

ADHD & Essential Accommodations



Hallowell Todaro ADHD Center

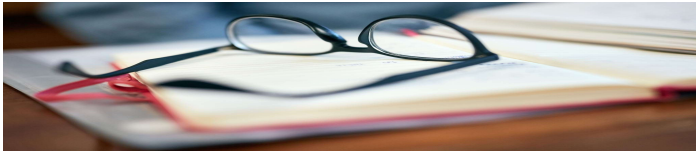
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Purpose & Principles for Process Learning



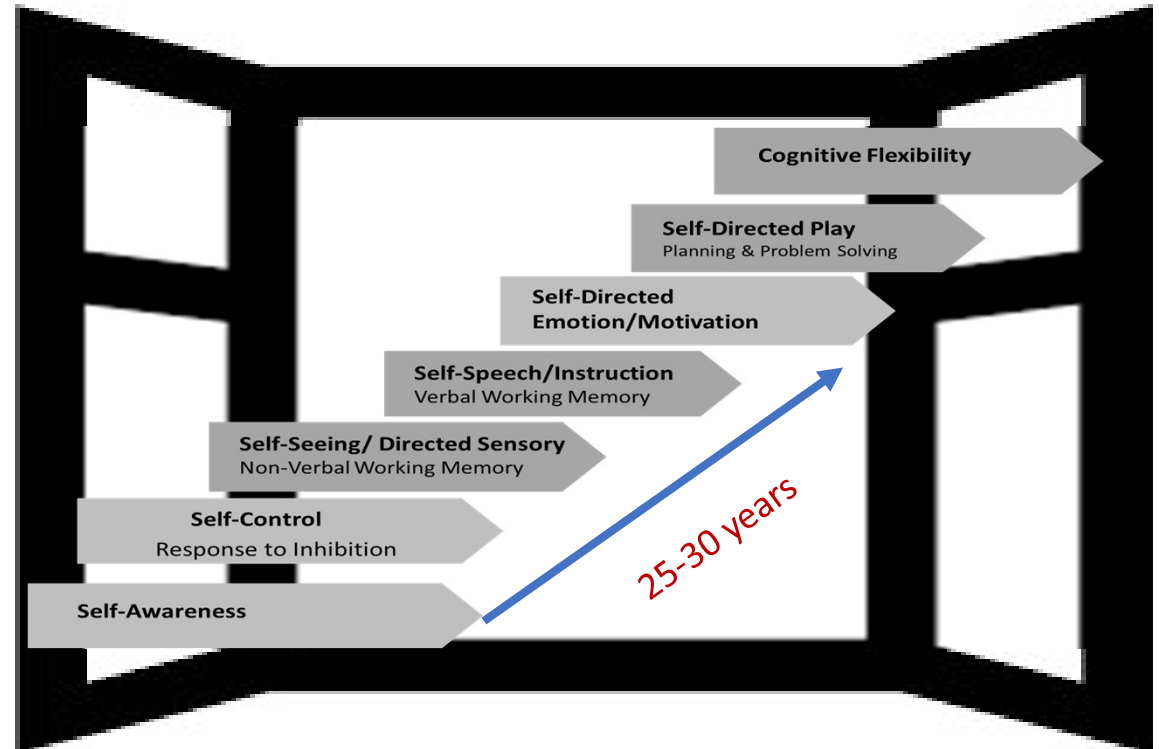
- ❑ Allow for **individualization** and **differentiation** of curriculum to meet improve areas of weakness and grow in the process of reaching learning targets.
(This should become student driven as they become LEARNERS!)
- ❑ Students should learn to **Identify roadblocks, understand learner needs for competence and success**, as they strive to meet specific learning targets.
- ❑ Teachers become the **guide** on the learning journey as students learn **HOW to LEARN and as they IDENTIFY learning needs and UTILIZE AND APPLY** taught strategies to reach a learning target or goal.

