NON-MEDICATED INTERVENTIONS FOR LEARNERS WITH ADHD

CLASSROOM INTERVENTIONS

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Agenda for Training:

8:30-8:45 - What is ADHD?
8:45-10:00 - Environmental Changes
10:00-10:15 - Break
10:15-11:30 - Replacement Behaviors
11:30-12:45 - Lunch
12:45-2:00 - Reframing of Responses
2:00-2:15 - Break
2:15-3:30 - Synthesizing and Sharing with Parents
3:30-4:00 - Questions and Wrap-up

Learner Outcomes
Participants will leave with understanding of:

- The different types of ADHD
- The coexisting conditions that travel with an ADHD diagnosis
- Strategies to change the environment to make it more conducive to learning
- Strategies for teaching replacement behaviors
- Strategies for reframing your own responses to students with ADHD so the behavior is not fed

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TEN RULES ABOUT BEHAVIOR WITH ADHD IN MIND

1. Behavior is learned and serves a specific purpose (Bandura)
   - Children with ADHD may not have learned the same social cues as their peers
   - Pay attention to what you are teaching them by paying off for inappropriate behaviors
2. Behavior is related to the context within which it occurs (Bambara & Knoster)
   - This may be related to sensory
3. For every year, a behavior has been in place, we need to expect one month of consistent and appropriate intervention to see a change (Atchison)
   - Consistent is so important for children with ADHD
4. We can improve behavior by 80% just by pointing out what one person is doing correctly (Shores, Gunter, Jack)
   - They thrive best when positive reinforcement is given privately
5. We use positive behavior specific praise about 6.25% of the time (Haydon, et al.)
   - Be careful using “Don’t, Stop, Quit, or No” with students with ADHD. They will focus on the last word they heard.
6. When we want compliance in our students we should whisper on their right side and offer equal choices (Live Science)
   - Not up close and creepy and make sure choices are equal
7. All behavior has function and falls into two categories: To gain access to or to Escape from (Alberto & Troutman)
8. To Gain Access- see chart below
9. To Escape From- see chart below
10. Your reaction determines whether a behavior will occur again. We must change our behavior (Alberto & Troutman).

<table>
<thead>
<tr>
<th>Gain</th>
<th>Escape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Attention</td>
</tr>
<tr>
<td>- Peers</td>
<td>- Peers</td>
</tr>
<tr>
<td>- Adults</td>
<td>- Adults</td>
</tr>
<tr>
<td>Access to Preferred Items</td>
<td>Work/Tasks/Chores</td>
</tr>
<tr>
<td>Sensory</td>
<td>Pain</td>
</tr>
<tr>
<td>- Need (not want)</td>
<td>- Physical</td>
</tr>
<tr>
<td></td>
<td>- emotional</td>
</tr>
<tr>
<td></td>
<td>- too much coming in</td>
</tr>
</tbody>
</table>
CHAPTER ONE - WHAT IS ADHD?

“ADHD is like having a browser with 600 tabs open all at once on different websites.”
(additudemag.com)

The legal definition:

Diagnostic and Statistical Manual of Mental Disorders- Fifth Edition (DSM-V, 2013)

The DSM-V™ lists the definition of ADHD as a persistent pattern of inattention and or hyperactivity-impulsivity that interferes with functioning or development. Children who are diagnosed with ADHD must have these symptoms present in two or more settings. To be diagnosed with ADHD, the student must have behaviors that directly impact them in social or academic endeavors. For ADHD to be considered, it had to have been present since before the age of 12.

We used to know ADHD as ADHD and ADD. It is now considered ADHD in three forms:

- ADHD Inattentive (Formerly known as ADD) Some call this ADHD-PI (Primarily Inattentive)
- ADHD with Hyperactivity and Impulsivity
- Combined

The percentage of children with an ADHD diagnosis (CDC, 2011) was:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>2003</td>
<td>7.8%</td>
</tr>
<tr>
<td>2007</td>
<td>9.5%</td>
</tr>
<tr>
<td>2011</td>
<td>11%</td>
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</tbody>
</table>

As you can see, it is on an increase. Many will want to speculate why those numbers are increasing. There are as many theories out there as Carters has pills.

Boys are diagnosed at 13.2% of the population and girls are diagnosed at 5.6% of the population.

ADHD is one of the most recognized health conditions, but least understood (Patterson, 2015)

The Version People with ADHD want you to know:

So, we scoured blogs of adults who grew up with ADHD, interviews of children with ADHD, and teachers who teach students with ADHD and here’s what we found to be the truth per the real sources:

Here’s How People with ADHD See it:

It’s not that Students with ADHD are inattentive in the sense that they are misbehaving. Students with ADHD have free floating attention. Everyone has free floating attention. This kept us alive in prehistoric times. Students with ADHD might be sitting in Math Class with the teacher talking about quadratic
formulas. Most people are listening to the teacher. Students with ADHD are listening to the teacher, hearing the humming of the overhead projector, hearing the motor in the air-conditioner/furnace, hearing someone scratch their skin, smelling lunch cooking down the hall, feeling the tag in the back of their shirt, seeing the flickering of the fluorescent lights and all the other sensory issues that most people are able to tune out. When anyone uses a fidget tool it helps them pay attention and stay with the topic being discussed in class. This is why people with ADHD fidget so frequently. It is a good thing.

Hyper-focus

Students with ADHD also might have hyper-focus; which we mentioned earlier. This is why sometimes it appears Students with ADHD cannot pay attention to anything and other times, they can concentrate for hours on the same topic with no regard to anything else going on around them. Parents will complain they send their children to their room to get dressed for school and come in 15 minutes later to find them organizing their sock drawer while still standing in their pajamas. Everyone thinks students with ADHD aren’t paying attention. Students with ADHD are paying attention, it is just to the wrong things. Help them by giving one and two step directions and possibly visual cues to help them remember. I have a friend who used to write directions on the bathroom mirror with a non-permanent marker so the kids could check it off once complete. My daughter has a laminated note card on each student’s desk. When she gives directions, she writes the directions on the card with a non-permanent marker so the kids can mark them off. Kids with ADHD are visual.

Is it a disorder?

Sadly, the letters ADHD stand for Attention Deficit Hyperactivity Disorder. This labels the child and leads to so many misconceptions about ADHD and what it really is. We like to consider ADHD a gift rather than a disorder. Here are some good books that highlight those gifts:

- The Gift of ADHD by Lara Honos Webb
- The Gift of ADHD Workbook by Lara Honos Webb
- The ADHD Workbook for Teens by Lara Honos Webb
- ADHD and Me: What I Learned from Lighting Fires at the Dinner Table by Blake E. S. Taylor and Lara Honos-Webb PhD

We highly recommend these books because the books focus on the gifts and talents of ADHD rather than looking at ADHD through a disorder lens. It is important to help students and parents understand that ADHD is not an excuse. How many times have you heard, “I can't help it, I have ADHD?”

Misconceptions About ADHD

- It’s poor parenting
- It means they can’t concentrate on anything
- It means they can’t sit still
- It means they are wild
- It means they are in constant motion
The Diagnostic and Statistical Manual: V

The DSMV (2013) lists nine symptoms for ADHD-PI. Diagnosis for ADHD with inattentiveness, a student/child needs to have six of the nine symptoms. Definitions defined by Rabiner (2013).

- often fails to give close attention to details or makes careless mistakes in schoolwork, work or during other activities (e.g. overlooks or misses details, work is inaccurate)
- often has difficulty sustaining attention during tasks or play activities (e.g. has difficulty remaining focused during lectures, conversations, or lengthy reading)
- often does not seem to listen when spoken to directly (e.g. mind seems elsewhere, even in the absence of an obvious distraction)
- often does not follow through on instructions and fails to finish school work, chores, or duties in the work place (e.g. starts tasks but quickly loses focus and is easily sidetracked)
- often has difficulty organizing tasks and activities (e.g. difficulty managing sequential tasks, difficulty keeping materials and belongings in order, messy, disorganized work, poor time management, fails to meet deadlines)
- often avoids or is reluctant to engage in tasks that require sustained mental effort (e.g. schoolwork or homework; for older adolescents and adults, preparing reports, completing forms, reviewing lengthy papers)
- often loses things necessary for tasks or activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, cell phones)
- often easily distracted by extraneous stimuli (e.g. for older adolescents and adults may include unrelated thoughts)
- often forgetful in daily activities (e.g. doing chores, running errands, for older adolescents and adults, returning calls, paying bills, and keeping appointments)

The DSM-V lists nine symptoms for ADHD with hyperactivity and impulsivity. A child must exhibit six of the nine. (Still using definitions by Rabiner, 2013).

- Often fidgets with or taps hands or squirms in seat
- Often leaves seat in situations when remaining seated is expected (e.g. leaves his or her place in the classroom, in the office or other workplace, or in other situations that require remaining in a specific location)
- Often runs about or climbs in situations where it is inappropriate (e.g. in adolescents or adults may be limited to feeling restless)
- Often unable to play at leisure activities quietly
- Often “on the go” acting as if “driven by a motor” (e.g. is unable to be or uncomfortable being still for extended time, as in restaurants or meetings. May be experienced by others as being restless or difficult to keep up with)
- Often talks excessively
- Often blurts out answers before questions have been completed (e.g. completes people’s sentences, cannot wait for turn in conversation)
- Often has difficulty waiting for their turn (e.g. waiting in line)
- Often interrupts or intrudes on others (e.g. butts into conversations, games or activities. May start using other people’s things without asking or receiving permission; for adolescents and adults, may
intrude into or take over what others are doing)

What ADHD really is:

- The real deal with the attention part
  - If Students with ADHD are bored, they have difficulty focusing on the topic.
    - If Students with ADHD are interested, they can lose hours of time focused on the topic. This is called **hyper-focus**. Students with ADHD have no idea things are happening around them.
    - Students with ADHD really do not hear you talking to them. They are so deep into their own brains that nothing else exists.
  - The neurotransmitters in their brains are not the same as neuro-typical students. If their brain was the engine of a car, it would be in drive or overdrive always.
    - ADHD brains are active and are constantly in gear. There is no neutral. Consequently, this causes anyone with ADHD to have difficulty getting to sleep.
  - They fight daily battles trying to do the mundane things that overwhelm them.
  - Their brain is wired differently for thoughts
    - Something you say in class enters their brain and sticks like fast drying cement. The thoughts in their head are all encompassing and take over.
    - Students with ADHD can visit another planet with their **hyper-focus**.
      - It’s not that Students with ADHD aren’t paying attention.
      - Students with ADHD are paying **too much attention** to a topic you mentioned and they don’t hear the rest of what you are saying.
  - Students with ADHD are **smart**.
    - Sometimes people assume students with ADHD are lazy, unorganized, procrastinators. They are told to try harder. (What does that mean?)
    - Some famous people who are attributed with ADHD (historical figures were given the diagnosis post-mortem based on biographies studied by scientists looking for key factors indicating they had ADHD)
      - From [www.add-adhd-treatments.com](http://www.add-adhd-treatments.com) (we added a few names from other sources)
        - Architect
          - Frank Lloyd Wright
        - Artist
          - Ansel Adams
          - Pablo Picasso
          - Salvador Dali
          - Vincent Van Gogh
        - Athletes
          - Jason Kidd
          - Michael Jordan
          - Michael Phelps
          - Nolan Ryan
• Pete Rose
  • Terry Bradshaw

• Authors
  • Charlotte and Emily Bronte
  • Edgar Allan Poe
  • Emily Dickenson
  • George Bernard Shaw
  • Henry David Thoreau
  • Leo Tolstoy
  • Ralph Waldo Emerson
  • Robert Frost
  • Samuel Clemmons
  • Tennessee Williams
  • Virginia Woolf
  • William Butler Yeats

• Composer
  • Wolfgang Amadeus Mozart

• Business Leaders
  • Andrew Carnegie
  • Bill Gates
  • David Neeleman
  • Henry Ford
  • Malcolm Forbes
  • Paul Orfalea
  • Ted Turner

• Explorers
  • Christopher Columbus
  • Lewis and Clark

• Entertainers
  • Ann Bancroft
  • Elvis Presley
  • Evil and Robbie Knievel
  • Jack Nicholson
  • Jim Carrey
  • Robin Williams
  • Steve McQueen
  • Sylvester Stallone
  • Ty Pennington

• Inventors
  • Alexander Graham Bell
  • Benjamin Franklin
  • Thomas Edison
  • Walt Disney
The Information Students with ADHD Keep on the Inside

- Students with ADHD have anxiety issues of self-doubt
  - The track in their brain is negative.
    - “Why did I say that?”
    - “How did I forget to do that?”
  - Eye rolling, shaking of heads, dirty looks, and being scolded only add to this negative feed loop going in their brains
- Students with ADHD are good at hiding their issues
  - They will use their strengths to fake it.
    - Many of the students with ADHD fake it all the way through elementary school.
    - It gets harder to fake it when they enter the secondary realm.
  - Students with ADHD will use humor to cover up what they see as flaws in themselves
- Consequences do not work on students with ADHD.
  - They are only concerned with what is currently in front of them.
  - Future consequences are of no consequence to them
- Sleep
  - 25-50% of people with ADHD (including children) have sleep difficulties. Difficulty falling asleep, staying asleep, waking up, or both. They have trouble transitioning from wake to sleep and sleep to wake. They have trouble with other transitions, but the one from sleep to awake can wreak havoc on classes early in the morning. They tend to be night owls and perform better later in the day. Put their more difficult classes in the afternoon, especially at the secondary level.
- Emotions
  - Students with ADHD have the same feelings as everyone else. They just feel them with a much higher intensity. They cry at commercials on TV. They pick up the emotions of everyone around them. If you are in a good mood, then they’ll be in a good mood. If you are in a bad mood, then they’ll be in a bad mood. They are barometers for the moods of everyone they are around.
  - Students with ADHD cannot let go of things. Students with ADHD rewind and replay every single aspect of the day. Students with ADHD regret the things they said, the things they did, the things they didn’t do, and the things they didn’t say. Students with
ADHD spend hours playing this tape and feeding the loop of anxiety that goes with ADHD.

So, is it a disability or a disorder? Let’s call it a condition instead of a disorder!

Help them figure out how to use the strengths that come with an ADHD brain.

What can teachers do to help students with ADHD be successful in the classroom? Students with ADHD need three things:

<table>
<thead>
<tr>
<th>Revise the Environment</th>
<th>Replace the Behavior</th>
<th>Reframe the Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with ADHD need you to set up the environment to do the following:</td>
<td>Students with ADHD need you to teach them tricks for the following:</td>
<td>Students with ADHD need you to understand what’s going on inside their head. Students with ADHD are not doing things to “bug” you.</td>
</tr>
<tr>
<td>• Provide proprioceptive and vestibular input</td>
<td>• How to self-regulate when we’ve become hyper-focused</td>
<td>• Students with ADHD aren’t the kids who get invited to come over and “hang out”. Help them out by doing Public Relations and making them look good in front of others.</td>
</tr>
<tr>
<td>o Different seating</td>
<td>• Teach them “cue” words for them to key into when you really need their attention</td>
<td>• Give them a vibrating watch that reminds them to come back or a gentle physical touch or two taps on their chair leg</td>
</tr>
<tr>
<td>o Fidget tools</td>
<td>• Social skills training</td>
<td>• Handle them with compassion</td>
</tr>
<tr>
<td>o Options for working at a desk or table</td>
<td>o Students with ADHD really don’t read social cues very well</td>
<td>• Try to see what is going on inside their brains-Students with ADHD do not have brakes in their internal engine.</td>
</tr>
<tr>
<td>o Opportunities to walk</td>
<td>• Teach them how to organize- Students with ADHD keep trying.</td>
<td>• Use their gifts and build on them</td>
</tr>
<tr>
<td>• Minimize distractions</td>
<td>o Give them maps of what their desk or locker should look like.</td>
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</tbody>
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LET'S TAKE EACH OF THE CATEGORIES IN THE DSM-V AND GIVE A QUICK REFERENCE TO INTERVENTIONS USING THE TRIPLE T- TRIPLE R CHART

Using Rabiner’s definitions of the The DSM-V (2013) here are some ideas to help in the classroom added.

- often fails to give close attention to details or makes careless mistakes in schoolwork, work or during other activities (e.g. overlooks or misses details, work is inaccurate)
  - Put the letter “C” by everything they have correct as you are going around the room pollinating the learning. This helps them understand where they are doing well and where they need to look at their work.
- often has difficulty sustaining attention during tasks or play activities (e.g. has difficulty remaining focused during lectures, conversations, or lengthy reading)
  - Engage the student by giving them a job like running the SmartBoard or passing out papers.
  - Allow them to stand up in the back and pace.
- often does not seem to listen when spoken to directly (e.g. mind seems elsewhere, even in the absence of an obvious distraction)
  - Say their name first.
  - Give simple commands based on how many the student can respond to. For instance, some students cannot do a five-step command. It needs to be simpler.
- often does not follow through on instructions and fails to finish school work, chores, or duties in the work place (e.g. starts tasks but quickly loses focus and is easily sidetracked)
  - Give them a “task list“ they can check off and put it on their desk.
  - My daughter has one for every student and it’s laminated. She just writes on it as she is setting up their work day. Everyone has something on their list, but some have more than others.
  - Nothing goes on this list that could be misconstrued by others as something wrong with the child. For instance, “Don’t blurt” could be witnessed by another student and then others could tease the student for being a blunter.
- often has difficulty organizing tasks and activities (e.g. difficulty managing sequential tasks, difficulty keeping materials and belongings in order, messy, disorganized work, poor time management, fails to meet deadlines)
  - You would be helping many students if you put up a step one- step two- step three on the board for each independent work assignment.
  - Many times, educators give this information auditorally and many students are visual.
- often avoids or is reluctant to engage in tasks that require sustained mental effort (e.g. schoolwork or homework; for older adolescents and adults, preparing reports, completing forms, reviewing lengthy papers)
  - Teach them how to work for 15 minutes and then take a five-minute brain break.
- often loses things necessary for tasks or activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, cell phones)
  - Give them mnemonic cues like a luggage tag on their backpack, map for their desk or locker etc. Have supplies in the room they can use. (It’s not worth 45 minutes of lost learning time sending them to the office for not having a pencil.)
- often easily distracted by extraneous stimuli (e.g. for older adolescents and adults may include unrelated thoughts)
  - Clear the clutter in the room
  - Make a draft dodger for the door to cut out some hallway noise
- often forgetful in daily activities (e.g. doing chores, running errands, for older adolescents and adults, returning calls, paying bills, and keeping appointments)
  - list-list-list
  - use technological reminders

<table>
<thead>
<tr>
<th>Revising the Environment</th>
<th>Replacing the Behavior</th>
<th>Reframing the Response</th>
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</thead>
<tbody>
<tr>
<td>• Use proximity</td>
<td>• Have the student mark yes or no on a small card when their vibrating watch goes off.</td>
<td>• Create suspense before asking questions in class by pausing or making a dramatic gesture</td>
</tr>
<tr>
<td>• Keep moving in the classroom</td>
<td>• Were they paying attention or was their mind wandering? Help them look at the patterns to the times they were off task.</td>
<td>• Randomly call on students- but come up with a “safe behavior” for the student with ADHD if they don’t know the answer (for instance looking toward the wall instead of you)</td>
</tr>
<tr>
<td>• Give student a vibrating watch set to vibrate every 13 minutes.</td>
<td>• Teach students how to fidget appropriately to help them pay attention.</td>
<td>• Warn students there is a question coming</td>
</tr>
<tr>
<td>• Clear the room of clutter</td>
<td>- Foot fidgets</td>
<td>• Use the student’s name in an example (don’t single out just one student though)</td>
</tr>
<tr>
<td>• Make a draft dodger for the door to block out some of the hallway noise</td>
<td>- Finger fidgets</td>
<td>• Use a secret signal, like two taps of a chair leg</td>
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<tr>
<td>• Color code subjects. Make the turn-in bins match the color of the subject</td>
<td>- Seat fidgets</td>
<td></td>
</tr>
<tr>
<td>• Put a luggage tag on the student’s backpack so you can slide of list of what needs to come back and go home each day.</td>
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<tr>
<td>• Make maps of what their desk and or locker should look like</td>
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<tr>
<td>• Use templates, diagrams, and charts to help them plan work.</td>
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<tr>
<td>• Teach them tips to complete tasks that might seem difficult.</td>
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</tbody>
</table>
Using Rabiner's definitions of the The DSM-V (2013) here are some ideas to help in the classroom added.

