

# Managing ADHD

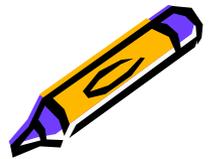
## Strategies and Modifications for Counselors and Teachers

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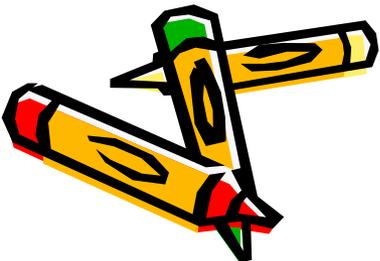
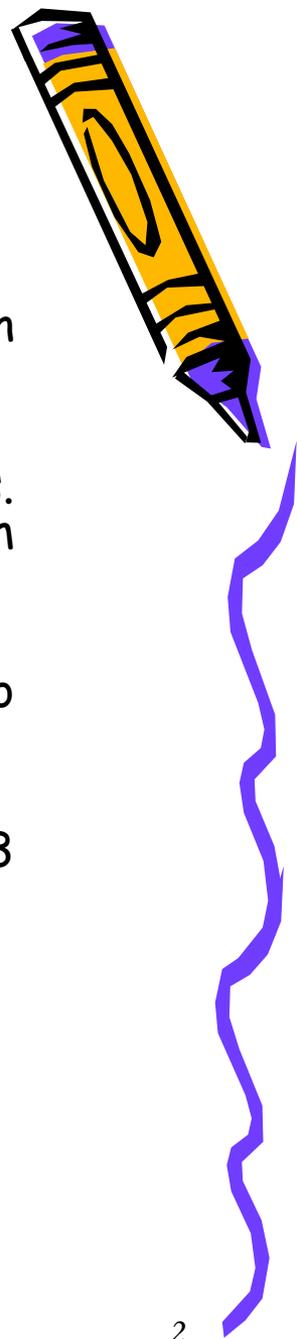
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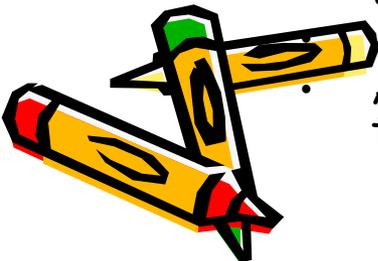
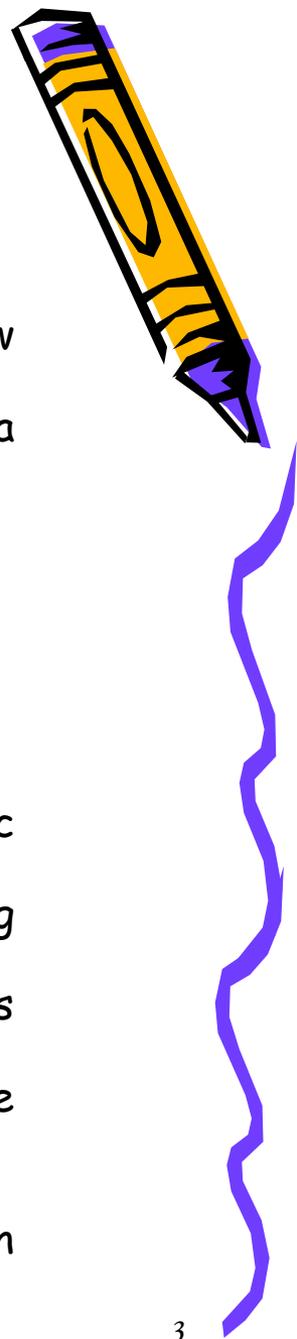
# Who Gets ADHD?

- Barkley suggested that 7-8% of school –aged children have ADHD
- ADHD has historically been identified primarily in boys. However, a substantial number of girls suffer from ADHD as well.
- Based on Clinic referred samples, the male/female ratio of ADHD is 9-10 to 1.
- In community samples the ration is approximately 2-3 to 1 male/female.



