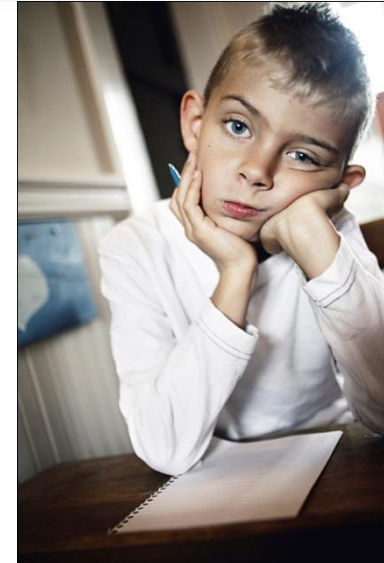


SUCCESS WITH CHALLENGING BEHAVIOR: ADHD



The mission of KIT is to provide learning opportunities that support recreation, child development and youth enrichment programs to include children with and without disabilities.

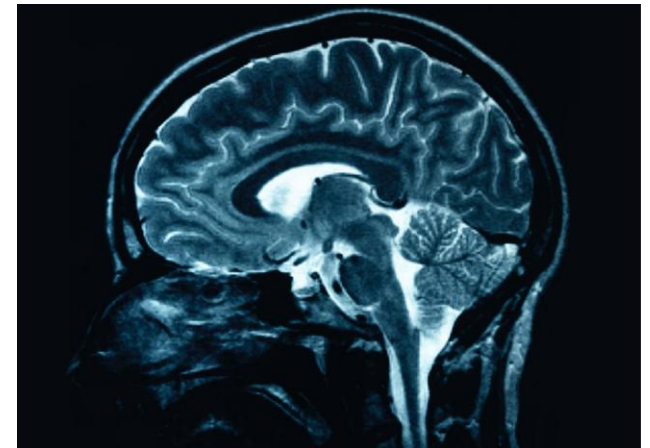
Recognizing the **ABILITY** in Every Child

Learning Objectives

- Identify 6 possible visual distractions for a child with ADHD
- Describe 3 observation signs or signals depicted during a role play
- Collaborate with a partner to apply 3 accommodations to a scenario

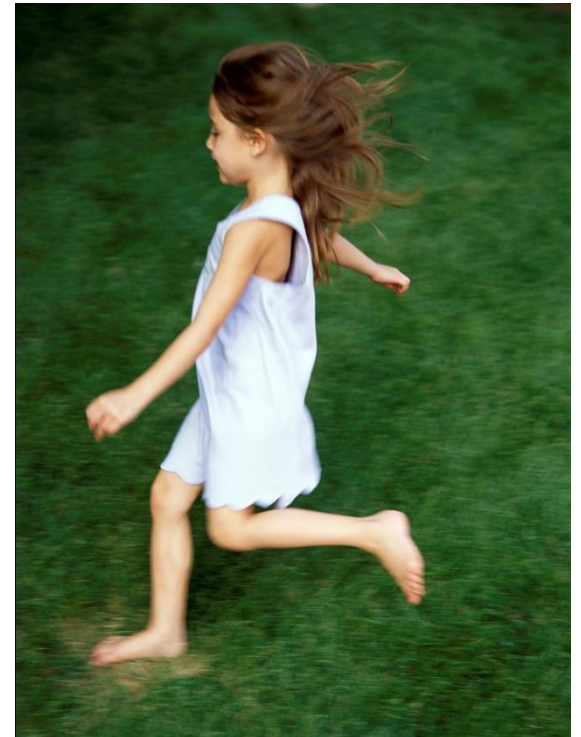
What is ADHD?

- A neurobiological disorder
- Age inappropriate symptoms of inattention, hyperactivity, and impulsivity
- Affects 9.5% of population
- More prevalent in boys than girls (3:1)
- Characteristics present before age 7 and for a minimum of 6 months



Myths

- ❑ Children can control their behavior if they try harder.
- ❑ Children will outgrow ADHD.
- ❑ Hyperactivity is a component of all children with ADHD.
- ❑ ADHD is caused by poor nutrition and lack of discipline.



