# Teaching Students with Attention-Deficit/Hyperactivity Disorder

A LEARNING RESOURCE *for* TEACHERS

BRITISH COLUMBIA | Ministry of Education

# Contents

## Acknowledgements

The Special Programs Branch of the Ministry of Education, Skills and Training gratefully acknowledges the following people for their contributions to the planning and revision of this teacher's resource guide:

- **Anna Buggie**, School District No 36 (Surrey)
- **Arthur Burrows**, School District No. 27 (Quesnel)
- **Dr. Glen Davies**, Able Clinic (Surrey)
- **Mary Dobson**, School District No. 68 (Nanaimo-Ladysmith)
- **Laura Lee Faulkner**, BC Children's Hospital
- **Arnie Funk**, School District No. 35 (Langley)
- **David Martin**, School District No. 27 (Cariboo-Chilcotin)
- **Clem Meunier**, Ministry for Children and Families
- **Madhuri Pendharkar**, School District No 61 (Greater Victoria)
- **Patricia Weiker**, School District No. 23 (Central Okanagan)
- **David Wills**, School District No. 84 (Vancouver Island West)

## Introduction

Attention-Deficit/Hyperactivity Disorder (AD/HD) is a neurological condition that has come to greater attention of parents, educators and the general public in recent years. Throughout history, characteristics of the disorder - hyperactivity, inattention and impulsivity - have been observed in children. Only in recent decades has understanding, diagnosing, and providing supports for these students become common. Heightened awareness of the disorder has positive and negative implications for educators. On one hand, an abundance of educational research has provided updated ideas for teachers and a wealth of resource materials are becoming available. On the other hand, some parents and educators wonder if the AD/HD diagnosis is being overused to account for a number of other conditions that may result in similar behavioural patterns. Regardless of the controversy, teachers must address the day to day challenges of working with students who exhibit these characteristics.

Students with AD/HD typically have a great deal of difficulty achieving success academically and/or socially. Difficulty with organizing work and completing assignments often translates into school marks far lower than would be predicted by the AD/HD student's ability. The student with impulsive tendencies can have further difficulty establishing and maintaining positive relationships with peers and teachers. These interrelated difficulties can cause a spiral effect as the student grows older: difficulty with organization can lead to lower marks; academic frustration and peer relationship problems can contribute to a feeling of rejection which in turn can lead to depression; and depression can impact on all areas of student functioning. When educators, parents and significant others work together with these students this destructive spiral may be counteracted.

This resource guide is intended to assist teachers in planning and providing supports for students displaying the characteristics associated with AD/HD. In some cases, a formal diagnosis has been made or assessment has been requested. In other cases, the student needs support to achieve success even though a diagnosis has not been made.

This guide includes the following sections:

- **What is AD/HD?**
- **Addressing Learning and Behavioural Differences in the Classroom: Some general considerations**
- **How Can AD/HD Be Effectively Managed?**
- **Planning for Success at School**
- **Case Studies of students with AD/HD**
- **How to access additional information**

## What is AD/HD?

Attention-Deficit Hyperactivity Disorder (AD/HD) is a neurological disorder requiring a clinical diagnosis based on criteria outlined in The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM IV). Students with AD/HD demonstrate significant impairment related to inattention and/or hyperactivity and impulsivity compared to average children of the same age. The prevalence of AD/HD is estimated to be 3 - 5 % of the school-aged population. Clinicians typically report that boys are referred for AD/HD assessment nine times more often than girls, while studies using a general population base indicate that the ratio of boys to girls with the disorder is closer to 3:1.

The following information should be collected by a multi-disciplinary team to assist in making an AD/HD diagnosis:

- life history and background of family members, including medical and psychiatric history,
- developmental history of the student, including birth history, developmental milestones, records of classroom-based and individual assessments that may be included in the student's permanent record folder at school and medical history,
- current physical examination to rule out other health concerns,
- information about a student's learning abilities and academic skills,
- ratings of the student's behaviour using standardized behaviour rating scales to be completed by parents and teachers, and
- descriptions of the student's behaviour in various settings over time provided by parents and teachers (objective observational data provided by the school could be very useful in this regard).

In addition, psycho-educational testing is helpful to determine the student's learning strengths and needs and to determine if learning disabilities are impacting on the student's school achievement.

*Matthew, a grade four student, has a hard time getting started on his journal every morning. He loses his pencil and can't find his notebook, usually due to the mess in his desk. As a result, he often wanders around the classroom to borrow things, and in the process, forgets what he was supposed to do in the first place. He rarely completes written assignments. His mother has recently mentioned to the teacher that getting Matthew out of bed and ready for school in the morning is getting harder and harder everyday. He complains that "none of the other kids like him".*

## Diagnostic Criteria

The following symptoms are listed in the DSM-IV and are used by qualified health professionals to diagnose AD/HD. Some of these symptoms must be displayed in a number of settings, persist over at least six months and must have been observed prior to age seven in order for the diagnosis to be made. The following information is not intended for diagnostic purposes; a referral for diagnosis should be made to a physician or registered psychologist with training in AD/HD and other childhood disorders . The following symptoms are paraphrased from the DSM-IV.

## Inattention Symptoms

Often:
- fails to give close attention to details or makes careless mistakes in schoolwork, or other related activities, i.e., work often appears messy or seems performed carelessly and without considered thought.
- has difficulty sustaining attention in tasks or play activities.
- does not seem to listen when spoken to directly.
- does not follow through on instructions and fails to finish schoolwork, chores, or duties. (This is due to inattention and not due to a failure to understand instructions.)
- has difficulty organizing tasks and activities.
- avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort, e.g., homework or paperwork.
- loses things necessary for tasks or activities, e.g. toys, school assignments, pencils, books, or tools.
- is easily distracted by extraneous stimuli that are usually easily ignored by others, e.g. a car honking, a background conversation.
- forgetful in daily activities, e.g., missing appointments, forgetting to bring lunch.

June sits staring out the window. Ms Smith asks the class to get out math books. June reaches in her desk and pulls out a teen magazine, flipping to the picture of the latest teen movie star. Later she wonders why everyone else knows how to do the math questions. She looks over at the way Samantha is doing her work and wonders how she'll ever know what to do.

## Hyperactivity Symptoms

Often:
- fidgets with hands or feet or squirms in seat.
- leaves seat in classroom or in other situations in which remaining seated is expected.
- runs about or climbs excessively in situations in which it is inappropriate. (In adolescents or adults this may be limited to subjective feelings of restlessness.)
- has difficulty playing or engaging in leisure activities quietly.
- is "on the go" or acts as if "driven by a motor."
- talks excessively.
- 

*Cameron, a grade nine student, is the life of the class. He always has an interesting story to tell, rarely related to the subject being studied. He gets along so well with his peers that no matter where the teacher places him in the classroom, he spends more time socializing than working on the assigned tasks. Teachers, as a last resort, often ask him to sit in the hall so that others can do their work. Cameron is fascinated with computers and cars and will spend endless hours designing programs, working on his car or reading car or computer magazines. He often misses class on test days, especially when an essay test is expected. He's barely passing Language Arts and Social Studies, even though a psychological assessment done when he was in Grade 3 indicates that he has high average ability.*

## Impulsivity Symptoms

Often:
- blurts out answers before questions have been completed.
- has difficulty awaiting turn.
- interrupts or intrudes on others, e.g., butts into conversations or games.

When caught fighting on the playground for the third time this week, Suzie, a grade seven student, explained that it "wasn't her fault". Karen had made a face at her and the other kids were always calling her names. "You're always picking on me!", she exclaimed to the principal when called into the office. "Nobody ever listens to my side of the story!"

*Antonio, a grade 10 student, is thinking of quitting school. He was in a car accident last week. He expected the car ahead of him to turn left on the amber light and intended to follow before the light turned red. That stupid woman, didn't she know how to drive in the city? Anyway, he missed a few days of classes because of the accident (how else was he going to get his car fixed?) and now was very close to failing most of his courses. What was the use anyway? He'd never get good enough marks to get into the mechanics course he was planning on, anyway. It would be so great to sleep in everyday without his mother yelling that he'd be late for school....*

## The DSM IV outlines three types of AD/HD:

1. **AD/HD Combined Type**
   Six or more of the symptoms of inattention and six or more of the symptoms of hyperactivity-impulsivity have persisted for at least six months in a child's behaviour. Most children and adolescents with AD/HD have the combined type.
2. **AD/HD Predominantly Inattentive Type**
   Six or more of the symptoms of inattention, but fewer than six of the symptoms of hyperactivity-impulsivity have persisted over at least six months in a child's behaviour.
3. **AD/HD Predominantly Hyperactive - Impulsive Type**
   Six or more of the symptoms of hyperactivity-impulsivity, but fewer than six of the symptoms of inattention have persisted for at least six months in a child's behaviour.

## Can other disorders accompany AD/HD ?

Students with AD/HD often have other problems as well. Twenty to twenty-five percent of these students also have learning disabilities. The incidence of oppositional defiant disorder and conduct disorder is higher in students with AD/HD than in the general population. Some students with AD/HD have accompanying emotional disorders such as depression or anxiety. A small percentage of students with AD/HD also have Tourette's Syndrome. In addition, students with AD/HD often have difficulty with motor skills and coordination.

Teachers should keep in mind that many students with AD/HD do not have an additional disorder.

## Are there other conditions that produce similar symptoms?

The symptoms associated with AD/HD can result from a number of conditions, some physical, some environmental, and some genetic. While it is possible for students with AD/HD to be affected by a number of other conditions, some children displaying these symptoms are doing so for reasons other than AD/HD.

Some circumstances that can result in students displaying patterns of behaviour similar to AD/HD are:

- other specific medical, neurological and psychiatric disorders (e.g. hyperthyroid, diabetes, Fetal Alcohol Syndrome or Fetal Alcohol Effects, bipolar disorder),
- insufficient sleep on a regular, ongoing basis,
- severe personal or family disruption including death of a family member, divorce, or recent family blending,
- anxiety,
- undiagnosed learning disabilities,
- undiagnosed hearing or visual impairments,
- significantly above average cognitive ability (gifted),
- significantly below average cognitive ability (intellectual disabilities), or
- ongoing exposure to damaging environmental influences including abuse or neglect.

Teachers should keep in mind that the presence of symptoms associated with AD/HD is not sufficient for diagnosis. Assessment must consider all possible causative factors and the consistency of these symptoms over time and in a variety of settings. A broad range of possibilities should be explored to ensure that all students are appropriately assisted to achieve their potential.

## AD/HD in the Classroom

Students with AD/HD display a persistent pattern of inattention and/or hyperactivity/impulsivity. These students often experience impairment of their ability to address social, academic and vocational expectations. In the classroom, teachers often see students with AD/HD struggling with their school work.

Students with AD/HD may demonstrate the following characteristics in the classroom:

- difficulty getting started;
- difficulty regulating attention to task or to people;
- difficulty organizing or following through on instructions, school work, chores and/or classroom duties;

- easily distracted and forgetful;
- constantly on the go and into everything, or, for adolescents, a constant feeling of restlessness or lethargy;
- often very verbal and impulsive;
- often require more supervision than age peers, particularly in unstructured settings;
- often display highly erratic production in terms of quality and quantity of work completed from day to day and at different times in the same day; and
- difficulty dealing with change, such as moving from one activity to the next.

