



THE
HOWARD
SCHOOL

ADHD, What's the 411?

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Created and Presented by:
Beth Gartman, Kyri Harris and Ashley Zomalt

Write down your questions about ADHD
on the index card provided.

Objectives

- Experience ADHD
- The spectrum of ADHD; the three main subtypes
- Understanding the difficulties for a student with ADHD
 - At home
 - At school
- Treatment
- Tips and Strategies for support at Home

Take a look through the eyes of a student with ADHD

For this ADHD simulation activity, you will read a short text. Try to retain key points (like names, dates, and places) without taking notes.

When a blue thought bubble pops up, you must read what is in the thought bubble and then you can go back to the text.

You then will turn to a neighbor and try to name the answers for the short text prompt.

You will have a few minutes to answer those questions.



On July 14th, 1789, the storming of the Bastille took place in Paris, marking a pivotal moment in the French Revolution. The event symbolized the people's uprising against the monarchy. The Bastille, a fortress prison, was a symbol of royal tyranny. Led by a group of Parisians, the attack resulted in the release of only seven prisoners but demonstrated the power of the people.

I wonder if it's
going to rain later?

Did I remember to
do my homework?

Think/Pair/Share

Who knows the answer?

- **Date:**
- **Event:**
- **Place:**
- **Significance:**
- **Key symbol:**

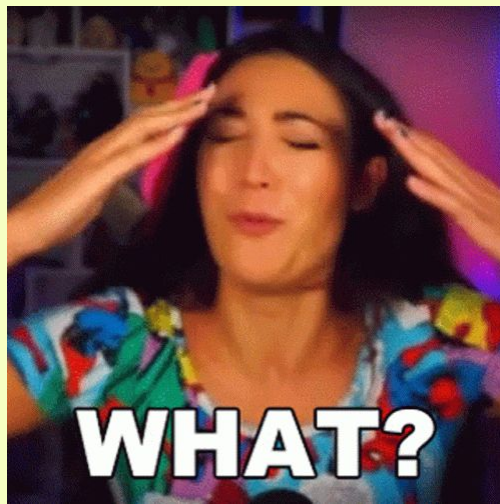
July 14th, 1789

Storming of the Bastille

Paris

Symbolized people's uprising, French Revolution

Bastille = royal tyranny, prison



Activity Reflection

Were you able to get through the reading?

What feelings came up for you? You can shout out the name of an emotion.

Does not having the answers mean that you are lazy, unintelligent or incapable of learning new information?

Not a One Size Fits All diagnosis

- Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder that research shows is genetic.
- It is often first diagnosed in childhood and symptoms usually persist throughout adulthood
- It affects approximately one in ten school-aged children
- Children with ADHD often have difficulty with frustration tolerance, delaying gratification and struggle to pay attention to the “right” thing
- Children with ADHD usually have *inconsistent* attention and focus
 - They tend to “hyperfocus” on tasks or activities they find really interesting
- There are three subtypes

ADHD Subtype 1: Primarily Hyperactive and Impulsive

- A child with this subtype of ADHD often:
 - Feels the need for constant movement
 - Is impatient
 - Fidgets, squirms, and struggles to stay seated
 - Exhibits verbal impulsivity—interrupts others, blurts out answers, and struggles with self-control
 - Struggles to play quietly and/or stay seated when this would be expected behavior
 - Has difficulty reading social cues and may struggle with concepts like sharing and turn-taking

ADHD Subtype 2: Primarily Inattentive

- A child with this subtype of ADHD often:
 - Is inattentive and may appear to be “lost in their thoughts”
 - Has difficulty with the executive functioning tasks of following through with instructions, planning, and initiating tasks
 - Fails to give close attention to details
 - Avoids or is reluctant to engage in tasks that involve sustained mental effort
 - Can be forgetful in daily activities
 - Gets bored easily

ADHD Subtype 3: Combined

- This is the most common type of ADHD. A child with this subtype often:
 - Is both impulsive and hyperactive
 - Has trouble paying attention, daydreams, and is easily distracted.
 - Has many of the characteristics of the previous two subtypes

Understanding ADHD Difficulties

ADHD is closely linked to having executive functioning (EF) challenges.

Executive Functioning is what your brain is doing when you're getting stuff done.

