

# ADHD

*TIPS AND STRATEGIES*  
**FOR SUCCESS**

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# INTRODUCING DR. NIDAL ATA ABDEL-QADER

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Ph.D. in Educational Psychology/Special Education,  
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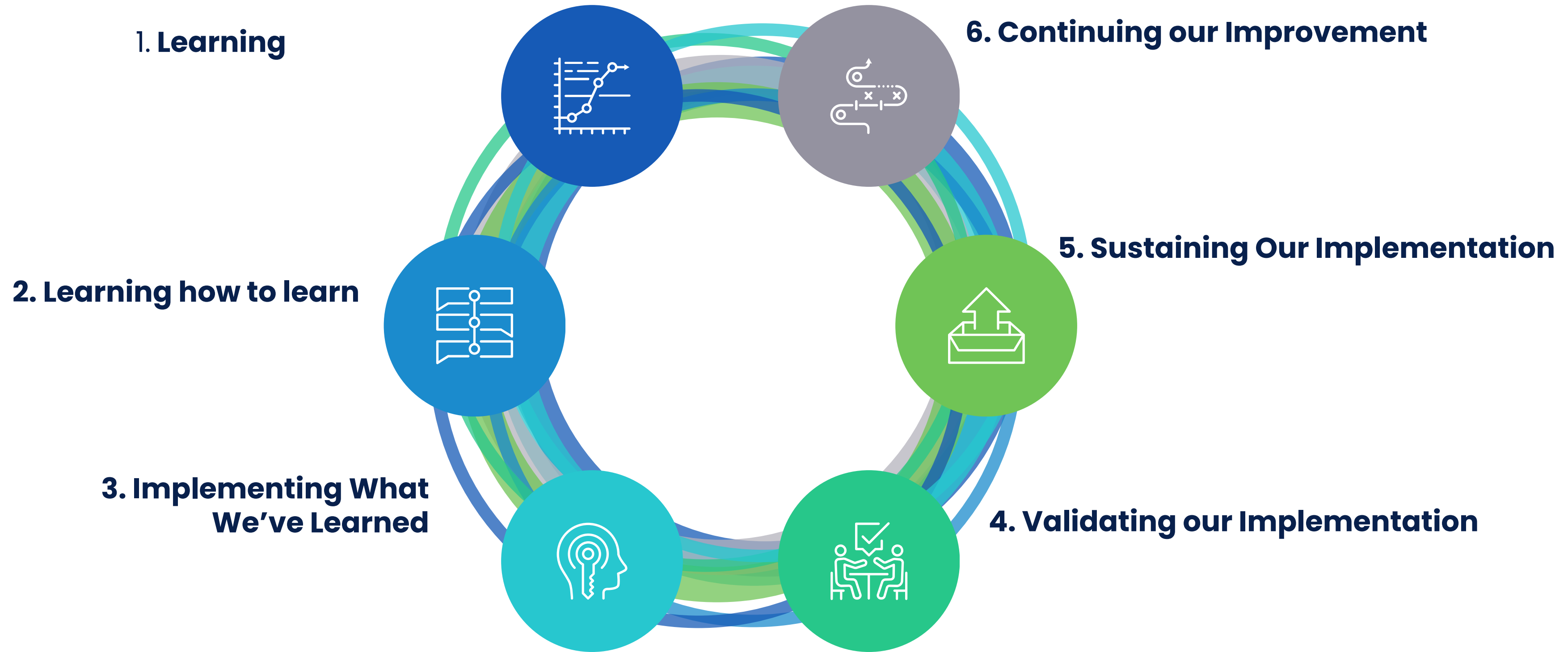
Professional Certificate in Education for University  
Graduate Teachers of Science, 1997,  
UNRWA/UNESCO Institute of Education, Amman,  
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# The Cycle of Ms LeLe I. VaSuCo

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



# Focus Questions (1 of 2)

1. How has the field of education for students with attention deficit/hyperactivity disorder (ADHD) evolved?
2. What characteristics of students with ADHD can impact their learning and life success?
3. What is the definition of ADHD, how are students identified, and what are some causes of ADHD?
4. How is ADHD related to other areas of disabilities (e.g., learning disabilities, emotional and behavior disorders, communication difficulties)?

