

# *SCREENING* **ASD & ADHD**

*IN MAINSTREAM CLASSROOMS*

Presented By:  
Dr. Nidal Ata Abdel-Qader





# INTRODUCING DR. NIDAL ATA ABDEL-QADER

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Ph.D. In Educational Psychology/Special Education,  
2012, University of Oklahoma

M.A. in Educational Psychology/Gifted and Talented,  
2002, Al-Balqa' Applied University

Professional Certificate in Education for University  
Graduate Teachers of Science, 1997,  
UNRWA/UNESCO Institute of Education, Amman,  
Jordan

B.Sc. and Graduate Degree  
in Science/Physics, 1993, Yarmouk University

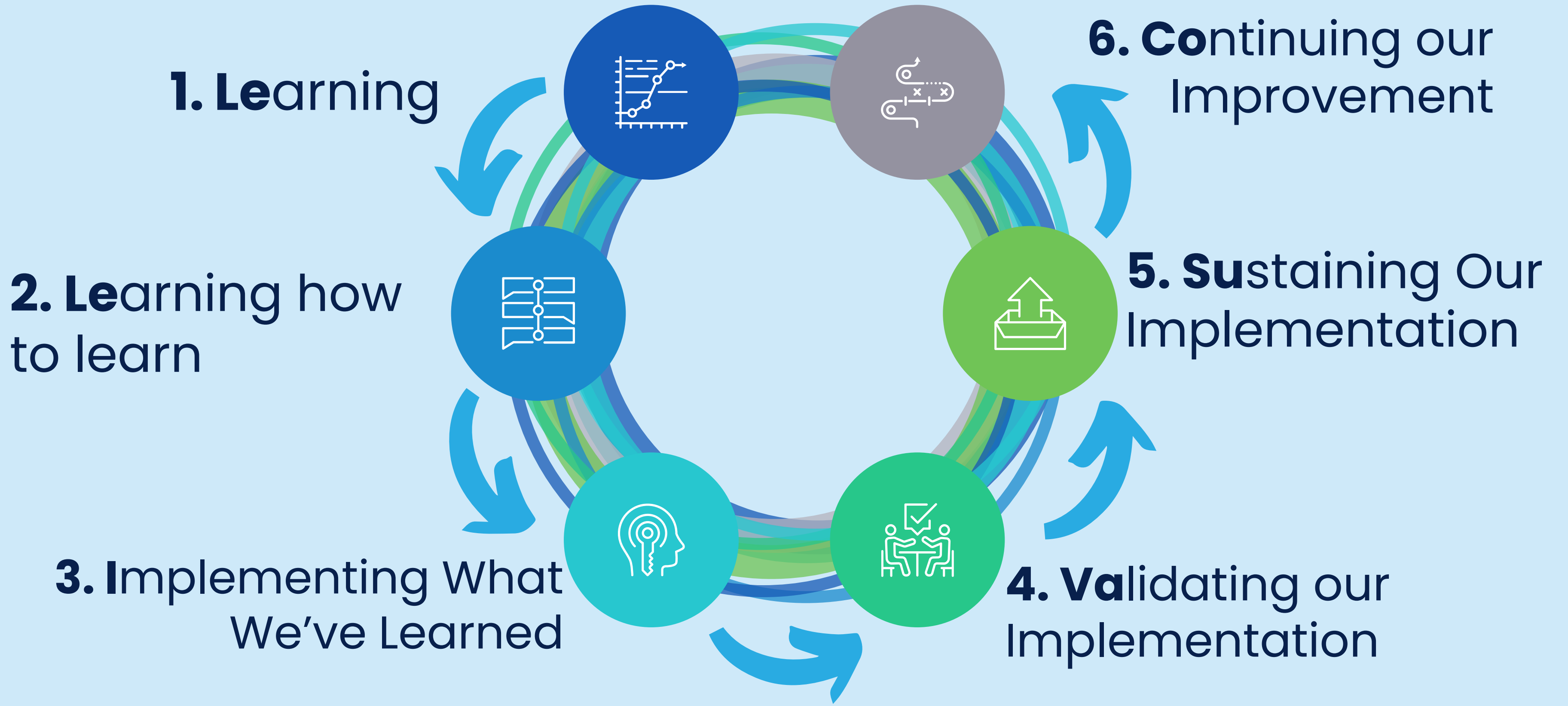
30+ Years of Experience in Education

# Workshop Objectives

1. Understand the core features of Autism Spectrum Disorder (ASD) and Attention-Deficit/Hyperactivity Disorder (ADHD).
2. Identify early signs of ASD and ADHD in students.
3. Recognize common screening tools used in schools.
4. Apply practical strategies to support students in mainstream classrooms.
5. Know when and how to refer students for further assessment.

