



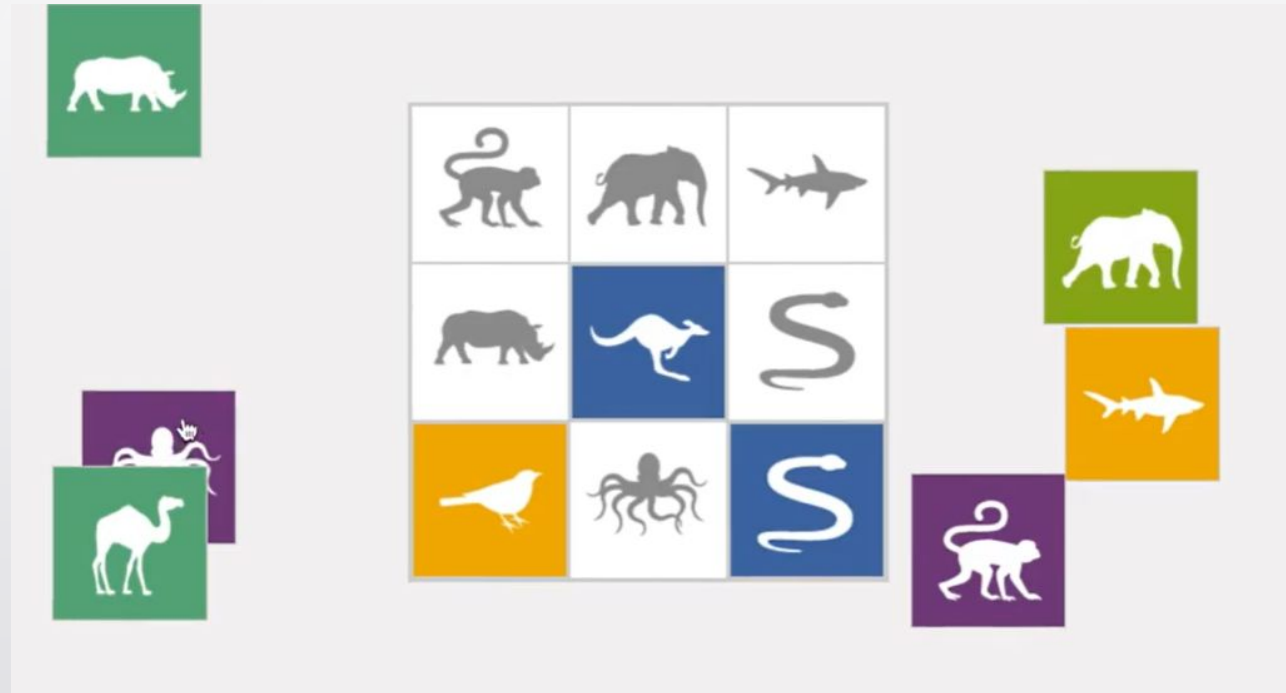
ADHD & Executive Functioning:

School Supports that are provided for building organizational skills and sustaining independence

LSHSA/SPO Presentation - April 8, 2021

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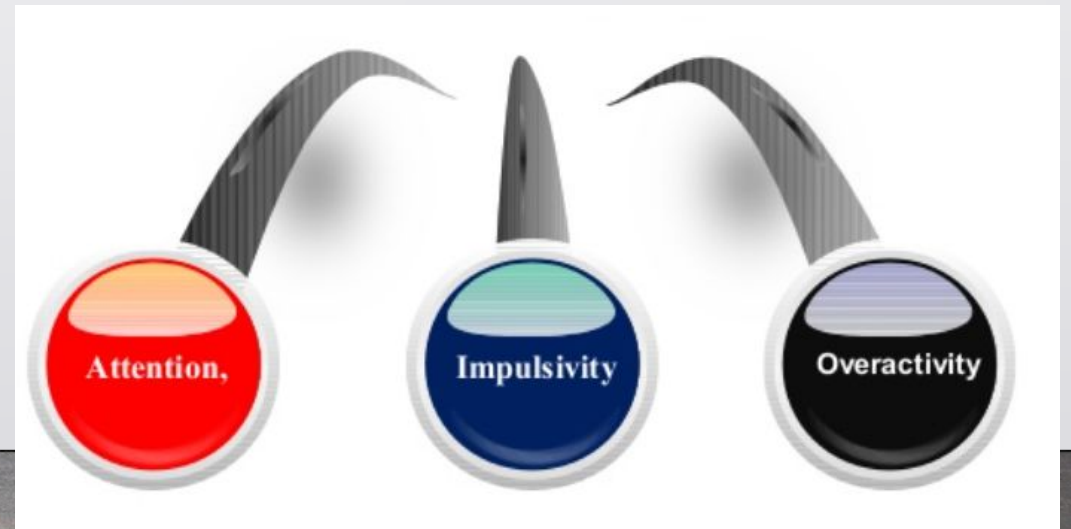
Simulation