## Myths about AD/HD

Myth #1: All students with AD/HD display aggressive, acting out behaviours that eventually lead to trouble with the law.

**Fact**: Many children and youth with AD/HD are not aggressive, violent, or in trouble with the law. Some, particularly those who are predominantly inattentive, tend to be withdrawn and reclusive. While students with AD/HD are at greater risk of behavioural problems, appropriate early intervention can reduce the risk.

Myth #2: Medication is the only intervention that works with these students.

**Fact**: A number of strategies including training for teachers and parents in management strategies are proven to be effective components of treatment for students with AD/HD. Many experts in the field believe that medication may be necessary to maximize the effectiveness of other strategies. In any case, medication alone should never be the sole intervention.

Myth #3: Medication used to treat AD/HD is addictive and will cause drug abuse.

**Fact**: Stimulant medication taken as directed has not shown to be addictive by scientific studies. Students who respond well to medication and are academically and socially successful may be less at risk for drug misuse and other emotional problems.

Myth #4: The AD/HD diagnosis is being overused.

**Fact**: Researchers estimate that 3 - 5% of the school aged population have AD/HD. Current medical statistics indicate that the number of children diagnosed in Canada is well within this figure.

Myth #5: Only boys can be diagnosed with AD/HD.

**Fact**: Although boys are more likely to have AD/HD than girls, it is not a gender-specific disorder. Clinicians typically report that boys are referred for AD/HD assessment nine times

more often than girls. Studies using a broader population base generally indicate that the ratio of boys to girls with the disorder is closer to 3:1.

Myth #6: AD/HD is the result of poor parenting or poor teaching. (It's not a "real" disorder)

**Fact**: Current scientific research points to biological, rather than environmental causes for AD/HD. For example, in people with AD/HD, the brain areas that control attention have been observed to use less glucose, indicating that they are less active. Genetic connections have also been established by research: children who have a parent or other family member with AD/HD are more likely to have the disorder.

Myth #7: Kids outgrow AD/HD after puberty.

**Fact**: Although about half of the people diagnosed with AD/HD as children will experience decreased hyperactivity after adolescence, many will continue to have difficulty with impulsively, inattention and distractibility throughout their adult years. Students with AD/HD may need support throughout their education and strategies to assist them as adults in the workplace.

## Addressing Learning and Behavioural Differences in the Classroom: Some General Considerations

Teaching students with diverse needs has become the norm in most classrooms in British Columbia. Decades ago, students who had difficulty achieving success in the school system simply quit and entered the work force. As the job market has become more competitive, high school graduation has become a minimum requirement. Over the years, educators have worked to keep pace with this change. Making adjustments to the delivery of educational programs is one way to ensure that more students are able to achieve their full potential.

Effective teaching requires consideration of student differences. The challenge for teachers is to provide each student with learning activities that:
- recognize and value a diversity of backgrounds and experiences,
- provide challenge and success,
- promote growth,
- involve the student as an active learner,
- are age appropriate, and
- enhance self-concept.

Identifying students who are not reaching their full potential is an ongoing process. As teachers observe students working in the classroom, the strengths and needs of individuals become apparent. Some students appear to understand the concepts presented, but for some reason, are unable to complete assignments or prepare for tests. Some have so much difficulty attending to instruction that teachers are unable to determine whether these students understand the concepts presented or not.

When the teacher notices that a student is struggling to meet the expected learning outcomes, a systematic process should be followed. This process should include:

- collecting information about the student,
- planning and trying different instructional strategies, and
- evaluating the effectiveness of the strategies selected.

In some cases, the instructional adjustments made by the teacher will effectively assist the student to achieve success in the classroom.

In other cases, in spite of the teacher trying a number of different instructional strategies, the student continues to struggle. In these cases, other professionals might be able to assist in planning effective programs for students with AD/HD.

For further information on instructional strategies, see Teaching Students with Learning and Behavioural Differences: A Resource Guide for Teachers (Special Education Branch, 1996).

## Informal Collaboration

If the student continues to struggle after adjustments have been made, the classroom teacher, in consultation with the parents, should seek the support of other in-school personnel such as:

- other teachers, including those who have previously worked with the student,
- the Learning Assistance Teacher and/or the Resource Teacher,
- the School Counsellor, and/or
- the Principal or other administrator.

The teacher can be assisted by the colleagues through a process of consultation and collaboration. This may take the form of classroom observations , additional assessment, adapted instructional strategies, implementation and evaluation of those strategies, or intervention by the school counsellor.

For many students, such collaborative planning and the resulting interventions will successfully address the student's needs. If this is not the case, the teacher can approach the school-based team for further assistance.

## Referral to the School-Based Team

When addressing a referral for a student who may have AD/HD, the school-based team should :

- assign a case manager,
- provide the classroom teacher with possible classroom strategies,
- coordinate services for each referred student,
- ensure the development of an individual education plan (IEP), when appropriate, and
- make referrals to additional school, district, community or regional services.

The structure and process followed by school-based teams vary from school to school and from district to district. Teachers should check with in-school administrators or school-based special education staff to find out more about the school-based team in their schools.

The school-based team carries out further assessments and develops and implements support strategies to assist the classroom teacher in meeting the student's needs. If additional assistance is still needed the school based team may decide to make a referral to district based services or community professionals and services.

## Referral to District Based Services

School Psychology Services

School Psychology is a district or area based resource to help teachers and parents plan educational programs for students. Some districts have school psychologists as part of their staff, working from the district office or student services centre. Other districts contract private psychologists to complete assessments of students' learning needs.

School psychologists may coordinate the data collection required for diagnosis of AD/HD. They would probably use a norm-referenced behavioural rating scale to gather information from teachers and parents about the student's behaviour in various settings over time. In some cases, especially if learning disabilities are suspected, a thorough psychoeducational assessment may be conducted. This would usually include assessing a student's cognitive abilities and school achievement to establish the student's educational strengths and needs.

Because the school psychologist is able to observe the student in the school setting, he/she can help teachers, parents and students in a number of ways. Based on information collected through formal and informal assessment techniques, the school psychologist can assist to:

- identify students' learning strengths and needs,
- develop strategies to address the student's learning and behavioural needs at home and school,
- develop realistic expectations for the student, and
- access community resources for students with possible mental health needs.

Other District Based Services

Depending on the educational needs of the student and the availability of specialist staff at the school district level, the school based team might refer a student to

- a District Counsellor,
- a teacher consultant for learning disabilities,
- a behaviour specialist,
- the coordinator of special services/student services, or
- the speech/language pathologist.

The roles of these specialist staff vary from district to district. In-school administrators and/or members of the school based team should be aware of how these district based personnel can support teachers and students at the school level.
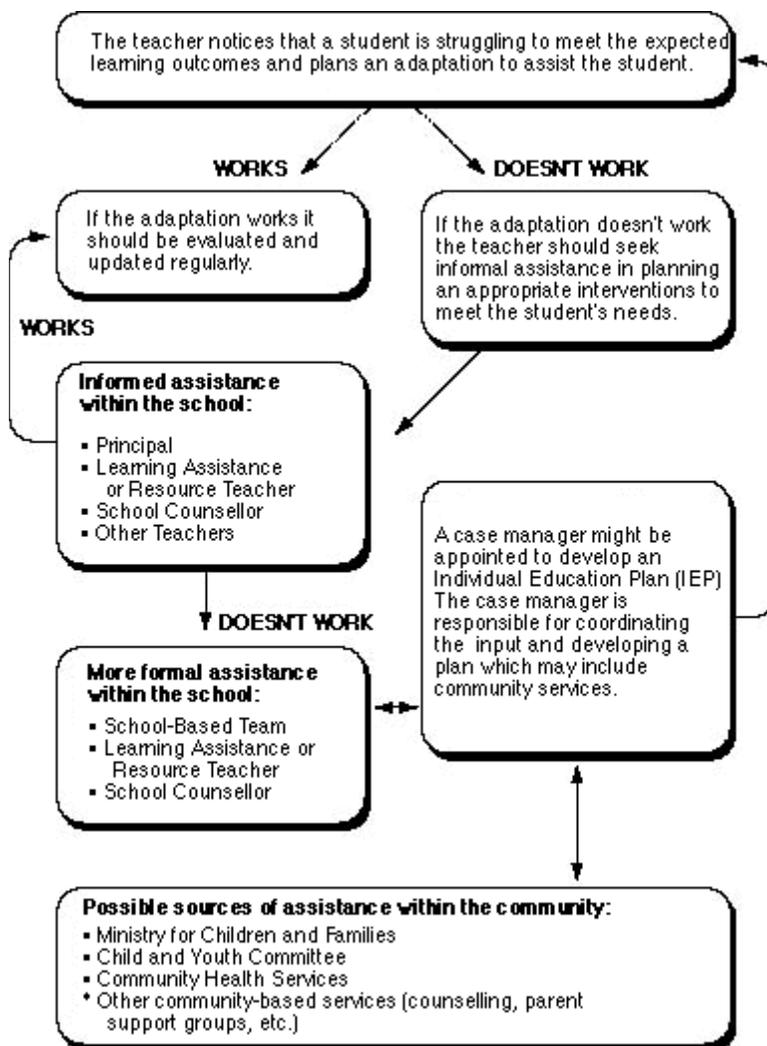
## Parent Referral to Community Based Services

If the information collected about a student indicates that he/she might have AD/HD or another medical condition that affects attention, impulsivity and/or activity level, parents may wish to make a referral to a physician or registered psychologist for a formal diagnosis to be made.

Because most students with AD/HD are unlikely to demonstrate symptoms of the disorder in a one-on-one clinical setting (like the doctor's or psychologist's office), data collected at the school should be used to assist in the diagnostic process. Providing objective observational data in a number of different settings over time can provide community professionals with valuable information that is impossible to collect during a visit to the clinic.

Community based professionals can assist families with medical and general management of the student with AD/HD. For example,counselling for the student and/or the family, parent support groups, and assistance with medical management may be services available in the community. When parents access community based supports, educators and parents should work together so home and school support can be coordinated whenever possible.

### When a Student Needs Assistance

The teacher notices that a student is struggling to meet the expected learning outcomes and plans an adaptation to assist the student.

WORKS

DOESN'T WORK

If the adaptation works it should be evaluated and updated regularly.

If the adaptation doesn't work the teacher should seek informal assistance in planning an appropriate interventions to meet the student's needs.

WORKS

Informed assistance within the school:

- Principal
- Learning Assistance or Resource Teacher
- School Counsellor
- Other Teachers

A case manager might be appointed to develop an Individual Education Plan (IEP) The case manager is responsible for coordinating the input and developing a plan which may include community services.

DOESN'T WORK

More formal assistance within the school:

- School-Based Team
- Learning Assistance or Resource Teacher
- School Counsellor

Possible sources of assistance within the community:

- Ministry for Children and Families
- Child and Youth Committee
- Community Health Services
- Other community-based services (counselling, parent support groups, etc.)