# The Cycle of Ms LeLe I. VaSuCo

*Objective; To Improve Teacher Practices for Students with ADHD*



# What Are Neurodevelopmental Disorders?

1. Disorders which affect brain function and behavior
2. ASD & ADHD are common in classrooms
3. Early recognition = better support

# What is the difference between Screening, Evaluating and Diagnosing?

# Screening

- **Definition:** The initial step to identify if a child may be at risk for ASD or ADHD.
- **Purpose:** Flag potential signs and determine if further evaluation is needed.
- **Who Conducts It:** Teachers, parents, or healthcare providers.
- **Example:** Using checklists or questionnaires to identify signs of ASD or ADHD.
- **Outcome:** Identifies students who may need further evaluation.



# Evaluation

- **Definition:** A thorough process to gather detailed information about the child.
- **Purpose:** Assess strengths, weaknesses, and areas of difficulty to decide if further action is needed.
- **Who Conducts It:** Psychologists, school specialists, pediatricians.
- **Example:** Observations, interviews, standardized tests (e.g., Conners' Rating Scale for ADHD).
- **Outcome:** Provides insights into a child's behavior and challenges; may suggest diagnosis.

# Diagnosis

- **Definition:** The official medical or psychological determination of a disorder.
- **Purpose:** Confirm if the child meets the criteria for a specific condition (e.g., ASD, ADHD).
- **Who Conducts It:** Qualified clinicians (e.g., psychologists, psychiatrists).
- **Example:** Diagnosing ADHD based on DSM-5 criteria after evaluation.
- **Outcome:** Official diagnosis that guides treatment, education plans, and support services.

# Understanding ASD (Autism Spectrum Disorder)

A neurodevelopmental disorder characterized by challenges in social interaction, communication, and restricted/repetitive behaviors.

## Core Features:

- **Social Communication & Interaction:** Difficulty understanding social cues, forming relationships, or engaging in back-and-forth conversations.
- **Repetitive Behaviors:** Repetitive movements, insistence on sameness, restricted interests.
- **Sensory Sensitivities:** Over or under sensitivity to lights, sounds, textures, etc.

# Understanding ASD (Autism Spectrum Disorder)

## What is Joint Attention?

# Understanding ADHD

## (Attention deficit hyperactivity disorder)

A neurodevelopmental disorder marked by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with daily functioning.

### Core Symptoms:

- **Inattention:** Difficulty sustaining attention, making careless mistakes, being easily distracted.
- **Hyperactivity:** Fidgeting, excessive movement, talking excessively.
- **Impulsivity:** Interrupting others, difficulty waiting turns, making hasty decisions.

# Why Screening Matters

- **ASD Prevalence:** 1 in 36 children in the U.S. are diagnosed with Autism (CDC, 2023).
- **ADHD Prevalence:** 9.4% of children have been diagnosed with ADHD (CDC, 2021).
- **Why It Matters:** Early screening and intervention can significantly improve outcomes for children.

# ASD & ADHD

## Overlap and differences

### **Shared Symptoms:**

- Impulsivity (e.g., ADHD) vs. difficulty with social responsiveness (e.g., ASD).
- Challenges with focus and attention.
- Sensory processing difficulties.

### **Key Differences:**

- ASD: Primarily characterized by difficulties in social communication and rigid behaviors.
- ADHD: Characterized by attention issues, impulsivity, and hyperactivity.

# Identifying ASD in the Classroom

Signs to look for:

- Difficulty making eye contact or engaging in group activities.
- Rigid routines, trouble transitioning between activities.
- Unusual responses to sensory stimuli (e.g., distress over loud sounds).
- Limited or intense interests in specific topics.



# Identifying ADHD in the Classroom

Signs to look for:

- Easily distracted, trouble completing tasks.
- Frequently blurts out answers, interrupts conversations.
- Difficulty staying seated or engaging in quiet tasks.
- Struggles with following through on instructions.

# Screening tools for teachers

- **M-CHAT (Modified Checklist for Autism in Toddlers)**: Used for early screening for autism in young children.
- **Conners' Rating Scales**: Focuses on assessing ADHD symptoms in children.
- **Vanderbilt ADHD Rating Scale**: Tool to help identify children who might have ADHD.

# Screening tools for teachers

- **M-CHAT (Modified Checklist for Autism in Toddlers)**: Used for early screening for autism in young children.
- **<https://www.additudemag.com/category/adhd-add/symptom-tests/>**
- **<https://www.additudemag.com/symptom-checker/>**

# Screening tools for teachers

## Conners' Parent Rating Scale - Revised (L)

by C. Keith Conners, Ph.D.

