

# Recognizing and Managing ADHD/ADD in the classroom

An In-service for Teachers and  
Paraprofessionals



“Maybe you know my daughter. She’s the one who never stops talking. She says the first thing that comes to mind. She can’t remember a simple request. She’s the girl who is very emotional and seems to always be moving. She could do the work if she really tried”

Or so her parents have been told over and over.

# Why are we here?

- To review the facts of ADHD/ADD
- To identify the observable behaviors that might be indicative of ADHD/ADD
- To understand and recognize ADHD behaviors in adolescents
- To recognize co-existing conditions often seen in children and adolescents with ADHD

# Why are we here?

- To discuss appropriate communication strategies for reporting observations to parents with an emphasis on cultural competence
- To review the teacher and paraprofessional's role on the ADHD T.E.A.M.
- To discuss helpful classroom management strategies

# ADHD/ADD Facts and Fiction

- Teaching strategies that are good for ADHD students will benefit all children.

True ?

or

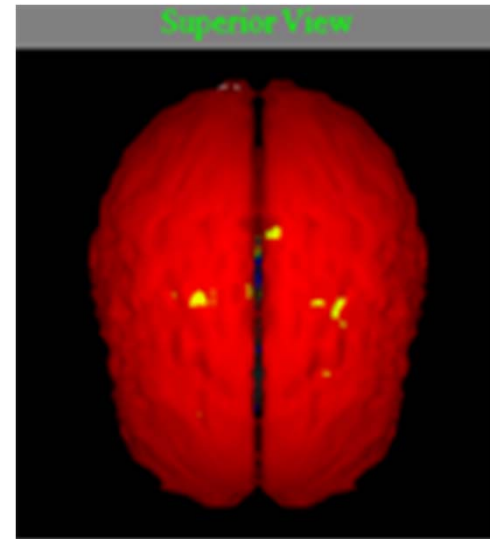
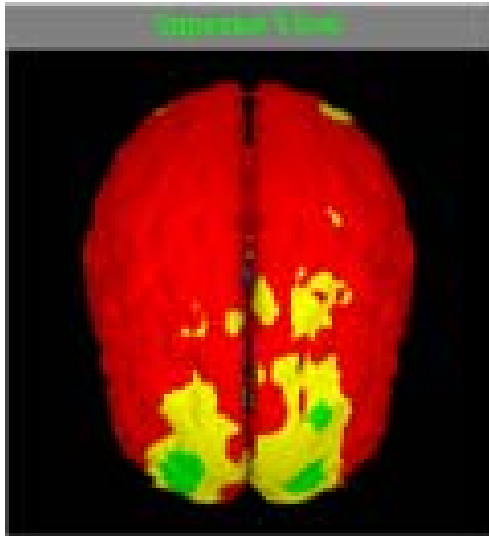
False?

