



ADHD GOES TO SCHOOL

Dr. Candice Murray

Registered Psychologist

Provincial ADHD Program

B.C Children's Hospital

March 03, 2021

**Welcome! We will begin the presentation shortly.
Please note that your microphones have been muted
and your cameras turned off.**

KELTY MENTAL HEALTH RESOURCE CENTRE

We help families across the province by:

- Helping with understanding and navigating the mental health system
- Listening and offering peer support, and
- Connecting families to resources and tools.



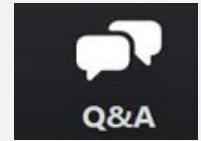
WEBINAR SERIES & RECORDINGS



For recordings, slides, and other resources visit:
keltymentalhealth.ca/ADHDWebinarSeries

HOUSEKEEPING

- Attendees are automatically muted & cameras are turned off.
- Please submit questions for the speakers through the “Q&A” icon.
 - You can ‘upvote’ questions that you want answered.
 - You can also submit questions anonymously.
- Please submit technical questions/comments through the “Chat” icon.
- At the end of the webinar, a survey will pop up for you to complete.
The survey will also be sent to you in an email tomorrow.



NOTE: This information applies to the context in British Columbia. If you are in another jurisdiction please consult your local health authority for further information.



SPEAKER

Dr. Candice Murray
Registered Psychologist
Provincial ADHD Program
BC Children's Hospital

Land Acknowledgement

I would like to acknowledge with respect and gratitude, that
I live and work on the beautiful unceded Coast Salish
traditional territory, and I give thanks to the
Kwikwetlem, Musqueam, Squamish, Stó:lo, and Tsleil-Waututh,
Nations.



LEARNING OBJECTIVES

- ADHD: Impact on learning
- Strategies to help children with ADHD learn
- Homework struggles
- Advocacy

A blurred background image of a child with a backpack walking away on a path. The child is wearing a red jacket and a backpack. The path is paved and surrounded by green grass and trees.

ADHD CHALLENGES IN BC

No Ministry of Education “special needs” designation (12 categories)

Children with ADHD must have another disorder
(e.g., learning disability, gifted, behaviour disorder, autism, chronic medical)

Individual Education Plan (IEP) at discretion of school

Parents must advocate

CADDAC.CA

ADHD Right to Learn is a national campaign asking all Canadian Ministries of Education to officially recognize ADHD as learning risk.



ADHD, BRIEFLY

CORE SYMPTOMS OF ADHD

All children with ADHD have difficulty controlling:

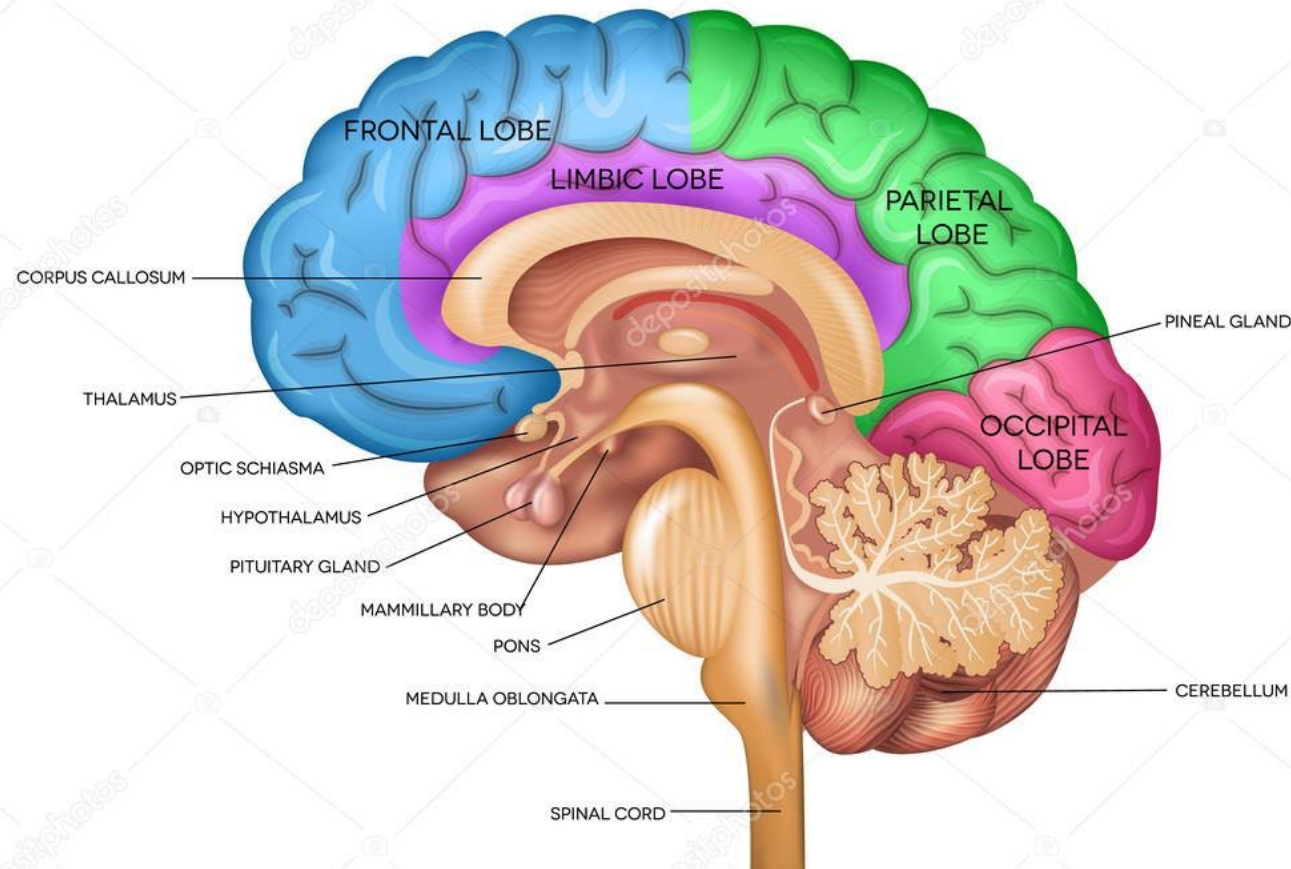
- Attention (too much or too little)

Many (but not all) children with ADHD also have difficulty controlling:

- Activity levels
- Impulsivity



ANATOMY OF THE BRAIN



NATIONAL INSTITUTE OF HEALTH STUDY
SHAW, RAPPAPORT, & EVANS 2007

ADHD ICEBERG

CHRIS DENDY
ADDITUDEMAG.COM

Explaining ADHD to Teachers

Share this infographic, created by Chris A. Zeigler Dendy and Alex Zeigler, with your teacher (artwork adapted by ADDitude magazine).

The Tip of the Iceberg: The Obvious ADHD Behaviors

Hyperactivity

- > Can't sit still
- > Fidgets
- > Talks a lot
- > Runs or climbs a lot
- > Always on the go

Impulsivity

- > Lacks self control
- > Difficulty awaiting turn
- > Blurts out
- > Interrupts
- > Intrudes

- > Talks back
- > Loses temper

Inattention

- > Disorganized
- > Doesn't follow through

- > Doesn't pay attention
- > Is forgetful
- > Doesn't seem to listen
- > Loses things
- > Late homework

THE ADHD ICEBERG

Only 1/8 of an iceberg
is visible. Most of
it is hidden beneath
the surface.