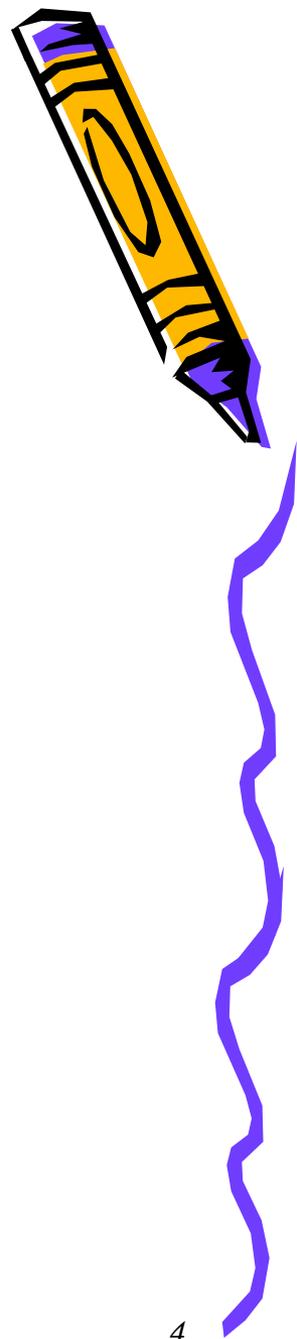
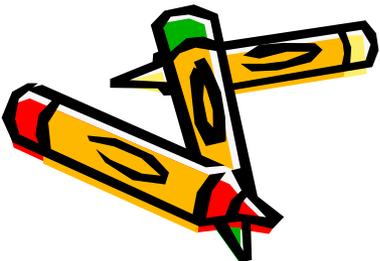
# ADHD Studies

- 60-70% of students who go on stimulant medication show improvement.
- ADHD kids on medication have a 50% less chance of having a car accident.
- Barkley reports ADHD students have:
  - More citations
  - More accidents
  - Worse accidents
  - More suspensions/revocations
- 35% of childhood ADHD kids have ADHD as adults.
- 22% of hyperactive children studied were found to be chronic snorers (Pediatrics 2002, University of Michigan).
- Children with sleep apnea are likely to be diagnosed as being ADHD (Pediatrics 2002, University of Michigan).
- Stimulants decrease adolescent drug use by 5.8% (Pediatrics 2003)
- Barkley determined that the symptoms of ADHD decrease with age.
- Approximately 70-80% of adolescent maintain the disorder
- Approximately 46-66% of young adults (age 20-26), maintain the disorder.



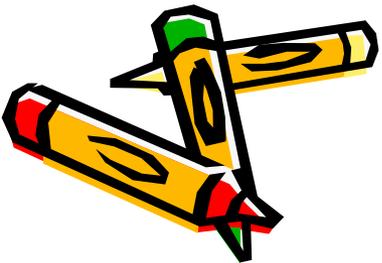
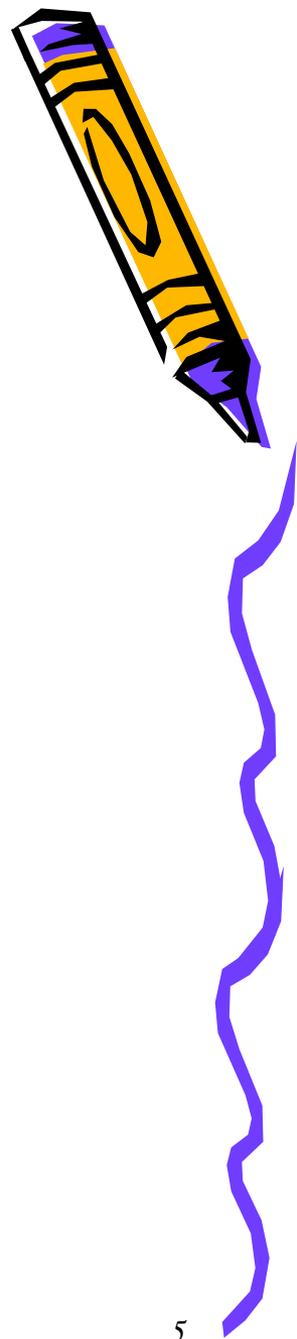
# Hyperactive ADHD

- Involves a normal resting brain, but during concentration there are decreases in metabolic activity in the underside (orbito-frontal) and topside (dorsolateral) prefrontal cortex. (9)
- It should be noted that the "lion's share" of brain metabolic activity - about 40%-goes to operating the membrane sodium-potassium pumps that make the brain electrical activity possible. (10)
- Thus, reduced brain metabolic activity necessarily equals reduced brain electrical activity. And since brain electrical activity drives neurotransmitter release (11), reduced brain metabolic activity also equals reduced brain neurotransmitter activity.
- Amen has defined the primary symptoms of "classic" ADD (really ADHD) as:
  - inattentiveness,
  - distractibility,
  - disorganization,
  - hyperactivity,
  - restlessness
  - and impulsiveness. (12)