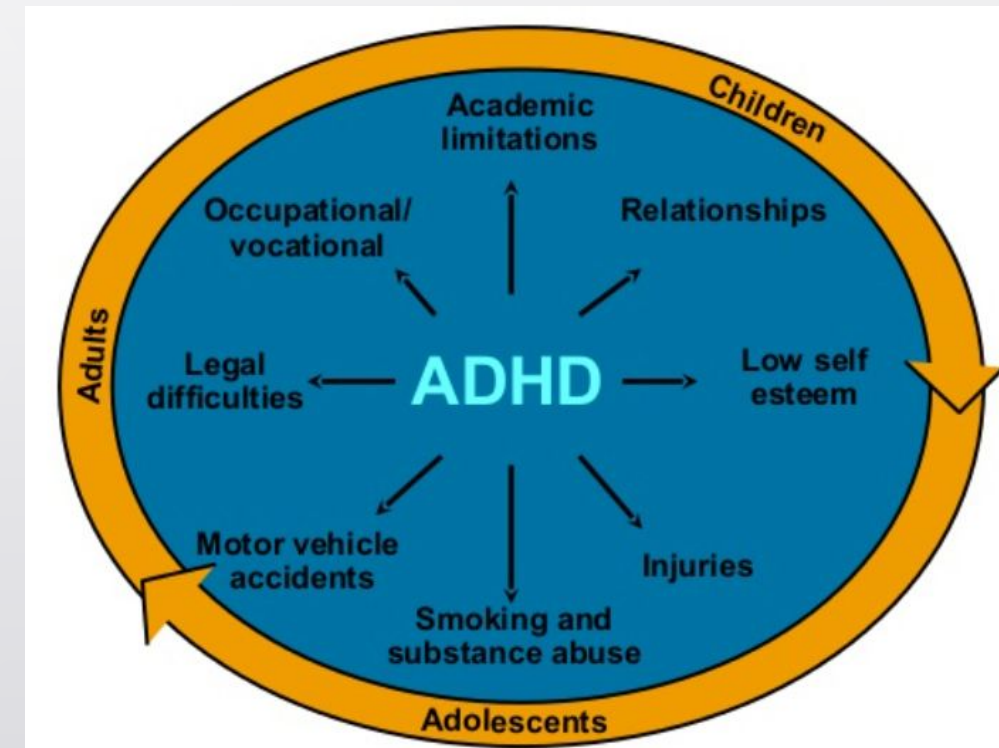
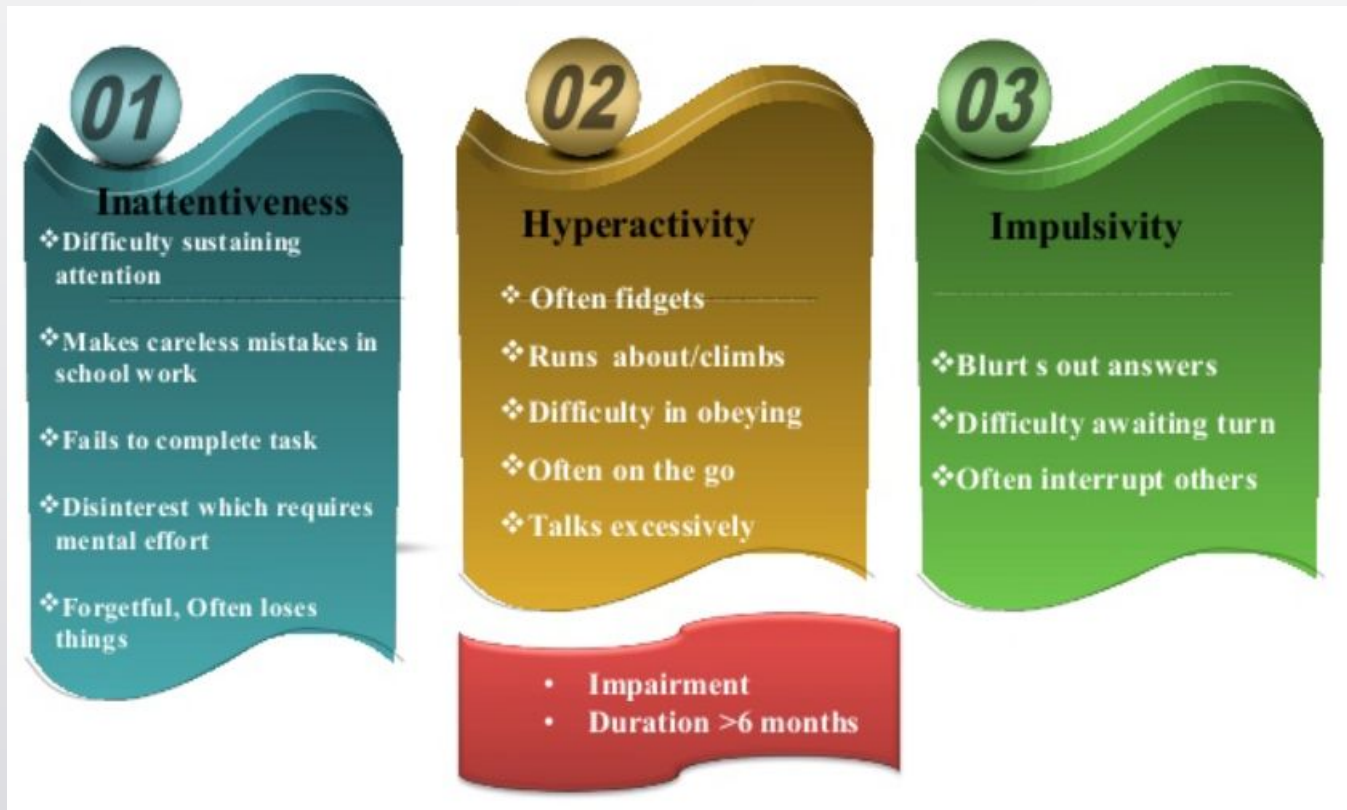
<https://www.youtube.com/watch?v=hufe8-veBWE>

