

BOLD BOOK NOTES: Managing ADHD in School – By: Russell Barkley

ADHD = want small results NOW vs. large results LATER

Have big emotions – FAST. And it is harder and takes them longer to get over it.

Hard to not just REACT in the moment. Difficulty planning for the future

ADHD is usually found in higher numbers in lower socio-economic areas. One reason the cases of ADHD are rising in high socioeconomic areas? These are most likely MARGINAL cases that are highlighted to be more of a problem because of higher pressure for academic success.

ADHD kids need:

- Fun activities
- Highly interesting tasks
- Lots of movement
- Frequent rewards and feedback
- High supervision
- Small teams
- 1 on 1 with adult
- Novel settings
- Supervisors speak less and back up their rules with consequences
- No or low pressure to WAIT

GET ORGANIZED:

- Plan Ahead
- Make a to-do list
- Write down assignments and due dates
- Stay ahead
- Study a little each day
- Make a schedule and stick to it
- Reward for hard work (more frequent small rewards along the way)
- MAKE INFORMATION PHYSICAL AND EXTERNAL – and put it WHERE they are doing the work
- Do NOT nag to try harder BUT fill their space with physical cues
- Minimize distractions (minimalist workspaces / bedrooms)

ADHD kids have time issues – hard for them to understand the flow of time

Aim for short stints of:

EVENT - RESPONSE - OUTCOME

- Break up big projects across days
- Small and short daily work with small rewards

ADHD kids are EXTERNALLY MOTIVATED. Use this and don't get upset that they aren't internally motivated

KNOW THIS ABOUT ADHD KIDS:

- Internal motivation DOESN'T WORK
- Arrange small and frequent rewards at the time of the work and give rewards for a longer duration (not a one and done and you think he's got it...)
- The issue is NOT lack of knowledge but with SELF MOTIVATION

ADHD kids need...

- Routine physical exercise
- 5-10-minute breaks during high self-regulation (SR) activities
- Relax or meditate for 3 minutes after high SR activities
- Visualize rewards during the high SR tasks
- Arrange for small awards during the high SR tasks
- Self-affirm statements before SR tasks

MAKE PART OF THE PROBLEMS PHYSICAL

- Use marbles / number line to physically count
- When writing an essay – use idea cards (3 x 5) cards. Write one idea on each card – stream of consciousness) then organize them on the topic

ADHD IS CHRONIC – THERE IS NO CURE

- Use STOP – LOOK – LISTEN (graphics of a stop sign, eyes and ears)– make rules PREVALENT at their desks (or workspaces at home)
- Use timers to help with ADHD kids challenges of understanding the passing of time. This can help them get moving, NOW. (ask to have a timer at his desk at school and use timers at his workspace in home)
- Swift – not harsh – punishment during off-task time
- Frequent feedback – helpful in tracking to rules over time (Rocket chart showing when he is on task and following rules)
- Type of rewards / consequences must be BIGGER and more POWERFUL than those that will work for non-ADHD kids
- Use POSITIVES before PUNISHMENTS
- Rewards need to be changed up – adhd kids love NOVELTY

Think aloud and think ahead

- Think about the changes that will affect your ADHD kids during transitions
- Prompt them in advance to help them prepare and adjust
- If a system/plan isn't working – modify
- If it is working, then doesn't over time – modify

Smaller quotas of work with frequent breaks

- Target the number of problems completed 1st – over accuracy
- Low to no homework for elementary kids (proven not to be beneficial)
- If there is homework – should be 10 x grade (1st grade = 10 min homework)
- Give homework packets on Fridays - due on following Thursday for kids for more flexibility in getting the homework done
- Allow restlessness at their work area (at school and home) Give frequent movement breaks

Other Suggestions:

- Color-coded binders with clear windows to put monthly calendars. Write assignments / or big assignments broken down into smaller task “bites” on the dates they will be done.
- Do drills on the computer (IXL vs. worksheets)
- In the classroom – laminated work slates (ask the question / all students write answer on the slate. Call on the correct answer when all boards are up)
- Study buddies (neighborhood kids – link them up to help each other)
- Touch shoulder lightly to get attention
- Have tougher subjects at the beginning of the day
- Pre-state work goals “How many problems can you do for 5 min?” (use the timer in front of them)
- Rewards drives (Have parents donate old games / toys to the classrooms) for rewards time

ADHD TEENS:

- have an extra set of books at home and type written assignments
- Digitally record lectures (www.livescribe.com)
- \$ for grades – and not just for A’s (\$1 = B, \$3 = A... and not just on the biannual report card – but for tests and projects throughout the year)
- Schedule teens harder class in the morning
- Alternate required/hard classes with elective/interesting class
- Listen to music during seatwork (low volume with ear buds)
- Written physical syllabus. If online, print it out – make it external. Fill in monthly calendar dates with syllabus due dates.
- Have peer tutoring and study buddies
- Create a collaborative relationship with teachers, schedule meetings every 6 weeks to check in – not just when things are going downhill or after a report card.