# Focus Questions (2 of 2)

5. What are some of the pros and cons of using medication to address the challenges of ADHD?
6. What educational responses are needed to address the needs of students with ADHD?
7. How can families help support children with ADHD?
8. What challenges do youth with ADHD face in their transition from school to work and adult life?

# Activity: KWL Chart

- **Create a KWL chart for ADHD.**
- **K- Knowledge:** Write what you know and what you think you know in this column (place an asterisk beside any statement you aren't sure about)
- **W- Want to know:** Write questions you have about ADHD
- **L:** Use this column to take notes about **what you learn** and see if your questions are answered in this lesson
- Turn to a partner or small group and compare charts. Gather additional questions to add to your "want to know" column.

# ADHD

- The major symptoms of ADHD are
  - Inattention
  - Hyperactivity
  - Impulsivity



# ADHD

- These symptoms can lead to
  - Fidgeting
  - Disorganization
  - Daydreaming
  - Missing and incomplete work
  - Disruptive behaviors
  - And much more!

# History of ADHD (1 of 2)

- Evolved in the medical, not educational, field
- Physicians in the early 1900s considered the cluster of symptoms to be minimal brain damage.
- In the 1930s and 1940s, educators began to study these symptoms.
- Dr. Alfred Strauss, one such researcher, is the source of the term “Strauss syndrome.”
- Dr. William Cruickshank worked to identify educational strategies for children who were hyperactive and distractible.

# History of ADHD (2 of 2)

- Today we recognize two forms of difficulties within the cluster we call attention deficit/hyperactivity disorders (ADHD):
  - Inattention (the inability to attend and focus)
  - Hyperactivity (problems with impulsivity and self-regulation)
- Some individuals have a combination of challenges that include both inattention and hyperactivity/impulsivity.