## How Can AD/HD Be Effectively Managed?

Students with AD/HD may benefit from adjustments to several aspects of their lives. If parents and educators, along with other service providers, are able to work together to help these students, they are more likely to become independent adults. A combination of individual and family counselling, parent training and support groups, appropriately structured educational programs, and sometimes medication may be recommended.

On a case by case basis, effective management should include some of the following components:

### Increasing Understanding of AD/HD

The most fundamental element in effectively managing this disorder is increasing the understanding of AD/HD in teachers, parents, and the students with AD/HD themselves. Providing information to each of these groups about the nature of AD/HD and strategies that have proved useful is critical. Building empathy in teachers and parents will increase their ability to be effective and view the student's difficulty in the context of a disorder rather than purposeful misbehaviour or lack of effort. Students need to be helped to develop a positive attitude about learning to deal with AD/HD rather than to lean on the label as an excuse for lack of effort and learned helplessness.

### Enhanced Skills for Managing Students with AD/HD

When educators have a thorough understanding of AD/HD management strategies, they can plan and provide day to day activities that successfully include the student with AD/HD. Many teacher professional development activities teach skills for managing and reinforcing appropriate behaviour. Recently published books and videos about AD/HD can be valuable resources (see **Appendix 1)**.

In addition to learning about managing the disorder, teachers of students with AD/HD may benefit from the experiences of others who have worked with students with AD/HD. Many communities around the province have local chapters of provincial and national support groups that may be able to provide parents and educators with information about locally available supports. See **Appendix 1** for a listing of these organizations.

### Strategies to Enhance Self-Esteem in Students

The student with AD/HD also needs to develop an understanding about the disorder. Teachers may be part of the support system to assist students in self-understanding and acceptance. A supportive relationship with a teacher has proven to be one of the most significant positive influences on students with AD/HD. Often, students who lack important social skills and/or have difficulty learning suffer from a loss of self-esteem. As students with AD/HD grow older, they may need help with issues of peer acceptance and walking the fine line between independence and belonging. On a case by case basis, some of the following may be planned to enhance a student's self-esteem:

- participation in a structured, disciplined activity such as karate, cadets or ballet,
- involvement in an individual sport such as swimming, running or racquet games,
- volunteering in the community (e.g. Boys and Girls Clubs, soup kitchens, senior citizens' homes, hospitals),
- a part-time job or work experience placement, and/or
- individual or group counselling.

## Restructuring the Environment

Students with AD/HD typically have underdeveloped self-management skills which affects their ability to plan and carry out tasks to completion. This deficit could result in students having difficulty with the following skills:

- time management,
- finding materials,
- beginning independent work,
- maintaining on-task behaviour long enough to complete work,
- remembering the requirements and time frame for handing in assignments, and
- attending school regularly.

External structures such as those listed below can assist students to compensate for their limited self management skills:

- checklists of required materials,
- agenda to keep track of requirements,
- classroom routines to provide consistency for students,
- "learning how to learn" and study skills strategies that provide structures for completion of assignments, and
- breaking assignments down into manageable parts that can be checked and reinforced.

Only by teaching and reinforcing the above noted strategies can educators increase their effective use. Staff and/or students (including the case manager, a teacher's assistant, the homeroom teacher, a study partner, or a child care worker) can assist the student with AD/HD to use these strategies to keep on track at school. The ultimate goal should be to help the student to develop self-monitoring strategies that will assist them to function effectively on their own. ( See **Appendix 2)**.

## Enhanced Home-School Communication

For greatest effectiveness, teachers are encouraged to work with parents to support students with AD/HD. For example, a communication book signed by parents can be used to ensure that parents are aware of issues that arise in class and teachers are aware of issues that arise at home. Both should ensure that positive messages are included frequently, as parents and teachers can grow discouraged when negative comments dominate communication. An agenda for older students can be used to ensure clear communication about assignments, projects and upcoming tests. An extra set of text books at home can

reduce the number of lost or misplaced books. For student with severe difficulties, daily or weekly progress reports to parents can assist teachers to involve parents in ongoing support. In some cases, teachers and parents may wish to establish a reward system in which points that are awarded for school behaviours are used to earn home-based reinforcers.

## School Based Support Services

Students with AD/HD should receive school based support services if the disorder significantly affects their school performance. An estimated 25% of students with AD/HD also have learning disabilities. When students with AD/HD have academic difficulties, they may be supported through Learning Assistance programs or services for students with Severe Learning Disabilities. Students who need behavioural support in order to achieve success at school may be supported through programs for students with moderate or severe behavioural disorders. For further information on supporting students with special needs, see *Special Education Services: A Manual of Policies, Procedures and Guidelines* (Ministry of Education, Skills and Training, 1995).

Specific examples of academic and behavioural support will follow in the Case Studies section of this book. For further suggestions see Teacher Students with Learning and Behavioural Differences: A Resource Guide for Teachers (Ministry of Education, Skills and Training, 1996).

## Medical Intervention

An intervention plan for some students with AD/HD may include pharmacological treatment. While the media has described much controversy about using medication to treat AD/HD, scientific research describes medication as one of the most effective treatments for the disorder. The use of medication should be supervised regularly by the prescribing physician. The doctor, parent, child and school staff should all contribute important information to establish a baseline of symptoms and assist in monitoring the effects of medication on behaviour and academic performance. Medication alone should never be the sole intervention. While medication may assist the student to focus on learning, it will not compensate for skills and knowledge that have not been acquired.

The decision whether to use medication or not is one that should be made on a case by case basis by the family of the student with AD/HD and their physician. Student involvement in the decision is important. At times, parents may call upon teachers to provide information or opinions about medication. Teachers should not provide recommendations to parents regarding medications; they should direct these queries to a physician trained to deal with AD/HD and other childhood disorders. Teachers can provide observational data describing the student's behaviour to assist in monitoring medication. Because medication must be administered regularly, the family may request that the school administer medication. Teachers should be aware of district policies and procedures related to the administration of medication, including confidentiality for the student. Accurate records should be kept of medication administration. Stimulant medications are often prescribed in the treatment of AD/HD. Many people question why stimulants would be used for students who already appear to be over stimulated. Some research shows certain areas of the brain of students with AD/HD which control circulation are not as active as those of other children. These

medications stimulate the areas of the brain which control concentration which allows the child to stop and think before acting.

Other medications or combinations of medications may be prescribed for students with AD/HD.

## Planning for Success at School

### Addressing Diverse Needs in the Classroom

Establishing a classroom environment that is friendly to students with AD/HD as well as other diverse needs requires careful planning. Students with AD/HD may appear to be willfully avoiding work when they lack the skills needed to begin the assignment. Working with these students can be frustrating at times. Teachers are encouraged to keep a disability perspective: AD/HD is a disorder that affects students' abilities to begin and follow through on tasks. These students are not "out to get" the teacher, although it may feel that way to the teacher during a stressful day at school. Teachers need to be responsive to the educational strengths and needs of individual students to ensure that appropriate expectations are established. The strategies presented in this section may assist teachers to minimize their frustration and maximize the students' ability to learn. Such strategies may be needed to support students with AD/HD throughout the school years. These strategies can also be helpful to other students in the class.

Many students with AD/HD can benefit from classroom based adaptations and support throughout their school years. Teachers may wish to use a planning tool to record the support provided. The AD/HD Accommodation Plan, used in each of the following case studies, is an example of a planning tool teachers find helpful.

Students with AD/HD who are receiving special education services may require an Individual Education Plan (IEP). The AD/HD Accommodation/Support Plan could be used as part of the IEP planning process.

For more information on developing IEPs see *Individual Education Planning: A Resource for Teachers*, (Ministry of Education, Skills and Training, 1995).

### Classroom Based Strategies

**Structure classroom activities that require active learning and a high response rate from students.**

When an instructional style that enables students to actively participate in learning is used, students are more likely to remain on task during instruction. On the other hand, when students are required to sit and listen for long periods of time, students with AD/HD may display more inattentive and/or disruptive behaviour. The following strategies can be used to maximize student involvement in learning:

- provide students with an outline or skeleton of information that will be presented in lecture style and ask them to fill it in as the class proceeds,
- provide students with individual white boards, chalk boards, or response cards so that when the teacher is working with a large group, each student can be expected to respond,
- structure partner activities so that students can read orally, question each other, confirm understanding, or assist each other to remain on task, and

- encourage students to demonstrate understanding of learning outcomes in a variety of ways including oral presentations, audio or video taped projects such as radio plays or news reports,dramatizations of factual information.

**Teach students organization skills that will help them to complete assignments.**

Teachers confronted with students who can not seem to keep track of belongings and assignments may wish to try the following organizational system. While elements of this system could be used with individual students who require support, it is more likely to be successful if the whole class uses it regularly. In some cases, whole schools have decided to use some of these strategies to provide consistency for students across subjects and grades.

- Establish the use of one large binder for all subjects with pocket dividers for each subject and hole punched pencil case for writing tools. A smaller binder with two pocket dividers could be used for primary students.
- Ensure that each student also has an agenda inside the binder. At the end of each class or day, post homework and tests and ask students to record required homework in their agendas. A buddy system to check the completion of each agenda and the inclusion in backpacks of materials required to complete homework can help to ensure students take home what they need.
- Assignments posted on flip chart paper or in an assignment binder at the back of the classroom can become a permanent record which students can consult when they have missed classes or are having trouble understanding or remembering what to do. An agenda of daily activities posted on the board can be an added visual organizer.
- Encourage students to use a backpack to carry the binder. Ask them to take the backpack from school to home and back again everyday so that it becomes a daily routine. If no assigned work is to be completed, the homework could be to organize the binder and backpack. Secondary students who are required to move from class to class may opt to keep all materials in a large pack, rather than in a locker, to reduce the possibility of losing necessary materials.
- Provide students with a "day at a glance" that can be used as a checklist on their desk as assignments are completed.
- Post a list of required materials on the inside of student lockers to encourage them to maintain a supply of materials needed.

**Use strategies to maximize positive interaction with students and minimize opportunities for disruptive behaviour.**

- Move around the classroom.
- Look around the classroom. Provide immediate, specific feedback on learning and behavioural progress whenever possible.
- Establish eye contact with most students prior to giving instructions to the class.
- Talk to individuals and groups of students to build rapport and to establish and expand understanding of the learning outcomes.
- Comment on positive, rather than negative behaviour, whenever possible. Make comments specific to expected behaviours (e.g. I see that your outline is almost compete - good work!).
- When verbal reprimands are necessary, move comfortably close to the student and use a soft, firm voice to specifically describe the behaviour that is required. Avoid publicly criticizing students.