Child's Name: \_\_\_\_\_ Gender: **M** **F**  
(Circle One)

Birthdate: \_\_\_\_/\_\_\_\_/\_\_\_\_ Age: \_\_\_\_\_ School Grade: \_\_\_\_\_  
Month Day Year

Parent's Name: \_\_\_\_\_ Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

**Instructions:** Below are a number of common problems that children have. Please rate each item according to your child's behavior in the last month. For each item, ask yourself "How much of a problem has this been in the last month?", and circle the best answer for each one. If none, not at all, seldom, or very infrequently, you would circle 0. If very much true, or it occurs very often or frequently, you would circle 3. You would circle 1 or 2 for ratings in between. Please respond to all the items.

	NOT TRUE AT ALL (Never, Seldom)	JUST A LITTLE TRUE (Occasionally)	PRETTY MUCH TRUE (Often, Quite a Bit)	VERY MU TRUE (Very Ofte Very Frequ
1. Angry and resentful .....	0	1	2	3
2. Difficulty doing or completing homework .....	0	1	2	3
3. Is always "on the go" or acts as if driven by a motor .....	0	1	2	3
4. Timid, easily frightened .....	0	1	2	3
5. Everything must be just so .....	0	1	2	3
6. Has no friends .....	0	1	2	3
7. Stomach aches .....	0	1	2	3
8. Fights .....	0	1	2	3
9. Avoids, expresses reluctance about, or has difficulties engaging in tasks that require sustained mental effort (such as schoolwork or homework) .....	0	1	2	3
10. Has difficulty sustaining attention in tasks or play activities .....	0	1	2	3
11. Argues with adults .....	0	1	2	3
12. Fails to complete assignments .....	0	1	2	3
13. Hard to control in malls or while grocery shopping .....	0	1	2	3

14. Afraid of people .....	0	1	2	3
15. Keeps checking things over again and again .....	0	1	2	3
16. Loses friends quickly .....	0	1	2	3
17. Aches and pains .....	0	1	2	3
18. Restless or overactive .....	0	1	2	3
19. Has trouble concentrating in class .....	0	1	2	3
20. Does not seem to listen to what is being said to him/her .....	0	1	2	3
21. Loses temper .....	0	1	2	3
22. Needs close supervision to get through assignments .....	0	1	2	3
23. Runs about or climbs excessively in situations where it is inappropriate .....	0	1	2	3
24. Afraid of new situations .....	0	1	2	3
25. Fussy about cleanliness .....	0	1	2	3
26. Does not know how to make friends .....	0	1	2	3
27. Gets aches and pains or stomachaches before school .....	0	1	2	3
28. Excitable, impulsive .....	0	1	2	3
29. Does not follow through on instructions and fails to finish schoolwork, chores or duties in the workplace (not due to oppositional behavior or failure to understand instructions) .....	0	1	2	3
30. Has difficulty organizing tasks and activities .....	0	1	2	3
31. Irritable .....	0	1	2	3
32. Restless in the "squirmy sense" .....	0	1	2	3
33. Afraid of being alone .....	0	1	2	3
34. Things must be done the same way every time .....	0	1	2	3
35. Does not get invited over to friends' houses .....	0	1	2	3
36. Headaches .....	0	1	2	3
37. Fails to finish things he/she starts .....	0	1	2	3

Items continued on back page...

# Screening tools for teachers

## Vanderbilt ADHD Diagnostic Parent Rating Scale (VADPRS)

### Instructions:

Next to each question mark how often the following applies to your child.

		Never	Occasionally	Often	Very Often
1	Does not pay attention to details or makes careless mistakes, for example homework	0	1	2	3
2	Has difficulty attending to what needs to be done	0	1	2	3
3	Does not seem to listen when spoken to directly	0	1	2	3
4	Does not follow through when given directions and fails to finish things	0	1	2	3
5	Has difficulty organizing tasks and activities	0	1	2	3
6	Avoids, dislikes, or does not want to start tasks that require ongoing mental effort	0	1	2	3
7	Loses things needed for tasks or activities (assignments, pencils, books)	0	1	2	3
8	Is easily distracted by noises or other things	0	1	2	3

9	Is forgetful in daily activities	0	1	2	3
10	Fidgets with hands or feet or squirms in seat	0	1	2	3
11	Leaves seat when he is suppose to stay in his seat	0	1	2	3
12	Runs about or climbs too much when he is suppose to stay seated	0	1	2	3
13	Has difficulty playing or starting quiet games	0	1	2	3
14	Is "on the go" or often acts as if "driven by a motor"	0	1	2	3
15	Talks too much	0	1	2	3
16	Blurts out answers before questions have been completed	0	1	2	3
17	Has difficulty waiting his/her turn	0	1	2	3

# Teacher's Role in screening

- **Observing and Documenting:**

- Be mindful of behaviors that don't seem to fit within the typical range for age or development.
- Document instances of inattentiveness, social challenges, repetitive behaviors, or hyperactivity.

- **Referral Process:**

- Share observations with parents and collaborate with specialists (school psychologist, special education teacher).
- Use observations and checklists to start conversations about potential screenings.