Hidden Beneath the Surface: The Not-So-Obvious Behaviors (2/3 have at least one other condition)

Neurotransmitter Deficits Impact Behavior

- > Insufficient levels of neurotransmitters, dopamine and norepinephrine, results in reduced brain activity.

Weak Executive Functioning

- > Working memory and recall
- > Getting started, effort
- > Internalizing language
- > Controlling emotions
- > Problem solving

Impaired Sense of Time

- > Doesn't judge passage of time accurately
- > Loses track of time
- > Often late
- > Forgets long-term

- projects or is late
- > Difficulty planning for future
- > Impatient
- > Hates waiting
- > Time creeps
- > Avoids doing homework

Sleep Disturbance (56%)

- > Impacts memory
- > Doesn't get restful sleep
- > Can't fall asleep
- > Can't wake up
- > Late for school
- > Irritable
- > Morning battles

3-Year Delayed Brain Maturation

- > Less mature
- > Less responsible
- > 18-year-old acts like 15

Not Learning Easily from Rewards and Punishment

- > Repeats misbehavior
- > May be difficult to discipline

- > Less likely to follow rules
- > Difficulty managing his own behavior
- > Doesn't study past behavior
- > Acts without sense of hindsight
- > Must have immediate rewards
- > Long-term rewards don't work
- > Doesn't examine his own behavior
- > Difficulty changing his behavior

Co-Existing Conditions

- > Anxiety (34%)
- > Depression (29%)

- > Bipolar (12%)
- > Tourette Syndrome (11%)
- > Obsessive Compulsive Disorder (4%)
- > Oppositional Defiant Disorder (54-67%)

Serious Learning Problems

- > Specific Learning Disability (25-50%)
- > Poor working memory
- > Can't memorize easily
- > Forgets teacher and parent requests
- > Slow math calculation
- > Spelling problems
- > Poor written expression
- > Difficulty writing essays
- > Slow retrieval of information

- > Poor listening and reading comprehension
- > Difficulty describing the world in words
- > Disorganization
- > Slow cognitive processing speed
- > Poor handwriting
- > Inattention
- > Impulsive learning style

Low Frustration Tolerance

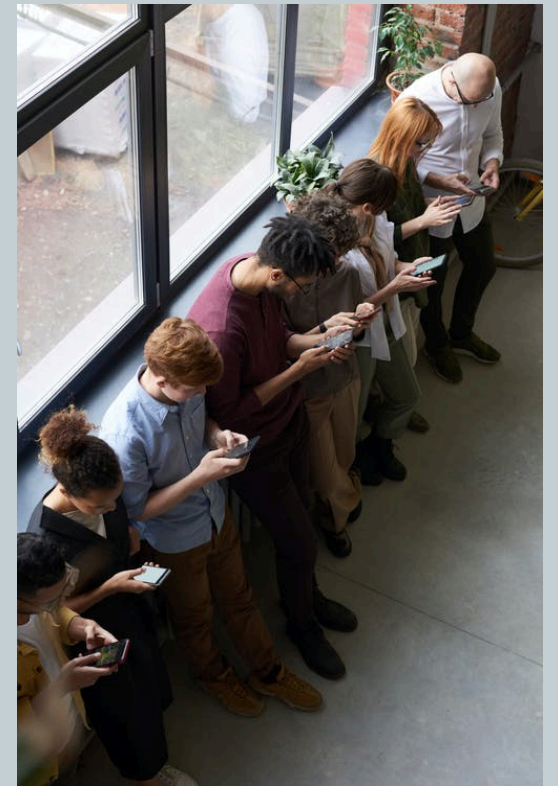
- > Difficulty controlling emotions
- > Short fuse
- > Emotionally reactive
- > Loses temper easily
- > May give up more easily
- > Doesn't stick with things
- > Speaks or acts before thinking
- > Difficulty seeing others' perspective
- > May be self-centered

ADHD is often more complex than most people realize! Like icebergs, many problems related to ADHD are not visible. ADHD may be mild, moderate, or severe, is likely to coexist with other conditions, and may be a disability for some students.

You can order the original color ADHD Iceberg poster at chrisdendy.com.

WHAT ADHD IS NOT

- A behaviour disorder
- Caused by poor parenting, too many screens, diet, etc
- Something everyone has



WHAT ADHD IS

- A neurodevelopmental (brain based) disorder
- Genetically acquired in most cases
- Causes problems (age-appropriate independence, learning, peer relations, comorbidities)
- Manageable if treated using a combination of interventions

EVIDENCE BASED TREATMENTS FOR ADHD: 5 PILLARS

Multi-Modal Treatment

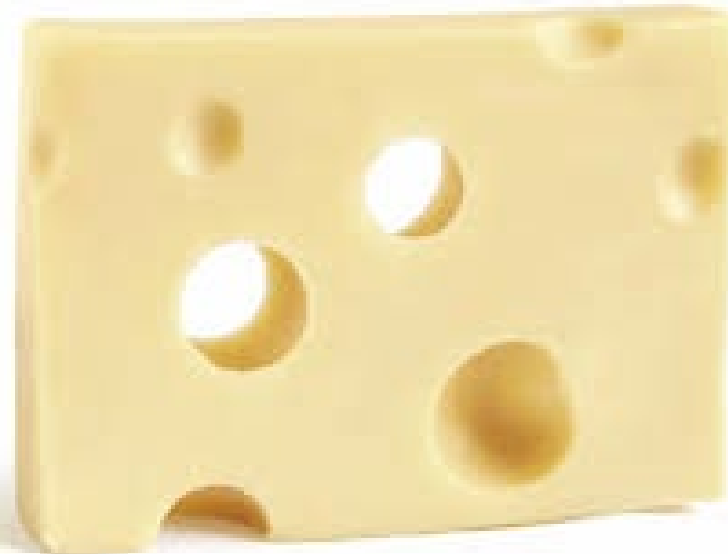
- 1) Learning about ADHD (parents, teachers, child)
- 2) Medication (stimulants 1st line treatment)
- 3) Parent Training Programs (< age 12)
- 4) Classroom support/accommodations
- 5) Organizational skills (EF) interventions (> age 8)

HOW ADHD IMPACTS LEARNING

DOES
ADHD
MATTER
FOR
LEARNING?

Attention Dysregulation

- Can cause distractibility
- All senses (sights, sounds, tastes, touch, smells)
- Thoughts
- Over time = learning gaps develop



DOES ADHD MATTER FOR LEARNING?

