

TURNING THE TIDES

Teaching the Student With A.D.D.



Dr. Teeya Scholten
Registered Psychologist

Part of The "Good News About A.D.D." Series

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Student with A.D.D.

by

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TURNING THE TIDES

TEACHING THE STUDENT WITH A.D.D.

2ND EDITION - 2007

Dr. Teeya Scholten, R. Psych.

author of the

“The Good News About A.D.D.” Series

The Books in this Series are:

- ☺ **Attention Deluxe Dimension:** *A Wholistic Approach to A.D.D.*
- ☺ **Overcoming Depression:** *Wholistic Strategies that Work*
- ☺ **The A.D.D. Guidebook:** *A Comprehensive, Self-Directed Guide to Addressing Attentional Concerns in Adults and Children*
- ☺ **Riding the Wave:** *Behavior Management for Parents of Children with A.D.D.*
- ☺ **Turning the Tides:** *Teaching the Student with A.D.D.*

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TURNING THE TIDES

PART ONE: A POSITIVE, WHOLISTIC APPROACH TO A.D.D.

INTRODUCTION

“Attitude is the paintbrush of the mind. It colours everything we do.”

This is a book about our attitude or approach towards students with A.D.D. It is my hope that after you finish this book, you will choose to see all of your ADDers¹ as learners with “channel-surfing minds” who may need to learn “self-control”. Each ADDer will have their own personality type, learning strengths and challenges, of course. These will need to be addressed - but in as easy and as cost-effective a manner as possible.

Therefore, this book IS primarily about how you see and understand your students with A.D.D. It is NOT a compendium of strategies. (You are probably familiar with most of these anyway.) If you feel that you need ideas on how to adapt the classroom to students with A.D.D., there are lots of resources available to you (see Appendix G - The Teacher’s Annotated Resource List, for annotated references on books, journal articles and videos on A.D.D., learning and other factors related to attention.) The section for teachers covers information on how to adapt the classroom to your ADDer, and includes suggestions on how to structure the environment, reduce distractions, increase interest, shorten work tasks, build in movement, build up self-esteem. Resources such as these are wonderful, but the focus of this manual is different.

In this book I will be trying to help you see A.D.D. in a little more positive (but also realistic) light. We will be discussing the challenges that tend to go with A.D.D.

¹ ADDer is a term coined by CHADD (Children and Adults with Attention Deficit/Hyperactivity Disorder), an international organization dedicated to helping children and adults with A.D.D. and their families. To find out if you have or could start a local chapter, contact them at www.chadd.org.

(like learning discrepancies and food sensitivities) and the implications of this for teachers and other educational personnel who are trying to empower their students and help them to be the “best they can be”. It is my belief that it can help greatly to think of your ADDers as “mental channel-surfers” who CAN pay attention to a lot of different things at once, rather than as attentionally-disabled people who CAN’T concentrate, even if they tried. Teacher have told me that looking at these learners this way had a profound effect on their approach. If you choose to accept this attitude, the strategies that YOU will then be able to generate on your own, may be quite different and surprisingly effective for your ADDer as well as for many other students in your classroom.

How do you view A.D.D.?

First and foremost, how do YOU view people who have Attention Deficit/Hyperactivity Disorder (A.D.D. or AD/HD²)? What three or four adjectives typically come to mind when you think of a student with A.D.D.?



There is no doubt that if you have ever had a student with A.D.D. in your classroom, you may feel that this is one of the most challenging types of students to teach. What works one day for your student may not work the next. This **INCONSISTENCY** can be extremely frustrating for both teachers, parents and the students themselves(!) to deal with and to understand.

But with more and more students exhibiting the characteristics of A.D.D., what is going to become of the educational system? How are we going to teach these children in a way that they can be successful and that we, as educators can retain our sanity? These are important questions that will be, hopefully, answered in this book.

² AD/HD and A.D.D. are used interchangeably to refer to Attention Deficit/Hyperactivity Disorder and ideally “Attention Deluxe Dimension” (see p. 4 for further explanation).

***Because of the inconsistency of the ADDer,
what works one day for your student may not work the next.***

The first step, which I believe is a crucial one to working successfully with the ADDer, is HOW A.D.D. is viewed in the first place. There is a lot of stereotyping going on about students with A.D.D. It is often hard to tell which behaviors are actually caused by the attentional challenges and which are a function of other characteristics, such as personality, learning style or home discipline. The only characteristic that I believe is true of all people with A.D.D. is the “inconsistency” that we know only too well!

I believe that the way an ADDer presents in the classroom will vary greatly depending on whether he³ is an introvert or an extrovert, whether he values accuracy, whether he likes to finish what he starts, how intelligent he is, how much self-control he has learned, how interested he is in the material being studied. How he perceives himself as a learner can make a big difference, too!

So back to the original question about how you view A.D.D. What did you write when the question was first posed? Were your adjectives negative or positive? Chances are, they included words such as “impulsive, distractible, hyperactive”. You may have noted the frequent difficulty getting written work accomplished, or the student’s talkativeness. If you see A.D.D. as pretty negative, you are not alone. This is what most of us were taught and tend to experience.

HOW we view A.D.D. will influence the approach we take.

The traditional view of A.D.D. is a rather negative one - even the official term reflects a “deficit” and “disorder” and implies “dysfunction” in the area of attention. Some experts feel that a negative view is necessary, because in order to qualify for a diagnosis of AD/HD, there must be “significant impairment” in areas of functioning. But I wonder how useful this viewpoint is in the classroom situation?

³ At times “he” will be used, and at other times “she”. My apologies to anyone who is offended by this practice. My intention is to be inclusive in my language while avoiding the awkwardness of “s/he”, “hers/his”, etc.

How does this view fit with the reality of the fact that there are many successful people with A.D.D. who have learned to cope very well? Did you ever think that the successful ones might not even be coming to the attention of the helping professions? So we may not know what they look like. That is one reason that I feel that it is so important to tell others that I have A.D.D. Not to “toot my own horn” but to counteract the stereotypes which exists about A.D.D.

If you have been teaching for a while, I’m sure that you can remember some of your students who were active, disorganized and learning disabled who went on to achieve great success in their area of interest. What about the creative ideas and seemingly boundless energy of some of your present students with A.D.D.?

1. The “Good News” About A.D.D.

Dr. Thom Hartmann (1993; 1995) and Dr. Ted Hallowell (1994 a and b) were the first among many experts in the field of learning and attention to write about the accomplishments or “success stories” of the many talented people with AD/HD. Hartmann actually proposed that the reason that there are more and more people being diagnosed with AD/HD is because these are the kinds of minds that we are going to need for the 21st Century! (Did I hear a groan?!?) He said that these are brains that can think of a lot of different things at once, can generate creative ideas and which can have boundless energy for tasks in which there is a strong interest. What do you think?

***Kids seem to love this way of looking at A.D.D.
and so do parents and teachers!***

As a result of the potential power of the A.D.D. brain, several authors, have even expressed the wish for a more positive term which reflects the unique abilities of those with AD/HD. In response to the desire for a more accurate type of “label”, as well as to my own wish to present A.D.D. from a more positive and empowering perspective, I have been using the term “***Attention Deluxe Dimension***” since 1994.

Instead of seeing ADDers as having trouble paying attention, I see them as being able to pay attention to *many things at once* - hence the “*deluxe*” aspect. Since these are brains that can think about a lot of different things within a very short period, I call them “mental channel-surfers”. Kids understand this, because they often “channel-surf” on TV.

Channel-surfing can result in creative ideas.

Some of those who have noted the high level of creativity in ADDers sometimes attribute this to the fact that different ideas and perspectives come from unique combinations of information, produced by a channel-surfing mind. Dr. Ted Hallowell, senior author of Driven to Distraction (1995 a) calls creativity “impulsivity gone right”!⁴

I have found that when A.D.D. is explained in this more positive way, many parents self-disclose that they, too, have these “abilities”. Since A.D.D. is very hereditary, it can help to know when you are dealing with an adult “channel-surfer”, too!

“Attention Deluxe Dimension” means being able to pay attention to many things at once.

My intention, in using these terms, is that the ADDers (and those working with them) will all be able to understand the positives as well as the potential pitfalls of having A.D.D. My hope is that they can learn to work WITH it rather than feeling that they just “can’t” do it! Welcome to the Channel-Surfers’ Club is a little book that I have written for children who have been diagnosed with A.D.D. following the wholistic perspective that I use (Scholten, 2007). It is designed to encourage the child to celebrate their talents and to understand his or her unique ways of learning.

Teachers who accept the “Attention Deluxe Dimension” perspective begin to see their students as people who CAN pay attention - but to a lot of different things at once. If this is a viewpoint that you choose to accept, I guarantee that your approach to your ADDers will shift in subtle but powerful ways!

⁴ Personal communication during a lecture given in Calgary, Alberta in 1996.

You may have noticed that the term “Attention Deluxe Dimension” has the same initials as “Attention Deficit Disorder”. This is because my hope is that the student will then go back to his or her teacher and say, “Guess what, I have A.D.D.!!!” Use of the same initials will then alert the teacher to what kind of learner they have and what types of information may be needed in order to understand the unique needs of the ADDer and to maximize the chances for successful learning.

If A.D.D. is so great, why do we have all these problems?

Mental channel-surfing, lots of energy for things you are interested in, and creativity can be very nice qualities to have, but what about when you are trying to teach a student something and they aren’t even paying attention to what you are saying? That can be very frustrating for all concerned!

When you have a “channel-surfing brain” that is paying attention to lots of different things, problems may arise when one’s attention is needed on just one thing at a time (like listening to a lecture, writing a single sentence or doing an assignment.) If the student is interested and all of the neurotransmitters in her brain are working, then she can usually manage to bring her channel-surfing brain back to the needed channel enough to complete the task – but it IS hard work!

If the student is not interested in the subject or experiences difficulties in that area (i.e., in language, reading or writing), it becomes almost impossible to stay on that channel for very long! It’s just as though the light switch on the A.D.D. brain won’t stay switched on. No matter how hard the ADDer tries!

When the brain shuts off and it is really hard to concentrate, many students intuitively attempt to stimulate their brains by engaging in activities such as playing with toys, doodling, talking or moving around. Sometimes they are allowed to do this if it doesn’t disturb others. The purpose behind these actions is not understood (by themselves or others) and they are asked to “sit still” or “be quiet”. When they can’t “fidget” or find some way to stimulate their brain, it is very likely that nothing productive gets done.

***The A.D.D. brain tends to shut off
when asked to do tasks that seem boring or repetitive.***

Then how do we teach students with A.D.D.?

Once we have a good understanding of the ADDer as a whole learner, how her brain is working and the factors which impact on her learning, we can begin to implement strategies for dealing with the problems which present themselves. We need to be able to do this efficiently, effectively and with a minimum of time and effort on the part of you, the teacher.

This may mean addressing “learning discrepancies⁵” (my term for “learning disability” or LD). It may also mean using behavior management methods to teach self-control. I will discuss both of these issues later in this book (see p. 25, Appendix D, and how to teach self-control in Part Two –*Riding the Wave*: Behavior Management for Teachers of Students with A.D.D. p. 41).

Creating the kind of classroom environment which is sensitive to the personality type or interests of the learners can be a very powerful strategy, too. If you permit choices about learning options, this allows all learners (not just the ADDers) to select the type of learning environment which fits best with their learning style. For instance some introverted students can answer questions better after having a chance to think about their ideas for several minutes all by themselves. Other students who are more extroverted need a chance to discuss their thoughts in order to develop their ideas further. Some students who do not have strengths in the areas of language find it easier to express their ideas in the form of a drawing, play or music video. When teachers give options, students will usually choose what works best for them. When this happens, most students are much more successful and teachers feel that they are accomplishing their goals, too.

There is more information on what I call a “wholistic” way of understanding attention in the next section of this book (p. 17). But first, let’s try to understand a little more about the channel-surfing brain and what it’s like in the typical learning environment.

⁵ I prefer the term “learning discrepancy” to “learning disability” because it reflects what is really going on (i.e., a discrepancy in the ease with which material is learned in different subject areas), rather than a “disability” in the area of learning in general. An official diagnosis of “learning disability” may be useful for funding purposes, but should be used with great caution around learners, because of the potential for misunderstanding and resulting discouragement.

Is your student a “hunter” caught in a “farmer” environment?

Hartmann (1993) has said that having A.D.D. is like being a hunter who is forced to live in a farmer environment. That’s certainly how many of our students must feel in school a lot of the time.

In Figures 1.0 and 2.0 on the next few pages, the results of the same characteristics are illustrated for the different roles of a hunter and a farmer, respectively. Consider the typical adjectives that are used to describe A.D.D. - such as “hyperactive, impulsive and distractible”.

Consider these three qualities and their respective and very different results in people that find themselves in a “farmer” situation versus in a “hunter” environment. We see that these same qualities could be beneficial to a hunter, but disadvantageous to a farmer.

QUALITY IN A FARMER ENVIRONMENT	QUALITY IN A HUNTER ENVIRONMENT
Hyperactive ⁶	Energetic
Impulsive	Quick decision-maker
Distractible	Observant

In Figure 1.0, the energetic hunter is observant enough to notice the rabbit in its burrow. He’ll know where to find rabbit meat in the future, if needed. Then he spots a bird flying overhead. A quick reaction time and good decision-making ability result in capturing prey for supper. He runs home and probably chops wood for the fire on which the evening meal will be cooked. The hunter with these qualities is a very successful provider for his family. However, these same qualities in a farmer environment have a very different result. In Figure 2.0, the farmer begins well, but is soon “distracted” by a bird flying overhead. This results in his plow going off track. The nice and neat plowing lines have now become crooked. Soon, he notices a little rabbit and decides to go and play with it for a while. The plowing is long forgotten! The result is inconsistent quality in workmanship, a messy field and an incomplete job! Sound familiar?

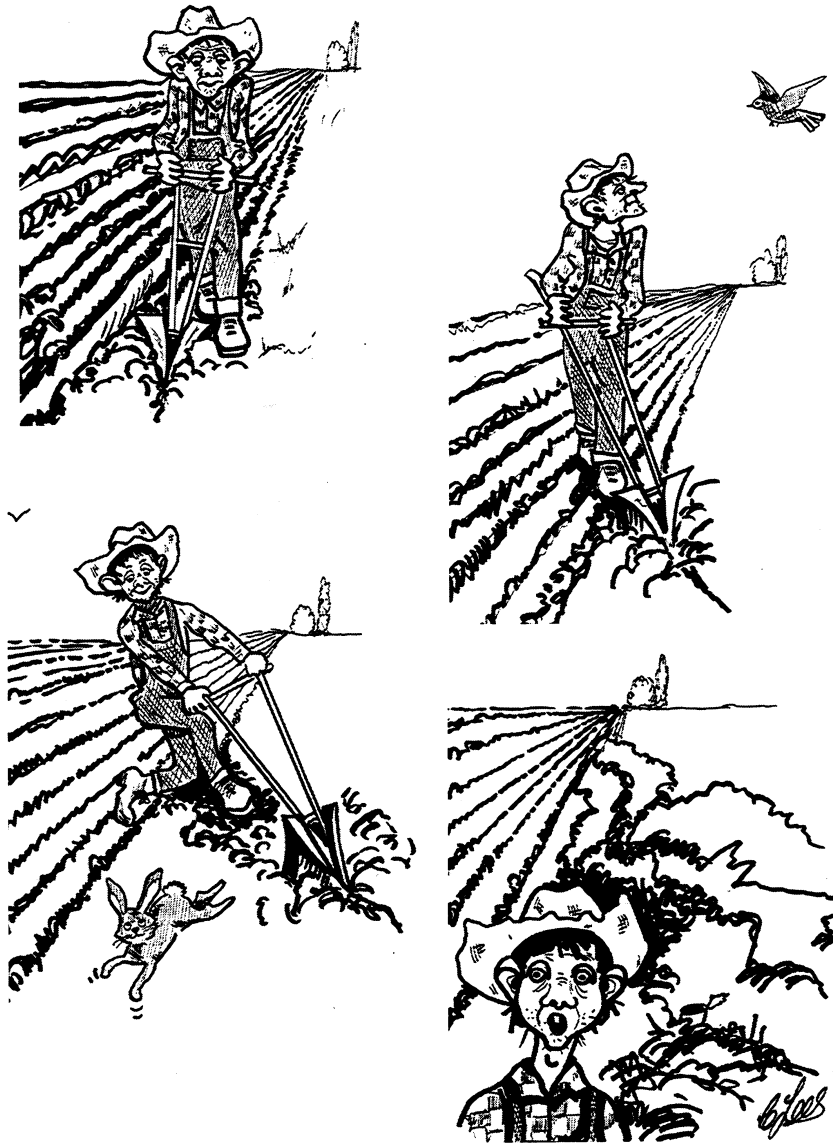
⁶ Remember that not all students with A.D.D. are hyperactive. There are three types of AD/HD: Predominantly Inattentive Type, Hyperactive/Impulsive Type and Combined Type (Inattentive, Hyperactive and Impulsive). They all have “channel-surfing” brains, but the activity level of the body is much less in the Inattentive Type. We sometimes call this type A.D.D. without hyperactivity.

Figure 1.0 - The “Successful” Hunter



Will this be a successful hunter because of his ability to notice things like the rabbit hiding in its burrow and the bird flying overhead? Should those behaviors be considered *distractible or observant*? What if the hunter was not a quick-decision-maker and took several minutes to make the decision to shoot the bird? The bird would have been gone! Shall we call that *impulsive or quick-decision-making*? Finally, when the hunter runs home to feed his family, is that being *hyperactive* or simply a sign of being *energetic*? These qualities of being observant, making quick decisions and having lots of energy contributed to the success of the hunter-type in this environment.

Figure 2.0 The “Not-So-Successful” Farmer



Do you notice how the farmer starts off very well, but then gets “*distracted*”. His plow gets off track when he notices the bird and then ends up playing with the rabbit and forgetting about what he was supposed to doing! The result is a plowing job that is *messy and incomplete*. Isn’t that how it feels to many of us, when we find ourselves in environments that don’t make the best use of our uniqueness?

In a hunter situation, we label the individual as “energetic, a quick decision-maker and observant”, whereas in a farmer situation, the same qualities are labeled “hyperactive, impulsive and distractible”, respectively. We can see how these qualities would contribute to the success of someone in a hunter environment and detract from the performance of someone in a farmer situation.

Looking at A.D.D. as “Attention Deluxe Dimension” does not excuse the student from having to put up with the tedious, but necessary tasks of everyday life, nor does it reduce the challenge of teaching these students. But, a better understanding of the situation should allow us to empathize with some of the frustrations involved and come up with strategies that use the energy, quick-decision-making capacities, and observant qualities of our students with A.D.D. Instead of seeing A.D.D. as a “curse”, we will be able to find effective ways of dealing with these special kind of “blessings”!

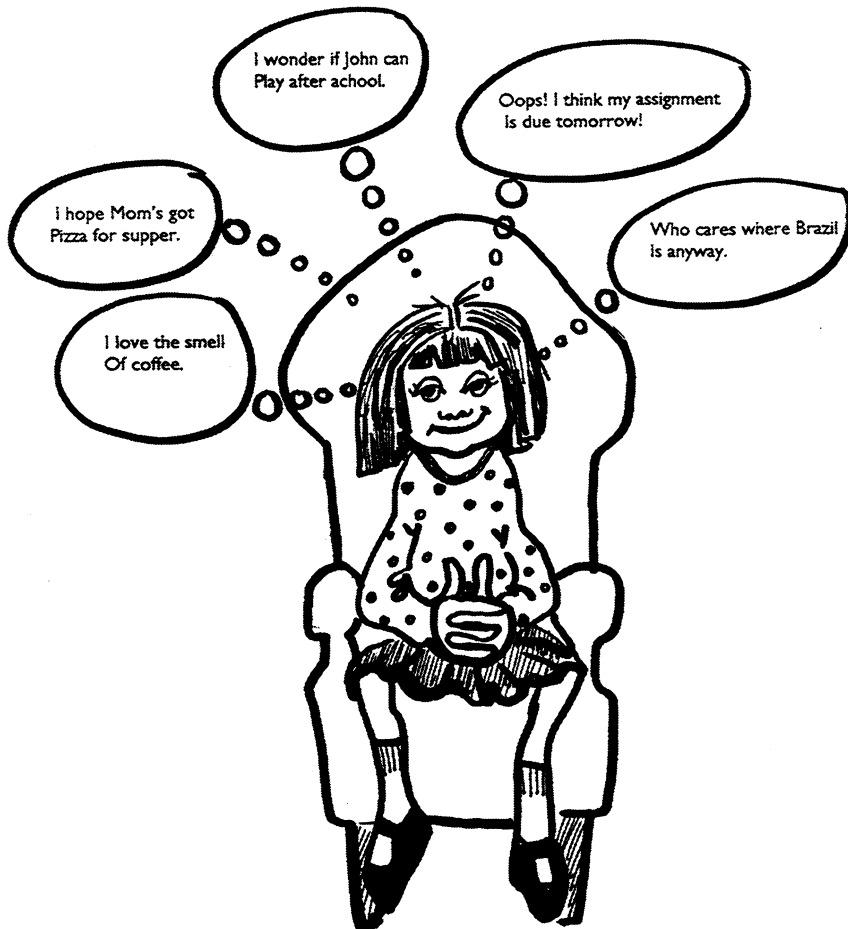
As previously mentioned, one great advantage of the A.D.D. brain is that it can pay attention to LOTS of different things at once. This “channel-surfing” brain is illustrated in Figure 3.0, on the next page.