Principles that drive Process Learning that in turn allows for all students to become a successful, life-long “Learner”:

- ✓ Kids do well if they can!
- ✓ Meet students where they are at-Building blocks for becoming a Student & Learner
 - ✓ Understand the drivers of learning-
“Performance Problem vs. Personal Problem”
 - ✓ Process over Product
- ✓ Relationship & Rapport for Success

- ✓ Focus on the development of executive functioning skills by explicitly teaching them, infusing them into learning & content.
- ✓ Process over Product -Focus on Executive Functioning Skill development **within** the content and use **learning targets & content** as the **vehicle** in which to teach, assess and grow EF Skills.
- ✓ Celebrate and measure growth as a **Learner** through trial & error, allow failure to drive change, and make room to “grade” students on individual growth in the area of utilizing strategies that strengthen and grow weak executive functioning skills.
- ✓ Encourage flexible thinking, attentional control, self-monitoring skills & self awareness- *Students should be able to advocate and communicate their individual learning needs in order to reach learning targets and teacher expectations. They then need to show through the PROCESS how they are making those gains.*

“Becoming A Learner”



Development of “the drivers of learning” over time, enables a “window on time and independence” to open thus allowing individuals to become independent, self-regulated “LEARNERS”!

What Network:

- What I hold in mind is what I do...
- Internal desktop
- Switchboard between thinking and doing



Why do we need to focus on
infusing *executive functioning skill
instruction* in 21st century
classrooms?

NOT NOW!



When Network:

- Organize behavior towards the Future...
- Inhibit distractions/delay gratification/unplug
- Persistence toward goal
- Event—Reward—Outcome distance



Hot Network: (Just Do It! Switch)

- Interest vs. Importance
- Fight between the rational brain & the emotional brain
- Boredom tolerance/Frustration tolerance
- Procrastination & Emotion

