

What is ADHD ?

- Not “Attention Deficit”
- Not “Hyper-Active”
- Not Always a “Disorder”



Dr. Hallowell

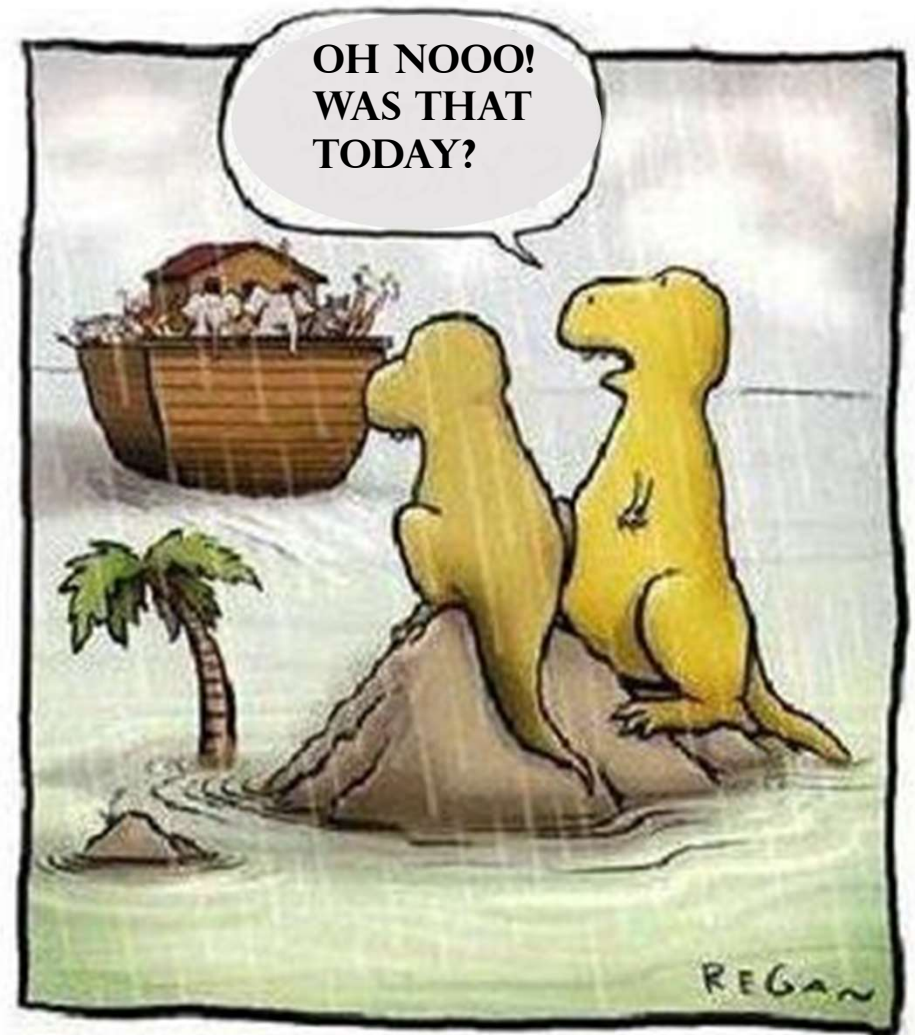
“Racecar Brain-Bicycle Brakes”

Driven To Distraction

Hallowell Todaro ADHD Center

Megan Reimann

THANK YOU!



**TOP DOWN
CONTROLS**



**BOTTOM UP
SURVIVAL SIGNALS**

Thinking Brain



- Orchestrator of the brain
- The driver of goal directed behavior
- 25-30 years to develop
- ADHD- Executive Age

