


Disabilities Presentation

EDUU 511: ADHD

Haley Becker

What is ADHD?

ADHD stands for: **ATTENTION DEFICIT HYPERACTIVITY DISORDER** and is *“one of the most common neurodevelopmental neurological disorders...”*

Three horizontal stripes in red, teal, and orange colors are located at the bottom of the slide.

Three types of ADHD

Predominantly Inattentive Presentation:

The individual finds it hard to organize or finish a task, pay attention to details, follow instructions and conversations, is easily distracted, and forgets details of daily routines.

Predominantly Hyperactive-Impulsive Presentation:

The individual fidgets, talks a lot, and can not sit still. Younger individuals may run, climb, and jump on a continuous basis, This person feels restless and impulsive.

Combined Presentation

The individual displays a combination of the symptoms previously listed.

What are the causes?

Within the past **10 years**, there has been an increase in diagnoses by **43%**

It is **unlikely** that the increase is due to wide-scale misdiagnosing by health care providers.

The increase in diagnoses is **likely due to a better understanding of ADHD, which in turn produces a greater awareness in clinicians and the lay population.**

Genetics: most likely

Brain Structure: most likely

Environmental Risk: less likely

Psychosocial Factors: less likely

Genetics Heritability estimates of ADHD range from **71 – 90%**

Genes and their role in the transportation and use of dopamine have been implicated in ADHD.

Brain Structure Children with ADHD have been found to have lower brain volume in several parts of the brain including the prefrontal regions and cerebellum.

What is the prefrontal area? This is responsible for, among other things, executive function.

Executive function refers to a set of mental processes which include attention to stimuli, spatial skills, planning, organizing, and strategizing.

By using a **several step** process.

The most common is having a medical exam and meeting with psychologists and neurologists.

Healthcare providers use guidelines in the **“American Psychiatric Association’s Diagnostic and Statistical Manual”** to ensure that individuals are accurately and appropriately diagnosed.

How is it diagnosed?

The **criteria** for “American Psychiatric Association’s Diagnostic and Statistical Manual”

First, you must measure the individuals Inattention and Hyperactivity and Impulsivity through a series of specific questions.

Next, and based on the answers to these questions, there will be **three** kinds (*presentations*) of ADHD can occur:

Combined Presentation: if enough symptoms of both criteria inattention and hyperactivity-impulsivity were present for the past 6 months

Predominantly Inattentive Presentation: if enough symptoms of inattention, but not hyperactivity-impulsivity, were present for the past six months

Predominantly Hyperactive-Impulsive Presentation: if enough symptoms of hyperactivity-impulsivity, but not inattention, were present for the past six months.

Treatments for ADHD

Behavior
Therapy for
children and
for parents

Medications:
Stimulants

Medications:
Non-Stimulants

ADHD in the classroom

Most typically, preschool and elementary teachers are the **first** to observe children who display inattentive or hyperactive behaviors that are atypical.


Parents often **confirm** these observations.


Video: “What’s it like to have ADHD”

<https://www.youtube.com/watch?v=HI7Ro1PUJmE>

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Teachers and ADHD: ten ways you can help

1. **Talk** with other professionals.
 2. **Communicate** with the parents.
 3. Ask professionals to **observe**.
 4. Get a formal **diagnosis**.
 5. If a diagnosis is made, **gather information** about medication and behavioral treatments.
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6. Play an **active role in IEP or Section 504 plan** development. Keep records of all documentation.
 7. Work with the parents and school to **identify problems** and possible **solutions**.
 8. Consider seeking **behavioral therapy or social skills training** to support the students' behavior.
 9. **Organize** the classroom schedule so that **predictable routines** are provided and made clear to all students.
 10. When students break rules, **respond to them in a calm and matter-of-fact way**, reminding them of the rules and applying reasonable consequences.
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Educational Interventions:

- Use **novelty** in instruction and direction
 - Maintain a **schedule**
 - Prepare students for **transitions**
 - Emphasize **time limits**
 - Provide **organizational assistance**
 - Provide **awards** consistently and often
 - Be **brief** and **clear**
 - Arrange the **environment** to facilitate **attention**
 - Provide optimal **stimulation**
 - Provide **movement** and postures other than sitting
 - Promote active **participation** through effective questioning techniques
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School Counselors and ADHD

1. **Understand ADHD**, how it manifests, and its causes
2. **Observe** students if approached by a parent or teacher to do so
3. Implement **“Evidence-Based Interventions.”**
4. Conduct teacher, facility, and parent **educational courses and/or trainings**

What is an **Evidence-Based Intervention?**

Small Group Counseling

Mindfulness Training

Check-In/Check-Out

Cognitive Problem Solving

Example: token reward system

Counselors should **provide education** that **teachers, staff, and parents** could/should attend.

Counselors and teachers should **collaborate and develop in-class tools** that do not reinforce negative displayed behaviors but do reinforce positive displayed behaviors.

Teachers should **document** students behavior daily/weekly and share information with **School Counselors/Psychologists**. These reports should be **evaluated** by the **Counselor/Psychologist**.

Counselors should **conduct one-on-one meetings** with the student and with the **teacher**.

If agreed upon, **School Counselors** should **conduct small group meetings** with the **teacher, student, and student's parent(s)**

**How teachers
and counselors
can work
together**

References


Bos, C., & Schumm, J. (2018). Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder. In 1195418153 893112148 S. Vaughn (Ed.), *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom* (Seventh ed., pp. 168-245). Pearson Education.

Branscome, J., Cunningham, T., Kelley, H., & Brown, C. (2014). ADHD: Implications for School Counselors. Retrieved February 14, 2021, from <https://files.eric.ed.gov/fulltext/EJ1084428.pdf>



Activity

**There are 3
presentation
types of ADHD.
Which one is
NOT one of
those types?**

- 1. Predominantly Inattentive Presentation**
 - 2. Predominantly Hyperactive-Impulsive Presentation**
 - 3. Combined Presentation**
 - 4. Stress and Trauma Induced Presentation**
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- The bottom of the slide features three horizontal stripes of equal width, stacked vertically. From top to bottom, the colors are red, light teal, and orange.

Three types of ADHD

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Combined Presentation

The individual displays a combination of the symptoms previously listed.

Within the last 10 years, has there been an increase or decrease in the diagnosis of ADHD?

Within the past **10 years**, there has been an increase in diagnoses by **43%**

It is **unlikely** that the increase is due to wide-scale misdiagnosing by health care providers.


The **increase** in diagnoses is likely due to a better understanding of ADHD, which in turn produces a greater awareness in clinicians and the lay population.

Is it advised for Counselors to work independently with students with ADHD?

Counselors should provide education that **teachers, staff, and parents** could/should attend.

Counselors **should conduct one-on-one meetings with the student** and with the **teacher**.

If agreed upon, **School Counselors** should conduct small group meetings with the **teacher, student, and student's parent(s)**



True or False:

Teachers can help students with ADHD by providing an organized schedule with predictable routines.

True

Students with ADHD can have a difficult time with learning rules and routines, so it is important that they are changed as little as possible.