**Answer:** True! These techniques are good teaching practices.

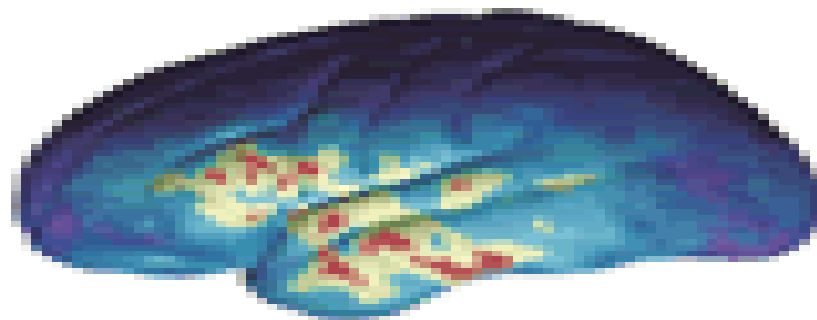
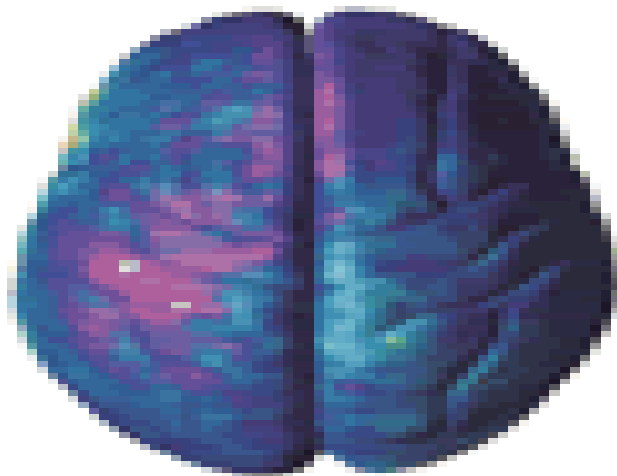
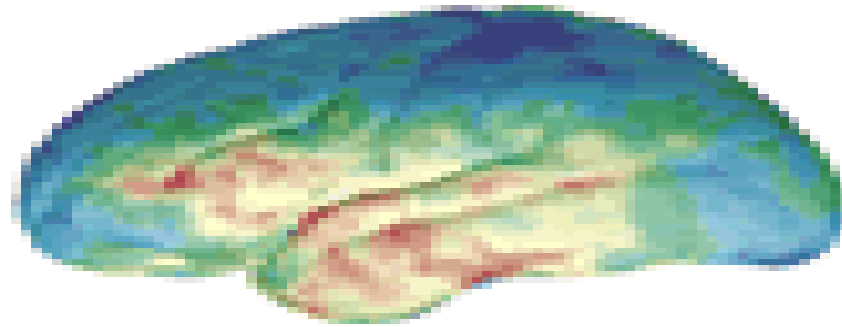
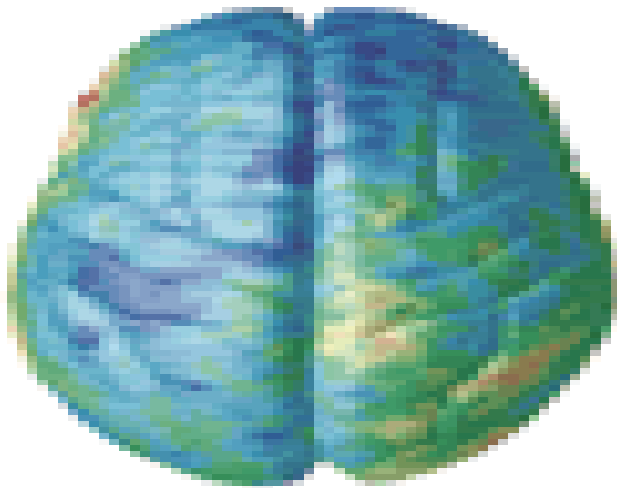
# What Is ADHD/ADD?

- A) A vague disorder that is not well documented nor reliably diagnosed
- B) A problem caused by a permissive society
- C) A disorder of the brain with well documented diagnostic and treatment guidelines
- D) A behavioral problem caused by poor parenting

# ADHD brain vs. Normal



# ADHD/ADD brain vs Normal brain





# Which Brain Do You Want?

Normal



ADHD



schizophrenic



## Myth: ADHD is a result of Poor Parenting or a Permissive Society

- Otherwise known as “What that kid needs is a good spanking!”
- **FACT-** ADHD has been recognized by the US Department of Education, National Institutes of Health, The US Congress, the US Centers for disease Control and Prevention, and all major medical and psychiatric, psychological, and educational associations as an impairing disorder

## MYTH:ADHD is a result of Poor Parenting or a Permissive Society

- **FACT- ADHD is a behavioral disorder with multiple possible etiologies or causes**
  - **Neurobiological- neurochemical imbalances in the brain (dopamine and norepinephrine)**
  - **Genetic**
  - **Environment**

# Who is Affected by ADHD?

- A) White male children
- B) School-aged children of all races and cultures
- C) Adolescents and girls
- D) Adults
- E) All of the above