- Often fidgets with or taps hands or squirms in seat
  - Give the student fidget tools to use after teaching them how to use them appropriately
  - If the fidget tool becomes a distraction, use an adhesive bathtub non-slip tread affixed under the desk
- Often leaves seat in situations when remaining seated is expected (e.g. leaves his or her place in the classroom, in the office or other workplace, or in other situations that require remaining in a specific location)
  - Give them a standing desk or an area they can pace in the classroom
  - Give them an air-filled disk that allows them to move in their seat
- Often runs about or climbs in situations where it is inappropriate (e.g. in adolescents or adults may be limited to feeling restless)
  - Build in movement breaks (no one at any age likes to sit in a chair for eight hours)
- Often unable to play at leisure activities quietly
  - Help the student learn a quiet skill to pass the time
    - Drawing
    - Doodling
    - Cartoon drawing
    - Computer skills
- Often “on the go” acting as if “driven by a motor” (e.g. is unable to be or uncomfortable being still for extended time, as in restaurants or meetings. May be experienced by others as being restless or difficult to keep up with)
  - Foot fidgets will help with this
  - Allow them to take off their shoes and wiggle their toes
- Often talks excessively
  - Make a video model of appropriate reciprocal talking
  - Give them a job to do in the class that requires talking- going over the day’s agenda etc.
- Often blurts out answers before questions have been completed (e.g. completes people’s sentences, cannot wait for turn in conversation)
  - The video modeling will help with this
  - For some students, you might have to do role plays during a social skills flex lab
- Often has difficulty waiting for their turn (e.g. waiting in line)
  - Teach them ways to use their mind to practice patience
- Often interrupts or intrudes on others (e.g. butts into conversations, games or activities. May start using other people’s things without asking or receiving permission; for adolescents and adults, may intrude into or take over what others are doing)
  - The video will help with this as well
<table>
<thead>
<tr>
<th>Revise the Environment</th>
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<tbody>
<tr>
<td>• Use KWL charts to introduce new topics to the class</td>
<td>• Teach students to repeat the question before they answer</td>
<td>• Give behavior specific praise as much as possible</td>
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<tr>
<td>• We add an H for How do you want to learn that information</td>
<td>• Teach this student one answer that they will be the expert on for the day for each subject. (Make this a class job so the others do not get jealous)</td>
<td>• Go over the expectations frequently (booster shots)</td>
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<td>o KWHL</td>
<td>o If you don’t know how to do number 5, Jeremy can show you how to do it. He is the math expert.</td>
<td>• Develop a secret signal between you and the student</td>
</tr>
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<td>• Use call and response techniques to get the class attention</td>
<td>• Use video models to show appropriate responses</td>
<td>• When a student gives an answer that isn’t relevant to the question, ask them to tell you more so you can see where their brain made the connection. This can be used later for a private conversation</td>
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<tr>
<td>• Put up positive posters in the room that focus on an “I can” spirit. Give students positive self-talk words through these posters.</td>
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<td>• Give them places to stand so they can pace</td>
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<td>• Put cushions in their chairs so they can move in their chair</td>
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<td>• Give them fidget tools</td>
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<td>• Seat them next to good peer models/mentors</td>
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Boys are at least four times more likely than girls to have ADHD (Ali Carr Chellman, 2010).

Here is why:

**Anatomy 101**

The female tailbone is higher in the body to allow for childbirth. We have a pocket of fat between our tailbone and where we sit on the chair. (Yes, we know you aren’t supposed to sit on your tailbone- but look around you right now. Everyone is sitting rounded which pushes the tailbone down into the surface upon which you are seated.)

The male body is not built to allow for childbirth. The tailbone comes all the way down and the only thing protecting it from the seating surface is a thin layer of dermis. If you are a boy, you are going to move more because of this discomfort. You will look more like typical ADHD hyperactive. In reality, you are a typical boy who needs to move.

Now look at the floor of the male pelvic area. It is shaped like the letter “V”. All the weight is pinioned in one spot. This causes more discomfort.

Notice the floor of the female pelvic floor. It is arched and distributed evenly across both hip areas. Girls were built for sitting, so they look less ADHD than boys. We believe girls have ADHD just as much; however, it is missed because more girls have ADHD inattentive (in our opinion). The inattentive type of ADHD is harder to notice from the outside.

**Center of Gravity**

If that isn’t enough in the anatomy difference, the center of gravity between males and females is very different as well. The center of gravity for boys is in their chest. When they are seated, they feel top heavy. This again makes them want to move. The center of gravity for females is in their hips. They feel centered in their chair.

To illustrate this point, we have the chair experiment:

https://www.youtube.com/watch?v=MWoZTvRCS10

Women can do this experiment and men can’t.
Approximately 11% of children in the US have ADHD. It varies by state with Nevada being the lowest at 5.6% and Kentucky being the highest with 18.7%. Some research indicates the states that have a high farm community have higher incidents of ADHD (CDC based on 2011 statistics). (They take statistics every 5 years so this year the number will most likely be higher when they tabulate).

Based on the national average of 22 students in a classroom, this means at least 3 students have ADHD. Then consider that all boys need seating modifications based on their anatomical build and several girls have hidden ADHD, we might as well modify the whole classroom.

**So, what environmental changes can you make in the room to help students with ADHD?**

**Static Seating Vs Dynamic Seating**

Eggleston (2016) has been researching this topic extensively for her dissertation. Here is a small token of what she has found regarding seating choices:

Significant statistical differences were found in attention to task (Pfeiffer et al., 2014) and time on task (Fedewa and Erwin, 2011) when students were offered stability ball seating. Off task behavior is decreased significantly when compared to students who are seated in static chairs (Schwabova, Maly, & Zahalka, 2015). Children who are seated on a dynamic seating choice have better posture and engagement and are less likely to seek out sensory input by getting out of their seat or being off task verbally or physically (Smith-Roley et al., 2015).

Burgoyne and Ketcham (2015) have found sensory processing to be a predictor of learning success. Their research found only 50% of students who were seated in static chairs were on task; whereas, student seated on dynamic seating found 85% of the students on task (Eggleston, 2016). A research study of eight ADHD students found these students to be seated only 45% of the time and on task only 10% of the time when seated in static chairs. When these eight students were introduced to dynamic seating, in seat behavior increased to 94% and their on-task behavior increased to 80% (Fedewa & Erwin, 2011).

The authors of this book do not like to single students out and make them look different. This only adds to the anxiety of students with ADHD. We suggest educators get a giant bin of different seating options that you can live with and give students one week to decide which one is best for their own learning. Here are some ideas:

- Air-filled Yoga/Pilates core stabilization disk. These are available from a variety of sources including discount stores. The air inside is adjustable and most have a smooth surface and a bumpy surface.
Stability ball- used for Pilates and Yoga. We used a $1 hula hoop to keep it in place so it doesn’t roll away. They sell chair bases for these balls; however, the cost is quite high when multiplied by the number of students in the classroom.

This is a garden kneeling pad from the $1 store. It is foam filled and provides a nice soft seating choice for some students.

This is a common kitchen cushion. Parents can donate old cushions in good repair that they no longer use. One bonus to this is that they are usually equipped with ties to keep them from slipping off the chairs. For some students, this is an excellent choice.

This is a camping cushion. It was picked up at an army surplus store for $3. They probably do not cost much more than that brand new.

**Other seating cushion choice ideas:**

- Some people use beach balls that are partially blown up. These do not last very long and tend to be costlier in the end due to replacements needed.
- Ikea makes a child’s cushion for 2.29 available in the store in the children’s area. They are round with ridges and much like a garden kneeling pad.
- Stadium cushions are inexpensive. One school district in Alabama got their local business partner to get them printed up with the bank advertisement on one side and the school logo on the back side. They put one in every student’s chair Pre-K through high school. The students and teachers loved it. It was inexpensive advertising for the business partner.
- Rocking chairs with lap desks
- Swivel chairs (teacher chair with no arms)- we pick them up at discount stores for less than $10 or garage sales and redo the seats if needed.
- Ottoman from a glider rocker pulled up to the desk
- Bean bag chair with a lap desk
- Overstuffed chair with a lap desk
  - One teacher in an alternative school (severe emotional behavior disorders) with 10 students took all the static chairs out of her room and got donations of overstuffed chairs and lap desks. She replaced the whole room with comfortable chairs. She set up the expectations for how students were to sit in and use the overstuffed chairs. The students were warned the chairs could disappear if not used appropriately or if their grades went down. One month after installation, she ran her grades and every students' grades had gone up by at least 10 points in almost every subject. She said her only problem now is the other adults in the building walk by and say, "Must be nice to have comfortable chairs in your classroom." She just smiles and says, "Yes, it is nice and their grades prove it."

Maybe, you are afraid those air-filled disks would become flying Frisbees in the classroom? Here is our solution to that. We sew them into the chair. They are whip stitched all the way around and attached on all four sides. Educators can throw an after-school pizza party (ask for donations of pizza) and have parents help sew the cushions into the chairs in the whole classroom.

Some students prefer to stand to do their work. They sell standing work stations and sit to stand desks for over $200. The first picture below (left) is a cost effective solution. This is a garage sale counter height table. It is painted to match the theme of the room and allows four students to stand and do their work. Expectations for the standing work area are taught-imprinted-practiced-praised (TIPP) so the students know how to use the area properly. On the table are written and pictoral cues to remind the students of the expectations.
The picture on the right is a commercially purchased standing work station and only has room for one student. They also sell desks that go from sitting to standing with a flip of a lever on the desk.

**Other ideas:**

- Teachers have made standing work stations out of the following:
  - Sawed off podiums donated from businesses and hotels with old desk tops attached
  - An old desk top attached to the top of a rolling cart
  - Home built solutions made by crafty woodworkers
  - Adding PVC pipe to the bottom of an old desk to raise it up
  - They also sell leg extenders through teacher supply catalogs
  - Adding bed risers to the bottom of a desk
Fidgeting

Fidgeting increases retention of material by 39% (Farley, Risko, & Kingsley, 2013; National Institute of Health, 2013; Roland Rotz, 2013; Sandra Wright, 2013). Doing two things at once really helps retain material especially if the fidgeting is using a sense that is not required for listening.

Here's the video we showed during the seminar:

https://www.youtube.com/watch?v=71PB_Rulk5M&index=19&list=PLvq9Tp5JZ8oAV-GAZmvEoYjqntBaabKMj

The only thing we don’t like about the video above is that she refers to the fidgets as toys. We believe they should be called tools and kept in a toolbox in the classroom. (A real toolbox). This is a subliminal message to the students that the items are tools not toys. You can use: a sewing kit, a tackle box, a small tool box, an old caboodle, anything along those lines with the words “TOOLS” written on the front.

We have expectations for fidgets and these are clearly taught with visual cued reminders in the classroom. Here are our expectations:

1. Fidget tools must be quiet
2. Fidget tools must stay with you
3. Fidget tools should be one-handed so you can write if you need to
4. Fidget tools should help you pay attention

So here are some of our favorite fidget tools.

This first sample attaches under the desk top or can be placed on the desk. We prefer it under the desk because it doesn’t single a student out who needs it. It is available from www.fiddlefocus.com

Also from www.fiddlefocus.com is a very popular product called BOINKS. It is a favorite of adult attendees to these trainings. It is like old finger handcuffs with a marble on the inside. It fits our expectations for fidgets.

Porcupine balls are popular with adults and students. These can be purchased through www.orientaltrading.com 8.99 for 72 of them.

Here are some other ideas:

- Bathtub applique (non-skid style) placed under desk top (cheaper than Velcro and lasts forever)
- Figit ring is a metal ring that a student wears and they can roll it up and down their finger without anyone knowing they are fidgeting. [https://www.therapyshoppe.com/category/P3286-wire-fidget-ring-sensory-toys-tools-desk-office-toys-fidgeting](https://www.therapyshoppe.com/category/P3286-wire-fidget-ring-sensory-toys-tools-desk-office-toys-fidgeting) $3.99 for one ring (shop around once you see what they look like. Sometimes, Ebay has them much cheaper.
- Stress balls
- Playdough
- Silly putty
- Poster tac
- Fidget pencils [http://www.nukbrush.com/nukbrush/pencil-topper-fidget?qclid=CP_Wqa_6_8oCFYpufgodMcQB_g](http://www.nukbrush.com/nukbrush/pencil-topper-fidget?qclid=CP_Wqa_6_8oCFYpufgodMcQB_g) $1.99 with free pencils
- Kooshball keychain
- Artificial grass bathmat cut into two inch by two inch squares [http://www.amazon.com/Meadow-Grass-Suction-Grips-WalterDrake/product-reviews/B005E8N1AY](http://www.amazon.com/Meadow-Grass-Suction-Grips-WalterDrake/product-reviews/B005E8N1AY)

We have found these mats at “Ross-Dress for Less” stores for $6.99 - two teachers could easily split a mat and have enough for their whole class. We run them through the top layer of the dishwasher or the washing machine in a lingerie net to keep the germs at bay. 😊

These are the parameters for choosing good fidget tools (Marner, 2016):

- Age appropriate- Students with ADHD sometimes put things in their mouth without thinking. Make sure it is BPA free and a size that they can’t choke on
- Inconspicuous - they don’t want people to know they have an accommodation unless everyone has one, so it should fit in their hand or be attached under their desk
- Quiet- Students with ADHD have trouble with auditory distractions so they need something that won’t draw their attention away like a tool that clicks
- Tactile feedback- They should be able to get information from feeling it rather than looking at it
- Tools- Make sure you call them tools

Foot Fidgets

Look around the room. People are tapping their toes, slipping their feet in and out of their shoes, swinging their foot or legs, or twisting their foot around while listening to the speaker. As adults, we have all figured out socially appropriate ways to fidget to pay attention. We need to help students learn these skills; otherwise, their choice will be to get up and walk around the room. Here are some ideas:

- Bungee cord tied between the two chair legs so they can bounce their foot (caveat- if the ends are not clamped down, the cord can come undone and fly across the room)
- Physical therapy banding tied between the two chair legs so they can bounce their feet (this is expensive)
- Elastic waistband elastic available at discount stores can be used. Choose another color besides white because it will soil quickly with the bottoms of shoes.
- Pantyhose or Tights leg tied between the two chair legs for bouncing purposes.
- Bicycle inner tube that is discarded fits perfect around all four legs when stretched.
- We like a pool noodle strung on the stretchy banding so the students can take their shoes off and roll the pool noodle (caveat- the pool noodle tears. Put duct tape on the edges of the pool noodle and this will help it last all year.)

**Naked Feet**

Taking off your shoes and wiggling your toes reduces anxiety by 39% (Segal, et al., 2013). Later, in this book, we will discuss how anxiety plays a huge role in students with ADHD. Set up the environment of your classroom that it is okay to take your shoes off.

One teacher we know uses slippers. The students bring slippers from home and they wear them in class as their “Super Smart Slippers” (obviously, an early elementary intervention). I ask you, “What is the first thing you do when you get home at night?” Most of us, take off our shoes. It is relaxing. The children we worked with in Iceland, Australia, and New Zealand (in many of the schools) were barefoot. These countries beat us in resilience. They also beat us in some of our common core subjects every year. Perhaps their children are more relaxed and able to learn and generalize information for life? Just a thought.

**ADHD Inattentive Environmental Changes**

The cushions are going to help keep the brain engaged by providing proprioceptive input. Students with ADHD also need some touch cues to help them realize that they have become hyper-focused on the wrong topic. Here are some ideas that help students with the inattentive form of ADHD.

**Vibrating Watches**

These watches vibrate for two seconds and then snooze for the next time frame. The best way we have found to use this is as follows:

1. Take baseline data by watching how frequently the student seems to go out of focus with what is going on in class. Determine an average. Was it every 22 minutes? Was it every 13 minutes?
2. Based on this data, set the vibrating alarm on their watch to go off that number of minutes. No one must do anything when the alarm goes off, it will automatically snooze after two seconds.

3. Students with ADHD can use this to self-regulate and check to see if they are being mindful of what is going on in the classroom.

**Whole Brain Teaching**

Whole Brain Teaching is a teaching style that really helps students with any kind of ADHD to stay on task because they are so involved. It helps the ADHD inattentive type because we have a partner who will keep them in the here and now. [www.wbt.com](http://www.wbt.com)

Chris Biffle has many samples of Whole Brain Teaching on his website at the preschool to college level. You can even earn professional development points by watching his training videos.