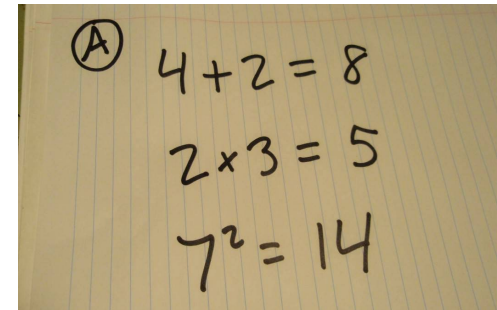
Restlessness

- Speed over accuracy



Impulsivity

- Unintentional errors
- Low threshold for frustration

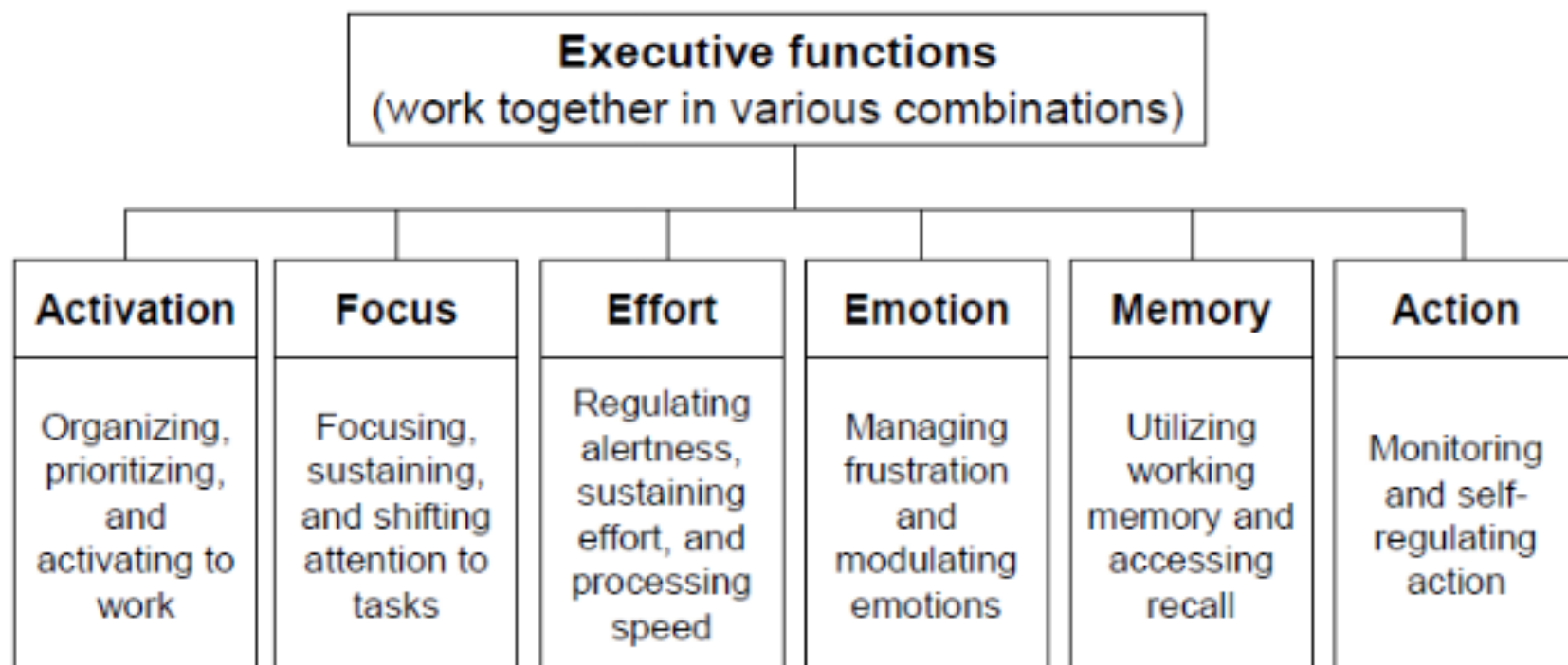


I'm stupid

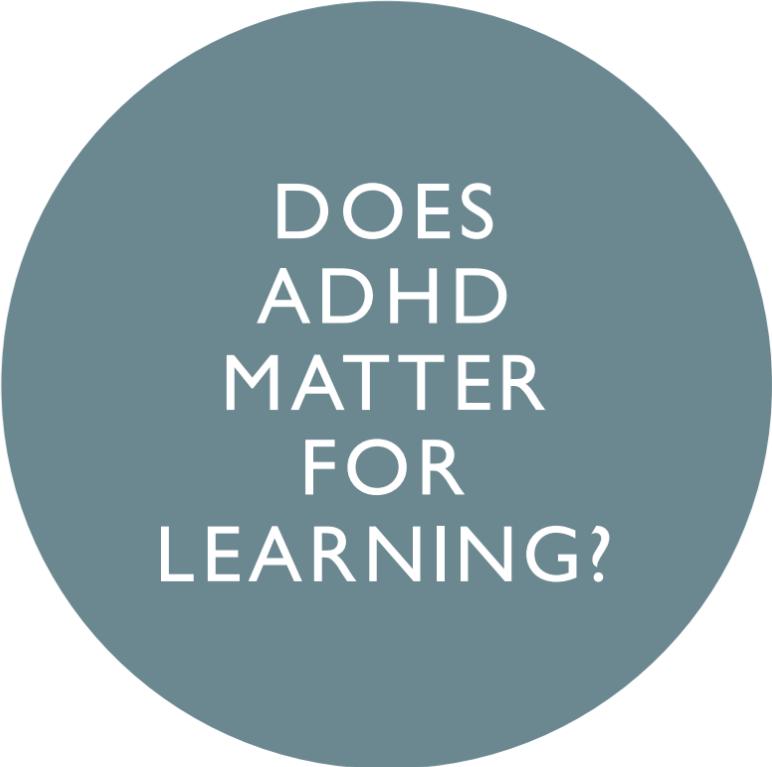
He did that on purpose

I can't do this.

This will take forever!



Brown, T.E. (2001). Manual for Attention Deficit Disorder Scales for Children and Adolescents.



DOES
ADHD
MATTER
FOR
LEARNING?

Reading:

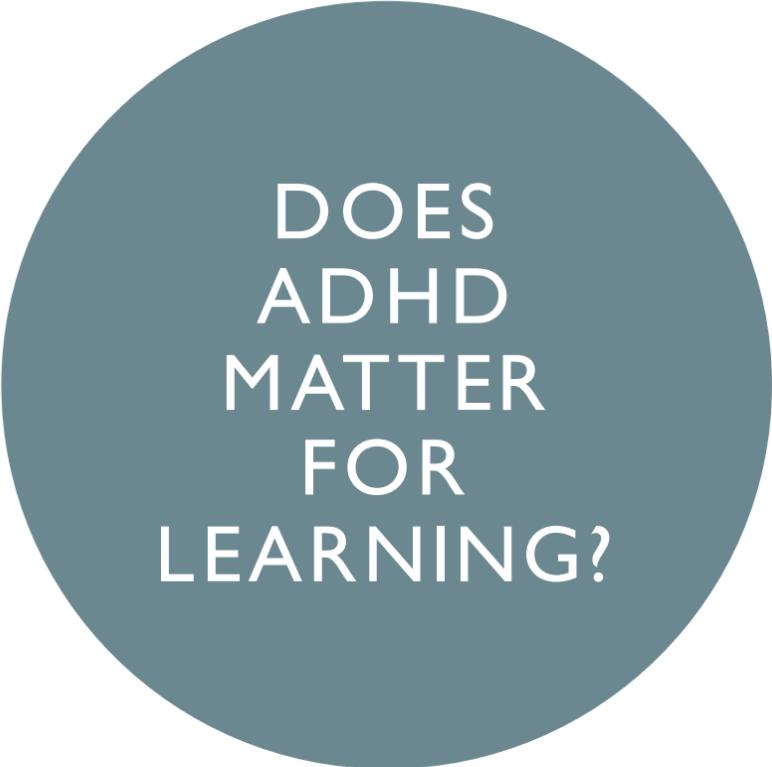
- Skip lines/words, losing track, add or replace words, reading comprehension

Math:

- Rote math (multiplication tables), word problems, multi-step problems

Writing:

- Organizing ideas, missing details, missing punctuation & capitalization, unintentional spelling errors, editing



DOES
ADHD
MATTER
FOR
LEARNING?