**Clearly communicate rules and behavioural expectations and establish classroom routines.**

"I didn't know we were supposed to do that!" is a common cry heard by teachers everywhere. While it may seem that students are being purposely noncompliant, many students, especially those with AD/HD, have difficulty with short term memory which can affect their ability to carry out verbally presented directions. Students with AD/HD can be taught to monitor their own behaviour. The challenge for a teacher is to provide structure while helping to develop in the child a sense of control in life. The following strategies can provide external structures for students who have difficulty internally regulating their behaviour:

- Involve students in establishing three to five basic classroom rules, state them positively and post them in the room. Provide opportunities for students to role play positive and negative examples of these rules on a regular basis to ensure that rules are reviewed often and all students understand the expectations.
- Provide positive reinforcement for following classroom rules. In addition to ensuring that appropriate behaviour is sociallyreinforced through positive comments and gestures, teachers may elect to use activity reinforcers (e.g. choice of activity to reinforce a predetermined number of positive behaviours) or tangible reinforcers (e.g. stickers). Reinforcers should be changed regularly to maintain effectiveness.
- Establish a hierarchy of consequences to be used when classroom rules are repeatedly broken. Ensure that students are aware of these consequences and make every effort to use them consistently and in a timely manner. Positive reinforcers should always outnumber consequences by at least a two to one ratio.
- Pair students with a buddy with whom to consult when the teacher is busy with other students. Supply students with a list of alternative activities to do while they wait for the teacher's attention if their buddy cannot help them out.
- Develop a routine for transitions between activities and classes. The routine could include a forewarning (we will put away the math manipulatives in five minutes), an appropriate chant or song, and established steps to follow. For older students, recorded music could serve the function of the chant or song.
- Model organizational skills by designating places for students' belongings, classroom materials, incoming assignments, etc. in the classroom; use self-talk to model personal organizational strategies and teach students to use positive self talk to help them organize their tasks.

**Provide Multi-Sensory Instruction**

Using teaching strategies that combine more than one modality can enhance the student's ability to remember and understand information and directions. The following are examples of multi-sensory strategies:

- using songs or chants to teach math facts,
- presenting instructions orally and on an overhead projection,
- using webbing as a note-taking strategy to enhance understanding of concepts,
- using tactile/kinesthetic learning activities such as math manipulatives and computers, and
- providing opportunities for meaningful movement such as involving students in role plays, experiments and other "hands-on" activities.

**Establish a physical plan that maximizes productivity.**

The following strategies may help teachers to establish productive work spaces for all students:

- If using a seating plan, ask students for input (list 3-4 classmates you would like to sit beside; try to choose people you think enable you to do your best work); then try to establish the plan so that each student can sit beside one or two of the students they prefer.
- Establish quiet "office areas" away from others that students can elect to use if they require privacy or quiet to concentrate.
- Provide an additional desk or two in the room so that students have the option of moving from one desk to another for different activities or to avoid specific distractions.
- Try allowing students to use headphones to listen to taped material to reduce the distractions caused by other activities in the classroom.
- Monitor teacher movement and seat students who have difficulty paying attention so that their proximity to the teacher is maximized.
- Seat students who are having the most difficulty close to peers who will model positive behaviour and away from distracting stimuli such as windows, pencil sharpener or heating vents.
- Consider the impact of lighting, heat and other possible distracters for specific students and assist them to select productive locations.

## Individualized Strategies

In some cases, students with AD/HD will require individualized support, in addition to some of the accommodations listed above, to achieve success in the classroom. Specialized personnel such as learning assistance teachers, resource teachers or behavioural consultants should be involved in program planning for these students. For some students this planning may include the development of an Individual Education Plan (IEP).

**Make an Accommodation Plan**

1. Identify and carefully describe Target Behaviours
   Direct observation can serve as a key source of information about a student's behaviour and performance in a given setting. Observations are non judgmental descriptions of what a child actually does, as well as events that occur just prior to (i.e., antecedents) and just after (i.e., consequences) that behaviour.
   Clearly describe specific behaviours that must be increased or decreased in order for the student to achieve success. Priorize these behaviours and make a plan to address a manageable number of them.
2. Measure the frequency of target behaviours
   Classroom teachers will want to use efficient, time-saving data collection systems. The data collected should reflect what the child actually does, what is happening in the environment when the behaviour occurs, the consequences of the behaviour, as well as the frequency. Observe the student several times and in different situations and compare the behaviours you see in each situation before you draw any conclusions. This data can be used for planning interventions as well as for providing

information to medical professionals that may lead to a diagnosis.

To optimize the accuracy of your data collection, consider the following:
- deciding on two or three behaviours to observe and document, based on your experience with the student and discussions with other school staff or parents;
- using a simple system for recording each incident of target behaviour you wish to observe with simple uncomplicated observation codes;
- focusing emphasis on factual information, avoiding opinion or reflection as much as possible;
- establishing consistency in recording procedures, especially if more than one person is involved in recording observations
- analyzing the function of the behaviour by noting the context just preceding and following the target behaviour.
- Varying the environmental conditions such as where the students is sitting, beside whom the student is sitting, and in what type of activity the student is engaged can add further depth to the observational data.

Specialist teachers, trained classroom assistants or volunteers could take more detailed observational data.

3. Involve the student in setting goals to reduce or increase the target behaviours and establishing a system to monitor and reinforce the behavioural change.

A critical part of the plan should include teaching the student appropriate behaviours to replace those that are being reduced. Some inappropriate behaviours are well established and frequent practice and reinforcement of more productive responses may be necessary for positive change. These replacement behaviours must be relevant and effective for the student.

A response cost system could be established in which points or tokens are awarded for meeting the goals of the behavioural plan and withdrawn when goals of the plan are not met. Points or tokens could then be used to "buy" privileges (e.g. computer time, preferred activities) or tangibles (e.g. sports cards, stickers, pencils). In some cases, parents and teachers may wish to collaborate to establish home rewards (e.g. family pizza night, choice of video rental, time to play video games) to reinforce points earned at school.

Include some behaviours in which the student is certain to succeed when setting reinforcers so the student achieves a feeling of success.

## Accommodating the student with AD/HD

In many cases, students with AD/HD will require adaptations to instructional strategies or assessment to ensure progress in school. Some students with AD/HD may require modifications to curricular outcomes in specific subject areas.

1. **Adaptations**

A student who is provided with accommodations or supports in order to achieve the

learning outcomes of the provincial curriculum is considered to be receiving adaptations. Students who receive adaptations in credit courses in the graduation years are eligible to receive a Dogwood Certificate upon completion of British Columbia Graduation requirements. Adaptations required by students with AD/HD could include, but are not limited to:

    a. Adaptations to Lesson Presentation
- giving a structured overview before the lesson
- using visual aids, demonstrations, simulations and manipulatives to ensure that students understand concepts presented
- using an overhead projector and keeping each overhead for later review by the student
- colour coding with chalk or pens to add emphasis
- providing a copy of teacher or peer notes to allow student to focus on listening
- providing "turn and talk" or activity breaks to assist the student's ability to focus on instruction
- providing a written outline or frame for students to fill in
- enabling the student to tape record material presented verbally
- using computer assisted instruction
- establishing routines that enable the student to check understanding with a peer
- including a variety of activities for the student in each lesson
- collaborative planning with the learning assistance teacher to pre-teach key vocabulary and concepts

    b. Adaptations to Assignments, Projects and Tests
- giving instructions visually and verbally,
- pairing students to check work
- breaking large assignments into smaller parts and providing feedback and reinforcement as each part is completed,
- providing additional time to complete assignments or tests,
- encouraging the use of manipulatives to understand mathematical concepts,
- providing checklists, outlines, advanced organizers, etc. to assist in assignment completion,
- supplying reading materials at independent reading level,
- requiring the completion of fewer examples in drill and practice activities while maintaining the conceptual difficulty of the assignment,
- providing audio tape to assist students to focus on the material to be read and to maximize understanding.
- using computer assisted drill and practice or simulation activities,
- enabling students to demonstrate understanding using a variety of media including oral presentations, audio or video taped assignments, bulletin board displays, dramatizations, and demonstrations,
- enabling students to word process, rather than write, assignments
- giving frequent shorter quizzes rather than longer tests that require a great deal of memorization,
- giving tests and exams orally or on audio tape,
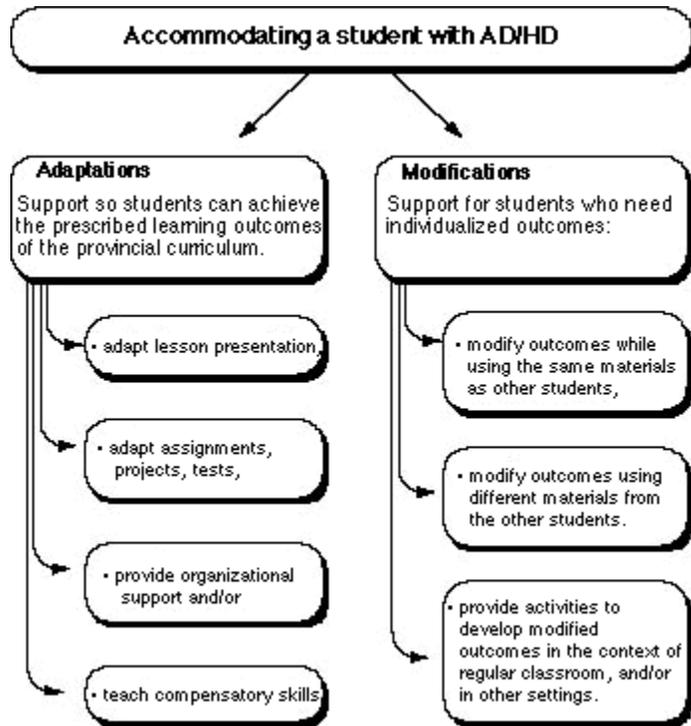- enabling students to audio record test answers on tape,

- using a calculator or tables of basic facts to enable students who have difficulty memorizing to work on higher level concepts in math and science

c.  Organizational Supports
- assist the student to set short term goals and provide opportunities for self-evaluation of progress toward those goals
- teach the student to use an agenda, checklists, advanced organizers and other structural supports to assist in self management
- teach the student to keep track of materials by using strategies such as tying a pencil to the desk, attaching a pen to clothing with a key ring, etc.
- establish specific places for all belongings and reinforce student for putting materials away properly
- colour code binder dividers or duotangs to that they match the subject area texts or support materials; use the same color coding on the student's schedule
- encourage the student to use a "Lazy Susan" inside the desk or locker to avoid things getting lost in the back
- set up a regular communication system to provide structure and support that is consistent between parents and teachers.

d.  Compensatory Skills
- teach the use of a word processing with spell checker
- teach the use of a calculator
- provide instruction and practice in using study skills and learning strategies
- provide instruction and support in using self monitoring strategies
- provide social skills instruction in and opportunities to role play and transfer appropriate social skills
- teach the use of a timer to increase time on task and assignment completion

2. Modifications

In most cases, the needs of students with AD/HD will be addressed by adapting instruction, strategies and/or assessment techniques. In a very few cases, students with AD/HD are unable to achieve the learning outcomes of the provincial curriculum, regardless of how much support is provided. These students require modifications to the learning outcomes to address their needs.

**Accommodating a student with AD/HD**

**Adaptations**
Support so students can achieve the prescribed learning outcomes of the provincial curriculum.

- adapt lesson presentation,
- adapt assignments, projects, tests,
- provide organizational support and/or
- teach compensatory skills

**Modifications**
Support for students who need individualized outcomes:

- modify outcomes while using the same materials as other students,
- modify outcomes using different materials from the other students.
- provide activities to develop modified outcomes in the context of regular classroom, and/or in other settings.