**Emotional
Brain**

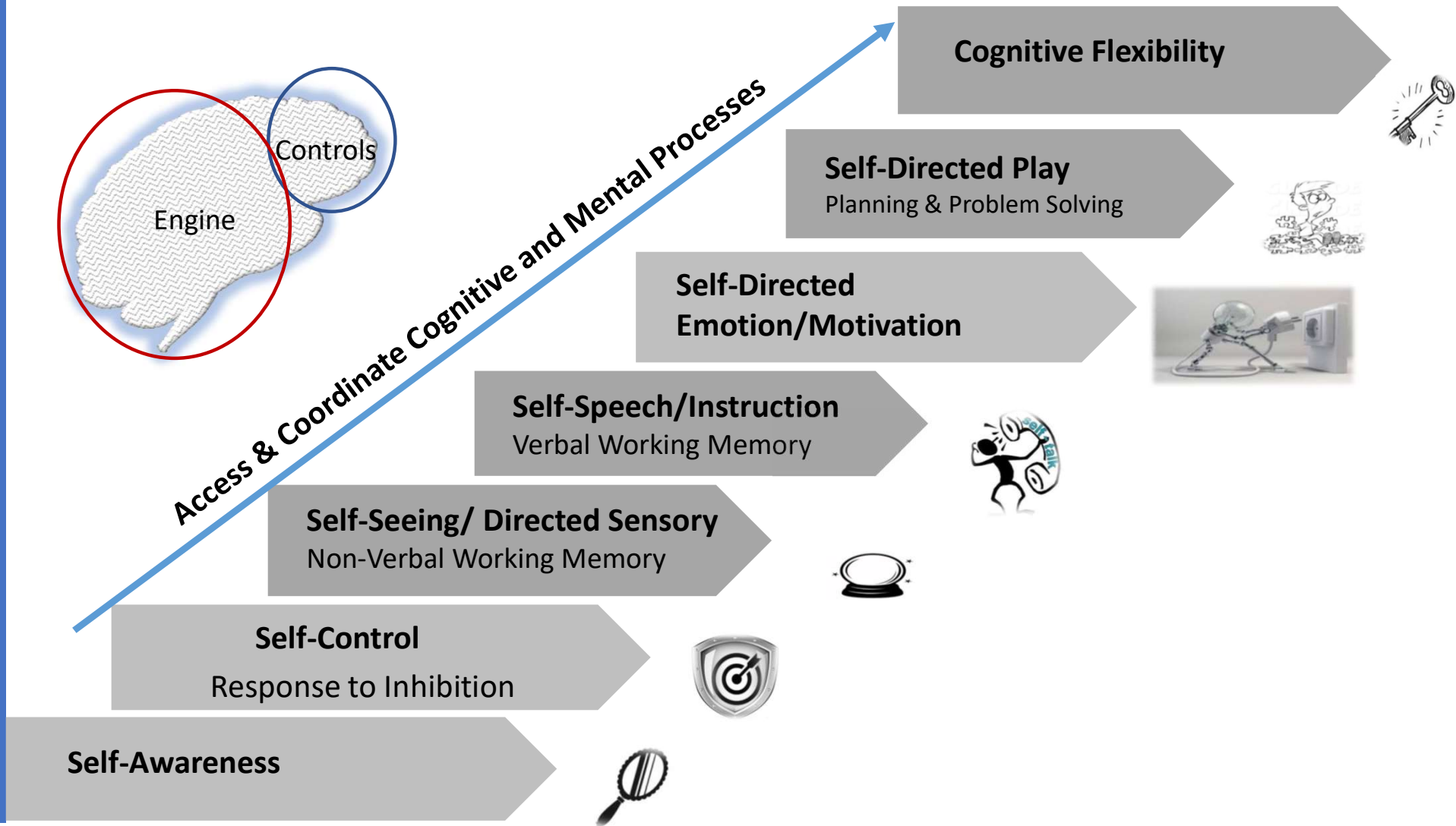


- Emotional/motivational center of the brain
- Just Do It Switch
- Emotion tied to every action

Ancient Brain



- Automatic brain
- Alarm system:
- Flight, fright, freeze, faint...

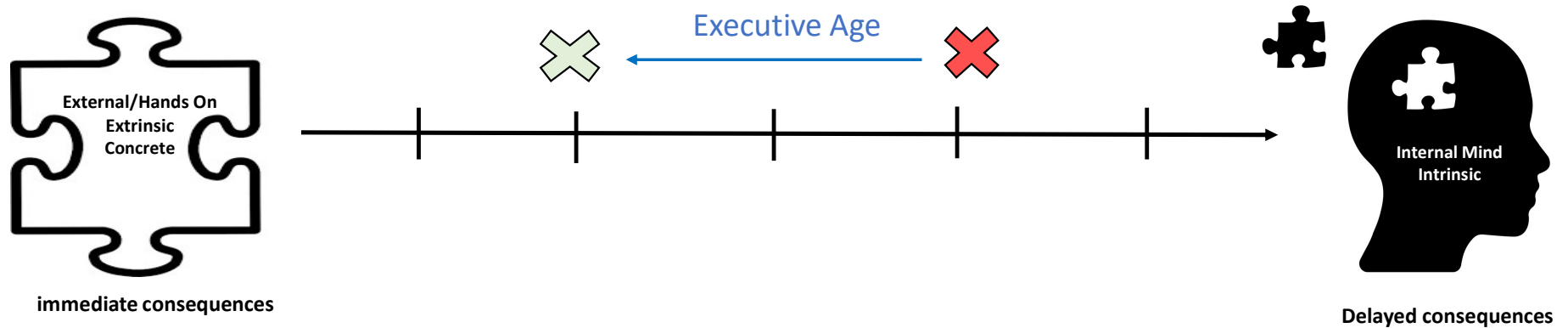


Self Regulation Model: “actions to the self” to change an outcome in the future...

Understand the “Window on Time” & “Time Blindness”



Executive functioning skills are the drivers of learning...

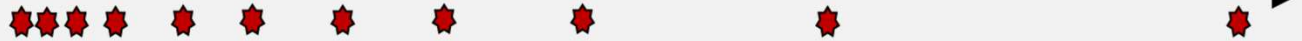


Executive functioning skills are the drivers of learning...

External/Hands On

- Instant gratification
- External supports
- Hands on/explicit teaching
- Learning with Guidance

Birth to ...

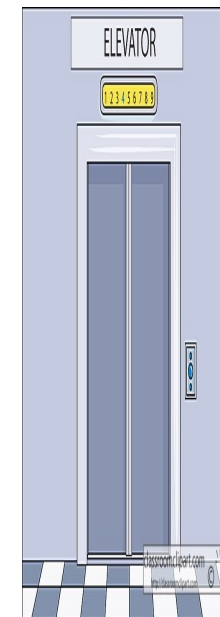


about 30yrs

Internal Mind

- Delayed Consequences
- Internal mind play
- Independent learner
- Self-regulate

Executive Function Natural Disaster



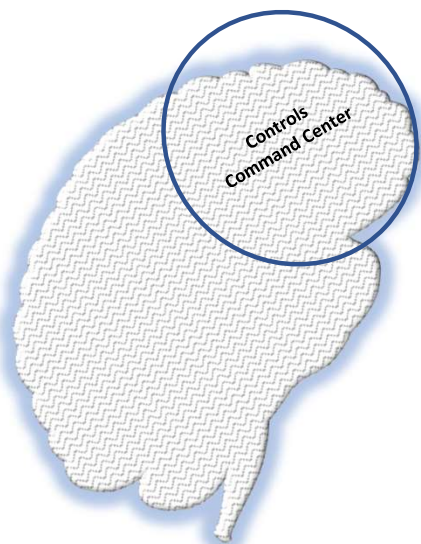
Which Floor?