## Myth: ADHD is a Disorder in White Male Children

- FACT- Approximately 7% or 1.6 million school-aged children are diagnosed with ADHD
- FACT- ADHD affects children of all races and cultures
- FACT- ADHD is significantly under-diagnosed in girls due to lower levels of anti-social behavior

# Is ADHD/ADD Over-Diagnosed???

A) Yes

B) No

# Myth: ADHD is over-diagnosed

- FACT- 3.5 million children meet criteria for ADHD; only 50% are diagnosed and treated
- FACT- 57% of children with ADHD receive accurate diagnosis
- FACT-Overall parental knowledge about ADHD among African-American parents may play an important role in delaying diagnosis

## The Societal Burden of not Treating ADHD/ADD

- 30% of these children are placed in special education
- 30% repeat a grade
- 25% are expelled from school as adolescents
- 26% are arrested
- 55% if untreated, grow up and become substance abusers
- They engage in other high risk behaviors, such as promiscuous sex, criminal behavior and reckless driving



# Summary

- There are many myths surrounding ADHD/ADD
- Left unrecognized and untreated, ADHD can place a significant burden on families and our society- the cost is immeasurable
- Recognition of ADHD behaviors is the beginning of the ADHD management journey

# Recognizing ADHD/ADD behavior

- Hyperactive/impulsive type of ADHD
- Inattentive type of ADHD
- Combined type

# Recognizing ADHD

## Hyperactive/Impulsive Type

- Can't sit still
- Pacing, tapping feet, drumming fingers
- Restlessness
- Fidgets with hands
- Makes inappropriate or odd noises
- Roams
- Intrudes in other people's space
- Talks excessively

- Blurts out answers, often inappropriately
- Has difficulty with raising hand and waiting to be called on
- Often interrupts
- Can't keep hands to self
- Wants things NOW!
- Breaks things
- Spills things

# Recognizing ADHD/ Hyperactive/Impulsive type

- Knows the rules and consequences and repeatedly makes the same mistake
- Gets into trouble because they cannot “Stop and Think”
- Begins tasks without waiting for direction
- Hurries through tasks (particularly boring ones)

- Does not take time to correct work
- Easily angered
- Moody
- Easily frustrated
- Loses control easily
- Difficulty with change
- Immature social skills
- Can't work for long-term goals or payoffs

## Recognizing ADHD/ADD Inattentive Type

- Doesn't seem to listen
- Has difficulty following directions
- Has difficulty sustaining attention on work requiring mental effort
- Often loses their place when reading
- Forgets what they are reading and needs to reread frequently

- Tunes out and appears spacey
- Appears to be daydreaming
- Can't get started on tasks
- Incomplete assignments
- Gets bored easily
- Often sluggish

# Recognizing ADHD/ADD Inattentive Type

- Makes careless mistakes with math computation, spelling, written mechanics or capitalization and punctuation
- Poor study skills
- Inconsistent performance
- Does homework but forgets to turn it in

- Disorganized
- Loses things. Can't find papers, books etc.
- Desk, backpack, locker, room may be a total mess
- Little or no awareness of time
- Forgetful
- Difficulty remembering

# Recognizing ADHD/ADD in Girls

- What do ADHD girls look like?
  - Hyper-talkative, Hyper-social, hyper-reactive
  - Silly, show off
  - “Boy –crazy” or more interested in playing boys’ games than girls’ games
  - Internal restlessness (fidgeting, hair twirling, cuticle picking)
- Inattentive behavior
  - Shy, Daydreamer
  - Easily overwhelmed
- Passive academically

## Girls often overlooked when diagnosing ADD

Girls are most often the inattentive, shy, daydreaming, type of ADD. This type is very passive and doesn't cause us problems, but they don't succeed in school. We call them airheads, flaky, "dumb blondes".



