



Understanding ADHD, Executive Functions and Behavior





South Dakota Parent Connection

Connecting families who care for individuals (birth to age 26) with disabilities or special health care needs to information, training and resources in an environment of support, hope and respect.

Issues we can address:

Education/Special Education

Parenting Topics

Programs and Resources

Specific Disabilities or Health Conditions

Medicaid and Insurance

We Are Here to Help!

Email: sdpc@sdparent.org Website: www.sdparent.org

South Dakota Parent Connection

✓ Parent Training Information Center (PTI)

South Dakota Parent Connection, Inc. is a 501(c)3 nonprofit organization that was founded in 1985 by a group of dedicated parents and professionals to provide training and information statewide to meet the needs of parents and families caring for individuals with disabilities.

Since 1985 South Dakota Parent Connection has served continuously as the state's only Parent Training and Information Center (PTI). In 2005 South Dakota Parent Connection partnered with the South Dakota Department of Education, Special Education Programs to establish the **Navigator Program**. In 2007 South Dakota Parent Connection received a grant to serve as the state's Family to Family Health Information Center (F2FHIC) and continues to serve as our state's F2FHIC.

✓ Navigator Program

The Navigator Program provides individualized guidance to parents who suspect or have a child with a disability, and school professionals, at no cost. The program is a partnership between the South Dakota Department of Education, Office of Special Education Programs and South Dakota Parent Connection. Working with a Navigator is an informal, time-limited, problem-solving process.

Navigators remain objective and neutral as they help both parents and school personnel.

✓ Family 2 Family Health Information Center (F2FHIC)

Children and Youth with Special Health Care Needs (CYSHCN) have (or are at increased risk for) a chronic, physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally. Because the health care needs of CYSHCN may be chronic and complex, parents and caregivers often struggle to find the resources and services their children need. The Family-to-Family Health Information Center (F2F HIC) provides information and guidance to families, and the professionals who serve them, to access services and resources.

Email: sdpc@sdparent.org

Website: www.sdparent.org

(Navigator Brochure)

Learner Outcomes. . .