A child with EF challenges may:

- have difficulty with routines
- lose belongings
- have outbursts of frustration
- struggle with managing their emotions
- cannot always read social cues well, especially those that are non-verbal

Moderators of EF:
Working Memory:
how much information your brain can retain and use at any one time
Processing Speed:
how fast (or slow) your brain takes in, responds to, and makes meaning of information



The Howard School's EF Model



What Do EF Deficits Look Like at School and at Home?

- Getting distracted when completing tasks
 - “wait, what was I going downstairs to get?”
- Getting through one step of a three step instruction and forgetting the rest
 - “I am supposed to brush my teeth and what else?”
- Losing essential items needed for school or daily activities
 - “where are my soccer cleats?”



Two Executive Functioning Domains

EFs That Support Self-Regulation:

- Stopping, thinking, and then making a choice
- Affect or control **behavior**
- Help us understand and comply with social expectations
- These EF breakdowns can stand in the way of execution of tasks

EFs that Support Execution of Tasks:

- Planning, completing, and reflecting on a task
- Affects or controls the **completion of tasks**
- Helps us to do what is expected of us
- Can break down at any point of doing a task

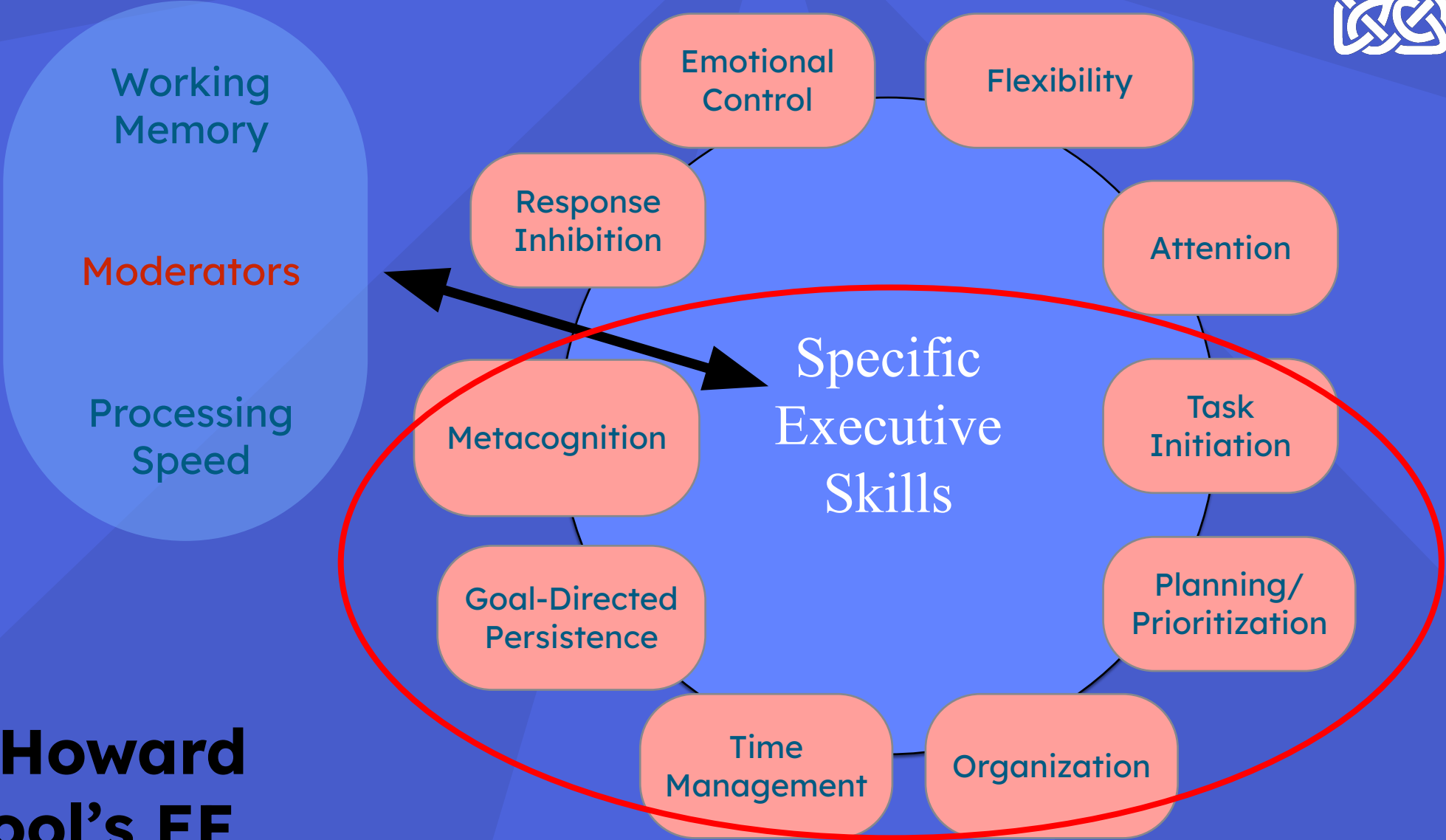
Domain of self-regulation

from Dawson, 2015; Miller, 2019



The Howard School's EF Model

Domain of execution



The Howard School's EF Model

EF deficits → increase the likelihood of academic and social struggles

These deficits:

- May *appear* to be behavioral, emotional, motivational, purely attentional and/or intentional, but they are **not!**
- Can create self-regulation difficulties that interfere with social success
- Can result in production difficulties that interfere with academic success

***A large part of our job at Howard is to help identify
and support these EF deficits in our students***

Effective EF skills → increase the likelihood of academic and social success, including:

- Adequate work production and self-regulation
- Ability to handle multiple demands

Explicit EF support can set children up for success. These skills develop through *modeling, experience* and *practice*.

Treatment