Elementary School

- Less work completion
- Less accuracy in work
- Off task more
- Less homework completion

Middle/High School

- Less organized (planning, deadlines, time management)
- Lower grades
- Higher rates of dropping out

(Merrill et al, 2017)

STRATEGIES THAT HELP

KEY STRATEGIES



More movement



Break tasks & instructions
down



Externalize
reminders/instructions/time



More feedback



Increase praise

BEHAVIOURAL CLASSROOM INTERVENTIONS

(CHRONIS ET AL, 2007;
EVANS ET AL., 2014)

Modify Task (break tasks down, more feedback)

- Reduce task length
- **Divide** task into sub-units (chunking)
- Set goals with shorter time intervals between them
- Increase stimulation of task (multi-sensory: colour, texture, highlight, rate)

More & Immediate Feedback (more praise, more feedback)

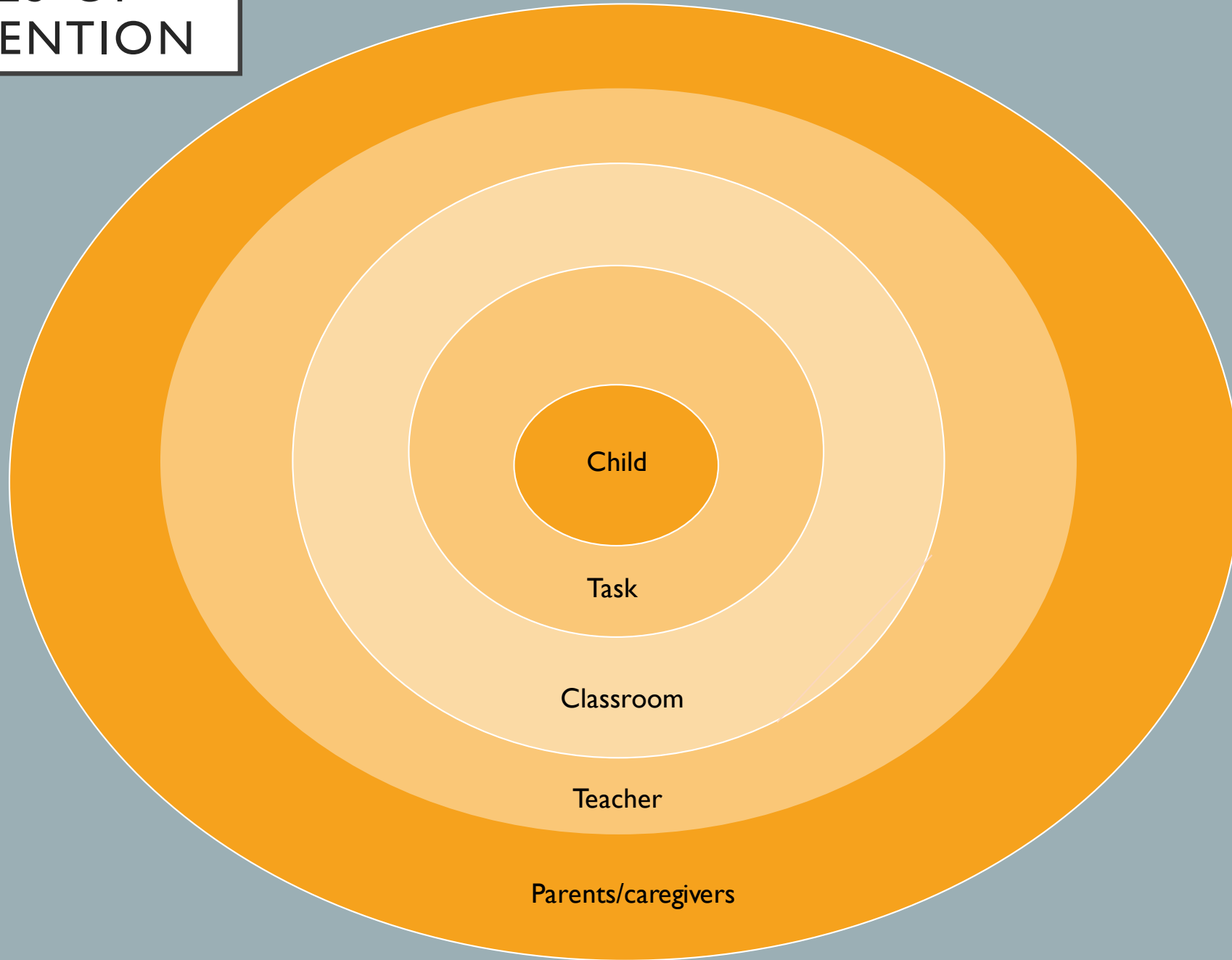
- “Point of Performance”
- Positive (praise, point system)
- Response cost (take away privileges)

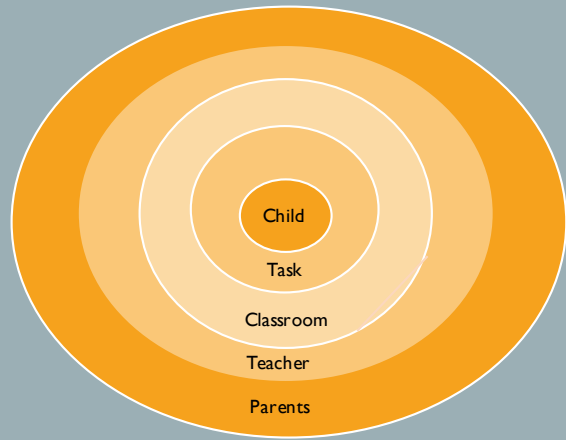
Organizational Skills Training (break tasks down, externalize)

Peer Tutoring (more feedback, active learning)