## Case Studies

The following case studies illustrate the planning process and subsequent accommodation plans for students who display some of the characteristics of AD/HD. In some cases, a formal diagnosis has been made; in others, the reason for the learning or behavioural difficulty may be less clear. Teachers are encouraged to use the ideas presented here as suggestions for working with students who have similar characteristics while keeping in mind that every student is an individual. Strategies that are effective with one student are not guaranteed to be effective with another. Focusing on the individual strengths and needs of each student is one way to ensure that the support provided addresses each student's educational needs.

### Case #1: Melodie - Grade 1

Melodie, 6, moved into Metropolis Elementary from Los Angeles in January of her grade one year. Her mother, a homemaker who appeared somewhat exhausted from managing Melodie, met with Miss Fontaine, the Grade 1 teacher. She informed the teacher that Melodie had been on Ritalin since Kindergarten and would need some special attention. She and her husband, an engineer, were looking for any suggestions the school could provide in managing Melodie at home as well. Miss Fontaine indicated that she would review Melodie's file and asked Melodie's mother if she and her husband could come in to meet with her and the school based team next week to discuss Melodie's program.

During the first week, Miss Fontaine made the following observations:

- Melodie is cheerful and friendly. She seems keenly interested in pleasing the teacher and her classmates.
- Melodie appears to have a strong understanding of verbally presented information, knows her colours and can count to 100.
- Melodie's literacy skills are at the emergent stage - she cannot recall letter names and does not appear to have any sight vocabulary.
- Maintaining one to one correspondence with objects while counting is difficult for Melodie.
- Melodie completes 2 out of 20 questions when not medicated (she indicated that she forgot to take her pill on Thursday morning); she completes entire sheet of 20 questions when she has taken her medication
- During both individual and group instruction, Melodie frequently interrupts to ask unrelated questions and change topics.
- When interacting with peers, Melodie constantly changes topics and commonly leaves an activity or game while others continue to play.

Information from Melodie's file indicated that she had received a psychological assessment and had been identified as having AD/HD as well as learning disabilities. She had been placed on a wait list for a special class placement in Los Angeles.

Miss Fontaine brought Melodie's case forward to the school based team meeting so that planning could take place immediately. Mr. and Mrs. Marshall were invited and were able to meet with the team on Thursday of the second week Melodie had been enrolled at the new school.

At the meeting, the team agreed that acquiring literacy skills and helping Melodie to focus on the topic at hand were the most important goals to begin with. The following plan was developed.

Accommodation/Support Plan

| Name: Melodie Marshall | Grade: 1 |
|---|---|
| Date: January 21, 1998 | School: Metropolis Elementary |
| Completed by: Mr. Copps, LA/Res. | Review Date: March 1998 |

1. Indicate the student's areas of strength:

| Academics | Personal Skills |
|---|---|
| ___ Reading decoding<br>___ Reading comprehension<br>___ Written expression<br>_X_ Mathematics - recall of basic facts<br>Can count to 100<br>___ Mathematics - conceptual understanding<br>_X_ Rich oral vocabulary<br>_X_ Ability to understand complex concepts<br>___ Spelling<br>___ Other, please specify<br>_____ | ___ Computers/ technology<br>___ Interacting with peers<br>___ Memory<br>___ Leadership Skills<br>___ Interacting with adults<br>___ Requests help when needed<br>___ Sense of humour<br>_X_ Responds well to praise<br>_X_ Demonstrates enthusiasm<br>___ Other, please specify<br>_____ |
| Areas of Interest<br>___ Computers / video games<br>___ Television / movies<br>___ Sports (specify)<br>_____<br>___ Visual arts<br>___ Music (specify)<br>_____<br>___ Volunteer activities (specify)<br>_____<br>___ Other accomplishments<br>_____ | Comments: |

2. Indicate areas of concern that are significantly affecting the student's ability to learn and interact with others at school:

| Academics | Behaviour |
|---|---|
| _X_ Memory<br>___ Understanding and following instructions | _X_ interacting with adults<br>___ motor activity detrimental to learning (describe) |

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| | |
|---|---|
| _X_ Reading decoding<br>_X_ Reading comprehension<br>___ Written expression<br>___ Mathematics - recall of basic facts<br>_X_ Mathematics - conceptual understanding One to one correspondence<br>___ Limited oral vocabulary<br>___ Ability to understand complex concepts<br>___ Spelling<br>___ Other, please specify<br>_____ | _____<br>_X_ interrupting, blurting out, inappropriate verbalizations talks constantly, changes topics, leaves activities<br>_X_ interacting with peers in class<br>_X_ interacting with peers at lunch and recess breaks<br>___ complying with staff requests<br>___ transitions between activities or classes<br>___ behaviour during loosely structured activities (assemblies, field trips, etc.)<br>___ attendance<br>___ Other, please specify<br>_____ |
| Organization<br>___ handing in assignments<br>___ keeping track of necessary materials<br>___ time management<br>___ completing tasks<br>___ getting started on assigned work | Comments: |

| Goals/Person Responsible | Strategies | Progress Observed |
|---|---|---|
| **1. Improve literacy skills.** | | |
| Mr. Copps, LA/Resource Teacher (20 minutes daily small group) | • Pull-out small group literacy instruction focusing on reading high interest stories, and<br>• Building sight vocabulary through key words -- Melodie will select a high interest word everyday, print it on a card, illustrate it and review her key words several times each day | |
| Miss Fontaine, Classroom Teacher | • Follow-up practise on key words,<br>• Pocket chart activities for class to focus on building sight vocabulary | |
| **2. Improve focus on topic.** | | |
| (Miss Fontaine) | • Provide picture cue cards of topic being | |

| | |
|---|---|
| | <ul><li>discussed in content area subjects and direct Melodie to restrict comments to the topic on the card</li><li>Encourage use of privacy board to limit distracting stimuli during independent work</li><li>Remind Melodie of expectations prior to loosely structured activities (circle time) and seat near teacher</li><li>Pair with positive role model for pairs activities during math centers; provide structured activities to do with manipulatives</li></ul> | |

## Case Study #2: Danny - Grade 3

Ms. Davies, Danny's grade three teacher, called Danny's foster parents, Mr. and Mrs. Farmer, and asked them to come in for a meeting. She was finding that Danny was increasingly difficult to manage both on the playground and in class. At the meeting, Ms. Davies described her concerns about Danny's behaviour in school, and the parents indicated that Danny had similar difficulties at previous schools.

Together they reviewed the areas of concern and decided that aggressive playground behaviour and not following teacher directions in the classroom were the most pressing areas of concern. Ms. Davies and the Farmers agreed to implement a behaviour program focusing on these two concerns. To encourage Danny's compliance to instructions, Ms. Davies would monitor her instructions to Danny and track whenever he complied or not. Each time Danny complied, Ms. Davies moved a poker chip from one pocket to another. For each incident of non-compliance a chip was moved back. If all chips were in the right pocket when the lunch bell rang, Danny was rewarded with 15 minutes of computer time during lunch hour. Behaviour at recess and lunch was tracked using the school-home report below and good days were rewarded with home activities given by the Farmers. A good week earned a bonus reward of a larger activity on the weekend.

| Recess/Lunch Program | |
|---|---|
| Name: _____ <br> Week of _____ | Key: 1 = Excellent <br>       2 = OK <br>       3 = Not OK |

| Behaviour | M | T | W | T | F |
|---|---|---|---|---|---|
| 1 Keeping my cool | | | | | |
| 2 No rough stuff | | | | | |

In addition, Ms. Davies and Danny's foster parents identified task completion as the most pressing academic concern. It was agreed that Ms. Davies and Ms. Mooer would provide additional support and adaptation to Danny's program in order to address this area.

## Accommodation/Support Plan

| | |
|---|---|
| Name: Danny Jackson | Grade: 3 |
| Date: September 25, 1997 | School: Coastview Elementary |
| Completed by: Ms. Mover, LAT | Review Date: November 25, 1997 |

| 1.  Indicate the student's areas of strength: | |
|---|---|
| Academics | Personal Skills |
| _X_ Reading decoding<br>_X_ Reading comprehension<br>___ Written expression<br>___ Mathematics - recall of basic facts<br>___ Mathematics - conceptual understanding<br>___ Rich oral vocabulary<br>_X_ Ability to understand complex concepts<br>_X_ Spelling<br>___ Other, please specify<br>_____&#124;<br>&#124;Other, please specify<br>_____<br>Areas of Interest<br><br>___ _X_ Computers / video games<br>___ Television / movies<br>___ Sports (specify)<br>_____<br>_X_ Visual arts loves to draw<br>___ Music (specify)<br>_____<br>___ Volunteer activities (specify)<br>_____<br>___ Other accomplishments<br>_____ | ___ Computers/ technology<br>_X_ Interacting with peers<br>___ Memory<br>___ Leadership Skills<br>___ Interacting with adults<br>___ Requests help when needed<br>___ Sense of humour<br>___ Responds well to praise<br>___ Demonstrates enthusiasm<br>Comments: New student: may have other strengths |

2. Indicate areas of concern that are significantly affecting the student's ability to learn and interact with others at school:

| Academics | Behaviour |
|---|---|
| _X_ Memory<br>_X_ Understanding and following instructions<br>_____ Reading decoding<br>___ Reading comprehension<br>_X_ Written expression<br>___ Mathematics - recall of basic facts<br>___ Mathematics - conceptual understanding<br>___ Limited oral vocabulary<br>___ Ability to understand complex concepts<br>___ Spelling | ___ interacting with adults<br>_X_ motor activity detrimental to learning (describe) out of seat, disrupts peers<br>_X_ interrupting, blurting out, inappropriate verbalizations<br>___ interacting with peers in class<br>___ interacting with peers at lunch and recess breaks<br>___ complying with staff requests<br>___ transitions between activities or classes<br>___ behaviour during loosely structured activities (assemblies, field trips, etc.)<br>___ attendance<br>_X_ Other, please specify defensive when corrected |
| Organization<br>_X_ handing in assignments<br>_X_ keeping track of necessary materials<br>___ time management<br>_X_ completing tasks<br>___ getting started on assigned work<br>Comments: | |

| Goals/Person Responsible | Strategies | Progress Observed |
|---|---|---|
| **1. Reduce aggressive behaviour during unstructured activities** | | |
| | • Teach expectations for school wide behavior   develop 3 rules<br>• Set firm limits: "hands-off"<br>• Provide supervised recess, if necessary | |

| | | |
|---|---|---|
| | • Teach and provide practice of alternate, non aggressive strategies across situations<br>• Reinforce alternative strategies at home and in the community (by parents) | |
| **2. Increase rate of compliance to teacher requests** | | |
| | • Teach expectations for compliance and provide practice across situations with positive reinforcers (time on computer)<br>• Provide 3 step level of intervention:<br>    o verbal reminder or signal<br>    o in class time out<br>    o alternative classroom time out | |
| **3. Improve legibility of written work.** | | |
| Ms. Davies | • Provide graph paper for Danny to use for math calculations so that the numbers will line up<br>• Decrease the amount of written work necessary so that Danny can work on quality over quantity (when necessary, provide photocopies of notes)<br>• Give Danny opportunities to start word processing assignments, if possible | |
| **4. Increase the number of time Danny is prepared for class with pencil, eraser and notebook.** | | |
| Ms. Davies | • Provide central location for supplies of pencils, pens, etc. (cutlery tray near teacher's desk). Encourage all students to return stray items to the tray throughout the day.<br>• Establish a routine of listing materials required on the board before each activity (ruler, specific books, etc.)<br>• Laminate a short list (something to write with, something to write on, check the blackboard) to remind Danny what he needs at the | |

| | beginning of each class. | |
|---|---|---|

## Case Study #3: Kuldeep - Grade 5

Kuldeep is an 11 year old boy in Grade 5 who lives with his mom, dad, and younger brother.Dad has a history of AD/HD, inattentive type. Both parents are very supportive of the school; Kuldeep's mom often volunteers at school functions. Kuldeep was referred for a psycho educational assessment during his grade 4 year because his teacher was concerned that he may not be progressing according to his ability.

