South Dakota State University

ECE 470: Early Childhood Education Inclusion Strategies

Concepts addressed in this course: *Areas of exceptionality in students’ learning: attention-deficit disorder (ADD) and attention deficit/hyperactivity disorder (ADHD)*

**Students should refer to:**

**Specifically, students should review:**

I. Definition of ADD & ADHD
   a. Characteristics have changed very little since 1902 when first identified.
   b. Less is known about preschool children vs. school-aged children.
   c. Overall incidence has risen in the last two decades.

II. Characteristics – inattention, impulsivity, hyperactivity, and poor response delay.
   a. Movement – squirminess
   b. Inability to adjust to change
   c. Frequent high-intensity negative moods
   d. Irregular sleep patterns (often requiring less sleep)
   e. Difficulty in feeding

III. Causes
   a. Exposure to nicotine, environmental toxins, differences in the brains ability to use glucose, and inheritability.
   b. Un-enriched environments, suggested genetic continuum with Tourette syndrome.
   c. Level of neurotransmitters – dopamine, seems to play a part.
   d. Differences in frontal lobe functioning, differences in corpus callosum coordination

IV. Types of ADHD
   a. Predominantly inattentive type
   b. Predominantly hyperactivity-impulsivity type
   c. Combined type
   d. Not otherwise specified – used for children who have a significant impairment but do not meet the criteria for other subtypes

V. Educational assessment of attention disorders
   a. Observation of behaviors over a span of time
   b. Full evaluation by medical doctor or psychiatrist

Development of this review sheet was made possible by funding from the US Department of Education through South Dakota’s *EveryTeacher* Teacher Quality Enhancement grant.
i. Formal rating scales completed by teachers, parents, and adults in other settings
ii. Observation with peers or friends
iii. Medical examinations to rule out sensory problems, motor disabilities, seizures, thyroid disease, allergies, mental retardation, and pervasive developmental disorders
iv. Parental interviews
v. Psychoeducational assessment to look for overlap of learning disabilities

VI. Attention disorders and associated problems
   a. Executive function: cognitive control, making decisions, organization, minimize inefficiency, trouble planning, sustaining attention, self-monitoring, inhibiting responses
   b. Academic underachievement: learning occurs but acquired skills are not used effectively
   c. Developmental coordination: general clumsiness, some of their behaviors may irritate adults and peers and put them at-risk for abuse
   d. Adaptive skills: may be slower to develop, rather than waiting for children to perform certain tasks, adults do it for them - long term implications are poor

VII. Interventions for ADD/ADHD
   a. Medications
      i. Stimulant medications – interact with dopamine, norepinephrine, and serotonin transmitters
      ii. Studies are inconsistent regarding efficacy - close monitoring for dosage and behaviors needs to occur
   b. Early identification
      i. 0-3, difficult temperament, hyperactivity in toddlers
      ii. 3-6, power struggles, impulsive, and noncompliant, irregular eating, tantrums, motor clumsiness
   c. Strategies for guidance/discipline
      i. Seating closer to the teacher
      ii. Consider assigning two chairs to a child who has ADHD
      iii. Visual & behavioral directions away from distractions
      iv. Reduce visual and auditory distractions
      v. Keep classroom orderly and organized
      vi. Teach in manageable chunks
      vii. Model or demonstrate activities
      viii. Decrease wait time
      ix. Increase time for assignments, do not penalize
      x. Feedback needs to be frequent, visual, verbal, and tactile
      xi. Have pre-established consequences for misbehavior - remain calm, state the infraction of the rule and avoid debate - administer consequences immediately and monitor proper behavior
      xii. Enforce classroom rules consistently

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xiii. Decide which behaviors to ignore
xiv. Label belongings, possibly have a second set of books at home to do homework and to be able to write or highlight in the books
d. Challenging behavior
   i. Look for patterns
      1. Appropriate for developmental level
      2. Lack of perspective taking
      3. Skill needed that child lacks
   ii. Behavior modification
   iii. Applying logical consequences
   iv. Taking breaks to regain control
   v. Satiation of behavior
   vi. Incompatible alternatives method
   vii. Know when to refer & when not to refer
e. 504 Accommodation if not met under IEP
f. Curriculum adaptations
   i. Self-esteem: teach how and when to seek assistance, monitor ratio of discipline to reinforcement/praise, encourage positive self-talk, teach difference between acceptable feelings and acceptable behavior, teach positive ways to deal with feelings
   ii. Social studies: teach children to read the social cues of others - emphasize group belonging and courtesy to group members (e.g. property rights, space to play, etc).
   iii. Language arts:
      1. Speaking – encourage to develop and focus their questions, encourage children to restate directions to each other
      2. Listening – gain child’s attention before speaking, when giving directions – maintain eye contact, make verbal instructions clear, avoid multiple commands, recognize when child is tired and give a break.
      3. Reading – expose children to a variety of print and its function - gain information from pictures and formulate their answers about the pictures, respond to reading through active dramatics, movement, acting out story - provide opportunities for children to learn a small reading vocabulary – begin with names of children in class. expose children to a variety of genres
      4. Writing – support children’s attempts at writing. Attach a visual strip of letters and numbers to writing area; teach children how to use the index finger of the non-writing hand to identify the letter or word they want to copy. - encourage children to use the keyboard if they find writing laborious
      5. Mathematics – provide running commentary when possible; help children develop patterning and seriating
concepts by starting with simple repeating patterns - provide children with picture sequences of the classroom routine - teach children the vocabulary of time

6. Science – encourage children to use their senses in isolation and in combination. Facilitate their ability to become accurate observers (i.e. picture detectives, hidden objects in a picture), classification skills underlie both science and mathematics, cause and effect reasoning may help to develop internal control - use scientific method and emphasize that wrong answers and inaccurate predictions are part of the scientific method and it puts their ability to hypothesize into a framework to continue rather than a dichotomy of right & wrong answers

7. Use movement and large motor activities throughout the day to release frustrations and energy

Helpful websites include:
Children and Adults with Attention Deficit Disorder (CHADD): http://www.chadd.org/index.html
Uniquely ADD/ADHD: http://www.uniquely adhd.cocm/add_adhd.html