

ADHD: How Students Learn!

Educational instructions should be adapted to the way students learn. Teaching strategies should include creative and imaginative management techniques. Cooperative learning strategies are proving to be highly effective; listening to a variety of contribution from peers, debating, story telling, role play, and educational play all contribute to the formation of complex neuronal connections that aid abstract thinking and recall. (Richards & Russell, 2001)

Retention Rates Vs. Teaching Strategies

• 90%	Teaching others
• 75%	Practice by doing
• 50%	Discussion groups
• 30%	Demonstration
• 20%	Audio-visual
• 10%	Reading
• 5%	Lecture

Quote

"Where we start out in life is not as important as where we end up. What makes the difference are the people we meet along the way."

Ormi.



References
Richards G. & Russell J. (2001) ISBN10:0-7606-0380-4
Richards G. & Fahy J. (2005) ISBN10:0-7606-0616-1

Our Mission

To provide therapy and training to families and educators in the management of attention deficit hyperactivity disorder (ADHD) and co-occurring disorders in an effort to improve the social and academic expectancy of Caribbean children diagnosed with the disorder.

At "**THE ARC**" we have developed a specialist centre to meet the needs of parents, teachers and children who have been struggling with attention deficit hyperactivity disorder (ADHD). With several years of training and work with families with ADHD we are able to provide the necessary
resources and people to advance the success of some of our nation's most gifted children. Our international partnership with CHADD USA allows us to provide training for parents and teachers, and access online help, resources, and the most current and up to date research in the field. We are also pursuing local and regional partnerships to facilitate the achievement of our mission and goals through the development of synergies and mutual cooperation.

We hope that you will join our mission to improve the lives of families effected by this often hidden disorder.

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ADHD: Attention Deficit Hyperactivity Disorder



What Teachers Should Know

THE ARC

THE ADHD RESOURCE CENTRE

1 (246) - 239 - 3616

ADHD: Facts Vs. Fiction

There are many myths about ADHD so what are some of the facts.

- **Myth**

ADHD is one of the "alphabet soup" diagnoses design to provide an income for Psychotherapist and drug companies.

- **It is a Fact**

Since 1992 medical science has been diagnosing children with inattention, hyperactivity, and impulsivity, giving the disorder names like; minimal brain dysfunction and hyperkinetic disorder. The Diagnostic and Statistical Manual, fourth edition (DSM-IV) has reclassified it Attention Deficit Hyperactivity Disorder (ADHD).

- **Myth**

ADHD is a product of poor and permissive parenting!

- **It is a Fact**

ADHD is a neurological disorder affecting the frontal lobe of the brain which is responsible for some of the executive functions (EF) of the brain.

- **Myth**

Children will eventually outgrow ADHD!

- **It is a Fact**

Approximate 80% of children diagnosed with the disorder will continue to experience impairment into adulthood. The other 20% will learn to manage the disorder.

- **Myth**

Hyperactivity is a common component of ADHD!

- **It is a Fact**

ADHD is sometimes called the hidden disorder because some children with the disorder are quiet, inattentive and seldom noticed.

- **Myth**

ADHD accounts for all the problems evidence in children with the disorder!

- **It is a Fact**

ADHD signals a deficit in the executive functions (EF) of the brain, however this is only part of the story. 40% also have oppositional defiant disorder, 25% have conduct disorder, 10%-30% are affected by depression, 30% are affected by anxiety, and up to 50% will have a learning disability associated with language disorders—reading, composition, comprehension, etc.

Behavior Management PROBLEMS

Attention

- **Not listening**
- **Disorganized**
- **Not paying attention**
- **Not following instructions**
- **Not completing assignments**
- **Poor memory**
- **Careless**
- **Rushes through Assignments**

Social Interaction

- **Not following rules**
- **Causing distractions**
- **Not remaining seated**
- **Acting immature**
- **Do not switch task smoothly**
- **Blames others**
- **Trouble interacting with peers**
- **Trouble interacting with adults**
- **Impulsive**
- **Problems with authority**
- **Difficulty waiting**
- **Poor concept of time**

Behavior Management STRATEGIES

Attention

- Seat student in quiet area
- Seat student with study buddy
- Increase distance between desk
- Seat away from windows & distractions
- Give extra time to finish assignments
- Shorten assignments/periods
- Break assignments into smaller parts
- Reduce homework assignments

Impulsive

- Ignore minor inappropriate behavior
- Provide immediate rewards & consequences
- Acknowledge good behavior
- Seat student near role model or teacher
- Establish positive behavioral Contract

Motor Activity

- Allow student to stand when working
- Take a break between assignments
- Remind student to check over work

Organization & Planning

- Provides rules for organization
- Provide homework book & checklist
- Send weekly progress reports home
- Give assignments one at a time
- Use visual aids in lesson presentations

Compliance

- Praise compliant behavior
- Post class rules in a prominent place
- Give feed back about behavior
- Get to the point, avoid lecturing
- Assist student in self-monitoring