.

The most effective way of helping a student through challenging behavior is to work with them to raise awareness of their skill deficits and in turn help them build these skills.

It's important to think about why a student is acting a certain way instead of labeling them as "lazy." Teachers can work proactively with students to get to the root cause of the problem behavior. Be discreet, listen well, share your concern and think of solutions together.

Window of tolerance – everyone functions within the window of tolerance. Some kids cannot stay within this window. Hard to settle after being excited about something. Our culture today does not allow for acting outside a comfort zone.

Devise a plan with an end date at which you will evaluate behavior again to see if there has been a change. We can do this with Resource students quite easily.

Chapter 5

The neuroscience of stress.

One of the biggest challenges for educators and students is managing stress. We know that when one feels stressed, no learning can take place. Therefore it's imp. To use strategies to reduce stress within the classroom so there is room in the brain for learning. When stressed no learning can take place, no problems can be solved and empathy for others becomes difficult. Many of us have never really thought of this last point but it does make sense. When we reflected on our moments of stress we can see how limited our empathy was for others at the time.

Some of us utilize stress management techniques such as breathing, mindfulness in the Resource room to combat stress and prepare our minds for learning. Many of us have also used this during our WIN time and have heard from students that it was very helpful for them to take a mindfulness/stress management break during the day. We noted many of the students who chose the mindfulness/stress management WIN time were honor/high achieving students. Such students reported they are stressed much of the time. We hope to engage the special education population in embracing mindfulness to combat stress and plan to focus on this next year.

It's important. To educate and work with parents on how stress impacts learning and what strategies everyone to use. Send home handout on page 110 for students to go over with parents.

When brain releases cortisol – and goes into survival mode – fight flight freeze – no learning can take place, no problems can be solved and empathy for others becomes difficult

Also- Fib –students who have lack of coping skills –they sometimes fib to get out of things or b/c they get scared and don't know else what to do.

Emotional words – offer to kids. Have an emotional word bank so students can choose the appropriate word and help identify their feelings.

Without calm – no learning can take place, no problems can be solved an empathy for others becomes difficult

Calm is power. Stress is the gatekeeper to learning.

Emotional thermometer –great to use in core support.

Page 132- frustration can look and feel like lots of different things. Chapter four has many, great looking strategies for stress management that can appeal to a variety of students. Doodling, listing,

games are some of them. We will copy these to use in Resource and perhaps our co-taught classes when appropriate.

Collegial Circle

Meeting Notes

Date of Meeting: May 12, 2022

Attendees: Reeca, Karen, Corinne, Amy, Emily, Anne

3:00-4:30

Chapter 6: Helping Students Develop Grit

What makes some students more willing to persevere in the face of hard work? What makes some students more likely to try again even when they have failed? How can we help students who do not seem to persevere – acquire tools such as patience and courage to pick themselves up and work again?

To help this – we need to get to the underlying issue. Is it motivation? Frustration? Anxiety?

At the core-students must believe they have the ability to learn!

Mindset is everything! Dr. Carol Dwek – groundbreaking work on mindset and its impact on motivation and productivity.

Dwek's research found: If kids are told they put in a lot of effort – often results in them trying harder b/c they are praised for trying – so they keep trying. Also – motivation, performance and confidence – increased! WOW!

If kids are told they are smart – they want to continue to look smart so they choose easier options so this will be so. When tasks became challenging – they began to doubt their intelligence and in turn gave up.

We should tell students they are hardworking – for now on! Instead of smart. Very interesting study.

Dwek also looked at mindset – growth and fixed. Fixed mindset – belief that intelligence and expertise are based on fixed, unchangeable traits. Meaning – they think – some people are smart and some are not. OR some people get it and some do not. These people avoid challenges, give up easily and use negative self-talk.

We have to teach growth mindset – it won't automatically appear.

This weaves into goal setting – which is detailed in chapter 7.

Growth mindset people – believe that intelligence and expertise can be developed over time. These people want to learn, they recognize brain and talent are just starting points involving effort, strategy and instruction – can get them further. They view criticism as useful and inspirational and helpful feedback.

Some phrases you can use to encourage growth mindset:

You tried really hard on that

I know this is really challenging. I like how hard you are working.

You came up with a really good strategy for the problem.

I'm really proud of the way you didn't give up and kept fighting despite the setbacks.

This was a long assignment, but you stuck with it and got it done. That's great.

Dwek also emphasized the importance of teaching students about how learning happens. She found that students showed a significant improvement in their grades when they were taught that every time they push themselves out of their comfort zone to learn new and difficult things – the neurons in their brain form new and stronger connections. Page 139 – An image and description can help student understand that. Also - CH 6 has many strategies and activities to help with this.

What to do when there is no grit:

Ask students questions as to what they think may be getting in way. Such as:

Does the present goal make sense?

Can the goal be broken down into smaller parts?

Is there a need for a break?

Is hunger or time of day impacting performance?

Is there a need to change the environment?

Sometimes it is beneficial to allow students who struggle to choose one class to put all their energy into so they can see success. We wish we could do this!

We wish we could be more flexible in programming to more easily work with these strategies.

Practicing Grit – 5 Steps:

Making a specific plan

Using positive talk

Setting intentional focus

Actively seeking feedback

Reflecting and adjusting

We think these are great Resource Room type mini lessons. Great to use for next year –starting at beginning of year. Getting students into this habit.

Chapter 7

The Power of Student Goal Setting

This is an impt. Life skill – we need to teach students how to set goals.

A bridge between their vision to build their dream

Setting goals is impt. b/c it allows us to know where to direct our energy, develop plans and live life with intention. Accomplish goals allows us to recognize our accomplishments.

Intentionally setting goals empowers students to strive for self-improvement. Allows students also to practice a growth mindset.

Setting goals forces students into applying grit/perseverance

People who set goal and put in the work toward the goal – perform better, and experience less stress and anxiety b/c they know their direction and feel more in control of the outcome.

People who set and achieve goals report they are happier than people who don't do this.

Two types of goals:

- 1) Performance Goals – what students want to achieve Ex: pass a test, make the bball team
- 2) Personal Development Goals – how students will achieve goal. Ex: better time management, get along better with others, stop procrastinating.

It's important to help students at first to focus on personal development goals so they aren't focused on the achievements themselves.

Great worksheets in this chapter to help students begin the process of goal setting. Such worksheets help students identify what they want to achieve in their future and then identify how they can improve the skills needed to achieve that goal.

These worksheets are definitely something we plan to use in our Resource Rooms. User friendly and high interest. Perhaps we can get the students excited at looking at the future and minimize the daily stressor of school. These could allow the students to see the big picture more easily and allow them to realize the school work they do now is a means to an end.

Secret to achieving a goal? Write it down! Dr. Gail Matthews found that those people who wrote their goals down are 42% more likely to achieve them! Commits to take