# Do Children with ADHD outgrow it?

- A) Yes
- B) No

# Myth: Children Outgrow ADHD

- Fact- Childhood ADHD persists into adolescence and often adulthood
- Fact- 6% prevalence in adolescents and up to 5% prevalence in adults

# Recognizing ADHD in Adolescents

- Hyperactivity may be less obvious
- Inattentive behavior
- Academic underachievement
- Poor concentration
- Impulsivity
- Poor organizational skills
- Impaired sense of time

# Recognizing ADHD Co-Existing Conditions

- Over 50% of adolescents with ADHD have co-existing conditions
  - 50% Oppositional Defiant Disorder or Conduct Disorder
  - 40% Anxiety
  - 20% Depression
  - 30% Substance Use Disorder (SUD)
- Approximately 50% of children with ADHD have a learning disability

# Recognizing ADHD Conduct Problems

## Conduct Disorder

### Aggressive behavior

- Fights
- Commits Assaults

### Nonaggressive behavior

- Lies
- Steals
- Truant

## Oppositional Defiant Disorder

- Easily annoyed
- Defiant of Authority
- Failure to comply with adult requests
- Bullying Behavior
- Blames others

# Summary

- ADHD/ADD has many faces
- Boys are recognized earlier than girls
- Recognizing inattentive type tends to be harder and is more common in girls
- Teachers need to be aware that adolescents face additional challenges
- Communication of observed behaviors is a critical role the para and teacher play on the team

Managing ADD/ADHD

# ADHD/ADD Management The Role of the Teacher and Para Educator

# The T.E.A.M. Approach to ADHD

Together Everyone Achieves Management

- The ADHD T.E.A.M.
  - ❖ Child
  - ❖ Parent/caregivers
  - ❖ Teacher and Para educators
  - ❖ Other School Personnel
  - ❖ Physician
  - ❖ Mental Health Professional



# The ADHD T.E.A.M.

## The Role of the Teacher and Para

- Imperative to recognition
- Reports observations to parents
  - Parent relies on educators' observations to determine effectiveness of medication
  - Need for behavioral interventions determined through observations.
- Initiates referral
- Works with child/parent to provide specialized education
- Serves as advocate for child

# Diagnosis Of ADHD

The role of the teacher and Para educator

- Taking the first steps
  - Academic interventions
  - Classroom management techniques
  - Documentation-If it is not in writing, it does not exist! Para educators can be essential in accurate documentation of observable behaviors.
  - Check with your administrator regarding district policies and discussions with parents

# Best Practices

- Exercise 1: Share examples of initiating discussion with parents

# Cultural Competence

- The US Department of health and Human Services defines cultural competence as: An acceptance and respect for differences, a continuing self-assessment regarding culture, a regard for and attention to the dynamics of difference, engagement in ongoing development of cultural knowledge, and resources and flexibility within service models to work towards better meeting the needs of the diverse population

# Cultural Competence

## Debunking Myths

- Cultural competence means debunking the myths and misconceptions that continue to hinder proper diagnosis and treatment of disease... Cultural competence involves being willing to explore different ways to reach people and thereby increase their health awareness

# Cultural Competence

## Examples of How Culture Counts

- Culture and social factors are associated with the causation of mental illness (varies by disorder)
- Ethnic and racial minorities in the US face a social and economic environment of inequality that includes greater exposure to racism, discrimination, violence, and poverty

# Best Practices

- Exercise 2: Communication openly is the key element to cultural competence. Please share cultural differences among yourselves, paying particular attention to how your culture or religion would respond to a child suspected to have ADHD/ADD

# What is the importance of Cultural Competence?

- Barriers to access
  - ❑ Cost
  - ❑ Fragmentation of services
  - ❑ Lack of Availability of Mental Health services
  - ❑ Less access to mental health services
  - ❑ Societal stigma
  - ❑ Less likely to receive treatment



# Best Practices

- Exercise 3: Share examples of cultural differences and how to overcome them when communicating with parents of a different race or culture from yourself

# Diagnosis of ADHD/ADD

## The School's Role

- Referral
- Evaluation
- Eligibility
- Placement
- Instruction
- Goals and objectives
- Annual review

# Individuals With Disabilities Education Act (IDEA)

- Free Appropriate Public Education (FAPE)
- Appropriate evaluation
- Individualized Education Plan (IEP)
- Least Restrictive Environment (LRE)
- Parent/student participation
- Procedural safeguards
- Serves children ages 3-21

