

Ask the Expert

Educator Edition

Tailoring Learning Settings to Engage Young Children with ADHD



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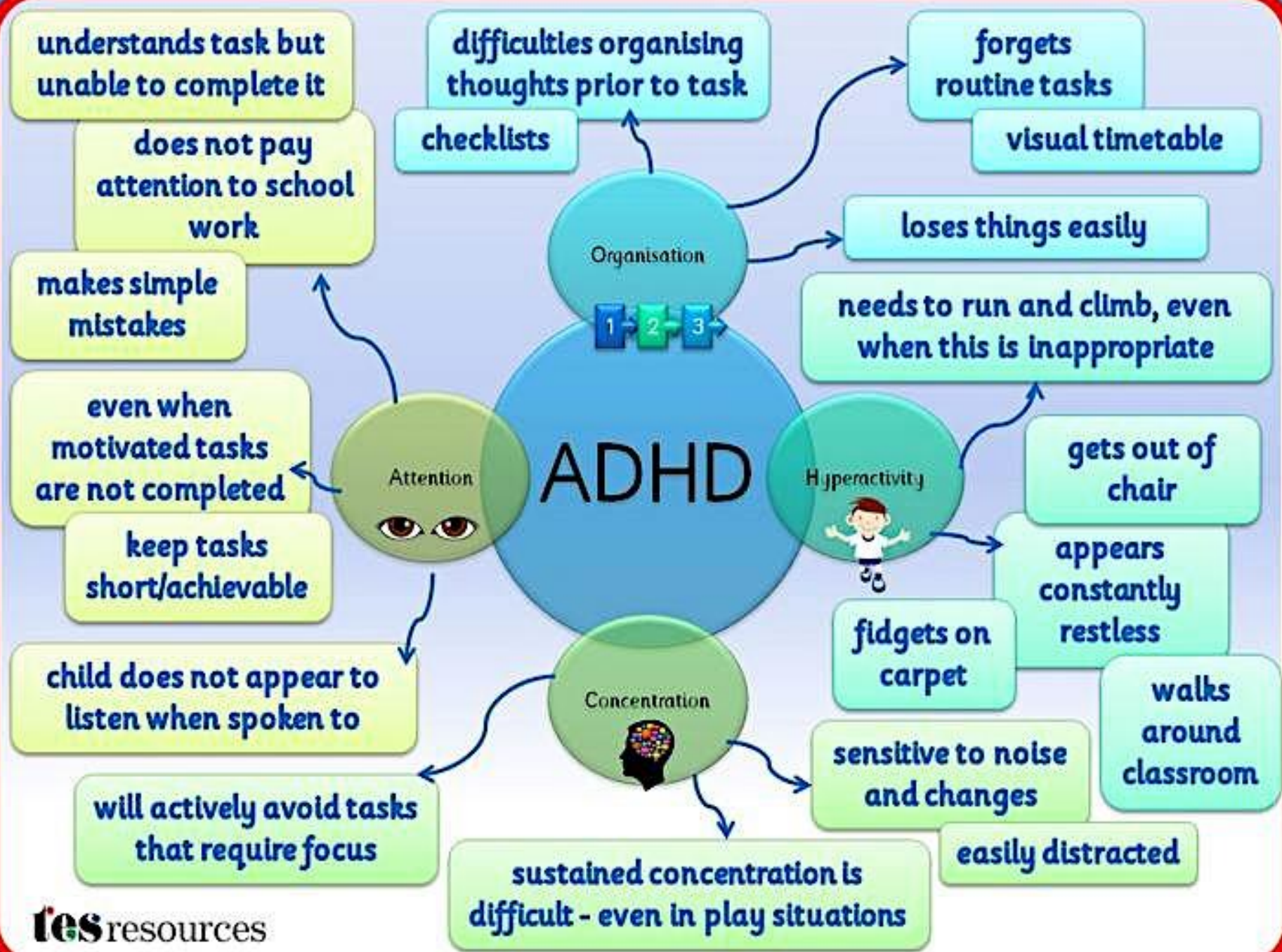
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ADHD: our job

- n The ultimate goal of all interventions is to help the child be competent, to do well in life, and to feel a sense of “I can!”*
- n The object of teaching a child is to enable the child to get along without the teacher*







Create an environment for success

HAVE YOU HEARD OF *EDD* ??