In addition to assessing Kuldeep's achievement and ability, the school psychologist collected some information about Kuldeep's behaviour using a norm-referenced behaviour rating scale. The psycho educational assessment showed that Kuldeep was below grade level in his reading and written expression skills (at the 15th percentile for his age) while his overall ability was in the average range. Information from the assessment also indicated to the school psychologist that Kuldeep may have AD/HD, predominantly inattentive type and recommended that the family refer Kuldeep to a pediatrician or registered psychologist for further assessment. As a result, Kuldeep was recently diagnosed with AD/HD and is on a trial of medication.

Kuldeep's grade 5 teacher, Mr. Shaker, observed the following in class, prior to the trial of medication:

- Kuldeep often appears unaware of what is happening in class. He becomes immobile, staring straight ahead and when asked what he was thinking replies, "I don't know".
- Some days he can be very attentive and participate well in all areas.
- Kuldeep has completed only one written assignment, a short paragraph describing his summer activities, during the first two weeks of school. Five assignments have been due: an essay describing a favourite summer activity, a letter to the principal describing the perfect school, a paragraph in social studies, response to an experiment in science and a list of how people use math in their lives.
- Kuldeep spends a great deal of time looking for pencils, pens, etc. - he rarely seems to know where he left his coat, gym shoes, etc.anxious when interacting with peers and does not have any close friends. He usually wanders around the playground on his own during recess and lunch breaks.
- Kuldeep has very strong computer skills which he has developed using the family computer at home. Kuldeep can word process competently and has some experience using the internet.

Kuldeep's case was brought forward to the school based team. Mr. and Mrs. Bains were invited to the meeting and encouraged to bring Kuldeep. In the end, Mrs. Bains attended without her husband and son. Because Kuldeep did not attend the meeting, Ms. Coordinator took a few minutes to go over the plan with Kuldeep during his first session in the LA/Resource Room. The following self-monitoring checklist and accommodation plan resulted from the meeting.

## Kuldeep's Checklist
**Do I Have...**

- something to write with
- something to write on
- the books I need

**Do I know...**
- what the teacher wants me to do
- how to get started
- what I need
- how much I need to do

**If I don't know, I could ask...**

- a classmate
- the teacher
- another adult in the room

## Accommodation/Support Plan

| | |
|---|---|
| Name: Kuldeep Bains | Grade: 5 |
| Date: September 17, 1997 | School: Urban Elementary |
| Completed by: Ms. Patience, Counsellor | Review Date: January 1998 |

| 1.   Indicate the student's areas of strength: | |
|---|---|
| Academics | Personal Skills |
| ___ Reading decoding | _X_ Computers/ technology |
| ___ Reading comprehension | ___ Interacting with peers |
| ___ Written expression | ___ Memory |
| _X_ Mathematics - recall of basic facts at grade level | ___ Leadership Skills |
| _X_ Mathematics - conceptual understanding at grade level | ___ Interacting with adults |
| ___ Rich oral vocabulary | ___ Requests help when needed |
| ___ Ability to understand complex | ___ Sense of humour |
| ___ Spelling | ___ Responds well to praise |
| ___ Other, please specify | ___ Demonstrates enthusiasm |
| _____ | ___ Other, please specify |
| | _____ |

| Areas of Interest | Comments: |
|---|---|
| _X_ Computers / video games<br>___ Television / movies<br>___ Sports (specify)<br>_____<br>___ Visual arts<br>___ Music (specify)<br>_____<br>___ Volunteer activities (specify)<br>_____<br>___ Other accomplishments<br>_____ | |

| 2. Indicate areas of concern that are significantly affecting the student's ability to learn and interact with others at school: | |
|---|---|
| Academics<br>___ Memory<br>___ Understanding and following instructions<br>_X_ Reading decoding<br>_X_ Reading comprehension<br>___ Written expression<br>___ Mathematics - recall of basic facts<br>___ Mathematics - conceptual understanding<br>_X_ Limited oral vocabulary<br>___ Ability to understand complex concepts<br>___ Spelling | Behaviour<br>___ interacting with adults<br>___ motor activity detrimental to learning (describe)<br>___ interrupting, blurting out, inappropriate verbalizations<br>___ interacting with peers in class<br>_X_ interacting with peers at lunch and recess breaks usually alone - rarely initiates interaction with peers<br>___ complying with staff requests<br>___ transitions between activities or classes<br>___ behaviour during loosely structured activities (assemblies, field trips, etc.)<br>___ attendance<br>___ Other, please specify |
| Organization<br>___ handing in assignments<br>_X_ keeping track of necessary materials<br>___ time management<br>_X_ completing tasks<br>___ getting started on assigned work<br>Comments: | |

| Goals/Person Responsible | Strategies | Progress Observed |
|---|---|---|
| 1. Improve ability to initiate social interaction with peers | | |
| Mr. Shaker | • Social skills instruction in class involving all students. Model and role play initiating social interactions and responding to requests to participate in group activities. <br> • Individual counselling sessions (once per week for the first term) | |
| Ms. Patience, counsellor <br> Mr. Shaker | • Provide opportunities for Kuldeep to assist peers to learn computer skills. | |
| 2. Increase opportunities to demonstrate understanding and complete assignments. | | |
| Mr. Shaker | • Provide scribe for longer passages whenever possible (peer, teacher's assistant, or volunteer) <br> • Provide options for demonstrating understanding including tape recording responses, using magazine picture collages, illustrating understanding, etc. <br> • Enable Kuldeep to word process written work whenever possible <br> • Reduce quantity of written work in areas of difficulty to enable assignment completion (e.g. provide a photocopy of math questions so they don't have to be copied out) | |

| | | |
|---|---|---|
| | • Use testing formats that reduce the need for long written answers (multiple choice, fill in the blanks, etc. | |
| 3. Improve reading skills. | | |
| Ms. Coordinator, LA/Resource Teacher | • Pull-out small group reading instruction 3 times per week using high interest reading materials | |
| Ms. Coordinator and Mr. & Mrs. Bains | • Encourage Kuldeep's parents to read to him at home (send home list of suggested books for parents to access through public library | |
| 4. Improve organizational skills (help Kuldeep to keep track of materials) | | |
| | • Attach a pencil to Kuldeep's desk with a string<br>• Designate places for all of Kuldeep's belongings and tally the number of times he returns things to designated spots at the end of class (tallied points can be used to "buy" prizes from prize jar)<br>• Laminate a checklist and attach to Kuldeep's desk as a reminder (checklist attached) | |

## Case Study #4: Jordan - Grade 8

Jordan is a 13 year old grade 8 student. His father is a physician, his mother a nurse who works as a receptionist in his father's office. Jordan has two brothers, one 2 years younger, one 2 years older. Both brothers are strong, high achieving students. Their parents are caring and supportive of the school. The family has traveled extensively and Jordan has taken piano lessons and plays a number of extra-curricular sports.

Jordan's strengths include:

- a well developed oral vocabulary,
- ability to confidently share a broad base of knowledge with adults,
- ability to make valuable contributions to discussions in science and social studies,
- grade appropriate skills in math and reading
- some appropriate social skills (e.g. apologizes when corrected)
- strong test taking skills

During the first month of Grade 8, Jordan's English teacher, Ms Fast noted the following areas of concern:
- seems unmotivated
- rarely completes assignments
- rarely polishes a final draft; work often difficult to read with many "careless" errors
- rarely brings necessary materials to class
- talks constantly, blurts out answers in class discussions, frequently interrupts teacher and peers
- gets out of seat and wanders around inappropriately
- distracts other students during work time, by humming, tapping his pencil, tapping his feet, etc.
- feels badly when provided feedback on behaviour (interrupting, disrupting) and progress (assignments not completed)

Ms. Fast discussed these concerns with Jordan's other subject area teachers and found that although the impulsivity and hyperactivity had been observed in other classes, Jordan was able to keep up on most of the assigned work.

Ms. Fast arranged a meeting with Jordan and his parents after school. At the meeting, it was decided to focus on increasing the number of assignments completed. Jordan's parents hoped that the disruptive behaviours would automatically decrease if Jordan were spending more time doing his work. They also felt that if he was motivated to complete his assignments, he would bring the necessary materials. Ms. Fast agreed that completing more work was the most important goal.

Ms Fast planned to use the following strategies to help Jordan to increase the number of tasks and assignments he completed:

- providing a printed sheet describing the requirements and the due dates for each assignment for Jordan to insert into his binder as a reference (a copy of these

assignment sheets would be placed in a central location in the class for all students to consult)

- breaking longer assignments into small chunks and providing feedback on each chunk as soon as it is finished
- providing organizational frameworks for all composition assignments (e.g. story maps, research grid, frame for descriptive and expository paragraphs)
- sending home a weekly "report card" indicating the number of tasks and assignments required and completed each week

Jordan's parents agreed to chart the assignment completion data at home and provide Jordan with 100 points each time he completed an established number of tasks or assignments at school. These points could later be used to "buy" something Jordan wanted. Jordan's parents agreed that some points could be used to buy smaller, short term reinforcers (choice of rental movie, choice of restaurant for take-out food, etc.), while some would be "saved" for a long term, larger reinforcer. Jordan indicated that he would like to "save up" for a skateboard.

Ms. Fast indicated that she would call Jordan's parents in one month's time to discuss the effectiveness of the planned strategies and, if necessary, to update the plan.