ADHD Facts

- ADHD is a condition affecting children and adults, characterized by problems with: Attention, Impulsivity Overactivity
- ADHD Ratio Male> Female 3-4:1
 - 9.4% of children are diagnosed with ADHD
 - 40- 70% of those teens; Persists in up to 50% of those adults
- Subtypes of ADHD include:
 - Predominantly Inattentive
 - Predominantly Hyperactive-Impulsive
 - Combined type

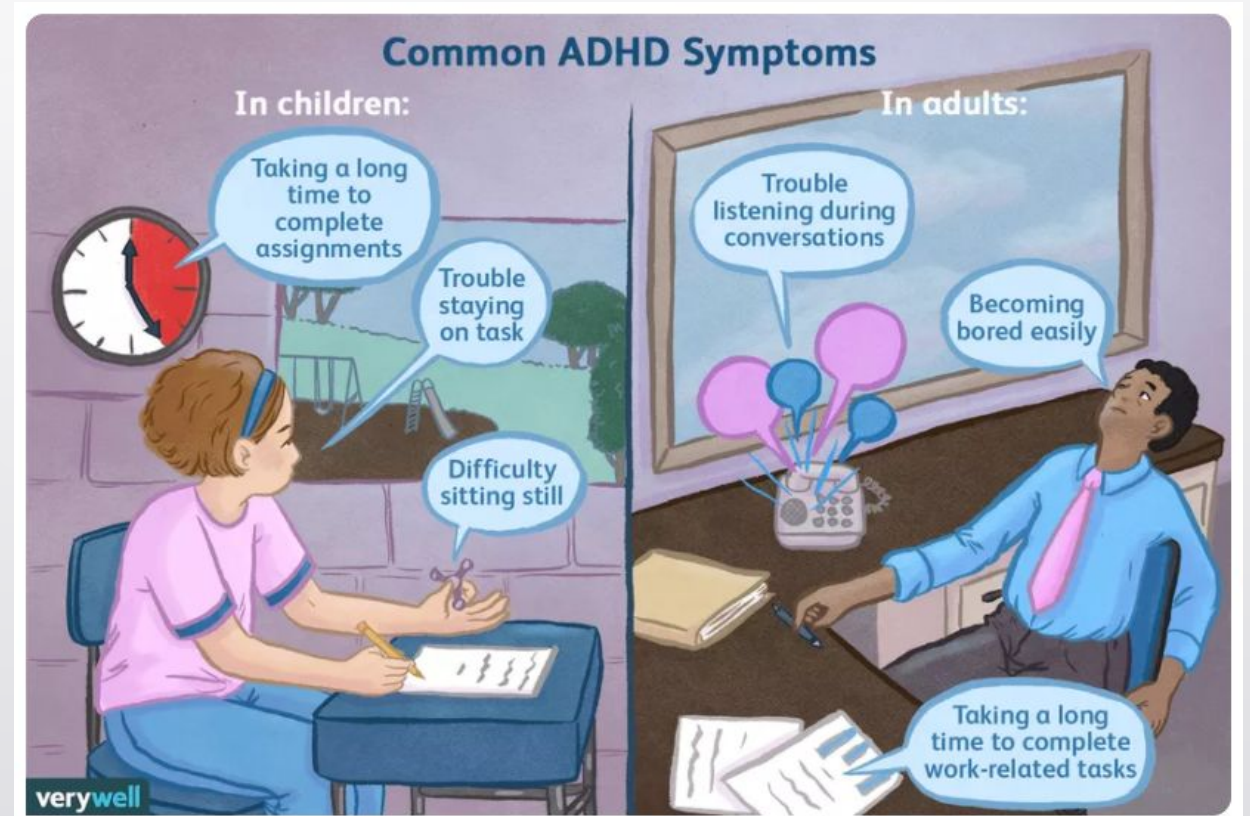


Characteristics of ADHD Types & Impact



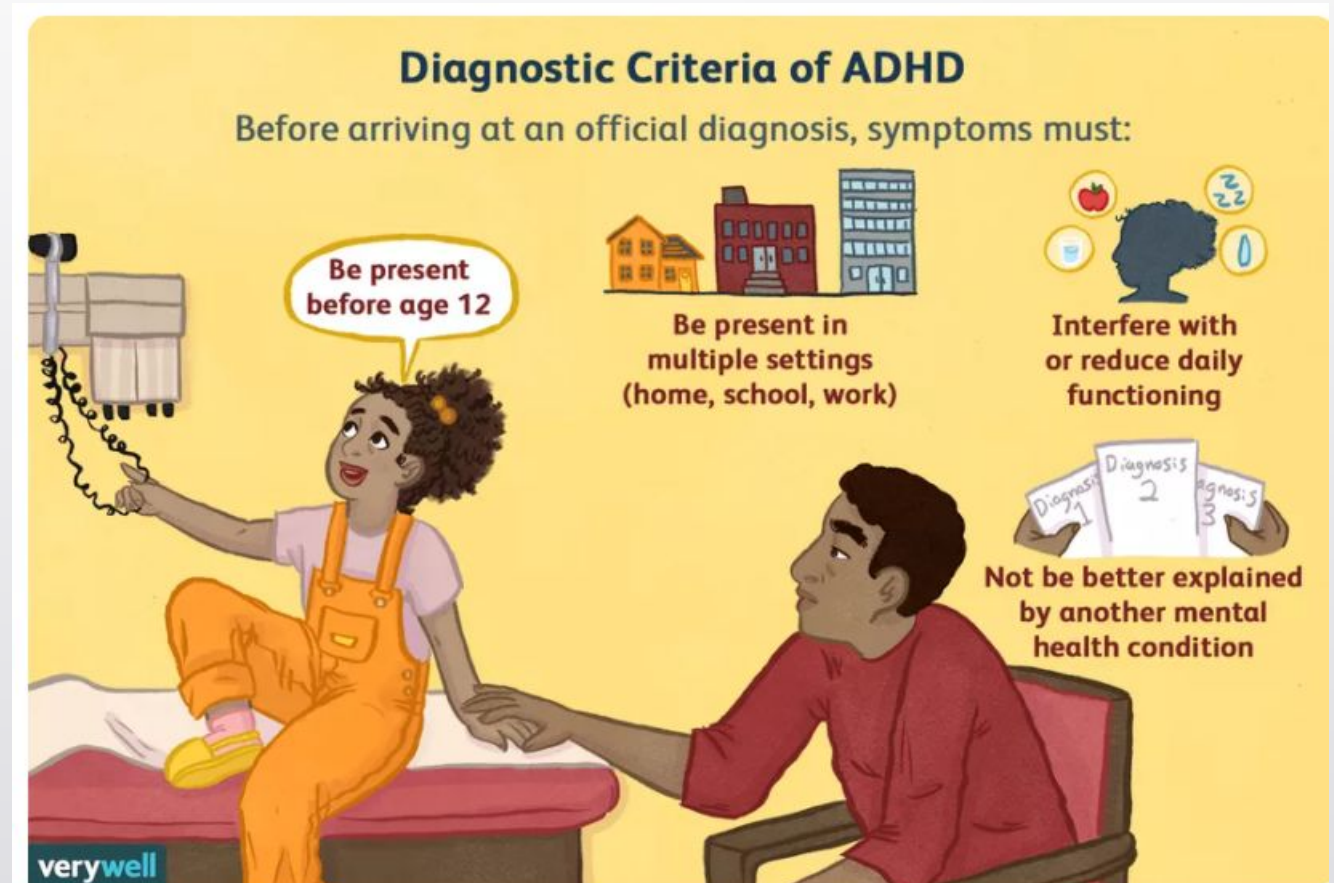
Common Symptoms

- In general
- BUT, can also be seen as strengths
 - Able to multi-task
 - Varied interests
 - More inclined to try new things



Diagnosing ADHD

- Diagnostic Tools (Connors)
- Clinical Interview
- Family History
- Additional Medical Dx
- Medical Evaluation



What ADHD **IS NOT**:

- Differential Diagnosis (rule out):
 - Central Auditory Processing Disorder (CAP-D)
 - Chronic Illness
 - Sleep Disorder
 - Oppositional Defiant Disorder
 - Parent-Child Problem
 - Depression/Anxiety