How do we make the most of a “channel-surfing” brain in the classroom?

First, let's take a closer look at what's going on. A “channel-surfing” brain is one that can cover a lot of territory in a very short time. It's like channel-surfing on TV with the remote control or having “picture in picture” in one’s mind. The only problem is that often the ADDer is not in charge of the remote control! That is, the pictures or thoughts may change without any conscious direction on the part of the ADDer. Those with awareness and self-control may be able to pull themselves back to the desired channel (i.e., listening to you their teacher or completing their work). In most cases, however, the brain is usually very active and that is why it can take so much effort to stay focussed.

When I am explaining the channel-surfing concept to others, I often refer to Channel #1 as the one where the ADDer is now and what they are supposed to be attending to. It can be thought of as the “here and now” channel. In the classroom, YOU are on Channel #1. When I am in my office with clients, my office and what we are saying is on Channel #1.

Figure 3.0
Attention Deluxe Dimension -The “Channel-Surfing” Mind



She’s just sitting there quietly, but her brain is very busy! When an ADDer has A.D.D. with hyperactivity, you see the physical movement. When you have A.D.D. without hyperactivity, the body tends to be quieter. So you may not be aware of how much is going on inside the head! But, in both kinds of A.D.D., the brain is very busy “channel-surfing” and thinking of all sorts of things and in new and different combinations. No wonder people with A.D.D. often come up with new and creative ideas!

So let's consider the all-too-common results of a channel-surfing brain in the classroom.

You are the teacher (on Channel #1) making an important statement to the class such as giving the page number and specific question for the class to begin working on a particular assignment. However, instead of being on Channel #1 and hearing your instructions, the ADDer is channel-surfing. Let's say that, in the last 4-5 seconds, she has been on Channel #2 - thinking about who she will play with at recess, on Channel #3 - considering how cute the boy is in the 4th row and on Channel #4 - worrying about the assignment that she forgot to bring to school. The result is that she may have covered a lot of territory, but she has missed YOUR directions!

Did she miss your instruction because he COULDN'T pay attention, or because she was paying attention to SO MANY other things?!?? Depending on what you believe to be the cause of the problem, your response will be different. What do you believe? Do you find yourself repeatedly enacting Scenario #1 or do you take the approach described in Scenario #2?

Scenario #1:

Teacher: *“Class, turn to page 21 and begin working on Question #3. Johnny, what are you supposed to be doing?”*

Johnny: *“I don't know...”*

Teacher: *“Well, pay more attention the next time!”*

(Both Johnny and the teacher groan inwardly!)

Teacher thinks: *“Johnny is just not ABLE to concentrate on routine tasks and I can't be expected to make things super-interesting all the time. I have 30 other students to teach!”*

Johnny thinks: *“I hate it when she tells me to pay attention. I feel like such an idiot. I thought I was listening, but somehow, I guess I just can't pay attention. What's the point of trying?”*

Does this sound familiar?

Did he miss your instruction because he COULDN'T pay attention, or because he was paying attention to SO MANY other things?!??

Skilled teachers know that special signals or routines are often needed to flag the entire class for transition times or important information. How do you get the attention of your class? Does this work for your ADDers? Some teachers provide visual cues such as turning off the lights while others use auditory signals such as clapping. If you think of your ADDer as a “channel-surfer” and explain it to your students that way, your expectations and approach may be somewhat different. You may find that you have already developed techniques for handling the situations that arise. Perhaps your situation would be something like this:

Scenario #2:

Teacher: “Class, may I have your attention, please? Turn to page 21 and begin working on Question #3.” Johnny, what are you supposed to be doing?”

Johnny: “I’m sorry... I was thinking about something else (i.e., on another channel for a moment).”

Teacher: “Class, how can I help everyone to know when it’s time to be on Channel #1 - so that we ALL hear important announcements for the class? Does anyone have any ideas? Johnny?”

Johnny: “I don’t know.”

Teacher: “How about making up a signal? I’ll tell you a few of my thoughts and you can pick the one you like best, or suggest another idea. I could stand in a special place, turn the lights on and off or make a special kind of sign...Which one would you prefer?”

Johnny: “How about holding up your hand - because then I’d know that you wanted to say something to the whole class!”

Teacher: “Great. Let’s try it and see how it works!”

A little while later, the teacher holds up her hand, waits for Johnny’s eyes to be on her and then says “Class, I have an important instruction! I notice that everyone has chosen to be on Channel #1 at this time. As a result, you will ALL hear what I want you to do!”

Skilled teachers often have built in special signals or routines to let students know when important information will be given.

Parents, teachers and students have all reported that this explanation of a channel-surfing mind helps them to become aware of what channel they or others might be on. For the ADDer, this awareness seems to make them realize that they do have some control over what their brain is doing. I call this being in charge of the “remote control” for your brain. Whether or not a student is in charge of the focus of their brain is a form of self-control. When they have this type of control, it helps them to be on the channel they want to be on in classes, leisure activities or in conversations with others.

Self-control can be a problem for some students with A.D.D.

Not all students with A.D.D. have problems with self-control. Some are quite disciplined internally. They manage to find ways to get their work done and do not tend to cause problems in the classroom. You may not even notice a problem in those who have A.D.D. without hyperactivity, who are likely to finish what they start, are quite intelligent, and/or able to do what is being required. This is the type of student that you may not mind having in the classroom. However, **they** may feel very frustrated with the results they are getting. They may also be underestimated by others. Chances are that they are putting more effort into concentrating and completing their work than anyone realizes. (This was my experience as an ADDer without hyperactivity!) If **you** notice anything at all, as her teacher, it may simply be to wonder if she could get better marks if she “really tried”. These are the types of ADDers (often females) who often end up getting referred for depression during their high school years!

However, the extroverted ADDer with hyperactivity and a flexible, adaptable personality type is very hard to miss! These seem to be the individuals who have problems with self-control. They tend to blurt out answers, bump into other students or get into fights. It's as though their thoughts are out of their mouths or their hands are on someone else before they even know it themselves.

These are the students who not only come to your attention as the teacher, but who tend to be real challenges to your patience. Sometimes, it can feel to parents and teachers like the child is just out to torture them. Because of the performance inconsistency, sometimes the student shows model behavior, but oftentimes, not. As a result, it may seem like the student "could do it if he really wanted to... or if he really tried". Unfortunately, that is usually not the case. If he were really interested, maybe the brain would be stimulated enough. Interest in something is perhaps innate and not always under our conscious control. ADDers with self-control have usually learned "tricks" for stimulating their neurological systems so that they can accomplish what is needed. This is also where medication can help a great deal, but only when it is prescribed appropriately. See p. 33 for more information on medication. The important thing to remember is that in most cases, the student is having problems with self-control and is not really out to get you! That's what we tell parents too, in our behavior management classes.

*The ADDer may be having problems with self-control
and is not really out to "get you!"
(Although it surely might feel like it at times!!!)*

Part Two of this manual outlines *Riding the Wave*, a behavior management method that teaches self-control. This method was developed specifically for parents of students with A.D.D.⁷ It has been adapted to the classroom situation for this book. Use of this method has been shown to increase the self-control, self-monitoring, responsibility, self-esteem and motivation of students. Other methods seem to permit temporary control of behavior, but in *Riding the Wave*, the skills seem to become internalized and to generalize to other situations! This is not the **only answer** to dealing with your student with A.D.D., but it is a very good tool to have. This technique also works very well with other students. It just seems to be one of the **only ones** that I have seen work for the ADDer.

⁷ Originally developed by Blakemore, Shindler and Conte (1993)

2. A Wholistic Way Of Understanding Attention

It can be helpful to view students with A.D.D. in a more positive way and to learn techniques for dealing with their “channel-surfing” brains and problems in self-control. It can be very helpful to spend some time finding out your students’ ideas about what learning is and how they think that they learn best. In addition, your effectiveness with your ADDers can be maximized by taking into consideration several other factors that influence learning. Taking a “wholistic perspective” does not have to be difficult or time-consuming. Yet, it can make the difference between educational success and failure. For instance, it can be important to consider:

- the student’s perception of themselves as a learner and how learning happens
- ways in which information processing is affected by attention in a particular student
- personality type and its implications for learning style
- learning discrepancies and certain classroom accommodations that may be needed to facilitate success
- possible environmental sensitivities
- other factors that can affect daily functioning such as friendships, parental involvement, support or stressors, structure, personal nutrition, sleep, etc.


***Looking at the student in a wholistic way
doesn’t have to take a lot of time; but it can make a big difference
between educational success and failure.***

In my opinion, a teacher who understands ADDers well enough to help them reach their potential should be able to answer the following five questions:

1) What are the 4-6 areas of information processing that are affected by your student's attention?

Dr. Mel Levine has proposed 12 areas of information processing which can be affected by one's attentional problems – no matter what the cause of the problem (i.e., whether due to A.D.D., depression, hypoglycemia, etc.). The areas are listed in the chart below. See Appendix A - The Levine Information Processing Questionnaire if you wish to explore these areas with your student. I usually have the ADDer, parents and teacher fill out the questionnaire and then clarify any questions they have not been able to answer. Not every area will apply to every student. In fact, I have found that in a single individual with attentional concerns (be it adult or child), only 4-6 areas seem to apply, not all twelve areas of information processing.

Once these areas have been identified, the student and the adults involved seem to understand the learner much better. Following this awareness, you and the student may wish to select one of a number of options or strategies to try, in order to address concerns in each of these areas. (See Appendix B - Strategies for Improving Attention). Be sure to adapt these to your own situation.

 Write down how you think that these areas of difficulty might be addressed by selecting one possible strategy which you could implement in your classroom.

Area of Difficulty	Symptom in the Classroom	Strategy to Address The Concern ⁸
1. Maintaining consistent alertness	May have periods of yawning and/or seeming less alert	
2. Taking in information deeply enough	Asking for information to be repeated	
3. Too passive or active processing	Tends to memorize information, not understand	
4. Determining the importance of information	Focus on minor details rather than main concepts	
5. Filtering out distractions	Looks around frequently while working or listening	
6. Ability to satisfy oneself	Creates provocative situations to “stir things up”	

⁸ See Appendix B, if you need ideas

Area of Difficulty	Symptom in the Classroom	Strategy to Address the Concern ⁹
7. Preview of outcomes	Jumps into something without considering results	
8. Behavioral control	Seems frustrated by own lack of control over behavior	
9. Pacing of activities	Shows a weak sense of time when estimating how long things should take	
10. Consistency of effort	Extreme variability in performance	
11. Self-monitoring	Doesn't seem to realize when getting into trouble	
12. Learning from experience	Seems unable to use feedback from others	

As an illustration...of areas of information processing

Eight-year-old Michael had problems maintaining consistent alertness, taking in information deeply enough, filtering out distractions, and pacing his activities. Mrs. Wilson, his teacher discussed these with him and together they decided to tackle his problem with filtering out distractions. This area really concerned him. Writing neatly was already difficult for him and he reported feeling like he just couldn't think when there was the noise of the other students working around him. They checked the strategies for improving attention and Mrs. Wilson asked Michael which he thought would work better for him - wearing ear plugs or wearing a walkman. He said that he liked listening to the music on his walkman when he delivered his papers in the mornings. So they decided to try this for a few weeks to see if it helped. They arranged a signal for when Mrs. Wilson needed Michael's attention. She would have a student flash the classroom lights when she needed the attention of the whole class. Michael found that he could think a lot better wearing the walkman. He started completing his written assignments in class, instead of always taking them home for homework.

⁹ See Appendix B, if you need ideas

If you have an ADDer that you are thinking of while reading this book, you may wish to check off the areas of information processing which you believe are affecting his attention. Then choose ONE area you might like to work and select just ONE strategy which you could implement for several weeks to see if it helps.



Write down which area you wish to work on and which strategy you selected.

Area of Information Processing

Strategy

It can be very empowering to both you and your student to know which areas of information processing are affected by your student's attention. Being able to try out even one strategies gives you something concrete to work on. Teachers seem to greatly appreciate this information, because it helps them to understand their learners without necessarily needing a student's parents to buy into the existence of AD/HD. Nor does the student need to be on medication. Using the Levine resources (see Appendix A and Appendix B), teachers feel that they can DO something about the student's concerns as soon as they become aware of them.

***Just pick one area of information processing to work on.
Select one strategy to try for several weeks to see
if it is effective in addressing the problem.***

2) What is your student's personality type?

As I have previously stated, the only adjective I believe is true about someone with A.D.D. is "inconsistent". All the other qualities we typically associate with this condition, are influenced by a number of factors. I believe that it is important to understand these in working most effectively with the student with A.D.D. Personality type¹⁰ is one of these very important factors that contribute to the uniqueness of each learner.

¹⁰ One of the tools for exploring personality type is the Myers-Briggs Type Indicator® (MBTI®) published by Consulting Psychologists Press. For more information, you may wish to contact someone who is trained in administering the MBTI® or refer to books by Briggs-Myers (1987) Tieger and Barron-Tieger (1993) which are included in Appendix G, Teacher's Annotated Resource List. There is also a lot of information about the MBTI® on the Internet nowadays.

Understanding personality can be very useful in helping us to understand our students as well as ourselves. It has implications for how all of us learn best, how we like to organize ourselves, where we might get into trouble and what to do about it. It can also help us to appreciate others, who may have a different personality than ours.

In each of the four pairs of qualities outlined below, people tend to have a *preference* for one or the other quality. It's a little like handedness. Although I have two hands, I am right-handed and it's more comfortable for me to use my right hand. If you consider the pairs of qualities outlined below, you will probably prefer one way of being over the other (even though you might act in the other way, at times). One of the ways described will tend to be your "first instinct" and what feels just a little more comfortable to you. If you don't have a strong preference, it may be hard to make a choice. In any case, you can still be aware that others may have preferences.

If teachers can be aware of different "ways of being", they can allow students choices¹¹. This permits an adaptation to the unique learning style of each student without you always having to know their personality type ahead of time.



Write down on the lines below how you would adapt your program to allow for individual differences of students with these types of preferences.

An **INTROVERT (I)** who needs time alone in order to feel re-energized and an opportunity to reflect on information ahead of time before giving their answers?

Or an **EXTRAVERT (E)** who needs to be around people in order to feel re-energized and needs an opportunity to "talk out" their ideas in order to develop them?

¹¹ A technique that I just learned was from a teacher who calls out "PIG" when she finishes her lecture. This means that students are then free to work in **P**airs, as an **I**ndividual or in a **G**roup. This respects the learning style of each individual without the teacher having to know the preferences of each student ahead of time.

A **SENSING** (S) person who likes things neat, tidy and accurate, is able to memorize lots of details and who prefers to do tasks in a “step-by-step” way? They may get upset with their mistakes or not even try if they think that they can’t “get it right” the first time.

Or an **INTUITING** (N) person who likes to think about the “big picture” and abstract ideas and who tends to do things in new and different ways. This person often has problems with details, accuracy, learning basic math facts. Proof-reading can be extremely difficult for these types of students.

- A **FEELING** (F) person who knows how others feel and tends to avoid arguments?

Or a **THINKING** (T) person who likes to take the logical approach, “speak the truth”, but may not always know how the other person is feeling?

- A **JUDGING** (J) person who likes to be organized, make plans, have “TO DO” lists and finish what they start? Transitions are a lot easier for them when they are given a five minute warning before the end of an activity. This allows them to finish what they are working on and/or to reach some kind of closure before beginning a new task.

Or a **PERCEIVING** (P) person who is flexible and adaptable and who likes to spend time having new experiences rather than finishing tasks or old projects? They often need help with time management strategies such as “work before play”.

There 16 different types and each relate to the world in a very different way. If you then mix A.D.D. with or without hyperactivity into the picture, these students will be faced with very different challenges and will need to use very different strategies. Yet I don't know a lot of professionals with expertise in the area of A.D.D. who take this into account, at this point in time.

If you are knowledgeable about the Myers-Briggs Personality Type Indicator®, you may wish to read the following section. If you are not, this section may be too confusing at this point. You may wish to skip over to the case illustration of personality type in the box on p. 24.

It seems to me that the “classic stereotype” for the A.D.D. student is very similar to someone with an ENTP (Extraverted-Intuitive-Thinking-Perceiving) personality type. Even when ENTP's don't have A.D.D., they tend to be have lots of energy, be innovative thinkers, not care that much about detail and accuracy, nor finishing what they start. Sound familiar? If you know someone like this, you may think that they have A.D.D., but they may just be an ENTP on the loose! (See Peter's story, p. 62).

But when an ENTP actually DOES have A.D.D., they can feel extremely challenged!!! And be quite a challenge to others! I believe that this is the most likely personality type to come to the attention of the helping professional. This is why we hear so much about the chaotic-ball-of-energy-student with A.D.D. I believe that it is the ADDers with this type of personality type who can be the most frustrating to deal with. They tend not to care if they are accurate or if they finish anything and that's just NOT how our school system works!!!

***You may have a student you think has A.D.D.,
but they may just be an ENTP on the loose!***

But what about the other types? In the Myers-Briggs Type Indicator® way of looking at personality, there are 16 possible types. Going into all of them here is beyond the scope of this publication, but we will give you one example of the opposite of the ENTP.

The ISFJ (Introverted-Sensing-Feeling-Judging) personality type has all of the opposite characteristics. People with this personality type who have A.D.D. are the ones that I believe have the most chance of being overlooked, primarily because

they could have A.D.D. and might not look like it. Therefore, they miss out on getting the help they need. They tend to be quiet, careful, sensitive to the feelings of others and like to finish what they start. Often they do finish, but not many people know at what personal cost. They may stay up all night because they can't think with all the noises and distractions during the day.

If they are very intelligent, they may have the feeling that they have never quite been able to achieve to their potential. Maybe they have just spent their lives quietly feeling crazy because of all the busy-ness in their heads or maybe they feel like a square peg in a round hole.

The following illustration shows how a teacher can adapt their approach to the needs of individual students without requiring a lot of time and effort.

As an illustration...of personality type

Thirteen-year-old Cindy was an Introverted-Intuiting-Thinking-Perceiving (INTJ) student who had A.D.D. without hyperactivity. Cindy was quiet and never bothered anyone. She usually handed in her assignments on time. But she often made careless errors on her tests and her marks were well below her potential.

All that Mr. Smith, her Social Studies teacher knew for sure was that she was very quiet, probably an Introvert and he was becoming increasingly worried about her. Although she always appeared to be looking at the blackboard during lectures, Mr. Smith had the idea that her mind was very far away. (As indeed it was!) Cindy loved to design clothes and during lectures, she would often doodle in her notebook. These doodles were often her latest fashion idea. She didn't have a lot of friends and she never participated in class discussions. Mr. Smith thought that she must be feeling discouraged and even wondered if she was getting depressed. He decided to take her Introverted personality and her interest in fashion into account to see if he could get her more involved.

He knew that Introverted people usually need time to think about their answers ahead of time, so he began to tell the whole class about one or two questions that he would be asking the next school day. This might be good for Cindy, but also for other quiet students. In order to "hook" Cindy, in particular, he tried to make some of the questions relevant to her interest in fashion (i.e., "What differences are there between clothes worn now and those worn in the Middle Ages?" "What were the reasons for this?") Sure enough, Cindy came to class prepared to discuss them. The other students couldn't believe the insights she had! Soon students began to take

more notice of what Cindy said. Cindy soon found Social Studies much more interesting. She started to draw wardrobes which might be worn by people living during the different times that they studied. She enjoyed the newfound respect from her peers, as well. Mr. Smith was pleased with the results from this small adaptation to the personality of one of his students. He began to wonder if there were other specific ways that he could adapt his teaching style to meet the personality needs of some of the other students, as well.

There are many implications of personality type for teachers. I believe that if teachers give choices which respect individual preferences, that students will select what works best for them. Are your students Introverts or Extraverts? Sensing or Intuiting? Thinking or Feeling? Judging or Perceiving? Do you allow choices which respect these different learning preferences? See Appendix C - Personality Type Factors for some general suggestions on recognizing personality type and the implications for teaching these students.

3) Are there any learning discrepancies (LD)? Are there any academic supports or accommodations that are needed to help the student succeed?

The next area to be considered in understanding the ADDer as a whole learner, involves the identification of academic strengths and challenges. I prefer to use the term “Learning Discrepancy” (LD) instead of “learning disability or difficulty” because it is accurate and doesn’t automatically carry a negative connotation. As you know, we all have strengths and weaknesses, but in someone with a LD, there is a marked difference in levels of functioning. There are nine major areas which have been identified and in which people can experience problems.

They are:

- | | | |
|------------|------------------|----------------|
| • reading | • writing | • attention |
| • language | • math | • organization |
| • spelling | • visual-spatial | • social |

If you can identify the area of “challenge”, there are strategies you can implement, accommodations that can be put in place to “make up” for the problem area and help the learner to be successful. You can also remediate or try teach the skill, but I find that this is not a realistic expectation in most classrooms beyond the Grade Three level. This information has been summarized in Appendix D - Learning Discrepancies and Appendix E - Common Reasons for Reading Difficulties.