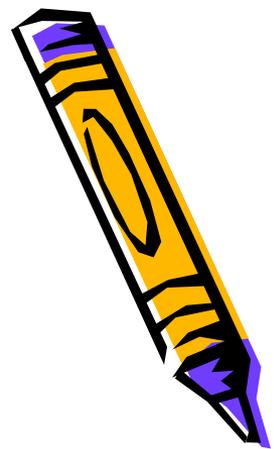


# Inattentive ADHD

- Involves a normal resting brain, with reduced metabolic activity in the dorsolateral prefrontal cortex during concentration. Primary symptoms include:
  - inattentiveness,
  - sluggishness,
  - slow-moving,
  - low-motivation,
  - frequent boredom,
  - with sufferers frequently described as space-cadets, daydreamers, or couch potatoes. (13)

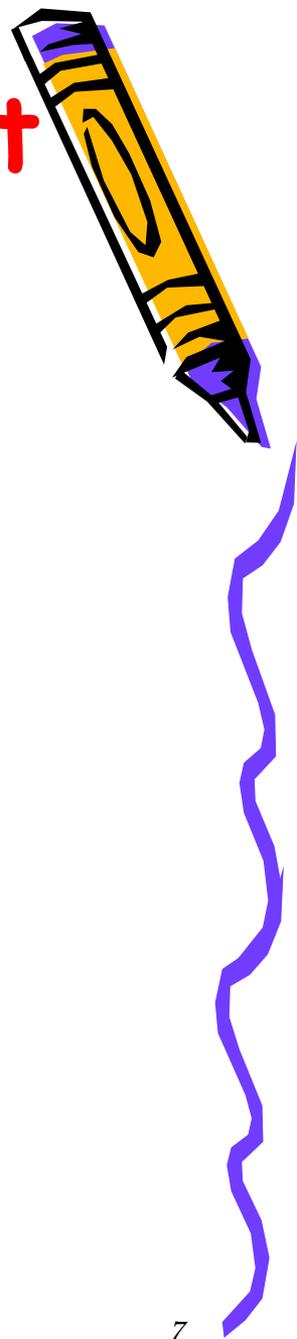
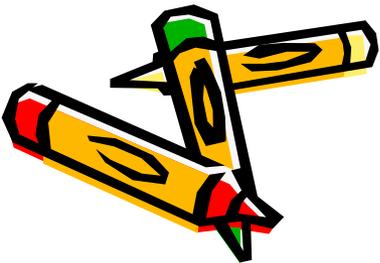


# Helping the ADHD Child

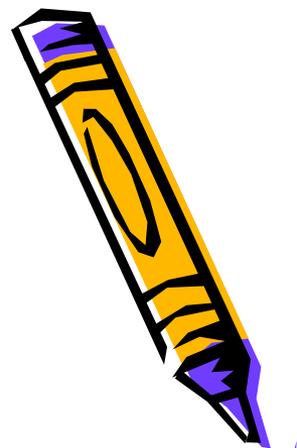


# Adaptations for a Student with Hyperactivity

- Allow the student to move around. Provide opportunities for physical action - pace in the rear of the classroom, do an errand, wash the blackboard, get a drink of water, go to the bathroom, etc.
- Make sure the student is always provided opportunities for physical activities.
- Do not use daily recess as a time to make-up missed schoolwork.
- Do not remove daily recess as punishment.
- Permit the student to play with small objects kept in their desks that can be manipulated quietly, such as a soft squeeze ball, if it isn't too distracting.



# Areas of Executive Function For Inattention

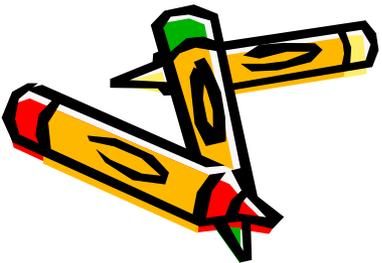
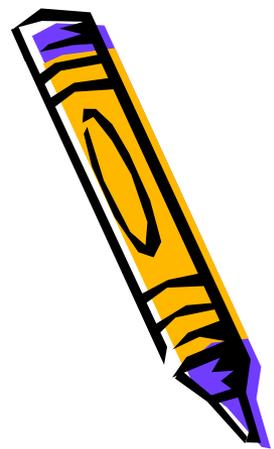


