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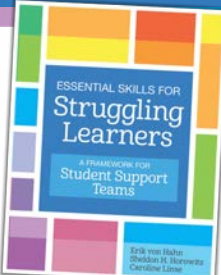
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**Giveaway**

We're giving away 3 FREE copies of  
**Essential Skills for Struggling Learners!**

Three attendees will be selected at random and emailed after the webinar. Submit your questions to Dr. von Hahn to increase your chances!




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**ADHD and Executive Skills**

Inhibition (impulse control)  
 Working memory

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**Essential Skills for Struggling Learners**  
 A Framework for Student Support Teams  
 Erik von Hahn MD; Sheldon Horowitz EdD; Caroline Linse EdD




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**What are the 11 Frameworks in *Essential skills*?**

1. Vision
2. Hearing
3. Motor skills
4. Formal language skills
5. Pragmatic language skills
6. Social skills
7. **Executive skills**
8. Affect and self-regulation skills
9. Reading skills
10. Writing skills
11. Math skills

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**Today's Framework: Executive Skills**

1. Orientation
2. Initiation
3. **Inhibition**
4. Shifting cognitive set
5. **Working memory**
6. Planning
7. Organization
8. Meta-cognition

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## ADHD and Executive Skills

Inhibition (Impulse control)  
Working memory




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### ADHD: Behavioral definition

- The DSM V uses observable behaviors to identify children with ADHD

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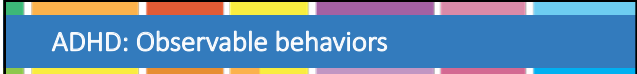
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### ADHD: Observable behaviors

1. Fails to give attention to details or makes careless mistakes in schoolwork
2. Has difficulty sustaining attention to tasks or activities
3. Does not seem to listen when spoken to directly
4. Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand)
5. Has difficulty organizing tasks and activities
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort
7. Loses things necessary for tasks or activities (school assignments, pencils, or books)
8. Is easily distracted by extraneous stimuli
9. Is forgetful in daily activities

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### ADHD: Observable behaviors

- 10. Fidgets with hands or feet or squirms in seat
- 11. Leaves seat in classroom or in other situations in which remaining seated is expected
- 12. Runs about or climbs excessively in situations in which remaining seated is expected
- 13. Has difficulty playing or engaging in leisure activities quietly
- 14. Is "on the go" or often acts as if "driven by a motor"
- 15. Talks excessively
- 16. Blurts out answers before questions have been completed
- 17. Has difficulty waiting in line
- 18. Interrupts or intrudes on others (eg, butts into conversations/games)

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### Observable behaviors have to be interpreted

- When using the DSM
  - Observable behaviors have to be interpreted: *What's the most likely reason for this behavior?*
  - Interpretation affects diagnosis/ classification
  - Interpretation influences the choice of treatment/intervention plan

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### Observable behaviors have to be interpreted

- *Essential Skills* presents frameworks that you can use to make interpretations of observable behaviors
  - The frameworks can assist with diagnosis/classification
  - The frameworks assist in choosing intervention strategies

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**ADHD:**  
Interpretation of Observable behaviors using the Executive Skills Framework

- Difficulty sustaining attention
  - Sustained attention requires the ability to **inhibit** distractors
- Fails to give attention to details.
  - Paying attention to details requires the ability to stay focused (**inhibition** of distractors) and to remember the details (**working memory**)
- Loses things necessary for tasks; is forgetful
  - Remembering needed items requires **working memory**

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**ADHD:**  
Interpretation of observable behaviors

- Difficulty with organizing tasks and activities
  - Organizing requires **planning** multiple tasks or activities over a time interval (e.g. day, week, month)
  - **Planning** requires you to remember (**working memory**) what you're supposed to do, and also **sequence** the steps in the right order

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**Strategies to assist students with ADHD**

- **Impulse control**
- **Working memory**

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**What can classroom staff do for students with ADHD?**

- Impulse control and enhanced working memory cannot be taught
  - ...but they can improve with age

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**What can classroom staff do for students with ADHD?**

- Teachers can:
  - Take a deep cleansing breath
- Teachers can teach students to:
  - Identify impulsivity and forgetfulness
  - Develop and use repair/ restitution strategies
  - Develop reminder systems and use them to help students detect and correct errors due to forgetfulness
  - Self-advocate

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**Strategies for use with students with ADHD**

- Most students with ADHD would rather forget about how distracted and forgetful they are. It can be embarrassing!
  - How can teachers support these students when they are resistant?

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### Strategies for use with students with ADHD

- Make yourself into your student's ally and friend
  - *I really like having you in my classroom*
  - *I really want to help you with your goals*
  - *I really want you to be a successful learner*
  - *I really want you to be a good classroom citizen*

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### Share your observations

- Develop some phrases to help you talk with the student about their executive difficulties
- *I've noticed that...*
  - *You sometimes share your answers before your classmates have had a chance to respond*
  - *You sometimes get out of your seat when it's not the right time*
  - *You sometimes make some errors, even though you know how to do the work*
  - *You don't always finish what you started, even though I know you can do it*

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### Interpret your observations

- Share your interpretation of the behaviors
- *I wonder if*
  - *...you are one of those students who is always thinking of new things*
  - *...you are one of those students who does 'acting before thinking'*
  - *...you are too excited to wait your turn*
  - *...you are one of those students who is a bit forgetful*

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**Have a plan**

- *I'd like to make sure you show everybody how smart you can be.*
- *I have a plan that I want to share with you*

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**Share your plan**

- **Repair strategies:** Repair strategies are designed to help the student fix an inappropriate behavior
  - *If you speak when it's not your turn, I'm going to ask you if you did acting before thinking*
  - *If you get out of your seat when it's not the right time, I'm going to ask you to figure out if it's the right time*
  - *If you forget to take turns in a game, I'm going to ask your friends to remind you about turn-taking*

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**Share your plan**

- **Working memory lists:** Working memory lists are designed to help the student detect and correct errors of omission and commission
  - *If you forget one of the steps for your morning routine, I'm going to ask you to check your checklist. That way, you can get everything done.*
  - *I'm going to stop by at the end of each lesson. We'll do a checking procedure, to find any mistakes you made by accident. That way, you can fix them.*
  - *If you are getting too creative, I'm going to ask you what you are focusing on, so that you can focus on your work instead*

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### Co-develop the plan with the student

- How should I remind you if I noticed that you did 'acting before thinking'?
  - I can pull on my ear if you did acting before thinking
- How should I remind you if maybe you forgot something?
  - I can tap on your desk if I think you need to use your reminder system
- How often should I give you a reminder?
  - I'll come by every 15 minutes
  - I'll meet with you at the end of each hour

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### Summary

- Core difficulties in ADHD include under-developed inhibition and working memory skills
  - Under-developed inhibition and working memory lead to impulsive behaviors, forgetfulness, and problems with task completion
  - Under-developed inhibition and working memory lead to poor planning skills
- Strategies to circumvent inhibition and working memory difficulties can be co-developed with your students so that they gain insight into their own behaviors and have strategies available to improve their performance

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# Questions?

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- Downloadable resources
- Professional development webinars

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