Research demonstrates that the best treatment for ADHD is a combination of therapy/behavioral support and medication management by a skilled pediatrician or psychiatrist. Through proper management of ADHD, we can focus on a strengths-based approach.

Dr. Ned Hallowell, an expert on ADHD, states that when managed well, there are advantages that can be nurtured for children with ADHD:

Distractibility's flipside is curiosity

Impulsivity's flipside is creativity

Hyperactivity's flipside is energy



Treatment: Medication

<https://www.verywellhealth.com/adhd-medication-5210476>

We cannot diagnose nor give medical advice. This is all research based information. Please consult with your medical provider for decisions regarding medication management.



- Types of Medication
- Partnering with the school on Medication Management

Treatment: Psychotherapy

Several psychosocial interventions have been shown to help manage symptoms and improve functioning.

- **Behavioral therapy**
- **Cognitive behavioral therapy**
- **Family therapy and Parental Support**



Treatment: Quick Tips

- ❖ **Quick Tips to Validate and De-escalate**
- ❖ Take a breath
- ❖ Practice Empathy: consider possibilities for your child's behavior
- ❖ Address basic needs (Are you hungry, tired or overwhelmed?)
- ❖ It's ok to take a break



ADHD in the Classroom

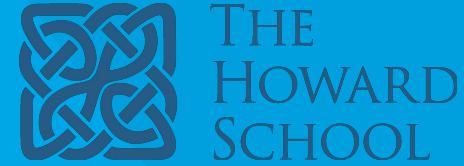
- **Inattention:** Difficulty paying attention
- **Hyperactivity:** Showing too much energy or moving and talking too much
- **Impulsivity:** Acting without thinking or having difficulty with self-control



Classroom Strategies

- Spark Breaks
- Differentiated Learning (Learning Profiles, Utilizing Psych Ed. Evals to support student learning)
- Differentiated Seating (Bouncy seats, moving stools, etc.)
- Using technology to support with tasks (AT)
- Allowing breaks
- Break out spaces for students
- SLP support with EF skills
- OT to support emotional regulation
- Counseling to offer impulse control amongst other EQ skill development

Strategies to Use at Home



- Know and highlight your child's strengths (activity)
- Structure
 - Study location/ environment
 - Time
- Executive functioning skills
- Give instructions one at a time
 - Build to multi-step instructions with numbering
- Ask your child to repeat the directions back to you
- Mindfulness techniques
 - Deep breathing
 - 5-4-3-2-1/ grounding technique