- Planning (includes Prioritizing and Time Management)
- Organizing Materials & Space
- Activating to Work (Initiate)
- Focusing (Regulating Alertness & Sustaining Attention)
- Processing Speed
- Self-Monitoring (Regulation)
- Shift or Transitioning
- Emotional Control
- Working Memory
- Accessing Recall & Short-Term Memory
- Inhibition or Response Regulation



# Punishment and Executive Functions

Students should not be *punished for having executive function deficits* such as lack of organizational and memory skills that interfere with their ability to bring home the correct homework assignment and books



# Problems with Planning

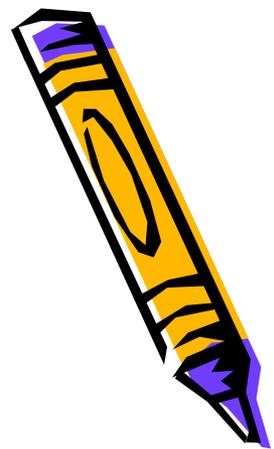


## Strategies for Planning

- Once he has thought about what he must do to complete a task, structure planning and organization efforts around it.
- Assign a peer study buddy who can model appropriate behavior.
  - A good student who can help 'teach'.
  - Someone who knows how to plan.
- Teach the student to accurately predict how much time it will take to complete a task or project. You can start doing this by asking the student how long a shorter task might take if he really focused on it. Use a reward to help the student maintain on task behavior. E
- Give this student helper 'cards' that have steps for common routines or assignments. This can be used for math formulas, approaches to specific types of writing, etc. S

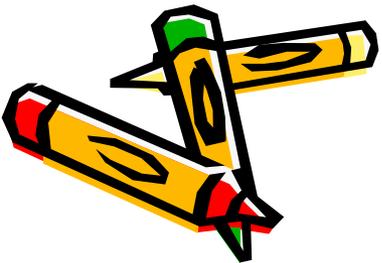


# Problems with Organization



## Strategies for Organizing Materials

- Have this student keep everything in a specific place. If his desk area becomes untidy have him clean it up before he leaves that day. E
- Students will need assistance in developing and maintaining an organizational system.
- Students will periodically need to be checked to make sure that their organizational system is being used properly. This can be done at the beginning or the end of the day.
- Students will need to have clean out times for their desk, backpack and locker.

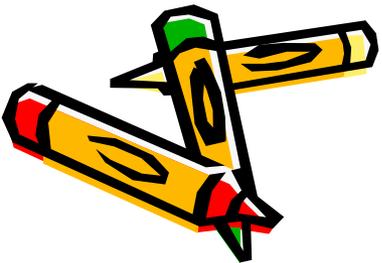


# Problems with Activation to Work

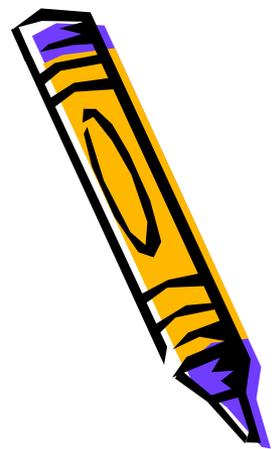


## Strategies for Activation to Work

- Assist the student in starting the assignment.
- Increasing structure in the environment or in the activity at hand will help the student activate to tasks more quickly.
- Make sure the student understands teacher instructions.
- Place this student around peers that can serve as models to help him get started on tasks.

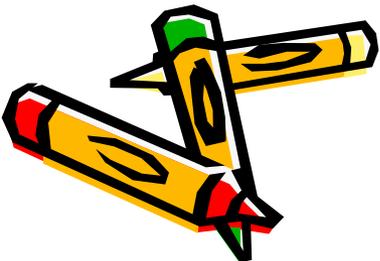


# Problems with Processing Speed

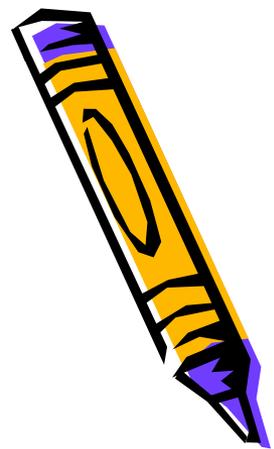


## Strategies for Processing Speed

- Have students write down brief notes--not extensive. Allow them to turn in their notes for teacher notes at the end of class. S
- Summarize frequently in class to help give the student more time to process and review information.
- The rate of presentation for new material may need to be altered for some students. If too much is given at a time it will overload him and he will learn very little.
- Give this student additional processing time, or time to rehearse the new information before he is asked to share or use it.
- Give this student more time to formulate answers and respond to questions.

