

# Attention Deficit Hyperactive Disorder (ADHD) and Challenging behaviour

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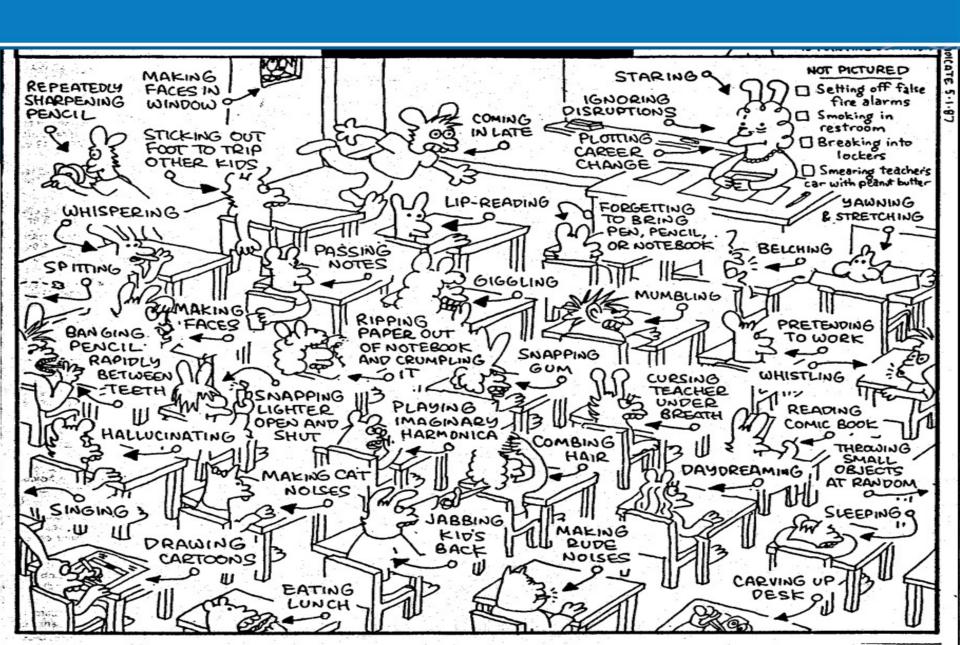


Myth or Reality?



Creating a positive learning environment?







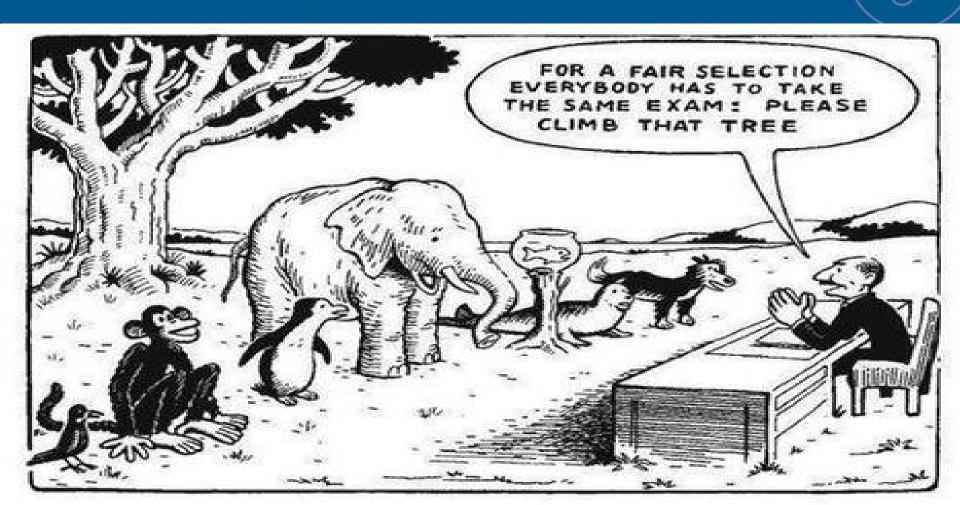
### How might a learner feel and what might s/he do?







# Standardised tests and testing?





# A child's view

I hate English lessons, the teacher always gives us long things to read and I can't understand it. I try to concentrate but just feel like giving up after the first few lines. I just put my head on the desk and sigh because I am fed up. The teacher just shouts at me and says I am lazy



# A child's view

I hate playing games in English. It is supposed to be fun, but I never know when it is my turn and I wait for ages, then I join in and everyone gets angry because it is not my go. Then I shout at them and sometimes run out of the room.



# Other children's view

#### Child 1

Peter is really funny, he is always shouting out, making funny faces and being like a clown. We can always get him to interrupt the teacher when the lessons get boring.

