***ATTENTION DEFICIT HYPERACTIVITY DISORDER* STUDY GUIDE**

**Pages 58 and 205-209 in your text, ADHD.ppt in Moodle, linked resources, and handouts**

Your text gives very little attention to the gifts and challenges of students with ADHD so I will be supplementing this information through the powperpoint and articles in Moodle, linked resources, handouts and in-class information.

**Step 1**: Take a few minutes to inventory your hopes and concerns related to working with students with ADHD.If you have ever worked with a student with ADHD, write a brief scenario or create a storyboard that captures your major challenges as a teacher in working with the student. Then write a brief description or create a storyboard that represents the student’s gifts. If you’ve never known or worked with someone with ADHD, what are your concerns? Your hopes?

**Step 2:** To create a larger context, read/view the following before reading your text.

1. Dr. Sam Goldstein has worked with people with ADHD for many years. Some of his recent research addresses what he sees as a key difference between people with ADHD and those without. Please read the linked, very short article, about the relationship between ADHD and the development of self-control <http://www.ldonline.org/article/32632/>. I will talk more about the implications of his research for classroom practice in class.
2. Working from a strength perspective: Ferrari Engines, Bicycle Brakes.docx posted in Moodle.
3. Hearing a parent’s perspective: Students with ADHD.docx posted in Moodle.
4. Questions about ADHD and creativity? See this article and linked research <http://www.psychologytoday.com/blog/here-there-and-everywhere/201106/is-the-adhd-brain-more-creative>
5. Any concerns about the idea of ADHD as a “real” condition? See <http://www.joebower.org/2010/10/sir-ken-robinson-and-adhd.html> for Sir Ken Robinson’s concerns about labeling kids as having ADHD but also be sure to read the blog postings below the presentation.

Your thoughts at this point?

**Step 3:** Gather and make sure you can explain the information in your text related to questions 1 – 6.

1. What MUST exist for a diagnosis of one of the forms of ADHD? (Purple box page 206). This information is important to know because there is a history of over-representing students of color as having ADHD; under-identifying girls; and misidentifying boys who are more active than teachers might prefer.

Sometimes this is called the **7+6+6+2 rule** –

1. Read over the characteristics of Inattentive Type and the Hyperactivity-Impulsivity Type in the purple box on page 206. Now, without looking, see how many of the characteristics you can list ☺.

|  |  |
| --- | --- |
| INATTENTIVE |  HYPERACTIVITY IMPULSIVITY |
| a. | a. | g. |
| b. | b. | h. |
| c. | c. | i. |
| d. | d. |  |
| e. | e. |
| f. | f. |
| g. |  |
| h. |
| i. |

1. Under what two federal acts can students with ADHD be served? What difference does it make which act the student is served under? (page 56 and your own reflection on these laws)
2. Under what category in IDEIA is ADHD listed? (pages 58 & 206)
3. Your text offers a powerful and insightful statement about working with students with ADHD. On page 207, the authors state, “The major approach to adapting instruction for students with ADHD is to increase the structure of the classroom learning environment. In addition, the teacher attempts to decrease the sources of distraction within the classroom and, at the same time, MAKE LEARNING MATERIALS AND ACTIVITIES MORE POWERFUL SO THEY WILL ATTRACT AND SUSTAIN STUDENTS’ ATTENTION.”

Generate an educated guess about why it is particularly important for students with ADHD that the learning materials and activities “attract and sustain attention.” More in class . . .

1. The authors offer a number of suggestions on pages 207-208 about how to work effectively with students with ADHD. Create a visual or an organizer of some sort to help yourself remember these strategies. Think about something you could tape inside a notebook or lesson plan book on your desk so that you could easily refer to it. If I were supervising you in spring student teaching or evaluating you as a first year principal, I would expect you to know some of these strategies and see you applying them.
2. Behaviors, emotions, and neurological realities create difficulties for students with ADHD in school and out. Because the behaviors can interfere with the learning of the student and his/her peers, understanding how to increase behaviors you want in the classroom and decrease the behaviors you don’t want is essential. Review the chapters and in-class work related to addressing challenging behaviors.

**Step 4:** Now gather and organize information from the following resources:

1. Visit the websites on page 208 – [www.chadd.org](http://www.chadd.org) and [www.help4adhd.org](http://www.help4adhd.org) Add ideas below to supplement the information in your text.

1. Watch the powerpoint on your Moodle site titled ADHD.ppt. Supplement your notes with information from this slide show. For example:
2. Who is responsible for diagnosing ADHD? How?

1. What kinds of skills and dispositions does a teacher need to be effective with students with ADHD?
2. What additional interventions are on the slides that do not show up in your text?
3. What is the role of medication in helping students with ADHD? Also see your text on page 207.