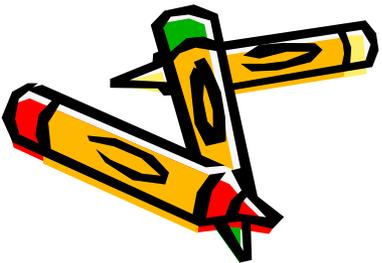


# Problems with Self-Monitoring

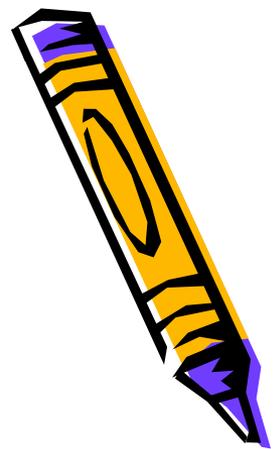


## Strategies for Self-Monitoring

- Students who have problems with self-monitoring may not understand the impact of their behavior on those around them. Discuss the behavior and how it impacts others in a private setting away from their peers.
- Encourage the student to self-monitor his own behavior. This helps build responsibility, and will often cause the student to watch his own behavior more closely, thus reducing inappropriate behaviors (see section that has worksheets for self-monitoring).
- Have the student set goals for accuracy rather than speed. This slower speed can help him increase attention to errors and improve his work.



# Problems with Sustaining Attention



## Strategies for Sustaining Attention

- Make frequent eye contact with the student to assist him in sustaining attention. A simple glance can bring the student back from a daydream.
- Utilize a wink, smile, nod or touch to the shoulder or desk to help redirect a student to the work at hand.
- Verbal redirection to task (preferably a whisper and in close proximity).
- Use visuals, colors to help maintain attention.
- Use a flashlight.

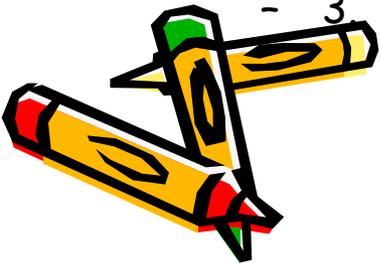


# Problems with Flexibility



## Strategies with Flexibility (transitioning)

- Provide lots of structure. Post schedules and changes on the board, verbally remind the class what will be happening during the day and put the schedule on the students desk if he has difficulty with transitioning. E
- Prepare the student for any change in routine (preferably a day in advance if possible). Announce what is going to happen and give repeat warnings as the time approaches.
- Use cue cards that can be placed on the students desk to aid in transition. The card would have the specific steps you would want to teach. For instance, the title would be, 'How to Make Transitions' The three steps to transition efficiently might be:
  - 1. Begin transition as soon as you are told to do so.
  - 2. Put away unnecessary materials
  - 3. Get what you need for the next activity.

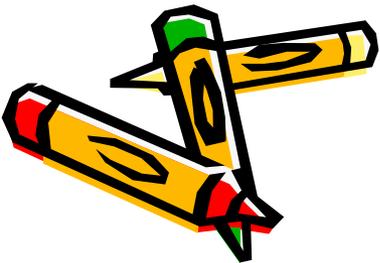


# Problems with Emotional Control

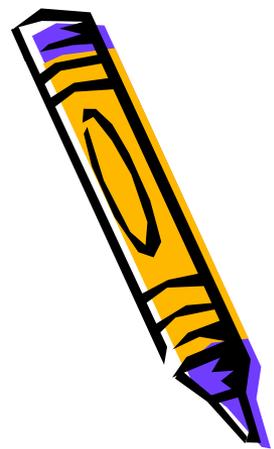


## Strategies for Emotional Control

- Students should be taught response delay techniques. For instance, consider alternatives before you react, practice leaving a situation that is frustrating, counting before responding, etc.
- It is important that you teach this student to think about how people would feel, what they would think, etc., before he reacts emotionally.
- Students would benefit from being able to discuss upcoming situations or events that may provoke an emotional outburst.
- When an outburst occurs help the student process the situation that led up to the event. This should be done in a calm, non-threatening manner. How could you have handled this in a better way? What could you do different next time?