As an illustration...of a reading difficulty

Cam was 7 years old and beginning to misbehave in class. His family physician thought he might have AD/HD and referred him to me. When his reading was checked, he seemed to be having a lot of trouble with the vowel sounds. He was taught the vowel sounds and his parents practiced with him daily for a few weeks. Six month follow-up indicated that he was feeling good, achieving well in school and his behavior was no longer an area of concern.

Not all situations will be as easy to solve as Cam's, but it can be amazing how much can be accomplished by a single well-chosen intervention. See Scholten and Dunning (1998) for a problem-solving method which may allow you to investigate and address special learning needs in your classroom in a way that doesn't have to take a lot of time or effort.

People with LD's may experience a single area of challenge (such as in reading, spelling or math) or they may experience a cluster of difficulties, which I term a more "classic LD pattern".

There are two major classic kinds of LD that we often see in dealing with people with A.D.D. These are a Visual-Spatial Learning Discrepancy (VSLD) and a Language-Learning Discrepancy (LLD). Visual-Spatial Learning Discrepancy (VSLD)

- Visual-Spatial Learning Discrepancy (VSLD)

Eighty percent of the people I see with A.D.D. have this pattern of abilities and discrepancies consistent with a visual-spatial learning disability (VSLD). In a VSLD, the student has strength in the verbal areas and challenges in the visual-spatial or non-verbal areas. They are usually quite articulate, can understand most of what is being said to them and can express themselves well orally. They usually do well in Language Arts and Social Studies. Teachers usually sense that the student understands what is being taught. But when it comes to learning basic math facts, doing sciences and putting their ideas on paper, these students have a lot of trouble.

***80% of the people I see with A.D.D.
have a visual-spatial learning discrepancy.***

These students tend to be accused of being “lazy”, because teachers know that they understand the concepts, but can’t seem to get them to put their ideas on paper. There are a lot of theories as to why writing is difficult for these individuals, but we really don’t know the reason. Maybe it is hard to get their eyes and hands to work together or maybe they just can’t stay on the same channel long enough to get to the end of the sentence they are writing. This is why doing written work on a computer can be a very effective accommodation for these problems in written expression. It is much easier to get thoughts on paper when typing rather than writing. There is no need to re-write draft after draft. Spell-checking can happen in a flash. The final and very powerful bonus is that typing looks much neater than writing and is ultimately much better for self-esteem.

As an illustration of...a gifted student with a visual-spatial learning discrepancy

Lana was a 35-year-old gifted individual with a visual-spatial learning disability, AD/HD and an ISTP (Introverted-Sensing-Thinking-Perceiving) personality type. She had come from an abusive family and had been depressed all her life. She had succeeded in getting a B.A. degree in one professional area. This area of study had been her father’s idea but she hated all the writing involved in that particular career. So she had left the field. She wanted more than anything to become an Emergency room physician, but felt that this was out of her reach. She needed Chemistry and Physics and she didn’t seem able to pass these courses.

Throughout the time we worked together, she gained a lot of insight into her patterns of behavior. She realized that one of the reasons she had not been able to pass these courses was because they involved building blocks of information and you couldn’t cram at the end of the course (her typical strategy!). So you actually had to go to class and stay there - a challenge for someone with hyperactivity. We worked on strategies to help her attend class with built in breaks. She also began to do most of her work on the computer and is working on improving the legibility of her writing for the times when the computer will not be an option. She’s feeling a lot more encouraged about her future and so am I. It will be interesting to see if she is able to accomplish her goals.

Let's now look at a less common, but equally important pattern of abilities and discrepancies:

- Language-Learning Discrepancy (LLD)

Five percent of the people I see with A.D.D. seem to have a pattern of abilities and discrepancies consistent with an LLD. In this situation, the student often has a hard time understanding language and abstract concepts but usually does well in math facts and mechanical tasks. They may not understand the explanation of a concept the first time through. But if it can be explained another way, such as through a diagram or concrete example, they can usually understand and remember it. Reading and language skills develop more slowly than their ability to do math. These are the students that have a hard time figuring out what operation is needed in a math word problem and yet can rapidly make mental calculations once they know what is required.

Mel's story...about a serious language-related learning disability

Mel was 6 years old when his Grade One teacher told his parents that she thought he had A.D.D. and should be put on Ritalin. The parents were upset by this suggestion, but decided that it would be a good idea to find out what was going on with Mel.

Testing revealed that Mel had a serious language-learning disability. He also did not learn through the traditional visual or auditory methods. He learned kinesthetically - through touch and movement. Once letters and ten words were taught this way, Mel began to remember them. Eventually, a diagnosis was made of AD/HD as well, and he was put on medication. Although this helped him to focus his attention, it wasn't enough. He still needed intensive intervention in terms of his language development – how to pronounce words and in learning vocabulary.

But even with this multi-modal approach, gains in Mel's academic skills were still very limited until he was placed in a special school for students with learning disabilities. He is finally feeling a sense of accomplishment.

Most students with LLD will not have the degree of need which Mel had. They can be handled in the regular classroom, but will need assistance in learning material and will need time to show what they know. There are the students who may get 8 out of 20 on an exam, but say that they only had a chance to read 8

questions. And all the questions they got to were correct! Because they are slower to read and process language, they often need extended time on exams. If this isn't possible, you may want to ask them to do all the odd or all the even questions. Students with LLD's also need to be taught the meaning of key words in the units they are studying. They also need to be taught self-advocacy skills such as how to tactfully ask for alternate explanations when they don't understand a concept. For instance, I think that "Could you please explain that idea in a different way? Perhaps using a diagram? Thank you." is a lot better than "I don't get it!!!"

If teachers, parents and students can recognize and understand if the student has one of these classic patterns, they will know what they have to do to facilitate academic success.

Remember, in the VSLD, the use of a computer for written work tends to help the problems in writing and organization. In the LLD, giving extended time in exams permits the student time to read the material and may be all that is needed to facilitate success. Once the student starts to experience success, the "ripple effect" takes place and they begin to achieve the kinds of marks which reflect their understanding and intelligence. Gradually, they feel better and better about themselves and begin to show changes in other areas, such as school involvement, self-esteem and responsibility for learning.

***As a general rule for facilitating academic success,
use a computer for those with a VSLD and
give extra time on exams for those with a LLD.***

Many people who experience LD look like they have attentional problems in their areas of "challenge", so it is important for anyone involved in diagnosing A.D.D. to determine if the attentional challenges are pervasive or just limited to areas of academic difficulty. Frequently, those who have A.D.D. in addition to LD have a lot of trouble focusing on areas that are difficult or boring. This adds greatly to the challenge of teaching these individuals. But it is very important to address learning needs if the student is going to be successful.

4) Are there any food or environmental sensitivities?

For many years, controversy has raged over whether or not A.D.D. is a neurological dysfunction or if it is due to physical factors such as artificial colors and flavors, preservatives, sugar, allergies, nutritional inadequacies or a lack of basic vitamins and minerals.

In every culture, people tend to be sensitive to substances to which they are over-exposed. In North America, it is wheat, milk and corn. In Mexico, it is corn. In Indonesia, it is rice. I have found that, in 5% of the people who come in to my office to investigate A.D.D., some dietary manipulation completely removes ALL of their attentional symptoms within a week! As a result, I now ask all of my clients to remove just one food from their diets for 7 days to see if it makes any difference.

In the illustration below, the removal of milk products resulted in a drastic reduction in the symptoms of both his asthma and hyperactivity. In other cases, wheat, corn or even sugar was the culprit and sure enough, when it was removed, the symptoms disappeared. In most cases, however, the results aren't quite so dramatic. It is approximately 90% of the time, I have found that with some dietary manipulation, some of the attentional symptoms are improved, but still present.

If people have lots of colds, flus or ear infections (more than 2 per year), I usually suggest taking out **all milk products** for a week. Then put them back in for three days and see how they feel. Other people get in really bad moods for no apparent reason. They act like “Dr. Jekyll and Mr. Hyde” kind of person. This is someone who is nice and pleasant one minute and grumpy the next. In this case, I usually suggest taking out **wheat products**. Yes, that's bread, pasta, pastries, etc. but it's just for a week and there are lots of other starches available (i.e., rye, oats, corn, rice, potatoes). If neither of these symptoms are present, the parents may want to consider any other food or substance which their child seems to crave. It seems to be true that we are often addicted to or crave the foods and other substances to which we are allergic! As a teacher, you have very little control over the student's diet. But parents usually want to know how to help their children. Therefore, you may be able to direct them to self-help resources such as Attention Deluxe Dimension: A Wholistic Approach or The A.D.D. Guidebook: A Comprehensive, Self-Directed Guide to Addressing Attentional Concerns in Adults and Children which I have written for parents to help themselves.

As an illustration...the role of personality type and a milk allergy

13-year-old Mac had been diagnosed with AD/HD several years ago and put on Ritalin. A few weeks before I first met Mac, he had begun to refuse to take his medication. He had heard his mother telling the family doctor how much his “rebound” behavior upset her and he didn’t want to hurt her in any way. He was an ENFP personality type and was very sensitive to the emotions of others. The family was in the process of moving overseas and felt that a comprehensive assessment of his AD/HD would be prudent, in order to support Mac’s attentional needs in his new school setting.

Testing revealed that he was highly intelligent and achieving well in all areas. However, it was hard for him to sit still and finish his work. He also had asthma. In view of his history of asthma, it was suggested that he try a milk-free week to see if this would alleviate either the asthma or attentional symptoms. It did both!!! But getting school work done was still a challenge.

Around this time, he spontaneously began to do his work at school. When asked what had happened, Mac indicated that his teacher had started giving detentions for incomplete work and he had decided that if he wanted to come home right away after school, he might as well do his work in school!

At follow-up six months later, the parents reported that at holiday time, Mac’s diet is relaxed a bit and they see the old behaviors return; but during the school term the diet is strictly followed. This and very clear expectations for completed work have helped Mac to become a very successful student in his new country.

To investigate possible food sensitivities a suggested approach is to remove a suspected food from their diet for a week and then re-introduce it for three days. The parents, teacher and student are asked to observe any differences. The use of rating scales and checklists (e.g. the Screening Checklist for Attentional Concerns, p. 36; also the Symptom and Food Diary and the Screening Checklist for Depression, both in Appendix H) can greatly assist in evaluating the effect of these dietary manipulations on the student’s functioning.

I want to see people feeling as well as they can feel as naturally as possible. When they do “qualify” for a diagnosis of A.D.D. after we have experimented with their food, I find that 100% of my clients who want to try medication DO respond to very small doses of Ritalin and without any side-effects!

5) What other factors influence your student's functioning?

In any student, but especially someone with A.D.D., it is important to know where their interests and abilities lie. These are things that will “turn them on”, motivate and inspire them. Other factors, too, influence one’s functioning - position in the family, family history of alcoholism or abuse. This kind of information helps to “flesh out” the person and helps all of us to understand what makes them tick.

Once you have all of this type of information, you will be able to understand the whole student (mind-body-spirit) and they usually understand themselves better too. The question becomes not just “Do I have A.D.D. or not?” but rather “What factors are affecting how I function as a student and how can I be the best I can be?”

The LD patterns which have been described above are classic ones and fit a large percentage of individuals with A.D.D. Other people require a more in-depth investigation into various areas such as their learning challenges or environmental sensitivities. But it is surprising how many clients fit these classic patterns and can experience success with minimal intervention. If you would like more information, please refer to *The A.D.D. Guidebook*.

3. What Can Teachers Do?

A Common Pitfall...

It is important to remember that there is a lot of controversy in the field regarding the diagnosis of A.D.D. and treatment strategies involving medication. But, many teachers nowadays are very familiar with A.D.D. and can very easily spot a student who is experiencing difficulty in the area of attention. Many of you have also seen remarkable turn-arounds with students who have begun taking medication.

Presenting your ideas to parents, however, can be a real challenge. Instead of sharing your observations and concerns with parents, it can be tempting to share your suspicions about A.D.D. and your advice about trying medication. However, many parents have heard “A.D.D. horror stories” in the media and are totally against the use of drugs.

One all-too-frequent result is the following:

Teacher: “I think Peter has A.D.D., maybe you should consider Ritalin.”

Parent: “There's nothing wrong with my child. I'm not putting my kid on drugs!”

You might have hoped that the parent would say,
 “Thanks, we'll look into it and give it a try!”
 (But I wonder how often this really happens?)

The reactions that I often hear about are from angry, frustrated parents who feel that the teacher is trying to take the easy way out and just wants “to drug my child into behaving”. I, personally do not believe that this is true. I believe that the teacher does want the best for the child and has seen medication work miracles. But there is usually a little relationship-patching-up to do before trust is again restored and the parents and teacher can work together as a team.

If you would like some suggestions as to how to approach parents in a way that maximizes the team approach, please see the section on Tips for presenting your concerns to parents, on p.35.

In the meantime, since medication is such a controversial issue, there is a little more information provided for you below. Remember that I am giving my opinions here. You will need to decide for yourself, what YOU believe.

What is the role of medication in the treatment of A.D.D.?

My personal belief is that:

- in order to make a formal diagnosis of AD/HD, physical factors (including thyroid, hypoglycemia and food sensitivities) should have been ruled out, possible learning discrepancies explored and addressed, the student's personality and learning style understood.
- medication does have a place in the treatment of A.D.D., but it should be tried only after a formal diagnosis of AD/HD has been made by a team of professionals.

Medication has a place in the treatment of A.D.D., but it is at the caboose of the train, not the engine!

- when medication is prescribed, a protocol should be followed which is similar to the method developed by Calgary pediatrician Dr. Geraldine Farrelly. (For a description of Dr. Farrelly's protocol, see *The A.D.D. Guidebook* or visit the website www.empowermentplus.org).

Dr. Farrelly's approach is to start with a very small dose, followed by a graduated increase in the amount of medication over a 4-6 week period.

Daily completion of the **Screening Checklist for Attentional Concerns** (p. 36) by parent, teacher and student (where appropriate) allows for a careful monitoring of the impact of the medication on the student's symptoms.

This method will should:

- a) tell whether or not this student is a "responder" to the particular type of medication being tried,
- b) identify the lowest dosage which will give maximum benefit, and
- c) prevent over-medicated students who are lethargic or complain of not feeling "like themselves". These are side effects and can be prevented by ensuring the correct dosage.

Other professionals will have other opinions and that is where, you, the reader, will need to decide for yourself what YOU believe.

Every situation is different and needs to be handled accordingly.

As you well know, every situation is different.

- Every parent's values will be different, as will their ability to look into factors affecting the functioning of their children.
- Some are able to learn and implement behavior management techniques that will help their children develop self-control.
- Some can do diet experimentation, some cannot.
- Some can do it independently following instructions in a book written for parents such as the *A.D.D. Guidebook*; while others need guidance every step of the way.
- Some can find and afford the expense of professional assistance; while others have extremely limited emotional and financial resources.

No wonder there isn't one simple way to handle all cases in which attentional difficulties are a concern. Nevertheless, I have outlined a suggested approach in which your effectiveness as a teacher of students with attentional difficulties can be improved whether or not you have parental co-operation. I encourage you to consider this when you have concerns about one of your students and you are trying to decide how to approach the parents. Feel free to adapt my suggestions to your particular situation.

Tips for presenting your concerns to parents

A) Complete the Screening Checklist for Attentional Concerns

I feel that the Screening Checklist (next page) is a very useful tool for beginning to explore the issue of attention with your student - first at the classroom level and then with the parents.

SCREENING CHECKLIST (SC/A)

FOR CHILDREN AND ADULTS WITH ATTENTIONAL CONCERNS

NAME: _____ DATE: _____ RATER: _____

	OBSERVATION	NOT AT ALL	JUST A LITTLE	PRETTY MUCH	VERY MUCH	
1.	Difficulty with details – makes careless mistakes					
2.	Difficulty sustaining attention to current task					
3.	Does not seem to listen or sustain attention to discussions. May ask for questions/statements to be repeated.					
4.	Difficulty following through on instructions					
5.	Difficulty starting/finishing tasks					
6.	Loses things necessary for tasks or activities					
7.	Easily distracted by noises or other surrounding activities					
8.	Fidgets or doodles					
9.	Uncomfortable staying seated for periods of time or leaves seat frequently					
10.	Talks excessively or dominates conversations inappropriately					
11.	Blurts out answers before questions have been completed					
12.	Interrupts others inappropriately					
13.	Daydreams					
	Scoring Section	x 0	x 1	x 2	x 3	SCORE
	NI					
	I					

SCORING: To calculate the score, add up the number of entries in each of the 4 columns and multiply the totals by the number (0, 1, 2 or 3) shown at the bottom the column. The sum of these is the SCORE.

THIS FORM MAY BE REPRODUCED

Adapted for use with adults and children by Dr. Teeya Scholten, R. Psych. Calgary, AB.
from checklist developed by the Calgary Learning Centre, 1996.

If you fill this out for the student of concern and you find that there are 4-5 checkmarks in the right two columns (Pretty Much and Very Much), you know that the student has a problem with attention. What you don't know yet, is the **reason** for the problem.

Is it A.D.D. or are the attentional symptoms due to depression, hypoglycemia, a thyroid problem, Post-traumatic Stress Disorder, a reaction to abuse, inadequate nutrition, a chaotic home environment or any number of factors? But no matter what the reason for the attentional difficulties, you can still begin to address the concerns.

If the student exhibits these characteristics in only one subject and not in others, you may be looking purely at a learning discrepancy (see Appendix D & Appendix E). In this case, you can try a classroom accommodation such as reducing the amount of writing or giving extra time on tests and see how it works. However, if this behavior is fairly typical and pervasive, you may be dealing with A.D.D. or other issues that need team work in order to investigate properly.

*If you have 4-5 areas of concern on the
Screening Checklist for Attentional Concerns
THIS DOES NOT NECESSARILY MEAN that A.D.D. is present.
What is **DOES** mean is that there are attentional concerns
and it is probably worth exploring further.*

B) Share your observations (not a diagnosis) with the parents

For example....

Teacher: *“Mrs. Smith, I have the feeling that Peter is capable of doing much better in school and I am trying to understand what is interfering with his learning. Is this a concern of yours? If so, how long have you been concerned about this? Have you found anything that helps him, that I might do in the classroom? Do you have any idea what might be causing this problem?”*

C) Have the parent complete the Screening Checklist

You may wish to have the parent(s) fill out a Screening Checklist on their own child.

Teacher: *“These are some of Peter’s behaviors I have some concerns with. Do you see these behaviors at home? Would you mind just filling out this form, based on a typical day with Peter? Then we can compare notes and try to figure out what’s going on.”*

You may both see the student the same way or there may be vast differences. Whatever the outcome, you, as the teacher can say that this is what you are observing in the classroom and concerned about. Just remember, **how** you present the information will either help to build trust or break it down with the parent. Sometimes, however, people react defensively to even the most skillful approach. They may need time or another school year to be able and willing to even entertain the idea that their child may have some problems. For now, let’s proceed on the assumption that you are working together.

D) Explore possible causes for the attentional concerns

You may wish to review or photocopy Part One, Section 2 of this manual “A Wholistic Way of Understanding Attention” (p. 17 – 32) with the parents or refer them to Attention Deluxe Dimension. (Also available as a free download from www.empowermentplus.org)

E) Teacher and parents both fill out the Levine Information Processing Questionnaire

(see Appendix A)

F) Choose one area of information processing to address.

Pick one area and one strategy to be tried at home and/or at school (see Appendix B). How much you do with the parents will depend on their degree of co-operation and involvement. Working together is best, but not always possible.

Working together is best, but not always possible.

What can a teacher do if the parents are not willing to co-operate?

Even without the parents' co-operation, there is a lot that you, as a teacher, can do. You are able to:

- a) use the Screening Checklist, p. 36 to obtain a baseline measure of functioning. This checklist can then be repeated in order to monitor change following interventions.
- b) fill out the Levine Questionnaire, (see Appendix A) in order for you and your student to understand how his information processing is affected by his or her attention (no matter what the cause).
- c) implement one intervention strategy to see if this helps this area of functioning (see Appendix B for ideas).
- d) explore the effect of personality on your student's learning (see Appendix C)
- e) address possible learning discrepancies and implement classroom accommodations in order to facilitate academic success (see Appendix D and Appendix E.)
- f) use the behavior management method, ***Riding the Wave***, (see Part Two of this book, p. 42-63) for this and other students in order to teach better self-control and accountability for their choices.

Turn now to Part Two of this manual to review the ***Riding the Wave*** method which was developed specifically for students with A.D.D. It has been used by parents and school personnel and has been found to help many different types of students who are having difficulty in the area of self-control.

Best of luck in your efforts with your students!

Best of luck in your efforts with your students!
Best of luck in your efforts with your students!

PART TWO:
BEHAVIOR MANAGEMENT FOR TEACHERS OF
STUDENTS WITH A.D.D.

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Q: What is *Riding the Wave*?

It is an approach to behavior management for teachers and/or parents:

- of students with A.D.D.
- who have students ages 4 - 34 years
- who want to teach the students to have greater self-control, responsibility and build their self-esteem
- that gets quick results
- which involves rules and both positive and negative consequences for choices made
- that is a great management strategy for ANY person with or without A.D.D.
- who want to have a positive relationship with their ADDer

It is important to remember that this is an approach, not a recipe. It teaches principles that need to be adapted to your unique situation (i.e. reflect your values and respect individual student needs). It is a technique that is not just for ADDers. Everyone benefits.