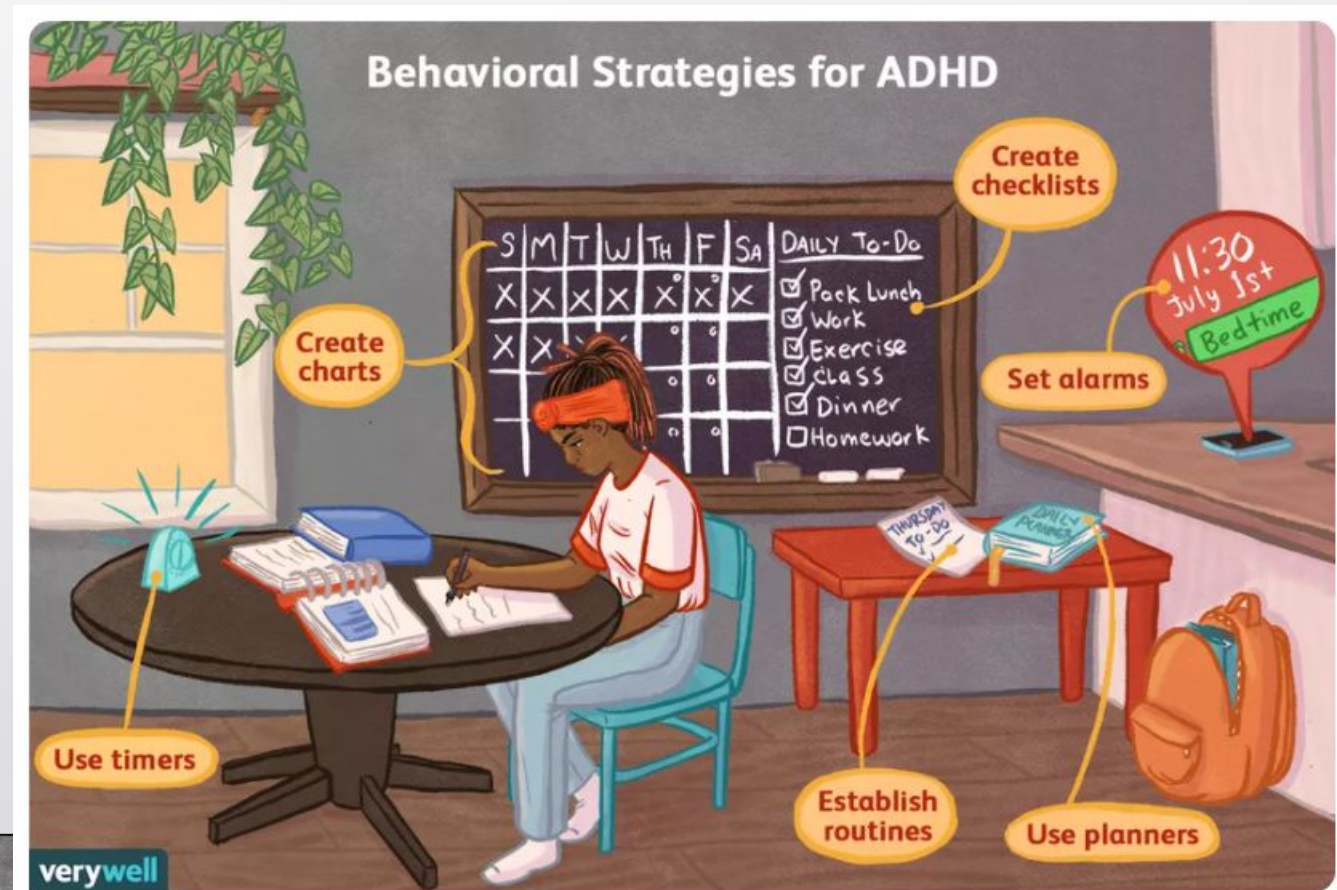
Can be Comorbid/Co-existing

- It is **NOT**: Laziness, Bad Attitude, Poor Parenting, Lack of Intelligence



Strategies for School for Students with ADHD

- Setting the stage for success
- Arranging the room
- Schedules
- Visual supports
- Checklists/Rubrics
- Goal Set & Reflection





Accommodations that Minimize Distractions

- Preferential Seating (Not always front of the room)
- Dividers
- Away from high traffic
- Soft music/white noise
- Use of outlines, organizers
- Frequent check-ins
- Consistent homework routine
- Color-code materials
- For time on task, break assignments into smaller parts, use timer

Executive Functioning Skills

Self-Control The ability to stop and think before acting	Self-Monitor The ability to view and evaluate oneself
Emotional Control The ability to manage feelings to achieve goals and complete tasks	Flexibility The ability to adapt to changing conditions by revising plans or changing strategies
Task Initiation The ability to start and finish tasks without procrastinating	Organization The ability to develop and use systems to keep track of materials and information
Working Memory The ability to use information held in memory to complete a task	Planning & Time Management The ability to create steps to reach a goal

6 SKILLS FOR STUDENT SUCCESS



Time Management

Use a calendar to map out each day of your week. Keeping to a schedule can help you be productive and confident.



Flexible Thinking

When you can consider other viewpoints and adapt to changing environments, you've got the tools you need to problem solve successfully.



Planning

Break down projects into smaller chunks and track your progress in order to stay on top of due dates.



Self-advocacy

Everyone needs help at some point. Recognizing the signs that you need to reach out before a crisis occurs.



Self-regulation

Resisting impulses or distractions and learning how to manage strong emotions are keys to keeping yourself on an even keel.



Self-knowledge

When you know who you are as a learner, you can make realistic goals and develop good work habits that suit you.



Types of Executive Functioning Skills

Foundational Skills:

- Response to inhibition, working memory, emotional control, flexibility, sustained attention, and task initiation

Advanced Skills:

- Planning/ prioritizing, organization, time management, goal directed persistence, and metacognition

Response Inhibition: The ability to stop and think before we say or do something

- Developing this skill at an early age have been said to have resulted in better life outcomes
 - Stanford Marshmallow Experiment
 - Completed a longitudinal study on the kids in this experiment and found that the kids who displayed response inhibition had better careers and more stability in their lives than those who did not wait.

This does not mean that students who have weakened response inhibition will be unsuccessful. It means that we need to look at the strategies students with strong response inhibition use and teach them to students who struggle in this area.

- Talk with your child to help them understand this behavior.
- Read alouds:
 - “What Were you Thinking?” By Bryan Smith <https://www.youtube.com/watch?v=2FcZhbwvthE>
 - “What Would Danny Do?” By Adir Levy & Danit Levy - Home and school editions
 - Walks students through Danny’s day. Allows students to make decisions for Danny and see how each decision changes the outcome/ consequences
 - *Interrupting Chicken*
 - *Waiting Is Not Easy! (Mo Willems)*
 - *Goldilocks and the Three Dinosaurs*
 - *If You Ever Want to Bring an Alligator to School, Don’t!*
 - *Ricky Sticky Fingers*
- Provide visual reminders to Stop, Wait, Think before speaking. Practice it yourself!