# Problems with Utilizing Working Memory



## Strategies for Utilizing Working Memory

- Due to working memory issues the student may have difficulty keeping track of more than one or two steps at a time. He should be provided with a written checklist of steps required to complete a task.
- Allow the use of a visual aids, checklists, etc.
- Teach the student to use outlines and underlining to help with learning and memory. S
- Frequently change tasks for students in order to alleviate some of the drain on working memory

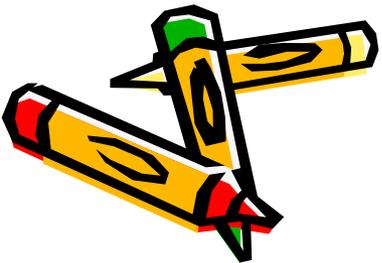


# Problems with Accessing Recall

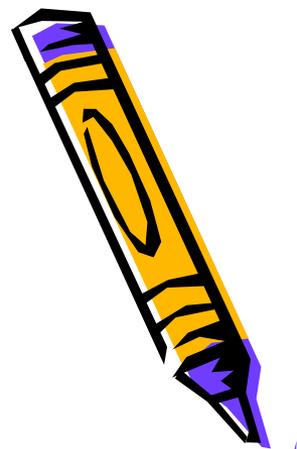


## Strategies for Accessing Recall

- Allow the use of a visual aids.
- You may teach the student to use a card system for memorizing.
- Many students have difficult assessing recall. It's not that they don't have the information in their brain. It's that they have trouble with retrieval. Use recognition based assessments to obtain a true measure of what the student is learning.
- Have students look up when trying to remember something....not down.



# The Accuracy Rule for Parents



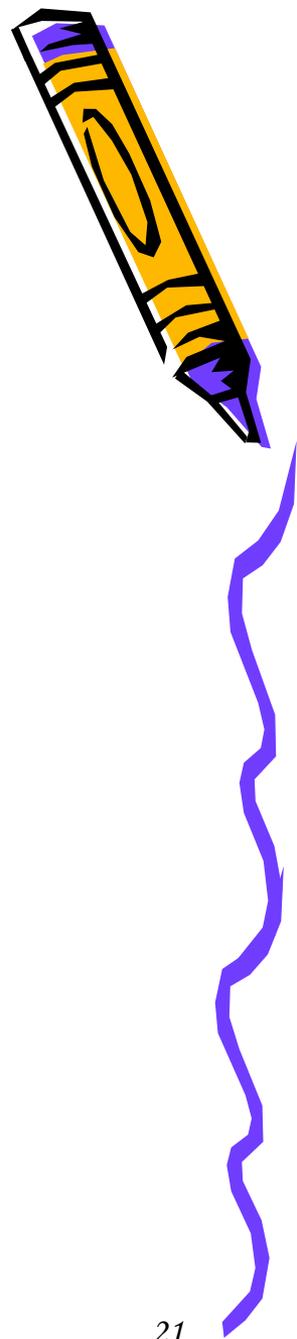
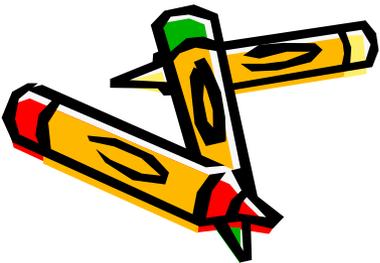
- When completing home work, it is important that your child know that acceptable completion is based on accuracy not simply 'finishing the work'. Tell your child that he must have an 80% or 90% accuracy rate on completion or he has to go back and work it again. In addition it must be neat or it is not acceptable. If you can't read it, the teacher probably can't either.



# So.....

- Why is it important to address these students needs?
- Why is important to channel these students energies?
- Why is important to do what we can to give them the best chance for success?

**BECAUSE.....**



# Untreated ADHD Disorder

## RESEARCH SUGGESTS

- 35% never finish high school.
- 43% of hyperactive boys are arrested for a felony by age 16.
- Have significantly higher motor vehicle accidents and speeding tickets.
- They are five times more likely to die in adolescence, secondary to their impulsive behavior.
- 52% abuse alcohol and drugs.
- 19% smoke at near twice the rate of the general population.
- Studies suggest that at least 50% of prison inmates are ADHD.