Review

Review what we know about ADHD and Executive Function Deficits

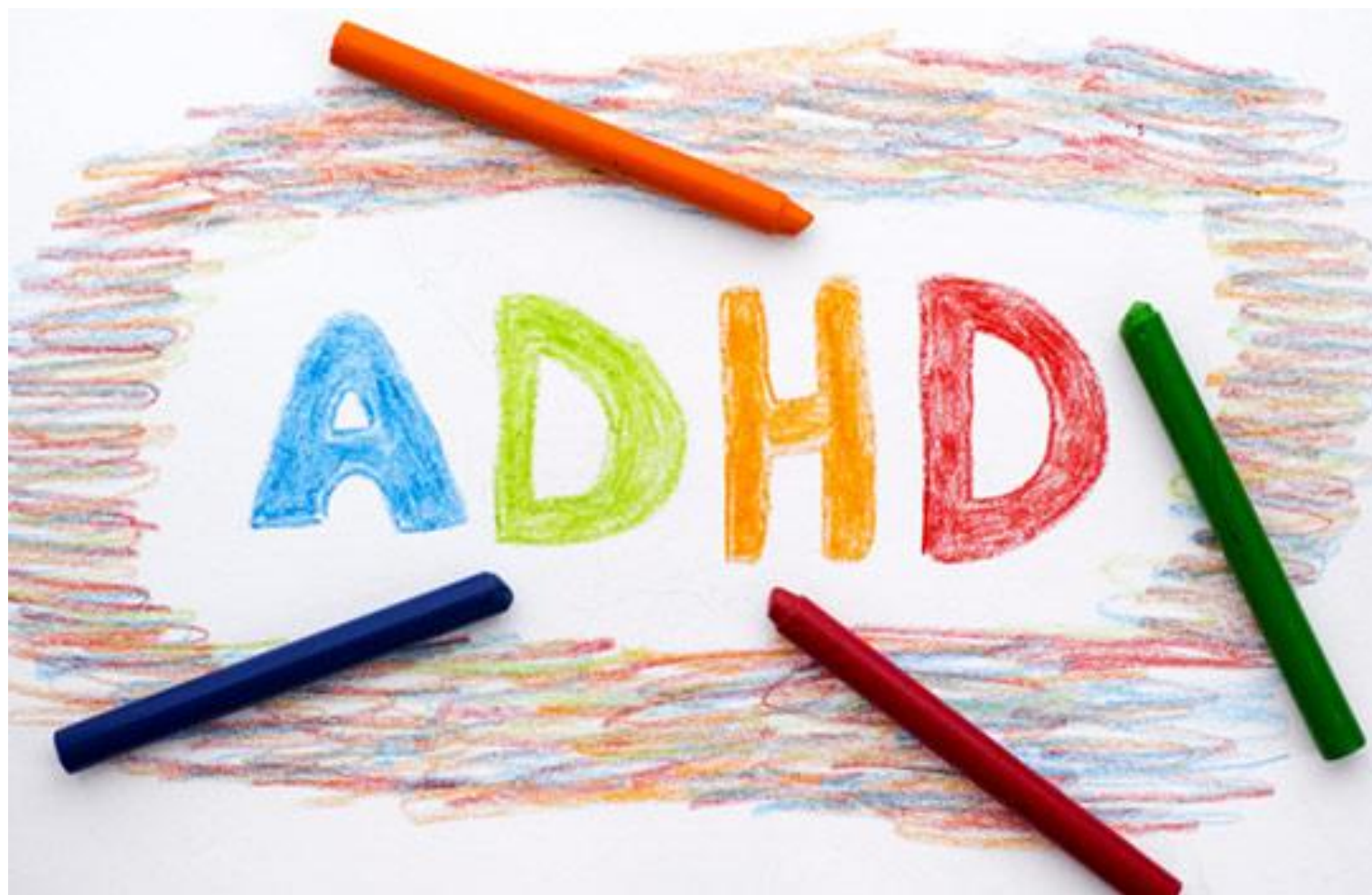
Think about

Think about how poor Executive Functioning skills contributes to students who struggle academically/behaviorally.

Discuss

Discuss what might help when working with children/students.

What is



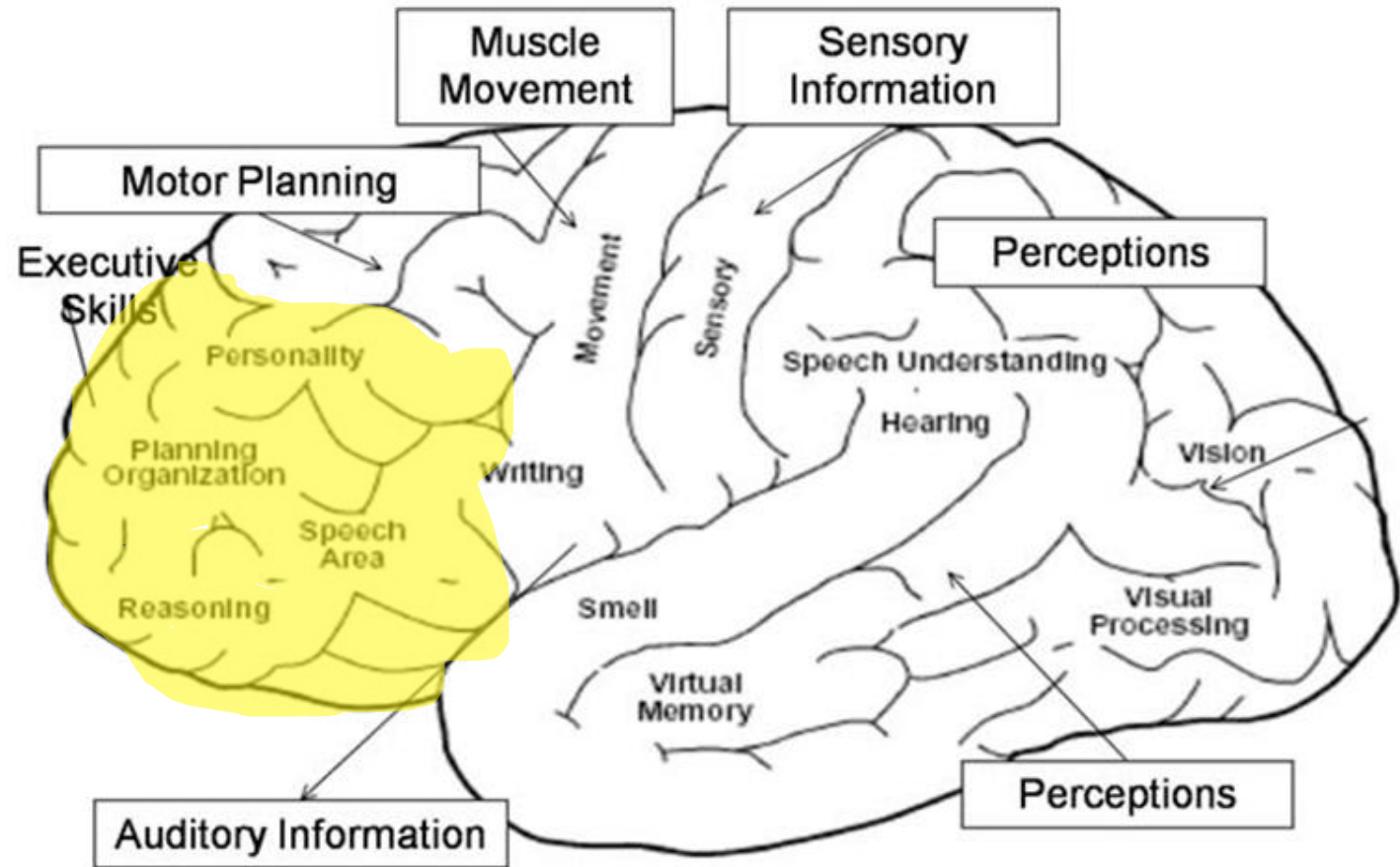
ADHD...