**Flipped Classroom**

This is another teaching style that really helps students with any kind of ADHD. This environmental change would have the teacher video tape the lesson. This would be done prior to teaching the information to the students. The students would watch the videos for homework instead of doing the independent work. When the students come to class the next day, they do the independent work with the guidance of the teacher. Students who need to hear the information more than once can watch the video repeatedly. Students who know the material already and just need a few booster shots can fast forward through the information they already know. For more information, here is a great video: [https://www.youtube.com/watch?v=ojiebVw8Oog](https://www.youtube.com/watch?v=ojiebVw8Oog)

**Games**

In his article, “What My Son with ADHD Taught Me About Minecraft and Executive Functioning”, Jamie Martin (2016) tells us he learned to not despise the game because it taught his son so much about executive function skills.

- **Planning and Prioritizing**
  - Students should be taught overtly and given chances to rehearse the executive function skill sets of planning and prioritizing (Willis, 2016).
  - In Minecraft, the student must build a shelter before nightfall or creepers (zombies) will come destroy you (Martin, 2016).
  - Help them make analogies to prioritizing and planning their work completion so they don’t get destroyed by the zombies of a low grade.

- **Organization**
  - Organizational skills help students with reading, following directions, literacy skills, and math skills (Morin, 2014).
  - In Minecraft, space is limited and you need supplies. You need to find your supplies and you should store your supplies in a safe environment (Martin, 2016).
  - Help them make analogies to being organized with homework return, supplies for school, and keeping everything in a safe place so it doesn’t get destroyed by the zombies of a low grade.
- **Working Memory**
  - Working memory comes in two formats: auditory and visual-spatial. Auditory memory recalls what we hear and visual-spatial recalls what we see. This memory should be recalled and played back when new information comes in. It's like shuffling through a deck of cards that are in order except for a few cards and as the deck is shuffling, you should drop the other cards in where they fit (Morin, 2014).
  - In Minecraft, you use formulas or recipes to build and create things. You should remember the ingredients and bring them to your crafting table. This is working memory (Martin, 2016).
  - Students with ADHD need help making the connection of using their working memory when they work independently. Students with ADHD need to take the ingredients delivered by the teacher and they need to put them together to form the recipe of a successful paper.

- **Flexible Thinking**
  - Although most articles focus on teens when talking about executive functioning, we have met quite a few adults who have trouble with this facet. Some students have difficulty seeing other viewpoints or other ways of doing things. Enhancing flexible thinking skills can help them advance in adult life as well as school (Morin, 2014).
  - In Minecraft, you should think outside the box when you get lost in the woods or fall into a ravine when you are out gathering wood. These are unexpected situations and you need to think differently to survive (Martin, 2016).
  - Help students with ADHD understand the importance of flexible thinking and compare Minecraft to life. If we can only see one way, we could end up losing their job or friends. Here's a great clip that will help educators justify that point to those students with ADHD: [https://www.youtube.com/watch?v=ndF2dabEa8U](https://www.youtube.com/watch?v=ndF2dabEa8U) (little boy with head stuck in spindles)

- **Impulse Control**
  - Paul Bretz (2016) tells us impulse control is not knowing rules and recognizing consequences for breaking the rules. These students can recite the rules and consequences verbatim. Impulse control has more to do with not being able to deal with frustration and overriding the emotions that go with that frustration. It's their “go to” behavior when they are frustrated.
  - Martin (2016) tells us in Minecraft, there are temples with treasure rooms. However, the treasure rooms have hidden traps. You must scout out the room to find the hidden traps so you don't succumb to the trap. It's kind of like the Marshmallow Test (Mischel, 2014).
  - We need help to make the correlation from Minecraft to life that we must master self-control before they get themselves into traps.
    - It is one of the reasons the authors like Martial Arts for children with ADHD. It's not to tire them out, it's to help them learn self-control.
Self-monitoring

- John Hattie (2015), tell us the number one intervention for improving behavior and academics is students learning to self-monitor. Knowing where you are in time and space and being able to be mindful of what’s needed now is a skill all students need to be successful.
- In Minecraft, players can build machines to help them with tasks. They must monitor their progress and check to see that all the parts are working. In the game this can save their life (Martin, 2016).
- Students with ADHD need help learning how to self-monitor or self-regulate to be successful in school and life. You can use what you know from Minecraft and help students make this generalization.

Why games are important


Here’s the big take-away from Martin (2016, McGonigal, 2011, and Carr-Chellmann, 2010), games are more fun to be engaged in because there is less pressure if you mess up. You get another life. We can express their creativity in games and no one is judging them or criticizing their efforts. That next goal is always almost attainable to them. The students can power up and move to new levels. Everyone has a sense of accomplishment when they reach new levels.

Educators

There is a positive reinforcement game you can download for your students. It is called ClassCraft. [www.classcraft.com](http://www.classcraft.com). It is free for teachers. Students earn points for participating in class, turning in work, being on task and more. They can use these points to build worlds in a safe portal. It is very motivating to all students and helps them make the connection from game life to real world life.

Environmental Changes You Can Make That Involve Games and the Thinking Behind Games

Games Themselves

On [www.behaviordoctor.org](http://www.behaviordoctor.org) under materials, you can click on a page that says games. On this page, there are links to different websites that have provided for free the templates for games like Who Wants to Be a Millionaire? Are you Smarter than a Fifth Grader? Jeopardy, races, and other game formats. Take any subject you are studying and turn it into a game format.

The nice thing about games and students with ADHD, you can incorporate movement into the games to help them stay connected to their learning. Kinesthetic learning is an important part of getting all students involved.
Have a Ball

Another simple game format is to take a rubber ball from any discount store. Use a permanent marker and write review questions or math facts on the ball. We divide it into sections first. You get the students in a circle and toss the ball. It is caught two handed. Wherever their right thumb lands is the question they must read and answer for the class. For those students who struggle with learning, if they don’t know the answer, they can read one nearby that they know the answer to. It helps them save face. If we don’t help them save face in front of their peers, they will sabotage the game. They are still learning by hearing the questions and answers the others are reading and sharing.

Music in the Environment

Music therapy is a well-researched topic. The ADHD brain is very much a fan of music therapy. As a matter of fact, when Dr. Riffel was writing her dissertation she played the same CD repeatedly to help block out distractions that went on in the hallway outside her office. Here are the songs recommended for ADHD brains by www.ADDitudeMag.com with suggestions from Sharlene Habermeyer and the ADDitude editors.

- **Ludwig van Beethoven's Emperor Concerto for Piano No. 5**
  - This piece helps build the brain and advances speech and language skills
- **Wolfgang Amadeus Mozart's Symphony No. 40 in G Minor**
  - This piece stimulates the inner ear. It strengthens auditory and motor functions. It is regarded in autism circles as beneficial for children on the spectrum as well.
- **Johann Sebastian Bach's Brandenburg Concertos**
  - This music has been known to change the electromagnetic frequencies of the brain to alpha mode (7.5 cycles per second). This helps with focus and concentration.
- **George Frideric Handel's Water Music**
  - Handel's music is also known to change and prepare alpha mode in the brain. It takes 20 minutes for the brain to switch over. This should be played at conversation level in the classroom prior to and during independent seat work.
- **Johannes Brahms' Concerto for Violin in D Minor**
  - When the brain is in alpha mode, the body appears relaxed; however, the brain is still in gear with the engine running. This music will help the child focus the energy efficiently and generate the best ideas.
- **Antonio Vivaldi's The Four Seasons**
  - Dr. Donald Shelter uses this music to assist in building memories, speech patterns, and greater clarity.
- **Peter Ilyich Tchaikovsky's Concerto for Piano No. 1**
  - Learning to play music has been shown to improve impulse control, reading comprehension, and working memory skills. Tchaikovsky's music is frequently a goal of those playing an instrument.
- **Johann Pachelbel's Canon in D**
  - This music is particularly helpful in helping the ADHD mind to slow down and go to sleep. If that doesn’t work, add in a sound machine with this music and play the ocean waves sound that comes with the sound machine.
Organize the Environment

Students with ADHD need extremely organized environments. There must be a place for everything and everything in its place.

Expectations

Students with ADHD need you to have 3-5 clear expectations for the classroom. Make sure the expectations are positively stated (tell them what to do, not what not to do). Make sure the expectations are easy to remember (appropriate length for age of students). Make sure you have an action word associated with each expectation (The word respect is a nice word, but it doesn’t tell them what to do with the word. Be Respectful or Show Respect comes closer to giving it meaning the students can actualize).

Make sure there are posters or cue cards in the environment to help the students (especially those with ADHD) to remember what these expectations are.

We will talk more about the matrix that goes with these expectations when we get to the replacement behavior section of this booklet.

Routines

If a child with ADHD is in a classroom with a teacher who flies by the seat of their pants, Students with ADHD will struggle. Students with ADHD need a set routine that does not change. Students with ADHD do not handle change well. Set up a routine. If there will be a change in the routine, give them advanced notice. Even if the advanced notice is emailing their parents that morning to alert them there will be a substitute teacher today or a fire drill.

Here's a sample of a routine check-list for a secondary classroom (hint: it's a good idea to laminate it and give it to the student with a dry erase marker so they can keep track of task completion)

- Greeting at the door - Checking in with the teacher
- Entering the classroom and centering themselves to the tasks ahead
- Read today’s objective on the board
- Read the “bell ringer” on the board and write down my response on my personal white board
- Listen to the 60bpm music playing and watch the nature pictures while waiting for the bell to ring
- Bell rings
- Lights come on, music goes down, and nature pictures disappear off Smart Board.
- Teacher starts class with teaching
- Check for understanding
- Independent seat-work
- Assignment written or placed in agenda book
- Prepare exit slip
- Bell rings- leave class for next class after turning in exit slip
Obviously, there will be days where the schedule is different. Advance notice will help them prepare for those days and ensure a smooth transition into something different.

**Turn-in bins**

Make sure the turn-in bin is always in the same place and is color coded to help them remember what gets turned in where. Students with ADHD do their homework and then forget to turn it in. Students with ADHD need a visual cue reminder to turn it in. A poster on the door as they enter with a current actor asking “Got Homework?” will help them remember—especially if you give them a nod toward the poster. Remember, they could be hyper-focused on what they are doing today, not what they did last night.

It’s a lot to ask, but schools that use a color coding system across the school really help students with ADHD. You don’t have to use these colors, but here is an example:

- Red folders, red turn-in bins, red marks on the edges of the Xerox paper = Reading type classes
- Orange folders, orange turn-in bins, orange marks on the edges of the Xerox paper = Language arts type classes
- Yellow folders, yellow turn-in bins, yellow marks on the edges of the Xerox paper = Math type classes
- Green folders, green turn-in bins, green marks on the edges of the Xerox paper = social studies type classes
- Blue folders, blue turn-in bins, blue marks on the edges of the Xerox paper = science type classes
- Purple folders, purple turn-in bins, purple marks on the edges of the Xerox paper for specials and electives

If it’s consistent from grade level to grade level and class to class, it will help students with ADHD and many of other students who are dealing with executive function difficulties.

**Time in the Environment**

Students with ADHD have time blindness. If they are in hyper-focus mode, they can spend hours deep in thought and have no idea that several hours have passed. Make time visual for students with ADHD. Our favorite timer is the Time-timer. It actually shows time disappearing. These are silent timers that show time disappearing. There is a version for iPads and even an individual watch. [www.timetimer.com](http://www.timetimer.com)

**Attention Getters**

To bring students with ADHD into your world, use a call bell. Train them that they cannot work until you ring the bell the second time and say, “You are free to move about the assignment” (play on the SWA commercial, “You are free to move about the country”).
Teachers who greet students at the door, enjoy 45-72% less disruptions in the classroom (Allday & Pakurar, 2012). What was meant by this was not saying “Hey” while distracted. The idea was to build a relationship with the student. We developed a simple technique to help you remember what to do. TUMS soothes your stomach when it’s upset and it soothes relationships.

T= Touch Them (high five, hand shake, knuckles, elbow, pinkie, etc. (touch induces compliance)

U= Use their name in a positive way (Bhaerman and Kopp found when an adult other than a child’s parent knows and uses their name in a positive way, the child is less likely to drop out of school.

M= Make eye contact (We’ve decreased eye contact by 63% since the 1950’s)

S= Smile- a smile plus a frown equals a smile. It induces a positive feeling in the child.

If you do every day, you will be able to tell what kind of mood your child with ADHD is coming in the door with and you can address the situation before it has time to multiply in the classroom. You can give booster shots and encouragement at the door.

This technique can be completed with every student in three minutes or less.

504 Environmental Accommodations for Children with ADHD

- Assignments
  o Allow them extra time to finish assignments- even law school makes accommodations for future lawyers by allowing double the time for tests
  o Break long assignments into segments with deadlines for each segment (Don’t give them a huge assignment due a month from now)
  o Make sure they get information auditorally and visually
  o Check their work frequently

- Supplies
  o Keep extra supplies in the room for the student
    ▪ Copies of books
    ▪ Pencils/pens/crayons/markers
    ▪ Paper
  o A student misses 45 minutes of learning time if they are sent to the office. (We’ve met teachers who send students to the office for not having a pencil.) Students with ADHD are not leaving their pencil at home because they are not responsible. They are leaving their pencil at home because the engine in their brain was running 90 mph about something else. There is no punishment that will make them remember the pencil tomorrow. What works for one student doesn’t work for all students. Just give them a pencil. (PS- I present over 200 days per year. Every single day, there is an adult in the audience who comes up to ask me if I have a pen they can borrow. Do you think I send them home to teach them responsibility?)
  o Provide them with a preferred pencil
 The child with ADHD has a brain that works faster than the pencil can write
 Many children prefer these pencils. The children at Mrs. Eggleston’s school call them “rocket pencils”. They are really from www.penagain.com and are called “twist ‘n write pencils”. As you can see on the website, they make pens and highlighters as well. If they do not like the penagain pencil, try other brands till they find one that is comfortable.

(www.penagain.com)

• Student needs to be seated away from distractions
  o Make sure they are not facing a messy bulletin board or stacks of papers that need to be graded
  o Make sure they are not facing the door where they can see distractions in the hallway
  o If your school has the thin walls between classrooms (think open concept turned contained) make sure students with ADHD are not next to a thin wall where they can hear everything on the other side of the wall
  o Seat them next to peer models
• Allow them to have a standing work station if it’s needed
• Allow them to have fidget tools
• Allow them to take their shoes off in class and wiggle their toes
• Make sure they are seated
  o Away from the air source
  o Away from the running overhead projector
  o Away from the door
  o Away from noisy students
  o Away from walls (if you have thin walls between classrooms)
  o Away from facing windows
  o Near students who are quiet
  o Where they can see the visual representations you have on the board
Replacement Behaviors to Teach to Students with ADHD

Expectation Matrix

In the environment chapter, we learned we should have three to five expectations for our classroom. They should be simple, easy to remember, positively stated, and have an action verb associated with them.

Let’s suppose your expectations are:

- Be Safe
- Act Responsibly
- Show Respect
- Seek Knowledge

“It’s all about that BASS”

You couldn’t just put these words up on the wall and expect the students to exhibit those behaviors. We should teach them what those words look like, sound like, and feel like. Whenever we are teaching behaviors, we think: head, heart, and hands.

- What do we want them to think?
- What do we want them to feel?
- What do we want them to do with their hands and feet?

So, we build a matrix. Here is a sample matrix:

The following matrix is an elementary example with only two exemplars in each box. You might have more. To see samples from all age levels, go to www.behaviordoctor.org under materials, and universal behavior support.
<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Cafeteria</th>
<th>Bus</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Walk in the room</td>
<td>Report spills on the floor</td>
<td>Report spills on the floor</td>
<td>Clean up spills</td>
<td>Keep your bumper in the seat</td>
<td>Follow the directions for</td>
</tr>
<tr>
<td></td>
<td>Pick up items on the floor</td>
<td>Stay in assigned area</td>
<td>Keep water in the sink</td>
<td>Carry your tray with two</td>
<td>Stay where the bus driver</td>
<td>playground equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>hands</td>
<td>can see you always</td>
<td>Stay where adults can see</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>you always</td>
</tr>
<tr>
<td>Act Responsibly</td>
<td>Raise your hand</td>
<td>Use a zero-inch voice</td>
<td>Go, flush, wash your</td>
<td>Use a 3 to 6-inch voice</td>
<td>Keep your belongings in your</td>
<td>Wear your coat</td>
</tr>
<tr>
<td></td>
<td>Start work in two minutes</td>
<td>Go to assigned area</td>
<td>hands and return to</td>
<td>Eat your food before</td>
<td>backpack</td>
<td>Be responsible for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>class</td>
<td>talking</td>
<td>Pick up any trash</td>
<td>equipment</td>
</tr>
<tr>
<td>Show Respect</td>
<td>Listen when others are</td>
<td>Keep hands to self</td>
<td>Leave the area neat and</td>
<td>Listen to the adults on</td>
<td>Listen to the bus driver</td>
<td>Listen to the adults on</td>
</tr>
<tr>
<td></td>
<td>speaking</td>
<td>Respect the learning of</td>
<td>tidy</td>
<td>duty</td>
<td>Share the seat with others</td>
<td>duty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>others</td>
<td></td>
<td></td>
<td></td>
<td>Include everyone</td>
</tr>
<tr>
<td>Seek Knowledge</td>
<td>Be mindful of the learning</td>
<td>Observe the work of others</td>
<td>Be back in two minutes</td>
<td>Find out something</td>
<td>Bring reading material for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>that is happening</td>
<td>on the walls</td>
<td>so you don’t miss</td>
<td>interesting about other</td>
<td>the bus</td>
<td>Learn something new about</td>
</tr>
<tr>
<td></td>
<td>Do your own work</td>
<td>Listen as you walk by</td>
<td>learning time</td>
<td>people</td>
<td>Learn something new about</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sitting beside you</td>
<td>Look for interesting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>things to do on the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>playground</td>
</tr>
</tbody>
</table>
Social Skills

Students with ADHD need social skills training:

- Students with ADHD do not get the social nuances with facial expressions. Coach them and teach them what facial expressions mean and how to react to them.
- Help them figure out how to make and keep friends.