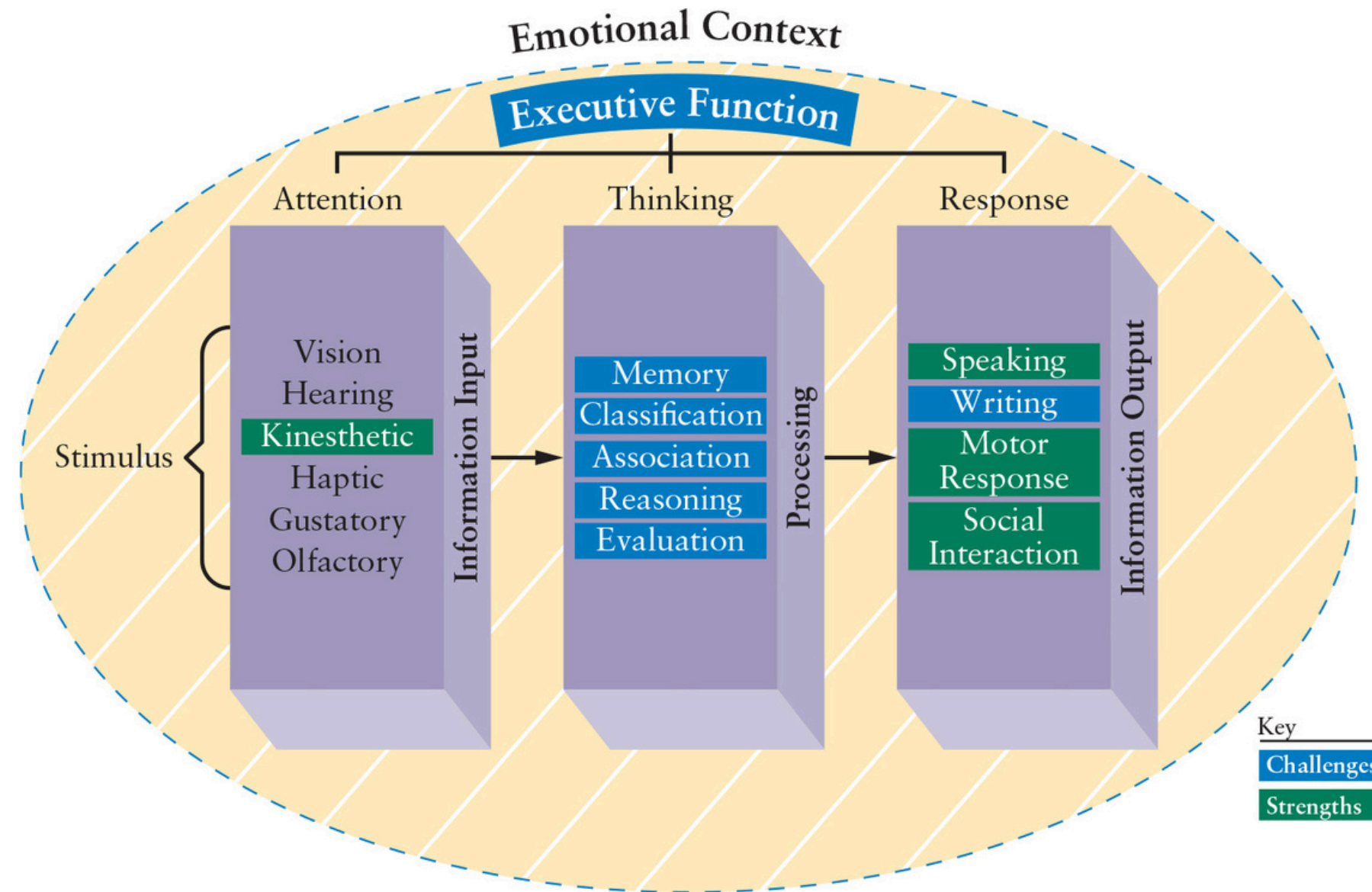
# Characteristics of ADHD

- easily distracted
- failure to attend to details
- careless mistakes
- difficulty sustaining attention
- leaving seat frequently
- appearing forgetful, losing things
- seems unable to sit still
- constantly fidgeting
- excessive physical movement
- excessive talking
- avoiding tasks that require sustained mental effort
- difficulty following through on instructions
- difficulty playing quietly
- difficulty waiting one's turn
- difficulty with organization
- seems "driven by a motor"
- blurting out answers before questions have been completed
- interrupting conversations

# Case Study

- Angelina, who is 6 years old, has ADHD. She is easily distracted and often distracts other students. Angelina makes careless mistakes in her work and seems to daydream much of the time. She is often out of her chair, sharpening a pencil, going to the supply table, or just wandering around the room. It is hard for her to concentrate in school, and her teacher refers to her as a “wiggly worm” and a “day dreamer.” Angelina’s parents feel that she is careless, and they find it frustrating that she cannot follow through with simple household chores, like feeding Binx, her cat, unless she is prompted several times. Her parents feel that they have become “nags” and that Angelina is changing from their fun-loving little girl into an angry and unhappy child.

# Information Processing Model



**Information Processing Model for Angelina, a Child with ADHD**

# How Do Students with ADHD Receive Services? (1 of 2)

- ADHD is not a disability category under IDEA.
- Students with ADHD may be served under the Other Health Impairments (OHI) category
- Other Health Impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:
  - Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention-deficit/ hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
  - Adversely affects a child's educational performance

# How Do Students with ADHD Receive Services? (2 of 2)

- Students with ADHD may be served through Section 504 of the Rehabilitation Act of 1973:
- "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ."



# How Are Students with ADHD Identified?

- Identifying a student with ADHD is a team effort.
- Various key individuals document behavioral, social, emotional, and academic impacts of the disability across a variety of settings.
- Parents and teachers often provide information through an observational checklist. Students themselves can provide information about their experiences.

# How Are Students with ADHD Identified?

- Conners Comprehensive Behavior Rating Scales
- Conners Continuous Performance Test
- Vanderbilt Attention-Deficit/Hyperactivity Disorder Scales
- Disruptive Behavior Disorders Rating Scale
- Tests of cognitive ability and achievement

# How Are Students with ADHD Identified?

- The American Academy of Pediatrics does NOT recommend a diagnosis of ADHD before the age of six.
- There is gender bias in identification of ADHD
- Boys are identified two to three times more often than girls
- Girls who are identified often have higher levels of impairment
- Boys may show more hyperactive and impulsive behaviors
- Girls may show more inattention without hyperactivity, causing them to be overlooked by teachers