HOW TO USE THIS MANUAL - If you have questions about this approach, please refer to the next few pages on which there are a number of questions and answers...

If you want to get right to the program, please turn to page 49 and begin!

***Teaching a student with A.D.D. sometimes seems like surfing!
It takes a lot of skill!***

Q: How does *Riding the Wave* work?

Some people with A.D.D. have problems with **self-control**.

By **following the steps** taught in this handbook, you will learn how to:

- identify a single behavior of concern to focus on first
- specify what behavior you expect
- formulate an appropriate **RULE**
- generate both positive and negative **CONSEQUENCES** for the student's choice as to whether or not to follow the rule.

The consequences are as immediate, natural and non-punitive as possible. They are simply designed to teach the student that there are consequences to the choices being made. This is how the student begins to develop self-control.

Q: What good can it do to start with only one behavior?

By **starting off with only one behavior**, it is remarkable how quickly you will see results. Often, just focusing on one behavior has the “**ripple effect**” of resulting in other behaviors just taking care of themselves!

When this program has been taught to parents, the **results have been astounding!** BOTH the adults and children seem to feel better within a couple of weeks. The same is possible in the classroom. As the student develops greater self-control and self-esteem, you may still want to use the principles of *Riding the Wave* for addressing additional behaviors of concern.

Focusing on one behavior has the “ripple effect” of resulting in many other behaviors just taking care of themselves!

Q: What does *Riding the Wave* do for teachers and kids?

GOALS FOR THE TEACHER

- to learn a problem-solving approach to behaviour management which has PROVEN EFFECTIVENESS for students with A.D.D.
- to apply it to YOUR UNIQUE situation
- if you decide to work through this program with a group of other teachers of students with A.D.D., you may also receive support from others who UNDERSTAND what it is like to have a student with A.D.D.

GOALS FOR THE STUDENT

- who has difficulty with self-control, to develop SELF-CONTROL
- who relies on external monitoring, to learn internal monitoring
- who avoids assuming responsibility, to accept RESPONSIBILITY for choices
- who begins to experience self-control, internal monitoring and increased responsibility for their actions, to experience increased SELF-ESTEEM and MOTIVATION

From time to time “all” students may display some of these behaviors, not just the ADDers. Whether or not a student has A.D.D., there will be benefits from this approach.

Q: What does *Riding the Wave* NOT do?

It is NOT:

- a system based on rewards and punishment

We use rules and consequences for choices about whether or not to follow the rules. Consequences are both positive and negative, logically-related to the rule, immediate, short-term, non-punitive and as natural as possible. I believe that this is what aids in the learning of self-control and in the generalization of these skills to many other situations.

- the only solution to concerns of kids with A.D.D.

Effective treatment of A.D.D. often involves a multi-disciplinary wholistic team approach. Collaboration with parents and student in terms of goal-setting (i.e., immediate, short-term, long-term) can contribute to effective problem-solving. For instance, achieving organization might be a long-term goal. In this case, an immediate goal might be that of having the student arrive for math class with the correct textbook and a pencil.

The *Riding the Wave* method does not replace good teaching and other classroom control techniques. You already have a lot of tools as a teacher. This is just another one to add to your kit. The ideas presented on the following pages are meant to illustrate the principles of the technique. Be sure to adapt it to your own belief system.

- a quick fix

If you use the program properly you should see very quick results in terms of a behavioral response. If you want the effects to last, however, you will need to continue to apply the program. Developing an understanding of the student's personality type and learning discrepancies will also add to your effectiveness with your students.

Remember, "Rome was not built in a day." Change takes time.

Gayle Reid, Educational

Consultant

This program is ONE MORE TOOL in your toolkit for helping your students to be the BEST they can be.

Q: What if I need more assistance?

If you need more assistance in helping your student, you may wish to identify resources in your community who could be accessed by the parents or your own school system. You can do this by contacting the national offices of CHADD (Children and Adults with Attention Deficit/Hyperactivity Disorder) at www.chadd.com or the LDA (Learning Disability Association of America) at www.ldanatl.org. The local groups can then give you the names of professionals in your community who have expertise in the area of A.D.D.

Q: Who developed *Riding the Wave*?

This behavior management approach was originally developed specifically for parents of children with Attention Deficit/Hyperactivity Disorder (AD/HD) by a team consisting of a psychologist, social worker and a researcher (Blakemore, Shindler and Conte, 1993). I have used this approach with my own children, taught it to other teachers and parents and trained other professionals in how to do it. My adaptation of this approach is called *Riding the Wave*.

Q: How effective is *Riding the Wave*?

We know that this approach is effective when offered by a mental health professional who has been trained in how to teach it. Although this approach has been used in the classroom, we do not yet have sufficient data on HOW it worked or what modifications were needed to make it most effective. If you are trying to do this on your own, please let me know if it worked for you. What were your results? What worked? What didn't work? What suggestions do you have for future editions of the *Turning the Tides* manual? Please contact me at www.empowermentplus.org. Your feedback is important.

TURNING THE TIDES

- c) Generate a list of desired behaviors or positively-stated school/classroom rules (e.g. “Walk inside” instead of “Don’t run”) that reflect these values.

Also,

- d) Consider learning *Riding the Wave* on just one person – your own child or a single student – so that you become familiar with it prior to attempting to use it with a whole class.

THE *Riding The Wave* METHOD¹²

STEP ONE:

1. Write down all the behaviors of concern to you as a teacher.

If you are doing this with others, you each need a separate list. Fill in the left column with behaviors you wish would disappear or change. Be descriptive, specific and objective. Do not generalize or be judgmental. For instance, use “interrupts conversations” instead of “is rude”. Say “rips up papers when angry” instead of “is destructive”. Describe the behavior in such a way as a stranger could picture exactly what your student is doing.

BEHAVIORS OF CONCERN

Behaviors of Concern¹³	Situation (when or where the behavior occurs)

Use more paper if necessary. You want to describe ALL the problem behaviors.

¹² Thanks to Catherine Kneppers, a wonderful teacher and counsellor for assisting me in modifying the original 12 week program developed by Blakemore, Shindler and Conte (1993).

¹³ Originally developed by Blakemore, Shindler and Conte (1993)

☑ STEP TWO:

2. Once you have your list of ALL of your concerns, record the situation in which these behaviors occur. Add this information into the chart you have started in Step #1.

S
A
M
P
L
E

Behaviors of Concern	Situation
does not initiate school work on his own	whenever it is assigned
blurts out comments	when a question is asked and he thinks of an answer
rips up belongings of others	when angry that he can't go out for recess
yells at me when I am talking to him	when I am reprimanding him for a misbehavior

You may discover that certain problems occur at specific times - like when the student is angry or frustrated. This may be new information that you can use in understanding you or your student better and in future problem-solving.

Now cross off any behaviors that are strong habits (such as fidgeting or playing with clothing) as this can be dealt with later, once this method is learned. Also cross off anything that is a problem to YOU, but not detrimental to your student's health or well-being (such as wearing dirty clothes or having a messy desk).

☑ STEP THREE:

3. Cut up your behaviors of concern and arrange them in order.

Arrange the behaviors all the way down the page so that those that concern **YOU** the MOST are at the top of the page; and those that concern you the LEAST are at the bottom. If you are doing this with another teacher or school personnel, you should each have your OWN list of behaviors of concern and put these in the order of concern to YOU. Later, the lists can be combined, but not yet.

I find it easiest to cut up the paper, arrange them on top of a plain white paper. Once they are arranged from MOST to LEAST concern, take one or two long strips of scotch tape and tape them onto the page.



OF MOST CONCERN

rips up belongings of others	when angry that he can't have go out for recess
yells at me when I am talking to him	when I am reprimanding him for a misbehavior
does not initiate school work on his own	whenever it is assigned
blurts out comments	when a question has been asked and he thinks of an answer

S
A
M
P
L
E

OF LEAST CONCERN



You will probably have between 10 - 25 behaviors on your page.

Now, share your list if you are doing this with others. Make up a new list which has all of the behaviors of concern, listed in an order of priority from MOST to LEAST concern, with which you can all agree. Some compromise may be necessary at this point.

Once again, I find this easiest to do by just cutting up the list you each have, leaving them in the order YOU had and taking another piece of paper on which to order them. Once you have all agreed on the order, then tape them to the new paper.

☑ **STEP FOUR:**

4. Once you have completed Steps #1-3, take some time this week to complete the following exercises: “What I like about...” and “Attending to Your Student’s Behavior”.

Once you have done these, proceed to STEP FIVE, but not before. This exercise may not seem important, but it builds some basic building blocks that will be necessary to the success of the approach.

List several things you like about your student¹⁴.....

List several ways that you are a good teacher to your student...

¹⁴ Originally developed by Blakemore, Shindler and Conte (1993)

ATTENDING TO YOUR STUDENT'S BEHAVIOR¹⁵

The purpose of this exercise is to give YOU practice identifying behaviors (both positive and negative) and monitoring how you respond to your student.

Take an hour this week (all at once or in several chunks of time) and write down what your student does and how you respond. If your student does something you would like to see repeated, write this down in the Positive Behaviors - What's Working Now column of the chart below. If your student does something that you would NOT like to see repeated, write this down in the Negative Behaviors - What's Not Working Yet column of the chart below.

POSITIVE BEHAVIORS WHAT'S WORKING NOW		NEGATIVE BEHAVIORS WHAT'S NOT WORKING YET	
What did my student do?	How did I respond?	What did my student do?	How did I respond?

¹⁵ Originally developed by Blakemore, Shindler and Conte (1993)

☑ STEP FIVE:

5. Reflect upon the results of ATTENDING TO YOUR STUDENT'S BEHAVIOR.

After you have completed the chart, take a few minutes to think about the results. Was this a typical sample of your interactions with your student? If yes, good. If no, what is usually different? Did you see any patterns? For instance, does your student seem to get angry more often just before meals or when tired or when it's time to do school work? Do you seem to need to exercise patience more often when you are tired or stressed? Do you actually notice the positives? Do you comment upon these at all? How?

☑ STEP SIX:

6. Now, it's time to select a behavior to work on with your student.

You do this by counting all the behaviors and drawing a line half way down the page. For instance, if you have 13 behaviors of concern, draw a line under behavior #7 on the list. Now, you may choose a behavior on the BOTTOM half of the list!

Here are some commonly-asked *Questions And Answers* about Step #6:

Q: What if I'd really like to see a change in a certain behavior, but I don't believe that it can really be changed? Choose ANY behavior you wish - even if you don't feel hopeful that you can do anything about it! If you follow the steps, figure out a rule and appropriate consequences - it just MIGHT work!

Q: Why do I choose something from the bottom half of the list when my MAJOR concerns are on the top? Because you first need to learn the technique. You and your student are more likely to see changes when you choose a behavior that is less of a problem. It also helps you to be as objective and detached as possible.



NOW WRITE DOWN...the behavior you have selected to work on.

☑ STEP SEVEN:

7. Fill out the Behavior Management Worksheet.

There is an example on the following page if you need assistance.

BEHAVIOR MANAGEMENT WORKSHEET¹⁶

PLAN THE RULE AND CONSEQUENCES

BEHAVIOR OF CONCERN: _____

(What is the unacceptable behavior?)

EXPECTED BEHAVIOR: _____

(What is it you expect your student to do?)

RULE: (Stated in a positive manner - what is expected, rather than what is NOT expected. The rule should apply to the whole classroom, if possible.)

CONSEQUENCES: (As immediate, short-term and as “natural” a consequence as possible.)

(+) **POSITIVE:** “*If you choose TO (...insert the rule), the consequence is that you will...*”

(-) **NEGATIVE:** “*If you choose NOT to (insert the rule), the consequence is that you will.*”

What else can you do to assist the situation? Sometimes making up charts of daily schedules or what is involved in classroom routines can help to make your expectations clear. It saves you from having to “remind” your student and provides a ready reference guide for him or her. Is there anything you need?

Include a Back-up Plan: What will you do if the student refuses to comply with the negative consequence? It is important to have a back-up plan in place in order to be ready for anything. If there is a “crack” in your plan, your student will probably find it.

¹⁶ Originally developed by Blakemore, Shindler and Conte (1993)

As an **EXAMPLE...**

BEHAVIOR OF CONCERN: *interrupts conversations*

EXPECTED BEHAVIOR: *I expect Mark to say “Excuse me” and then to wait until I say “Yes?”*

RULE: *We respect others.*

For example, when someone is talking, we respect others by putting up our hands or saying “Excuse me” if we have something to say and then waiting until the other person says “Yes?” before we continue.

CONSEQUENCES:

(+) **POSITIVE:** *“If you choose TO respect others (by saying “Excuse me” and waiting until the person says “Yes?”), the consequence is that you will be allowed to express your ideas.*

(-) **NEGATIVE:** *“If you choose NOT to respect others, (by saying “Excuse me” and waiting until the person says “Yes?”), the consequence is that you will lose the freedom to express your ideas and will have to wait 5 minutes to try again.*

What else can I do to assist the situation?

I could try to make sure that I answer “Yes” within about 5 seconds or less if a student is saying “Excuse me”.

What is my “back-up plan”?

I should also think about what I will do if the student keeps on talking or refuses to say “Excuse me” or to wait 5 minutes before trying again. Do I need a to set a timer to remind both of us when 5 minutes is up? Do I need to explain that if the student keeps talking he’ll lose the freedom to be in his desk or in the classroom where interruptions are possible?

☑ STEP EIGHT:

8. *Create your own personalized script.*

It is important to write out what you will actually say to your student. This gives you practice in “streamlining” your communications, while making sure that you include the important words about “choice” and “consequence”.

e.g., “(Student's name), I notice that you have CHOSEN TO or CHOSEN NOT TO (state expected behavior). The CONSEQUENCE is that (state the positive or negative consequence, as appropriate).”

(+) _____

(-) _____

*As an **EXAMPLE**,*

For the **RULE: “WE RESPECT OTHERS”**, your personalized script might be:

(+) Mark, I notice that you CHOSE to respect me (by saying “Excuse me” and waiting until I said “Yes”). The consequence is that you will be allowed to express your ideas. Go ahead!

(-) Mark, I notice that you CHOSE NOT to say “Excuse me” and wait until I said “Yes”. The CONSEQUENCE is that you have lost the freedom to express your ideas. You’ll have to wait 5 minutes to try again.

For the **RULE: “WE WORK QUIETLY”**, you might say,

(+) “Chris, I notice that you CHOSE to do your work quietly. Good show. The CONSEQUENCE is that you have the freedom to be with others while you work”.

(-) “Chris, I notice that you CHOSE NOT to do your work quietly. The CONSEQUENCE is that for 5 minutes you have lost the freedom to be with others while you work.

☑ STEP NINE:

9. Explain the rule and the consequences to your student/class.

Find a quiet time with your student in order to:

- a) outline the **importance of rules** in society and the relationship between our choices to follow the rules and the freedom we have. For instance, you might explain that in our society we have rules in order for life to run smoothly and everyone's rights to be respected. If we choose to follow these rules, we usually have a lot of freedom. If we choose NOT to follow the rules, we often lose our freedom (e.g., people who choose not to pay for what they want in stores and get caught usually lose the freedom to go into that store for a year).
- b) explain the goal of the approach is to **teach "self-control"**. Sometimes people understand that rules are important, but they don't follow the rules because they lack "self-control". This is the goal of this behavior management approach - to teach self-control.
- c) review **both positive and negative consequences**. Be open to some negotiation on details of the consequences.

☑ STEP TEN:

10. Apply the method.

1. "Catch the student" making choices. Describe what you see the student doing (i.e., the CHOICE which has been made) and indicate the CONSEQUENCE.
2. Try to "catch your student" more often when making positive choices than negative ones. I recommend you try to achieve a 3:1 ratio of positive to negative comments. If you do, you will see quick results in terms of developing self-control, responsibility and self-esteem. If you don't focus on the positives, your student will most likely come to "hate" the word "consequence". The method will still work, but the relationship with your student will suffer needlessly.
3. The more you choose to use the language of "choice" and "consequence", the faster you will see results.

It may seem somewhat awkward to talk in this way, but it is a very POWERFUL technique, which gives quick results. It is respectful of the student and DOES result in changes in self-control, responsibility and self-esteem. As you can see, this technique is non-punitive, and uses consequences that are as natural and logical as possible.

***This technique takes a lot of prior thought
in order to make sure that all the bases are covered.
But if used properly, it works!!!***

In summary,

- ①

In using the ***Riding the Wave*** approach, you will work on ONLY ONE of these behaviors – one that is on the lower half of your list! Remember the “ripple effect”? Starting with only ONE behavior result in changes in other areas. You can work on any other behaviour of concern once you and your student or class have learned the first rule. No classroom should have more than 5 rules!

- 

Once you have selected a behavior to focus on, be sure to completely fill out a Behavior Management Worksheet (p. 55) on that particular behavior.

- 

Make good use of checklists and charts to support your expectations and classroom routines.

- 

It is important to take the time to prepare properly before introducing this to your students. This is your homework. You may be eager to begin, but preparation is essential to the success of the approach.

- 

Be sure to adapt the suggestions to what fits for you. Don't promise if you can't deliver. Use the “language of choice” (e.g., “Debbie, I notice that you have chosen to put up your hand before giving me your answer! The consequence is that you will have the opportunity to share your ideas.”) Making the effort to notice the positives will have a powerful effect on your students' self-esteem and will have lots of pay off in many other areas of life.

Common Pitfalls

The following are areas that are commonly misunderstood. Being aware of them will help you to apply *Riding the Wave* correctly.

a) **Not Explaining the Method Properly**

i.e. Saying “This is what we are going to do...

instead of...

Explaining the purpose – to develop self-control

b) **Omitting Cause-Effect Relationship**

“you chose to leave the class”

instead of...

“you chose not to treat others with respect. The consequence is that you have lost the freedom to be with us, for 5 minutes.

c) **Use of Negative Wording in the Rule**

i.e. The rule is “No hitting” or “No blurting out”

instead of...

The rule is “We respect others” or “Everyone has a right to a safe environment” or “Everyone has a right to be heard”.

d) **Continued Explanations of Why Behavior is a Problem (instead of just stating choice and consequence)**

e.g. “Peter, I notice that you are out of your desk again! You know it disturbs the other students. Why can’t you just get your work done?”

instead of...

“Peter, I notice that you chose to leave your desk during work time. The consequence is that you have lost the freedom to stay in it. Come to the work table for 5 minutes and then you can try again.”

e) **Use of Angry, Frustrated Voice**

e.g. “Melanie!!! You are choosing NOT to respect others. Leave the classroom at once!!!”

instead of stating in a calm voice...

“Melanie, you have chosen not to respect others. The consequence is that you have lost the freedom to be with the class for 5 minutes.”

f) Making “Exceptions” (compromising the standard of expectations)

Sometimes we are tempted to make exceptions when the student is ALMOST doing what we are expecting. For instance, maybe he has almost completed his homework, has kept pretty quiet while others were talking, has almost finished the assignment to your satisfaction. Although we think it might be “nice” or encouraging to the student to decide that they have chosen to follow the rule, and therefore, allow them the positive consequence, the truth is they have actually chosen NOT to follow it to the standard that has been set.

If YOU CHOOSE to make an exception in this case, you will find that the next time, your student does LESS of a good job, not more. Or maybe they will be ½ hr late instead of 5 minutes. It also puts you back in the “driver’s seat” – that is YOU are making the decision about the consequences, not the student. This, I believe is disempowering to your student. You are changing the rules at YOUR whim! If you choose to stay true to your rule and your standards, the student will most likely rise to the occasion the next time.

With my own children, I have been sorely tempted in these types of situations. On one occasion, when my daughter hung up the telephone at 10:05 p.m. after calling long-distance to wish an old friend “Happy Birthday”, I believe that it was encouraging (but consistent) to say to her ... *“Oh Chris, you chose to NOT to be finished by 10:00 p.m. You were so close to the time, but still over the limit! The consequence is no phone use tomorrow. You’ll have a chance to try again the following day.”* Her reply was *“O.K., Mum! It was worth it to me!”* She knew what to expect and she had made her choice. That’s what ***Riding the Wave*** is all about!

This is a slight adaptation to the technique, because I said more than just “Your choice and the consequence...”. But showing some sympathy has helped me to acknowledge how close she was, while at the same time being consistent.

g) Focussing on the Negative

...instead of ...

Catching the child being good and/or making positive choices.

As an illustration...of Riding the Wave

Fifteen year old Peter had a visual-spatial learning disability and an ENTP (Extraverted-Intuitive-Thinking-Perceiving) personality type. His teachers would show him what to do, make sure that he understood and Peter would begin to work. As soon as they walked away, he would stop working and begin to “fool around” with his classmates. This pattern had been going on for years. Eventually, because of this type of behavior and a number of other concerns, he had been put in a special class for students with behavior problems.

Because of his visual-spatial difficulties, his teacher decided to encourage him to do his work on the computer. The rule was:

Rule: “We work until we are finished.”