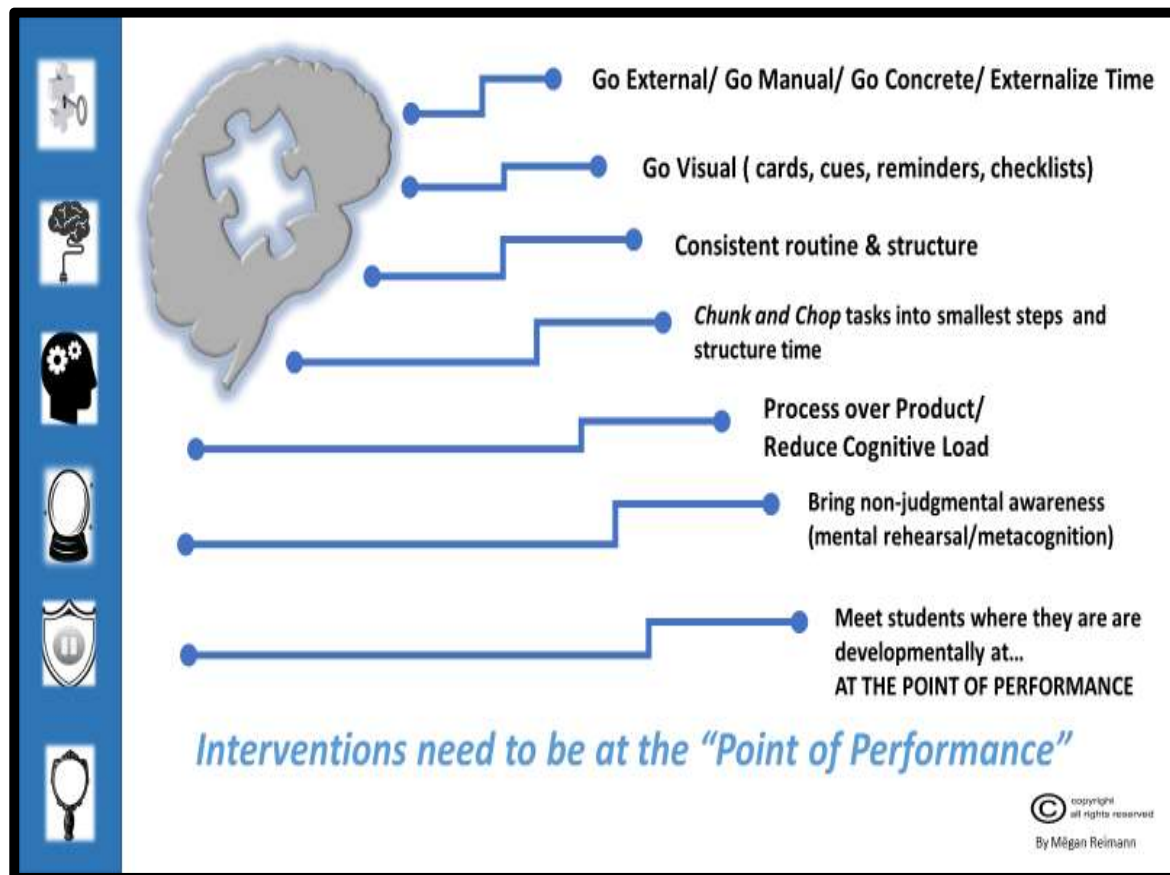


“Dear Colleague Letter” 2016
<https://www.youtube.com/watch?v=H1bkFiatsYk>

NOW!

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Re-building the way we teach with the bigger picture in mind!



Drill down Learning Targets to the most basic skills and meet students where they are at....

EXAMPLES?

Transition from
school/_____
Emotional state
Time
Activity Balance

Ritual/ routine
Move us towards task
Carrot? How far out?

Contextualize
/decontaminate
Prepare space
Assess context

Overview
Plan
Prioritize with a purpose
Lay it all out and make a list or plan
(planner-calendar-routine to check websites
grades etc)

End & Organize

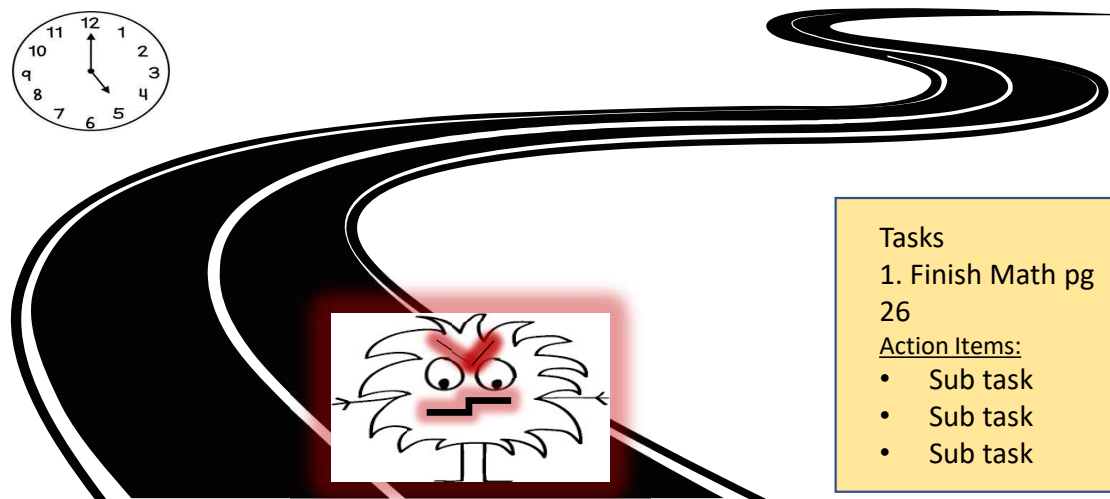
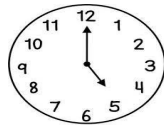
Repeat for other task
sets or subtasks