# Classroom Strategies (to support students with ASD)

- **Structured Environment:**
  - Provide a predictable routine with clear visual schedules to reduce anxiety.
  - Create consistent rules and expectations that are easily understood.
- **Visual Supports:**
  - Use picture schedules, social stories, and visual cues to help with communication and understanding.
- **Sensory Considerations:**
  - Offer sensory breaks or quiet spaces to manage sensory overload.
- **Collaborating with Special Education:**
  - Work with the support team to tailor strategies that meet individual needs.

# Classroom Strategies (to support students with ADHD)

- **Organized Space:**
  - Keep the classroom clutter-free to help students with focus.
  - Have a designated space for students to take breaks.
- **Clear, Concise Instructions:**
  - Break tasks into manageable steps and give clear, simple instructions.
  - Use visual reminders (e.g., timers, checklists).
- **Frequent Movement Breaks:**
  - Allow students to move around when needed (e.g., standing desks, stretching).
- **Positive Reinforcement:**
  - Use praise, stickers, or tokens to encourage staying on task.



# Collaborative approaches for Success

- **Working with Parents:**

- Engage with families to gather information about the child's strengths and challenges at home.
- Encourage open, ongoing communication about the child's progress.

- **Working with Specialists:**

- Collaborate with the school psychologist, speech therapists, or occupational therapists for specific interventions.

- **Building Individualized Plans:**

- Discuss the process of creating IEPs (Individualized Education Plans) or 504 Plans for students.
- Ensure strategies in the plan are measurable and achievable.

# Teacher support

- **Supporting Teachers:**

- Ongoing professional development in special education and behavior management.
- Peer support groups for teachers to share experiences and strategies.

- **Self-Care:**

- Recognizing stress and burnout; finding balance and support for oneself.
- Stress-relief techniques: mindfulness, planning time, and delegating tasks when possible.

# Helpful Links

- <https://autismsciencefoundation.org/causes-signs-and-symptoms/>
- <https://adhd-institute.com>
- <https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd>
- <https://www.autismspeaks.org/screen-your-child>

# Learning How To Learn (Websites, 1 of 2)

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- 1. CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder)

Website: [[chadd.org](https://www.chadd.org)](<https://www.chadd.org>)

CHADD is a leading national non-profit organization that provides information, resources, and support for individuals with ADHD and their families, including articles, webinars, and advocacy resources.

- 2. ADHD Institute

Website: [[adhd-institute.com](https://adhd-institute.com)](<https://adhd-institute.com>)

This site offers a wealth of evidence-based information regarding ADHD, including its diagnosis, treatment options, and management strategies for individuals across the lifespan.

- 3. National Institute of Mental Health (NIMH)

Website: [[nimh.nih.gov](https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd)](<https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd>)

The NIMH provides comprehensive information on ADHD, including symptoms, causes, treatment options, and ongoing research related to the condition.

# Learning How To Learn (Websites, 2 of 2)

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## 4. ADDitude Magazine

Website: [[additudemag.com](https://www.additudemag.com)](<https://www.additudemag.com>)

ADDitude is an online magazine that provides practical tips, personal stories, expert advice, and research articles about ADHD for both parents and individuals with ADHD.

## 5. Understood

Website: [[understood.org](https://www.understood.org)](<https://www.understood.org>)

Understood is a resource aimed at parents of children with learning and attention issues, including ADHD. The site offers articles, expert insights, and tools to help navigate the challenges faced by families.

## 6. ADHD Aware

Website: [[adhdaware.org](https://www.adhdaware.org)](<https://www.adhdaware.org>)

ADHD Aware provides resources, guides, and articles tailored to children, adults, and parents, focusing on awareness, support, and intervention strategies.

# Learning How To Learn (Youtube, 1 of 2)

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- 1. What is ADHD? | Documentary

Channel: BBC News

Link: [Watch here] (<https://www.youtube.com/watch?v=SBf1D2mDb9s>)

A concise documentary offering insights into ADHD, including interviews with affected individuals and experts.

- 2. ADHD in 6 Minutes | What is ADHD?

Channel: The Psych Show

Link: [Watch here] ([https://www.youtube.com/watch?v=2u4J\\_L5J-WM](https://www.youtube.com/watch?v=2u4J_L5J-WM))

This video provides a brief, engaging overview of ADHD, its symptoms, and its effects on individuals.

- 3. ADHD: The Good, The Bad, and The Ugly

Channel: ADHD Coach Academy

Link: [Watch here] (<https://www.youtube.com/watch?v=tF6v7vn9PVw>)

This video discusses the strengths and challenges of living with ADHD and includes personal perspectives.

# Learning How To Learn (Youtube, 2 of 2)

- 1. What is ADHD? | Documentary

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# Thank you!

[Form more Details:](#)

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