Some schools have a flex period during the day. It is usually 30 minutes of time and usually intertwined with lunch. It takes a great deal of scheduling, but it is so worth it. These are some of the flex labs that schools have:

- Academic labs for core subjects
- Academic labs for failing classes
- Academic labs for skill deficits
- Advanced labs for students who need extended learning
- Social skills labs for students who need to learn social skills
  - Basically, a Behavior lab for skill deficits
  - There are many age appropriate programs available to help teach these skills

Elliot & Gresham (2006) found the top ten social skills students need to be successful. This is based on over 20 years of research and interviews with over 8,000 teachers.

1. Asking for help
2. Being calm with others
3. Doing good deeds
4. Following directions (1 step, 2 step, 3 step)
5. Following expectations
6. Getting along with others
7. Ignoring distractions
8. Listening Skills
9. Owning your own behavior
10. Taking turns

In 1992, Dr. Riffel taught kindergarten. The motto of kindergarten was, “A child’s work is play”. We taught letter recognition, phonemic awareness, one to one correspondence with numbers up to 100 and the bulk of our instruction was social skills. We taught students:

- How to get along
- How to control your words and actions
- How to follow directions
- What the expectations of school were
- Reciprocal play
- Being respectful
- Being responsible
That was our main mission. Approximately 14 years ago, (NAEYC) most schools condensed the curriculum yet again and now kindergarteners are expected to come out of kindergarten reading. The teachers we have interviewed tell them they do not have time to teach social skills. The same teachers tell them behavior is their number one concern. How can we hold students accountable for something we have not taught them?

“We teach reading using universal reading strategies. If a child can’t read with the universal reading strategies, we put targeted interventions in place. If the child still can’t read with targeted interventions in place, we put intensive interventions in place. No one punishes the child for being unable to read.

We teach math using universal math strategies. If a child can’t do math with the universal math strategies, we put targeted interventions in place. If the child still can’t do math with targeted interventions in place, we put intensive interventions in place. No one punishes the child for being unable to do math.

We teach spelling using universal spelling strategies. If a child can’t spell with the universal spelling strategies, we put targeted interventions in place. If the child still can’t spell with targeted interventions in place, we put intensive interventions in place. No one punishes the child for being unable to spell.

When a child does not know how to behave…we punish? It doesn’t make sense.”

Based on the wisdom of Dr. Bob Algozzine who made the quote originally

(We just modernized it with the three tiers)

If we have neurotypical students who do not know how to behave, imagine how hard it is for the students with ADHD who can’t pick up social cues the way others do. Think about this:

Have you ever received an email and misread it, thinking the person was mad? It is so easy to misread text and put emotions behind the words. 72% of teens say their main mode of communication is texting. It will be higher as today’s kindergarteners become teens because it will be even more popular by then. We see 9-month-old babies being given iPads to play with as it is.

The point is this: If we don’t teach social skills and kids get most of their information about social life through the media sources, what will society be like? The things they see on television, in songs, and in front of them on the news are all negative representations of how to get along. We must sneak it in for all the kids. The children with ADHD need the intensive level of social skills support.

*We have a free booklet on [http://behaviordoctor.org/wp-content/uploads/2016/05/Chapter-Seven-Literature-4-social-skills.docx](http://behaviordoctor.org/wp-content/uploads/2016/05/Chapter-Seven-Literature-4-social-skills.docx) This is 32 pages of literature choices you can use to teach social skills to students. Age levels and focus are listed on this booklet.
Ways to Teach Replacement Behavior (Social Skills)

Facial Expressions

Students with ADHD do not get facial expressions until they are taught. They need to learn how to read others to determine if they are:

- Angry
- Annoyed
- Impatient
- Surprised

(Taylor, 2009)

Small Groups with Role Playing

Students with ADHD learn best by doing. Finding a group of safe friends to learn new social skills is one way to teach them how to react and discuss information with others. This can be done for all the social skills listed by Elliot and Gresham (2006).

Some counselors do this and call it the “Lunch Bunch”. There might be two target students in the group and two role models who have nurturing personalities. These students can be used as peer mentors.

- **Elementary School Situations You Might Cover**
  - Accepting compliments
  - Eating with friends in the cafeteria
  - Following the teacher’s directions
  - Giving real compliments
  - How to engage others in a conversation
  - How to listen to others
  - How to politely disagree with someone
  - Positive Self-Talk
  - Riding on the bus
  - Taking turns on the playground
  - Thinking about how this next decision is going to affect me
  - Using your words “I feel ____________ when _______________. I need ________________ to be successful.”
  - Using the restroom (focus on being done in two minutes)

- **Middle School Situations You Might Cover**
  - Accepting compliments
  - Accepting critiques from others
  - Being a good listener
  - Being mindful of what is going on around us
  - Following directions
  - Giving real compliments
o Group Work
o How to behave in public
o How to deal with bullies
o How to make and keep friends
o Keeping on topic in a conversation
o Phone etiquette
o Positive Self-Talk
o Social media etiquette
o Starting a conversation
o Thinking about how this next decision is going to affect me

- **High School Situations You Might Cover**
  o Accepting Criticism
  o Dating/Public Displays of Affection (What is appropriate and what is not)
  o Driving etiquette
  o Going on a job interview
    - Being Prepared
    - Dress for Success
    - How to think before they speak
  o Peer pressure
  o Social media - understanding once it's out there - it's out in the world forever
  o Starting and keeping up in a conversation
  o Thinking about how this next decision is going to affect me
  o Working in a group

Don’t let students with ADHD make excuses for their behavior. Hold them accountable, but after you have taught them explicitly what they need to do. Be sure to state it in the positive and tell them what to do - not what not to do. If you tell them what not to do, that is what will be in their head. “Don’t hit.” The word “hit” will stick, the word “don’t” will fly out the window.

*We like Vanderbilt Universities’ Classroom Meetings for handling some social skills that all the students need to learn.*

Here are some other resources for you:

- Community Begins with Morning Meeting (Secondary Level)  
  [https://www.youtube.com/watch?v=ZiuAFOv8wvw](https://www.youtube.com/watch?v=ZiuAFOv8wvw)

**PowerPoint Relationship Narratives**

PowerPoint stories are easy to make and can be quickly saved as a PowerPoint Show (PPS). It will run like a movie. It can be narrated by the student or the teacher. This PPS can be shown in the morning before school with booster shot reminders. There are samples of these on [www.behaviordoctor.org](http://www.behaviordoctor.org)
under materials and then PowerPoint Relationship Narratives. We will show you some in the training today.

**Peer Mentoring**

This is an excerpt from our book “Positive Behavior Support at the Secondary “Targeted Group” Level”. “Peer mentoring is a practice that is not always a choice when helping students with mild behaviors, but it is a viable choice in some instances. If a student has a few behaviors, we can ask their neighbors in the classroom to give some nonverbal cues to remind the student not to blurt out responses. The effectiveness of this method depends on the age of the student and the maturity level of the other students. We observe adults using this method in faculty meetings and professional development trainings.

A way to introduce this technique is to say to the entire class, “Friends, I know how easy it is to get excited about everything we are learning about in this classroom. I know when I’m excited sometimes I forget to have good manners. If you see a neighbor forget their good manners and blurt, or start talking inappropriately, or get up out of their seat and wander the room can we all agree on a class signal we can use to remind each other of appropriate behavior?”

Let the students develop their own signal and then compliment them from time to time for using the secret signal. Even if you do not see anyone using the secret signal, you can compliment the class and the students then think that someone used it. It’s a cue for them to remember to use the secret signal.”

**Video Modeling**

Video modeling is using peer models in a video. We have tons of school examples available at [www.pbisvideos.com](http://www.pbisvideos.com). There are samples of elementary, middle, and high school. We prefer the video models only show the appropriate behavior. Some schools show the inappropriate behavior. If you do show the inappropriate behavior, show the inappropriate first and the appropriate last. This way the part that “sticks” in the mind of students with ADHD will be the positive pro-social behavior.

We have a few available on [www.behaviordoctor.org](http://www.behaviordoctor.org) under materials and Video Modeling. You can also type in “PBIS Video Modeling” on [www.youtube.com](http://www.youtube.com) or a google search and a plethora of choices will show up in your feed.

**Video Self-Modeling**

Video self-modeling sometimes employs actors. In most cases the video is of the student. Our preference is to videotape the student all day and then splice together snippets of appropriate behavior. Do not show the inappropriate behavior in the video. Our rule of thumb for the videos would be one minute for every year the child is old. A ten-year-old should have no more than a ten-minute movie.

We ask parents to show this video to the student before they come to school and give reminders about appropriate behavior. We give booster shots and opportunities to watch the video prior to trigger times or events. We ask parents to show the video again at night and ask their child how they did following those new skills. This technique has been very effective.
Siskin Institute does a very nice job of explaining video modeling at the following site: https://www.youtube.com/watch?v=nZvgsBtQbHE

We have several samples on www.behaviordoctor.org under materials and Video Self-Modeling.

What are your ideas?

Students with ADHD need help with mental roadblocks:

- Students with ADHD might have a skill one day and then not be able to recall that skill another day.
  - Help them be mindful.
    - Per Webster, “mindfulness is the quality or state of being conscious or aware of something.”
    - Teach them by pointing out the parts that are important. Say things like:
      - “You’ll need to remember this for the test.”
      - “Remember yesterday when we learned scratch, scratch, lay an egg for carrying in double digit addition? Let’s review that one more time before we go on to using the same skill in triple digit addition.”
  - Adults with ADHD will drive somewhere all the time and then not remember the route, even though they’ve been that way a million times.
  - They will run through the house looking for their glasses because they aren’t on top of their head. Only to finally run into a bathroom and look in the mirror to notice they are on their face and that is why they were not on top of their head.
    - These things happen because they have so many tabs open in that browser.
- Students with ADHD might look at a page of material and want to read it, but today their brains are not in the mood and they can keep looking at the words repeatedly unable to make any sense out of the words they are reading.
  - They can read the same words repeatedly and still garner no meaning from those words. It is not that they have a fluency problem or a comprehension problem. They have a sticking problem. Their brains are stuck on something and they cannot turn that off and so nothing else is coming in until that issue is worked out.
  - What can you do?
    - If it looks like they’ve been on a page longer than their peers, ask them to run a quick errand.
    - Sometimes, providing proprioceptive input will jog them back into rhythm and they will be able to perform.
Visual Cues in the Environment Paired with Replacement Behavior Teaching

You can't just put a poster up on the wall that says, “Pay Attention” and expect students to get information from that. While that is a great cue, they need the replacement behavior taught first. After you teach them, give them visual cues as booster shots. Connect with them in some way and then point to the cue or say the cue word.

Show Me, Don’t Tell Me

Dr. Juane Heflin said, “Telling isn’t teaching and being told is not the same as being taught.” Frequently, educators tell us, “I told him or her.” Students with ADHD are big on visual stimulation. They need to see the action in order to learn. When people give me directions, I am lost after they say the first “turn left”. If they draw it out on a piece of paper, I am good to go. It’s like this for the students you work with who have ADHD. Show them what you mean.

Here Are Some Technology Tools for Teaching Social Skills

  - We really like this series
  - It’s like animated cartoons of social situations
  - Students get to hear inside the head of kids in all kinds of social situations
  - Over 80 different lessons
  - $5.99 a month and multiple user license available
- Hidden Curriculum for Kids by AAPC
  - Small cost
  - Teaches the hidden social rules that can cause anxiety in students with ADHD
- Living Safely by Ablelink Technologies
  - Expensive
  - Teaches over 25 lessons on living safely
- Model Me Kids
  - Ages 2-21
  - Various prices for different kits- expensive
  - Advertisements focus on using with students with autism, but same social skills needed by children with ADHD

Vibrating Watch

This was mentioned in the Environmental Section of this booklet. It’s not enough to have them. We should teach the students how to use this information. A video model or relationship narrative about how to use the watch for self-regulation will be extremely helpful in using the watch correctly.

You might give them a folder with tally lines in it and the times the watch will go off during the day. When they get a vibration on their wrist, they can take out their folder and mark whether they were being mindful or if their mind was wandering. This data will help them determine when they need to get up and move etc.
Social Autopsy. Rick LaVoie coined the term “social autopsy” in the 1990’s. It did not catch on then as well as it works now due to all the CSI shows. Every student knows what an autopsy is and they are willing to do one on their behavior. The components are having the student write or draw the following:

1. Here’s what was going on:
2. Here’s what I did that caused a social error:
3. Here’s what happened when I did that:
4. Here’s what I should do to make things right:
5. Here’s my plan for the next time I find myself in this situation:

The social autopsy is then laminated and put in a special folder. The student is reminded every day at the time of day they tend to engage in target behaviors to look at their planning folder. This works much better than a “think sheet”. There is a blank social autopsy in the back of this book.

<table>
<thead>
<tr>
<th>Here’s what was going on:</th>
<th>Here’s what I did that caused a social error:</th>
<th>Here’s what happened when I did that:</th>
<th>Here’s what I need to do to make things right in this situation:</th>
<th>Here’s what I need to do the next time that happens:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the child is not old enough or not capable of writing the answers, they dictate and we write and then we let them draw pictures of each scenario. This motor memory will help them remember what to do the next time. This should be kept in a folder with code word attached to it. Each teacher tells the student the code word through classroom conversation right before the time the trigger tends to occur. This reminds the student to take out their folder and review their plan.
HOW TO TEACH SELF-REGULATION

We have shared tools you can use to teach replacement behaviors. This section will focus on what you might choose to teach the students how to self-regulate.

How to Teach Students with ADHD to Control Their Emotions

Mitzi Curtis and Kari Dunn Buron created a book titled “The Incredible Five Point Scale”. Using the idea of the incredible five-point scale, create a template for your student and let them color it. Here is a sample of what that might look like:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I'm about to melt down, so I need to use my cool down strategies</td>
</tr>
<tr>
<td>4</td>
<td>This is really irritating me, I need a minute to regroup.</td>
</tr>
<tr>
<td>3</td>
<td>I can feel my heart revving up, I need to practice my calming breaths.</td>
</tr>
<tr>
<td>2</td>
<td>I can use my positive self-talk to calm myself down.</td>
</tr>
<tr>
<td>1</td>
<td>This does not affect me at all.</td>
</tr>
</tbody>
</table>

A young student might draw pictures to help them remember what stages they are. Let the student color in the numbers. We always assume red is a hot button for colors, but let the student decide what colors are calm and what colors are heating things up. You can laminate this little card and have the student keep it in a safe place. When it looks as if things are heating up, the student can come up and point to a number to let you know what’s going on.

Talking about emotions is helpful. Have your student talk about triggers to their own hot buttons. You can share yours if you think that will help the student relate.

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Target behaviors</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sets off your trigger?</td>
<td>What behaviors are not allowed?</td>
<td>What happens if you engage in these behaviors?</td>
</tr>
<tr>
<td></td>
<td>What behaviors are allowed?</td>
<td>What happens if you engage in these behaviors?</td>
</tr>
</tbody>
</table>
As you can see from the previous page, we use the Triple T- Triple R chart with the student to help them process how to manage their own expressions of anger.

Breathing

The video “Just Breathe” on www.youtube.com is a great example of a breathing technique children with ADHD can use at school and at home. On www.behaviordoctor.org under materials and video self-modeling, Blake’s video is a great example of video self-modeling and using a breathing technique paired with a visual stimulus of a calm down card or power card. Here are some examples:

We get these printed at www.vistaprint.com for very inexpensive prices. You can easily make your own. As you can see there is a place for the student to count their breathing cycles and once they are calm, the back of the card helps them make their “I” statement to the adult.

“I feel frustrated when I don't know how to do something, I need help.”
“I feel angry when Johnny calls me doe-doe head, I need him to stop to be successful.”

In the video, Blake used a Power Card which is basically the front part of the above card. Our newer version gives students the words to use once they are calm.

By teaching a student how to use their words to discuss their feelings, you will be giving them a life skill that could potentially help them stay employed.

Exercise

One of the best outlets for anger is exercise (Edward Hallowell, M.D.; 2016). Organized sports is one way to give exercise to children/students. The coach or sensei is very important when working with children who have ADHD. Per the editors of additudemag.com, the ten best sports are:

- Swimming
- Martial arts
- Tennis
- Gymnastics
- Wrestling
- Soccer
- Horseback riding
- Track/cross-country
- Archery
- Baseball

All the above sports venues provide a good outlet for excess energy. When excess energy is spent, there is less to spill out into impulsive or angry behavior.
REFRAMING THE RESPONSE FEEDBACK TO HELP STUDENTS WITH ADHD BE SUCCESSFUL

Reframing our own response is probably the hardest part of this intervention braid. For every year that our own behavior has been in place, it takes one month of consistent and appropriate intervention for them to see a change in ourselves. For many of us, that change will not happen overnight.

Compassion, Compassion, Compassion

You know the saying in Real Estate, “Location, location, location?” Well, in dealing with students with ADHD, it is compassion, compassion, compassion. There are so many things ADHD is not. Misconceptions that people have about ADHD:

- Poor parenting
- Students with ADHD just need to get worn out
- Students with ADHD just don’t try hard enough
- Students with ADHD are lazy
- Students with ADHD just need to be medicated

Medication

Since we mentioned it, we thought we’d discuss it a bit. To medicate or not medicate is a decision between parents and a pediatric psychiatrist. As educators, we cannot recommend medication or even suggest it. If the child is on medication, we need to know what medication and what side effects we should watch for in their child. The school nurse should know this information as well.

Medications Prescribed for ADHD:

In 2007, there were 2.7 million children taking drugs for ADHD according to the CDC (2013). In 2014, the National Institute on Mental Health (NIMH) reported 7.5 percent of children ages 6-17 were medicated for emotional or behavioral difficulties in 2011-2012. The CDC reports a five-fold increase in the number of children under 18 on psychostimulants from 1988-1994 to 2007-2010.

These are some of the typical stimulant drugs used to treat ADHD:

- Adderall (Adderall extended release)
- Concerta
- Dexedrine
- Focalin (Focalin extended release)
- Metadate
- Methylphenidate
- Ritalin (SR and LA)
- Vyvanse
- Daytrana
- Quillivant (XR)
Non-stimulant Drugs Used

- Strattera
- Intuniv
- Kapvay

Other Drugs Used

- Antidepressants (Elavil, Norpramin, Pamelor, Tofranil etc.)
- Catapres, Duraclon, Nexiclon
- Tenex
- Wellbutrin

This list is from www.webmd.com (2013)

Why is it important to know which drugs a student is on? Because of the side effects possible with these medications:

- Stimulant medications can cause decreased appetites and weight loss, sleep problems, headaches and nervousness.
- In some rare cases the drugs can cause cardiovascular problems, exacerbate psychiatric conditions like depression, psychosis, or anxiety.