- Meet them at the floor they are on... not at the floor you want them to be on!
- Sometimes you have to go back down in order to meet the developmental needs of the student, and then provide them the necessary skills to move up!

Lillian Katz

“Kids do well if they can”

*Ross Greene
Collaborative Proactive
Solutions*



EXTERNALIZE

- Go External vs. Internal
- Go Manual & Active
- Externalize Time
- Go Visual (cards, cues, reminders, checklists)

CONTEXTUALIZE & CUE

- Awareness
- Attention
- Time
- Common Vocabulary

Cultivate the Act of: *Becoming A LEARNER*

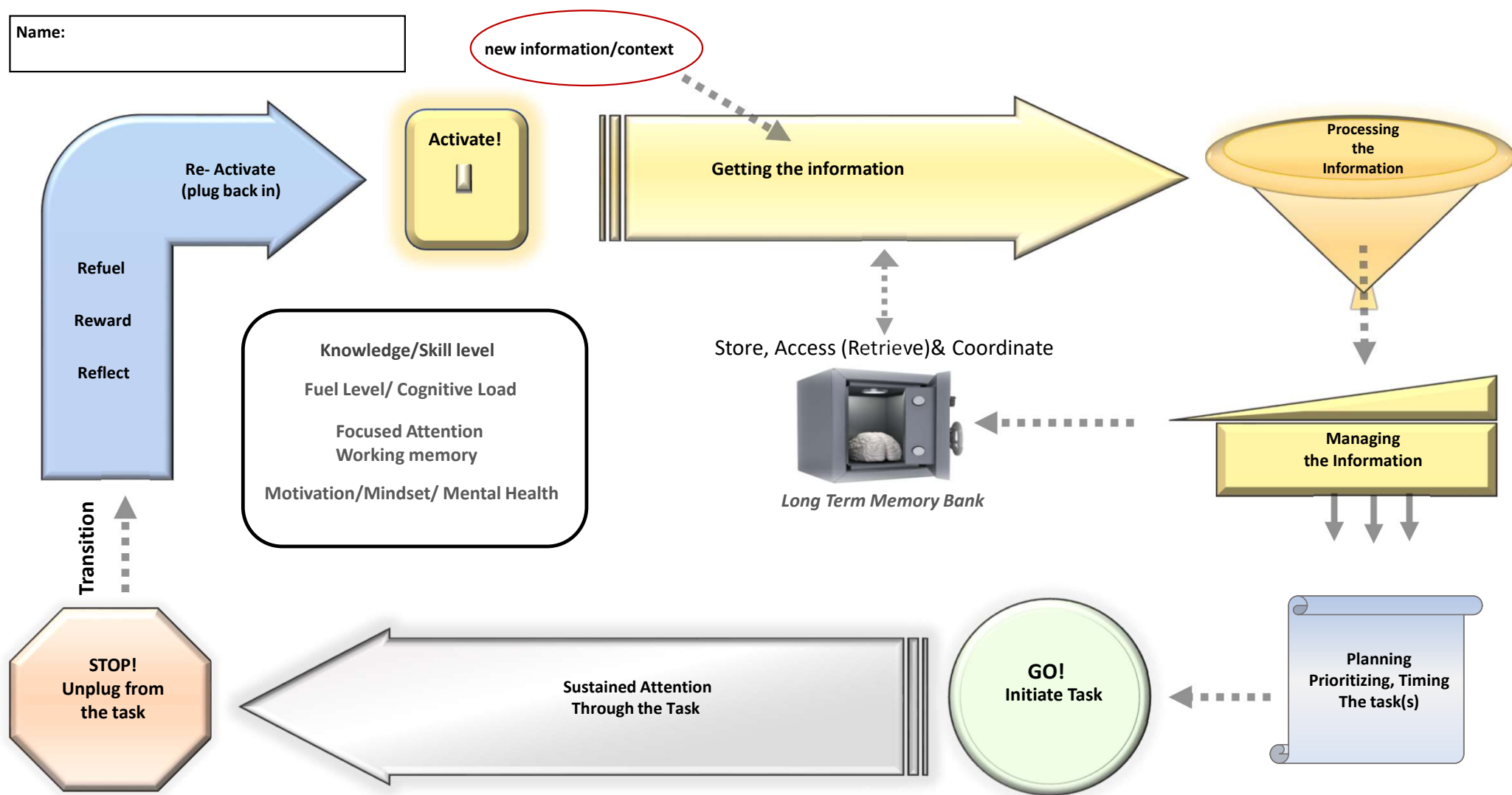
- Process Over Product
- Reflection & Growth
- Explicitly Teach Executive Skills (practice, practice, practice)