Biologically based disorder; chemical and/or structural differences in the brain.

Probably results from a combination of factors (Genes, Environmental Factors, Brain Injuries, Sugar, Food Additives)

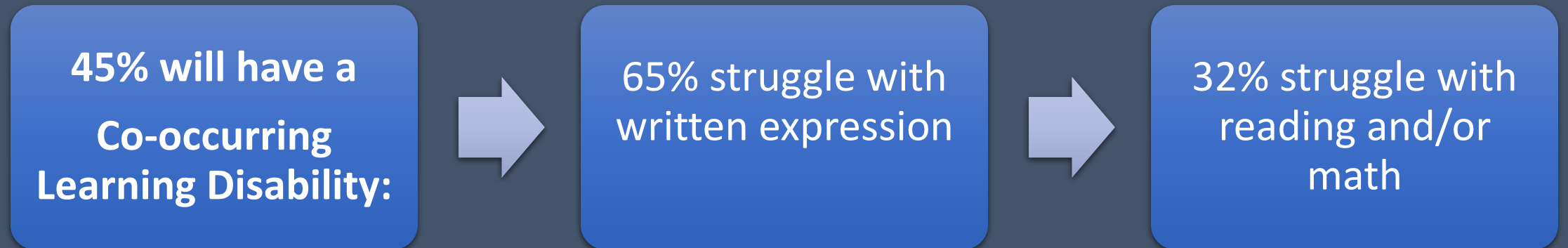
Researchers generally agree that executive functions develop in the prefrontal cortex and nearby regions of the brain.

Executive Skills and the Brain



Comorbidity

ADHD Students are at risk for other related disabilities



Social and Emotional Development

Students with ADHD may have a 30% delay in age-appropriate developmental skills needed in the real world (associated with EF).

This means that a 16-year-old may display social skills and emotional regulation and problem solving more like an 11-year-old. (89-90% occurrence)

ADHD - 3 Types



- Predominantly Inattentive
- Predominantly Hyperactive-Impulsive
- Combined Type

What
parents
hear from
teachers...

“Lacks motivation”.

“Poor attitude”.

“He could do it but choses not to”.

“He’s lazy in class”.

“Makes careless mistakes”.

“Never gets homework done”.