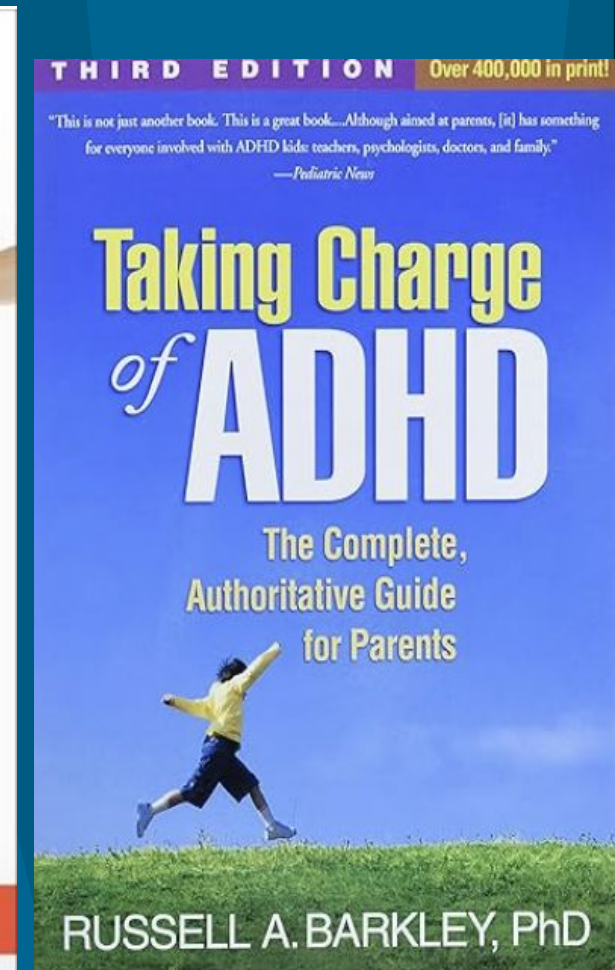
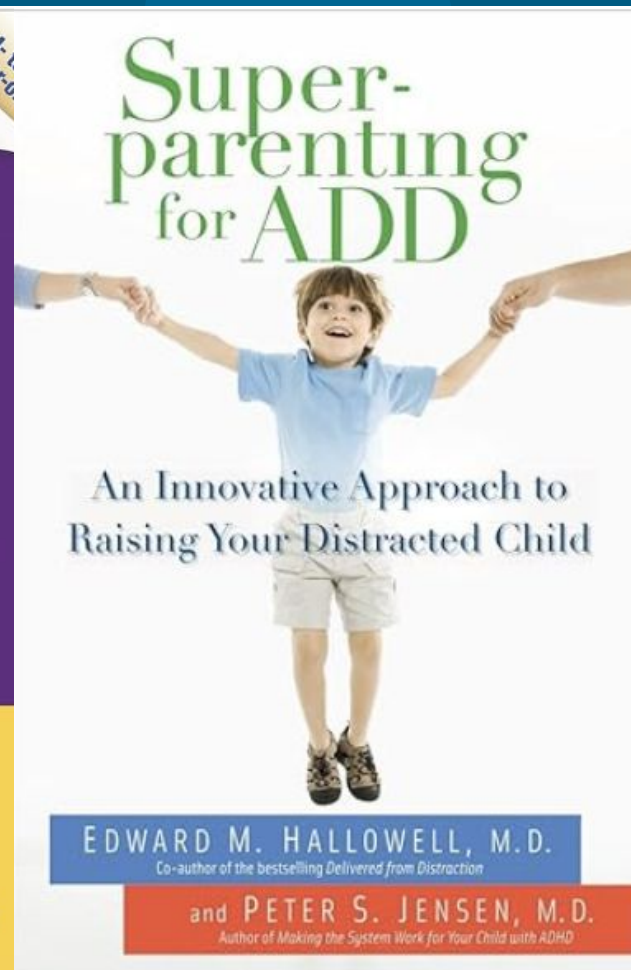