#### Child 2

I don't think he's funny, he's always messing with my stuff and I can't get on with my work. When I put my hand up to answer he always calls out before the teacher picks anyone. I think he's really annoying

#### Child 3

I don't like him. It's really hard to play with him because he always pushes in and never waits for his turn. We try to let him join in because the teacher told us we should be kind to Peter, but we get fed up with him, it's too hard to be his friend



# School experience – Michael's Story / What are Michael's learning challenges?

"It feels like in my head there is a lottery machine. I have fifty-Five balls bouncing around. If I try to pay attention I will see a number randomly pop up on each of the balls. One second it is there and then it is gone. I see another there, then gone. If I try to focus on all the numbers that pop up I can't keep up with them."

"There is information bouncing around in my brain. There are many different things popping up randomly at the same time. It is difficult to concentrate I cannot sit still and focus on the lesson. I need to move around or look out the window"



# How might we describe Michael's difficulties?

# Can you think of any solutions/strategies in supporting Michael?



# Supporting Michael and all learners with concentration and focus needs

- ✓ Give instructions one at a time/bite size pieces
- ✓ Use visuals, charts and colour coding
- ✓ Prioritise a production outcome approach
- ✓ Assign completion goals for each part
- ✓ Work on most difficult things earlier in the day
- ✓ Give overviews
- ✓ Establish personal rapport
- ✓ Allow time for breaks and 'time out'
- ✓ Head off potential disruptive behaviour
- ✓ Seat away from distractions
- ✓ Accept late work and give partial credit for partial work





# Brad's Story



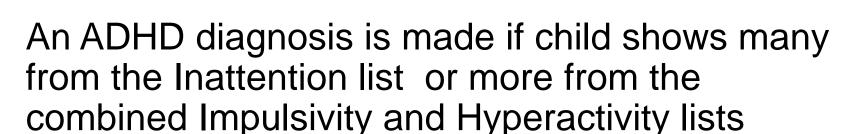


# How can we support our learners with behavioural challenges and promote inclusion





# ADHD Diagnosis Based on DSM IV Diagnosis



There also needs to be some evidence that the symptoms were present before the age of 7 and across two or more settings eg school and home

Understand wider context.....



# ADHD types - what you might notice

Predominantly inattentive type (PIT)

**Hyperactive Impulsive Type (HIT)** 

Combined type (CT)



# Inattention

- Often fails to give close attention to detail or makes careless mistakes in schoolwork, or other activities
- Often has difficulty sustaining attention or distracted in tasks or play activities
- Often does not seem to listen when spoken to directly
- Often does not follow instructions through and fails to finish schoolwork, jobs or duties



# Inattention

- Often has difficulty in organizing tasks and activities
- Often avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort eg homework
- Often loses things necessary for a task or activity eg pens, books
- Is often forgetful in daily activities



# **Hyperactivity**

- Often fidgets with hands or feet or squirms in seat
- Leaves seat in classroom or other situations where remaining in seat in expected
- Often runs about or climbs in situations where it is inappropriate or continually feels restless
- Is often 'on the go' or acts as if driven by a motor
- Often talks excessively

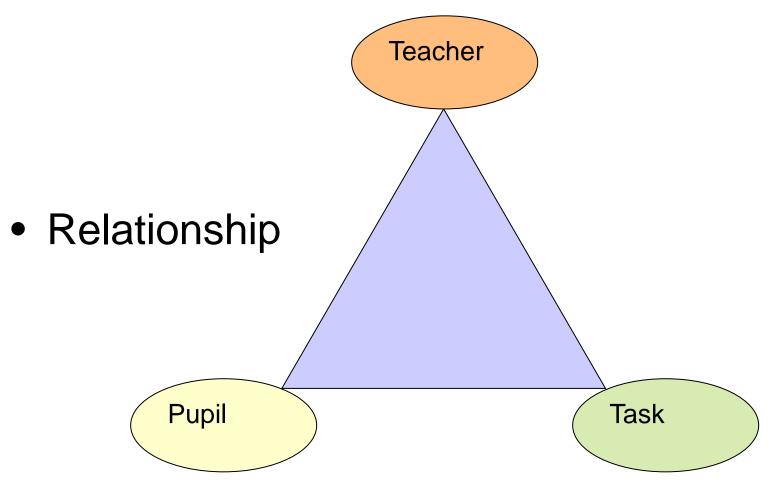


# **Impulsivity**

- Often blurts out answers before questions have been completed and difficulty waiting for a turn
- Often interrupts or intrudes on others eg butts into conversations



# The Learning Triangle





#### Routes to excellence

# Teaching Tips for children showing a resistantambivalent attachment pattern

- Avoid 'colluding' with need for constant teacher involvement and thus 'over-helping'
- Acknowledge in your words and strategies that you understand their need to check you can remember them when you are not directly engaged with them
- Set clear time-limits for when you will come back to them 'Do the first 3
  questions and I will come back and check'
- If you do not come back on time, name the anxiety 'I am sorry I was not able to get back to you, maybe you thought I had forgotten you, but I had not'
- Encourage them to 'Trust your own brain'



