

Special PASS 39 Presentation February 26, 2014
MEC Center 7:00 p.m.
Best Practices for the Student with ADHD
presented by a Panel of District 39 Staff

Learn and discuss the following strategies:

Process to determine classroom placement

Effective classroom strategies for challenging and motivating the learner

Homework management tools and techniques

Problem solving steps to challenges and disagreements

Pass 39 ADHD

Process to determine classroom placement

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Pass 39 ADHD

Effective Strategies for the Classroom and Panel Discussion

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How Do We Start?

- Establish open communication with parents to learn about child's:
 - Strengths, weaknesses, interests outside of school
 - Ways information will be shared
 - Teaching methods that have worked in past
- Establish a relationship with child and ask about:
 - Interests, hobbies, learning style
- Team collaboration to provide aligned supports

Classroom Strategies That Benefit Students With ADHD

Many strategies benefit ALL students

- Establishing a welcoming classroom culture
 - Classroom setup naturally embedded and accessible to all
 - Teacher Attitude: Positive, belief in child
 - Class Meetings
 - Collaborative problem solving using peers
 - Clear Expectations
 - Ownership
 - Specific praise- positive feedback must outweigh corrective
 - Praise effort rather than intelligence
 - Voice on/Voice off, 5 star listening, SLANT

Classroom Strategies That Benefit Students With ADHD

- 1,2,3 Magic
 - Warnings given with opportunities to correct
 - 3-5 minutes of reflection upon receiving a '3'
 - Re-entry into activity
- Physical Classroom Set-Up
 - Private offices, access to quiet work space
 - Designated break areas and sensory station
 - Flexible seating options- ball chair, seat cushion, standing
 - Preferential seating- away from distraction, oriented towards instruction, near positive peer influences

Classroom Strategies That Benefit Students With ADHD

- **Class-Wide Sensory Strategies**
 - Movement activities and breaks
 - Fidgets, therabands
 - ball chairs, seat cushions
 - Weighted pillows, vests
- **Organizational Systems**
 - Desk drawers
 - Color-coded materials
 - Rush Binder, One-Touch
 - Assignment notebook organization

Classroom Strategies That Benefit Students With ADHD

- Differentiation
 - Quantity
 - Extra credit
 - Same appearance, different components
- Explicit teaching for executive functioning skills
 - Active listening
 - Time management
 - Following written directions - CUCC
 - Test taking strategies
 - Study skills training









Strategies for Students with ADHD Requiring More Support

- Visual Supports
 - Task and routine checklists: objects, pictures, lists
- Schedules
 - Visual schedules, reviewed throughout day
 - Alert or prep student for schedule changes
- Individual Routines
 - Scheduled breaks- squeeze machine, heavy work, errands
 - 1:1 check-ins with teacher or LBS
 - Morning, afternoon, lunch, following recess

Reading Class Agenda:

1. Hand in homework
2. Get assigned reading
3. Read _____
4. Complete worksheet
5. Discuss with teacher
6. Write down homework assignment



Period	Finished	Class
1		Functional Skills (Brewer) 
2		Reading (Brewer) 
3		Cooking Class (Leahy) 
4A		Social Skills (Brewer) 
L		Lunch 
4A		Math (Brewer) 
5		Weight Training (Purcell) 
6		Job Skills 

Strategies for Students with ADHD Requiring More Support

- Increased Organizational Supports
 - Teacher/Parent signatures
 - LBS/Teacher check-in, check-out system
- Accommodations for task initiation, sustained work, task completion
 - Boxed-in choices: location, modality, duration
 - If...Then
 - Tie tasks to student interests, play to student strengths
 - Visual timers, break cards- student-directed breaks
 - Gain attention prior to giving directions, have student repeat
 - Give students active roles in lessons- assigns meaningful purpose
 - Student/Teacher developed nonverbal signal/visual cue
 - Post-it communication

Strategies for Students with ADHD Requiring More Support

- Academic Accommodations
 - Alter mode of completion
 - Dictation, oral responses, shared with adult
 - Alter visual presentation
 - Tracker, limit visual field, reduce quantity on page
 - Frequent interactions with text
 - Post-its, discussion, stop and think
 - Models of final product
 - Materials
 - Various paper, graphic organizers, graph paper
 - Rubric for expectations
 - Technology

Self-Regulation Strategies

- Learning to identify feelings, emotional/physical levels or triggers
 - Second Step
 - Incredible 5 point scale
 - Zones of Regulation
 - Social Thinking “Super Flex”
- Begins with identifying current state
- Leads to pairing strategies for self-regulation that tie to current state