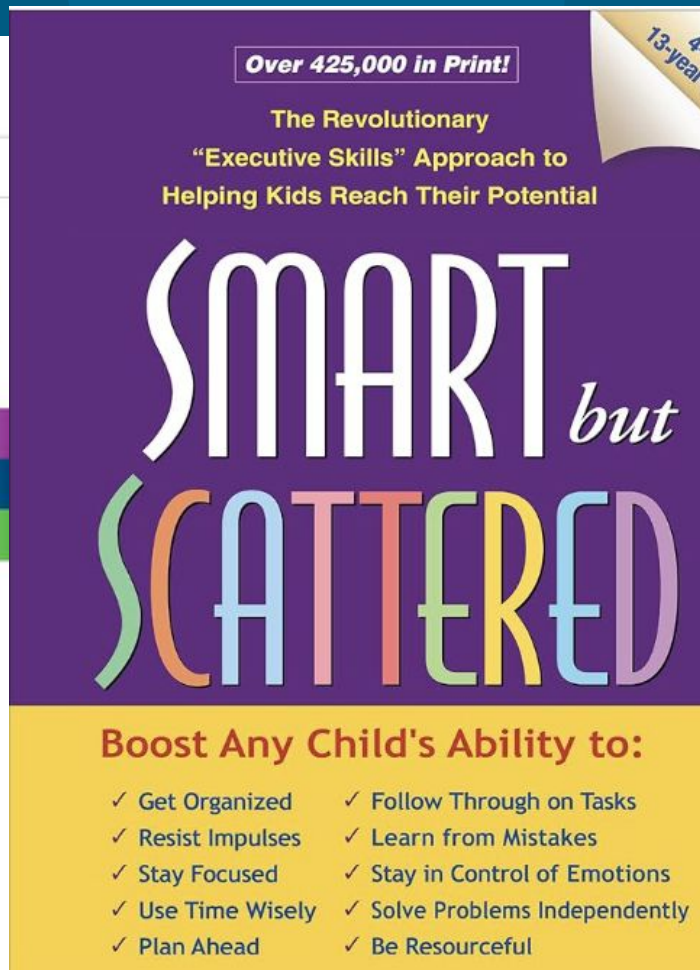
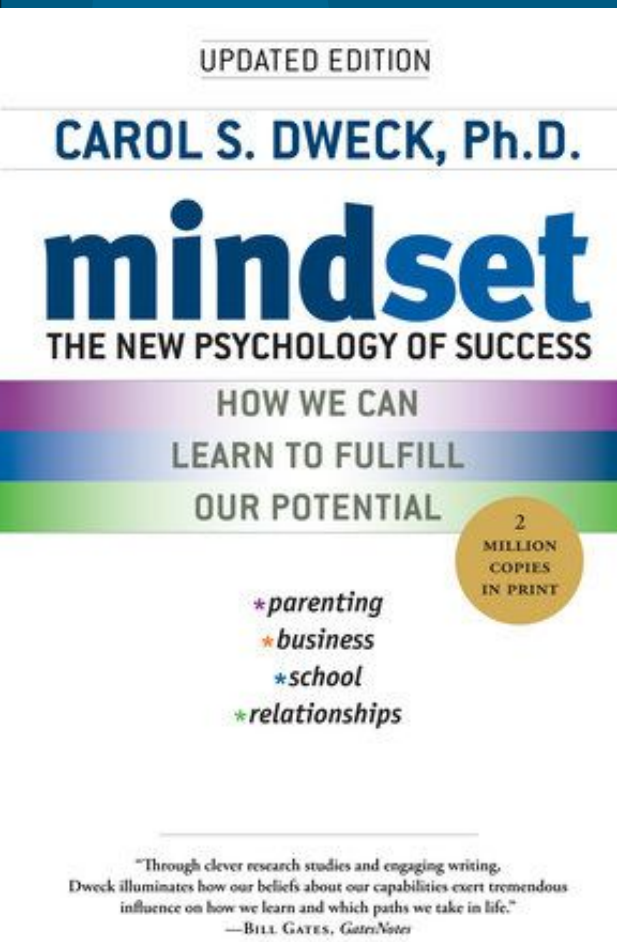
Practice Builds Progress