# Bias in Identification of ADHD

- Bias exists for students from culturally/linguistically diverse families and for students from economically disadvantaged families
- African-American students are twice as likely as white students to be identified with ADHD
- Possible causes of bias:
  - Rating scales are primarily designed for and normed on white, middle-class students
  - Families' cultural expectations of children's behavior may impact their point of view

# Prevalence of ADHD

- Prevalence is difficult to establish for several reasons:
- Students may be diagnosed in private settings and not included in school counts
- ADHD falls under Other Health Impairments, which includes many other possible diagnoses, so this category can't be used for prevalence
- ADHD is often the secondary disability in a student who has more than one disability
- Students with ADHD who receive support through RtI/MTSS or 504 plans are not included in special education counts

# Prevalence of ADHD

- Estimates suggest 9.4% of school-age children have been diagnosed with ADHD
- Boys (about 13% rate) are more than twice as likely to be identified as girls (about 5% rate)
- Black children are more likely than white or Hispanic children to be identified with ADHD
- Children living in poverty are more likely to be identified with ADHD

# ADHD and Comorbidity

- Approximately 64% of children with ADHD may have an additional area of concern
- Almost one-third of all children with ADHD have learning disabilities
- Other common disabilities/disorders that occur with ADHD include
  - Emotional/behavioral disorders
  - Autism spectrum disorders
  - Communication disorders
  - Conduct disorders
  - Oppositional/defiant disorders
  - Mood disorders
  - Anxiety
  - Depression
  - Sleep disorders

# Medication and ADHD

- Medication is one of the most common treatments for ADHD
- About 69% of children with ADHD receive medication
- Boys are almost three times more likely to receive medication than girls
- The most typical medications are stimulants
- These can increase the child's capacity for attending, help control their impulses, and reduce their hyperactivity.
- Educators have an important role in monitoring the effects of medication
- All decisions regarding medication are made by medical professionals and parents, NOT by educators.



# Using Medication to Address ADHD

## **Pros**

Can increase capacity for attending, help the student control impulses, reduce hyperactivity, help student sustain focus, help student self-regulate. This can help reduce frustration and anxiety that the student experiences.

## **Cons**

Side effects: decreased appetite, weight loss, insomnia and sleep problems, nervousness, headaches, stomachaches, slowed physical growth, tic disorders, problems with thinking or social interactions, and increased suicidal thoughts.

Only effective while being used. Still requires appropriate educational, behavioral, and emotional support.

# Check in

1. In which category of IDEA 2004 might a student with ADHD qualify for services?
2. If a student does not need specialized instruction, what is another path to receive accommodations in the classroom?
3. What do YOU think: If a student with ADHD does not qualify for an IEP or 504 plan, can you still provide classroom adaptations for them?

# Educational Responses for ADHD (1 of 6)

- A Section 504 plan for students who can be successful in school with minor changes and accommodations
- An IEP for students with more intense or wider-ranging needs for support
- Most students with ADHD are served in general education classrooms with consultation support from special education teachers and/or related service providers.

# Educational Responses for ADHD (2 of 6)

- Multimodal support is a three-pronged approach using pharmacological/medical support, behavior therapies, and academic interventions
- Students who are meaningfully engaged in learning and experiencing academic success are less likely to act out
- Students who are able to self-regulate their behavior and experience social success are more likely to have academic success

# Educational Responses for ADHD (3 of 6)

- Have a consistent set of expectations that are clearly and explicitly taught
- Use your physical space to create different areas for different activities
- Provide clear directions and reminders while transitioning into activities
- Provide whole-class lessons on expected behaviors
- Provide small-group lessons on expected behaviors
- Students with ADHD may be pulled for additional instruction in, for example, social skills

# Educational Responses for ADHD (4 of 6)

- Determine the strengths and challenges of each student with ADHD
- Look at both academic and social/behavioral skills
- Take your own data
- Provide explicit, clearly organized instruction
- Embed instruction within a meaningful sequence of learning that activates prior experience and knowledge
- Teach students specific learning strategies

# High-Leverage Practice 14

**Teach cognitive and metacognitive strategies to support learning and independence.**

Teachers explicitly teach cognitive and metacognitive strategies to support memory, attention, and self-regulation of learning. Self-regulation and metacognitive strategies are integrated into lessons through modeling and explicit instruction.