## Accommodation/Support Plan

| Name: Jordan James | Grade: 7 |
| --- | --- |
| Date: October 15, 1997 | School: Suburbia Elementary |
| Completed by: Ms. Fast | Review Date: November 14, 1997 |


| 1. Indicate the student's areas of strength: | |
| --- | --- |
| Academics | Personal Skills |
| _X_ Reading decoding<br>_X_ Reading comprehension<br>___ Written expression<br>_X_ Mathematics - recall of basic facts<br>_X_ Mathematics - conceptual understanding<br>_X_ Rich oral vocabulary<br>_X_ Ability to understand complex concepts<br>___ Spelling<br>___ Other, please specify<br>_____ | ___ Computers/ technology<br>___ Interacting with peers<br>___ Memory<br>___ Leadership Skills<br>_X_ Interacting with adults<br>___ Requests help when needed<br>___ Sense of humour<br>___ Responds well to praise<br>___ Demonstrates enthusiasm<br>_X_ Other, please specify has travelled extensively |

| Areas of Interest | Comments: |
|---|---|
| ___ Computers / video games<br>___ Television / movies<br>_X_ Sports (specify) volleyball, basketball, track<br>___ Visual arts<br>_X_ Music (specify) piano lessons<br>___ Volunteer activities (specify)<br>_____<br>_X_ Other accomplishments broad knowledge base | |

**2. Indicate areas of concern that are significantly affecting the student's ability to learn and interact with others at school:**

| Academics | Behaviour |
|---|---|
| ___ Memory<br>___ Understanding and following instructions<br>___ Reading decoding<br>___ Reading comprehension<br>_X_ Written expression<br>___ Mathematics - recall of basic facts<br>___ Mathematics - conceptual understanding<br>___ Limited oral vocabulary<br>___ Ability to understand complex concepts<br>___ Spelling | ___ interacting with adults<br>_X_ motor activity detrimental to learning (describe) humming, tapping, out of seat<br>_X_ interrupting, blurting out, inappropriate verbalizations<br>___ interacting with peers in class<br>___ interacting with peers at lunch and recess breaks<br>___ complying with staff requests<br>___ transitions between activities or classes<br>___ behaviour during loosely structured activities (assemblies, field trips, etc.)<br>___ attendance<br>___ Other, please specify feels badly, apologetic when corrected |
| Organization:<br>_X_ handing in assignments<br>_X_ keeping track of necessary materials<br>_X_ time management<br>_X_ completing tasks<br>_X_ getting started on assigned work<br>Comments: | |

| Goals/Person Responsible | Strategies | Progress Observed |
|---|---|---|
| **3. Increase number of assignments and tasks completed.** | | |
| Ms. Fast, English Teacher | • Provide a printed sheet describing the requirements and the | |

| | | |
|---|---|---|
| | due dates for each assignment for Jordan to insert into his binder as a reference<br>• Break longer assignments into small chunks and give feedback each chunk and give feedback each chunk as soon as soon as it is finished<br>• Provide organizational frameworks for all assignments requiring composition (e.g. story maps, research grids)<br>• Sending home a weekly "report card" indicating the number of tasks and assignments required and completed each day | |
| Dr. and Mrs. James | • Home-based reward system | |
| | Review Notes (Parent feedback on home reward system) | |

## Case Study #5: Jasmine - Grade 11

Jasmine is a 17 year old grade 11 student. This is her second semester at a new school. She has two siblings; her older sister, 21, is entering medical school this year, while her younger brother, 13, is a grade 8 student usually on the honour role. Jasmine's parents own and operate a small business and work long hours. According to her mother, Jasmine was always "a little different", "off in her own world", similar to one of her aunts on her father's side. Jasmine's parents expect high academic standings for all their children and have been disappointed in Jasmine's school performance. They hoped that her poor grades and daydreaming personality were just a phase that she would outgrow.

Jasmine's school records indicate that she received learning assistance support throughout elementary school. Her academic achievement over the years has been consistently lower than average. Report card comments indicate that she has been a "loner", preferring to doodle quietly in the library rather than going to gym or cafeteria at lunch. She is currently achieving barely passing grades in most of her courses.

A couple of years ago when Jasmine was 15, her parents took her to a private clinic, seeking assistance for her continued low achievement. The assessment report, which was provided to the school, indicates that Jasmine has average overall cognitive ability. Her achievement levels in reading and writing appear to be just a bit lower than would be predicted based on her ability, while her mathematics skills were significantly less developed. The clinic diagnosed Jasmine with AD/HD, predominent inattentive type. Her parents prefer to help Jasmine manage the disorder without medication.

Jasmine, along with her parents, were invited to come to a meeting of the school based team to discuss academic concerns. Also in attendance were Ms. Maguire, the school counsellor, Mr. Johnson, the Learning Assistance Teacher, Mr. Jones, Jasmine's Math 11A teacher and Mrs. Bond, Jasmine's Communications 11 teacher.

Ms. Maguire, as case manager, had conferenced informally with all of Jasmine's subject area teachers. They noted that Jasmine's has demonstrated a keen interest in fine arts.

- Jasmine is highly creative, spending much of her spare time drawing or painting at home.
- Jasmine plays the flute in the school band.

The following areas of concern were observed by Jasmine's teachers:

- Jasmine is reluctant to ask for clarification when she doesn't understand the lesson or the assignment. Most teachers mentioned that it was difficult for them to tell if she was paying attention or not.
- Jasmine has failed to hand in a number of assignments in Communications 11, Math 11A and Social Studies 11. When queried by teachers, she would often respond "Oh, I forgot. I'll try and get it in tomorrow". Sometimes the assignment would be handed in the next day, often incomplete.
- Based on the work Jasmine had completed in class, most teachers felt that she was capable of the work, but either did not understand the requirements of assignments or did not consider them to be a priority. Mr. Jones felt that Jasmine could benefit from extra help in Math, but did not come to lunch hour tutorials.
- Jasmine has been missing every 3rd or 4th class in most of her subjects. Teachers have commented that her grades would probably improve if she showed up for more classes. Jasmine commented that she feels like it doesn't make any difference if she come or not - she never seems to know what's going on.

The team agreed that the long term goal for Jasmine is to complete high school with a Dogwood Certificate. Jasmine indicated that she was interested in attending art school.

Mr. and Mrs. Lee were willing to provide a home-based incentive to encourage Jasmine to complete and hand in more assignments.

The following plan was developed at the meeting:

## Accommodation/Support Plan

| | |
|---|---|
| Name: Jasmine Lee | Grade: 11 |
| Date: October 11, 1997 | School: Summerside Secondary |
| Completed by: Ms. Maguire, Counsellor | Review Date: January 3, 1998 |

| 1. Indicate the student's areas of strength: | |
|---|---|
| Academics<br>___ Reading decoding<br>___ Reading comprehension<br>___ Written expression<br>___ Mathematics - recall of basic facts<br>___ Mathematics - conceptual understanding<br>___ Rich oral vocabulary<br>___ Ability to understand complex concepts<br>___ Spelling<br>___ Other, please specify<br>_____ | Personal Skills<br>___ Computers/ technology<br>___ Interacting with peers<br>___ Memory<br>___ Leadership Skills<br>___ Interacting with adults<br>___ Requests help when needed<br>___ Sense of humour<br>___ Responds well to praise<br>___ Demonstrates enthusiasm<br>___ Other, please specify |
| Areas of Interest | |
| ___ Computers / video games<br>___ Television / movies<br>___ Sports (specify)<br>_X_ Visual arts<br>_X_ Music (specify) plays flute<br>___ Volunteer activities (specify)<br>_____<br>___ Other accomplishments | Comments: |

| 2. Indicate areas of concern that are significantly affecting the student's ability to learn and interact with others at school: | |
|---|---|
| Academics | Behaviour |
| _X_ Memory<br>___ Understanding and following instructions<br>___ Reading decoding<br>___ Reading comprehension<br>___ Written expression<br>___ Mathematics - recall of basic facts<br>___ Mathematics - conceptual understanding<br>___ Limited oral vocabulary<br>___ Ability to understand complex concepts<br>___ Spelling | ___ interacting with adults<br>___ motor activity detrimental to learning (describe)<br>___ interrupting, blurting out, inappropriate verbalizations<br>_X_ interacting with peers in class quiet, withdrawn<br>_X_ interacting with peers at lunch and recess breaks<br>___ complying with staff requests<br>___ transitions between activities or classes<br>___ behaviour during loosely structured activities (assemblies, field trips, etc.)<br>_X_ attendance<br>___ Other, please specify |
| Organization<br>_X_ handing in assignments | |

| | |
|---|---|
| ___ keeping track of necessary materials<br>___ time management<br>_X_ completing tasks<br>___ getting started on assigned work<br>Comments: | |

| Goals/Person Responsible | Strategies | Progress Observed |
|---|---|---|
| **1. Ensure understanding of all assignment requirements.** | | |
| Subject area teachers | • Provide a written reference for students to consult (flipchart or binder) with all assignment requirement and due dates<br>• Select one or two peers Jasmine feels comfortable with and encourage her to consult with one of them when she doesn't know what to do | |
| Ms. Maguire, teacher coordinator for peer counsellors | • Assign a peer counsellor to Jasmine to meet with her daily in the counselling centre to review assignment requirements | |
| **2. Increase the number of assignments completed and handed in.** | | |
| Jasmine | • Attend math lunch hour tutorial sessions to complete math homework | |
| Subject area teachers | • Provide weekly "reports" home to indicate % of assignments completed and handed in | |
| Mr. and Mrs. Lee | • Chart assignments Jasmine completes, award points that | |

| | | |
|---|---|---|
| | can be used to buy art supplies and CDs | |
| **3. Improve attendance/ interest in school** | | |
| Ms. Maguire/ Jasmine | Jasmine would benefit from a few counselling sessions with the following goals:<br><br>• Develop social skills to enable her to initiate friendships with peers<br>• Identify areas of strength and interest to assist in selecting extra curricular activities that might increase her interest in school (art club?)<br>• Consider volunteering with younger students in an area of interest to increase involvement in the school community | |

## Appendix One: Suggested Teacher Resources

### Books

- Barkley, R. (1995).
  **Taking Charge of AD/HD: The Complete Authoritative Guide for Parents.**
  New York: The Guilford Press.
- Fowler, M. (1992).
  *Educators Manual: Attention Deficit Disorders.*
  *(A project of the CHADD National Education Committee)*
  Fairfax, Virginia: CHADD.
- Garber, S.W., Garber, M.C., & Spizman, R.F.... (1996).
  *Beyond Ritalin: Facts about medication and other strategies for helping children, adolescents, and adults with Attention Deficit Disorders.*
  New York: Villard.
- Parker, H. (1992).
  *ADAPT: Attention Deficit Accommodation Plan for Teaching.*
  Plantation, FL: Impact Publications.
- Reif, S. (1993)
  *How to Reach and Teach ADD/ADHD Children.*
  New York: The Center for Applied Research in Education.
- McCarney, S. (1994)
  *The Attention Deficit Disorders Intervention Manual*
  Columbia, MO: Hawthorne Educational Services Inc.