#### Routes to excellence

# Teaching tips for a child showing an avoidant attachment pattern

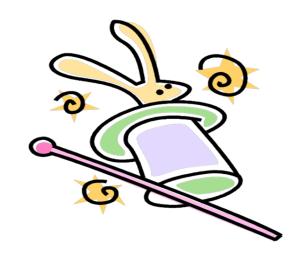
- Avoid the temptation to build a relationship too soon, this feels dangerous to these pupils
- Develop the relationship through the task e.g comment on the characters, themes in the tasks/stories rather than the pupil
- Allow the pupil to keep internal control even of praise e.g. 'You must be pleased/proud of that'
- Use groupwork where the pupil can have input into the research/reading and not have to present directly to the teacher
- Make use of metaphor work with stories/drawings/dialogues/ cartoons
- If you feel ignored, remember 'It's not meant for you'.



# Possible approaches and solutions in supporting learning

# No magic spell or successful tricks





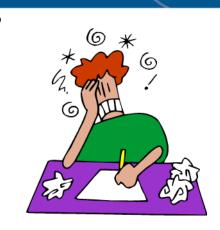
....but



# What teachers can notice – learning needs. .....

Is the work too easy or too difficult? How do you know?

Does the work involve a lot of writing? Sitting still? Copying from the board?



Does the child have different learning preferences?

Is the child only noticed for negative things? What are the strengths?

Does the child have trouble following instructions?

Does the child have trouble with remembering – Visually? Auditory?



# What teachers can notice - learning

Is the problem across all classes and all times of day?

Is the problem in certain class groupings?

Where is the child sitting? Can they hear and see properly?



What kinds of tasks can the child do?

When the child is engaged, what engages them?







# What can a teacher do?

- ✓ Be curious, learn along with them, you don't have to know all the answers
- Gather and use factual, descriptive language rather than judgemental
- ✓ Acknowledge and pay attention to feelings
- ✓ Use language such as 'What can we do to support the learning'
- ✓ Acknowledge and name strengths so that we don't focus always on the negative
- ✓ Notice what is working and do more of it





# Activity examples



- ✓ Your state for learning get it off your chest
- ✓ How long is a minute?





- √ It's all noise to me! Concrete writing
- ✓ Colour coded sentence making & Physical sentences
- ✓ Visual timetables



### I Just Called to Say I Love You – Stevie Wonder





- No chocolate covered candy hearts to give away
- No first of spring, no song to sing, In fact it's just another ordinary day
- No April rain, no flowers bloom, No Wedding Saturday within the month of June

But what it is .... is something true, Made up of these three words that I must say to you

I just called to say I love you; I just called to say how much I care
I just called to say I love you, and I mean it from the bottom of my heart



### I just called to say I love you - Stevie Wonder

No summers high, no warm July, No harvest moon to light one tender August Night No autumn breeze, no falling leaves, not even time for birds to fly to southern skies

No Libra sun, no Halloween, No giving things to all the Christmas joy you bring

But what it is ...... Some old, some new

To fill your heart like no three words could ever do

I just called to say I love you; I just called to say how much I care

I just called to say I love you, and I mean it from the bottom of my heart

I just called to say I love you; I just called to say how much I care

I just called to say I love you, and I mean it from the bottom of my heart

Of my heart .....of my heart



### **Concrete Writing Tasks**

Draw the outline of a box of chocolates – It is New Year's day and unfortunately, you have nobody to give a present to. Write about how you feel inside the box of chocolates.

Draw the outline of any shape you like – Inside the outline write about what 'an ordinary day' means to you.

Draw the outline of a man and a woman – inside the outline write about 'a wedding'.

Draw the outline of a telephone – Inside write the dialogue that you would have with a very dear friend or a lover, inside the telephone.

Draw the outline of a moon – Inside the moon write about how you feel when walking in a warm August evening.



### **Concrete Writing Tasks**

Draw the outline of a turnip or a pumpkin with a face in the middle – inside the outline write about what happens at Halloween.

Draw the outline of a Christmas tree – inside the outline write a story about Christmas.

Draw the outline of the words...'l love you' – inside the words write about what these words mean to you.

Draw any shape you like which reminds you of spring – inside the shape write about what spring means to you.

Draw any shape you like which reminds you of Autumn – inside the shape write about what Autumn means to you.