# High-Leverage Practice 16

## ***Use Explicit Instruction***

Teachers make content, skills, and concepts explicit by showing and telling student what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Strategically choosing examples and non-examples to facilitate student understanding, anticipating common misconceptions, highlighting essential content, and removing distracting information. They model and scaffold the steps or processes needed to complete tasks.



# Educational Responses for ADHD (5 of 6)

- The first step in instructional planning is assessment of all students
- Use differentiation to meet the different needs of your students
- Some students will need more time and some will need less for different parts of the lesson
- Structure your content by organizing it around big ideas, using focus questions and graphic organizers
- Teach students to use task analysis to break large complex tasks into smaller steps
- Develop checkpoints to help students stay on target

# Educational Responses for ADHD (6 of 6)

- More complex content requires students to think more deeply about what they are learning
- Complexity means students engage in analysis and evaluation of information (higher levels of cognition)
- Complexity requires creative thinking
- We must NOT reduce the complexity of learning for students with ADHD
  - Provide more time
  - Provide more structure
  - Provide more support

# Activity: Mindfulness

- Minimize distractions: close the blinds, turn off the lights, shut the door
- Sit straight with both feet flat on the floor and hands resting on knees
- You may wish to close your eyes
- Breathe normally, counting to 11 on your inhale and to 11 on your exhale
- Concentrate on your breath, feeling it fill your lungs and leaving your body
- Ignore interrupting thoughts and refocus on breathing
- How did this activity feel? Could you do this with your students?

# KWL Chart

- Now that you have completed your KWL chart, what questions remain unanswered?
- Turn to a partner and share the three most interesting or surprising things you learned today.

# Summary

- ADHD impacts an individual's ability to sustain attention, restrain impulsivity, and control activity levels.
- The DSM-5 is used by clinicians to make an ADHD diagnosis. The diagnosis cannot be made without confirmation that the ADHD behaviors are present in multiple settings (home and school).
- Students from culturally/linguistically diverse backgrounds are more likely to be misidentified as having ADHD. Girls are also more likely to be overlooked as having ADHD.
- A multimodal treatment including medication, behavior therapies, and educational interventions is the most effective way to address the needs of students with ADHD.
- Students with ADHD may qualify for supports and services under IDEA 2004 or Section 504; some students may not qualify for services, but educators can still adapt instruction to meet their needs.

# Tips and strategies (1 of 5) to support students with ADHD in the classroom

## 1. Establish Clear Routines and Expectations

- Create a structured daily schedule, clearly displaying it in the classroom.
- Use consistent routines for transitions between activities and lessons to help students feel secure.

## 2. Differentiated Instruction

- Tailor lessons to meet a variety of learning styles and preferences (visual, auditory, kinesthetic).
- Provide options for assignments, allowing students to choose how they demonstrate understanding.

## 3. Break Tasks into Manageable Chunks

- Divide assignments and complex tasks into smaller, more manageable segments.
- Use visual aids, checklists, and timers to help students focus on one task at a time.

# Tips and strategies (2 of 5) to support students with ADHD in the classroom

## 4. Incorporate Movement Breaks

- Allow short physical activity breaks between lessons to help students release excess energy.
- Use techniques such as “brain breaks” or quick stretching exercises to refocus attention.

## 5. Utilize Visual Supports

- Leverage visual aids, graphic organizers, charts, and color-coded materials to enhance comprehension.
- Provide written instructions as well as verbal ones to ensure clarity.

## 6. Encourage Collaboration and Peer Support

- Foster a classroom environment that promotes teamwork through group projects and activities.
- Assign buddies or partners to help students with ADHD stay on task and receive support.

# Tips and strategies (3 of 5) to support students with ADHD in the classroom

## 7. Provide Specific Feedback and Encouragement

- Offer immediate and constructive feedback on assignments and behavior.
- Recognize and celebrate small achievements to boost motivation and self-esteem.

## 8. Sit Students Strategically

- Place students with ADHD in locations with minimal distractions, such as near the front of the class.
- Consider seating arrangements that encourage engagement, such as near peers who exhibit positive behaviors.