****Effective, but less than medication (Pelham & Fabiano, 2008)**

ZONES OF INTERVENTION



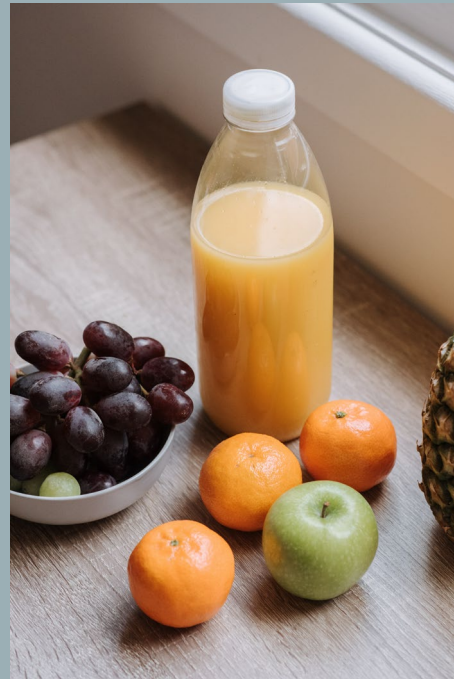


CHILD ZONE

1. Medication



2. Fuel



3. Movement



CHILD ZONE FUEL

Food & Drink

- Send “easy to eat” food
- Request supervision of food intake @ lunch
- Juice box (glucose) @ 2pm





CHILD ZONE MORE MOVEMENT



Before School:
Walk, bike, let them off
a few blocks away

Recess, lunch:
Never use removal as
punishment; advocate
for active tasks/chores

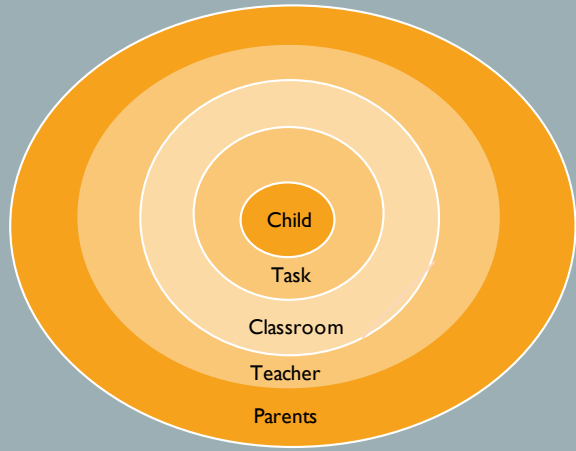
Move at desk:
Stand, doodle,
theraband, tictacs, gum



Move in class:
Take attendance, pass
out materials, door
person

Leave class:
Deliver message, get a
drink, hallway pass





TASK ZONE

1. Choice of tasks (boost interest)

2. Break tasks down

3. Active Learning



TASK ZONE

CHOICE

TASK ZONE

BREAK IT DOWN – SCORING RUBRIC

Simple Grading Rubric

Criterion	Task	Level of Performance			Score
History Research Paper Rubric					
Criteria	Excellent	Good	Poor		
	3	2	1		
Number of sources	Ten to twelve	Five to nine	One to four		
Historical accuracy	No apparent inaccuracies	Few inaccuracies	Lots of historical inaccuracies		
Organization	Can easily tell from which sources information was drawn	Can tell with difficulty from where information came	Cannot tell from which source information came		
Bibliography	All relevant bibliographic information is included	Bibliography contains most relevant information	Bibliography contains very little information		
Descriptor					

TASK ZONE

BREAK IT DOWN - WRITING

Goal or Thesis:

Main Reason #1:

Facts or Examples:

Main Reason #2:

Facts or Examples:

Main Reason #3:

Facts or Examples:

Name _____

Date _____

The Hamburger Paragraph

TOPIC SENTENCE

SUPPORTING SENTENCE 1

SUPPORTING SENTENCE 2

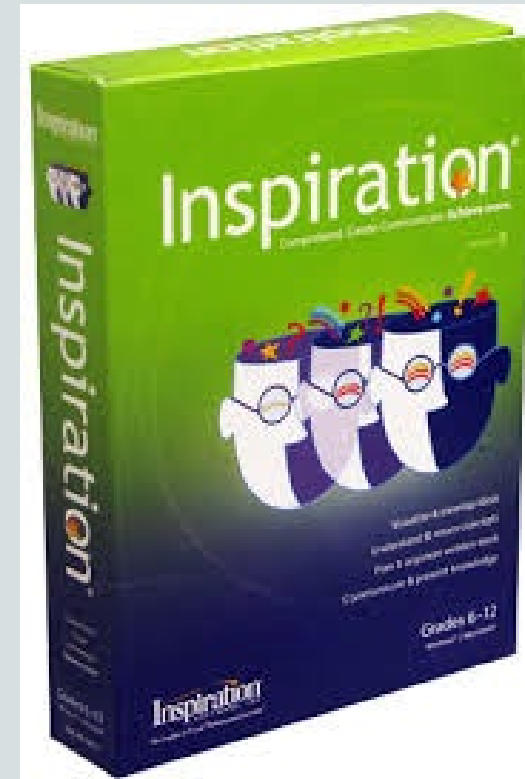
SUPPORTING SENTENCE 3

CONCLUSION SENTENCE

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Created by Tim van de Vall | Copyright © 2013 Dutch Renaissance Press LLC.

TASK ZONE

BREAK IT DOWN - WRITING





TASK ZONE

BREAK IT DOWN / FEEDBACK

Writing Assignment	Due Date
Decide on a topic	
Thesis statement	
Outline (graphic organizer)	
Intro paragraph	
Body paragraphs (use hamburger)	
Concluding paragraph	
First draft	
Edits	
Final paper	

TASK ZONE

BREAK IT DOWN - EDITING

Revise	Edit
	
A Add sentences and words	C Capitals: sentences, names, places, months, titles, I
R Remove unneeded words or sentences	U Usage: match nouns and verbs correctly
M Move a sentence or word placement	P Punctuation: . ? ! , " "
S Substitute words or sentences for others	S Spelling: Check all words, use your resources

© Christie Routledge 2014

TASK ZONE

BREAK IT DOWN - WORKSHEETS

Name _____ Date _____

Spelling Test

1. _____	24. _____
2. _____	25. _____
3. _____	26. _____
4. _____	27. _____
5. _____	28. _____
6. _____	29. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	