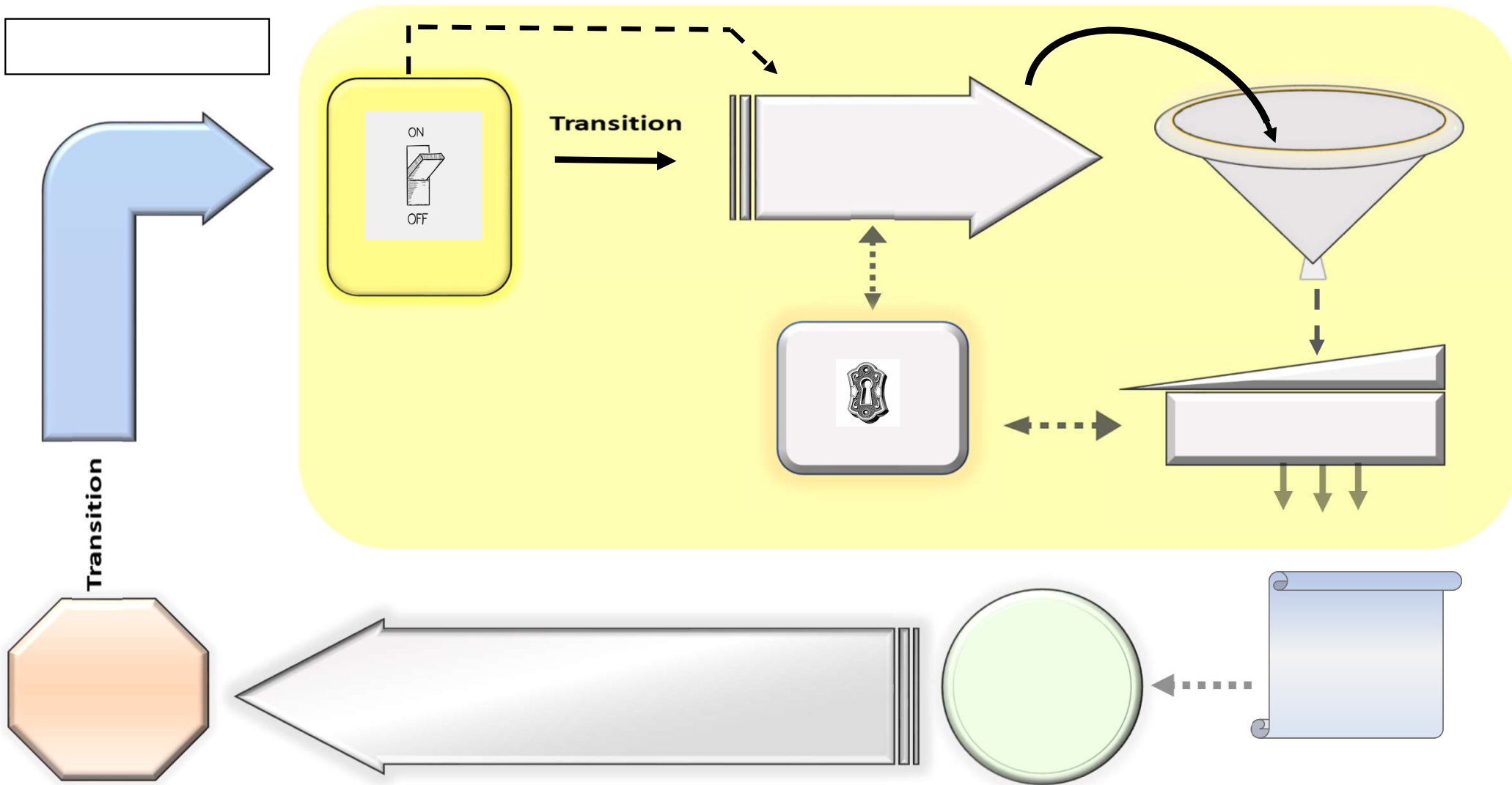
***Interventions need to be at the
"Point of Performance"***