ENVIRONMENTAL DEFICIT DISORDER

Thanks and credit to Dale Borman Fink.



Environmental manipulations

- Arrange the play space
- Provide enough materials
- Schedule enough time
- Plan smooth transitions
- Make waiting productive

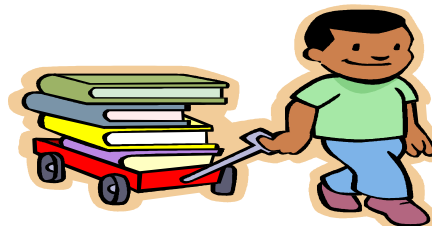
Thank you Child Care+



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The sit

- Safe sitting
- Stable
- Belly, knees, haunches
- Sitting surfaces





Hokki stool
12"-20"



Gaiam Stay n Play
Balance Ball



Bean bags



Floor chair



Kore Wobble chair

Arrange the play space

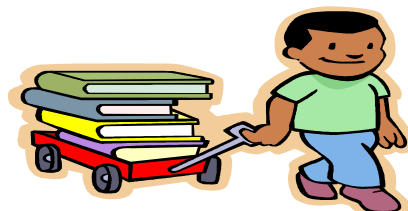
The physical environment can be manipulated inside and outside.

Arrange the environment to clearly indicate the kind of behavior or play expected and have the kind of play they want and need

e.g., visual reminder of how high blocks may be stacked, use floor more

Arrange the play space

- Labels show where things belong
- Promote children's familiarity with and responsibility for
- Help children learn to recognize words
- Need to be in first language, too
 - Thank you Pre-K Now virtual classroom



Circle or story time

- 30 second circles
- Join for parts
- Seat across not next to
- Chapter books, any book can be
- Adult change location



Arrange the play space

The classroom is comfortable and attractive because the quality of the physical space affects the way children play, learn and interact with each other and the teachers.

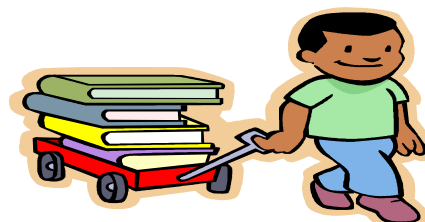
Each child has a cubby or special space for storing his/her own work items from home and other personal belongings.

Thanks Pre-K Now virtual classroom

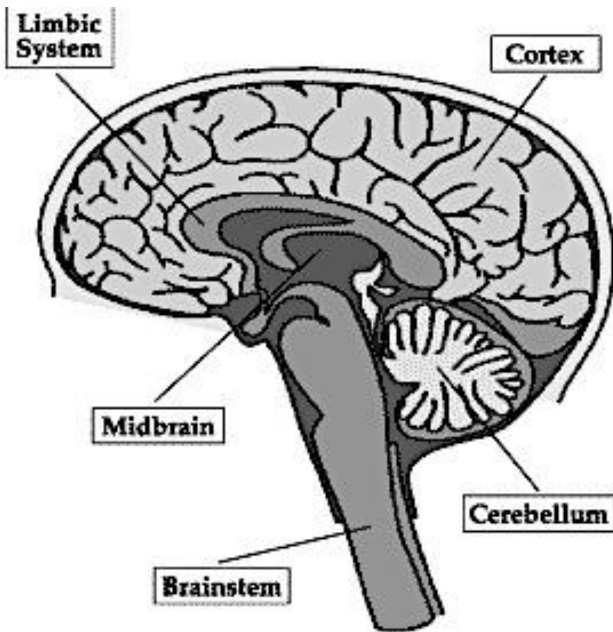


Provide ... Teach Organization & structure

- Provide structure and limits
- Use first/then language
- Create lists for tasks
- All can recite
- Pictures as cues



BRAIN FACT



- When a child has an experience over and over, connections in the brain are strengthened – like a well-used trail in tall grass.