Why do we mention this at all? Because it tends to be everyone’s first instinct to suggest putting the child on ADHD medication. We believe we should try all non-medicated interventions first before we jump to starting a child on a medication. Even if a child is on medication, these interventions should be considered as part of the 504 plan for the student. Medication is not the cure-all. It is a coping tool just like all the interventions on these pages.

Here’s some interesting information about medication and ADHD brains from Hartmann & Silverstein (2011). After you watch this movie, you will understand why many students are quite sluggish when they first are given ADHD medication. Their brains are rewiring in a different direction. It really is interesting research that needs to be studied more.

**Movie on Brain Structure.** Thom Hartmann’s video clips you might like to watch and ponder: [http://www.youtube.com/watch?v=kJ-Px2OmCJw](http://www.youtube.com/watch?v=kJ-Px2OmCJw) Are We Drugging Our Kids into Stupidity?

Also, this movie where Thom Hartmann interviews Dr. Richard Silverstein [http://www.youtube.com/watch?v=kJ-Px2OmCJw](http://www.youtube.com/watch?v=kJ-Px2OmCJw) Topography of the brain of children with ADHD.
ADHD Truths We Need to Share with Students with ADHD

1. Students with ADHD are smart
2. Students with ADHD have the potential to accomplish amazing things
3. Students with ADHD are different and that is okay
4. ADHD is not a Deficit
5. There are lots of ways to think- one is not better than another
6. Embrace your creativity
7. Students with ADHD aren’t oblivious, they have hyper-focus
8. Your impulsivity is what sparks your creativity- without creativity, this world would be boring

Understand Self-Esteem

Students with ADHD have spent their whole lives feeling different. Their self-esteem is lacking. Many times, teachers in their past have focused on their weaknesses which made them feel less than adequate. Even if their teachers did not focus on their weaknesses, the students are very critical of themselves. Students with ADHD have low self-esteem. Here is a proven formula you can put into place to help them reframe their behavior with your reframed responses to their behavior.

First, how do you know a student has low self-esteem? You give the student a compliment. The student finally did something right. You compliment the student with low self-esteem in front of the whole class. This child immediately has an inappropriate behavior because what you said did not match how that child feels about himself/herself on the inside. The student should prove to you that they are as bad as they think they are. In the student with low self-esteem’s world, they level out thoughts and actions that way.

We have researched and studied over 1000 children with low self-esteem. We put the Four P’s for Raising Self-Esteem in place and had amazing results. Every single student responded positively to the intervention in behavior and academics. Here are the Four P’s:

- Public Relations
  - You will need to help them look good in front of others without calling attention to them as being “good”.
  - Give them important jobs to do in front of the class- but don’t call attention to us
  - Ask them to fix something for you

- Proficiency
  - Figure out their skill deficits in academics and behavior and give them lessons to catch them up
  - Students with ADHD need that booster shot
    - Students with ADHD need social skills
    - Students with ADHD need academic skills (how to pay attention)

- Power
  - Teach them how to override those emotions
    - Breathing techniques
- Calming areas in the room
- Teach them that it’s okay, that everyone must override these triggers
  - Students with ADHD are so hard on themselves— they expect everyone else to be perfect as well
  - When others are not perfect (by their standard of measurement) Students with ADHD can have, difficulty hiding their emotions
- Philanthropy
  - Let them help others in the classroom, the school, the community and the world.
    - Students with ADHD can carry books for someone who broke their leg or sprained their wrist
    - Students with ADHD can take the lunch count down to the office for you
    - Students with ADHD can help a younger class
    - Students with ADHD can help tabulate the cans collected for Harvesters during the holiday season
    - Students with ADHD can run the computer on www.freerice.com while the class plays in teams

**Behavior Specific Praise**

What the students see and hear, is what the teacher gets returned. If the focus is on the negative behaviors, the response in the room will be the negative behaviors. If the focus is on the positive behaviors, the response in the room will be the positive behaviors.

**Energy Flows Where Attention Goes**

**Praise is tricky**

Too little praise and the student won’t try.
Too much praise and the student will think they should get praise for everything.
In the beginning, you will praise all approximations with behavior specific praise. As time goes on, you go to intermittent reinforcement and really go “hog wild” when the child does something extraordinary.

**Token Economy**

We all work for a token economy. You work for a paycheck. A token economy system is behavior modification and is based on the reinforcement of a replacement behavior. When the replacement behavior is exhibited, the student is reinforced with some “token” that can later be exchanged for preferred reinforcements. This system is part of operant conditioning and is widely used in applied behavior analysis (ABA).
The token does not have to be a tangible “token”. It can be a point tallied on a piece of paper, a bracelet that is moved on the teacher’s wrist from left to right, or a paperclip dropped into a clear cup on the teacher’s desk. It can be one of a myriad of things that signify completion of the appropriate behavior. Again, this is frequent in the beginning and then intermittent reinforcement is employed once the student has begun generalizing the behavior without prompts.

Here is an example from a child we worked with in Georgia. We will call her Tina. Tina was blatantly non-compliant. If they asked her to do something, Tina would say, “No”, cross her arms and sit rigidly in her chair. Prior to our arrival, the school had hired a behavior therapist who used a strategy we do not recommend. This therapist told them when Tina refused, they were to pick her up out of the chair, get on the floor with her and put her in a basket hold. (This is a very restraining hold used only when a someone’s life is in danger.) Tina began to like two things about the basket hold: 1) She did not have to do any work and 2) She liked the physical contact. Consequently, Tina did nothing.

After observing for a few hours and seeing the responses and impact of this behavior, we ran to the store to purchase some materials. We were told Tina loved 25 piece puzzles. (Tina was six-years old.) We purchased 10 new 25 piece puzzles, a small floor tray with legs, pot holder loops in a bag, and a kitchen timer that ticked for a few seconds after it rang. We bought two sets of these materials, one for home and one for school.

We explained to Tina that she would earn a pot holder loop bracelet every time she did what we asked her to do. When she had 5 bracelets, she would earn a 5-minute break to play with puzzles. We would teach her how to set the timer for five minutes. She was to play with one puzzle at a time and use the tray to put the puzzle together. When the timer went off, if she could put the tray up on the shelf before the timer stopped ticking, she would earn a bracelet. She would be one-step closer to her next break.

Tina loved the whole concept. She was doing so much work for us, the staff had to go make copies of more work. She complied with every request and by the end of the day we had her working about 15 minutes to every 5-minute break. We let the staff take over with our guidance and she was following suit with them. When mom came that night for the behavior support team meeting, we gave her the materials and modeled the plan for her. Mom was thrilled and was thinking of all the tasks she would be able to get Tina to do with this system.

We did warn the teams, Tina will satiate on the puzzles and will need new reinforcers as time goes along. Figure out what she really wants and withhold those reinforcers until she earns them. For instance, if a child loves the computer and has access to the computer any time they want, it cannot be used as a reinforcer. If they love the computer and can’t get access until they earn access, the child will work harder for it.

We have used a similar system for many students of all ages. Like we said, “We work for a token economy.”
Another token system is a behavior rating sheet. Some people call this a contract. We like behavior rating sheets; however, we really like putting a self-monitoring component to the system. We have had great success with the following system:

**Student Teacher Action Rating Sheet (STARS)**

<table>
<thead>
<tr>
<th>Hour One</th>
<th>Hour Two</th>
<th>Hour Three</th>
<th>Hour Four</th>
<th>Hour Five</th>
<th>Hour Six</th>
<th>Hour Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands and feet to self</td>
<td>T 3 S 2</td>
<td>T 2 S 2</td>
<td>T 3 S 2</td>
<td>T 2 S 1</td>
<td>T 1 S 2</td>
<td>T 3 S 1</td>
</tr>
<tr>
<td>Stay in your assigned area</td>
<td>T 2 S 3</td>
<td>T 1 S 1</td>
<td>T 2 S 3</td>
<td>T 1 S 3</td>
<td>T 3 S 2</td>
<td>T 3 S 3</td>
</tr>
<tr>
<td>Start work within two min.</td>
<td>T 3 S 3</td>
<td>T 3 S 3</td>
<td>T 3 S 3</td>
<td>T 3 S 3</td>
<td>T 3 S 3</td>
<td>T 3 S 3</td>
</tr>
<tr>
<td>Accepts Score (Teacher only)</td>
<td>2 3 2 2</td>
<td>2 2 2 3</td>
<td>2 3 2 3</td>
<td>1 2 3 3</td>
<td>6 3 3 3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8 9 4 11 7 6 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 = beautiful hour, 2 = pretty good hour, 1 = this hour could have been a lot better

Smiley faces (Great big smiley face = 3, Medium smiley face = 2, Half smiley face = 1)
We like the parents to reinforce at home for excellent behavior at school. We know some parents are unable to do this due to work schedules, so the reinforcement can occur at the end of the day. Young children cannot wait till Friday to be reinforced for good behavior. We have witnessed many failed behavior plans because the “pay-off” was too far in the future for the individual. Each of us has our own rate of reinforcement need. The same is true with our students. We once worked with a school that reinforced behavior four times per year, once every 9 weeks. Their behavior never improved because it was too far in the future for middle school students. In Positive Behavioral Interventions and Supports, we like the menu of reinforcers to have choices that are 2 points and choices that are 50 points. Some students can wait and others need immediate reinforcement.

On www.behaviordoctor.org under materials and then reinforcements, we have a large booklet filled with reinforcers for schools, parents, and administrators to use with staff and students. Please share the 100 ways parents can reinforce their children at home for good behavior at school with your parents; this is especially good to share if you are using the form on the previous page.

This particular form is downloaded over 3000 times per month from www.behaviordoctor.org under forms and tools. Staff and parents report this tool to be very successful.

Use this space to write down the names of some students that would find this beneficial.
Reframing the Response in Your Classroom

**Code words.** “I spy someone sitting up straight and tall in their chair and really paying attention.” I would say these words and look at no one in particular on the opposite side of the room and add a compliment tally to our compliment chart on the board. There were eight students who thought I was talking about them (so that was good). I just improved the behavior of 80% of the class by labeling an appropriate behavior (so that was good). I really was talking to one student on the other side of the room with ADHD who knew the code word was “I Spy” .... whatever I said next, was what I needed him to do. Several minutes later when he was doing the right thing, I would look at him and say, “I spy someone over hearing sitting up straight and tall and really paying attention, you just earned the class a compliment.” I would go make a tally on the board again. I looked right at the child for a two-fold message. First to him, “Thanks, you got it. Now you are doing it. Way to go.” Second, it was Public Relations (PR) for the class. He now looked good in front of the whole class because everyone on that side of the room knows whose eyes my eyes landed on when I said that. It gives him social capital which is very important for students with ADHD. He was taught his code word in a fun little “Lunch with Teacher” that all students earned the right to do each day. (I always ate lunch with one or two students each day because it gave me time to build relationships with the kids. This is so important.)

**Secret Signals.** Each of my students knew that if I tapped your chair leg twice with my foot, you needed to stop what you were doing. Each of them was told this privately. Each of them thought they were the only student in the world with this private message. Since I moved all over the classroom anyway, no one was surprised when I landed near a student desk. They thought I was ancient, so it wasn’t a surprise if I leaned against a chair for support while I was talking. Occasionally, I would use my foot to tap quietly the chair leg of a particular student whose 13th Mentos was teetering on the top of the diet Coke bottle. They got the message and most of the time they did not even know they were doing anything that was bothering their neighbors. This also lets the student save face. If we embarrass a student in front of their peers, they will go the rest of the way and show you just how much wrath they can unleash.

**Secret Agent.** Teacher has a cup with Popsicle sticks in it. Each stick has a student’s name on it. The teacher draws up a stick in the morning and looks at it, but doesn’t show it to the students. The teacher gives a behavior he/she is looking for that day. If the student whose name was drawn follows that rule all day, that student will earn a prize for the whole class. The prize is something the teacher probably would have done anyway (but the students don’t know that). For example, if you have a special art activity at the end of the day, don’t tell the students ahead of time. Make the students think they earned it.

- At the end of the day if the secret agent student has not followed the rule, do not say, “Jamie did not follow the rules today, so there is no prize.” You might as well say, “Boys and Girls, beat Jamie up on the way home tonight.”
- At the end of the day, if the secret agent did not follow the rule, choose to say another student’s name who did follow the rules. Have a private conversation with Jamie that sounds like this:
“Jamie, what if you had been the secret agent today? The whole class would have been counting on you. Tomorrow, let’s try this again and I’ll give you a secret signal to remind you to follow the expectation. Maybe I’ll draw your name tomorrow.” (Develop a secret signal between you and the student- like an ear tug (you tug on your ear- not theirs 😊)

- One of my schools uses this for line walkers. They choose a secret line walker each trip down the hallway. The secret agent earns 30 seconds of extra time at the end of the day to read or draw or have recess. By the end of the day, the students could earn up to 5 minutes of extra time. Teachers say the time saved by not having to get after the students is far greater than 5 minutes.

Pause Button

Sometimes, we need to help students hit their pause button. Have you ever been watching a scary movie and you could tell the scariest part of the movie was coming up? Do you ever hit the pause button to get yourself mentally prepared for the scene in the movie? Well, we have to help students sometimes hit the pause button so they prepare themselves to react in an appropriate manner.

We can do this through a diversionary technique, a let’s walk and talk, or a secret signal to the student or the whole class. To see a wonderful example of diversion with a baby go to www.youtube.com and look up guitar baby. Watch how the father uses “high five” to get the baby to let go of his beard. It’s a perfect example of a diversion. Rather than scream “let go of my beard”, he used diversion to stop the behavior.

Recess

Our Thoughts

Dr. Riffel once worked across the hall from a fifth-grade student who went a whole year without recess. The child had ADHD and Specific Learning Disabilities (SLD). If any child needed recess, this child needed recess. The teacher caused her own pain. By taking away his recess, she denied him the opportunity to run, get fresh air, and regenerate. He could never catch up because she expected him to be like everyone else.

Our recommendation is to never take away recess. Dr. Riffel had a student with ADHD who made an unwise choice one day. After a quiet discussion about why that was not a wise choice, she took away his choice at recess. She knew he loved to play soccer at recess. She told him he could play anything but soccer the next recess for making the unwise choice. He spent the whole recess walking around the soccer field, running outside the lines of the soccer field, watching the soccer players- but not playing soccer. He never made another unwise choice that cost him choice at recess. He still received his fresh air and movement that all students need but a reminder that he needed to make wise choices in the
future. He did get booster shots from time to time when Dr. Riffel said, “Remember to make wise choices.”

What Do the Experts Say?

Children with ADHD behave better after exercise (Rettner, 2012). Michael Phelps is a prime example of what exercise can do for a child with ADHD. Research studies have been limited and more validation is needed; however, taking away recess from kids with ADHD might actually exacerbate their classroom behavior. Dr. Melvin Oatis, a child psychiatrist in NYC who specializes in ADHD said recess loss should never be a punishment and positive reinforcement to encourage appropriate behavior is better suited to the ADHD child (Rettner, 2012).

Betsy Hoza, a psychology professor at the University of Vermont conducted research on a 30-minute moderate to vigorous exercise routine before school. The students in the study showed a decrease in impulsivity, aggression, and blurring after 12 weeks of the experiment (Hoza, Smith, Shoulberg, Linnea, Dorsch, Blazo, Aldering, & McCabe, 2015) (Journal of Abnormal Child Psychology).

David Bucci, Associate professor at Dartmouth College researched rats with conditions similar to ADHD who were allowed to exercise improved their ability to ignore distracting stimuli when compared to rats who did not exercise.

A control and experimental group of similar students with ADHD should compare the effectiveness of medication over exercise to determine the effectiveness of each. Our opinion is that it is individual and every child is unique and different. The only control (reframed response) a teacher has control of is whether to include the child in recess and we support Dr. Ruth Hughes, the CEO of Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD) who says the children need recess and it should not be used as a punishment. “Taking away recess from children with ADHD is like taking away food from a person with low blood sugar who has become irritable” (Lenz, 2012).

How to Help Parents

We perused blogs to find comments parents found hurtful. This is under reframing the response because according to the blogs, the comments came from teachers in many cases. Be careful not to repeat any of these misconceptions about ADHD:

- ADHD is just an excuse for bad parenting
- Don’t worry, he/she will grow out of this
- I’d limit their sugar. I heard ADHD is caused by too much sugar
- It’s not fair that your child gets extra time and the other students do not
- She/he is just lazy
- Too much television causes ADHD
- You should put him/her on medication
- You just need to wear him/her out. Sign them up for every sport
- You need to spank him/her
• Your child is a troublemaker
• Your child is just a brat
• Your child is just spoiled

Sometimes people hear others say these things and repeat it without thinking about the offensiveness of the statement.

**Here are some techniques to share with parents and use yourself when working with children with ADHD**

**Stay cool, calm, and collected**
Remember, our students and our children are barometers for the energy they see around them. If we are frazzled, they will be frazzled. If we are upset, they will be upset. “What they see, is what I get.” If you shout, yell, or threaten the child with ADHD will shut down. They will not hear what you are saying.

**Be Positive**
Positive works with everyone. It especially works for students and children with ADHD. Tell them what you want, not what you don’t want.

**Be Proactive**
Do not try to teach a child who is drunk on emotion how to calm down. Teach this when the child is cool, calm, and collected and YOU are cool, calm, and collected. Teach them a breathing technique through video self-modeling. Set up a place for them to go in the classroom and at home to calm down.

**Think Like a Talk Show Host**
Ask open ended questions. Don’t say, “Why did you rip up that paper?” Say, “So, tell me what was going on?” This will help the child be able to verbalize what was going on behind the action and help you brainstorm with them alternatives that are socially appropriate. If you go with the “Why did you do that?” phrase, the student will lock down and not be able to vocalize the thoughts behind their actions.

