ADHD
Melissa George, Caleb Adams, Alensia Morris
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Mrs. Stegall
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ADHD Defined:

ADHD is “a condition of hyperactivity, impulsivity, and inattention, or “other health impairments” in which the federal government would define it as. ADHD is commonly known as ADD, or attention deficit disorder, but the correct term is actually attention deficit hyperactivity disorder. ADHD is not a separate disability category under IDEA which is probably why is it easily misunderstood. Nearly everyone, including adults and children can exhibit the behaviors of inattention, excessive activity, or impulsivity, but it needs to be persistent. Another important thing is that not all students with ADHD qualify for special education services. In order for them to receive special education services, the condition has to cause school failure so they can also receive accommodations.

Characteristics of ADHD:

- Hyperactivity:
  - Fidgets with hands or feet or fidgets in chair
  - Difficulty remaining seated
  - Talks excessively
  - Interrupts or intrude upon others
  - Acts as if driven by a motor

- Impulsivity:
  - Runs about or climbs excessively
  - Blurts out answers before question has been completed
  - Has difficulty waiting or taking turns

- Inattention:
  - Fails to give close attention to details or makes careless mistakes
  - Loose things
  - Does not appear to listen
  - Easily distracted
  - Is forgetful in daily activities
Evidence-Based Strategies:

1. Evaluate the child's individual needs and strengths
   - This is to classify the strongest and weakness subjects so that the student can focus more and retain more information.

2. Medication
   - Make sure the child has the proper dosage. Not all medicines will work the same for all people.

3. Setting learning and behavior expectations
   - You must make sure the child knows what is expected of them from the very beginning of the school year. Make sure all standards are achieved throughout the year.

4. Simplify instructions, choices, and scheduling
   - When instructing children with ADHD you must be very specific and follow a set timeframe.

5. Supports students participation
   - Have a system of reward for frequent participation.

6. Lower noise level
   - Maintain control of your class at all times and stress the importance of respecting others in class by keeping noise levels down.

7. Help students focus
   - Try to avoid distractions, keep classroom free of unnecessary clutter

8. Time management
   - Keep students on task and have a timer in the classroom

9. Organization skills
   - Color-coded folders, color-coded arithmetic signals, and graphic organizers.

10. Integrate appropriate practices within an IEP (Accommodations)
    - Work with resource teacher, provide necessary accommodations.

11. Use assistive technology
    - Use iPAD and tablet technology. Recording devices and headphones.
12. Self-Management or Self-Regulation
   • Goal setting

13. Collaboration
   • Work with Occupational therapists, resource teachers, and parents to find a plan that will work best for your students.

14. Phonics/Games
   • Mnemonics, board games, and computer games,

15. Subject Comprehension skills
   • Be ready to provide additional help to your students. There are many resources and websites at your disposal.
Websites:

1. www.helpguide.org/mental/adhd_add_teaching_strategies.htm
   - This website is a great resource for educators and future educators. It is a helpful guide that has different teaching strategies and how they can help you better reach your students that have ADHD. This website is very thorough in presenting different strategies that will help you be the most effective teacher possible. The website goes from teaching strategy to teaching strategy and even separates the suggested teaching strategies by subject.

2. www.ehow.com › … › Special Education › Students with ADHD
   - This website has so many classifications of teaching strategies to help students not just with ADHD, but every type of child. On this website you can type any type of educational struggle and any helpful information. On this site, there are ADHD teaching strategies that can be found under Special Education but can also be found if you enter ADHD. We picked this website because it is very easy to navigate and can be a resource for any educational questions that teachers, parents, or students might have.

3. www2.ed.gov/rschstat/research/pubs/adhd/adhd-teaching_pg2.html
   - This website is a great resource for teachers, parents, and families. This website suggests different instructional strategies for families with children who have ADHD. It also has a list of signs to look for if you think your child or student may have ADHD. This is a resource that can answer many questions about how to start a new lesson and strategies of how to best teach and interact with a child who has ADHD.

   - This is a great resource website about ADHD. This website lists the following: symptoms, assessment, medication, and schools. There are a few others but we got a lot of information just on these items. By looking at the assessment and symptoms we got a basic definition and many ways to work through ADHD.

- There also were two YouTube videos we watched on ADHD; one in class and one outside. This video was the one in class and it had a bunch of ways to help students with ADHD in the classroom. Things like fidget tools were enforced in this certain teacher’s classroom. The other video gave information on how to assess people with ADHD and accommodations to help people with ADHD.
Reflection/Conclusion

ADHD is becoming more and more common in classrooms today. We, as educators of knowledge, values, and community, need to be aware of these particular students so that we can give them all that we can for them to succeed. ADHD students should be kept in the least restrictive environment, (LRE) or general education (GE) classroom. Not only do we need to provide for their academic support, but their social and behavioral support as well, since they clearly experience difficulties in those areas. In fact, studies have shown that children with ADHD often make significantly better progress when the classroom is thoughtfully structured—that is, in an organized setting with clear rules and limits; immediate, appropriate enforcement; and predictable routines. In order to accomplish this, you want to use traditional seating for example (desks facing the front) so there are less distractions. Also, the smaller the class the better so you can more easily give the student or students more individual support. A lot of the strategies discussed can also help other students in the classroom, as well as students with ADHD, so you should be able to have a working environment as long as we incorporate these kinds of strategies. As a teacher, we want to also be aware of the characteristics of students with ADHD so we know how to address any issues and work with them so they can be that exceptional learner. There is always more help you can get with that by meeting with other teachers, counselors, parents, and even visiting other classrooms. As a teacher, you also want to be encouraging to all students, flexible with your schedule for any kind of accommodations, knowledgeable of these students, and comfortable for sharing any ideas or accepting any ideas from outside your own classroom. Taking all of that into consideration will not only help you as a teacher, but will help your student(s) learn and succeed hopefully inside and out of the class.