The ADHD Iceberg

What It's Like on the Surface

Impulsive Behaviors

Trouble Concentrating

Fidgeting

Hyperactivity

Invisible Symptoms

Easily Bored

Poor Sleep

Relationship
Struggles

Emotional
Disregulation

Shifts in Mood

Trouble
Remembering

Poor Time
Management

Co-Occurring
Disorders

Developmental
Delays



Students with ADHD typically have poorly developed Executive Function Skills.

What are Executive Functions?

The cognitive processes necessary to think, manage oneself, evaluate and solve problems, and achieve goals.

They are the high-level cognitive processes we use to complete the variety of tasks and demands we do every day.

Planning 	Organization 	Self-Control 
Task Initiation 	Executive Functioning Skills www.thepathway2success.com	
Time Management 	Metacognition 	Working Memory 
Attention 	Flexibility 	Perseverance 

Clipart by Kate Hadfield

Executive Functioning Skills

Planning- Developing a well-thought-out strategy before starting a task. Thinking about what is needed before beginning something and creating a list of steps to help accomplish that goal in an effective way.

Organization- Using strategies to stay neat and tidy. Having a place for belongings, cleaning up as you go.

Self control- Stopping and thinking in order to make a more positive choice in the moment. Ability to hit pause and calm

Task initiation- Starting right away. Not procrastinating even when a less desired task.

Time management- Using time well to complete tasks. Helps us estimate how long tasks will take, prioritize tasks.

Attention- Allows us to focus on task or person for a period of time, ignore distractors, and refocus when needed.

Flexibility- Effectively coping with change/ going with the flow when things do not go as planned

Perseverance- Working through challenges and roadblocks that come up along the way.

Working memory- keeping information in our heads while we use it. Ex. Solving math problems/juggling numbers in our head, remembering details in a story or just thinking about the directions that were just given.

Metacognition - Thinking about our thinking. Considering what we know and what we don't know.

Discuss with your neighbor...

Classrooms and ADHD: A Mismatch

If you consider the skills and abilities that a child needs to succeed in the classroom, and consider the challenges inherent in ADHD, you will recognize that there is a mismatch. The expectations of the classroom are in direct conflict with the limitations of the child. For example:

Classroom Expectations

ADHD Symptoms That Interfere

“Wait until you are called on.”

“Don’t interrupt.”

“Read the directions carefully.”

“Keep your desk/backpack orderly.”

“File your homework.”

“Stay in your seat.”

“Play/talk/work quietly.”

“Drill, drill, drill.”

“Be patient.”

“How many times have I told you...”

“Follow the rules.”

“Watch those careless mistakes.”

“Listen closely.”

“Adhere carefully to due dates.”

“Estimate how long it will take you to...”



Problem Behavior=

- Difficulty meeting certain expectations
- Lagging skills
- Unsolved problems

“Kids do well... if they can.” Dr. Ross Greene



What is behavior?

Behavior is something that a person does that can be observed, measured, and repeated. When we clearly define behavior, we specifically describe actions (e.g., Sam talks during class instruction). We do not refer to personal motivation, internal processes, or feelings (e.g., Sam talks during class instruction to get attention).



Strategy Instruction

The students we are talking about struggle to:

- Pay attention
- Maintain focus
- Remember information
- Keep emotions in check/regulate
- Do not study effectively/proficiently
- Don't turn in homework
- Don't complete homework
- Procrastinate
- Lack of motivation

Therefore, it is more difficult for them to learn, remember/recall and use strategies that have been taught to them- less effectively than their peers.



“I’ve noticed”
“Tell me about...”

Can
Executive
Functioning
Skills
Improve?

YES!!!!

Explicitly **teaching** and
practicing EF skills

Embed skills in the
curriculum

Problem solve through
scenarios

Use games and play activities

Things to consider:

Work is too difficult (or perceived by the student to be so).

Work that takes too long to complete.

Class rules that are unclear or inconsistently managed.

Vague expectations.

Work that is repetitive and of low interest.

Providing feedback that focuses only on giving direction and correcting.