Move / fidget

- Build in
- Allowing for anyone
- Remove the stigma



provide **ENOUGH** materials

Materials and activities can be manipulated?

Supply more than enough similar items to make it easier for groups of children to play together, to play similarly

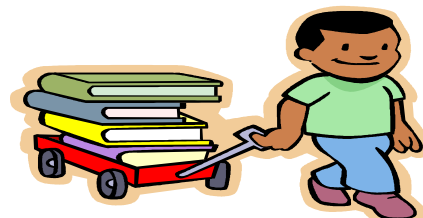


Materials

- are well maintained
- in good condition
- located at child level

Accessibility and organization promote children's independent use of the materials.

Thank you Pre-K Now virtual classroom



Make toys and play materials

- Easier to grasp
- More intriguing
- More interactive
- Increase sensory input
- Promote independence



Schedule enough time

The schedule can be manipulated!!

- Make the schedule “*real.*”
- Give children opportunities to play with toys or participate in activities until they are ready to move on.
- Plan smooth transitions
- Make waiting productive

Schedule

- Use visual measurement tools
 - the Time Timer
 - other timers
 - picture schedules



TIME TIMER

Tangible Time Management

Testimonials Ordering Support Brochures Distributors

...?"

Every week
it is difficult to
manage
my and a
more concept
efficient use

**How the
Time Timer
Works**

Other timers



Picture schedules

Horizontal

V
E
R
T
I
C
A
L

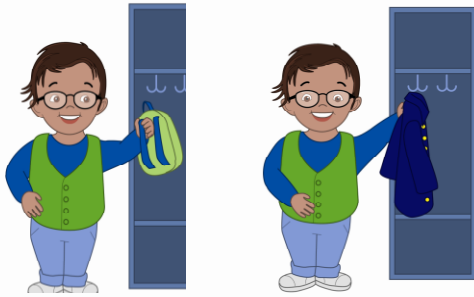
Picture schedules



Picture schedules



I come to school / to school



backpack in cubby
jacket in cubby



wash hands



go home

Reminders and cues

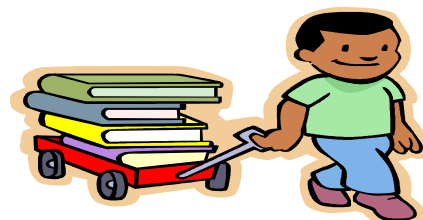
- Pictures
 - The order
 - How it should look
- Verbal cues
 - Child tell what the plan is, the intent, the how, the order
- Self talk model