©TheSourceOfTheTeacher.com 2002

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name: _____



©2008 by

Multiplying by 3 (A)											
Name: _____				Date: _____				Score: _____ / 100			
Calculate each product.											
$\frac{6}{x.3}$	$\frac{x.3}{x.3}$	$\frac{8}{x.3}$	$\frac{9}{x.3}$	$\frac{3}{x.3}$	$\frac{2}{x.3}$	$\frac{11}{x.3}$	$\frac{12}{x.3}$	$\frac{7}{x.3}$	$\frac{4}{x.3}$		
$\frac{5}{x.3}$	$\frac{30}{x.3}$	$\frac{3}{x.11}$	$\frac{3}{x.4}$	$\frac{5}{x.6}$	$\frac{5}{x.6}$	$\frac{3}{x.1}$	$\frac{3}{x.8}$	$\frac{3}{x.5}$	$\frac{3}{x.7}$		
$\frac{3}{x.10}$	$\frac{x.3}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.12}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.1}{x.3}$	$\frac{x.10}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.3}{x.3}$		
$\frac{x.12}{x.12}$	$\frac{x.3}{x.3}$	$\frac{11}{x.3}$	$\frac{3}{x.3}$	$\frac{8}{x.3}$	$\frac{x.2}{x.3}$	$\frac{3}{x.3}$	$\frac{x.12}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.2}{x.3}$		
$\frac{x.3}{x.3}$	$\frac{x.7}{x.3}$	$\frac{x.8}{x.3}$	$\frac{x.1}{x.3}$	$\frac{x.3}{x.10}$	$\frac{x.8}{x.3}$	$\frac{x.9}{x.3}$	$\frac{11}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.3}{x.3}$		
$\frac{x.9}{x.3}$	$\frac{x.8}{x.3}$	$\frac{3}{x.18}$	$\frac{12}{x.3}$	$\frac{4}{x.3}$	$\frac{x.2}{x.3}$	$\frac{x.6}{x.3}$	$\frac{3}{x.11}$	$\frac{x.5}{x.3}$	$\frac{x.3}{x.3}$		
$\frac{x.3}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.1}{x.11}$	$\frac{x.12}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.7}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.1}{x.3}$		
$\frac{x.3}{x.3}$	$\frac{x.9}{x.3}$	$\frac{x.3}{x.4}$	$\frac{12}{x.3}$	$\frac{x.8}{x.3}$	$\frac{x.3}{x.3}$	$\frac{11}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.3}{x.10}$	$\frac{x.3}{x.3}$		
$\frac{9}{x.3}$	$\frac{x.1}{x.3}$	$\frac{x.3}{x.6}$	$\frac{x.3}{x.3}$	$\frac{10}{x.3}$	$\frac{31}{x.3}$	$\frac{x.3}{x.2}$	$\frac{x.3}{x.3}$	$\frac{x.8}{x.3}$	$\frac{x.3}{x.3}$		
$\frac{6}{x.3}$	$\frac{x.5}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.12}{x.3}$	$\frac{x.7}{x.3}$	$\frac{x.9}{x.3}$	$\frac{x.12}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.3}{x.3}$	$\frac{x.9}{x.3}$		

Made by www.mathworksheetsland.com

Name : _____ Score : _____

Teacher : _____ Date : _____

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Math-Ads.com

TASK ZONE

ACTIVE LEARNING



Reading: (e.g., SQ3R)

- Preview summary, skim chapter headings, images
- Preview study questions before reading
- Read to answer questions
- Take notes; Write down main characters, points

TASK ZONE

ACTIVE LEARNING

Editing written work:

- Read aloud when editing if possible
- Text to speech software (Read & Write Software)
- Editing software (e.g., Grammarly)



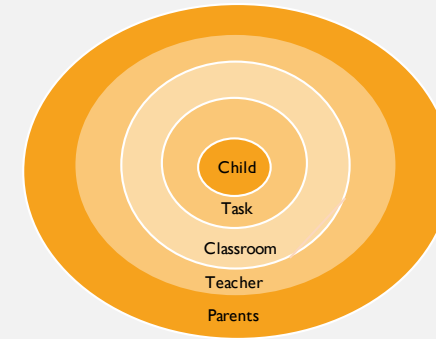
TASK ZONE

ACTIVE LEARNING

Listening:

- Take notes in class
- Consider Smart Pen (e.g., Livescribe)
- Highlight information while reading





CLASSROOM ZONE

REDUCE DISTRACTIONS

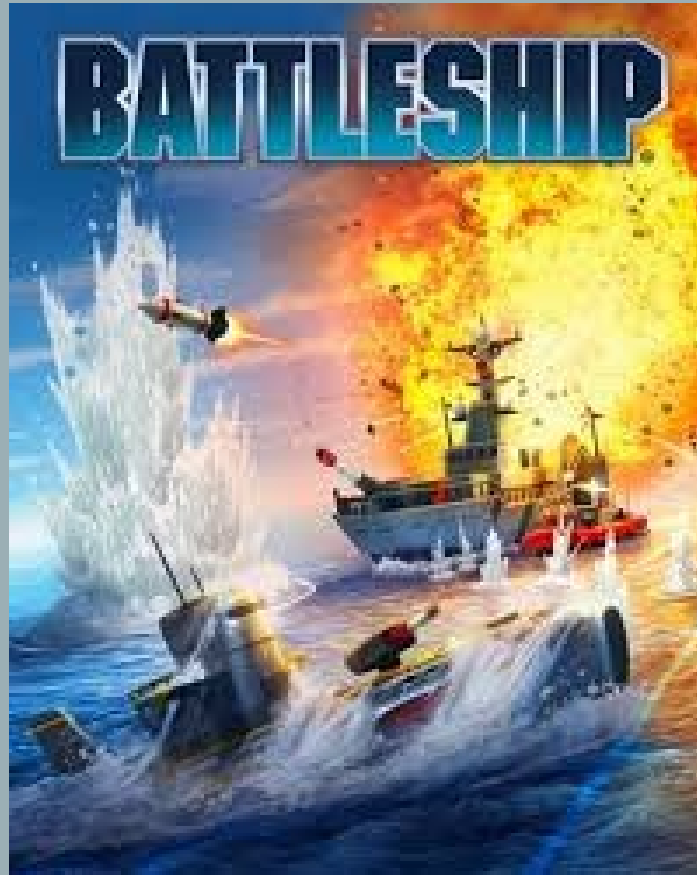
Seating Type

- Individual desk for independent work
- Study carrel or resource room



CLASSROOM ZONE

REDUCE DISTRACTIONS



CLASSROOM ZONE

REDUCE DISTRACTIONS





CLASSROOM ZONE

REDUCE DISTRACTIONS

Seating Placement

- Sit near teacher
- Away from friends, doors, windows
- Wear headphones, ear plugs





CLASSROOM ZONE

EXTERNALIZE TIME

e.g., Sarah Ward efpractice.com

CLASSROOM ZONE

EXTERNALIZE INFORMATION

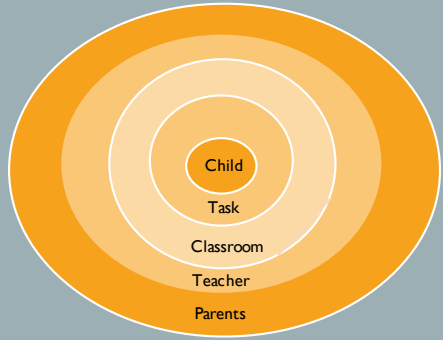
Time	Activity
7:45-8:00	Doors open, morning routines
8:00-8:15	Calendar
8:15-8:45	S.M.A.R.T. Time
8:50-10:25	Reading Block
10:32-11:02	Lunch
11:05-11:45	Math
11:48-12:28	Activity
12:30-12:45	Snack/Read Aloud
12:45-1:20	Writing
1:20-1:45	Recess
1:45-2:00	Silent Reading
2:10-2:30	Start Dismissal



Assignment	Materials Needed	Date Assigned	Date Due	What to do?
Read chapter 1 of novel	- Novel - Notebook - Thought questions	Feb 3, 2021	Feb 10, 2021	Be ready to discuss in class
Outline for passion project	-Graphic organizer sheet - Research materials (computer, books)	Feb 17, 2021	March 3, 2021	Hand in outline to teacher in class