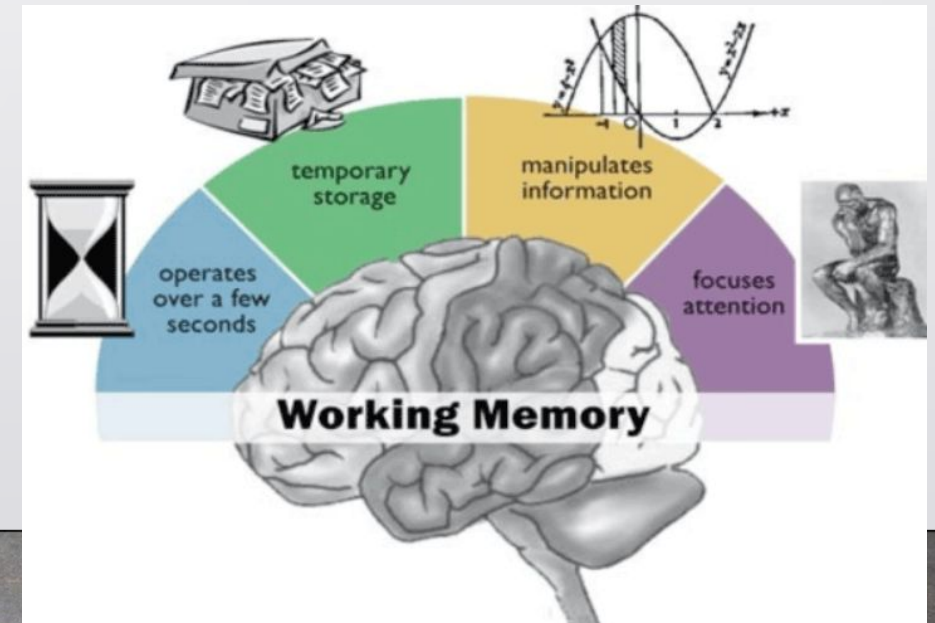



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Working Memory:

The ability to hold information in memory while performing complex tasks. It also uses the ability to draw on past learning experiences to apply to the situation at hand.

- Example: Ask a student this question: If there are 8 birds on the ground and 4 fly away while 3 land, how many birds are there?
- Students who struggle in this area require visuals along with verbal information.
 - Lists of step by step directions
 - References to help keep them on track with an assignment
- Use technology to help!
 - Google Keep
 - Cell phone reminders
 - Calendar reminders

























Emotional Control: The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior

- Emotional responses are complex relationships between the hard wiring of the brain and their response to their environment
- Kids learn to manage their emotions by watching the adults in their lives manage theirs
 - Mirror Neurons
- Mindfulness meditation can be effective
 - <https://www.mentalup.co/blog/best-mindfulness-meditation-videos-for-kids>
 - <https://www.mentalup.co/blog/mindfulness-activities-for-teens>

Self-regulation

For Elementary students:

- Teach “body scanning”
- Teach individual strategies to regain attention or control
- Zones of Regulation (Leah Kuypers)

The Zones of Regulation			
 Blue Rest Area	 Green Go	 Yellow Slow Down	 Red Stop
 Sad	 Happy	 Nervous	 Angry
 Upset	 Excited	 Surprised	 Yelling
 Hurt	 Calm	 Confused	 Aggressive
 Tired	 Proud	 Silly	 Mad



Flexibility: The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes.

- Flexibility can be a symptom of many things other than ADHD.
- Being flexible and flexible thinking needs to be embedded into everyday activities and conversations with kids.
- Students who struggle with flexible thinking also struggle to cope with unexpected changes in their schedules, routines, homework, and may be viewed as “stubborn.”
- Activities that involve multiple meaning words, word categories, and number puzzles- this helps students build a flexible approach to understanding language and numbers
- Modeling different approaches- for example model how to study in different ways for the same test/ assessment
- Read alouds:
 - *Ish*: <https://www.youtube.com/watch?v=QKuXo5clRtI>
 - *The Girl Who Never Made Mistakes*: <https://www.youtube.com/watch?v=oQG4vFGd6eU>
 - *Stuck*: <https://www.youtube.com/watch?v=ZbjgDn0rqFg>
- Social thinking stories



Sustained Attention: The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.

- It is not that they CAN'T pay attention. It is that they can't make themselves pay attention.
- Shorten tasks, build in breaks, meet them where they are and then slowly add more time
- Help students develop strategies that improve their focus.
- Teach elementary students to monitor their attention with rubrics that they review with their teacher.
- Setting personal bests/ setting goals to improve has been used to motivate students to improve their attention.
- <https://www.edutopia.org/blog/helping-students-develop-focusing-skills-maurice-elias>



Task Initiation: The ability to begin projects without procrastination or in an efficient/ timely manner.

This video does an excellent job of explaining how to improve task initiation and models strategies:

[Task Initiation Mini Lesson - YouTube](#)

- The brain learns by associations (Pavlov's dogs). The more students make a plan to start on time and then do start on time, the brain will begin to link the two together.

Read alouds:

- *The Best Story*
- *The Most Magnificent Thing*
- *What Do You Do With An Idea?*

Teens:

[Task Initiation How To TI Episode #2 - YouTube](#)

Planning/ Prioritizing/ Organization:

The ability to create a roadmap to reach a goal or to complete a task. It also involved being able to make decisions about what is important to focus on and what is not important.