**Consider Other Disorders**
ADHD rarely is the sole condition. According to research, 49-51% of students with ADHD also have a specific learning disability (NCLD). Approximately 40% of boys and 25% of girls also have Oppositional Defiant Disorder (ODD) (CHADD), and most also have symptoms of anxiety. Help address all symptoms and learn what works for each child. If you have met one child with ADHD, you have met one child with ADHD. No two students are ever alike and what works for one, may not work for another. Be a detective. There is great joy in figuring out how to conquer and create success for the child who struggles. 80% of children with ADHD have another disorder (Bailey, 2016)

• ADHD and Depression
• ADHD and Learning Disabilities
• ADHD and Anxiety
• ADHD and Oppositional Defiant Disorder
• ADHD and Bi-polar Disorder
• ADHD and Sensory Processing Disorder
• ADHD and Autism
• ADHD and Substance Abuse
• ADHD and Tourette’s Syndrome
• ADHD and Conduct Disorder

The child might also have difficulties with

• Sensory processing
• Sensory modulation disorder
• Sensory seeking behavior
• Sensory discrimination difficulties
• Sensory-based motor difficulties
• Dyspraxia (planning and executive function- new situations require motor planning)
• Hyperactivity

You can research each of these coexisting disorders if you suspect your child has another condition riding along with the ADHD. A child or adolescent psychiatrist is your best diagnostician for determining any complex patterns of disorders.

Consistency, Consistency, Consistency
Whatever intervention you try, at least try it long enough for it to work. Remember, one month for every year a behavior has been in place is a good rule of thumb to follow.

Terry Matlen, ACSW shared these tips for parents on ADDitudemag.com (2016). We added a few pearls of wisdom in the mix.

Time
When a child comes home from school they are exhausted and starving. If they are on medication, it has worn off. Here’s what they need:

• Don’t sign them up for every after-school activity (They work twice as hard at school. They need down time.)
• Set up a quiet area for them with quiet play activities for when they come home from school.
• Run your errands before you pick your children up from daycare or school if possible
  • If that’s not possible, find a babysitter who understands ADHD to stay at your house with the ADHD child.
• Set up time for exercise outdoors. It should look and feel like play not competition.
• Use protein for your snacks and pile on protein rich foods in their meals
  • You may have to eat dinner earlier than you did before children
• If your child’s school insists on homework, hire a tutor. You do not want to damage the parent/child relationship fighting over homework issues. Your child will be more compliant with
a tutor. Make sure they sit on your child’s right side and offer them equal choices of which problems to do first and so on.
ADHD AND ANXIETY

Anxiety can be paralyzing. Students with ADHD frequently have anxiety issues. This can wreak havoc on their ability to perform well on tests, in presentations, and answering questions aloud. Imagine struggling with just getting out the door on time and then realizing that they left their science experiment on the kitchen table. They struggle through the day and then come home to attempt homework and have no idea where to begin.

Peg Rosen (2014) indicates ADHD can affect working memory, organization, time management, and the following of routines. Furthermore, these struggles lead to chronic stress and one of the side effects of ADHD is the inability to handle stress in the first place. Children with ADHD have difficulty controlling their emotions. We call it “drunk” on emotion because it overrides rational thinking. It makes it nearly impossible for the child to consider solutions.

According to Healthline (2016), approximately 30% of children with ADHD also have coexisting anxiety. Only a doctor can diagnose anxiety; however, these are some of the symptoms that are present in ADHD and Anxiety according to Healthline (Colleen Story, 2016).

<table>
<thead>
<tr>
<th>Function</th>
<th>ADHD</th>
<th>Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty paying attention</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Task completion difficulty</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Forgetfulness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inability to relax (restlessness)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Difficulty listening to and following instructions</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Inability to focus for long periods of time</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Chronic feels of worry or nervousness</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Fear with no obvious cause</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Irritability</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Trouble sleeping/insomnia</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Headaches/stomachaches</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Fear of trying new things</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

A child can seem inattentive because they are preoccupied with anxiety. A child who truly has ADHD has inattentiveness because there is a brain-based issue with the ability to focus.

A child can fidget constantly because they are filled with nervous energy. A child who truly has ADHD fidgets because they have brain-based issues with impulsivity and/or hyperactivity.
A child can be lethargic in their work because they are perfectionists. A child with true ADHD is slow with work due to their inability to start tasks and sustain focus.

A child can fail to turn in assignments because their anxiety has them stuck and afraid to ask for help. A child with true ADHD is dealing with poor planning and forgetfulness.

A child can have difficulty making friends because of social anxiety. A child who is truly ADHD can have trouble making friends because they do not pick up on social cues. They may also have habits that alienate them from others.

How can you address these issues?

<table>
<thead>
<tr>
<th>Revise the Environment</th>
<th>Replace the Behavior</th>
<th>Reframe the Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set up a quiet area for the student to work</td>
<td>• Teach the student how to see the whole picture. Do a task analysis of the steps to completion and draw it out for them so they can see the minutia adds up to a completed project.</td>
<td>• Never use the excuse “He/She can’t help it, they have ADHD.”</td>
</tr>
<tr>
<td>• Put nature pictures in direct view of the student [1]</td>
<td>• Teach the student to look at nature pictures when they are stressed or anxious</td>
<td>• Ask your children what is bothering them.</td>
</tr>
<tr>
<td>• Play 60 bpm music [2]</td>
<td>• Teach the student to tune into the music and practice their breathing when they are stressed or anxious.</td>
<td>• Collect data to determine if there are patterns to their behaviors.</td>
</tr>
<tr>
<td>• Teach student to take off shoes and wiggle toes when they are stressed or anxious [3]</td>
<td>• Teach student to look at nature pictures when they are stressed or anxious.</td>
<td>• Validate the fear they may be feeling- show compassion. “I understand why you felt like breaking that pencil in half.”</td>
</tr>
<tr>
<td></td>
<td>• Teach student to tune into the music and practice their breathing when they are stressed or anxious.</td>
<td>• Telling a student to “Be good” or “Calm down” has never changed a student’s behavior</td>
</tr>
<tr>
<td></td>
<td>• Teach student to take off shoes and wiggle toes when they are stressed or anxious [4]</td>
<td>• Make sure your heart rate is calm when talking to the child. They will pick up their cues from you.</td>
</tr>
</tbody>
</table>
|                                                            | • Never use the excuse “He/She can’t help it, they have ADHD.”                       | • Get a Q-Tip to remind yourself to “Quit taking it personally”. If a child lashes out, consider it communication of a situation- not an attack.
Along with anxiety, students with ADHD can have an automatic negative thought loop going. All students can make mountains out of molehills. Students with ADHD can twist reality regularly (Jain, 2016). For instance, if they don’t get called on when they’ve raised their hand in class they can start a loop that tells them they are “dumb”, “stupid”, or a “loser”. Per Jain, when students have these self-defeating thoughts, they can turn into self-defeating emotions. This can cause physical pain, anxiety, or somatic disorders. Everyone views the world through their own lens. We can help students stop the cycle of negative thoughts.

According to Jain, we need to teach students about the eight potholes they can fall into with negative thoughts:

- Conclusion jumping- rather than using facts
- Mental filtering- only paying attention to the negative details and ignoring the positive
- Magnifying- magnifying the negative details in a situation
- Minimizing- minimizing the positive details in a situation
- Personalizing- assuming blame for problems that are not theirs
- Externalizing- pushing blame onto others when they are to blame
- Overgeneralizing- jumping to conclusions that one bad incident will repeat itself
- Emotional reasoning- assuming negative emotions are reality or confusing feelings with facts

Help students fill the potholes with a method by [http://www.gozen.com/](http://www.gozen.com/) called the 3Cs. The 3Cs are (a) check for common though holes, (b) collect evidence to paint an accurate picture, (c) challenge the original thoughts. Gozen has an into video and then you can sign up for other training videos you can use as little training opportunities for students. Here’s the intro video [http://www.gozen.com/video1intro/](http://www.gozen.com/video1intro/) It’s for ages 4-16.

<table>
<thead>
<tr>
<th>Revising the Environment</th>
<th>Replacing the Behavior</th>
<th>Reframing the Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-affirmations</td>
<td>• We teach students to recognize a pothole and fill it with facts:</td>
<td>• Again, keep our heart rate calm.</td>
</tr>
<tr>
<td>o This is not part of anyone’s research, but I liked and know my students liked positive statements in the room (they doodled the words during brainstorming)</td>
<td>o Name all the positive things in this situation</td>
<td>• Use a voice that is calming.</td>
</tr>
<tr>
<td>▪ Mistakes are learning opportunities</td>
<td>▪ Teach students about the brain and how it works.</td>
<td>• Validate the student’s anxiety or negative thought, but rationalize it with the positive facts.</td>
</tr>
<tr>
<td>▪ I deserve to do well</td>
<td>▪ Share your own strategies with students so they understand everyone has them.</td>
<td></td>
</tr>
</tbody>
</table>
Learning Disabilities

The National Center for Learning Disabilities reports the co-existence of ADHD with LD ranges from 25-70% of the cases; therefore, it is important to spend some time in this book discussing a few learning strategies. Learning disabilities is a general term for students who have normal to above normal intelligence, but struggle with some aspect of learning. This could be a reading disability, a calculation disability, a language processing disability, a writing disability, and many other specific learning disabilities which can affect a students’ ability to learn without accommodations and modifications.

For Neuro-typical students, this is how much they remember from each of these activities:

<table>
<thead>
<tr>
<th>Method Taught</th>
<th>Percent Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>5%</td>
</tr>
<tr>
<td>Reading</td>
<td>10%</td>
</tr>
<tr>
<td>Audiovisual</td>
<td>20%</td>
</tr>
<tr>
<td>Demonstration</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Group</td>
<td>50%</td>
</tr>
<tr>
<td>Practice by Doing</td>
<td>75%</td>
</tr>
<tr>
<td>Teach Others/ Immediate Use of Learning</td>
<td>90%</td>
</tr>
</tbody>
</table>

From the National Training Laboratories (Alexandria, VA 2012)

Movie. Rick LaVoie’s video on Language Processing Disorder can be found in many resource libraries. We highly recommend watching his F.A.T. City videos which are available in pieces on www.youtube.com or through your media resource center at your school district.

Assignment idea:

- Take a file folder and cut two slits in the top half dividing it into thirds
  - Teach the student to put the paper inside and open the top third and do that work
  - Then open the middle flap and close the top flap and do that work
  - Then open the final flap and close the middle flap and do that work


- Teacher writes three things that are good about the paper
- Teacher writes one thing she wishes the student would work on to improve the paper
- Student rewrites the paper and then turns it in again for the same process.
Three Stars and a Wish Purple Edition. By Monika Marcel in Houma, LA

- Same idea- but it is graded by the purple paper eater (pretend monster). She grades it in a purple pen for her three stars and a wish and then slimes the edge with a little purple glitter eye shadow. The kids can't wait for the Purple Paper Eater to grade their papers.

There is a journal page to use the same philosophy in the workbook section of this book.

Kansas Learning Strategies. Kansas Learning Strategies is now called http://www.ku-crl.org/sim/ Strategic Instruction Model (SIM). They have developed a wonderful training series that helps students who struggle with writing and reading. Here is one idea from them:

- Mnemonics to help kids:
  - PIRATES for test-taking etc. This link gives proper credit to the authors- http://www.edgartownschool.org/uploads/files/nedine_cunningham/pirates.pdf
  - Brochure on all the strategies: http://www.ku-crl.org/sim/brochures/LSoverview.pdf

Writing Strategy. 3-2-8 Paragraph (We learned about this from a teacher in North Carolina in 1987). First sentence has 3 ideas in it. Each one of those three ideas get two sentences. The eighth sentence wrap it up and restates the first sentence in a summarization.

Example:

For my dog, TJ’s 14th birthday she went to Fleabuck’s, Boneanza, and Barkin’ Robbins Ice Cream. At Fleabuck’s she had a nice bowl of iced water. She asked for a sprig of mint in her water and splashed the mint so she had minty fresh breath. We then trotted over to Boneanza for a nice juicy T-bone steak. TJ loves to gnaw the bone so she quickly ate the steak and took the bone home in a “doggie” bag. We then went to Barkin’ Robbins for some ice cream as a birthday treat. TJ chose Backyard Bones Bubble Yum triple dip ice cream in a cup for her birthday dessert. TJ’s fourteenth birthday was a real treat at Fleabucks, Boneanza, and Barkin’ Robbins.

I’ve used 3-2-8 with high school students and I’ve used it in Kindergarten with parent volunteers who served as secretaries as the students dictated the stories to them once a week.

More Writing Utensils:

For students who tend to get so frustrated they break their pencils:

There is a company that makes totally bendable pencils. I cut them down into four pencils instead of one really long one. Oriental Trading Company sells them for $5.95 a dozen http://www.orientaltrading.com/neon-flexible-pencils-a2-5_q68.fltr
For students who need to fidget while they think about their writing:

These are from [http://www.amazon.com/Finger-Fidget-Pencils-Set-4/dp/B006RO3P96](http://www.amazon.com/Finger-Fidget-Pencils-Set-4/dp/B006RO3P96) $17.97 for four of them.

For students who nervously chew while thinking about their writing:

Use refrigerator tubing attached to the end of the pencil. It is non-toxic (this is the water line that brings water into the fridge) - cut off a two-inch section and attached to the end of the pencil. They can chew on the end of the pencil without ruining their teeth on the metal band. This tubing is about 49 cents a foot.

**Mathalicious.** Mathalicious is a website filled with math lessons all linked to the common core and by grade level. The lessons are downloadable and already for educators to use. The user can set their own price for downloads and a few of the lessons are free for everyone to try. Mathalicious incorporates music, video and interesting topics to teach the students a math lesson that will stick with them for life.

**Anxiety**

Anxiety can side rail academic performance quickly, especially during high stakes testing. Here are some research based ideas for reducing anxiety in the classroom.

**Advanced Organizers.** Advanced organizers help students organize their thoughts. Many times, teachers use KWL charts and flow charts for the whole class. Giving each student their own copy will help them cue into the important facts.

- Instead of plain K-W-L charts try these variations:
  - KWHL- What do you know? What do you want to know? How would you like to learn it? What did you Learn?
  - KWHLP- What do you know? What do you want to know? How would you like to learn it? What did you Learn? How would you like to prove it?

- Instead of plain flow charts, have the students make them on a PowerPoint in the computer lab and link each box to a movie or online link which will help them study. Have them email the PowerPoint to themselves at home for study.

**Copying from the Board.** For some students, it is very difficult to transfer what they see on a vertical plane to a horizontal plane. This is often an undiagnosed learning disability. An easy solution, make 20 copies of what is on the board the first few days of school. Say to the students, “I know some of you might have trouble seeing the board because of the glare or where you are sitting. Here is a copy of what is on the board so you can copy it on your paper for your notes. I need these back to save for next year’s students to save paper, so give these back when you are finished.” After a few days, you will know who needs them and who doesn’t and that is the number of copies you will need to make. For those students with dysgraphia, it might be best to take a picture of the board and email it to them.
Remember your objective. Is your objective to learn how to write or to get the material down for study purposes?

**Spelling.** We know many adults who do not know how to spell. There was a period in education when teachers were told not to tell students how to spell a word. A lot of anxious kids freaked out when the teacher would not tell them the right way to spell a word. Some students cannot stand to make a mistake. We typically call them perfectionists. Many of us would fall into that category. Here are some ideas to help specifically with spelling:

- Mnemonics paired with Michenbaum’s Five Step Cognitive Model.
  - On Friday, the teacher gives a pre-test on all the next week’s spelling words. These are not graded for a grade, rather they are graded for what words received the most incorrect spelling variations.
  - The teacher then thinks up a mnemonic to help the students with those words.
    - For example: there, their, and they’re
      - **There** is a place, we go here and there. It has the word here in it.
      - **Their** shows belonging. Prince Charles is their heir to the throne. It has the word heir in it.
      - **They’re** is a contraction. It is shortcut word for two words so it has an apostrophe in it.
    - On Monday, the teacher introduces all the words and shows the students how to write them using the new mnemonic.
    - On Tuesday, the teacher has the students perform the writing while he or she tells the mnemonic aid.
    - On Wednesday, the teacher has the students say and perform the writing while saying the mnemonic.
    - On Thursday, the teacher has the students whisper and perform the writing while whispering the mnemonic aid.
    - On Friday, the teacher has the students think it and perform the writing while thinking of the mnemonic aid.
  - Here’s an example:
    - **Monday.** M-U-S-C-L-E-S (sung to the tune of N-E-S-T-L-E-S chocolate) – the teacher sings it as he or she writes it on the board about five times.
    - **Tuesday.** M-U-S-C-L-E-S (sung to the tune of N-E-S-T-L-E-S chocolate) – the teacher sings it as the students write it on their paper about five times.
    - **Wednesday.** M-U-S-C-L-E-S (sung to the tune of N-E-S-T-L-E-S chocolate) – the students sing it as they write it on their paper about five times.
    - **Thursday.** M-U-S-C-L-E-S (sung to the tune of N-E-S-T-L-E-S chocolate) – the students whisper it as they write it on their paper about five times.
- Magnets
  - For students who have a hard time writing, they can manipulate magnets to spell the word. We use this with children with autism who are just developing their skills. We take the letters of the word and put them in a baggie with a picture or plastic replica of the object they are spelling. We hand the baggie to the student and have them take out all the objects and manipulate the letters into the correct spelling.
  - As the students gain expertise with this method, a foil letter can be added to the mix. In other words, for the word FISH - there would be a plastic fish and the letters: F-I-S-H-J

- Sandpaper
  - For some students, if they feel the letters as they write (tactile learners), it helps them commit the action to memory. Having the students write on sandpaper with a crayon will help them with the muscle memory for how to write the words.

- Wikistiks can be used in the same way. The student would then trace the letter with their finger after they formed the letters of the word.
  - Wikistiks can be used again and again and sandpaper is a onetime use product

- Dictionaries
  - We made a book for each student with an alphabet letter on the top of each page. As the students asked how to spell a word, we would write it on a 2 inch by 2 inch post-it note and give to them to put in their personal dictionary. The students were trained to look up their dictionary first to see if they had already asked how to spell the word.

**Word Searches.** Many teachers still use word searches. For students with visual discrimination issues, these can be quite daunting. Teach the student to use a ruler to find the words. They can move the ruler horizontally, vertically, and diagonally.