## 9. Use Assistive Technology

- Incorporate tools like speech-to-text programs, organizational apps, or timers to aid students' learning.
- Explore online resources and platforms that support focused learning and task management.



# Tips and strategies (4 of 5) to support students with ADHD in the classroom

## 10. Foster Open Communication with Parents/Guardians

- Maintain regular communication with parents to discuss students' progress and strategies that work at home.
- Collaborate on creating and updating individualized education plans (IEPs) or 504 plans.

## 11. Implement Positive Behavior Support Systems

- Develop a system to reinforce positive behaviors, such as token economies or reward systems.
- Clearly outline specific behaviors that earn rewards and maintain a consistent approach.

## 12. Teach Self-Regulation Strategies

- Provide instruction on self-monitoring techniques, teaching students how to recognize their own behaviors and feelings.
- Introduce calming techniques like deep breathing or mindfulness practices when students feel overwhelmed.

# Tips and strategies (5 of 5) to support students with ADHD in the classroom

## 13. Create an Engaging Curriculum

- Incorporate interactive and hands-on learning experiences that keep students engaged.
- Use real-life examples or projects related to students' interests to increase motivation.

## 14. Maintain Flexibility and Patience

- Be prepared to adjust teaching methods and be patient as students may require more time to process information.
- Understand that progress can vary for each student, and celebrate their individual journeys.

By implementing these strategies, teachers can create a supportive classroom environment that accommodates the unique needs of students with ADHD, promoting their success and engagement in learning.

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

- 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  
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))  
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# Common Strengths (1 of 2)

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- 1. Creativity:
  - Many individuals with ADHD display heightened creativity and imaginative thinking. They often excel in brainstorming and generating innovative ideas.
- 2. Hyperfocus:
  - While individuals may struggle with sustained attention on mundane tasks, they can exhibit intense focus on activities that interest them, leading to exceptional productivity and creativity in those areas.
- 3. Energy and Enthusiasm:
  - Individuals with ADHD often have high energy levels and enthusiasm, which can be contagious and inspire others. This trait can motivate teams and invigorate creative projects.
- 4. Problem-Solving Skills:
  - Many individuals with ADHD think outside the box and approach problems from unique angles, leading to effective and creative solutions.

# Common Strengths (2 of 2)

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- 5. Resilience:
  - People with ADHD often develop resilience due to their ongoing challenges. This ability to bounce back and adapt can lead to increased perseverance and determination.
- 6. Spontaneity:
  - The spontaneity associated with ADHD can lead to open-mindedness and a willingness to embrace new experiences and opportunities.
- 7. Strong Sense of Justice:
  - Individuals with ADHD may exhibit a strong sense of fairness and justice, often advocating for others and standing up against perceived injustices.
- 8. Intuition and Empathy:
  - Many people with ADHD possess strong intuition and empathy, allowing them to connect deeply with others and understand their feelings.



# Common Preferences (1 of 2)

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- 1. Hands-On Learning:
  - Individuals with ADHD often prefer interactive, hands-on learning experiences over traditional lecture-based teaching methods. Kinesthetic learning environments can be particularly effective.
- 2. Variety and Flexibility:
  - Individuals tend to thrive in dynamic and varied environments where tasks and responsibilities are not static. Roles that allow for frequent changes in activities often engage their attention.
- 3. Collaboration:
  - Many individuals with ADHD enjoy working in groups and engaging with others, as social interactions can provide motivation and stimulate their thoughts.
- 4. Creativity-Centric Roles:
  - brainstorming and flexibility in addressing challenges, rather than rigid structures.

# Common Preferences (2 of 2)

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- 5. Fast-Paced Environments:
  - Some individuals with ADHD prefer high-energy, fast-paced environments that keep them stimulated and engaged, such as sales, emergency services, or event planning.
- 6. Opportunities for Movement:
  - Jobs or activities that allow for physical movement and activity are preferable, as they help manage restlessness and maintain focus.
- 7. Personal Autonomy:
  - Individuals with ADHD often value autonomy in their work and may prefer to set their own schedules and choose their tasks based on interest.
- 8. Creative Problem Solving:
  - Many individuals enjoy environments that encourage brainstorming and flexibility in addressing challenges, rather than rigid structures.

# Thank you!

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