Common Characteristics

- Creativity
- Intuition
- Impulsivity
- Distractibility
- Disorganizatic
- Hyperactivity



Considerations

- Child's stress and frustration
- Effects of ADHD vary day to day
- Difficulty managing their behavior
- Low self-esteem



Observe & Adjust

- Remember that behavior is communication
- Use careful and objective observation
- Adjust the environment
- Develop appropriate accommodations



Support Children with ADHD

- Partner with the family
 - ▣ Find out strengths, interests and areas of support
- Commit to on-going observation
 - ▣ Find the antecedent to challenging behavior
- Focus on success
 - ▣ Use accommodation strategies to encourage successful participation

Working with Families

- ❑ Start off on the right foot
- ❑ Approach a parent with a positive attitude
- ❑ Realize you may be on your own
- ❑ Communicate your commitment to serve all children
- ❑ Share success as often as concerns



Observations: Signs & Signals

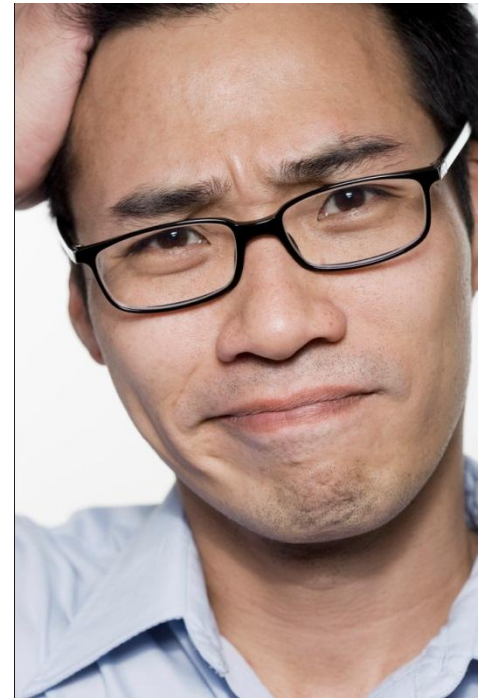
- Activity level
- Body rhythms
- Reaction to new situations or people
- Adaptability
- Sensitivity to the environment (light/sound)
- Intensity of responses
- Persistence with activities
- Mood



Commit to the Process

Ask yourself:

- ✓ What is the best way to respond to the child's activity level and body rhythms?
- ✓ How can I get him used to new things?
- ✓ Can I change the environment to accommodate her sensitivity?
- ✓ How can I anticipate problems?
- ✓ What can I do to keep the child trying?



Build on Strengths

- Children with ADHD are children **FIRST**.
- All children like to feel successful.
- Active children may benefit from leadership opportunities.
- Incorporate the child's special interest or talent into the program.



Make Accommodations

- ❑ Use visual aids
- ❑ Provide cues for behavior
- ❑ Designate an area where the child can move around
- ❑ Give all children written and oral directions
- ❑ Provide a list of materials for activities
- ❑ Make children aware of transitions in advance



Tips for Professionals

- ❑ Treat each child as an individual
- ❑ Break things down, one direction at a time
- ❑ Have child repeat directions
- ❑ Encourage exercise and good nutrition
- ❑ Be consistent
- ❑ Get physically close to child
- ❑ Praise in public, punish in private



Support Positive Behavior

- Clear expectations
- Predictable routine and schedule
- Cues for transitions
- Variety of learning tools (verbal, visual, hands-on)
- Choices and opportunities for child-directed games and activities.
- Praise and encouragement



In Closing...