Self-Management and Self-Advocacy

- Positive Behavior Support Plans
 - Identify target behaviors
 - Student participate in development of plan to increase ownership
 - Tie to incentives
 - Student select incentives - change often to avoid boredom
 - Focus on time rather than tangible objects
 - Goal Setting and Reflection
 - Daily student goal setting
 - Student self-reflection, or teacher/student side-by-side evaluation
 - Home/school communication

Self-Management and Self-Advocacy

- Keys to a Successful Plan
 - Set attainable benchmarks for students to feel successful
 - Increase over time
 - Student-graphed progress
 - Give students multiple chances to earn
 - Increase length of intervals with student success
 - Give students an opportunity to correct and try again
 - Avoid 'all or nothing' scenarios
 - Student advocacy training can lead to student-led IEPs or participation in student-led parent/teacher conferences

Homework Strategies

- Take-home folder - Elementary
- Take-home folder/Binder - Middle school
 - Frequent clean out
- Teacher website-scheduled check every day
- Ownership on student for communication with teacher and self-advocacy at middle school level
- Break down long-term assignments
- Plan out the week in advance
- Designate quiet homework space
- Set timers, provide breaks

Student Centered Home-School Problem Solving

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Feb. 26, 2014

Step 1

- Recognize the shared common goal - to provide the best education and services for your child

Stay Child Focused

Step 2

- Whenever you are uncomfortable or have a feeling things are just not right

Communicate

Step 3

- Seek information from school personnel involved and “in-the-know”

LBS

Related Service Providers

Classroom teacher

Step 4

- Still unsettled.....

Ask for a meeting

Step 5

- Give it some time (but not too much)

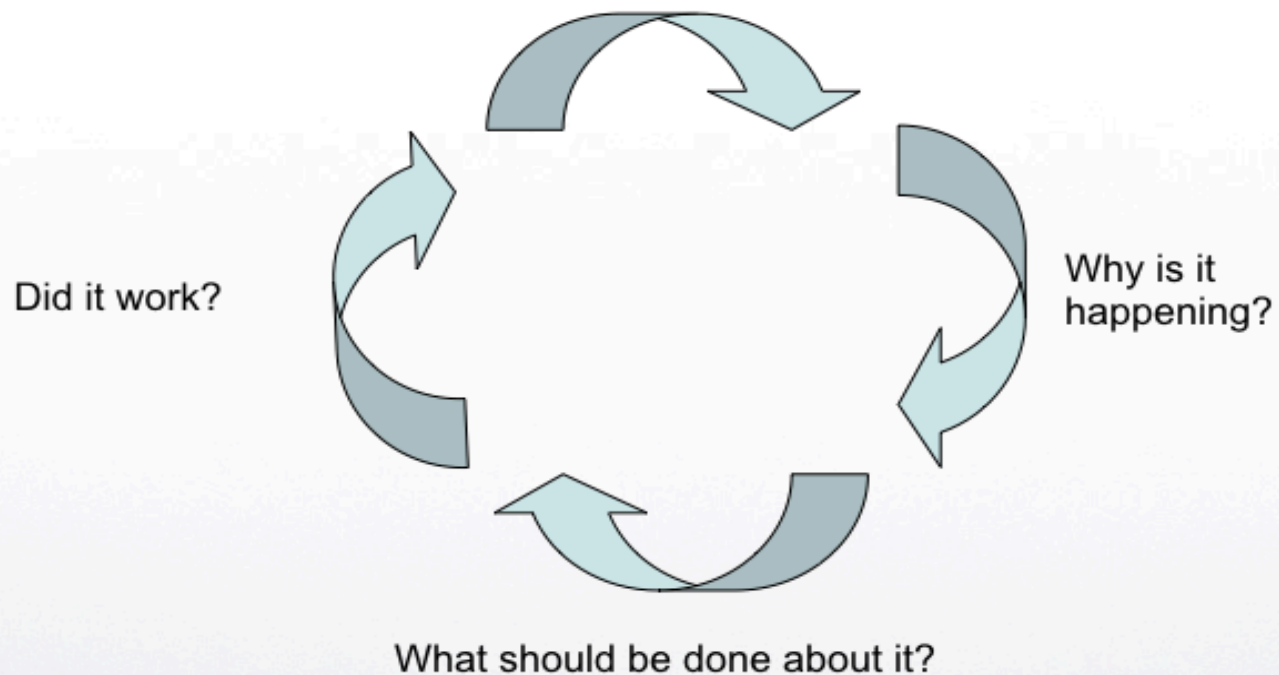
Step 6

- Still unsettled

Involve others

TEAM APPROACH

What is the problem?



STUDENT CENTERED

Parent

Administration

LBS

Student

Support Staff

General Ed Teacher

