
ADHD

Strategies to Support Students

True or False

Medical literature dates ADHD to the early 1900's

FALSE

there are descriptions of difficulties like ones associated with ADHD in Children's medical literature dating back to 1700's

"Fidgety Phil" written by Heinrich Hoffman 1845

He won't sit still; he wriggles, and giggles, and then, I declare, swings backwards and forwards, and tilts up his chair



True or False

ADHD is a behavior disorder

FALSE

It is as neurodevelopmental disorder largely genetic in origin



True or False

Brain maturation in individuals with ADHD experience a 1-2 year lag

FALSE

Brain imaging shows significant differences in parts of the brain that control emotions, working memory, long term memory

3-4.5 year lag

First to read this clap 4 times



True or False

Individuals can be diagnosed with ADD (no hyperactivity) or ADHD (with hyperactivity)

FALSE

DSM-5 (diagnostic & Statistical Manual of Mental Disorders) 2014, identifies the disorder as ADHD with “presentations”

- inattentive
- hyperactive-impulsive
- combined



True or False

3 defining features of ADHD that thoroughly explain the condition:

- interest based nervous system
- emotional hyperarousal
- rejection sensitivity

TRUE



Executive Functions

All Write RoundRobin

What difficulties do you have with students in your classroom with ADHD?

- what executive functions are impacted by ADHD
- what aspects of daily life are impacted by ADHD



Executive Functions

1. Working memory
2. Inhibition
 - Hyperactivity
 - Excessive verbal behavior
 - Poor decision making
 - Heightened emotional response
3. Planning/prioritizing
4. Problem solving
5. Persistence
6. Resistance to distraction

First person to see this shout Distracted!



Aspects of Daily Life impacted

1. Self restraint
2. Time management
3. Motivation
4. Organization and problem-solving
5. Self regulation of emotions
6. Metacognition (self monitor/evaluate)



Attention “Deficit”

Attention is not deficit, it is inconsistent.

3 or 4 times every day people with ADHD will “get in the Zone” or “get in the Flow.”

**inconsistency of being able to function at a very high level *is often perceived as* willful or defiant

People with ADHD are inconsistent but in a very consistent way.

First to see this raise your hand and name your favorite song or movie



What ADHDers need to succeed

Engagement (interest, novelty, challenged, urgent, passionate)

Personal/individual accommodations-self awareness of what helps them get hyper-focused “in the zone”

High levels of monitoring, redirection, accommodations, and high levels of praise for strengths

Reasonable and meaningful consequences for compliance and noncompliance

Consistency

People that accept the legitimacy of ADHD as a neurodevelopmental disorder



Externalize weaknesses

Problem solving (hands on, manipulatives, options besides paper)

Time (visual timers, display on board or individuals desk)

Schedules

Rules/expectations (written, posted, reviewed prior to situation prone for difficulty)

Motivation (Daily Report Card)



Management Strategies

handout



Slow Slow Change

It takes a long time to change habits.

ADHD doesn't go away!

It is a brain-based disorder, not choice

Can't be treated with behavioral techniques (can be managed with proactive strategies and medications)



Mix pair share

Each group member receives a different article

Identify the topic

Share 2-3 things you learned from the reading