- Children with ADHD can be great contributors to a fun, dynamic, creative program when staff and families work together to support successful participation





KIDS INCLUDED TOGETHER

Participant Guide

Success with Challenging Behavior: ADHD

DEVELOPED BY KIDS INCLUDED TOGETHER'S

National Training Center on Inclusion

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San Diego, CA 92106
Phone 858.225.5680 • Email info@kitonline.org

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Learning Objectives

The following are the learning objectives identified for this learning event:

1. Identify 6 possible visual distractions for a child with ADHD
2. Describe 3 observation signs or signals depicted during a role play
3. Collaborate with a partner to apply 3 accommodations to a scenario

How to Use This Guide

ICON KEY	
	Valuable information
	Collaborate
	Resources

This participant guide includes valuable information on “Success with Challenging Behavior: ADHD”, opportunities for collaboration, and a review of information presented. The “icon key” at left will help you identify information and activities.

Information on earning CEUs

KIT’s National Training Center on Inclusion (NTCI) offers Continuing Education Units (CEUs) for successful completion of course requirements for organized learning events. Participants interested in receiving CEUs must fill out a registration form and submit it with the required payment. Registration forms are available at each learning event and by request.

Participants must complete the learning objectives on page 11 in order to receive credit. Upon completion of course requirements, participants will receive a CEU certificate. All information shared and learner records are kept confidential in a secure location. Learner records are updated for all learning events and available for issuance within 15 business days to facilitate requests for records and transcripts.

About ADHD



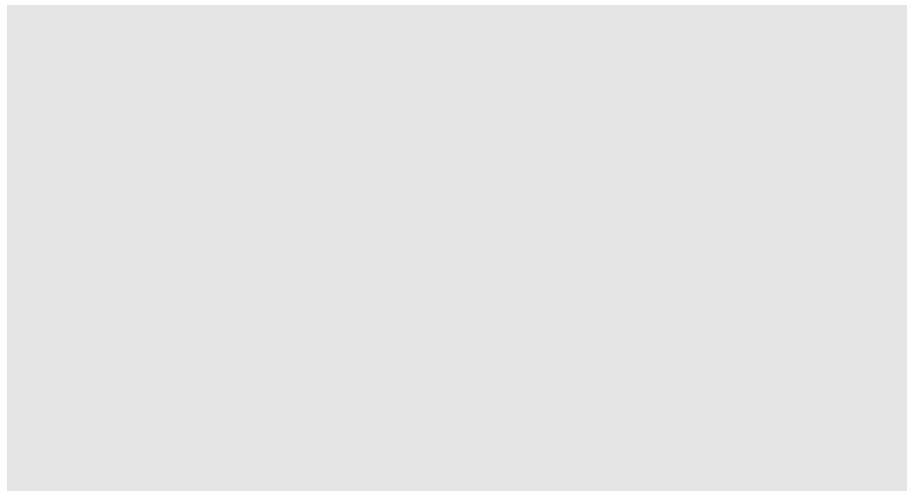
What is ADHD?

- A neurobiological disorder
- Age inappropriate symptoms of inattention, hyperactivity, and impulsivity
- Affects 3-10% of population
- More prevalent in boys than girls (3:1)
- Characteristics present before age 7 and for a minimum of 6 months

Myths

- Children can control their behavior if they try harder.
- Children will outgrow ADHD.
- Hyperactivity is a component of all children with ADHD.
- ADHD is caused by poor nutrition and lack of discipline.

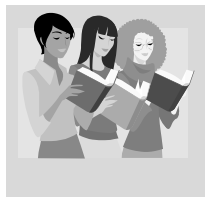
Notes





Common characteristics

- Creativity
- Intuition
- Impulsivity
- Distractibility
- Disorganization
- Hyperactivity