Lack of positive relationship. ***

Actions that can escalate or de-escalate problem situations

Escalating:

- nagging
- lecturing
- yelling
- arguing
- put downs
- sarcasm
- power struggles

De-escalating:

- avoid public embarrassment
- acknowledge student's feelings
- active listening
- expressing empathy
- matter of fact statements
- redirection
- planning ahead

Supporting Kids with Challenging Behaviors

Be Clear and Consistent



Give Student Choice



Plan for Triggers



Strategies for Challenging Behaviors

www.thepathway2success.com

Teach Coping Strategies



Build a Strong Relationship



Conference Privately



Teach Social Skills



Prevention is the best behavior strategy!

- Provide a **supportive, structured** classroom.
- Be aware of which teaching strategies, approaches, way of working with the student either increases or decreases the likelihood of misbehavior.
- Be aware of the impact of executive function deficits on learning and behavior.

Explicit Teaching

Explicit teaching is a teacher-led teaching method that involves clearly explaining new concepts and skills to students. It's also known as direct instruction.

How it works-

- The teacher provides clear explanations and demonstrations of the new material
- The teacher provides guided practice with feedback
- The teacher provides independent practice

Strategies:

- Reviewing previous work for mistakes and misconceptions.
- Presenting new material.
- Providing guided practice related to new material.
- Providing feedback about guided student work.
- Providing independent practice.

Benefits:

- Can help students develop critical and creative thinking skills.
- It can help students learn to learn independently.
- It can help students learn new information more effectively.
- Helps students build their confidence through experiencing success.

Strategies for Supporting Executive Functioning Needs

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Have homework written down in the same spot every day



Explicitly teach executive functioning & study skills



Give an extra 3-5 minutes to organize before transitions



Schedule a weekly organization time



Create routines and practice them often

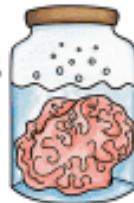


Incorporate movement during instruction

Create an end-of-the-day checklist to remember materials



Provide brain breaks during and after instruction



Clearly explain academic & social expectations



Keep an extra set of books at home and in the classroom



Use countdowns & time checks during work periods

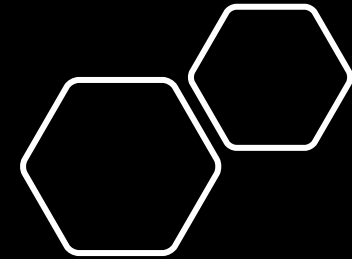


Have students set up homework binders

Find more tips at:

www.thepathway2success.com

Clipart by Kate Hadfield





Skill Gaps

Need help to learn
(or relearn) and
practice

Helping Children Succeed in School

Behavioral classroom management

Organizational training

Sensitive/Build connection- (self-esteem issues, difficulty regulating feelings)

Provide accommodations:

- Ex- positive reinforcement and feedback- frequent feedback
- Extra time on tests
- Allowing breaks or time to move around
- Changes to environment to limit distractions
- Repeated instruction tailored to the child
- Check for understanding
- Provide choices for mastery- writing, oral, online, hands on
- Break down assignments


Center for Disease Control

<https://www.cdc.gov/adhd/treatment/classroom.html>




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Wag Therapy: Your Emotional Support Animals



"This Cannot Be the Price We Pay to Function."