(+) If you choose to work until you are finished, you are free to complete the work on your own.

(-) If you choose NOT to work until you are finished, you’ll lose the freedom to work on your own. You may dictate your answers to me.

At first, Peter thought it was kind of fun to dictate his work to his teacher, but after a week or so, he just started to type his own assignments. He became more respectful to others as well and was soon out of the behavior class.

When this technique can be used at home as well as at school, the results are even more powerful. However, this is just one type of intervention in the life of a student with A.D.D. It may be necessary to address other needs in the area of learning, personality, food sensitivities and even medication dosages to achieve optimal results.

Here are some ***Troubleshooting Tips*** for experiencing success in the ***Riding the Wave*** method of behavior management. If you have tried to implement the method and it doesn’t seem to be working, ask yourself if you have done the implemented the aspects listed on the following page:

About the rules and consequences you choose, be sure that:

- the rule is stated in a positive manner and applies to the whole class (including the teacher) as much as possible
- the consequences are as natural, logical, short-term and immediate as possible
- that these are consequences that YOU (not your colleague or principal) CAN apply
- you notice the times that your students have chosen TO follow the rule (three times as often as the times you notice that they have chosen NOT to follow the rule!)
- that you use the words “you have chosen” and “the consequence” - this is the nuts and bolts of the approach and it WILL make a difference if you use these words consistently

***Consistent use of your script will reinforce
the choices and their consequences.***

If you would like to see more examples of completed Behavior Management Worksheets, please see Appendix F. This Appendix also contains a chart full of behaviors of concern, expected behaviors, rule and consequences. I have collected these over the last several years of working with parent and teachers. If you need ideas, this chart may give you a starting point. But remember to adapt the rule and consequences to your own situation and to be sure to complete a Behavior Management Worksheet on each behavior you select.

***This takes a lot of effort and consistency
especially in the beginning...
But it gets easier with practice!***

Summary

In this manual, material has been presented which was intended to:

- help you view A.D.D. in a more positive manner, focussing on what the student with A.D.D. CAN do, rather than what CANNOT be done (Remember the “channel-surfing mind” that can attend to a lot of things at once!)
- realize that difficulties in a classroom environment may be due to the setting rather than purely being a sign of disability in a particular individual (Remember the “hunter” in a “farmer” environment!)
- identify a number of factors which can cause attentional difficulties (Like physical factors, learning discrepancies and personality type)
- show you how to explore some of these areas at school (Through the use of the Levine Information Processing Questionnaire, Strategies for Improving Attention, charts on LD and personality type)
- illustrate the use of academic accommodations in facilitating success (As a general rule, use of computers for Visual-Spatial Learning Discrepancies and extra time on exams for Language-Learning Discrepancies)
- teach you a powerful behavior management tool for use with students who need assistance in developing self-control (*Riding the Wave*)

Of course, there is much more to effective teaching of the student with A.D.D. than the application of the material presented in **Turning the Tides**. Perhaps this book has helped you to add a few new tools to your already rich repertoire of techniques for teaching and fostering the personal development of all of your students. Please remember to take what you like and discard the rest. If nothing else, I hope that you consider a change in the language you use in relation to A.D.D. Does your ADDer have a “deficit, dysfunction or disability”? Or is he a mental channel-surfer with a “deluxe” amount of attention? A shift in attitude requires some thoughtfulness, but costs very little in terms of time and money. We sure don't have a lot to lose, but the potential pay-off is enormous!

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APPENDIX A:

The Levine Information Processing Questionnaire*

CLIENT NAME: _____ DATE: _____ RATER: _____

Instructions:

In the space to the left of each question place a Y or N, for what would be true in comparison to others of a similar age. Put a questions mark (?) if you are not sure of the answer or don't understand the question. Each person completing the questionnaire should do so separately.

A. Input of Information

1.0 Maintaining Consistent Alertness

- 1.1 Does s/he seem to be tired (i.e., yawn, stretch) during the daytime?
- 1.2 Does s/he fidget a lot?
- 1.3 Does s/he seem to "tune out" or daydream during conversations, on tests or while working on projects?
- 1.4 Is there a history of unusual or difficult sleeping patterns?

2.0 Taking in Information Deeply Enough

- 2.1 Does s/he have a hard time remembering what is said (i.e., short term memory)
- 2.2 Does s/he ask for information to be repeated right away because it has been "forgotten"?
- 2.3 Is there inconsistency in his/her understanding of information that has recently been given?
- 2.4 Is s/he absent-minded?

*This questionnaire was developed by Mel Levine, M.D. for use with children. It has been adapted for use with children and adults.

THIS FORM MAY BE REPRODUCED

3.0 Passive or Active Processing

- 3.1 Is this someone who memorizes information rather than trying to understand it?
- 3.2 Does s/he seem to have a hard time relating new information or knowledge to material that has been learned previously?
- 3.3 Is this a person who seems to have no strong interests in any academic subject matter?
- 3.4 Does s/he complain of feeling bored much of the time?

4.0 Determining the Importance of Information

- 4.1 Are there indications that this person has a great difficulty deciding what's important and what's irrelevant?
- 4.2 Does s/he have trouble focusing on the important details?
- 4.3 Compared to how well, s/he expresses her/his ideas, does s/he have a hard time summarizing or paraphrasing information?
- 4.4 Does s/he have trouble understanding the overall meaning of what s/he reads or hears?

5.0 Filtering out Distractions

- 5.1 Does s/he frequently look around (i.e., stare off into space) during conversations or while working?
- 5.2 Are these signs of being "tuned in" to or distracted by background sights or noises?
- 5.3 Does this person fidget with his/her fingers or other objects at inappropriate times?
- 5.4 Is it especially hard for this person to "filter out" noises from others, in order to finish tasks?

6.0 Ability to Satisfy Oneself

- 6.1 Is this the sort of individual who wants things all the time and loses interest rather quickly when s/he finally acquires what s/he wanted?
- 6.2 Does s/he appear to crave highly intense experiences?
- 6.3 Does s/he create provocative situations to “stir things up” in order to produce excitement or high levels of stimulation?
- 6.4 Is it necessary for there to be ultra high levels of stimulation or personal interest in order to concentrate effectively?

B. Output of Information

7.0 Preview of Outcomes

- 7.1 Does this person fail to look ahead?
- 7.2 Are there signs that s/he doesn't think about the consequences before doing or trying something?
- 7.3 Does s/he work impulsively (i.e. without exerting sufficient planning)?
- 7.4 Does s/he have a hard time estimating how long tasks projects or assignments might take?

8.0 Behavioral Control

- 8.1 Does s/he have a hard time controlling his/her own behavior?
- 8.2 Does s/he seems to do many things the hard way?
- 8.3 Is this someone who seems to lack alternative strategies (i.e., for learning to cope with stress, relating to others)?
- 8.4 Are there signs of poor motor control (i.e., clumsiness) when trying to start or stop an activity?

9.0 Pacing of Activities

- 9.1 Does s/he do many things too quickly?
- 9.2 Are there activities or pursuits where the individual operates too slowly?
- 9.3 Is this someone with a weak sense of time - its allocation, its sequences, its planning implications?
- 9.4 Does s/he make many careless mistakes because of rushing?

10.0 Consistency of Effort

- 10.1 Is there a lot of variability in the amount or quality of work done?
- 10.2 Does his/her performance deteriorate over time when he or she is trying to complete a task or assignment?
- 10.3 Is it often hard for this individual to mobilize the needed effort to get started with work?
- 10.4 Does s/he seem “lazy” or somehow poorly motivated?

11.0 Self-Monitoring

- 11.1 Is there a tendency to fail to notice when s/he makes errors in work?
- 11.2 Is s/he highly reluctant to check work or proofread?
- 11.3 In social interactions, does s/he have trouble knowing how s/he is doing (i.e., interpreting social feedback or other non-verbal cues from others)?
- 11.4 Does this person behave in inappropriate ways without seeming to realize early enough that s/he may be getting into trouble?

12.0 Learning from Experience

- 12.1 Does s/he have a hard time learning from his/her mistakes (i.e., an inadequate response to “negative” learning experiences)?
- 12.2 Does this individual seem unresponsive to rewards or praise?
- 12.3 Are there indications that s/he fails to “learn from experience”?
- 12.4 Does this person seem relatively unable to make use of feedback given by others?

How to Interpret the Levine Information Processing Questionnaire:

Count the number of sections in which **more** questions have been answered with a “Yes” than with a “No”. This will probably identify the 4-6 areas of information processing which are most strongly affected. (If you have identified more than 6 areas, you may wish to “count” only those areas where you have said “Yes” to every item.) Put an asterisk beside each area of concern and refer to Strategies for Improving Attention for appropriate interventions.

APPENDIX B: Strategies for Improving Attention*

Maintaining Consistent Alertness

- Preferential seating in class
- Ensuring adequate sleep for alertness during work or class times
- Reduction in "chunk size" of work, frequent breaks (or opportunity to move around)
- Use of hands for physical activity (i.e., "stress ball", piece of plasticene, doodling)
- Consultation with physician re medication trial to determine if this will facilitate alertness
- Use areas of strength (i.e., strong modalities/affinities) in school/workplace

Taking in Information Deeply Enough

- Stress on rehearsal strategies or verbal mediation (e.g., "How am I going to accomplish my goals?") through self-talk or note-taking
- Self-testing techniques to see if material is being understood
- Paraphrasing
- Repetition of instructions or explanations
- Demonstrate activity to illustrate understanding of material/instructions

Passive or Excessively Active Processing

- Reminder cards ("Am I being passive or is my mind too active?")
- A disciplined approach to thinking more deeply about a subject (e.g., "What are the things you already know that this new material reminds you of? How is it pretty much like it? How is it new and different? How does this new information fit into the overall scheme?")
- Acquisition and long term pursuit of knowledge and expertise in areas of interest
- Keeping score of how often there are "mind trips" and/or "wake up calls"
- Recording and making use of ideas which are generated during periods of daydreaming or creative thinking

*Based on the Levine Information Processing Questionnaire which identifies 12 possible areas of information processing which can be affected by problems in attention.

THIS FORM MAY BE REPRODUCED

Determining the Importance of Information

- Stress on development of paraphrasing and summarization skills
- Games emphasizing vigilance and attention to fine detail
- Margin monitoring, underlining and circling skills when reading/studying
- Practice crossing out irrelevant information (e.g., in math word problems)

Filtering Out Distractions

- Minimizing distractions at home, work and school
- Use of consistent background sounds (e.g., use of ear plugs, music on a walkman) when reading or studying
- Frequent, but timed breaks from study

Ability to Satisfy Oneself

- Use of high motivational content for learning - give choices (i.e., "What are you most interested in learning today - option a) or b)?"")
- Stress on sharing, timed delays of gratification (e.g., "When it's break time in another 20 minutes, there'll be a chance to do . . .")
- Identification and acknowledgment of areas which are not interesting and in which there will be low motivation
- The establishment of "getting satisfied" time allocations at home

Preview of Outcomes

- Application of "what if?" exercises to imagine future outcomes - in behavioral, social and/or cognitive-academic areas
- Stress on articulating and describing final products (i.e., "What do I want this to look like when I finish? What is it I want to say in this report? What do I want others to think about me? How do I want to behave in a particular situation?")
- Diagramming of previewed outcomes
- Practice estimating answers

Behavioral Control

- Review of alternative strategies (cognitive - academic, social, and/or behavioral) and selection of strategy which has the best chance of working out (i.e., “best-bet”), along with “back-up” strategies in case it is needed
- Use of hypothetical (i.e., “what if...”) case studies for above review
- Making plans for social survival or other challenging situations
- Using flow charts to diagram alternative choices involving acting or inhibiting behavior and the respective consequences
- Review of outcomes and exploration of other alternatives that might have worked better

Pacing of Activities

- Development of time management (in scheduling procedures at home and in school)
- Serve as a time manager at school/work
- Stress on time estimation (“How long should this take me?”)
- Elimination of incentives for quick completion of tasks (i.e., no advantages to finishing or “getting it over with quickly”)
- Use of time landmarks for writing/reading projects (i.e., “Where you should I be three weeks before the project is due?”)
- Discussions of time and time management

Consistency of Effort

- Regularly-scheduled work breaks
- Conscious attempts to monitor and document graphically “on times” and “off times”
- Self-description - verbally and/or in writing- of what it feels like to be running out of “mental energy”
- Rotation of homework or reading sites at home
- Getting assistance in getting started without being “accused” (i.e., “jump starting” efforts by saying, “It’s 7 p.m., didn’t you say that you wanted to begin your project at that time?” instead of “Why can’t you ever get started on your own?”)

Self-Monitoring

- Stress on mid-task and terminal self assessment (“How am I doing?” or “How do I think I did?”)
- Use of self-grading and commenting before submitting tests/work assignments - with credit for accurate monitoring
- Proofreading exercises (e.g., COPS - Capitalization, Organization, Punctuation, Spelling).
- Routine proofreading of own work at least 48 hours after completion
- Use of hypothetical case studies to demonstrate the impacts of poor self-monitoring on behavior and interpersonal relating
- Inclusion of "quality control" measures in work and social plans
- Building self-monitoring as a step in planning actions or strategies

Learning from Experience

- Stress on very consistent consequences for actions
- Need for changing incentives in order to maintain their novelty
- Use of personal diaries to document outcomes of actions - possibly in diagrammatic form
- Lists of “What I've Done Right Today” and “Where I Went Astray Today” with a stress on lessons learned for the future
- Use of a "mentor" (with whom one has a valued relationship) at home/work/school to whom the one can feel accountable for attaining the personal goals which have been set

APPENDIX C: Personality Type



WHEN TO USE ...

This information is intended to help you to begin the process of exploring your personality type and the relationship between your personality type, attentional patterns and learning styles. Once you understand your OWN type and its implications, you will be able to see how this applies to your students.

The information listed in the following charts is meant as a very brief overview and is NOT intended as an “official test” to replace any other writing on the MBTI®. The results may or may not be accurate depending on how strong your preferences are and if you are able to identify them accurately.



HOW TO USE...

Personality preferences are a little like handedness. Although we generally have two hands available, we often tend to feel more comfortable using one than the other. This is what we call our dominant hand. If need be, we can learn how to use the other hand, but this doesn't change our natural preferences.

Some preferences are easier to determine than others. Some people have strong preferences, while in others, the difference is less obvious and the personality harder to detect. In a proper administration of the MBTI®, a number of factors would need to be considered in order to provide you with an accurate measure of your MBTI® personality type.

For now, let's just make a make a "best guess" as to your preferences!

First, look at the first chart below and decide what your preferences might be.

Second, refer to following chart to notice how your personality affects your needs, energy and learning preferences.

Third, compare YOUR preferences with those of your colleagues, partner, friends or students. Appreciate your similarities and differences and decide if conditions in your educational or workplace settings are consistent with how you learn/perform best.

Fourth, read more about the MBTI® in books listed in Appendix G, Teachers Annotated Resource List. Some of these include works by Briggs-Myers and Myers (1980) and Lawrence (1979). Enjoy learning more about yourself. If you can obtain a copy of the handout by Isabel Briggs-Myers (1987) called Introduction to Type, you may want to look up the one page description of your personality type and see if it describes you.

Lastly, if you need assistance or would like an "official" MBTI®, contact a local mental health professional who is trained to give the test. It can be a very interesting and healing experience. Many books have been written and a lot of research has been done on the MBTI®, particularly in relation to career counseling. The books by Kiersey (Please Understand Me) and Lawrence (People Types and Tiger Stripes) are wonderful resources for the classroom teacher.

See the following page for some guidelines in determining your "best guess" as to your personality preference.

An overview of Personality Type Preferences

Initial	Characteristic	Preference for or tendency to:
E	Extraverted	<ul style="list-style-type: none"> - make quick decisions - get energy from being with people
I	Introverted	<ul style="list-style-type: none"> - want time to reflect before making any decision - get energy from being alone
N	Intuiting	<ul style="list-style-type: none"> - be interested in the “big picture”, generalizations, theories - process in a random-abstract way
S	Sensing	<ul style="list-style-type: none"> - be interested in details, accuracy - prefer things to be neat and tidy and done in a step-by step manner
T	Thinking	<ul style="list-style-type: none"> - think logically - have a hard time telling how others are feeling unless you ask them or observe carefully
F	Feeling	<ul style="list-style-type: none"> - be able to tell how others are feeling - avoid arguments if possible
P	Perceiving	- live life spontaneously without a lot of planning
J	Judging	- live life in a planful manner, with to do lists and schedules to guide activities

Circle YOUR preference: E or I, N or S, T or F, P or J

Write your preferences on the line: _____ This may be your personality type.

How your personality affects your needs, energy and learning preferences

Write your personality preferences on this line: _____

If this is your personality type, the information in the specific sections of the following table may be true of you.

Initial	Characteristic	The gifts you bring to the world	What you need in a learning or workplace environment
E	Extraverted	a quick thinker	<ul style="list-style-type: none"> - a chance to talk over your ideas with others in order to develop them
I	Introverted	a deep thinker	<ul style="list-style-type: none"> - time to reflect before being asked for your ideas - time alone everyday in order to stay energized
N	Intuiting	innovative approaches	<ul style="list-style-type: none"> - a chance to work in a random-abstract manner - presentation of the “big picture” or theory before being asked to deal with details
S	Sensing	factual and accurate	<ul style="list-style-type: none"> - have material presented in a logical step-by step manner - assistance with organizing facts into major concepts/theories involved (if you have to know this)
T	Thinking	logical and analytical	<ul style="list-style-type: none"> - have an opportunity to consider the logical side of an idea - be told how others feel, so that you may respond to their needs
F	Feeling	aware of how others feel	<ul style="list-style-type: none"> - identify what you care about and how your work is relevant to the things you value - encouragement to express your feelings or ideas, so that others may respond to your needs
P	Perceiving	flexible and adaptable	<ul style="list-style-type: none"> - assistance with time management strategies and motivators for completed tasks
J	Judging	persistent	<ul style="list-style-type: none"> - an opportunity to complete assignments or projects - encouragement in changing or adapting plans, if necessary

**WRITE DOWN...****Your Personality Type:**

How you learn best:

Here are some questions you may wish to ponder:

1. How does your personality type affect the way you relate to others or behave in social or work situations?

2. How does it affect how you teach or what you expect of your students?

3. What are the implications of personality type for students of specific concern in your classroom?

4. How can you organize the classroom setting to allow students options for optimal learning?

**MORE ABOUT ...**

The Myers-Briggs Type Indicator® (MBTI®) is a personality test which can be administered only by properly-trained professionals who are qualified to give and interpret the test. However, a number of books have been written through which people can help themselves to identify their most likely personality type. Once we know our personality preferences, we can understand how we relate to the world and how we might be the same or different from others. Use of the MBTI® information can promote a better understanding of ourselves and others and in so doing, have a positive effect on relationships between people at home, at school and in the workplace. Contact the Myers and Briggs Foundation at www.myersbriggs.org to find the name of a local professional with expertise in the MBTI®.

APPENDIX D:**Learning Discrepancies: Common Areas, Strategies and Interventions**¹⁷

AREA OF PROBLEM	CHARACTERISTICS	COMMON LABELS	REMIEDIATION ¹⁸	ACCOMMODATION ¹⁹
1. Language	<ul style="list-style-type: none"> • problem in understanding and/or expression of language /reading • often strengths in non-language areas such as math, science, mechanics, design 	Language - Learning disabled	<ul style="list-style-type: none"> • training in grammar, syntax, vocabulary development, paraphrasing to check understanding 	<ul style="list-style-type: none"> • provide several explanations of instructions by tutor or job coach until job concept is learned
2. Reading	<ul style="list-style-type: none"> • problems with a)decoding and/or b)comprehension and/or c)speed 	Specific reading disability ²⁰ “Dyslexia” ²¹	<ul style="list-style-type: none"> • teach decoding or comprehension of strategies in practical, non-threatening ways which foster success • high interest low vocabulary books 	<ul style="list-style-type: none"> • provide memos on tape or a reader, for memos or exams²² • pictorial or symbol checklists • provide additional time for reading
3. Spelling	<ul style="list-style-type: none"> • misspell words either phonetically (e.g. “thot” for “thought) or non-phonetically(e.g. the art) 	Specific spelling disability	<ul style="list-style-type: none"> • Teach self-analysis and spelling strategies in practical, non-threatening ways • encourage reading, dictionary of “problem” words 	<ul style="list-style-type: none"> • if phonetic misspelling, use a spell checker • dictionary of misspelled words • have editor proof read written submissions • use a Dictaphone

adapted from Scholten, Samuels, Conte and Price (1993)

¹⁷

Note: These problem areas are not mutually exclusive. Often individuals experience one or more areas of difficulty.

¹⁸

This list provides some example of the types of remedial activities and is by no means exhaustive.

¹⁹

Accommodations given for workplace and academic settings.

²⁰

A specific LD exists in isolation otherwise problems in specific content areas are part of a verbal or non-verbal learning disability.

²¹

The term “dyslexia” means inability to read, but is being used erroneously by the public to refer to perceptual difficulties.

²²

Extent of accommodation depends on severity of problem.