Transitions

Often catch children by surprise

- Use
 - engraved invitations
 - warnings,
 - Reminders
- Those Time Timers



Communication: the words

- **Teach ALL the words**
- **Teach HOW they sound**
 - names / labels
 - Script

**IF YOUR MOUTH DOESN'T
HURT BY THE END OF THE
DAY**

HEADSTART CENTER for INCLUSION

<http://depts.washington.edu/hscenter/>



Classroom Voice Volume Chart

MOUSE



CAT



LION



Communication

- Speak more slowly

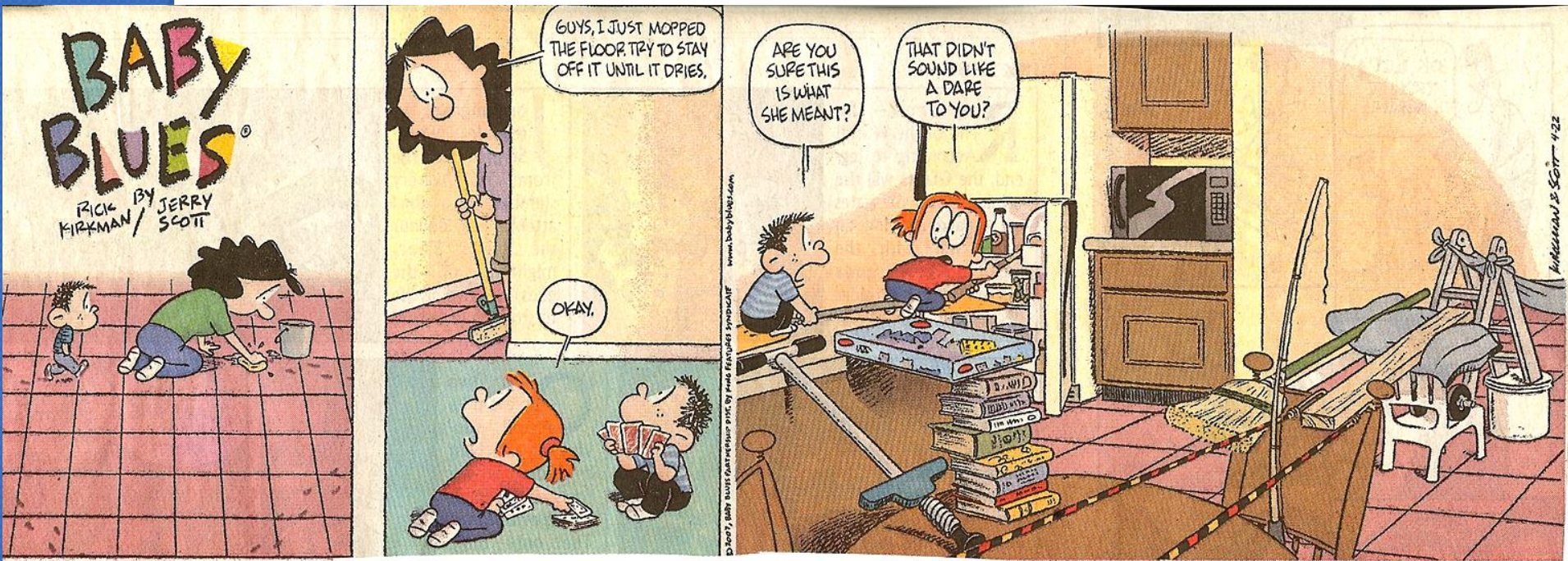


DO's not DON'Ts

- Tell what to do, not what not to do
- Use ludicrous



Communication check for understanding





TO DO DURING FIRST WEEKS



TEACH



- da ropes



- da rules



- da routines



Thanks, April D.
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RULES IN PRE-K CLASSROOM

Cues and clues for successful ruling:

- ❖ **Less is best**
- ❖ **Fewer is truer**
- ❖ **Positive is a plus**
- ❖ **Negatives are no-no**
- ❖ **First person beats third**
 - **"I" statements**

here are some nice ones created by the children at AKIBA SCHECHTER

- Help people and be nice.
- Sing songs.
- If you're mad at a friend, talk about it. Sometimes you might say sorry, but be serious about it.
- Share things.
- Give hugs.
- Listen to teachers.
- Don't cross streets alone.
- When somebody asks you to play, you should say YES unless you want to be alone, but explain why.
- Give presents.
- Respect people - respect property.

Create an **ENVIRONMENT** for **SUCCESS** to foster...

- independence ...
- exploration ...
- practice ...
- challenge ...
- interaction ...
- creativity ...

... **THAT' S ALL!!**

and ALWAYS ALWAYS ALWAYS

- MODEL
- GUIDE
- COACH
- TEACH

Whatever IT is
that you want children to do

“If a child doesn’ t know ...

how to read, *we teach.*

how to swim, *we teach.*

how to multiply, *we teach.*

how to drive, *we teach.*

how to behave, we...

...teach?

...punish?

CURRICULUM MODIFICATION PLANNING



1. What **IS** everybody doing?



2. Can ___ participate like everybody else?
YES! Then go have fun!

NO?? What can we do to include ___?