CLASSROOM ZONE
EXTERNALIZE INCENTIVES

Target Behaviour	Teacher's Initials
Used fidget tool at desk when needed	
Placed belongings neatly in desk	
Wrote homework instructions in planner	
Used backpack checklist	

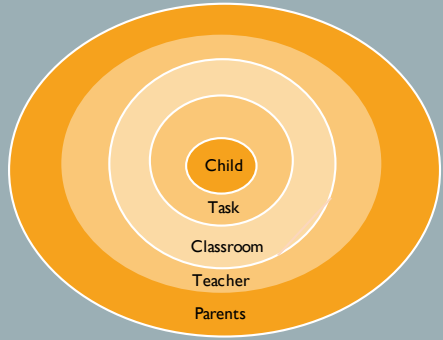


TEACHER ZONE FEEDBACK, PRAISE

Positive Feedback

- Verbal and nonverbal validation
- Praise most effective way to increase desired behaviour (Tells child what to do)
- Reward chart
- Punishment does not teach skills





TEACHER ZONE BREAK IT DOWN

Instructions

- One at a time
- Point of Performance (when behaviour expected to occur)
- Written back up
- Giving instructions: Name, eye contact, brief touch (elbow, shoulder)



TEACHER ZONE

VALIDATE

Remain Calm & Listen

- Children with ADHD have difficulty with verbal expression
- They miss parts of stories
- They often assume they are in trouble (activates fight/flight)
- Give them time and space to explain





ORGANIZATIONAL SKILLS TRAINING

ORGANIZATIONAL SKILLS TRAINING (OST)

EVANS ET AL., 2018, ABIKOFF
ET AL., 2012; BIKIC ET AL.,
2017; LANGBERG ET AL.,
2017)



1. Skills instruction

- ✓ recording assignments/due dates in calendar
- ✓ using checklists for materials
- ✓ tracking time for tasks
- ✓ break tasks into steps & write down order before starting

2. Practice & feedback key elements

3. Break skills into steps

4. Parents/teachers prompt, praise, reward skill use

ORGANIZATIONAL SKILLSTRAINING (OST)

ABIKOFF ET ALL, 2012; BIKIC
ET AL., 2017; LANGBERG ET
AL., 2017)



- Skills block required
- Resource teacher present & involved
- 20 min; 16 sessions; 45 min, 5 days a week
- Need parent meetings/involvement