AREA OF DIFFICULTY	CHARACTERISTICS	COMMON LABELS	REMEDICATION	ACCOMMODATION
4. Visual-spatial	<ul style="list-style-type: none"> problems with math and sciences, written work, messy writing, directions; strengths often in language areas 	Visual-spatial learning disability Non-verbal learning disability Perceptual-Motor learning disability	<ul style="list-style-type: none"> use verbal skills to mediate problem-solving and to develop efficient strategies math work on graph paper 	<ul style="list-style-type: none"> reduce written output(point form) use of word processor
5. Math	<ul style="list-style-type: none"> problems doing calculations <u>not</u> due to carelessness, inability to read question 	Specific math disability; Dyscalculia	<ul style="list-style-type: none"> strengthen foundation skills through use of concrete manipulative practical problems in a non-threatening environment develop meta-cognitive strategies of inhibiting impulsivity, working systematically with accuracy, using logical inferences 	<ul style="list-style-type: none"> use of calculator
6. Written Expression	<ul style="list-style-type: none"> messy writing, lack of logical sequence to writing, missing words 	Dysgraphia	<ul style="list-style-type: none"> reteach letter formation planning strategies proof reading 	<ul style="list-style-type: none"> use of word processor for written work helps in organization and presentation provide scribe or oral exams

adapted from Scholten, Samuels, Conte and Price (1993)

AREA OF DIFFICULTY	CHARACTERISTICS	COMMON LABELS	REMEDICATION	ACCOMMODATION
7. Organization	<ul style="list-style-type: none"> • problems sequencing, organizing work 		<ul style="list-style-type: none"> • teaching of metacognitive strategies such as systematic, planful approach to problem solving 	<ul style="list-style-type: none"> • provide tutor to assist in organizational strategies • write list of step-by-step instructions • teach editing and multiple drafts • Word processor
8. Attention	<ul style="list-style-type: none"> • problems filtering out distracting noises • impulsive • may occur with hyperactivity • problem completing tasks 	Attentional difficulties Attention Deficit Hyperactivity Disorder (AD/HD) “Attention Deluxe Dimension”	<ul style="list-style-type: none"> • medication • remediation in areas of content difficulty • teach systematic problem-solving strategies • teach metacognitive strategies 	<ul style="list-style-type: none"> • work in a quiet area • provide frequent breaks or energy release • use earplugs • avoid interruptions insure
9. Social competence ²³	<ul style="list-style-type: none"> • poor social skills, insensitivity, interrupting, passivity or aggression 		<ul style="list-style-type: none"> • life skills training 	<ul style="list-style-type: none"> • understanding by co-workers

adapted from Scholten, Samuels, Conte and Price (1993)

²³ There is debate among experts as to the accuracies of social disability as a primary problem or as a problem which is secondary to other problem areas such as impulsivity or language.

APPENDIX E:**Common Reasons for Reading Difficulties**

(page 1)

Cause	Symptoms	Investigation	Remediation
DECODING PROBLEMS			
Visual acuity	may squint at book or when looking at objects at a distance	- regular eye examination	- eye glasses
Eye co-ordination	may complain of losing one's place, skipping lines, using finger to track words	- examination by a developmental optometrist	- eye co-ordination exercises, special glasses or any combination of these - Ann Arbor Tracking Program ²⁴
Scotopic Sensitivity Syndrome ²⁵ (SSS)	may complain of words getting blurry or running off the page at the end of the lines may not even realize that there is any other way to see	- examination by someone trained in SSS	- use of colored plastic overlays or special colored glasses
Difficulty knowing sounds the letter make (especially vowel sounds)	may guess at words and make errors where vowels are involved	- ask to repeat hard and soft sounds made by each vowel	- teach remedial strategies re vowel sounds and rules (see p. 89) - some people need the intensive remediation involved in Auditory Discrimination in Depth Program
difficulty breaking the words into syllables	may read small words fine and seem to look at the first few letters and then guess at longer words	- show familiar and new words with three or four syllables and ask to read them	- teach syllables by feeling movement of jaw or clapping while saying longer words such as "intelligent" - show how to break words into syllables of 2-3 letters with a vowel in each section

Common Reasons for Reading Difficulties cont'd. (page 2)²⁴ Information about any of the programs mentioned in the Remediation section is available from the Calgary Learning Centre library 1-403-686-9300²⁵ See Reading by the Colors by Helen Erlen

Cause	Symptoms	Investigation	Remediation
<p>COMPREHENSION PROBLEMS</p> <p>poor vocabulary</p>	<p>may miss the meaning of passages due to lack of knowledge of word meaning</p>	<ul style="list-style-type: none"> - ask student to tell you the meaning of key words in the passage (even though they may have been read correctly) 	<ul style="list-style-type: none"> - work on building vocabulary through the use of a personal word dictionary
<p>reading books that are too difficult</p>	<p>may take a very long time to read a short passage</p>	<ul style="list-style-type: none"> - check that books are at an appropriate level of difficulty 	<ul style="list-style-type: none"> - use the "5-finger rule" - ensure that book has no more than 5 words per page that the student does not know (i.e., either how to read it or the meaning of it)
<p>problems making visual pictures of material being read</p>	<p>may read quickly but without intonation which suggests comprehension</p>	<ul style="list-style-type: none"> - ask student to paraphrase or re-tell the meaning of what they have just read - some people need the intensive Visualizing and Verbalizing Program 	<ul style="list-style-type: none"> - practice in visualizing what is read
<p>not taking in the information deeply enough</p>	<p>may read but realize afterwards that they were thinking about something else</p>	<ul style="list-style-type: none"> - ensure that student can decode and comprehend what is being read, ask them about symptoms 	<ul style="list-style-type: none"> - margin monitoring with a pencil or pen in order to create an interaction between author and reader.
<p>not connecting new information with prior knowledge</p>	<p>may show passivity in identifying what they already know about topic being studied and may not be making connections as they read</p>	<ul style="list-style-type: none"> - ask student what they already know and how they are remembering the new information 	<ul style="list-style-type: none"> - give practice activating prior knowledge before reading and help them to organize new information through semantic mapping (see also the KWL strategy next page)

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MORE ABOUT READING STRATEGIES

Whenever anyone has a concern with reading, I recommend that the student's eyes be examined by a developmental optometrist who checks for both acuity and eye co-ordination. ***This possibility should always be ruled out.***

There are many different remedial strategies which are very effective in developing reading skills. In the section below, I have included the three most common intervention strategies that I recommend to clients. This is very basic information, but I have included them in this manual because you may wish to share them with the student's parents or your teacher's aides.

A. Decoding Strategies

These three strategies may improve decoding skills when there is **difficulty knowing sounds the letter make (especially vowel sounds).**

Vowel Sounds - vowels have two basic sounds - a hard and soft sound. The hard sound is when it says its name (a - as in ape) or soft (a - as in apple). The soft vowel sounds are the first sound in the following words:

a - apple
e - elephant
i - igloo
o - ostrich
u - umbrella

When Two Vowels Go Walking ...

“When two vowels go walking the first one does the talking (i.e., says its name).” For instance, in the word “peat” there are two vowels. The way you sound out the vowel is to say the name of the first vowel in the pair which is “e” (as in “even”).

The Silent “E” Rule

When there is an “e” at the end of the word, after a consonant, the vowel before the consonant says its name. For instance, in the word “flake” there is an “e” after the consonant “k”, therefore the “a” says its name (as in “ape”).

B. Reading Comprehension Strategy

This is a strategy which is very effective in developing reading comprehension when the difficulty is due to **not taking in the information deeply enough** or **not connecting new information with prior knowledge**. It is also very useful when introducing a new topic to your classes, as it tends to promote involvement in the learning.

K-W-L

K-W-L is a wonderful strategy to activate any reader. Just make up a chart which looks like the one below:

K	W	L
What do I already know?	What do I want to learn?	What did I learn?

Fill in the “K” before beginning to read about a certain topic. Then the “W”. Once questions are identified, the student will find it easier to get involved in the reading and will recognize when answers come to their questions. After reading, complete the “L”. The student will be amazed at what s/he has learned!

If you are involved in teaching reading, you are probably already using a variety of strategies to learn to read. That is encouraging. If you are using a particular remedial strategy, please be sure that it addresses the cause of the reading problem in the first place. For instance, you would use a very different approach for a student that didn't know the vowel sounds as compared to a student whose reading difficulties were due to lack of knowledge on how to syllabicate words. See Scholten and Dunning (1998) for more information on *Ready-Set-Go* - a very efficient approach for determining the causes of particular learning difficulties before you intervene. Whatever strategy is chosen for your student, be sure to try it for a few weeks and then evaluate whether or not it seems to be working. If it isn't helping, try something else.

APPENDIX F:

Examples Of Worksheets, Rules and Consequences for “*Riding The Wave*”

This Appendix consists of two sections:

- a) Examples of Completed Behavior Management Worksheets
- b) Examples of Rules, Choices and Consequences

Remember that the purpose of this behavior management technique is to teach **self-control**. It is not to maintain order, discipline, respect for authority or to ensure that you cover the curriculum. But I bet it will help!

Remember in the beginning to choose **ONLY ONE** of the behaviors listed to begin using the *Riding the Wave* approach. You will want to give yourself an opportunity to learn the method and try it out, to see if it fits with your teaching style.

In your classroom, you will probably only have around **5 classroom rules** – certainly not 25! Be sure to **adapt the ideas to your needs** and those of your students and the setting in which you work. You have to feel 100% good about the rule and the consequences or you will probably not be able to implement them. For instance, instead of sending a student away for 5 min. you may prefer to say, “until you feel ready to return”. I happen to prefer a concrete amount of time, but you might not. Try it and see how it works.

Don’t forget your “back-up plans” for all behaviors. A useful one may be:
The Rule is: We abide by the consequences immediately.
Then, (+) if the student chooses to abide by the consequence immediately, the + consequence is that it will be over soon
(-) If the student chooses NOT to abide by the consequence immediately, it will last another five minutes.

Or you may prefer
The Rule is: We abide by the consequences immediately.
Then, (+) if the student chooses to abide by the consequence immediately, the consequence is that she has the freedom to stay with the class
(-) If the student chooses NOT to abide by the consequence immediately, the consequence is that she loses the freedom to be with the class for five minutes.

The severity of the back-up plan will depend on the severity of the behavioral problem. In any case, some kind of back-up plan is essential to your success.

Remember,

The Rule is: A Behavior Management Sheet needs to be completed for every behavior targeted.

(+) If you choose to complete the worksheet, the consequence is that you are most likely to experience the powerful results that are possible using this method.



(-) If you choose NOT to complete the worksheet☹, you will probably continue to feel frustrated with the ADDers in your class.



As you get used to using this technique, you will probably find yourself using the “language of choice” in every day situations, where you can help the students to see that they are making choices. At the very least, it gets you out of the role of “bad guy” and helps the student to become more aware of the consequences of their choices.

If you really want or feel that you need more assistance trying to understand learning disabilities or discrepancies in your students see Ready-Set-Go: A Three Step Problem-Solving Method for Improved Learning Performance by Scholten and Dunning (1998). The use of *Riding the Wave*, however, does not assume an understanding of learning needs, it just focuses on behavior – so I encourage you to just “go for it” and see what results you get!!!

a) Examples... of completed Behavior Management Worksheets with Rules and Consequences typical to a range of age groups.

On the following pages, you will find examples of just ONE way to deal with a variety of problems. If you are working on these issues, you will need to find what works best in your own teaching situation.

Example #1

Age Range: Preschool

Behavior of Concern: Hitting other students

Example #2

Age Range: School Age

Behavior of Concern: Blurting out answers

Example #3

Age Range: School Age

Behavior of Concern: Not doing assignments

Example #4

Age Range: Adolescent

Behavior of Concern: Not staying in desk

Example #5

Age Range: Adolescent/Adult

Behavior of Concern: Being verbally abusive

Example #1

Age Range: Preschool

Behavior of Concern: Hitting other students

BEHAVIOR MANAGEMENT WORKSHEET

PLAN THE RULE AND CONSEQUENCES

BEHAVIOR OF CONCERN: hitting other students

EXPECTED BEHAVIOR: to play nicely with each other by touching others in a gentle way

RULE: We use “gentle touch”.

CONSEQUENCES:

(+) **POSITIVE** - have the freedom to continue playing with others

(-) **NEGATIVE** - lose the freedom to continue playing with others for 5 minutes

What else can you do to assist the situation? Teach the meaning of the word “consequence” when explaining the new system and also practice HOW to touch gently and HOW to ask for what is needed

Include a Back-up Plan: A longer time-out-buzzer gets re-set for another 5 minutes if the student chooses NOT to stay in time-out for the whole time.

Personalized Script:

(+) “Ryan, I notice that you chose to use gentle touch with Sally. The consequence is that you have the freedom to continue playing with her. Good show!”

(-)“Ryan, I notice that you chose NOT to use gentle touch with Sally. The consequence is that you have lost the freedom to continue playing with her for 5 minutes. I’ll let you know when 5 minutes is up and you can come back and try again.”

Example #2**Age Range: School Age****Behavior of Concern: Blurting out answers****BEHAVIOR MANAGEMENT WORKSHEET****PLAN THE RULE AND CONSEQUENCES****BEHAVIOR OF CONCERN:** blurting out answers to questions**EXPECTED BEHAVIOR:** put up hand and wait until you are asked before giving information**RULE:** We put up our hand when we want to talk. (Since everyone has a right to be heard - we listen when others are talking. When we want to say something, we put up our hands and wait until we are asked to speak).**CONSEQUENCES:****(+) POSITIVE** - have the freedom to say what you want**(-) NEGATIVE** - lose the freedom to say what you want. You will have to wait 2 minutes and try again.**What else can you do to assist the situation?** Try to acknowledge the student (even non-verbally) as soon as they have their hand up. Explain that s/he should still wait until you say “yes” or “Go ahead.”**Include a Back-up Plan:** If s/he refuses to co-operate in putting up a hand and waiting to be asked, indicate that his/her questions or answers will be ignored for the next half hour or the rest of the morning or afternoon.**Personalized Script:****(+)** “Charlotte, I notice that you chose to put up your hand and wait until I said “Go ahead”. The consequence is that you may ask me a question or express your ideas.”**(-)** “Charlotte, I notice that you chose NOT to put up your hand before you asked your question. The consequence is that you will have to wait another 2 minutes before you have an opportunity to ask it again.”

Example #3

Age Range: School Age

Behavior of Concern: Not finishing assignments

BEHAVIOR MANAGEMENT WORKSHEET

PLAN THE RULE AND CONSEQUENCES

BEHAVIOR OF CONCERN: doesn't start assignments right away

EXPECTED BEHAVIOR: to begin assignment as soon as instructions are given

RULE: We start our work as soon as the instructions are given. (Explain that we all have "work" to do in school. We may not always finish it, but we need to start it right away, get to a certain point, or at least as far as we can. The rest will have to be done for homework, anyway. Explain that "play" means having free time to do whatever one likes, within reason, of course! It might include drawing, talking quietly with others who have finished their work, playing with toys at one's desk or the back of the classroom.)

CONSEQUENCES:

(+) **POSITIVE:** - have the freedom to work wherever you like (at your own desk or with another student)

(-) **NEGATIVE:** - lose the freedom to work wherever you like (must work at the table close to the teacher)

What else can you do to assist the situation? Find ways to help student:

- a) have school supplies ready (i.e., binders, books, pens, pencils, paper) and organized
- b) know what work is assigned and what s/he is expected to do
- c) remember the steps. A chart with steps for "Success at Work" might include: Step 1. Listen for instructions. Step 2. Begin to work right away. Step 3. Complete assignment. Step 4. Check work. Step 5. Hand in work or show teacher completed work. Step 6. Play

Back-up Plan: If he begins to play before beginning his work, he has chosen NOT to start his work as soon as the assignment was given. The consequence is that he loses the freedom to work at his/her own desk or with another student. He will need to come up to the special table near the teacher, where you may wish to clarify his understanding of the assignment or assist with ideas.

Personalized Script:

(+) "Peter, you chose to begin your assignment right away. Congratulations! The consequence is that you may continue to work wherever you wish."

(-) "Peter, you chose NOT to begin your assignment right away. The consequence is that you have lost the freedom to work wherever you like. Please come up to my table and we'll have a look at what the problem is."

Example #4**Age Range: School Age****Behavior of Concern: Not staying in desk****BEHAVIOR MANAGEMENT WORKSHEET****PLAN THE RULE AND CONSEQUENCES****BEHAVIOR OF CONCERN:** getting out of seat and talking to other students**EXPECTED BEHAVIOR:** sitting quietly during lecture or when expected to work

RULE: We allow others to work peacefully/undisturbed. (As a teacher, you will have your own preferences. You may want all students to be perfectly quiet and stay in their desks, or you may permit quiet talking as long as it is school-related. Students may be able to get up and move around as long as it has something to do with their work. What is important is to decide what YOUR rules and consequences are and to make these very clear to the students.)

CONSEQUENCES:

(+) **POSITIVE:** have the freedom to work wherever you like in the classroom

(-) **NEGATIVE:** lose the freedom to work wherever you like - you will need to work at a desk on the side of the class where you cannot disturb others for 10 minutes. Then you can try again.

What else can you do to assist the situation? Try to determine why the student is getting out of the desk. Is it to talk to other students, get necessary supplies or sharpen pencils and avoid written work? Does she need help organizing her work space after school? Does the amount of work need to be modified? Is it because she is “antsy” and needs to have physical activity? Should the work be cut into 3 sections and she be allowed to bring up completed sections as she finishes them? Should she be allowed to play quietly with a stress ball or another item which would stimulate the brain and help her to sit still and/or concentrate?

Include a Back-up Plan: If she still gets up when sitting in the special place, she may need to leave the classroom for 10 minutes or until she feels ready to come back and allow others to work peacefully.

Personalized Script:

(+) “Leila, I notice that you chose to allow the other students to work peacefully. The consequence is that you have the freedom to work wherever you wish. Good show!”

(-) “Leila, I notice that you have chosen NOT to allow the other students to work peacefully. The consequence is that you have lost the freedom to work wherever you like. Please work at the “special desk” until you feel that you are able to allow others to work peacefully.”

Example #5

Age Range: Adolescent

Behavior of Concern: Being verbally abusive

BEHAVIOR MANAGEMENT WORKSHEET

PLAN THE RULE AND CONSEQUENCES

BEHAVIOR OF CONCERN: raises voice when he objects to what another says

EXPECTED BEHAVIOR: listening to others and expressing his opinion if he doesn't agree
(i.e., in a normal tone of voice and without name-calling)

RULE: We treat each other with respect.

CONSEQUENCES:

(+) **POSITIVE:** freedom to interact with the class members and/or teacher

(-) **NEGATIVE:** lose the freedom to interact with classmates or teacher for 10 minutes

What else can you do to assist the situation? Ensure that he knows how to give "I-messages" (such as "I feel angry when you tell me that I can't go out for recess.") Be sure that you know how to "active listen" to his feelings (e.g., "you sound really mad when I tell you that you won't be able to do something you really want to do")

Include a Back-up Plan: If the individual will not take a seat and stop talking for 10 minutes, you may want to plan to send another student or aide to get the principal for a "personal escort" to the office for half an hour.

Personalized Script:

(+) "Pat, I notice that you are choosing to treat me with respect while we are talking. The consequence is that you have the freedom to interact with me and the other members of the class and to continue this conversation."

(-) "Pat, you chose NOT to treat me with respect. The consequence is that you have lost the freedom to interact with me 10 minutes. Please take your seat and we'll try again in 10 minutes."

b) Examples... of Rules and Consequences for lots of different types of behaviors of concerns.

In some of the behaviors of concern listed on the charts (i.e., #4, 10, 11, 17, 19, 20, 23), the negative consequence is that the teacher does something with or for the student – like taking her hand when coming in from recess. Many teachers (like parents) say, “Oh, but she’d just LOVE it if I did this for her or with her!” Perhaps you are right. But what I believe is that at the core of each of us (children included) is the desire to grow and become independent. Your student may say they like it, but in their hearts, they really want to be just like the other students. So trust me! **If you have to DO something for one of your students, please do it calmly**, matter-of-factly (without any emotional reaction on your part or shaming), with as little talking as possible and you will see that it’s not a lot of fun for them. At the same time, be sure to “catch them being good” and notice times that they are making positive choices (even if it is for a few seconds at a time!). If you do this, you WILL get results.

With some behaviors, you may wonder whether or not the ADDer actually has **the academic or life skills** that are needed to behavior in appropriate ways. For instance, (in example #3) he may not know how to give an “I message” to tell others how he is feeling (i.e., “I feel angry when you push in front of me.”). Or, perhaps he may not know how to interact appropriately with others (i.e., # 2, 5, 22, 24). These skills may have to be taught to the specific student or reviewed and practiced by the whole class. Role-playing what is appropriate and what is inappropriate can be a fun and powerful way to teach necessary skills. It also helps to **make very clear your expectations**.

In other examples (i.e., #16, 20, 21, 23), the student appears to be avoiding doing certain types of work. Please remember that many students with A.D.D. seem to have problems in visual-spatial skills. This area of difficulty can impact on cutting, coloring, printing, writing and even organizing what one wants to say. So if your ADDer (or any other student for that matter) seems to be avoiding certain kinds of tasks, you may want to take a closer look. It could be an area of real difficulty and some accommodations (such as a reduced work load or use of the computer) may be advisable. Try out a modification in quantity of task demands (not quality) and see if it works.