# Section 504 of the Rehabilitation Act of 1973

- Protects students with ADHD, even those who do not meet eligibility criteria under IDEA
- Can include classroom accommodations, instructional adaptations, and test modifications

# Initial Evaluation

## The role of the teacher

- The evaluation determines if the child has a disability and needs special education and related services
  - Teacher presents level of performance and educational needs
- The evaluation results will determine eligibility and will be used to develop and Individualized Education Plan (IEP) or 504 Plan

# Determine IEP Goals

- Present levels of educational performance
- Measurable annual goals including benchmarks or short-term objectives related to needs
- Special education and related services
- Extent the child will not participate with non-disabled children in regular classes
- Modifications

# Functional Behavioral Assessment (FBA)

- Useful for those ADHD students whose behaviors are affecting school performance
- Assesses why a child behaves as he/she does, given the nature of the child and what is happening in the environment

# Positive Behavior Intervention Plan (+BIP)

- +BIP is based on results of the FBA
- Developing the +BIP
  - Prevention
  - Teaching new skills
  - Prevent reinforcement of problem behavior
  - Increase reinforcement of desired and replacement behaviors
    - Positive reinforcement
    - Negative reinforcement



- The teacher's role in recognizing ADHD behaviors is important and can lead to referral
- Cultural sensitivity or competence is important for recognition
- The Para is an essential part of the observation and services
- Once referral<sup>s</sup> underway, the teacher plays a large part in the assessment process for IDEA or 504 eligibility
- The teacher's active input on the IEP and FBA, if needed, can significantly lead to successful management

# ADHD Treatment and Management

Does Stimulant Medication put a child or adolescent at risk for drug abuse?

- A) Yes
- B) No

# MYTH: Stimulant Medication Causes Addiction

- FACT – 50 years of research has shown that stimulants are therapeutic and do not cause drug addiction when used appropriately
- FACT – Proper treatment of ADHD with stimulants can lead to a lower risk of the patient abusing alcohol and other drugs

# ADHD Treatment

## Stimulant Medication

- Clinical benefits of stimulant medication
  - Reduces core symptoms of disorder
    - Inattention
    - Impulsivity/Hyperactivity
  - Improves associated features
    - Academic performance
    - Interactions with parents and teachers
    - Improves social behavior with peers
    - Improves aggressive behavior

# ADHD Treatment

## Stimulant Medication

### Clinical benefits of stimulant medication

- Reduces core symptoms of disorder
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- Improves associated features
  - Academic performance
  - Interactions with parents and teachers
  - Improves social behavior with peers
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# ADHD Treatment

## Stimulant Medication – Sustained Release

Active Ingredient	Brand Name
Methylphenidate	Concerta <sup>®</sup> Ritalin SR <sup>®</sup> Ritalin LA <sup>®</sup> Metadate ER <sup>®</sup> Methylin ER <sup>®</sup> Metadate CD <sup>®</sup>
Dextroamphetamine/ Levoamphetamine	Adderall XR <sup>®</sup>
Dextroamphetamine	Dexedrine Spansule <sup>®</sup>

# ADHD Treatment

## Stimulant Medication – Immediate Release

Active Ingredient	Brand Name
Methylphenidate	Ritalin® Methylin® Focalin®
Dextroamphetamine/ Levoamphetamine	Adderall®
Dextroamphetamine	Dexedrine® Dextrostat®



# Non-stimulant medication

- Active Ingredient

- Atomoxetine

- Brand Name

- Strattera

# Summary

## T.E.A.M. Communication

- Ongoing consistent communication with parents
  - Notes in agenda book (homework)
  - Phone or E-mail (ongoing observations)
- Collaborative effort with in-school team
- Annual Review
  - Revise the IEP and +BIP if needed

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Girls are most often the inattentive, shy, daydreaming, type of ADD. This type is very passive and doesn't cause us problems, but they don't succeed in school. We call them airheads, flaky, "dumb blondes". Often they are overlooked because they cause no problems in school, appear to be paying attention to every word the teacher is saying. However, if you ask them what was going on, they say, "I don't know, I was thinking about whether I should wear the blue dress or the red one on Friday."