**Kinesthetic Learners.** Many students need to move to learn. A fun way to make it a movement game is to purchase a cheap plastic ball from a discount store. These balls are usually in a large bin in the toy department and cost around $3. With a permanent marker, divide the ball into sections and write a question or math problem in each section. Have the students sit or stand in a circle and toss the ball from one person to the next. Wherever the catcher’s hands land, they read the question below their right thumb. They read the question out loud and then the student answers the question to earn points for the class. The class can be divided into teams who earn points. The student then passes the ball to someone who has not had the ball and the game continues until everyone has had a chance to partake. For Kindergarten students or students who do not know their right from their left, the teacher can paint a small amount of red fingernail polish on their right thumbnail and this will help them. By the time the polish wears off the student will know their right from their left. (Be sure to ask parents before you paint fingernails).

**Multiplication Facts.** If a student has difficulty with memorization of multiplication facts, a spatial approach is best. Use a number chart or matrix of the numerals 1-100 and have students count by “4” s and color in the box of every fourth number. Seeing the visual pattern helps man students who learn best visually and spatially. See workbook section for a blank number chart for you to use.
Have the students make a PowerPoint coloring in the boxes using tables and the fill-in tool. Have them make a page for 1’s, 2’s, 3’s, 4’s, 5’s, 6’s, 7’s, 8’s, 9’s, 10’s, 11’s, and 12’s. Then have them link to the Multiplication Rock music for each page and they can listen to the music and watch the page as they learn their multiplication facts.

**Fun with Math.** Some kids like to learn tricks that don’t really help them that much— but they are fun to learn. Here are a couple.

**Sevens:**

Take a box grid of 9 squares

Starting at the bottom of each row number the boxes backwards like this:

<table>
<thead>
<tr>
<th>7</th>
<th>4</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

Now use this pattern:

0-1-2

2-3-4

4-5-6

(last number repeats in next row)

Fill in the boxes with these numbers

<table>
<thead>
<tr>
<th>07</th>
<th>14</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>49</td>
<td>56</td>
<td>63</td>
</tr>
</tbody>
</table>

7x1=7, 7x2=14, 7x3=21, 7x4=28, 7x5=35, 7x6=42, 7x7=49, 7x8=56, and 7x9=63 Just for fun— won’t really help them, but they’ll have fun playing with it.
Nine Fingers

$9 \times 4 = 36$ Hold down finger number “4”. There are 3 fingers before it and 6 fingers after it- so the answer is 36.

$3+6=9$ is also a way to see the nine trick- all the answers equal nine

0+9=9
1+8=9
2+7=9
3+6=9
4+5=9
5+4=9
6+3=9
7+2=9
8+1=9
9+0=9

Once again, these are just fun facts and won’t really help a child “learn” the facts.
Fun Ways to Learn (Ideas from Pinterest)

Nametags. Many teachers wear a sticker on their clothing to help students learn difficult facts. When a classroom is studying difficult facts, give each student a self-stick name tag with an important fact on it. This can be Math, or any other subject. From that point on for the day, have the students refer to each other as the fact on the name tag and not the student’s real name. For instance, during class meeting instead of saying, “I’d like to compliment Susie for picking up trash.” A student could get the Koosh ball and say, “I’d like to compliment the capital of Kansas is Topeka, for picking up trash.” It’s funny and the students will remember the difficult facts.

Sandwich Board. Many teachers have worn aprons with specific facts on them. A lot of teachers now carry a small white board with them as they walk down the hallway, the teacher walks backwards with a fact on the board. If the students must wait a few minutes to go into a special class, the teacher might write facts on the white board and have the students whisper the answers.

Floor. Turn your floor into a bulletin board. Write facts on the floor on clear contact paper, or solid color contact paper and stick it to the floor. Masking tape or duct tape works well too. It does leave a sticky residue on the floor but “Goof-off” takes it right off. If your floor is carpeted, the stickiness will wear off with the students walking on the carpet.

Vocabulary. When teaching new vocabulary, make index cards. One card will have the word and one will have the definition. Pass out one card to each student. Have them find their other half. They must problem solve to figure out who has the word and who has the answer. They must go around and read the answers repeatedly to learn who to pair up with in the classroom.

Go Fish. When students are learning new vocabulary or new facts, the board can be turned into a small memory game. Every time you catch the class being “good”, choose a student from your stick jar to come up and try to match a pair. When all the pairs are matched, the class earns a prize. It’s a win-win. The students are hearing facts and learning to use their brains to remember where something is on the board and they are working in a group contingency for a group payoff.

Sequence. When learning difficult sequences, give out index cards with the sequences on them. Let’s say for some reason you were teaching the order of the presidents. Write each president’s name on an index card. You might write the years they were president below their name. Pass out all the cards and then have George Washington start. The first student would say, “I have George Washing who was president from 1789 to 1797. Who has the second president of the United States?” The second student would say, “I have John Adams, He was the second president from 1797-1801. Who has the third president?” And, so on until the current president. This can later start some discussions about what was going on during each president’s term.

- The same can be done with Math facts. “I have five. Who has five plus five?” “I have ten. Who has ten plus five?”
- “I have Delaware who became a state in 1787. Who has the second state to enter the union?” “I have Pennsylvania who became a state in 1787. Who has the third state to enter the union?”
Overwhelmed. Sometimes, you will have a student with special needs in your class and they will become overwhelmed due to noise, activities, difficulty etc. You cannot always get to them right away when they become overwhelmed. Have a plastic shoe box filled with educational games, headphones, stress balls etc. and keep it close to the child who becomes easily frustrated. Teach them when they get frustrated to go get the box and open it and use what is inside. This will be your cue to go over and get them on track as soon as you are finished with what you are doing. Better to have a child off task for a few minutes than have a child have a temper tantrum because they became overwhelmed and did not know what else to do. We like to use a box with a bright red lid because we will notice it moving in the classroom.

Adapted Books. We were once called in to help with a blind student who was having behavioral issues in the regular classroom. He was very young and his biggest time for problem behaviors was in circle time when the teacher was reading aloud from a book. Imagine being blind and not being able to see the pictures to understand what was being read to you. No wonder he was rolling all over the floor to entertain himself. We got a list of the books the teacher might read and took the books and did the following:

- We outlined the shapes with puff paint.
- We put a small piece of foam between the pages so the pages would open easily from one to the next.
- We glittered some areas and put texture on things with the puff paint.
- If the class was reading about a frog, we got him a rubber frog to hold so he knew what they were talking about.

The point is, if a behavior is occurring, look at the situation from the child’s point of view. What might be causing the behavior to show up?

Coded and Cued Assignments

Reading. For struggling readers, the letters can be color coded to help them determine long and short vowels for a short time. This will help them start to see the patterns in what makes a long vowel long and what makes a short vowel short. We used red for silent vowels, yellow for short vowels, and green for long vowels. Bossy “R” was purple (royal color...do what I say.)

Story problems. For some students understanding the words which mean subtract or divide and words which mean add or multiply are very confusing. Sometimes, we go through and circle the multiplication or addition story problems and put a square around the division or subtraction problems. Then we underline the words that tell them which made it that action.

Ways to Demonstrate Mastery Using Howard Gardner’s Multiple Intelligences

After studying a subject, the students do not always have to take a paper and pencil test. They can show you they learned the material in a variety of ways. You will need to develop a rubric for each one based on the age level of the students you are working with and their intelligence level.
**Linguistic.** These students are very good with words. They can write plays, movie scripts, puppet shows, television programs or develop crossword puzzles to demonstrate mastery. They will share with the entire class through their chosen medium.

**Logical.** These students are very sequential and like patterns. They like multiple step science experiments. They might like to read two books and find the similarities between the two books. For instance, we had a student who found similarities between Abraham Lincoln and Ulysses S. Grant.

**Bodily Kinesthetic.** These students like to touch and feel everything. They might like to build dioramas, create a dance representation of the events, or build an outside game based on the principles of what you studied. They can still write a report about the topic, but their main grade will be based on the bodily kinesthetic project.

**Spatial.** These students are good with space and visualization. Let them draw, paint, or sculpt a product to depict what they've learned. Let them create the Battle of Gettysburg with Legos etc. They can create a maze game that uses flash cards with questions. These are the students that can look at those pictures of gears and tell you which peg will move when the gear goes left.

**Musical.** These are typically your auditory learners. Let these students tell stories, write songs, or tell a story through interpretive drumming. These are the students that can tell you verbatim what you said on Tuesday at 9:17 a.m.

**Interpersonal.** Let these students teach a lesson they develop for the class. These are the students that would love the challenge of a PowerPoint story to teach to the class. A lot of teachers rank high in this category.

**Intrapersonal.** These are the students who are shy, so they won't want to stand up in front of the class and give a lecture on the trials and tribulations of the depression era as it relates to the octogenarians who hoard money in the current century. These are the students who would be happy to take the multiple-choice test. However, these are also the very students who are self-motivated and could self-direct their own learning if given the opportunity.

**Naturalist.** These are the students who can draw upon certain features of the environment. Depending on the topic being explored in the classroom, there may be ways to connect this for evaluation. For instance, if you were studying the environment, these students might develop a science experiment for the class outdoors and bury the following in a pair of pantyhose: a Styrofoam cup, an empty soda can, a banana peel, some coffee grounds and a piece of paper. The student could bury this in the outdoor area of the school and then dig it up and comparing it to the original map of the pantyhose to show the class how things disintegrate over time.

**Student Success.** John Hattie, the author of Visible Learning: A Synthesis of 800+ Meta-Analyses Relating to Achievement found that students measuring their own success had a profound impact on their learning. Each student should have a notebook or folder for each subject. In the front of that binder, they should have a workbook sheet where they graph their score for each paper they turn in to the teacher and receive back.
Many students with ADHD are described as oppositional or non-compliant. Whatever the reason for the non-compliance, these strategies have been helpful for educators in working with these children.

**Heart rates**

Students with aggressive behaviors tend to have a heart rate of 147 bpm on average just prior to the aggressive act (45-90 seconds prior) (Freeman et al., 2001). The resting heart rate is 60 bpm. Music set around 60 bpm can have a calming effect in the classroom. Here are some places to figure out beats per minute:

- www.tinyurl.com/tangerinebpm
- www.beatunes.com

**Websites with information on 60 bpm and lists of songs:**

- [http://walk.jog.fm/popular-workout-songs?bpm=60](http://walk.jog.fm/popular-workout-songs?bpm=60)
- [http://mp3bear.com/?q=songs+around+60+bpm](http://mp3bear.com/?q=songs+around+60+bpm)

**Staying in Frontal Cortex:**

Keep yourself in frontal cortex and remember, the student is not doing this to you. The student is communicating frustration. Help them communicate their frustration in a socially acceptable way.

**Cool Down Techniques**

Instead of saying “Sit Down” Use;

**Choices.** The University of Michigan says offering two equal choices gives a 98% compliance rate. Pair that with the research on right ear preference and the student is most likely to comply. ([http://hi.baidu.com/esler/blog/item/4727521cc29c8a8286d6b6ff.html](http://hi.baidu.com/esler/blog/item/4727521cc29c8a8286d6b6ff.html))

**Compassion.** Handle all problems with compassion. Instead of saying, “Why did you rip up that paper?” Say, “I can totally understand why you felt like ripping up that paper.” This will bring down the brick wall that is ready to raise and then you can say, “But, we can’t allow students to behave in such a manner and here is how you will make restitution for that action.”

**Social Autopsy.** This was described under replacement behavior in the book

*PowerPoint Social Autopsy.* For younger students or students with low verbal skills, a PowerPoint social autopsy works better. It will follow the same guidelines; however, the
PowerPoint will have pictures of the student engaging in each step of the process. There is a sample on http://behaiviordoctor.org/files/powerpoints/social%20autopsy/socialautopsyppt.pptx

Main Message: **Build a Relationship with the Student First- Discipline Without a Relationship Leads to Rebellion**

**Voice Level**

Many times, teachers are heard saying, “Use your inside voice.” Depending on your home, your inside voice level might be much louder than what the teacher is intending. Consider a child who lives in a home with 5 other children, they must talk louder to be heard. Consider a child who attends a daycare with 50 other children versus a child who attends a babysitter with six other children. Voice levels will be different depending on the context.

**Use inches:**

Pass out a ruler to each student. Have them practice in pairs talking in a 12-inch voice, 6-inch voice, 3-inch voice, and zero-inch voice. Use this philosophy on the bus and in the cafeterias.

**TIPP behavior in your favor:**

Teach it
Imprint, it by modeling it
Practice it
Praise it when you see it

**Calming Music.** We decreased aggressive behaviors in an alternative school by using 60 bpm music during transition periods.

**Check In- Check Out Program.** The most critical factor influencing the development of pro-social behavior is the attachment to at least one pro-social adult who believes in the child and provides unconditional acceptance and support (Horner et.al., 2008; Hawkins, 1995; Bernard, 1995; Brooks, 1994; & Katz, 1995). Kids with ODD- First instinct is to not trust adults

**Technique for Kids. Cooking Spray-** Be “PAM” -USE PAM on Your SPAM

Don’t let words from other students stick to you. Be:

Proactive not reactive
Affirmative

Move Away

Proactive not reactive
Teach the child to have a plan to keep themselves in frontal cortex:
  - Teach them breathing techniques
  - Give them an outlet for tensing muscles such as a stress ball they keep in their pocket
  - Teach them how to go to their “Zen” place

Affirmative
Teach the child to tell themselves positive statements:
  - I can handle this.
  - I am better than this.
  - This is not worth losing privileges over.

Move Away
Teach the child to say something like:
  “Thanks for sharing your opinion and move away.”
Teach the child to not make eye contact when saying the above statement.
Ice it down....
Know how you can add ice to a hot cup of cocoa and it cools it down to “just right”? Or ice an inflamed muscle and it calms down.
Learn what to say to bring the child down to “just right.”
For example:
  If the child likes to set up the overhead projector and you see they are about to go over the edge, ask them to set up the overhead projector for you.
Music calms the inner “beast”
We all have times when our inner beast comes out.
  Share with the student what you do....
ADHD AND AUTISM

Per Kay Marner, it is possible that half of all students identified with autism also have ADHD. Therefore, addressing some strategies for Autism may be of benefit in this book. (http://www.additudemag.com/adhd/article/10236.html)

The numbers are growing:

1950's 1- in 10,000

2013 1 in 50 (CDC- parent report)

Movie about Carly Fleischmann can be downloaded here:

http://www.youtube.com/watch?v=xBzJleeOno

See more about Carly: Carly’s Café and Carly interviews Channing Tatum on www.youtube.com

Just because I don’t talk-Does not mean I don’t have something to say!!!

(Photo by Elizabeth Davenport)

Good Books:

Asperger:

the curious incident of the dog in the night-time by mark haddon

Look Me in the Eye by John Elder Robison

Be Different: Adventures of a Free-Range Aspergian with Practical Advice for Aspergians, Misfits, Families & Teachers by John Elder Robison

Autism:

Born on a Blue Day: Inside the Mind of an Autistic Savant by Daniel Tammet

THE EXCEPTIONAL LIFE OF JAY TURNBULL: DISABILITY AND DIGNITY IN AMERICA 1967-2009 by Rud Turnbull

Brains, Trains, and Video Games: Living the Autism Life by Alicia Hart, Brianne Bolin, Ewan Nees and Tera Swang

Overstimulation. Think about all five senses. Imagine hearing the humming of the fluorescent light, the motor of the overhead projector, the bees buzzing outside, someone scratching their skin, chair legs scooting on the floor, and someone tapping their pencil all at the same volume and ten times louder than a neuro-typical hears them. Many children with autism are hyper-acoustic. They hear
everything extremely loud and cannot cypher out what is important and what is not. For an excellent take on what this feels like watch:

http://www.youtube.com/watch?v=KmDGvquzn2k You only have to watch 2 minutes of this- imagine what it is like 24 hours a day.

**Noises.** Minimize carpet on the floor helps

- Tennis balls on bottom of chair and table legs
- Seat the student away from the overhead projector for the Smartboard
- Seat the student away from the door and hallway noise
- Seat the student away from fluorescent lights above
- Keep noise to a minimum

**Lighting.** The flickering of the fluorescent lights can be a distraction. Consider writing a grant to www.donorschoose.org and choosing the put in www.huelight.net panels. The panels are about $20 apiece and all but stop the flicker from coming through.

- Use lamps around the room with incandescent light bulbs and leave overhead lights off
- Use natural light as much as possible

**Smells.** If your classroom is near the cafeteria or the pool in the gym area, consider using a draft dodger. You can make your own for a dollar. Get a pool noodle at the dollar store and cut it in half. Slip it into an old pillow case which has been made narrower by sewing down the middle and cutting off the extra half. Slide one pool noodle on each side of the door. This will decrease the smells coming into your room.

- Consider not wearing perfume. Even body lotion can bother students with sensory integration issues. Students with Traumatic Brain Injury (TBI) can be highly sensitive to smell and it can trigger a migraine headache.
- Do not use plug in room deodorizers or spray room deodorizer
- To eliminate dank musty smells, sprinkle baking soda on the carpet and then vacuum it up

**Textures.** If a child is acting uncomfortable, check out what they are wearing:

- Seams on socks
- Tags in the back of clothing
- Itchy material
- Seams in clothing
- Think about what they are sitting on
- Allow them to bring house slippers from home and take off their shoes and socks in the room
- Talk to parents about comfortable clothing choices

**Transitions.** Anything that is a change is a transition. Changing classes, changing activities, changing people can be a huge event for a child with autism if they are not prepared for the change. We used a
**PowerPoint** relationship narrative to help students and housemates with changes that were coming each day. For samples see: [http://behaviordoctor.org/ASD.html](http://behaviordoctor.org/ASD.html) scroll down to Relationship Narratives for samples.