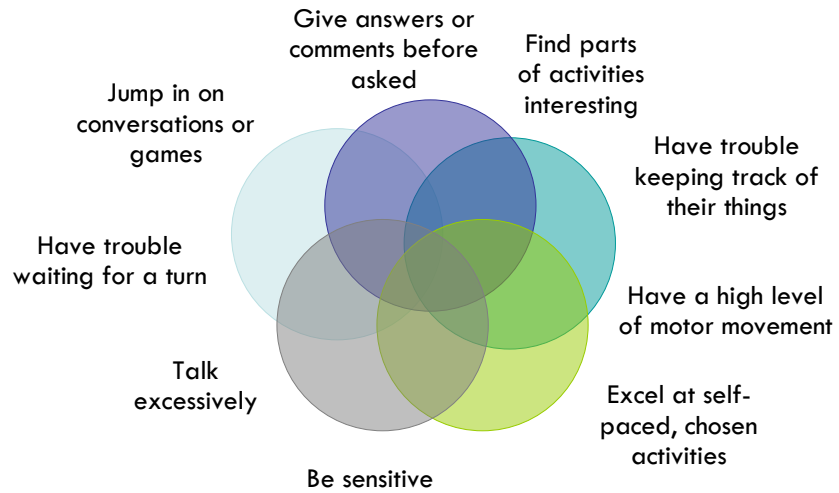
Visual distractions

After participating in the sentence activity, identify 6 possible distractions for a child with ADHD:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Notes

A child with ADHD MAY...



Considerations

- Child's stress and frustration
- Effects of ADHD vary day to day
- Difficulty managing their behavior
- Low self-esteem

Notes

Support strategies

There are strategies that will support participation for children with ADHD



Observe and adjust

- Remember that behavior is communication
- Use careful and objective observation
- Adjust the environment
- Develop appropriate accommodations

Support children with ADHD

- Partner with the family

Find out strengths, interests and areas of support

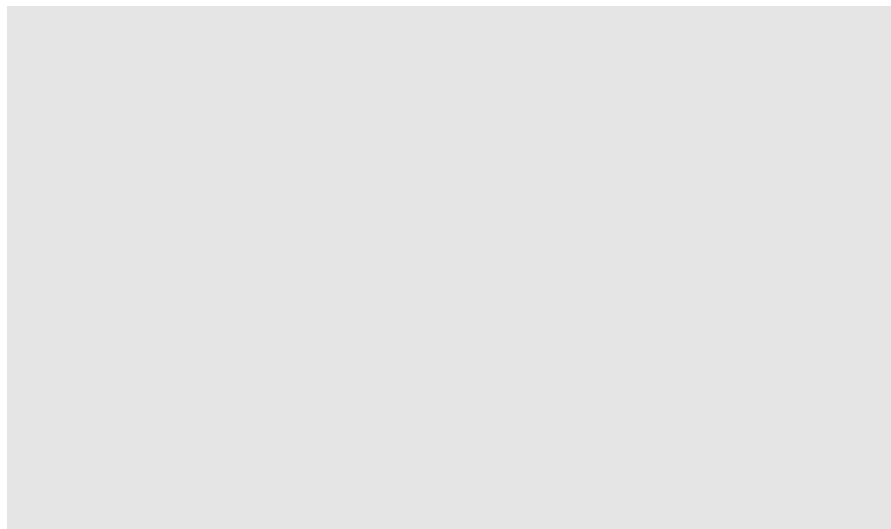
- Commit to on-going observation

Find the antecedent to challenging behavior

- Focus on success

Use accommodation strategies to encourage successful participation

Notes



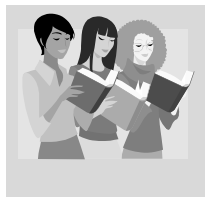


Working with families

- Start off on the right foot
- Approach a parent with a positive attitude
- Realize you may be on your own
- Communicate your commitment to serve all children
- Share success as often as concerns

Observation: Signs and Signals

- Activity level
- Body rhythms
- Reaction to new situations or people
- Adaptability
- Sensitivity to the environment (light/sound)
- Intensity of responses
- Persistence with activities
- Mood



Describe the signs and signals

Watch carefully during the role play. Watch for the signs and signals described in the table above. Describe 3 observation signs and signals depicted in the role play:

- 1.
- 2.
- 3.



Commit to the process

Ask yourself:

- What is the best way to respond to the child's activity level and body rhythms?
- How can I get him used to new things?
- Can I change the environment to accommodate her sensitivity?
- How can I anticipate problems?
- What can I do to keep the child trying?