# ADHD Treatment

## Behavioral Therapy

- Evidence-based
- Broad set of specific interventions
  - Change physical and social environment to change behavior
    - Be consistent
    - Use positive reinforcement
    - Teach problem-solving skills

# Classroom Management Strategies

OK!

So, What do we do with them in the classroom?

# Classroom Management Strategies

- Behavioral strategies
  - Structural
  - Physical
- Management strategies
  - Organizational skills
  - Time management
- Teaching strategies
- Cultural competence

# Classroom Management Strategies

## Structure

- A structured, positive classroom that is welcoming, inclusive, and well managed
- Establish a clear routine
- Post the rules and review frequently
- Review your expectations with established visual/auditory prompts
- Prepare for and provide structure and supervision during transition times, changes of routine, and unstructured situations



# Strategies

- Transition times are tough for these kids. It is better to go from structured to unstructured than the other way around, but if you must go from unstructured to structured activity, plan to have something to key them into the change.
- IDEAS
  - Have a colored overhead waiting for them in the room with instructions, or an interesting picture.
  - Have a song that is always sung at this transition.
  - Might use puppets or other eye catching toy.

## More: Peer Tutoring

- Peer tutoring does not work if using same aged peers. Most ADHD children are 2-3 years delayed in social skills, thus the peer tutoring only works with younger peers when the ADHD student tutors them, or the older peers who might tutor the ADHD child.

# Visual Effects

- Teachers and Para's need to use strong visual effects and cues. Give general directions followed by specific instructions i.e. Go to your geography book. (pick up the book....give them time to do this) Turn to page 34..... Etc.
- Use as many gestures as you can.
- Move around the room.

# Color Coding

- Color code the agenda book and your grade book.
- Color code books by subject if possible.
- Color code assignments to match subjects. When putting them on the board, always have them in the same place, and put them in the same appropriate color i.e. Reading is red, math is green etc. Put a colored box around the assignment in the same color.
- Color code return boxes to match subjects.
- Highlight important written items in color, but not in yellow color. Yellow is the least remembered color.
- Color what the students do not know, not what they know. (words, letters, etc.)
- Your memory remembers colors in the following order :  
Red, blue, green, yellow.

# Short Term Memory challenges

- They remember the unique and the different, not the same and similar.
- They may get an “A” on a spelling test on Friday and don’t remember the words on Monday.

# Strategies

- Mnemonics tricks
- Add unique and different
- Patterns, music, tapes of facts
- Rock 'n' roll Learn and Math Facts on tape
- Colored note cards
- Colored overheads matching subjects
- Math books with pictures
- Use colored manipulatives such as letters , numbers etc.

# Useful ideas for supplies

- Carbonless notebook paper for scribe to take notes upon and give to student with dysgraphia (Handwriting problems)
- Mechanical pencils
- Clipboards to organize paper currently being produced
- Wikki Sticks to form letters and numbers or use as a “listening stick”

## More stuff:

- Do math on graph paper so that the numbers will line up.
- Color code the schedule by subject
- For board work, draw boxes around key elements (in color)
- Use pointers, flashlights, Arrows, Markers to get their attention
- Use graphic organizers, webbing, maps, ([Graphicorganizers.com](http://Graphicorganizers.com))



## Even More:

- Might need use of colored overlays
- Tapes or software relating to subject
- Alpha smart
- Franklin hand speller
- They may be eligible for books on tape, disk or CD
- Use chalk board or dry erase boards to write words etc. for studying or tests. The kinesthetic effect is beneficial

# Testing

- May very well need to be in quieter area due to distractibility. This means not near the air conditioner, door, or other students
- Might need extended time
- Might need the test given in shorter segments with breaks of hours or days between segments

# HEY

# ! I NEED MORE TIME!

- Students taking ACT or SAT testing before college can apply for and qualify for special accommodations such as extended time or brief sessions if it is in the IEP, however, they want a history of the need for the accommodation