- These can be developed with pictures of the student and recordings of the student. They can be narrated and saved as a PowerPoint shows .pps and then transferred onto a Palm Pilot or iPad or iPhone for a student using a simple program called DataViz. You can download a free version of DataViz here: [https://www.dataviz.com/DTG_iphone.html](https://www.dataviz.com/DTG_iphone.html)
- Remember to make one for students when they transition from one school to the next.
WORKSHEETS (THE FOLLOWING PAGES ARE FREE FOR YOU TO XEROX AND USE)
### Student Teacher Action Rating Sheet (STARS)

**Student Name:** _______ **Sample ______________________**  **Date:** ____________________________

<table>
<thead>
<tr>
<th>Hour One</th>
<th>Hour Two</th>
<th>Hour Three</th>
<th>Hour Four</th>
<th>Hour Five</th>
<th>Hour Six</th>
<th>Hour Seven</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Accepts Score**  
(Teacher only)

3 = beautiful hour, 2 = pretty good hour, 1 = this hour could have been a lot better

**Smiley faces** (Great big smiley face = 3, Medium smiley face = 2, Half smiley face = 1)

**Total Points Earned Today:** ______________ out of 84 possible

**Reinforcement Earned:** __________________________________________

**Parent Signature:** _____________________________________________

**Reinforcement for 67-84=** _______________________________________

**Reinforcement for 58-66=** _______________________________________

**Reinforcement for 50-57=** _______________________________________

**Reinforcement for 49 or lower=** ________________________________
<table>
<thead>
<tr>
<th>Activity</th>
<th>Hour One</th>
<th>Hour Two</th>
<th>Hour Three</th>
<th>Hour Four</th>
<th>Hour Five</th>
<th>Hour Six</th>
<th>Hour Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands and feet to self</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
</tr>
<tr>
<td>Respect personal space between each other</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
</tr>
<tr>
<td>Turn work in on time</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
<td>My score</td>
</tr>
</tbody>
</table>

This one is filled out. You can go online and download this booklet and erase the behaviors of focus and make it appropriate for your student.
Free or Inexpensive Reinforcements for Parents to Use

Young Children

1. Assist the parent with a household chore
2. Send an email to a relative telling them what a good job they had done on a project at school. In other words, email Aunt Linda and tell her about the “A” you got on your spelling test.
3. Get to decorate paper placemats for the dining room table for dinner that evening
4. Get to choose what is fixed for dinner that night - example: “You get to choose, I can make tacos or meatloaf. Which do you want me to fix?”
5. Get to help parent fix dinner - shell peas, peel potatoes, make art out of vegetables, make ants on a log etc.
6. Get to be the first person to share 3 stars and a wish at the dinner table (3 good things that happened that day and one thing they wish had gone better.)
7. Get to create a family night activity - roller skating, hiking in the park, picnic dinner on the living room floor or under the dining room table with blankets over the top.
8. Camp out in the backyard with a parent.
9. Get a car ride to or from school instead of the bus
10. Get to have a picture framed for mom or dad’s office
11. Get to choose the game the family plays together that night
12. Get to choose the story the family reads out loud together (read the classics)
13. Get to go with a parent to volunteer at a retirement home (the children will get tons of attention)
14. Get to gather old toys and take to a shelter for children who have nothing
15. Get to ask friends to bring dog and cat food to their birthday party instead of toys that will break. Take the food to a shelter the day after as a reinforcement. They will get a ton of attention from the staff.
16. Bury treasures in a sandbox for the child to find. Put letters in plastic Easter eggs and they should put the letters together that spell treat the child will receive. (Ideas: a walk with grandma, bike riding at the park, etc.)
17. Make special mud pies in the backyard with mom or dad or have a family contest to see who can make the best mud pie.
18. Dig shapes in the sandbox and then decorate with items found around the house. Pour inexpensive plaster of Paris into the shape and wait to dry. When it’s pulled out it will be a sandy relief that can be hung on the wall (if you remember to put a paper clip in the plaster of Paris on the top before it dries 😊)
19. Get to go shopping with a parent as an only child. Give them a special task to look for something that you are seeking. For example: “Here’s a picture of a blue blouse that I’m trying to find. Help me look for something that looks like this.”
20. Take all the kids to grandma and grandpa’s house except one and let that child stay home with mom and dad and be “only child” for the weekend. The other kids will get spoiled with lots of attention by grandma and grandpa and the “only child” will get lots of attention from mom and dad. (If you don’t have grandma and grandpa nearby- trade with another family taking turns to keep each other’s children.)
21. Download a fun recipe and let your child help you make that recipe as a surprise for the rest of the family that evening. (Put up signs that say “Secret Cooking in Progress”. Must have special pass to enter the kitchen.)
22. Surprise your child with a scavenger hunt around the house. If they read, give them written clues hinting as to where the next card is hiding. At the end, have them find a note that tells them their big prize. (If your child can’t read, you can use pictures.)
23. Make a story on the computer with your child using Microsoft's PowerPoint program. Let your child be the star of the story.
24. Let your child take the digital camera out in the back yard and then come back in and turn those pictures into a story on the computer. Help them print off their book for a distant family member.
25. Go outside and collect cool leaves and flowers. Come inside and put those leaves and flowers between two sheets of wax paper. The parent will iron these two sheets together and create placemats for everyone in the family for the evening.
26. Start a family story at the dinner table and each person in the family should tell a part of the story. The child being reinforced gets to start and end the story.
27. Let your child earn 5 minutes of either staying up later or sleeping in in the morning. Use that time to read together if they stay up later.
28. Play secretary and let your child dictate a story to you. Type up the story and send it out to some relatives who will call them and tell them how much they liked the story.
29. Write a story for your child where the child or their personal hero is a character in the story.
30. Change the screen saver on your computer to say “My child is the greatest.” …or something that would make them feel good about themselves. Do this at your office and then take a picture of it or take your child to your office on the weekend and let them see it.
31. Let your child help you do the laundry and then pay them with a special dessert for dinner. Be sure to say, “Since you helped me save time by helping me fold the laundry, I have time to make this special dessert for dinner.”
32. Help your child organize their room giving them a mnemonic to help them remember where things go- for instance teach them the color order of the rainbow and then teach them to hang up their clothes in color groups matching the order of the rainbow (ROYGBIV). Later, when you catch them hanging up their clothes in the correct place draw a “rainbow” award for their good work and put it on their door as a surprise when they come home.
33. Have the bedroom fairy come while they are at school and choose the bedroom that is the neatest. Hang a fairy from the doorway of the room that is the neatest and that person gets to sit in “Dad's chair” to read that night. (Or something that would be appropriate at your house).
34. Mystery grab bag. Take an old pillow case and put slips of paper inside listing some of the prizes on this page and let the child draw out the prize they are going to get for their behavior reinforcement.
35. Let your child dictate where you drive on the way home from a location. In other words, they must tell you turn left here...turn right here. If they happen to steer you into a Baskin Robbins Ice Cream Parlor, it wouldn't be a horrible thing to stop and have a family treat together.
36. Give your child a special piece of jewelry that belongs to you to keep and wear for the day. (Nothing that costs a lot of money- but something that looks like it is special to you.) The child will feel special all day long.
37. Take your children to the library one at a time and give them special one on one time at the library checking out books or listening to stories.
38. Sign your child up for acting lessons (they should have earned this privilege). Many universities offer free acting classes on the weekend for children.
39. Take your child to an art gallery and then have them draw a picture of their favorite painting or statue. Possibly stage a mini art gallery tour of the child’s work for relatives who are coming to visit. Serve cheese and grape juice.
40. Take your child to the university astronomy lab. (It is usually free). Help them place stars on the ceiling of their room in their favorite constellation. If possible they could paint the stars with “glow in the dark” paint.

41. Take your child on a nature walk and collect rocks. Bring the rocks back home and have a contest painting the rocks to look like animals.

42. Have your child collect some toys they have outgrown. Clean up the toys and take them to a local hospital children’s ward and donate the toys to the ward. The child will get lots of attention and feel good.

43. Go to your local appliance store and ask them to save a refrigerator box for you. The next time your child earns a reinforcement, give them the box and help them plan and decorate the box to turn it into anything their imagination desires.

44. Make PAPIER-MÂCHÉ Halloween masks by taking punch ball balloons and spreading the paper strips over the balloon shape. Make noses, horns, tongues whatever they desire and then paint when dry. You will have a unique and free Halloween costume and you will have given your child tons of attention.

45. Find an old-fashioned popcorn popper (not an air popper). Spread an old sheet out on the living room floor, put a little oil in the popper and then have your children sit outside the perimeter of the sheet. Put a few kernels of popcorn in the popper and watch them fly up in the air. The kids will love watching this. For a special treat pour cinnamon sugar on the popcorn after it pops.

46. Find some light balsa wood and create a boat powered by a rubber band and paper clip paddle wheel. Make a unique sail and take the boat to a creek or lake nearby and help your child launch their boat. Be sure to take a butterfly net to retrieve the boat when it goes downstream. (Proactively, you could put an eye hook on the front of the boat and attach some fishing line to it so it can be brought back to shore.

47. Take your child fishing. It’s a great place to have some really in depth conversations.

48. Take your child for a ride looking for items that start with each letter of the alphabet. Take the child’s picture in front of each item that starts with that letter and then put it together as an ABC Book. For example: “This is Johnny in front of Applebees.” “This is Johnny in front of BlockBuster.” And so on....

49. Check with your local humane society and see if they allow children under 18 to volunteer to feed and water the animals. (Some shelters only allow adults over 18). Let your child earn the privilege of going to the shelter to feed and water the animals. Perhaps they can walk a small dog or pet a cat.

50. Take your child to the local fire department. If they are not busy, they will be glad to show the child around and give them some great attention. Most children have seen a fire truck, but few have gone to the fire department to see what it looks like.

51. Play the “Gatekeeper Game” with your child. A description of this game is available on www.behaviordoctor.org (under books- Stork Manual page 60.)

52. Tell your children you have a surprise performance for them. Get a stocking cap and lay on a sturdy table with your head hanging chin up in the air. Cover all your face with the stocking cap except your chin and mouth. Draw two eyeballs on your chin and then lip sync to a silly song. It looks funny, like a little headed person with a big mouth singing. Then let your child put on a performance for you.

53. Play hide and go seek in your house in the dark. Turn out all the lights and have everyone hide. One person is “it” and they should go around the house and find the people who are hiding. It’s really a great way to help your children not be afraid of the dark. You can limit it to one or two rooms if your children are young.
54. Ask your children if they’d rather have a dollar a day for thirty days or a penny a day that doubles each day for 30 days. In other words, on day one 1 cent, day two 2 more cents, day three 4 cents and so on. Once they decide then help them figure out which one would have been the better deal. $10,737,418.23 at the end of 30 days with the double the pennies per day.

55. Give your child a nice piece of Manila paper and some wax crayons. Have them color a design on every inch of the paper- could be stripes or wavy lines- whatever they desire. Then have them cover the entire page with black crayon. They color over the entire page. Then give them a paper clip and have them open one end and scratch a cool design into the black crayon. The colors underneath will show through. Do an art gallery tour and have tea and cookies after looking at the different pictures.

56. Teach your child how to throw a football, shoot a basket, kick a field goal, hit a baseball, and putt a golf ball. Then for fun, switch hands and try to do all those things with the opposite side of the body.

57. Find an old croquet set- probably on Ebay. Set up croquet in your yard and challenge your child to a game of croquet. The winning child gets to choose what the family eats for dinner.

58. Turn your dining room table into a cave by covering it with blankets, quilts and sheets that cover the top and sides down to the floor. Lay inside the cave and draw picture by flashlight to hang on the wall of the cave- just like the caveman drawings. You can safety pin the pictures to the “cave walls”.

59. Have a talent night for the family. Have everyone keep it a secret what they are doing and then perform for each other.

60. Teach your child how to darn a sock and then turn it into a magical sock puppet. Put on puppet shows for each other.

61. Take a tension curtain rod and put it in the door frame with some old curtains attached. Let your child put on a talent show for you as they enter through the curtain.

62. Attach cork panels to a wall in the kitchen or put in a large picture frame and put a special piece of art, poetry, or an exceptional paper on the board and have the entire family view and comment at dinner on the highlighted piece.

63. Let your child design thank you cards, birthday cards, or holiday cards and use them to send to friends and relatives. Make sure they sign their work.

64. Buy your child an inexpensive digital camera and have them take pictures and then gather the family with popcorn and watch the video on your television by hooking the camera to the television or upload to the computer and attach the computer to the television. Have everyone choose a favorite photo and talk about it.

65. Have a date night with your child as an only child. Take your child out to dinner and a play or a movie.

Teenagers

1. A gallon of paint is inexpensive. Let the child choose the color and help them paint their room. You can also buy mistake paint (colors that didn’t work out for others) and let the child paint a mural on their bedroom wall.

2. Teenagers need extra-curricular activities; however, these activities are expensive. Work out a deal with the karate teacher, horse stable, art teacher, sport coach etc. Offer to provide transportation, house cleaning duties once a month, or precooked meals to get a discount on these classes for your teenager.
3. Teenagers have a difficult time with their emotions. Download yoga lessons from online and do yoga breathing exercises together as a family. Talk to your child about using these techniques when they feel tense at school.

4. Make a deal. If your child maintains the grades you agree upon, does not have any unnecessary absences, and has been agreeable, allow them to take a mental health day and stay home on a day you are home as well. Go window shopping together, fishing, go-kart riding, or whatever would float your child’s boat. My mother did this with us when we were children and I still remember these days fondly.

5. Let your teenager play their music during dinner and talk to you about why they like each song that plays.

6. Watch an old black and white classic movie together and talk about how movies have changed. My children loved “Harvey” with Jimmy Stewart when they were teenagers.

7. Write half a story or poem and let your teenager write the other half. Submit the story for publication.

8. Scan your teenager’s papers or art work and have them bound in a book (www.lulu.com has inexpensive binding available). Present the book to your teenager at a special dinner.

9. Make a scrap book of your teenager and their friends with ticket stubs and pictures and present at a surprise party.

10. Save your change for a year. Let your teenager choose what to do with that money. One family that I know saved enough to take a family of six to Disneyland.

11. One of the greatest gifts you can give to a teenager is to teach them charity. Sign up to work in a soup kitchen, nursing home, or other similar area and work with them once a month.

12. Organize a neighborhood football or basketball game “oldies” vs “youngsters” or “men” vs. “women” and then have a block barbecue afterwards.

13. Let them drive the “good” car for a special occasion.

14. Surprise them with their favorite dessert for no special reason.

15. Write a story about the 20 things you love about them. Include fun pictures.

16. Choose a family member of the month and make a poster of them. Let them choose Friday night dinners for the month.

17. Teach your children how to play a game like Spoons, Canasta, Poker, etc. and have a family game night.

18. Turn out all the lights in the house and play hide and go seek in the dark. The person that can stay hidden the longest gets to choose the movie the family watches on Saturday night.

19. Hire your child to be an interior decorator and using only items available in the house, redo a room in the house.

20. Do your own Trading Spaces. Parents redecorate the teen’s bedroom and the teen redecorates the parent’s bedroom.

21. Use plastic Easter eggs and put dollar amounts in the eggs on slips of paper and number the eggs with a permanent marker. Play Deal or No Deal with one of the parents playing the banker.

22. Help your teenager study for a test by downloading a free Who Wants to be a Millionaire PowerPoint game and put the answers to your teenagers’ test into the game and then play to help them study.

23. Tape record your student’s study questions onto a tape recorder for them so they can listen to them while they are going to sleep.

24. Make flash cards for your student’s exams to help them study for a big exam.

25. Help your teenager organize their notebook using color coded folders for each subject and pocket folders for study cards.
26. Hide positive messages all over your teenager’s room, in their books they use at home (you don’t want them to get embarrassed at school), on their bathroom mirror, etc.
27. Watch Jeopardy and give each family member a pad of post it notes or index cards. Have everyone write down what they think the answer is and keep points. The person who wins gets to pick what the family does as an activity that weekend.
28. Do some research for your teenager. For example, if your teen is studying Greek Mythology go to the library and check out all the books on Greek Mythology for them or download some appropriate materials from the Internet (be careful of the Internet as some information is not correct).
29. Take your teen to a museum, on a nature walk, to a sporting event, whatever would float their boat. It’s the time you spend with them that is important and there are many free events you can attend.
30. Make a special mix CD for your teen of their favorite songs. You can upload i-tunes and then copy their own CD’s into the program and mix and match their favorite songs onto one CD so they don’t have to flip through CD’s to listen to their favorite songs.
31. Have a contest to see who can find something that no one in the family can guess what it is. For example, a shirt stay, or the inside spring to a toy, things that might not be recognizable away from their use.
32. Have everyone come to the table with a quote and then a contest to see who can guess who made the quote famous.
33. Surprise your teen with a scavenger hunt all over the house when they get home from school. Make the clues hard to figure out. I always had a little prize at the end like baseball cards.
34. Let your teen host the training of a guide dog. This will teach them responsibility and give them a sense of pride.
35. Help your teen become a big brother or sister to a child who needs a mentor. There is no greater gift you can give yourself than that of service to someone in need.

Remember there is an entire book dedicated to reinforcements on www.behaviordoctor.org under materials and reinforcements. It is constantly being added to.
Social Autopsy (Based on the ideas from Rick LaVoie, 2005)

![CSI Diagram](image)

<table>
<thead>
<tr>
<th>Here’s what was going on:</th>
<th>Here’s what I did that caused a social error:</th>
<th>Here’s what happened when I did that:</th>
<th>Here’s what I should do to make things right:</th>
<th>Here’s my plan for next time it happens:</th>
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Three Stars and a Wish (Journal Entry)

One thing that went well this week:

Second thing that went well this week:

Third thing that went well this week:

One thing I wish had gone differently this week:
**My Grades**

<table>
<thead>
<tr>
<th></th>
<th>Assignment</th>
<th>Assignment</th>
<th>Assignment</th>
<th>Assignment</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>50-59%</td>
<td>40-49%</td>
<td>30-39%</td>
<td>20-29%</td>
<td>10-19%</td>
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<td>0-9%</td>
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</tbody>
</table>

Write your score in the correct level and then color in the graph to match your score. Then take out your calculator and add all five numbers and divide by 5. That is your average score for the week. Write that number here _______________________. Be sure to have your parents sign this paper each Friday and bring back on Monday.
The Four P’s for Raising Self Esteem

**Proficiency**
(What skills are they lacking?)

**Public Relations**
(How can we make them look good?)

**Power**
(How can we give them power over their emotions?)

**Philanthropy**
(How can we set them up to help others?)

---

Start Date: ___________________________

Baseline grades _______________________________________________________

Baseline target behavior ________________________________________________

Probe Date (one month later): _____________________________

Probe grades _________________________________________________________
This is a partial listing of some of the 500 pages of research we entertained when writing this booklet. These are the ones we felt you might enjoy perusing further. (Jessica and Laura)


LaMarca, J. P. (2014). Neurofeedback as an intervention to improve reading achievement in students with attention deficit hyperactivity disorder, inattentive subtype. *Department of Education*