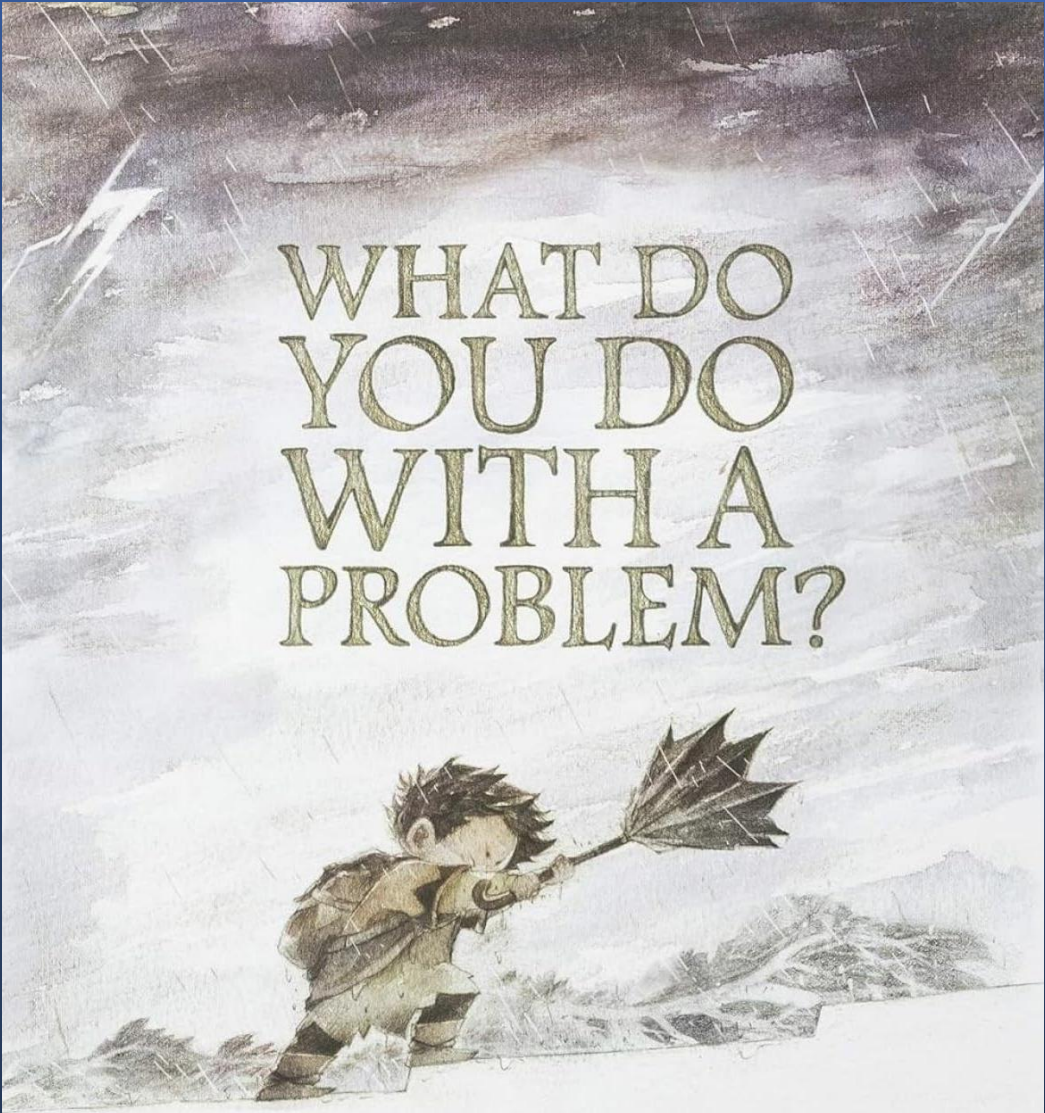
When Clients Chronically Procrastinate: Strategies for Therapists and Coaches

www.ADDitudemag.com

The ADDitude Symptom Checker

ADHD may overlap with anxiety, depression, autism, and other conditions. Use this tool to compare symptoms in you or your child to those of 17 common psychological & learning conditions.

www.thepathway2success.com

The illustration depicts a young boy with dark, spiky hair, wearing a brown jacket and a backpack, walking through a heavy rainstorm. He is holding a large, dark leaf as an umbrella. The background is a dramatic, dark sky with rain falling diagonally across the frame. The title 'WHAT DO YOU DO WITH A PROBLEM?' is written in a large, serif font in the upper center of the image.

WHAT DO YOU DO WITH A PROBLEM?

Written by Kobi Yamada ✨ Illustrated by Mae Besom

Creators of the New York Times Best-selling Book *What Do You Do With an Idea?*



-
- Tell us:
 - What rocked 🙌
 - What flopped 🤔
 - What you'd love next time 💡



And Now... The
Q&A Round!

Thank you!

Kris Sellers and Betsy Drew
South Dakota Parent Connection

www.sdparent.org

605-361-3171

Resources

ADDitudemag.com

Pathway 2 Success

<https://www.thepathway2success.com/>