3. Can we give ___ some help from friends
From whom?



4. Can ___ use different materials?
What materials?
How will they be used?



5. Can an adult help ___?
Who?



6. What else can ___ do that is related
to what the class is doing?

7. **NOW go have fun!**

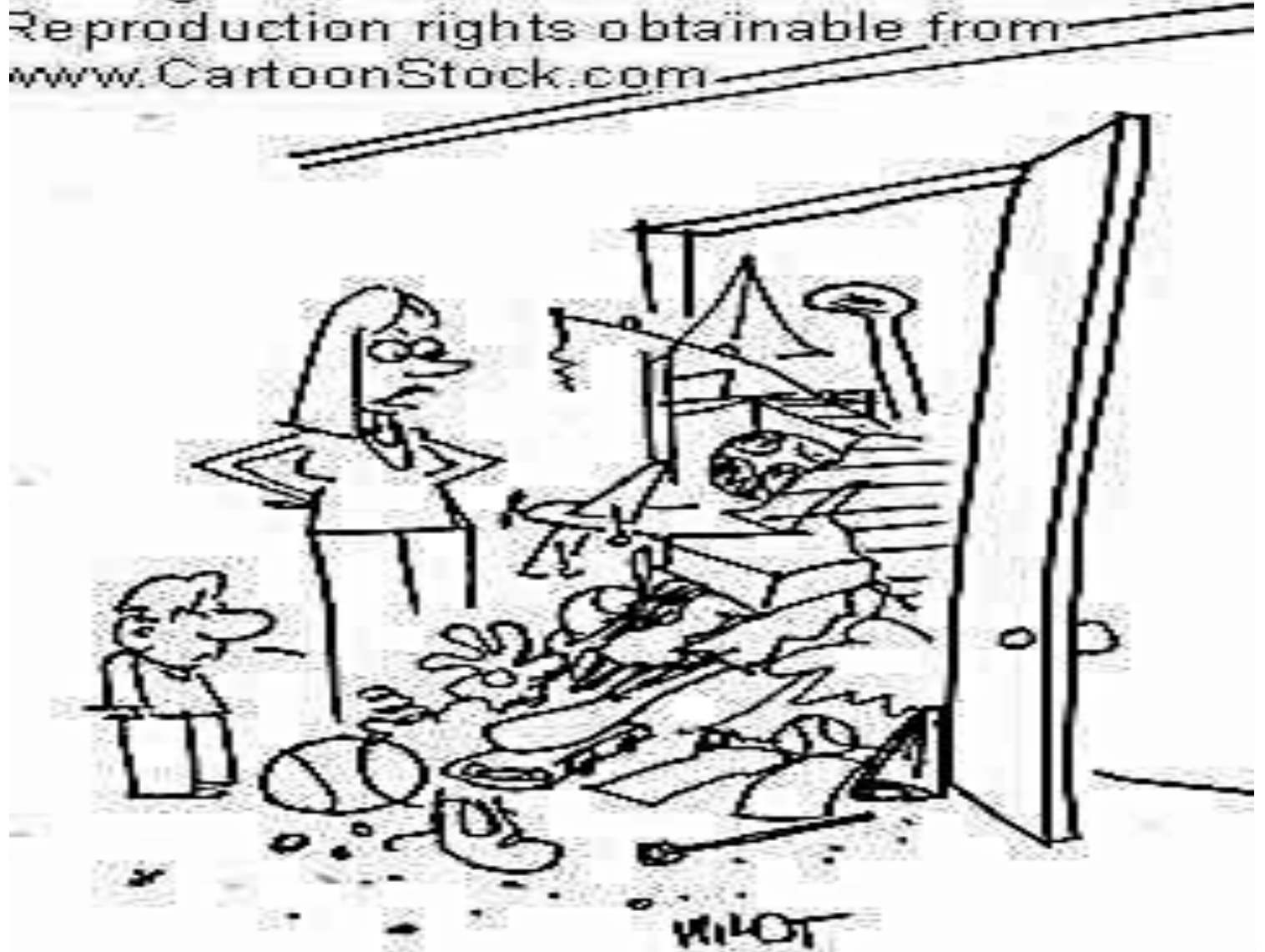
Before Medication



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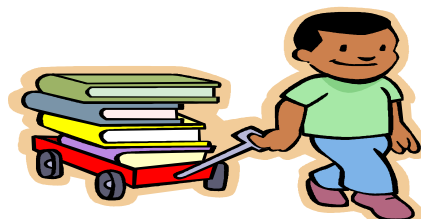
After Medication

