

Supporting Students with ADHD in the Class

Session Goals

- Define Attention Deficit/ Hyperactivity Disorder (ADHD) and identify strategies to address behaviors associated with ADHD.
- Analyze classroom management practices and discipline practices for students.

3 Main Signs of Attention Deficit/Hyperactivity Disorder:

1. Impulsivity	2. Inattentiveness	3. Hyperactivity
<u>What is it?</u>	<u>What is it?</u>	<u>What is it?</u>
<u>Strategies to utilize:</u>	<u>Strategies to utilize:</u>	<u>Strategies to utilize:</u>

Consider This Scenario

Directions: Read the scene below. With your group, answer the questions below.

In Ms. Owens’s 7th-grade math class, students are working in small groups on an assignment. Ms. Owens circulates the room to check on progress.

Sam: A student with impulsive ADHD

Other Students: Two peers in the group

Lily: A student with inattentive ADHD

Ms. Owens: Math teacher

Sam, Lily, and their group members are working on a math worksheet. Sam is fidgeting, talking fast, and constantly interrupting the discussion about the assignment. Lily is sitting quietly, doodling in her notebook, looking out the window, and not participating with the group.

Sam: (Blurting out) “Why do we have to do this? It’s boring! Hey, did you guys see that new game? I beat the highest level!”

Other Student 1: (Frustrated) “Sam, we’re trying to figure out this math problem.”

Sam: (Ignoring) “I can do this later. Let’s talk about something else! What about that game?”

Meanwhile, Lily hasn’t been paying attention and hasn’t written anything down on her worksheet.

Ms. Owens approaches the group, noticing the issues.

Ms. Owens: (Sternly to Sam) “Sam, you need to sit still and be quiet! You’re disrupting the group.”

Sam: (Frustrated) “But I’m bored, and this is too easy!”

Ms. Owens: “Well, you need to stop fidgeting and focus. No more talking, and just do the work like everyone else. That’s the rule.”

Ms. Jackson then turns to Lily, who hasn’t started the assignment.

Ms. Owens: (Exasperated) “Lily, why haven’t you written anything? You need to stop daydreaming. Let me see your paper.”

Lily reluctantly hands over her paper, which is blank.

Ms. Owens: “Lily, you need to pay attention. Let’s go. You’re falling behind.”

Ms. Owens gives Lily a long list of instructions, overwhelming her with what needs to be done in one go.

Ms. Owens: “First, solve this one, then do the next one, and you have to finish all of these before the end of class. I need you to focus!”

Lily nods but continues to feel lost, not sure how to begin. Sam, meanwhile, is trying to hold still, but the lack of movement is making him more agitated. He eventually taps his pencil loudly on the desk, leading to more frustration in the group.

Analyze the Strategies used for both students.

What issues did you notice?

What strengths did you notice?

What strategies do you suggest that Ms. Owens implement?

- For Sam (Impulsive ADHD):

- For Lily (Inattentive ADHD):

Stop and Jot:





The Science of ADHD

Prefrontal Cortex	Limbic System	Basal Ganglia	Reticular Activating System

Brain Relay Challenge

Directions: Within your group, scan the QR code and review the information related to your assigned region of the brain. Choose four group members to share responses to each question. As a group complete the following:

- Discuss how your brain region may impact learning for students with ADHD.
- Explain how it affects a specific behavior or skill.
- Provide examples that may be seen inside or outside of the classroom while at school.
- Discuss how understanding these brain regions can help educators tailor classroom interventions (ex. A teacher may offer structured routines for students struggling with transitions).



Prefrontal Cortex	Limbic System	Basal Ganglia	Reticular Activating System

Cognitive Traffic Jam

Directions: Choose one group scientist (the scientist will facilitate the “experiment”). With your group, complete your assigned tasks that mimic the function of the brain region that you are assigned. Then answer the prompt questions and be prepared to share your reflection.

<p>Prefrontal Cortex</p> <p>Solve the math problem.</p> <p>A bakery is making cupcakes for a party. They need 120 cupcakes in total, and they plan to bake 20 cupcakes per batch. If they already have 35 cupcakes baked, how many more batches do they need to bake to reach their goal?</p>	<p>Basal Ganglia</p> <p>Starting with your dominant hand, switch back and forth, using both hands to write the sentence below:</p> <p>The enigmatic smile on Mona Lisa’s face has been the subject of much scholarly exegesis, with theories ranging from subtle melancholy to a veiled political allegory.</p>
<p>Limbic System (Amygdala)</p>	<p>Reticular Activating System (RAS)</p>

Complete the maze below.



Memorize the short story with keywords.

The Brave Mouse and the Torn Leaf

Once, a tiny mouse found a large leaf torn by the wind. Determined to fix it, she used her small paws to stitch it together with a piece of grass. When the rain came, the leaf became her shelter. The other animals laughed at her effort, but when the storm grew stronger, they all huddled under the leaf she repaired. From that day on, the mouse was known not for her size, but for her courage and cleverness

How did the distractions or challenges impact your ability to complete tasks?

What are some strategies that can help mitigate these challenges for students who experience them in the classroom?

Chat Time

- 1. What are the most effective classroom accommodations and teaching strategies for supporting students with ADHD and how can we ensure consistency across settings (school, home, therapy)?**
 1. Discuss specific tools (e.g., seating arrangements, breaks, task chunking) and strategies that have proven successful and explore how to create a cohesive support system between all stakeholders.
- 2. How can we tailor classroom management and/or behavior intervention plans to address the unique needs of students with inattentive, hyperactive, or impulsive ADHD and what role does positive reinforcement play in this process?**
 1. Examine different classroom procedures and behavior management techniques, focusing on positive reinforcement, and explore ways to modify interventions to address each type of ADHD symptomology.
- 3. In what ways can collaboration between educators, parents, and healthcare providers improve communication about a student's progress and needs, and what tools or systems can facilitate this process?**
 1. Brainstorm methods for ensuring open communication (e.g., regular meetings, shared platforms) and discuss how to track and share observations about the student's academic, behavioral, and emotional progress.
- 4. How can we integrate mental health and social-emotional learning into daily classroom routines to better support students with ADHD and help them develop self-regulation and executive functioning skills?**
 1. Discuss practical approaches to embedding social-emotional learning (SEL) in classroom environments and explore how mental health professionals can support students in building these crucial skills.

Keep Up the Good Work!

Directions: Scan the link [here](#) OR Scan the QR code to view the Educator checklist.

After viewing the list, add or take away checkpoints to meet YOUR classroom needs.

Review the teacher/student section of the checklist. Add or take away information that will help YOU implement and improve your practice.