- Build self-esteem
 - Stop the shame spiral
 - Embrace what makes them different
- Fidgets and mindfulness
- Physical activity
- Practice school strategies at home
 - Ask for your child's attention
 - Speak quietly
 - Minimize distractions
 - Use wait time
- Tell don't ask
- Implement boundaries with screen time

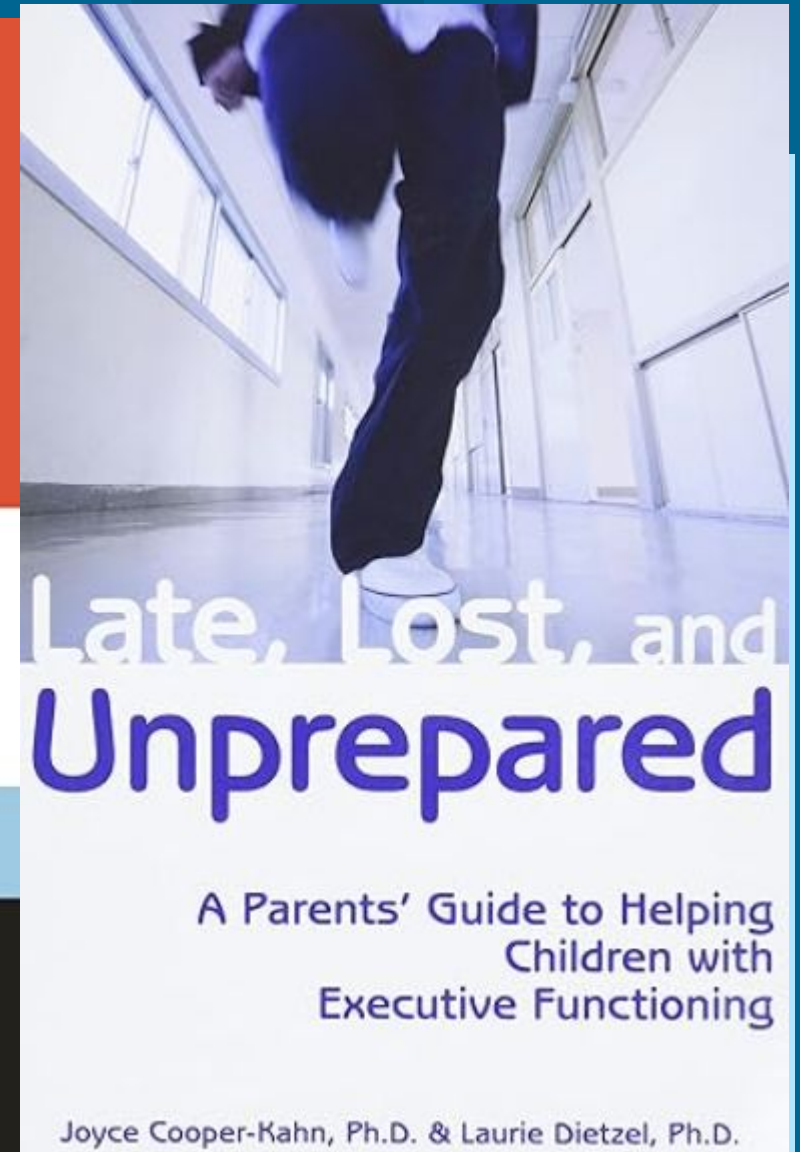
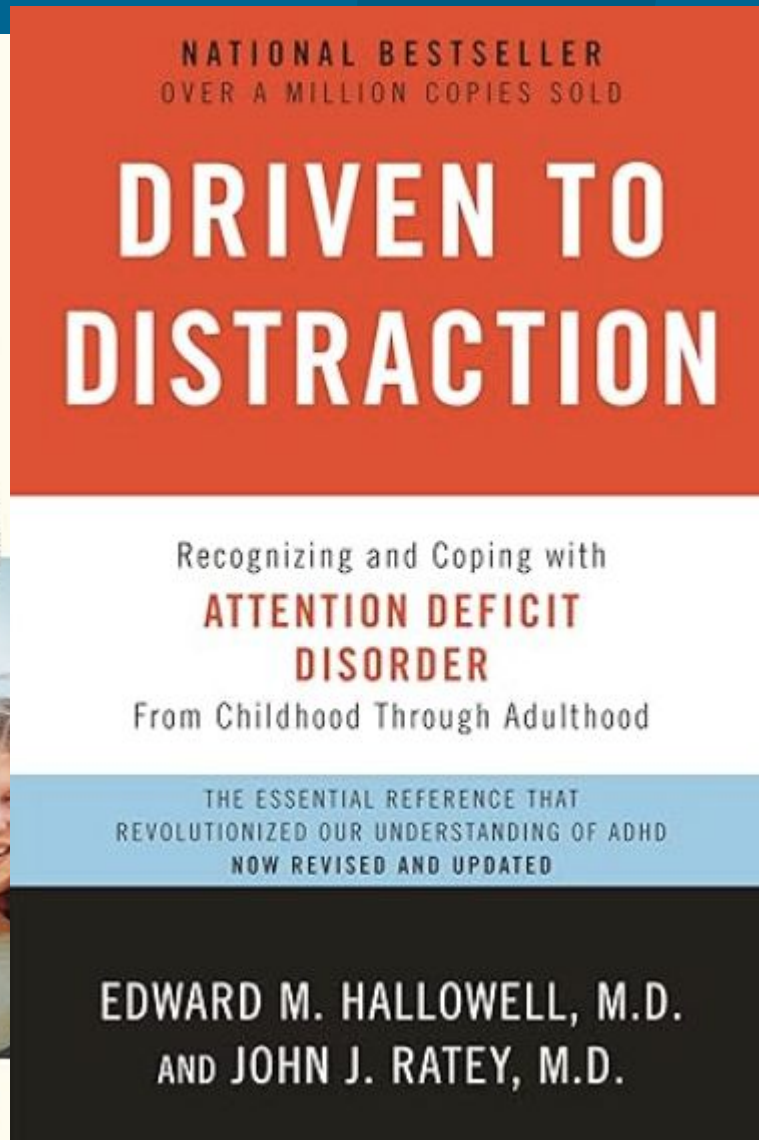
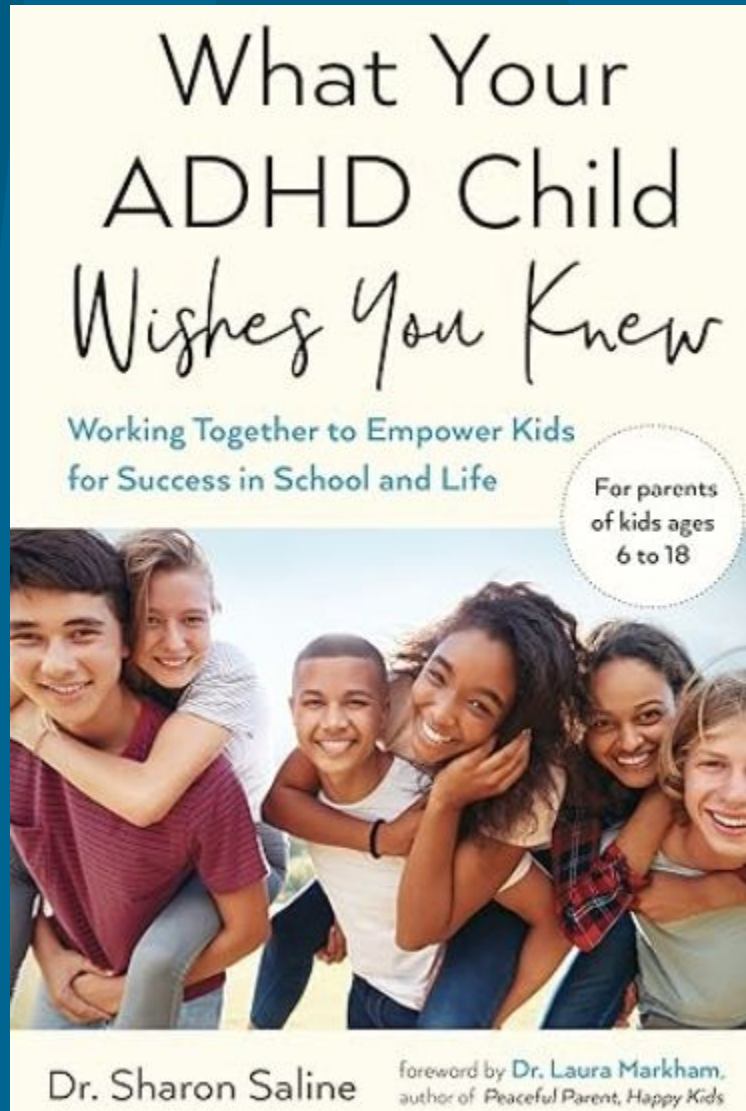
Things to try at Home (Handouts)

- Strengths Chain
- Growth Mindset Action Plan
- 15 Growth Mindset Questions
- Why I Can Do This
- Tips for Parenting a Child with ADHD

Books and workbooks



Books and workbooks



Resources

- [Parenting a Child with ADHD](#)
- [Complete Guide to ADHD](#)
- [ADHD: Ways to Help Your Child at Home](#)
- [Helping Your Kids Find the “Awesome” in ADHD](#)
- [Understanding ADHD](#)
- [Understood.org article about Learning Differences and Attention Challenges Through Your Child’s Eyes](#)
- [What is ADHD?](#)
- [Dr. Hallowell](#) - resources, books and a blog from one of the leading experts in ADHD
- [ADHD in teens](#)
- [Helping Kids Who Struggle with Executive Functions](#)
- EF Strategy List

Questions