- Breaking projects into smaller pieces that are due on a timeline is helpful
 - Students should be a part of creating the timeline for this process.
- Use a family calendar to record important commitments. Weekly family meetings to coordinate schedules can odel good planning and organizational strategies.
- Help children set up their own calendars (paper or electronic). Encourage your child to schedule fun activities and obligations.
- Teens- use apps for virtual sticky note reminders, password manager, google drive to keep everything in one place.
- Teach student to think of long-term project as a “mental movie” and break it into movie scenes (smaller chunks)
- Read aloud:
 - *I can't find my watchamacallit!*
 - *No Clean Clothes*

		URGENT	NOT URGENT
NOT IMPORTANT	IMPORTANT	DO IT NOW	PLAN IT
	NOT IMPORTANT	DELEGATE	DROP IT



Time Management: The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines.

Read alouds:

- *Poppy's best paper*

- It is important for students to develop a sense of time. Estimating how long things may take and then actually measuring how long it took will help students better understand the concept of time. (see example time tracking sheet)
- When they develop a sense of time, students should allocate time for each assignment on their calendar.

STUDY PLAN

Date: _____

Task	How long will it take?	When will you start?	Where will you work?	Actual start/stop times		Done (✓)

What will my reward be if I finish my homework on time (this gives you something to look forward to)?

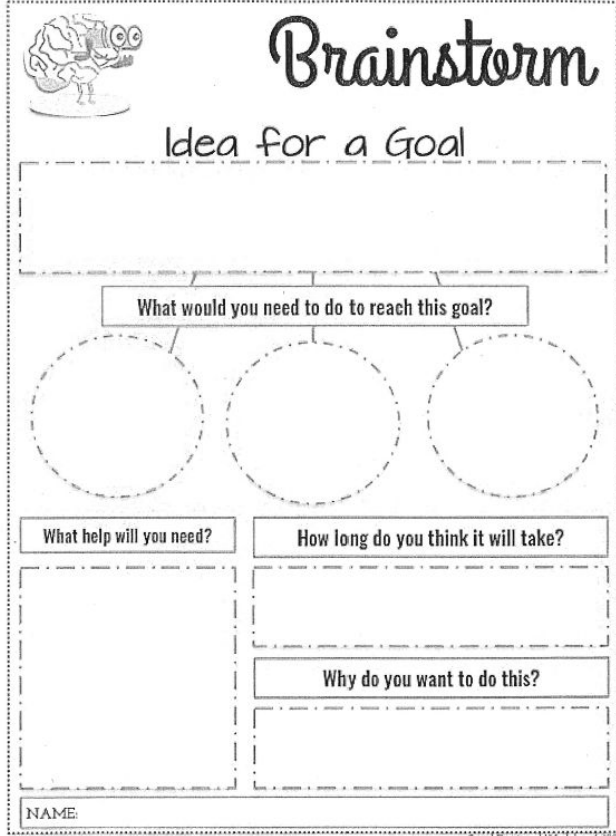
Goal Directed Persistence: The capacity to have a goal, follow through to the completion of the goal and not be put off or distracted by competing interests.

- This is a very late developing skill
- Many students with ADHD will finish high school and go to college without having this skill
- These are long term goals- career goals, semester goals, etc.
- Encourage goal directed persistence with things that are of interest to the child
 - set a sports goal, set a saving goal, etc.

Growth Mindset activities

● Read alouds:

- *Salt In His Shoes*
- *Wilma Rudolph*
- *The Dot*
- *Fantastic Elastic Brain*
- *A Walk In The Rain With a Brain*



The worksheet is titled "Brainstorm" in a large, cursive font. At the top left is a cartoon illustration of a brain with a face, wearing a graduation cap and holding a diploma. Below the title is a dashed box labeled "Idea for a Goal". Below this is a box labeled "What would you need to do to reach this goal?" which is connected by lines to three dashed circles. Below the circles are two boxes: "What help will you need?" and "How long do you think it will take?". Below these are two more dashed boxes, one of which is labeled "Why do you want to do this?". At the bottom is a box labeled "NAME:". The footer contains a URL and the text "Social Emotional Workshop 4/2015".

Brainstorm

Idea for a Goal

What would you need to do to reach this goal?

What help will you need?


How long do you think it will take?

Why do you want to do this?

NAME:

https://drive.google.com/drive/folders/1Dm8J0eOm_NZW3J7TUCR9_jKdyMQJHUs3v

Social Emotional Workshop 4/2015

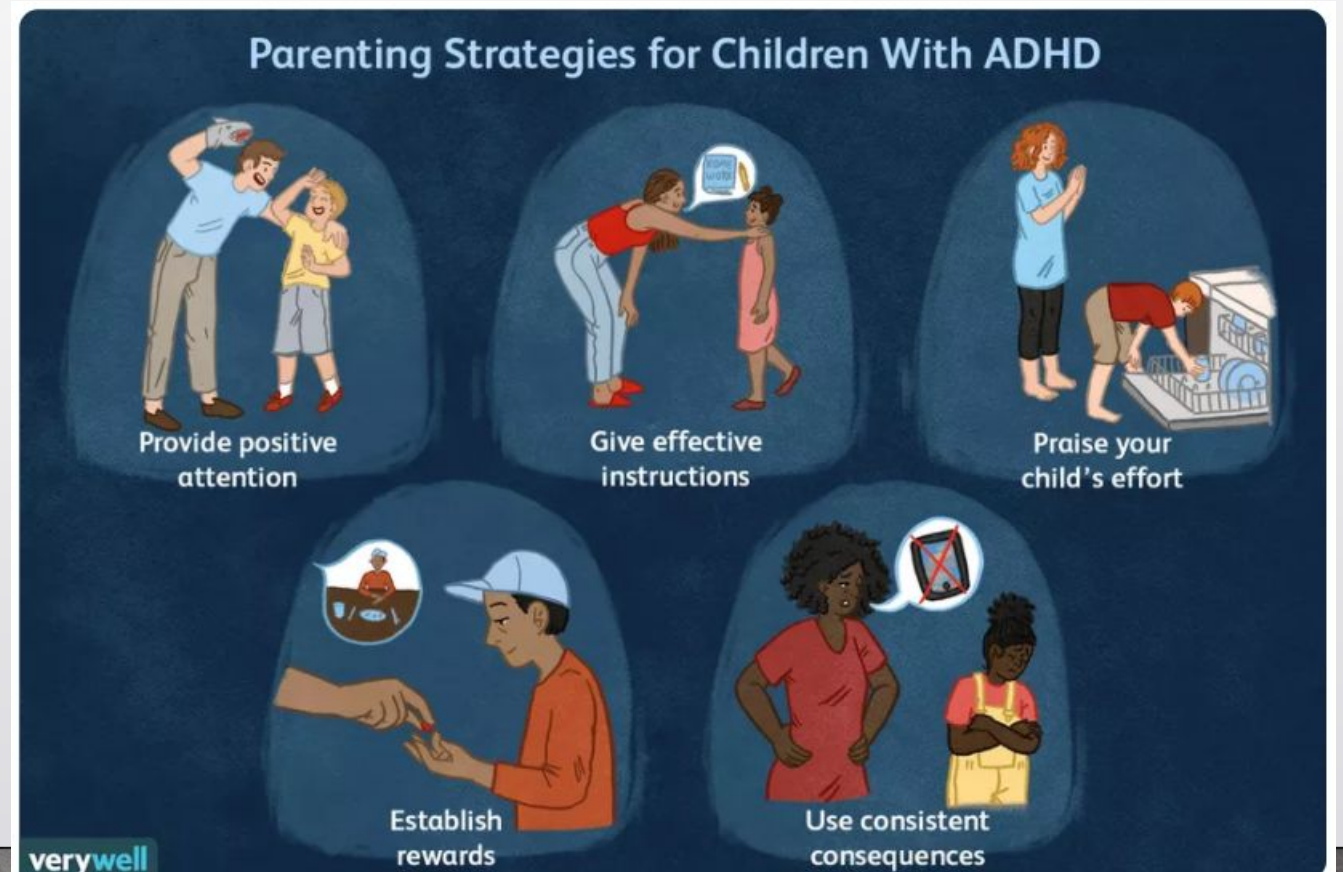


Metacognition: The ability to stand back and take a birds-eye view of oneself in a situation. It is the ability to observe how you problem solve. It includes self monitoring and self evaluative skills.

- This is a late developing skill
 - It begins to develop around 11 years old
 - Check in with your child and ask, “how did that go for you?”
 - A mistake people often make is to only check in when things go wrong. Check in when things are good!
 - This helps kids recognize when they use strategies that work for them!
- Self talk can promote greater awareness and reflection of one's learning and performance. You can model this by talking through your own checklists, reviewing and revising plans, and discussing how to avoid errors.
- Read aloud: Any story where the character learns a lesson!

What is needed across school and home?

- Positive attention
- Clear expectations
- Establish routines
- Establish rewards
- Consistent consequences
- Non-negotiables



Interventions/Supports

- Behavioral
- Medical
- Social Skill/Counseling
- Parent-School-Physician Collaboration

Social Skills

- Review his plan for recess activity
- Role play target social skills
- Keep close during unstructured activities
- Teach "Stop and Think" before talking



Help them cope

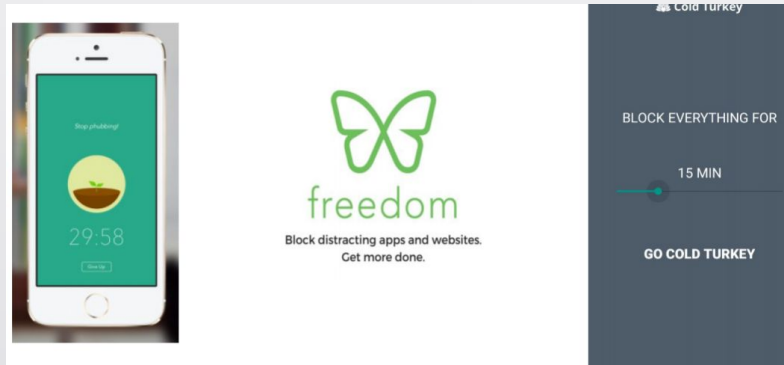
- Have a consistent routine
- Provide a place to unwind and reduce stress
- Provide immediate feedback
- Let the little things go
- Treat them with respect



Additional Resources

- *Executive Skills in Children & Adolescents* By: Dawson & Guare 2004
- <https://www.smartbutscatteredkids.com/>
- <https://www.zonesofregulation.com/free-downloadable-handouts.html>
- Minimizing Distraction App:

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Thank you