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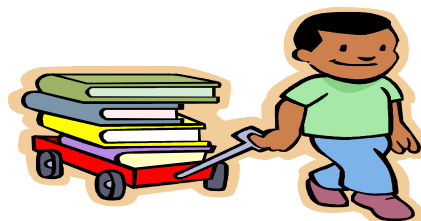


Needs

~~wants~~



- *IF THE STRATEGY IS NOT WORKING,*
- *IT IS NOT THE FAULT OF THE TEACHERS OR THE CHILDREN;*
- *IT IS THE PLAN THAT NEEDS RE-EVALUATING AND RESTRUCTURING*

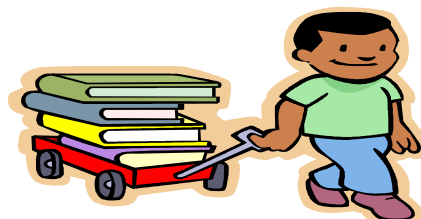


ADHD: bibliography

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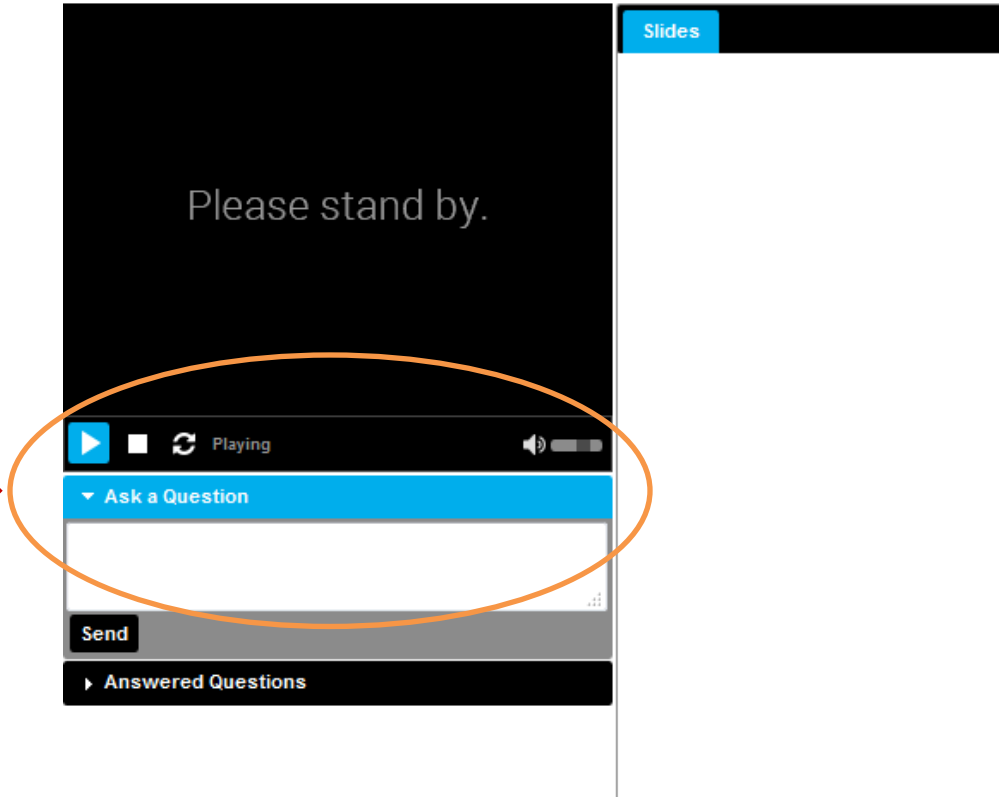
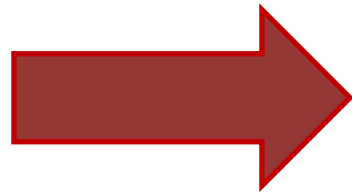
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That's
all
folks!!!!



To Ask A Question:





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www.Help4ADHD.org
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Help4ADHD@CHADD.org

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