# Unreadable handwriting

- ADD students usually have difficulty with visual motor integration resulting in handwriting that you cannot read and
- Guess what? They can't read it either!
- 60% cannot copy from the board accurately (So have someone give them the notes and assignments already written)

# What can we do?

- Introduce keyboarding skills by 2<sup>nd</sup> grade
- Use a slanted desktop
- Use a note taker or carbonless paper to make a copy of your notes
- Use proper positioning of paper, Pencil grip “The Grip” for early grades
- Take the pressure off grading by grading for content and production separately

# Classroom Management Strategies

## Behavioral Strategies

- Implement a classroom behavior-management plan
- Use praise significantly more than reprimands
- Role play appropriate behavior
- Give praise, a small privilege, or token to students who are engaged in appropriate behaviors
- Increase the immediacy and frequency of positive feedback and reinforcements
- Communicate with parents frequently

# Behavior Program Tips

- Never start a program on Monday or Friday. Start it on Wednesday.
- Token programs work until about age 8.
- Start a behavior program during the subjects where they do best, not the subject that they struggle in.
- Positive reinforcements must be tailored to the child. Positive works much better than negative. Negative punishment stops or interrupts the behavior, but it doesn't change it.

# Classroom Management Strategies

## Creative Positive Reinforcers

- Work on board
- Choice of seat
- Messenger carrier
- Pass to library
- Pet or plant caretaker
- Decorating room
- Listen to music
- Reduced homework
- Puzzles
- Monitor lines/computer
- Special pens, paper
- Pop bubble wrap
- Jokes
- Puzzles
- Cartoons/drawing
- Talking periods
- Arts and crafts
- Board games



# Behavioral Management:

- Communicate exactly what you want and how they can do it. Give instructions in simple, unemotional terms.
- The fewer rules you make the more they will obey them
- If a behavioral incident occurs, analyze what was going on before the incident, who were the people around them and where they were in the room.

# Behavioral Management

- Don't take a behavioral outburst personally. It will affect your response.
- They will act out if they can't keep up so find them a role to play or they will drop out eventually.
- If you are doing cooperative learning, never tell students to find a partner. Use some system to assign students partners.

# Emotional Storms

- ADHD persons can be slugs for hours and explode in seconds.
- They are hypersensitive to touch
- Severely affected by stress
- Can be hyperactive and/or hyper-reactive. (Girls are often hyper-reactive)
- So, carefully gauge whether they need a hug or to be left alone.
- If you see the child is beginning to lose it after a period of successful working in class, have them do an errand for you . Take a “Note note” to a cooperating teacher or something similar.

# Timing

- Timing is everything with these students.
- Behavioral management should be started in small intervals in the classes they do the best. 5 minutes is good, and then they get a signature on the behavior card (or whatever method you use). Then build up the time and needed successful behaviors
- Lesson assignments also need to be broken into manageable segments. i.e. 5 spelling words on Monday, test, then give them another 5 words and test etc.

# Behavior Measurements

- Be specific and have frequent reinforcers, i.e. After 3 successful behaviors they get a “pass” or have 2<sup>nd</sup> half of assignment cancelled.
- Don't say, “Follows directions” etc. that is vague. Tell what they did.
- The techniques often used in classes now such as green, yellow and red cards or pulling sticks will end up giving you a miserable week with an ADHD child, because they could lose it all by 8:30 am and then what will you do? A better technique is to have some system where they can redeem themselves, such as a “How am I doing?” thermometer. It would go from “Good” a little way up the meter to “Even Better” to “WOW!” and then “Hot Lava” as the top possible points. Hot Lava could result in some reward in class or through the parents.

# More pointers.....

- Never argue with the child. They are masters at this and you will lose or lose “it”. They are chemically built to argue.
- When you give kids the power to decide what is “fair” you are dead meat.
- Whatever technique you use, try it for two weeks before you decide whether it is successful. Then if it is not, drop it. Even if it is successful, it won’t work forever. Techniques have to be changing constantly.