Build on strengths

- Children with ADHD are children FIRST.
- All children like to feel successful.
- Active children may benefit from leadership opportunities.
- Incorporate the child's special interest or talent into the program.

Notes

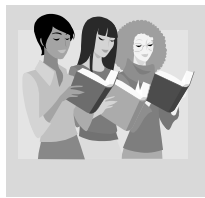
Accommodations

Accommodations are individualized supports that promote access to learning, recreation, leisure or work.



Make accommodations

- Use visual aids
- Provide cues for behavior
- Designate an area where the child can move around
- Give all children written and oral directions
- Provide a list of materials for activities
- Make children aware of transitions in advance



Apply accommodations

Collaborate with a partner to apply 3 accommodations to one of the scenarios below:

Josh

Josh is a seven-year-old boy who attends the after-school program at his school campus. He enjoys video games and drawing. During program hours, Josh does not engage with other children very often. He does not seem to have the same social skills as other kids his age. When asked to participate in a group activity, Josh will join the group for a few minutes. After around 5 minutes, he will typically leave the group to draw independently at a table. What accommodations might support Josh to interact with peers and further develop his social skills?

Alicia

Alicia is five years old and participates in a Pre-K classroom. Alicia loves to sing and dance and enjoys movement activities. During free choice activities, Alicia enjoys leading her peers in pretend play. Alicia has a hard time sitting during circle time. She plays with other children's hair, rolls on the floor, stands up and walks inside the circle and often comments without being asked. What accommodations might support Alicia's leadership skills and help her focus her energy during circle time?

Benjamin

Benjamin is a ten-year-old boy who attends the after-school program at his local YMCA. Benjamin enjoys jokes, sports, and drama. Benjamin loves to be the center of attention and his peers find him entertaining. During homework hour, Ben spends most of the hour telling jokes and distracting peers at other tables. Staff have approached Ben's parents about their trouble with Ben's behavior during homework. His parents have replied, "He can't help it. He has ADHD." What accommodations would you make to help Ben focus during homework hour? How would you communicate those accommodations to the parents?

Accommodations

- 1.
- 2.
- 3.



Tips for professionals

- Treat each child as an individual
- Break things down, one direction at a time
- Have child repeat directions
- Encourage exercise and good nutrition
- Be consistent
- Get physically close to child
- Praise in public, punish in private

Support positive behavior

- Clear expectations
- Predictable routine and schedule
- Cues for transitions
- Variety of learning tools (verbal, visual, hands-on)
- Choices and opportunities for child-directed games and activities.
- Praise and encouragement

Notes

A large, solid gray rectangular area intended for taking notes.



Resources and Information

- Free podcasts and frequently asked questions at www.kitonline.org
- Email questions about inclusion to help@kitonline.org
- Contact 858-225-5680 or info@kitonline.org for questions regarding earning CEUs for this course.
- Center for Effective Collaboration and Practice, www.cecp.air.org
- Center for Evidence-Based Practice: Young Children with Challenging Behavior, www.challengingbehavior.org
- Attention Deficit Disorders Association, www.adda-sr.org
- Center for the Social and Emotional Foundations for Early Learning, www.vanderbilt.edu/csefel
- Learning Disabilities Online, www.ldonline.org
- National Dissemination Center for Children with Disabilities, www.nichcy.org
- Special Needs Project, www.specialneeds.com

Learning Objectives for CEUs

Complete the following learning objectives and submit with CEU registration form and payment to earn CEUs for this course.

1. Identify 6 possible visual distractions for a child with ADHD:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2. Describe 3 observation signs or signals depicted during a role play

- 1.
- 2.
- 3.

3. Collaborate with a partner to apply 3 accommodations to a scenario

Scenario:

- 1.
- 2.
- 3.

Mail completed learning objectives (this page), payment, and CEU registration form to KIT at 2820 Roosevelt Road, Suite 202, San Diego, CA 92016.