#	<i>Behavior of Concern</i>	<i>Expected Behavior/Rule</i>	+ -	<i>Positive Consequence</i> <i>Negative Consequence</i>
1.	Not sitting still at group time	We sit still at listening time.	+ -	Freedom to choose where you sit wish in the group Lose freedom to choose where you sit – sit on your “special mat” for 5 min.
2.	Doesn't stop talking	We take turns talking.	+ -	Freedom to express your ideas – others will listen Lose freedom to express your ideas – others will not listen for 5 min.
3.	Hits others	We use words to tell how we feel.	+ -	Have the freedom to be with others Lose the freedom to be with others for 5 min.
4.	Runs away from teacher when it's time to come in from recess	We come in as soon as the bell rings.	+ -	Have the freedom to come in by yourself Lose the freedom to come in by yourself – I will take your hand as we walk in
5.	Bothers other students by touching them or taking their belongings	We keep our hands and feet to ourselves.	+ -	Freedom to be with others Lose freedom to be with others for 5 min.

#	<i>Behavior of Concern</i>	<i>Expected Behavior/Rule</i>	<i>Positive Consequence</i>	
			+	-
6.	Running in the hallways	We walk in the hallways.	+	You get there faster as you have to walk along the hallway only once
			-	It takes longer, as you have to go back and try again to walk properly
7.	Hits other students	We respect the safety of others	+	Freedom to be with others
			-	Lose freedom to be with others for 5 min.
8.	Shouts out answers	We put up our hands and wait until the teacher says “yes” before giving our answer.	+	Freedom to express your ideas – others will listen
			-	Lose freedom to express your ideas – others will not listen for 5 min.
9.	Speaks in a loud voice	We talk in an “inside voice”.	+	Freedom to express your ideas – others will listen
			-	Lose freedom to express your ideas – others will not listen for 5 min.
10.	Refuses to comply with instructions – ignores teacher or says “No!”	We do what our teacher asks.	+	Freedom to do it in on your own
			-	Lose freedom to do it on your own. I will help you do it
11.	Refuses to help during clean-up time	We all help to clean up.	+	Freedom to do it when the others are doing it
			-	Will need to stay after class and get practice doing it on your own





#	<i>Behavior of Concern</i>	<i>Expected Behavior/Rule</i>	+	<i>Positive Consequence</i> <i>Negative Consequence</i>
12.	Knocking down toys or the belongings of others	We respect the safety of others.	+	Freedom to be with others
13.	Making noises	We work quietly.	+	Lose freedom to be with others for 5 min.
14.	Pushing others when sitting in groups	We respect the safety of others	+	Freedom to be with others while working for 5 min.
15.	Fooling around and not getting ready for home after school	We get ready “on time” .	+	Freedom to be with others
16.	Playing at or choosing only one or two centers rather than working at them all over time	We visit all of the centers within one week’s time.	-	Lose freedom to be with others for 5 min.
			+	Freedom to get ready on your own
			-	Lose freedom to get ready on your own – I will help you
			+	Freedom to choose which centre you want to play at
			-	Lose freedom to choose – I will choose it for you.

#	<i>Behavior of Concern</i>	<i>Expected Behavior/Rule</i>	+	<i>Positive Consequence</i> <i>Negative Consequence</i>
17.	Only works if teacher watching; stops working when teacher walks away	We work until we are finished.	+	Freedom to complete the work assigned to the class I'll assign smaller sections of work for you and have to bring them up to me as you are finished
18.	Does sloppy work or hands in work that is incorrect	We make sure that our work is neat, tidy and correct before handing it in.	+	Freedom to decide when to give it to the teacher Another student will need to check your work first and decide when it can be handed into the teacher
19.	Makes noises while fidgeting with toys	We fidget quietly.	+	Freedom to keep playing with "fidget toys" of his/her choice Lose chance to play with "own toy" for 5 min. Teacher gives a "quiet" fidget toy (i.e., eraser or plasticene)
20.	Doesn't do homework.	We do our homework..	+	Freedom to do what rest of class was assigned Loses freedom to do what rest of class did. I will assign a few "special" questions for you
21.	Forgets to bring homework to school	We bring our homework to school.	+	Freedom to stay at school Lose freedom to stay at school. Must go home and get homework (as long as pre-arranged with parents)

#	<i>Behavior of Concern</i>	<i>Expected Behavior/Rule</i>	+ -	<i>Positive Consequence</i> <i>Negative Consequence</i>
22.	Crying when teased by other students	We ignore inappropriate behavior.	+ -	Behavior may disappear Behavior may continue
23.	Doesn't have materials (i.e., sharp pencils, books, etc.) ready to begin working	We make sure that we have our supplies (pencils, notebooks and textbooks) ready to do school work.	+ -	Freedom to work with your own supplies Lose freedom to work with your own supplies. I or another student will give you what you need
24.	Bothers other students who are trying to work	We respect the rights of others to work.	+ -	Freedom to be with others Lose freedom to be with others for 5 min.
25.	Demands immediate attention by calling out or coming up to teacher	We put up our hands and wait until the teacher says "yes" before asking a question.	+ -	Freedom to express your ideas – others will listen Lose freedom to express your ideas – others will not listen for 5 min.
26.	Acts before thinking as in cutting paper before planning work	We think before we act.	+ -	We usually get in right the first time We may not get it right and may have to spend more time do it over again

APPENDIX G: Annotated Resource List

To assist readers in locating specific types of materials, we have used the following marginal icons:

-  Denotes a journal article
-  Denotes a videotape
-  Is an item that deals with time and career management
- ! Is an item that offers guidance on food sensitivities and diet
-  The item discusses personality type

Adams L. and others (1994). Attention Deficit Disorders: a Handbook for Colorado Educators, Mountain Plains Regional Resource Center, Logan, UT. Available from Mountain Plains Regional Resource Center, Utah State University, 1780 Research Parkway, Logan, UT 84321.

- ❖ Contains appropriate intervention strategies for early childhood, an instructional framework for grades 1-12, suggestions for the entire school, and other resources about A.D.D..

Alberta Dept. of Education (1995). Resources for Special Education and Guidance & Counselling, Special Education Services Branch, Edmonton, Alberta.

- ❖ A guide that lists and annotates 120 English and 10 French resources.

Alexander-Roberts, C. (1995)., ADHD and Teens: A Parent's Guide to Making it Through the Tough Years. Taylor Publishing, Dallas, TX.

- ❖ A very practical book with a very realistic approach to parenting and the issues of adolescence, good for a parent of any teen.

Archer, A. and Gleason, M. (1990). Skills for School Success, Curriculum Associates, North Billerica, MA.

- ❖ Student and teacher handbook with lots of practical suggestions re organization and learning strategies. The primary resource used in Sandra Rief's books, videos and San Diego's award-winning PARD (Project for Attention-related Disorders) school program.

 Armstrong, T. (1996). "Understanding Children: Labels Can Last a Lifetime", Learning, 24, 41-43.

- ❖ Offers suggestions for teaching strategies, classroom environment, school environment and home environment.

Barkley, R. (1998). AD/HD: A Handbook for Diagnosis and Treatment (2nd edition), Guilford Press, New York, NY.

- ❖ A wonderful resource for practitioners involved in diagnosing AD/HD.

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Barkley, R. (1998). AD/HD: A Clinical Workbook, (2nd Edition), Guilford Press, New York, NY.

- ❖ Handy sets of questionnaires for interviewing children and adults for AD/HD

Barkley, R. (2000). Taking Charge of ADHD. Guilford Press, New York, NY.

- ❖ A comprehensive book for parents addressing a wide range of concerns.

Bender, W. (1997). Understanding ADHD: A Practical Guide for Teachers and Parents, Merrill/Prentice Hall, Upper Saddle River, NJ.

- ❖ A practical guide that presents specific strategies that facilitate learning in the elementary and secondary classrooms.

! Berger, S. (1986) The Immune Power Diet, A Signet Book, New York, NY.

- ❖ A step-by-step approach to ways of building up your immune system through the elimination of offending foods and the use of nutritional supplements.

Bice, J. E. and others. (1995). Instructional Software and Attention Disorders: A Tool for Teachers, Oakland Schools, Waterford, MI. Available from Oakland Schools, Waterford, MI 48328.

- ❖ Handbook examines 31 software programs designed to instruct students with attention disorders in individual and group settings.
- ❖ 21 strategies for teaching A.D.D. students along with common features of computerized instruction which can assist in implementation.

📖 Blakemore, B., Shindler, S. and Conte, R. (1993). “A Problem-Solving Training Program for Parents of Children with Attention Deficit Hyperactivity Disorder”, Canadian Journal of School Psychology, 9 (1), 66-85.

- ❖ Describes the original 12 week parent program which formed the basis for Dr. Scholten’s book: Riding the Wave, a behavior management approach to dealing with AD/HD.

Braswell, L & Bloomquist, M.L. (1991). Cognitive-Behavioral Therapy with AD/HD Children: Child, Family, and School Interventions, Guilford Press, NY.

- ❖ Appendix C contains suggestions from 450 elementary teachers, including comments on physical arrangement, lesson presentation, worksheets and tests, organization, and behavior.

Braswell, L., Bloomquist M. & Pedersen, S. (1991). AD/HD: A Guide to Understanding and Helping Children with Attention Deficit Hyperactivity Disorder in School Settings, University of Minnesota Professional Developments, Minneapolis, MN.

- ❖ Full of lots of practical tips.

☺ Briggs-Myers, I. (1987). Introduction to Type, Consulting Psychologists Press, Palo Alto, CA.

- ❖ A short paperback document which gives full-page description of each of the sixteen Myers-Briggs (MBTI®) personality types.

- ☺ Briggs-Myers, I. & McCaulley, M. (1985). *Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator (MBTI)*, Consulting Psychologists Press, Palo Alto, CA.
- ❖ A handy reference document containing full page descriptions of MBTI® type and a list of the most commonly chosen careers for different personality types.
- ☺ Briggs-Myers, I. and Myers, B. (1980). *Gifts Differing*, Consulting Psychologists Press, Palo Alto, CA.
- ❖ A book that explains the origin of the Myers-Briggs Type Indicator® (MBTI®) and offers an overview of the 16 major personality types
- 📖 Buchoff, R. (1990). “Attention Deficit Disorder: Help for the Classroom Teacher”, *Childhood Education*, 67, 86-90.
- ❖ Teacher’s role in monitoring child’s behavior, organizing the child with regard to rules/homework/distractions and building self esteem.
- Calgary Board of Education (CBE) (1997). “AD/HD: A Selection of readings and resources for teachers” – Jan. 1997, Professional Resource Centre of the Calgary Board of Education, Calgary, AB.
- ❖ A wonderful resource for teachers and parents.
- 📺 CHADD. “Facing the Challenges of A.D.D.: A Kit for Parents and Educators, Education of Children with Attention Deficit Disorder”.
- ❖ A wonderful set of two videos – a ½ hr. one for parents which presents more of the emotional side of having an ADDer and an 1 hr. video for educational personnel discussing the need for a multi-disciplinary approach, structure and positive reinforcement in the classroom.
- CHADD. (2007). *CHADD Educator’s Manual*. Available through CHADD (Children and Adults with Attention Deficit/Hyperactivity Disorder). Visit www.chadd.org for information.
- ❖ This comprehensive manual provides an overview of the latest information regarding common learning challenges often associated with AD/HD.
- CHADD. (2007). *New CHADD Information and Resource Guide to AD/HD*. Available through CHADD (Children and Adults with Attention Deficit/Hyperactivity Disorder). Visit www.chadd.org for information.
- ❖ Includes life stories about AD/HD, Understanding AD/HD, Managing Social Skills All Day Everyday, AD/HD in Children, Managing Medicine for Children and teenagers with AD/HD, Behavioral Treatment for Children and Teenagers with AD/HD. AD/HD in Adolescents and Much more. A copy of this book is provided as part of CHADD membership.
- Cherkes, J.M. (1997). *Rethinking Attention Deficit Disorders*, Brookline Books, Cambridge, MA. Available from Brookline Books, P.O. Box 1047, Cambridge, MA 02238-1047; telephone: 1-800-666-BOOK; fax: 617-868-1772.

TURNING THE TIDES

- ❖ Practical suggestions for interventions in a variety of areas; classroom management (chapter eight), reading (chapter nine), written language (chapter ten), and mathematics (chapter eleven).

Chesapeake Inst. (1994). Attention Deficit Disorder: What Teachers Should Know, Chesapeake Inst., WA.

- ❖ Guidelines on how to identify and work with students with A.D.D. Includes individual and school-wide suggestions.

Chesapeake Inst. (1994). Teaching Strategies: Education of Children with Attention Deficit Disorder, Chesapeake Inst., WA.

- ❖ Booklet presents practices currently used by teachers in elementary and middle schools.

Copeland, E. (1991). Medications for Attention Disorders and Related Medical Problems: A Comprehensive Handbook, SPI Press, Atlanta, GA.

- ❖ A detailed resource about medications available for A.D.D. which is written for non-medical people.

Copeland, E. (1991). Medications for Attention Disorders and Related Medical Problems: A Comprehensive Handbook, SPI Press, Atlanta, GA.

- ❖ A detailed resource about medications available for AD/HD which is written for non-medical people.

Council for Exceptional Children (1992). Children with A.D.D.: A Shared Responsibility, Council for Exceptional Children, Reston, VA.

- ❖ Identifies classroom strategies that help children focus on learning, as well as classroom strategies that accommodate different abilities to maintain attention and keep activity within certain levels.

🕒 Covey, S. (1989). Seven Habits of Highly Effective People, Simon and Shuster, New York, NY.

- ❖ Good for time management concerns.

🕒 Crook, W. G. (1991). Help for the Hyperactive Child, Professional Books, Jackson, TN.

- ❖ A highly-readable parent's guide to investigating the potential influence of allergies on attention in children. It includes a section on *candida* (yeast infection).

Dice-Ziegler, B. (1988). Strategies for Teaching Handwriting to the Learning Disabled.

- ❖ Using multi-sensory instruction to teach handwriting to A.D.D. students.

Dornbush, M.P. & Pruitt, S.K. (1995). Teaching the Tiger: A Handbook for Individuals Involved in the Education of Students with Attention Deficit Disorders, Tourette Syndrome or Obsessive-Compulsive Disorder, Hope Press, Duarte, CA. Available from Hope Press, P.O. Box 188, Duarte, CA 91009-0188.

- ❖ Includes topics on teacher and peer education, classroom modifications, academic interventions, pitfalls, social skills and computer use.

DuPaul, G. J. & Stoner, G. (1994). AD/HD in the Schools: Assessment and Intervention Strategies, Guilford Press, NY.

- ❖ Provides information on diagnosis, treatment of AD/HD, relationship between AD/HD and learning disabilities, shows examples of handouts and behavioral coding sheets and offers suggestions on communicating with physicians and parents.

Fiore, T.A. & Becker, E.A. (1994). Promising Classroom Interventions for Students with Attention Deficit Disorders, Research Triangle Inst., Research Triangle Park, NC.

- ❖ School-based interventions regular classroom teachers can use, with eight chapters focusing on a single intervention program. Each chapter discusses intervention's purpose, content and activities, implementation requirements, impact on teachers, significant costs, effectiveness, limitations, research support and references.

📖 Fiore, T. A. and others. (1993). "Educational Interventions for Students with Attention Deficit Disorder", Exceptional Children, 60, 163-73.

- ❖ Reviews current research-based knowledge of non-pharmacological interventions for A.D.D. students in exploratory not prescriptive format.

🕒 Fleet, J., Goodchild, F. & Zajchowski, R. (1992). Learning for Success: Skills and Strategies for Canadian Students, Harcourt, Brace Jovanovich, Toronto, ON.

- ❖ A practical, easy-to-use guide which offers great strategies for secondary students and beyond.

Fouse, B. & Brians, S. (1993). A Primer on Attention Deficit Disorder, Phi Beta Kappa Educational Foundation, Bloomington, IN. Available through Phi Beta Kappa, P.O. Box 789, Bloomington, IN 47402-0789.

- ❖ Strategies in managing A.D.D. including modification in tests and assignments and instruction in learning strategies

Green, C. (1994). Understanding A.D.D., Doubleday, Sydney, Australia.

- ❖ Up-beat book to parents written in easy-to-read style with lots of practical advice.

Hallowell, T. & Ratey, J. (1995). Driven to Distraction, Simon and Shuster, New York, NY.

- ❖ A very useful book in question and answer format (also available in audiotape)

Hallowell, J. & Ratey, J. (1996). Answers to Distraction, Pantheon Books, New York, NY.

- ❖ Full of lots of practical suggestions.

Harpur, T. (1992). Uncommon Touch, McClelland & Stewart Inc., Toronto, ON.

- ❖ A well-researched book outlining the history and validity of therapeutic touch.

Hartmann, T. (1993). Attention Deficit Disorder: A Different Perception, Underwood Books, Grass Valley, CA.

- ❖ Discusses the adaptability of individuals with A.D.D. and compares them to a

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“hunter” in a “farmer” environment.

Hartmann, T. (1995). Success Stories, Underwood Books, Grass Valley, CA.

- ❖ Celebrates the successes of a number of adults with A.D.D..

Hartmann, T. (2002). ADHD Secrets of Success, Select Books Inc.

- ❖ More tips on a variety of topics, including how ADDers can take advantage of their traits by choosing an appropriate profession.

Johnson, C. (1992). Captain Chaos Lives Here! ... A Survival Guide for Parents Raising Very Active Children, Chaos Consultation and Training, Calgary, AB.

- ❖ A cute little book which has lots of practical suggestions for the young, very active child with AD/HD who experiences organizational challenges!

Keirse, D. and Bates, M. (1978). Please Understand Me, Promethean Books, Del Mar, CA.

- ❖ A brief, readable book which contains a formal questionnaire for identifying 4-letter personality type.

Kelly, K. and Ramundo, P. (1995). You Mean I'm NOT Lazy, Crazy or Stupid?, Scribner, New York, NY.

- ❖ An up-beat book about the authors' process of self-discovery of A.D.D. and includes lots of practical tips for organizational challenges.

☺ Keirse, D. and Bates, M. (1978). Please Understand Me, Promethean Books, Del Mar, CA.

- ❖ A brief, readable book which contains a formal questionnaire for identifying personality preferences.

Kohlberg, J. & Nadeau, K. (2002) ADD-friendly Ways to Organize Your Life. Psychology Press, UK.

- ❖ More practical strategies for ADDers.

Kottler, J.A. & Kottler, E. (1993). Teacher as Counselor: Developing the Helping Skills You Need, Corwin Press Inc., Newbury Park, CA.

- ❖ This book introduces beginning teachers to tasks they may be asked to do in addition to teaching and classroom management.




☺ Lawrence, G. (1979). People Types and Tiger Stripes, Center for Application of Psychological Type, Gainesville, FL.

- ❖ A book written for teachers and parents which indicates how to teach students with certain personality preferences.

Lerner, J. W., Lowenthal, B. & Lerner, S.R. (1995). Attention Deficit Disorders: Assessment and Teaching, Brooks/Cole Publishing Co., Pacific Grove, CA.

- ❖ Prepares current and prospective teachers and other school personnel to teach and work with A.D.D. students.

- ! Mandell, M. (1979). Dr. Mandell's Five Day Allergy Relief System, Crowell: Pocket Books, New York, NY.
- ❖ A book which outlines Mandell's discovery that we can eat what we are allergic to as long as we don't eat a particular food more than once every 5 days. Menus and lists of food families are included.
- ! Mandell, M. (1981). Dr. Mandell's Allergy-Free Cookbook, Crowell Books, New York, NY.
- ❖ Offers recipes and practical tips for cooking with allergies and on a 5-day rotational diet.
- 📖 Mann, S. (1996). "The A.D.D. Strategies Worksheet", School-Counselor, 44, 155-157.
- ❖ A short but helpful worksheet designed for use in parent-teacher conferences.
- Markel, G. & Breenbaum J. (1996). Performance Breakthroughs for Adolescents with Learning Disabilities or A.D.D.: How to Help Students Succeed in the Regular Education Classroom, Research Press, Champaign, IL.
- ❖ Presents an integrative model for teachers at the middle school and high-school levels including information on helping students through specific strategies to develop skills in reading, listening, note-taking, preparing for and taking tests, academic writing and homework.
- Meltzer, L.J. and others. (1996). Strategies for Success: Classroom Teaching Techniques for Students with Learning Problems, PRO-ED, Austin, TX.
- ❖ Cost-effective classroom teaching strategies for late elementary through early high school including specific strategies for decoding and spelling, reading comprehension, written language, automaticity and problem solving in mathematics and strategy use across content areas.
- 📖 Michigan State Dept. of Education. (1993). "Attention Deficit Hyperactivity Disorder: ADHD Task Force Report", Center for Education Networking, Lansing, MI.
- ❖ Report contains 23 appendices which include handouts for parents, checklists, list of teaching strategies and student characteristics, information resources, and an AD/HD rating scale.
- Moghadam, H. & Fagan, J. (1994). Attention Deficit Disorder: A Concise Source of Information for Parents and Teachers (2nd ed.), Detselig Enterprises, Calgary, AB.
- ❖ Paperback book written by 2 Calgary pediatricians describing the symptoms and treatment of AD/HD.
- Morgan, P. (1998). Love Her As She Is: Lessons from an ADDicted Daughter (published privately in Calgary, AB. 1-403-242-7796).
- ❖ Powerful reading for any parent who has struggled with issues related to addiction, adoption and A.D.D. and how to express unconditional love while living with the "choices" made by one's children.