# Physical Environment

- A U-shaped seating arrangement and increased distance between desks are recommended to accommodate students with ADHD because they are more likely to be distracted and disruptive when desks face one another and are close together. Unstable and inappropriate sized desks are also a distraction.
- Reducing clutter and employing visual organization are important. Areas in the classroom should be designated for informal activities and independent learning.
- Where an ADHD student sits is key to success. The student should be seated near the teacher to enable cueing, prompting, eye contact (when culturally appropriate), and should be positioned near students who are well-focused and good role models. Moreover, physical distractions should be minimized, so seat students with ADHD away from high-traffic areas, windows, and doors. This is especially important during study time and test-taking, when study carrels or privacy boards may be used.

# Physical:

- Some students may need an “office” to go to when they are testing, feeling distracted or irritated. It should be a reward place, not a punishment and it should be in the room. Build an “Office” out of cardboard or plywood and let the student use it when needed.
- Bean bags are great for ADHD and Autistic children



# Classroom Management Strategies

## Organization

- Require the use of a 3-ring binder/notebook (starting in 3<sup>rd</sup> grade)
- Require the use of subject dividers and a pencil pouch
- Require the use of a monthly assignment calendar (use consistently with regular teacher monitoring)
- Handouts 3-hole punched
- Teach how to organize papers and desk
- Have periodic desk and notebook checks
- Provide time and assistance for cleaning desk and notebook
- Encourage organization first thing in the morning
- Color code materials

# Time Management

- Teach how to tell time
- Teach how to read calendars
- Establish a daily routine
- Direct all assignments to be recorded in calendar
- Call close attention to due dates
- Assist with prioritization of activities
- Utilize “to do” lists
- Break down longer assignments into smaller, manageable increments
- Check in on long-term projects (book reports etc)
- Provide advanced notice about upcoming projects
- Assign study buddies
- Use frequent praise and rewards

# Classroom Management Strategies

## Teaching Strategies

- Instructional activities versus didactic lectures
- Encourage “cooperative learning”
- Ensure high interest and novelty are an integral part of the lesson
- High-impact visual aids
- Display and support mnemonic strategies to aid memory
- Call on students by random method

# Classroom Management Strategies

## Teaching Strategies

- Adaptations for students with ADHD
  - Adjust for hyperactivity by providing opportunities for the student to move
  - Clarify and simplify instructions
  - Provide guidance with time management
  - Allow extra time
  - Utilize reading aids
  - Alter testing
  - Address homework strategies

# Classroom Management Strategies

## Cultural Competence

- Developing a classroom that is culturally competent – suggestions for teachers
  - Take note of your own personal and cultural biases
  - Engage and establish rapport with students and their families whenever possible
  - Learn to listen effectively across cultures

# Classroom Management Strategies

## Summary

- Direct, focused instruction
- Structure
- Brevity, variety, choices
- Effective classroom management and positive discipline
- Bringing out student strengths
- Respect for differences and feelings
- Communicate, communicate, communicate!

# Program Summary

- ADHD has many faces
- The role of the teacher is to recognize and report ADHD behaviors – ever mindful of girls and adolescent behaviors
- Cultural competence is key to successful communication
- Teachers play an integral role on the ADHD T.E.A.M.
- Effective classroom strategies are the key to overall success

# Best Practices

Exercise 4: Please take a moment to share 1 takeaway that you will begin implementing as a result of this meeting



# The Coalition Partners

## A Dedicated Team

- The American Academy of Pediatrics
- CHADD (Children and Adults with Attention Deficit Hyperactivity Disorder)
- National Mental Health Association
- National Association of Elementary School Principals
- National Middle School Association
- National Association of Secondary School Principals

A Mark Tatulli Comic

# Heart of the City

## Heart of the City

by Mark Tatulli



## Heart of the City

by Mark Tatulli



## Heart of the City

by Mark Tatulli



# Normal? Who's Normal???

## Heart of the City

by Mark Tatulli



## Heart of the City

by Mark Tatulli



## Heart of the City

by Mark Tatulli