KEY STRATEGIES



More movement



Break tasks & instructions
down



Externalize
reminders/instructions/time



More feedback

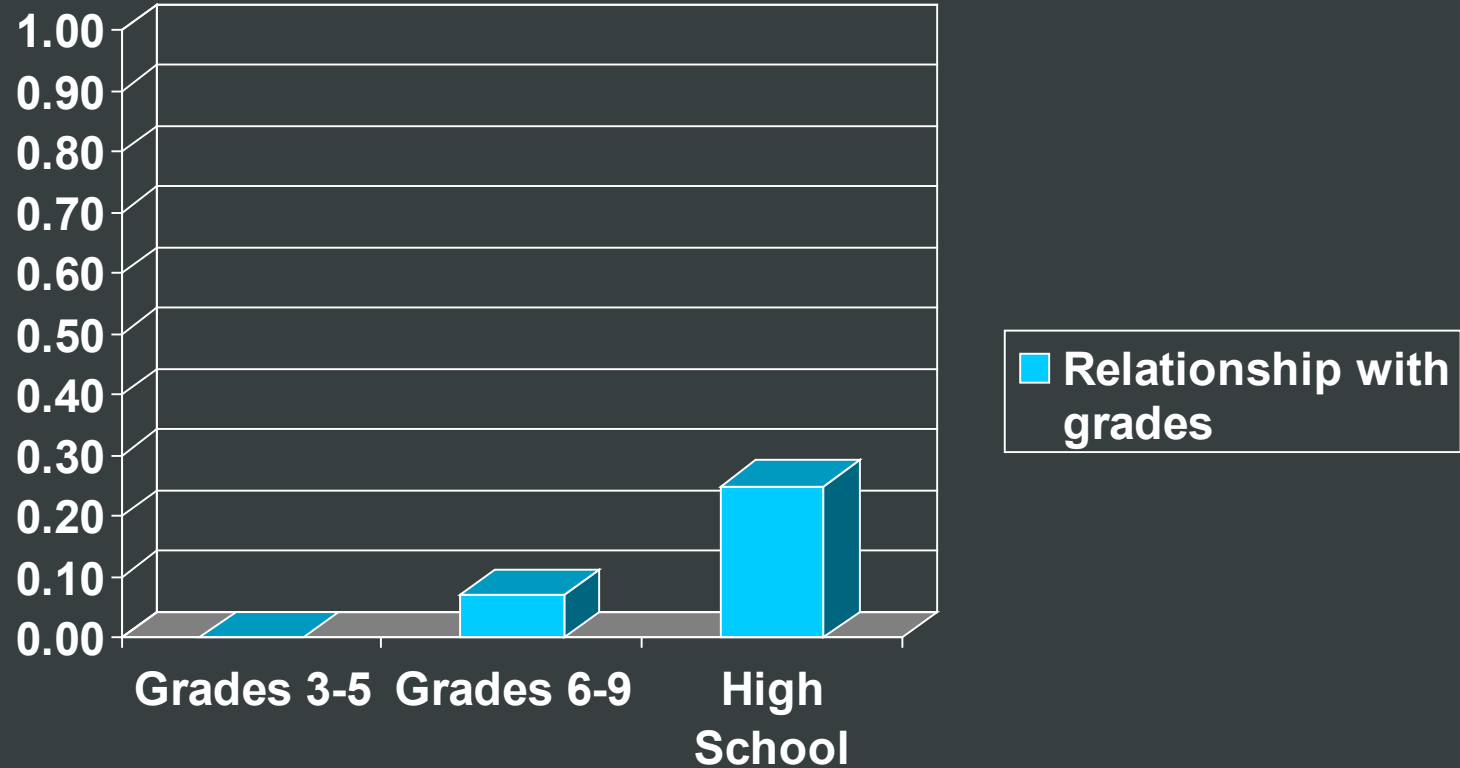


Increase praise

HOMEWORK

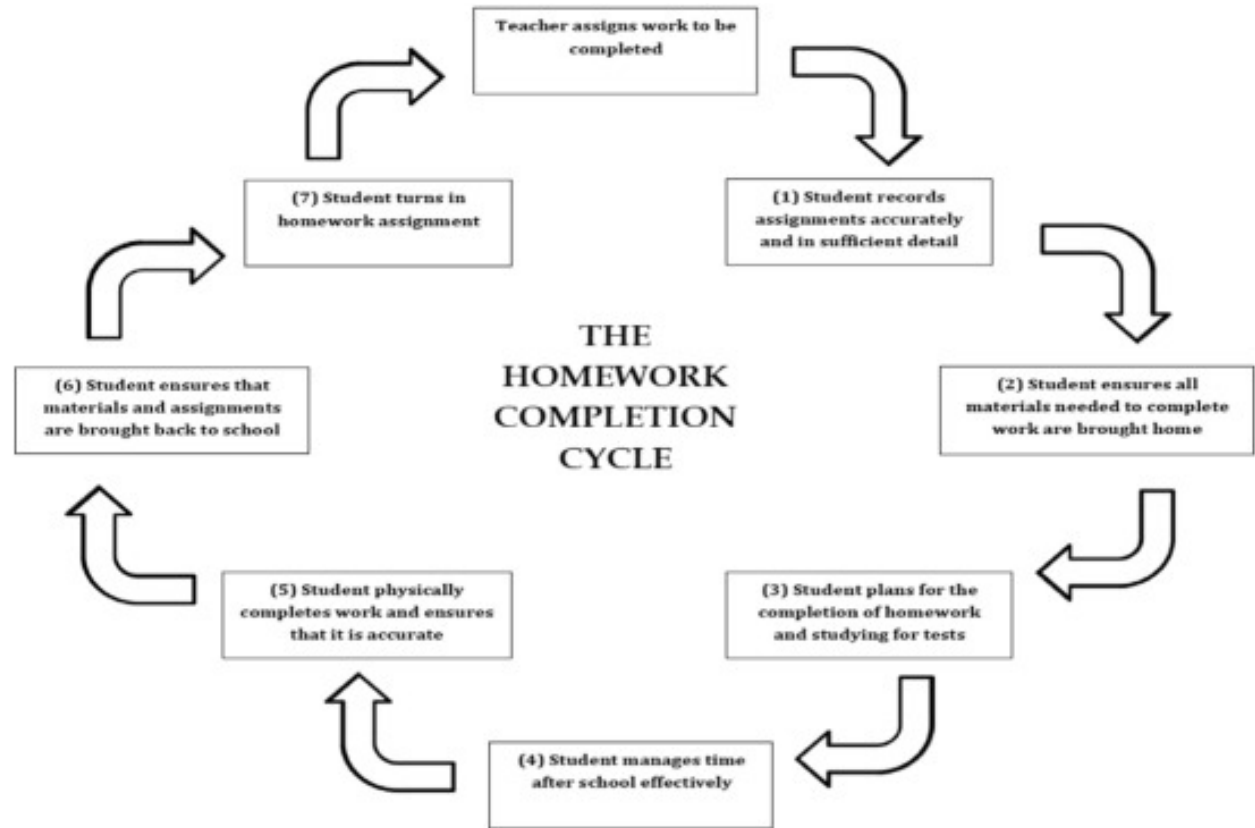
HOMework & ACHIEVEMENT

COOPER, ROBINSON, PATALL (2006)



HOMEWORK STEPS:

ASSESS POINT OF
BREAKDOWN &
TARGET AREA



KEEPING TRACK

- Planner
- Monthly wall calendar
- Folder (left side “To Do”, right side “Turn in”)



5 ROLES FOR PARENTS COOPER

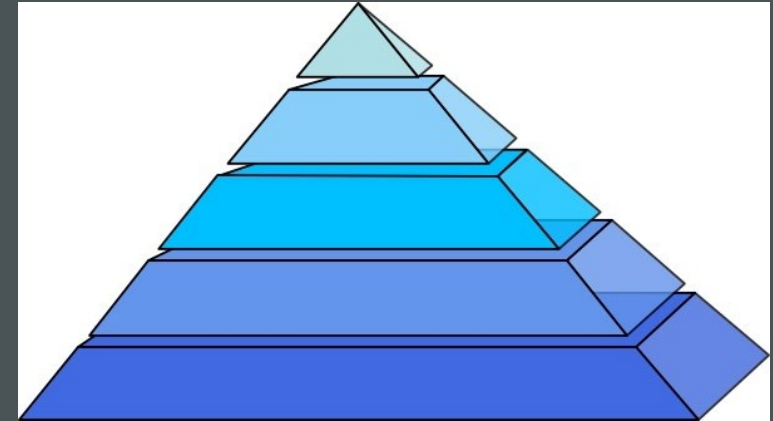
- 1) Stage manager (quiet setting, materials, remove screens, medication active?)
- 2) Motivator (positive reinforcement; reward system)
- 3) Role Model (match them: read, do banking; no screens)
- 4) Monitor (suggest breaks if frustration sets in; make sure length/content reasonable for your child)
- 5) Mentor (stay near but don't step in unless asked)

ADVOCACY

KNOW WHO DOES WHAT

Organizational hierarchy in most schools:

- (1) Teacher & Teaching Assistant
- (2) Principal
- (3) Director of Special Education
- (4) Assistant Superintendent
- (5) Superintendent
- (6) School District / Board of Trustees



CREATE A BINDER



Tests



Report cards



Notes from meetings



Notes from phone calls



All correspondence



Put a photo of your child on the front of the binder



COMMUNICATE EARLY

Parent/teacher collaboration is crucial

- Introduce yourself in Sept
- Discuss experience with ADHD (provide 1 page handout on your child)
- Discuss seating arrangements, homework system, incentive program
- High School: Resource teacher key

Dear (Teacher's Name)

- Writing to help you get to know my child better
- List 1 or 2 strengths, then share ADHD diagnosis.

(Child's name) strengths (focus on personal attributes):

- 1)
- 2)
- 3)

(Child's name) Interest/s/ talents
(academic, athletic, musical, artistic, social, etc)

- 1)
- 2)
- 3)

(Child's name's) challenges related to ADHD and executive function deficits

- o A
- o B
- o C

Ineffective strategies (makes things worse)

- o A
- o B
- o C

Effective strategies that teachers have used in previous years

- o A
- o B
- o C

- Best way to contact you (text, email, calling)
- Thank teacher for their time/ express optimism about work together

Thank you,

(Your name)

COMMUNICATE

Keep in Touch

- Keep in touch between report cards
- Arrange a meeting instead of “on the fly” conversations about concerns

Inform about Issues

- Inform teachers right away about home, social, medical issues

Talk in Spring

- Talk with teacher about class/teacher assignments in early the spring for the following September



PARTING WORDS

Be informed

Be realistic

Pace yourself

Get support – you are not alone

RESOURCES

The Ultimate ADHD Toolkit for Parents and Teachers: additudemag.com

Focus on Success: Teaching Students with Attention Deficit/Hyperactivity Disorder; Alberta Education

Centre for ADHD Awareness Canada: caddac.ca

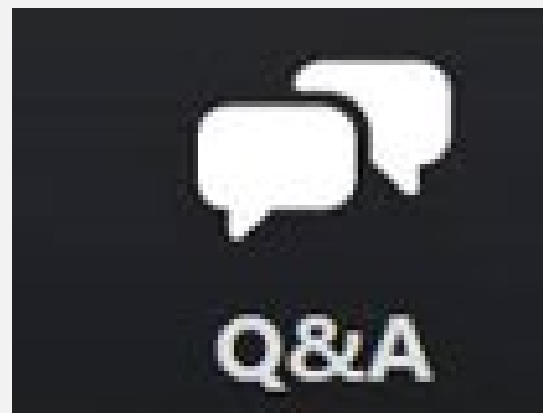
keltymentalhealth.ca

School Act: bclaws.gov.bc.ca



QUESTIONS FOR THE SPEAKER?

Please use the “Q&A” icon



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THANK-YOU FOR JOINING.

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