

What Teachers Should Know about ADHD: Supporting Diverse Students & Families (Part 1)

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Great Lakes Mental Health
Technology Transfer Center
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January 2021

MHTTC Words Matter

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED/
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf



Thank You for Joining Us!

A few housekeeping items:

- If you are having technical issues, please individually message Stephanie Behlman in the **chat section at the bottom of your screen** and she will be happy to assist you.
- If you have questions for the speaker, please put them in the Q&A section at the bottom of your screen.
- A copy of the power point slides, as well as the recording and handout will be available on the MHTTC website within a week.

Thank You for Joining Us!

A few more housekeeping items:

- You will be directed to a link at the end of the presentation to a very short survey – we would really appreciate it if you could fill it out. It takes about 3 minutes.
- We will be using automated captioning during the presentation today
- Certificates of attendance will be sent out to all who attended the full session. They will be sent via email.

A close-up photograph of several social media icons on white keyboard keys. The icons include Pinterest (red), Snapchat (yellow), Instagram (purple/pink), Facebook (blue), and Twitter (blue). The keys are arranged in a grid pattern, and the background is a light gray surface.

Follow Us On Social Media!

Facebook and Twitter:

- @GreatLakesATTC
- @GMhttc
- @GLPTTC

Presenters



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What Teachers Should Know about ADHD: Supporting Diverse Students & Families (Part 1)



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Learning Goals

1. Describe ADHD symptoms, causes, and how it impacts children in the classroom
2. Explain racial and ethnic disparities in the identification, diagnosis and treatment of ADHD in children
3. Outline best-practice classroom strategies to support the success of all students
4. Highlight the importance of school-home collaboration to foster ongoing communication and support for children and their families.



PsychHub

WHAT IS ADHD?



"My Brain is on 100"

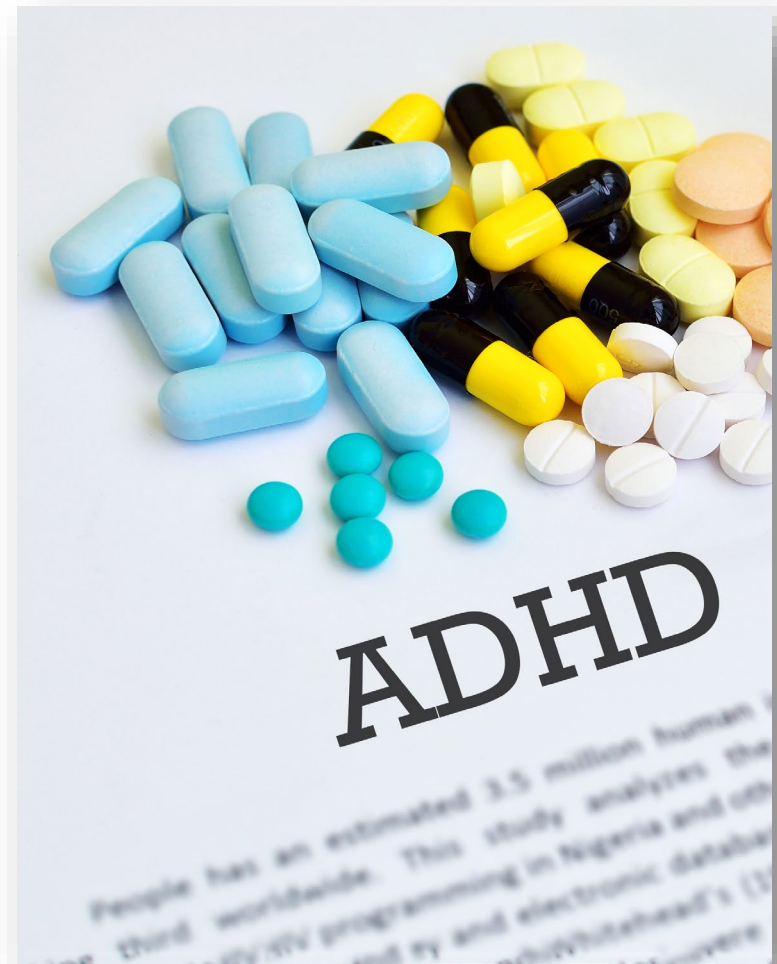
Seeking Treatment and Support

1. Behavior Therapy, Including Training for Parents
2. Behavioral Interventions in the Classroom
3. Medication
4. Parent Education and Support