Draw some raindrops. Make them very large – inside the raindrops write about... 'April is the time when... '



## Making Sentences – Flexible Syntax



Articles Adjectives Nouns	Verbs	Prepositions	Adverbs
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# Reading and Writing

http://www.tts-group.co.uk/shops/tts/Products/PD1722902/Brogy-Sentence-Resource



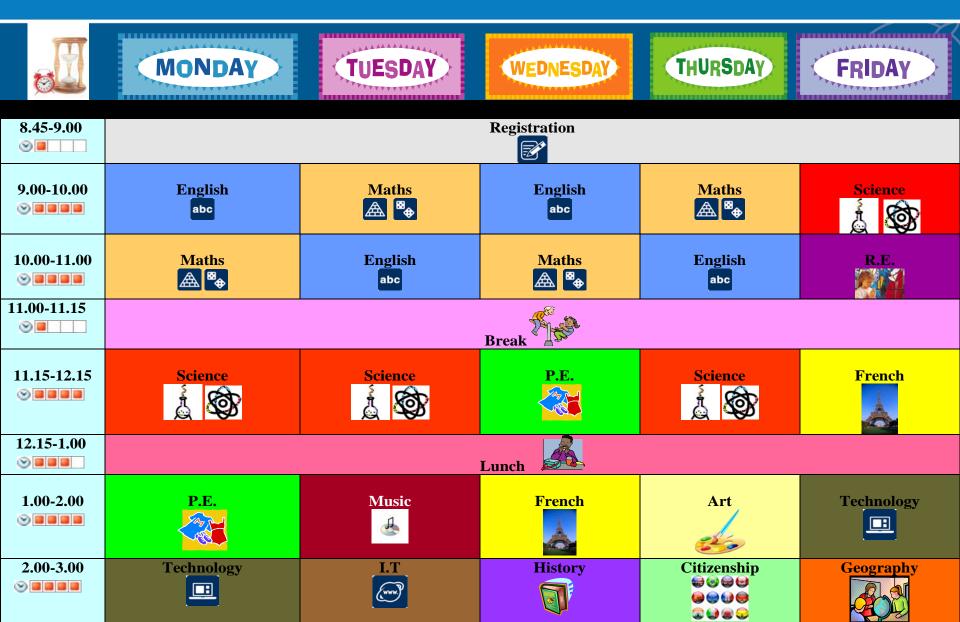


# Visual Timetables

	Mono	day	Tuesday	Wedn	esday	Thu	rsday	Friday		
8.45 – 0900 Registration										
09.00-1	09.00-10.00		inglish	Maths	English		Maths	Science		
10.00-1	10.00-11.00		Maths		Maths		English	R.E		
11.00-1	1.15	Break								
11.15-12.15		S	cience	Science	Science P.E		Science	French		
12.15-1	13.00	Lunch								
13.00-1	13.00-14.00		P.E	. Music	c French		Art	Technology		
14.00-1	14.00-1500		chnology	History	Citizenship		I.T	Geography		



### Teaching **English**





### **ADHD Strategies**

Turn off TV channels

Instructions one at a time

Visual arts – colour coding

Work on most difficult early in day – give overviews

Divide into segments and completion goals

Create outlines for note taking match delivery and intended outcome mode



### **ADHD Strategies**

worksheets and test with achievable number of items

short competitive games

eye contact

use stress reduction ball

allow breaks

seat away from distractions - discuss behaviour in private date structure for assignments - credit for work completed accept late work!

Change your reaction to behaviour



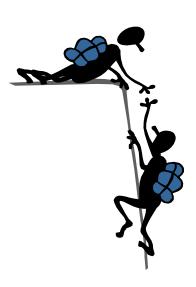
# Achievable step by step approach(es) building successful outcomes



- ✓ Provide overviews
- ✓ Clarification where necessary
- ✓ Bridges between lessons
- ✓ Colour code
- ✓ Notes in advance
- ✓ Reflection
- ✓ Monitoring and mentoring
- ✓ Allow time for strategies to work!
- ✓ KISS-E



- Visual, kinaesthetic and tactile approaches
- Multi-sensory







# Special Educational Needs (SEN) course contents

- Special Educational Needs Portfolio
- Introduction to Special Educational Needs
- Dyspraxia
- Visual, Hearing and Physical Impairment
- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorder
- Dyslexia
- Gifted and Talented Learners
- Inclusive assessment approaches
- Speech and Language Difficulties
- Social, Emotional and Behavioural Difficulties
- Multicultural Influences and the Impact on Learning Difficulties

#### **Special Educational Needs Portfolio**

For your self-access course

This is your personal portfolio. You can use it to log your thoughts and feelings and to reflect on your work and learning during this special educational needs training course.

Your portfolio has one section for each of the SEN course units. Each section includes:

- a case study
- a learning log to write your personal notes
- further reading and useful resources.



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http://www.teachingenglish.o rg.uk/teachertraining/special-educationalneeds





# Let's hear the learner's voice





Thank you

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