Common Vocabulary

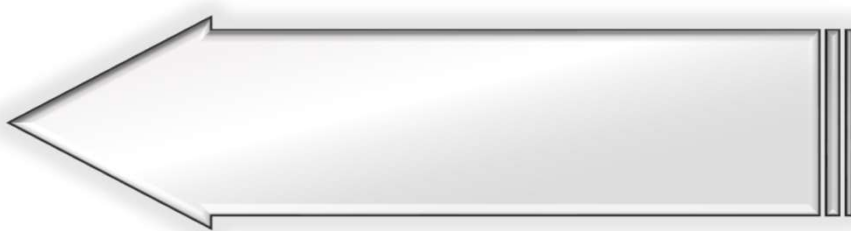
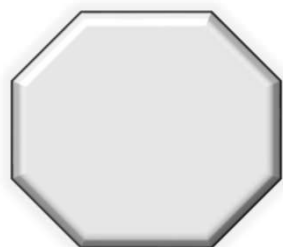
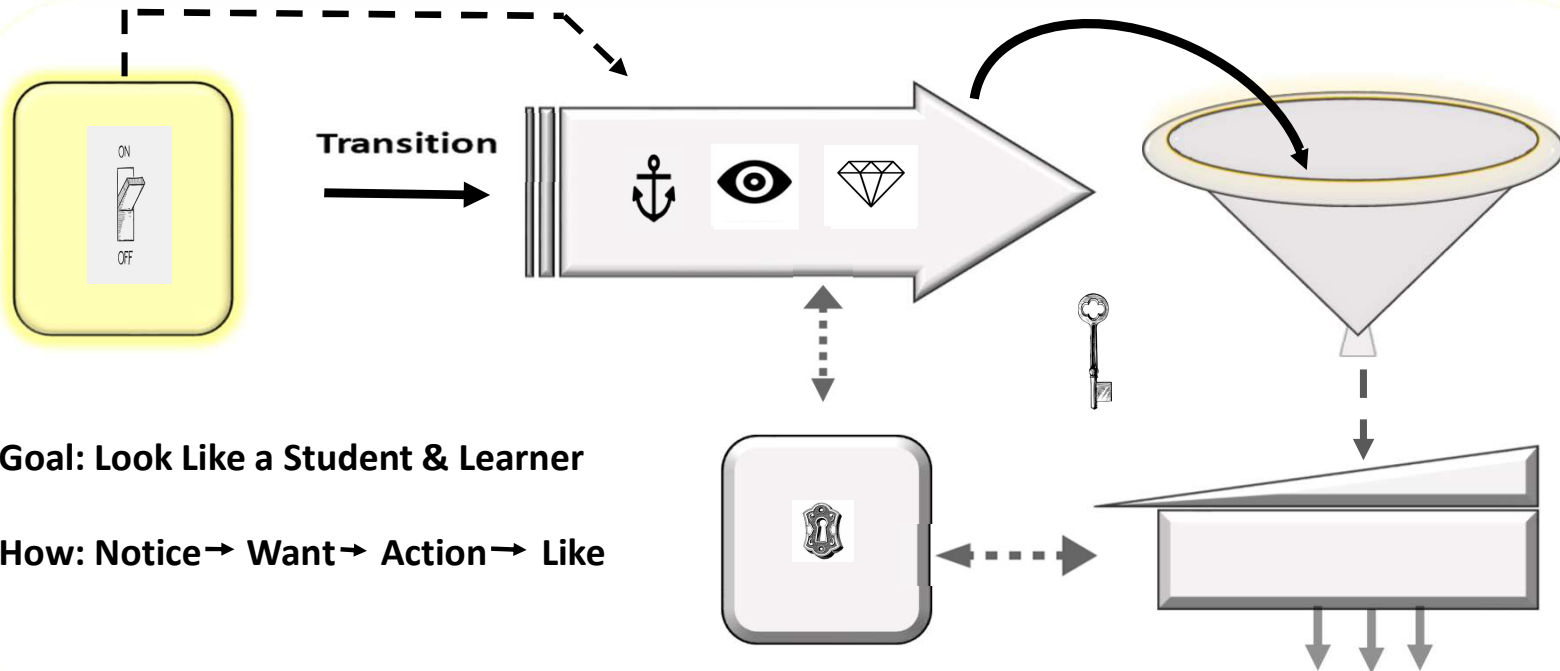
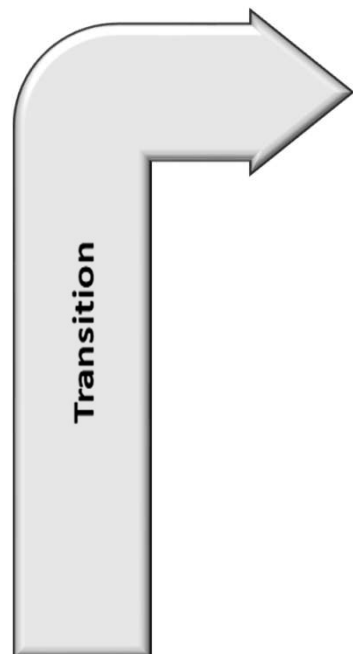
- Task
- Task destination
- Transition tasks
- Attentional spotlight
- Adjust your scope
- Mind and Body on Target
- Persistence/ Slay the Task!
- Shield: Power up the force field!
- Flexible not rigid and rocky
- Use your wizard brain (tame the lizard)
- Active Listening/Active Engagement (Body & Mind)
- “Look for the Exit Directions”
- Respond appropriately Mantra (verbal & nonverbal cues, respectfully, as students & learners, as a team player)
- “Your actions need to show me/communicate that you are on target”
- “I am giving a direction, I need your attentional spotlight _____”
- “This is a transition and these are your transition steps”
- “Here is your task”

Name:

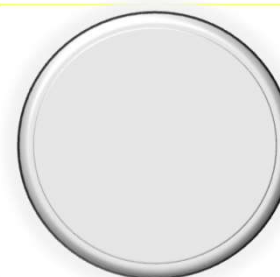




Context:



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Chunks
Personalize
Options

Increase Engagement & Attention

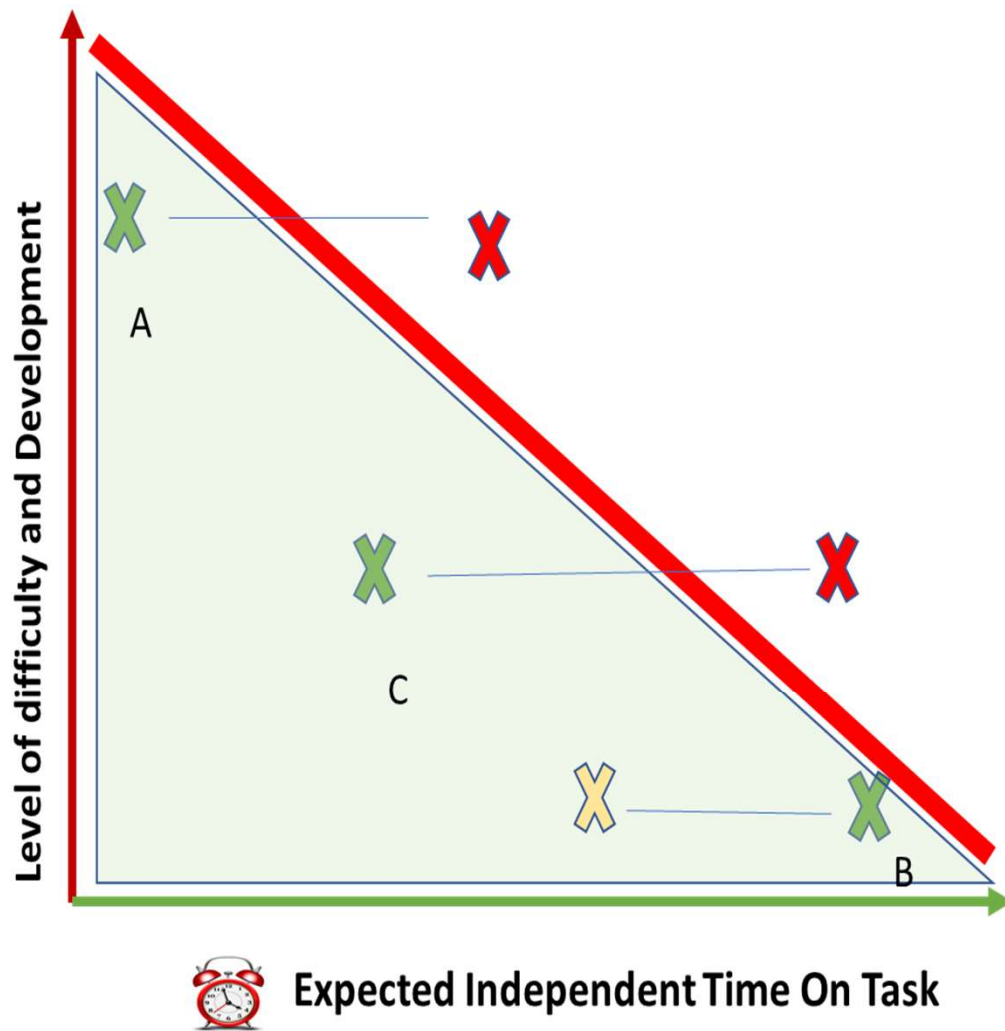


Be The Anchor
“CUE”

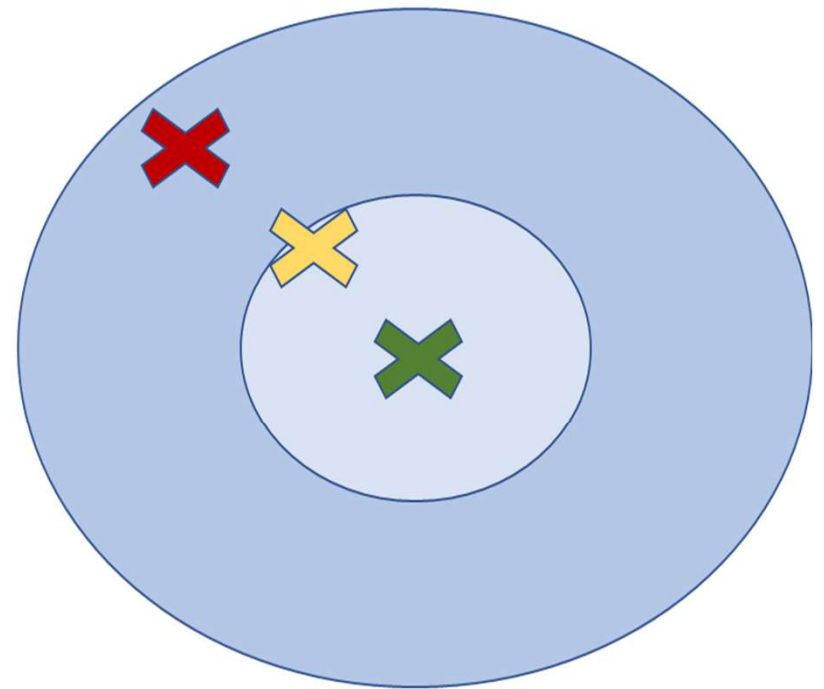
Externalize, Externalize, Externalize

“don’t rely on mental information, rather provide visual/ external representations”

- Go visual & Non-Verbal to gain and maintain attention
- Explicitly teach, practice and reinforce “Learner Behaviors”
- Post routines, rituals and reinforcement
- Use Common Vocabulary
- Use your voice and your eyes effectively (“Non-Verbals”)
- Provide an Anchor Activity/ Exit Directions for effective transitions and to increased time on task and work production