-  Moskowitz, F.C. (1988). "Strategies for Mainstreamed Students", Academic Therapy, 23, 541-7.
- ❖ Helpful tips in point form for teachers of students with deficits in the areas of attention, organization, auditory processing, visual and visual-motor, language and memory.
- Moss, R. (1990). Why Johnny Can't Concentrate, Bantam Books, New York, NY.
- ❖ An easy-to-read book that covers A.D.D. across the lifespan with or without hyperactivity.
- Nadeau, K. (1992). Survival Guide for College Students with A.D.D. or L.D., Magination Press, New York, NY.
- ❖ Easy-to-read, full of practical for secondary and post-secondary students.
- Nadeau, K., Dixon, E. and Briggs, S. (1993). School Strategies for A.D.D. Teens, Chesapeake Psychological Publications, Annandale, VA.
- ❖ A wonderful resource which reviews many learning strategies that would be useful to many high school and post-secondary students.
-  Nahmias, M.L. (1995). "Communication and Collaboration between Home and School for Students with A.D.D.", Intervention in School and Clinic, 30, 241-247.
- ❖ Article identifies areas for collaboration as well as planning, intervention and monitoring behavioral and academic success.
- Nussbaum, N. & Bigler, E. (1990). Identification and Treatment of Attention Deficit Disorder, Pro-Ed, Austin, TX.
- ❖ Excellent appendices (C and E) which include 25 suggestions for the classroom, additional education suggestions for young elementary students (K-2) and activities to improve attention, listening and memory skills.
- Parker, Harvey C. (1992). The A.D.D. Hyperactivity Handbook for Schools: Effective Strategies for Identifying and Teaching A.D.D. Students in Elementary and Secondary Schools, Impact Publications, Plantation FL.
- ❖ Authorized teaching resource in Alberta for elementary, junior and senior high special education. Includes classroom interventions (contracts, worksheets for self-monitoring and token systems), solutions to common problems, teaching strategies, and suggestions for training in social skills, problem-solving and self-monitoring.
- Pfiffner, L.J. (1996). All About ADHD: The Complete Practical Guide for Classroom Teachers, Scholastic Professional Books, NY.
- ❖ A highly-rated, easy-to-read book that is divided into many short sections to help a teacher understand and engage a child with A.D.D. Lot of charts, boxes and practical tips; great gift to a teacher.
-  Purvis, J.R., Jones, C.H. & Authement, C. (1992). "Attention Deficit Hyperactivity Disorder: Strategies for the Classroom", B.C. Journal of Special Education, 16, 112-9.

- ❖ Classroom strategies, methods for controlling behavior, and the need for collaboration and consistency between home and school.
- ! Randolph, T. and Moss, R. (1989). An Alternative Approach to Food Allergies, Harper and Row, New York, NY.
- ❖ An overview of the origins of the field of clinical ecology and the potentially harmful effects of foods and other substances in the environment on hyperactivity, alcoholism, depression, etc.
- 📖 Renzi, G. (1996). "Attention Deficit Disorders in the Mathematics Classroom", Paper Presented at the 51st Annual Conference of the Association for Supervision and Curriculum Development, New Orleans, LA, March 16-19, 17 pages.
- ❖ A collection of suggestions for ADDers in the mainstream mathematics classroom. Includes behaviors and mathematical indicators associated with AD/HD; a listing of mathematical concepts troublesome to or liked by these students. Specific strategies are organized into lists dealing with classroom management, teaching techniques. Available through EDRS.
- 📺 Rapp, D. (1989). "Is there a connection between food and behavior?" Videotape of the Phil Donahue Show, Dec. 1989.
- ❖ An interview with Dr. Doris Rapp, a pediatric allergist on the effects of food and environmental sensitivities on behavior.
- 📺 Reeve R. and others. (1996). "A Continuing Education Program on Attention Deficit/Hyperactivity Disorder", Council for Exceptional Children, Reston, VA.
- ❖ A manual and accompanying videotape intended to be used as a continuing ed. program to enhance the skills of special and general educators.
- Rief, S. (1993). How to Reach & Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children with Attentional Problems and Hyperactivity, The Center for Applied Research, West Nyack, N.Y.
- ❖ A comprehensive resource that addresses the "whole" child as well as a team approach to meeting the needs of these students. Includes management techniques that promote on-task behavior and adaptations to the classroom that maintain student attention and involvement.
- 📺 Rief, S. (1995). "ADHD: Inclusive Instructions and Collaborative Practices", National Professional Resources Inc., Port Chester, NY.
- ❖ A wonderful 38 min. video which illustrates the award-winning PARD (Project for Attention-Related Disorders) school in San Diego. Full of practical suggestions for classroom adaptations.
- 📺 Rief, S. (1997). "How to Help Your Child Succeed in School", National Professional Resources Inc., Port Chester, NY.
- ❖ Provides an opportunity to view real parents interacting in a positive, supportive way, helping their children overcome obstacles related to school achievement (i.e., reading, writing, math and organization).

TURNING THE TIDES

Rief, S. (1997). The ADD/ADHD Checklist: An Easy Reference for Parents and Teachers, Prentice Hall, Paramus, NJ.

- ❖ Practical and concise format presents suggested solutions to common A.D.D. problems such as fighting, disobeying rules, failing to complete homework, poor hygiene and talking back. Organized for quick access.

Samuels, M., Burrows, I., Scholten, T. & Theunissen, D. (1992, 1994). Asking the Right Questions: Assessment and Program Planning for Individuals with Learning Difficulties, Calgary Learning Centre and Alberta Vocational College, Calgary, AB.

- ❖ A manual written to assist adult educators in the process of understanding special learning needs and working with their students.

Scholten, T. (2003). Overcoming Depression, Scholten Psychological Services Press, Calgary, AB.

- ❖ A self-help book that focuses on strategies for attaining emotional mastery in body, mind and spirit.

Scholten, T. (2007). Attention Deluxe Dimension: A Wholistic Approach to A.D.D., 2nd Edition Revised, Scholten Psychological Services Press, Calgary, AB.

- ❖ Written in an up-beat, easy-to-read, positive style, providing a brief introduction to a wholistic approach to A.D.D..

Scholten, T. (2007). Turning the Tides: Teaching the Student with A.D.D., 2nd Edition, Scholten Psychological Services Press, Calgary, AB.

- ❖ Reviews a number of factors which should be considered by teachers when they are concerned about attentional challenges in their students and illustrates the behavior management approach which teaches self-control.

Scholten, T. (2007). The A.D.D. Guidebook: A Comprehensive, Self-Directed Guide to Addressing Attentional Concerns in Adults and Children, 3rd Edition Revised, Scholten Psychological Services Press, Calgary, AB.

- ❖ Written to guide individuals in the process of understanding factors which may be related to attention. Includes information about learning discrepancies, personality type, food sensitivities.

Scholten, T. (2007). Welcome to the Channel-surfer's Club, 2nd Edition, Scholten Psychological Services Press, Calgary, AB.

- ❖ Written for children 8-12 years old who have been diagnosed with AD/HD.

Scholten, T. (2007). Riding the Wave: A Handbook for Parenting the Child with A.D.D., 2nd Edition, Scholten Psychological Services Press, Calgary, AB.

- ❖ Describes in step-by-step fashion a behavior management program designed specifically for parents of children with attentional challenges.

Scholten, T., Samuels, M., Conte, R. & Price, A. (1993). “Aspects of the Vocational Rehabilitation of Individuals with Learning Disabilities”, Paper commissioned by the Government of Alberta, Edmonton, AB.

- ❖ Provides an overview of commonly-accepted beliefs and interventions in the area of learning disabilities.

Souveny, D. M. and Souveny, D. L. (1995). ABC’s for Success: Attention Deficit Disorders, A Children’s Services Centre Publication, Red Deer, AB.


- ❖ An upbeat publication written for parents about ways to promote success by adapting situations, choosing positive beliefs and introducing positive and negative consequences.

Sullivan, J. E. (1991). Attention Deficit Disorders: A Guide for Teachers; The AD/HD Student and Homework. Available from EDRS (Electronic Data Resource Services: www.library.mcgill.ca/edrs).

- ❖ Contains a guide outlining areas of difficulty, needs, considerations for teachers, suggestions for parents, and some general homework suggestions.

 Taylor, J.F. (1992). “Answers to A.D.D.: The School Success Kit”, Sun Media, Salem, OR.

- ❖ Full of practical tips for addressing a variety of A.D.D. problems in a wholistic way.

 Templeton, R.A. (1995). "ADHD: A Teachers' Guide", The Oregon Conference Monograph, 7. Available from EDRS.

- ❖ Paper includes a section on ways to make school successful for students with attention deficits including characteristics of successful teachers, the classroom environment, modifying the curriculum, ways to help students listen and attend, the need for frequent breaks, and homework.

 Tieger, P. D. and Barron-Tieger, B (1993). The Personality Type: The Career Professional’s Guide to DO WHAT YOU ARE, Communications Consultants, Inc. West Hartford, CT.


- ❖ Information on types of careers appropriate to certain MBTI® personality types.

Tolle, E. (1997). The Power of NOW: A Guide to Spiritual Enlightenment, Namaste Publishing, Inc. Vancouver, BC.

- ❖ A step-by-step approach in how to live in the present.

Tolle, E. (2003). Stillness Speaks, New World Library.

- ❖ Brief thoughts on how to live a more authentic life.

 Trieiger, M.S. & Parker-Fisher, S. “The Attention Dimension: Looking at Attention Problems”, CHADD video.

- ❖ A 12 min. up-beat, but realistic video designed to show other children (in Grades 3 – 8) what it is like to have A.D.D. – a brief “rap” song helps to reinforce the concepts and need to develop self-control.

TURNING THE TIDES

Utah State Office of Education (1993). The Utah Attention Deficit Disorder Guide 1993: A Resource for Educators and Parents, Utah State Office of Education, UT.

- ❖ Contains a section on interventions and a list of 11 recommendations and conclusions as well as “pointer boxes” that list particular techniques, books and resource materials.

Weiss, L. (1992). A.D.D. in Adults, Taylor Publishing Co. Dallas, TX.


- ❖ Contains a checklist of attentional symptoms and information to assist you in dealing with your A.D.D. in a positive manner.

Weiss, L. (1992). A.D.D. in Adults Workbook, Taylor Publishing Co. Dallas, TX.

- ❖ A self-help workbook designed to assist adults in dealing with their attentional concerns

Weiss, L. (1998). A.D.D. and Success, Taylor Publishing Co. Dallas, Texas.

- ❖ This book recounts the experiences of 16 individuals who learned to incorporate ADD attributes positively into their lives.

 Wilson, R. (Ed) (1989). "Narrowing the Gap between Research and Practice", LD Forum, 15.

- ❖ Special issue with articles on teaching listening skills and study skills as well as specific interventions and management strategies for the teachers of A.D.D. students.

APPENDIX H:

Checklists

Screening Checklist for Attentional Concerns (SC/A)

Symptom & Food Diary (SFD)

Screening Checklist for Depression (SC/D)

Copies of the checklists can be downloaded from the author's website
www.empowermentplus.org

SCREENING CHECKLIST (SC/A)
FOR CHILDREN AND ADULTS WITH ATTENTIONAL CONCERNS

NAME: _____ DATE: _____ RATER: _____

	OBSERVATION	NOT AT ALL	JUST A LITTLE	PRETTY MUCH	VERY MUCH		
1.	Difficulty with details – makes careless mistakes						
2.	Difficulty sustaining attention to current task						
3.	Does not seem to listen or sustain attention to discussions. May ask for questions/statements to be repeated.						
4.	Difficulty following through on instructions						
5.	Difficulty starting/finishing tasks						
6.	Loses things necessary for tasks or activities						
7.	Easily distracted by noises or other surrounding activities						
8.	Fidgets or doodles						
9.	Uncomfortable staying seated for periods of time or leaves seat frequently						
10.	Talks excessively or dominates conversations inappropriately						
11.	Blurts out answers before questions have been completed						
12.	Interrupts others inappropriately						
13.	Daydreams						
Scoring Section			x 0	x 1	x 2	x 3	SCORE
NI							
I							

SCORING: To calculate the score, add up the number of entries in each of the 4 columns and multiply the totals by the number (0, 1, 2 or 3) shown at the bottom the column. The sum of these is the SCORE.

THIS FORM MAY BE REPRODUCED

Adapted for use with adults and children by Dr. Teeya Scholten, R. Psych. Calgary, AB.
from checklist developed by the Calgary Learning Centre, 1996.

SYMPTOM AND FOOD DIARY* (SFD)

- Step 1: Write down all of the food items you ate/drank yesterday or on a typical day.
 Step 2: Look through the list of symptoms in the Table below and decide which of them applied to you during that day. Put a number in every box below to describe the severity of the symptoms as follows:

0 - no symptom, 1 - just a little, 2 - moderate, 3 - severe

FOOD

BREAKFAST _____

LUNCH _____

SUPPER _____

SNACKS: (State time of day) _____

SYMPTOMS

TIME OF DAY/ SYMPTOM	BEFORE BREAKFAST	AFTER BREAKFAST	AFTER LUNCH	AFTER SUPPER	SUB TOTALS
TIRED OR DROWSY					
IRRITABLE					
OVERACTIVE					
HEADACHE					
RESPIRATORY (Stuffy Nose, Cough)					
DIGESTIVE (Nausea, bellyache)					
SKIN (Hives, Excema, Itching)					
URINARY (Frequent or Wetting)					
OTHER (please specify)					
<i>SCORING: After entering the numbers in the appropriate boxes, add up the subtotals for each row and enter them into the right hand boxes. To calculate the Total Score, add these subtotals together.</i>				TOTAL SCORE	

COMMENTS: (Mention anything that happened to you today that might account for your symptoms other than food.... or any observations or ideas you may have, including cravings, etc.)

THIS FORM MAY BE REPRODUCED

* Adapted by Dr. Teeya Scholten R. Psych. from a rating format used by
 Dr. William Langdon, a pediatric allergist from London, Ont.
www.empowermentplus.org

SCREENING CHECKLIST FOR DEPRESSION (SC/D)

NAME: _____ DATE: _____ RATER: _____

Place a checkmark in the appropriate space to indicate how you have felt over the last two weeks.

OBSERVATION	NOT AT ALL	JUST A LITTLE	PRETTY MUCH	VERY MUCH	
1. Feeling sad, empty, angry or tearful					
2. Not getting pleasure out of anything					
3. Losing or gaining significant amounts of weight, without trying					
4. Can't sleep or sleeping all the time					
5. Fatigue or loss of energy					
6. Feeling worthless					
7. Feeling excessively (or inappropriately) guilty					
8. Difficulty concentrating and making decisions					
9. Wanting to die					
For internal use only	<input type="checkbox"/> x 0	<input type="checkbox"/> x 1	<input type="checkbox"/> x 2	<input type="checkbox"/> x 3	SCORE

SCORING: To calculate the score, add up the number of entries in each of the 4 columns and multiply the totals by the number (0, 1, 2 or 3) shown at the bottom the column. The sum of these is the SCORE.

THIS FORM MAY BE REPRODUCED

Adapted from DSM-IV criteria for Major Depressive Disorder by Dr. Teeya Scholten, R. Psych. Calgary, AB.
www.empowermentplus.org

Everyone can feel sad, irritated, angry or tearful at times; however if you feel this way a lot of the time you may wish to seek help. If someone reports wanting to die, take the person to the Emergency Dept. of the nearest hospital for a "Lethality Assessment". Let a trained professional make the decision about how serious the situation is and suggest what to do.

About the Author

As a Registered Psychologist, Dr. Teeya Scholten worked in the field of education and mental health for over 25 years. She ran a successful private practice in Calgary, Alberta, Canada where she specialized in the areas of learning, attention and depression in adults, adolescents and children. She offered a variety of services, including consultation, assessment and individual counselling, behaviour management programs for teachers and parents of children with A.D.D., and in-service training in the form of workshops and consultations to other professionals. She has published in the areas of consultation, assessment and program planning for individuals with learning and attentional challenges. Dr. Teeya is committed to the empowerment of clients and professionals and believes in the importance of Body, Mind and Spirit integration in order to maximize one's potential. She developed Empowerment Plus®, a cost-effective model of psychological service delivery.



The “Good News About A.D.D.” Series

by Dr. Teeya Scholten, R. Psych.

Suite 923, 105 - 150 Crowfoot Cres. NW,

These popular, self-help books have been written for parents, teachers and other professionals in an easy-to-read style. The author is a psychologist who has worked in the area of education and mental health for over 30 years. She uses a positive, empowering, wholistic approach with her clients and in the workshops she gives in the areas of attention, depression and learning. For information on ordering copies of her books and other materials, see last page

For parents of children and adults with attentional difficulties

1. Attention Deluxe Dimension: A Wholistic Approach to A.D.D.

This book was written for parents and professionals for the purpose of providing a very brief overview of the positive and wholistic approach taken by Dr. Scholten. It has several checklists and questionnaires, outlines factors which can affect attention (such as areas of information processing affected by attention, personality type, learning discrepancies and food sensitivities) and offers a prudent approach to a medication trial, once clients have received a proper diagnosis of A.D.D. by a qualified professional. Dr. Scholten’s positive approach involves dispelling a few myths about A.D.D. and referring to ADDers as having “channel-surfing minds”. These busy minds can result in a “deluxe” amount of attention which needs to be properly harnessed in order for the individual to “be the best they can be, as naturally as possible”. Interested readers are referred to The A.D.D. Guidebook for detailed instructions in how to apply Dr. Scholten’s wholistic method to either adults or children.

2. The A.D.D. Guidebook: A Comprehensive, Self-Directed Guide to Addressing Attentional Concerns in Adults and Children

Part One contains an overview of “Attention Deluxe Dimension” and ways to look at A.D.D. in a more positive way. Information is given as to causes of attentional difficulties, steps in the process of diagnosis and resources which can be accessed.

Part Two is called the Toolbox and contains most of the tools to explore the above areas. These tools are accompanied by detailed instructions.

Part Three contains a basic description of the steps in the use of *Riding the Wave*, a behavior management method developed specifically for parents of children with A.D.D. This book is written in such a way as to be appropriate for those who like a step-by-step approach as well as for others who prefer a more random approach and want to begin with the aspect that most interests them at the moment.

Part Four contains additional resources, such as the author’s story and an annotated bibliography.

3. Riding the Wave: A Handbook for Parenting the Child with A.D.D.

This book was written for parents to be able to learn and apply a powerful behavior management method designed to teach children self-control. Use of this method has been shown to result in increases in self-monitoring, self-esteem and motivation. It has been used by the author with her children and taught extensively to other families.

Although the basic steps of this method are also covered in The A.D.D. Guidebook, this handbook provides more a lot more information to guide those who are trying to learn the method. Along with real-life personal and composite stories, there are general guidelines for parenting and lots of practical examples. Although a family would only apply one rule to begin with and work up to around five rules, there are over 25 different problem behaviors listed, with a suggested rule and possible positive and negative consequences to help parents in generating their own guidelines.

The use of the *Riding the Wave* approach has been shown to help children learn to make positive choices. It does wonders for family life, too!

For adolescents and adults with A.D.D.

4. Welcome to the Channel-Surfers' Club! (For ADDers 8 – 12 years of age)

It is a small, up-beat book designed for those who have been diagnosed with A.D.D. It gives information relating to being healthy in mind-body-spirit and what it takes for an ADDer to be the “best they can be as naturally as possible”. It provides a summary of :

- the areas of information processing affected by their attention
- strategies they may wish to try to improve their attention
- their personality type and the implications for ways they learn best
- any learning discrepancies and what they need in the way of classroom or workplace accommodations in order to be as successful as possible.

There is also a section on information about medication, how it can help and what alternative options they may wish to try out at some point.

For teachers and other helping professionals...

5. Turning the Tides: Teaching the Student with A.D.D.

This book is organized into three parts. **Part One** outlines the approach taken by the author in her work with both adults and children with attentional concerns. In addition to promoting a more positive view of A.D.D., it gives teachers practical information about identifying and working with learning discrepancies, personality type and how to approach parents who are resistant to hearing about attentional difficulties in their children.

Part Two illustrates the *Riding the Wave* behavior management method as adapted to the school system. Examples of more than 25 different problem behaviors are given with appropriate rules and consequences from which teachers may wish to select a few to adapt to their own classroom environment.

The Appendix contains several questionnaires and an annotated bibliography of books, journals and videotapes which address the issue of A.D.D. in the school setting.

6. Overcoming Depression: Wholistic Strategies that Work.

If you have felt sad, hopeless, angry or just not interested in life...for 5 months or 15 years, *Overcoming Depression* is meant to provide you with a place to start. It contains many of the tools used by Dr. Scholten in treating depression and teaching emotional mastery to her clients of all ages. It will NOT help you diagnose the kind of depression you have, but it may help you begin to understand the reasons you may be feeling so sad – and do something about it.