Pills Don't Teach Skills

1. An interest-based nervous system
2. Emotional hyperarousal
3. Rejection sensitivity



The Behavioral vs Academic Models of Disability



How Does ADHD Affect School Performance?

ADHD and Co-occurring Disorders

- Autism
- Learning Disorders
- Speech Problems
- Tourette's Syndrome

CHADD's
National Resource
Center on ADHD

ADHD and Coexisting Conditions: Behavioral and Mood Disorders

Behavioral Disorders

CONDUCT DISORDER (CD)
Prevalence: 1 out of 4
Symptoms: Lying, Truancy, Stealing, Hitting/fighting, Biting
Treatment Options: Behavior therapy (Parent training), Counseling, Medication

OPPOSITIONAL DEFIANT DISORDER (ODD)
Prevalence: 1 out of 2
Symptoms: Quick to lose temper, Argue with adults, Refuse to follow rules, Deliberately annoy people, Blame others for their mistakes, Anger, Vindictive
Treatment Options: Behavior therapy (Parent training), Counseling, Medication

Mood Disorders

DEPRESSION
Prevalence: 1 out of 10
Symptoms: Sadness (or irritability, particularly in children), Hopelessness, Lack of interest in school or social activities, Suicidal thoughts
Treatment Options: Individual therapy, Cognitive Behavioral Therapy, Medication

BIPOLAR DISORDER
Prevalence: 1 out of 5
Symptoms: Mixed states of mania and depression, Rapid mood swings
Treatment Options: Medication, including mood stabilizers and antidepressants

CHADD.org

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CHADD's
National Resource
Center on ADHD

ADHD and Coexisting Conditions: Other Conditions

ANXIETY
Prevalence: 1 out of 5
Symptoms: Worry excessively about everyday things, Feel edgy, Stressed out, Overly tired, Tense
Treatment Options: Cognitive Behavior Therapy, Individual therapy, Medication

SLEEP DISORDER
Prevalence: 1 out of 2
Symptoms: Trouble falling asleep, Trouble staying asleep, Sleepy during the day
Treatment Options: Practice good sleep habits, Stick to schedule bedtime, Keep bedroom environment comfortable, Get plenty of exercise, Monitor eating times, Have a routine, Medication if prescribed by a doctor

SUBSTANCE USE DISORDER
Prevalence: 1 out of 10
Symptoms: Behavior changes (irritability, depressed mood, nervousness, inattention), Restlessness, Loss of coordination, change in gait, Hallucinations, Pupil dilation; blurred vision, Heart palpitations, shakiness, sweating or chills, Sleep problems, Change in appetite, Experiencing withdrawal symptoms when trying to quit
Treatment Options: In-patient and out-patient treatment with trained professional

CHADD.org

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6 Teaching Tips that Benefit All Students

- Focus on short-term goals.
- Rewards work.
- Play music.
- Teach students about the brain.
- Allow them time to calm down.
- Include mindfulness activities.

Dear Teacher: Heartfelt Advice for Teachers from Students



Kids with a formal diagnosis, such as autism, Asperger's, ADHD, learning disabilities, Sensory Processing Disorder, and Central Auditory Processing Disorder -- along those who just need to move while learning--often find it challenging to shine in a traditional classroom. The kids who collaborated to write and star in this "Dear Teacher" video represent such students. So, they wanted to share with educators how their brain works and offer simple ways teachers can help.

Thank you!



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