Zones of Proximal Development

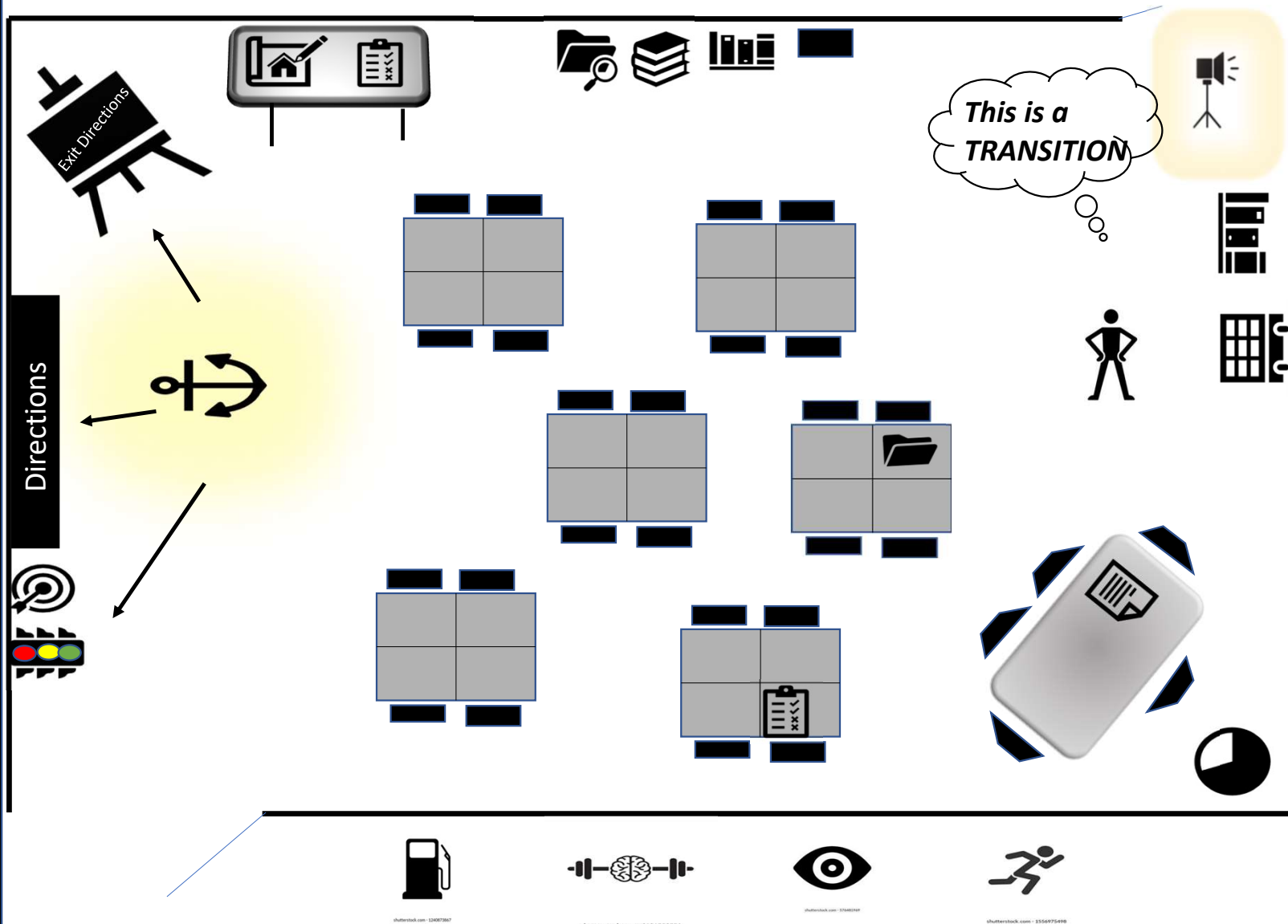


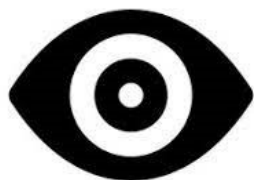


Attention Spotlight

Michael Grinder EnVoy- 7 Gems

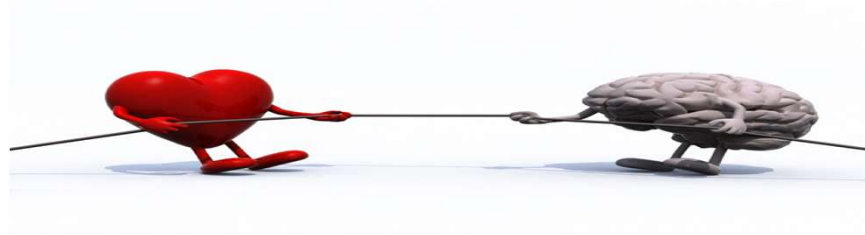
- Enter & Exit Directions-
Three Point Communication
- Non-Verbal/Verbal
Cues
- Broken Sentences
- “Freeze Body”
- “Most Important 20
Seconds”
- Transition- “Eyes Far
Body Close”
- “No Wake Zone”





Teaching
Tiles

Attentional Spotlight Check!



Off

Neutral

On



TEAMWORK



Ignore Non-Student Behaviors

Looks Like

Sounds Like

Responding
Appropriately

Transitions

Asking for help

Attention Spot
Light Awareness

Group work

Talk Outs

Becoming A Learner

Mastering and managing the drivers of learning

Teamwork

Expectations:

1. **Be Mindful and Aware:** Support the learning and learning environment of yourself and others.
2. **Respond Appropriately:** Be respectful to yourself and others, accept challenges, learn from mistakes, practice patience.
3. **Bring your growth mindset, willing attitude and best effort:** Be actively engaged and responsible for your learning and growth as a “Developing Learner.”

BODY and MIND ON TARGET!