### Video

- Barkley, R. (1994).
  *ADHD in the Classroom.*
  Available from Stonebridge Seminars,
  508-836-5570 or
  Guilford Publications,
  72 Spring Street, New York, NY 10012
  (800-365-7006)

### Support Organizations

Vancouver Adult ADD Support Group
Telephone: (604) 263-6997
Website: http://www.addcoach4u.com/adultadd.html

**Children and Adults with Attention Deficit Disorders (CHADD) - BC Chapter**
PO Box 1707
Oliver, BC V0H 1T0
Telephone: (250) 498-4854
Fax: (250) 498-6266

**Learning Disabilities Association of BC**
Learning Disabilities Association, Vancouver Chapter
#909 - 750 West Broadway
Vancouver, BC V5Z 1H1
Telephone: (604) 873-8139
Fax: (604) 873-8140

## Appendix Two: Self-Monitoring

Self-monitoring us a strategy to help a student take a significant role in changing his/her behaviour. It usually requires the student to record or otherwise attend to the frequency of a target behaviour or behaviours. Many studies have indicated that during the process of a student collecting his self-monitoring data the desired behaviours increases. Generally, the student is instructed on how to record his frequency of behaviours. It may be as simple as recording tally marks for the individual behaviour occurring over a specific period of time. The accuracy of self-monitoring is not as important as the process and awareness it builds in the student.

### Steps to follow

- Select a target behaviour that is resulting in problems in school.
- Define that behaviour with the student.
- Monitor the frequency of only that behaviour in various settings and times of school day.
-

Using these guidelines, self-monitoring can be coupled with a contingency contract. This contract can have built-in reinforcers and act as part of an incentive program that would help reward the desired behaviours. The use of a contract also helps to clarify the goals and expectations of the self-monitoring.

### Noticing Cues For Encouraging Appropriate Behaviour

- Tape a small square of paper next to the child.
- Tape a similar piece next to the Learning Assistance teacher.
- Neutrally describe the behaviour which you want the child to stop e.g. "When you speak out while someone else is talking no one can really listen to you. I would like you to wait for your turns."
- Ask the child to put a mark on the paper whenever he has used that behaviour.
- Inform the child you will also make a mark when you notice the behaviour.
- At the end of the lesson you will compare notes to see if you agree on the number of times the behaviour had occurred.
-

This is a non-judgmental, no consequence exercise intended to make the child aware of the behaviour. The awareness often results in lessening or extinguishing of the behaviour.

Used with the permission of Bomford, Winram & Lane, School District No. 62 (Sooke).

## Appendix Three: Accommodation/Support Plan Form

| Name: | Grade: |
|---|---|
| Date: | School: |
| Completed by: | Review Date: |

| 1. Indicate the student's areas of strength | |
|---|---|
| Academics:<br>___ Reading decoding<br>___ Reading comprehension<br>___ Written expression<br>___ Mathematics - recall of basic facts<br>___ Mathematics - conceptual understanding<br>___ Rich oral vocabulary<br>___ Ability to understand complex concepts<br>___ Spelling<br>___ Other, please specify<br>_____ | Personal Skills<br>___ Computers/ technology<br>___ Interacting with peers<br>___ Memory<br>___ Leadership Skills<br>___ Interacting with adults<br>___ Requests help when needed<br>___ Sense of humour<br>___ Responds well to praise<br>___ Demonstrates enthusiasm Areas of Interest<br>___ Other, please specify<br>_____ |
| Areas of Interest<br>___ Computers / video games<br>___ Television / movies<br>___ Sports (specify)<br>_____<br>___ Visual arts<br>___ Music (specify)<br>_____<br>___ Volunteer activities (specify)<br>_____<br>___ Other accomplishments<br>_____ | Comments: |
| 2. Indicate areas of concern that are significantly affecting the student's ability to learn and interact with others at school: | |
| Academics:<br>___ Memory<br>___ Understanding and following instructions<br>___ Reading decoding<br>___ Reading comprehension<br>___ Written expression<br>___ Mathematics - recall of basic facts<br>___ Mathematics - conceptual understanding<br>___ Limited oral vocabulary<br>___ Ability to understand complex concepts<br>___ Spelling<br>___ Other, please specify<br>_____ | Behaviour:<br>___ interacting with adults<br>___ motor activity detrimental to learning (describe) _____<br>___ interrupting, blurting out, inappropriate verbalizations<br>___ interacting with peers in class<br>___ interacting with peers at lunch and recess breaks<br>___ complying with staff requests<br>___ transitions between activities or classes<br>___ behaviour during loosely structured activities (assemblies, field trips, etc.)<br>___ attendance<br>___ Other, please specify |

| | _____ |
|---|---|
| Organization:<br>___ handing in assignments<br>___ keeping track of necessary materials<br>___ time management<br>___ completing tasks<br>___ getting started on assigned work<br>Comments: | |

| Goals/Person Responsible | Strategies | Progress Observed |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |

## Appendix Four: Adaptation Checklist

A student who is provided with accommodations or supports in order to achieve the learning outcomes of the provincial curriculum is considered to be receiving adaptations. Students who receive adaptations in credit courses in the graduation years are eligible to receive a Dogwood Certificate upon completion of British Columbia Graduation requirements. Adaptations required by students with AD/HD could include, but are not limited to:

### Adaptations to Lesson Presentation

___ giving a structured overview before the lesson

___ using visual aids, demonstrations, simulations and manipulatives to ensure that students understand concepts presented

___ using an overhead projector and keeping each overhead for later review by the student

___ colour coding with chalk or pens to add emphasis

___ providing a copy of teacher or peer notes to allow student to focus on listening

___ providing "turn and talk" or activity breaks to assist the student's ability to focus on instruction

___ providing a written outline or frame for students to fill in

___ enabling the student to tape record material presented verbally

___ using computer assisted instruction

___ establishing routines that enable the student to check understanding with a peer

___ including a variety of activities for the student in each lesson

___ collaborative planning with the learning assistance teacher to pre-teach key vocabulary and concepts

### Adaptations to Assignments, Projects and Tests

___ giving instructions visually and verbally,

___ pairing students to check work

___ breaking large assignments into smaller parts and providing feedback and reinforcement as each part is completed,

___ providing additional time to complete assignments or tests,

___ encouraging the use of manipulatives to understand mathematical concepts,

___ providing checklists, outlines, advanced organizers, etc. to assist in assignment completion,

___ supplying reading materials at independent reading level,

___ requiring the completion of fewer examples in drill and practice activities while maintaining the conceptual difficulty of the assignment,

___ providing audio tape to assist students to focus on the material to be read and to maximize understanding.

___ using computer assisted drill and practice or simulation activities,

___ enabling students to demonstrate understanding using a variety of media including oral presentations, audio or video taped assignments, bulletin board displays, dramatizations, and demonstrations,

___ enabling students to word process, rather than write, assignments

___ giving frequent shorter quizzes rather than longer tests that require a great deal of memorization,

___ giving tests and exams orally or on audio tape,

___ enabling students to audio record test answers on tape,

___ using a calculator or tables of basic facts to enable students who have difficulty memorizing to work on higher level concepts in math and science

## Organizational Supports

___ assist the student to set short term goals and provide opportunities for self-evaluation of progress toward those goals

___ teach the student to use an agenda, checklists, advanced organizers and other structural supports to assist in self-management

___ teach the student to keep track of materials by using strategies such as tying a pencil to the desk, attaching a pen to clothing with a key ring, etc.

___ establish specific places for all belongings and reinforce student for putting materials away properly

___ colour code binder dividers or duotangs to that they match the subject area texts or support materials; use the same color coding on the student's schedule

___ encourage the student to use a "Lazy Susan" inside the desk or locker to avoid things getting lost in the back

___ set up a regular communication system to provide structure and support that is consistent between parents and teachers

## Compensatory Skills

___ teach the use of a word processing with spell checker

___ teach the use of a calculator

___ provide instruction and practice in using study skills and learning strategies

___ provide instruction and support in using self-monitoring strategies

___ provide social skills instruction in and opportunities to role play and transfer appropriate social skills

___ teach the use of a timer to increase time on task and assignment completion

## Appendix Five: Glossary

**Accommodation:**
Making changes to meet the needs of a particular student

**Adaptations:**
Accommodations made in a student's educational program so that the student can meet the outcomes of the prescribed curriculum such as the use of different materials, changes to the learning environment, or alternative instructional strategies.

**ADD:**
Attention-Deficit Disorder is a term still used by some people to refer to AD/HD (See AD/HD above.)

**AD/HD:**
Attention-Deficit/Hyperactivity Disorder is a neurological disorder in children and adults with a persistent pattern of problems in the areas of inattention, hyperactivity and impulsivity. It is a medical diagnosis that requires physician assessment.

**Bipolar disorder:**
A neurological/mood disorder that includes occurrences of manic and depressed episodes.

**Collaboration:**
A process in which people work together to solve a common problem or address a common concern. It occurs in a climate of open communication and shared goals, with opinions of participants valued equally and with shared responsibility for implementation of decisions.

**Compensatory skills:**
Skills that enable a student to use an alternative strategy to circumvent a learning problem.

**Conduct disorder:**
A behavioural disorder which is characterized by repetitive and persistent patterns of behaviour which violate societal norms or rules, such as aggressive behaviours, damaging property, or theft.

**DSM IV:**
Formally titled Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (1994), this manual is published by the American Psychiatric Association and is used in clinical practice by mental health workers and school psychologists as an aid to diagnosis.

**Fetal Alcohol syndrome:**
A group of symptoms attributed to prenatal exposure to alcohol which include patterns of delayed growth, developmental delay or intellectual disability, learning disabilities, and/or attention disorders.

**Hyperactivity:**
Over activity

**Hyperthyroid:**
A condition which is caused by overabundance of thyroid hormone and may include hyperactivity as one symptom.

**Learning disabilities:**
A term used to describe difficulties that prevent a person from learning academic skills at a level that would be expected based on objective measures of the person's overall learning ability. (See the definition in Special Education Services: Manual of Policy, Procedures and Guidelines , 1995, p E11.)

**Modifications:**
Accommodations in an educational program which are based on outcomes other than the prescribed curriculum outcomes, planned to meet the student's individual needs.

**Multi-disciplinary team:**
A group consisting of a variety of professionals which may include educators, social workers, physicians, health care workers, or others who form a team to collaborate on a problem or concern.

**Opposition defiant disorder:**
A behavioural disorder which is characterized by a recurrent pattern of negative, defiant, disobedient, and hostile behaviour toward authority figures.

**Registered Psychologist:**
A psychologist who is registered under the Psychologists Act in British Columbia.
Reinforcement (positive):
Any event which follows a behaviour and which increases the frequency of that behaviour. Reinforcers will be unique to each child.

**Response costs:**
Planned consequences for undesired behaviours designed to decrease the behaviour.

## How to Improve This Resource Guide

We hope this Resource Guide addresses most of your questions and concerns regarding students with AD/HD. Since the users of any manual are often the ones best able to identify its strengths and weaknesses, let us know how this document can be improved. If you have any suggestions and comments, please complete a copy of this page and send it to the Branch.

## How do you rate AD/HD: A Resource Guide for Teachers?

|  | Yes | No | If No, please explain: |
|---|---|---|---|
| 1. Useful? |  |  |  |
| 2. Easy to understand? |  |  |  |
| 3. Well Organized? |  |  |  |
| 4. Complete? |  |  |  |
| Other Comments: |  |  |  |
|  |  |  |  |

| | | | |
|---|---|---|---|
| | | | |

Return to: Coordinator, AD/HD
Special Programs Branch
Ministry of Education
Parliament Buildings
Victoria, BC V8V 1X4