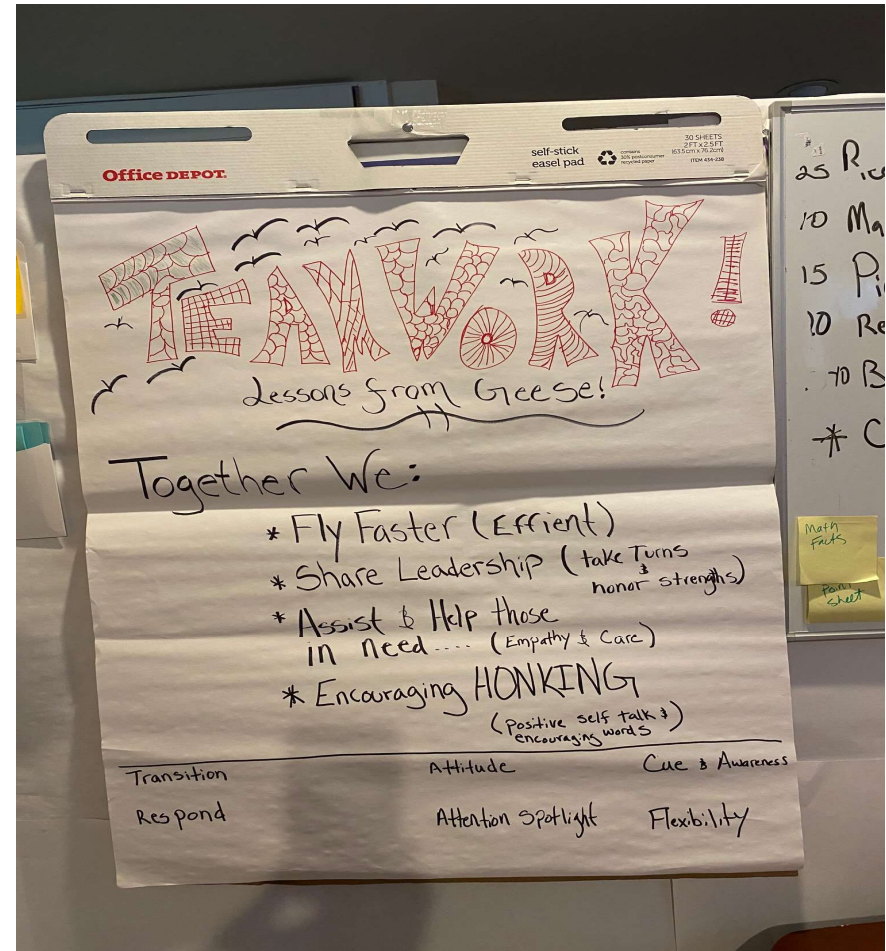
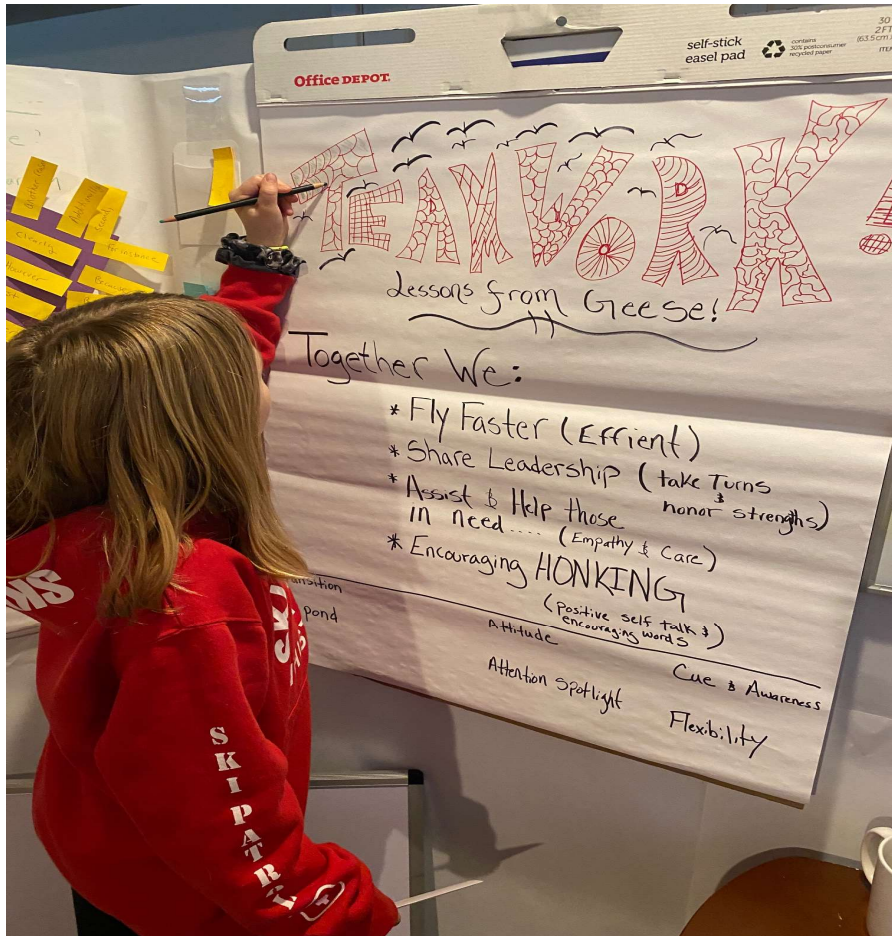


Looks Like

- Transitioning to the task
- Gathering materials
- Materials out and ready
- Eyes up front or on task
- Asking questions
- Raising hands

Sounds Like

- Transitioning with a quiet body
- Encouraging words only
- Working with a quiet body
- Encouraging others
- Ignoring “non-Learner” behaviors



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