Move to the next Task
Set & Shape Task Set

End Task Out Loud
accountability/Reward/Relationship
building/Encouragement

INSIDE TASK
Assess-Monitor- Adjust-
Awareness-Attention-
emotion

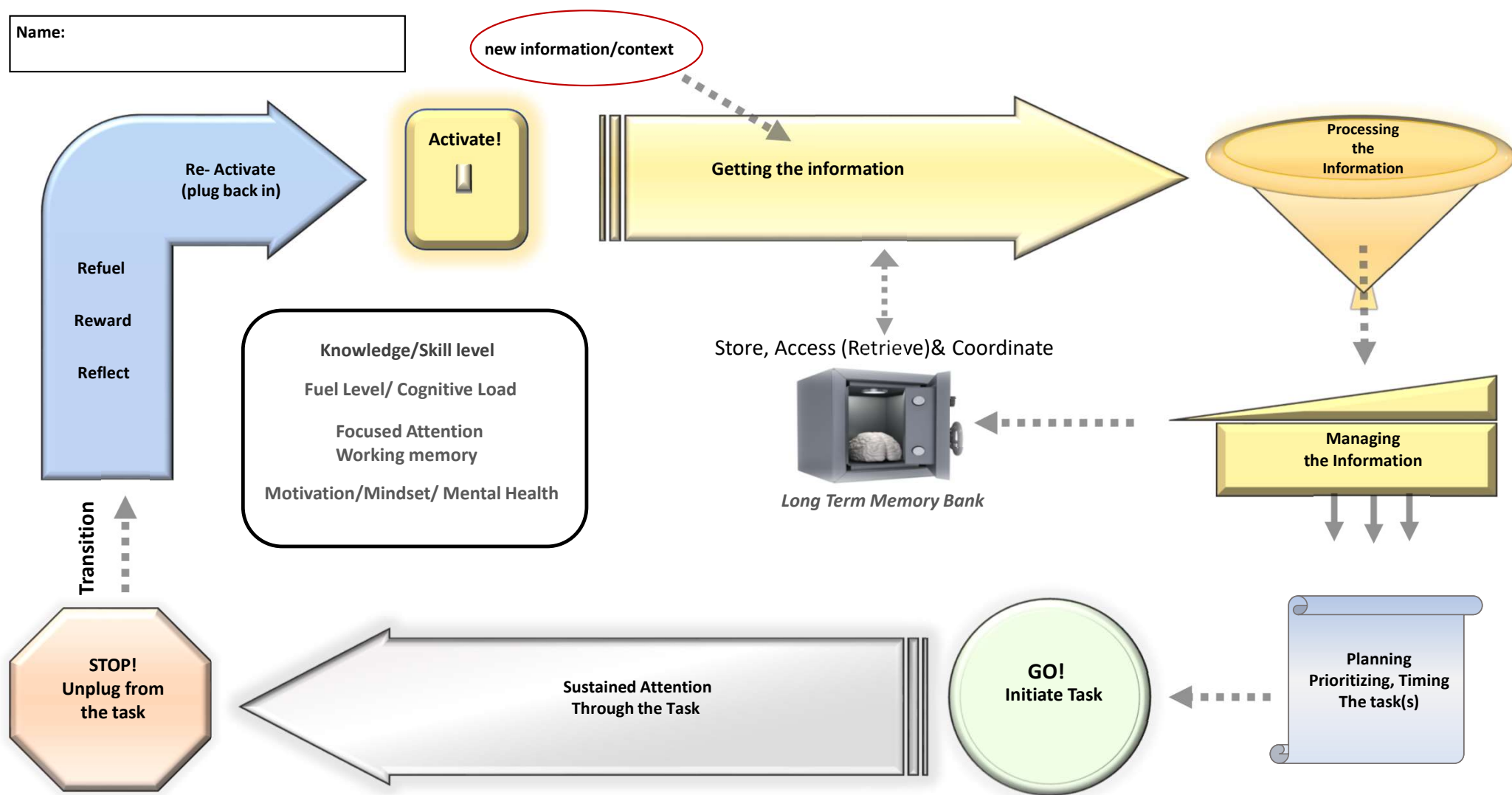
Hit Go Button for specified
time or chunk
(entering task-ship)



Tasks
1. Finish Math pg
26
Action Items:
• Sub task
• Sub task
• Sub task

Shape Task
Chunk into subtasks?
Goal?
Time?
Level of difficulty
Level of motivation
Emotion? why

Name:



Increase Engagement & Attention



Be The Anchor
“CUE”

Externalize, Externalize, Externalize

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

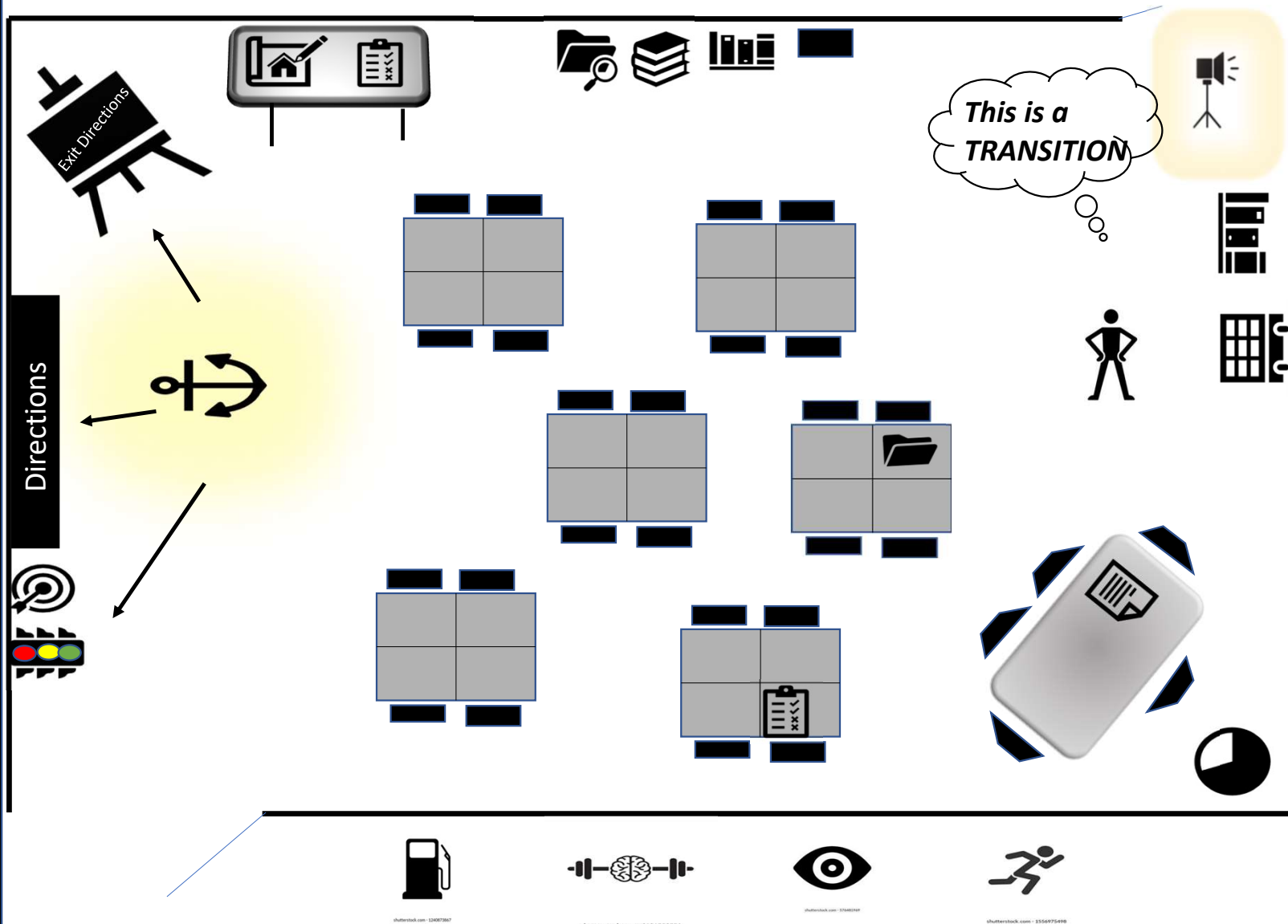
- Go visual & Non-Verbal to gain and maintain attention
- Explicitly teach, practice and reinforce “Learner Behaviors”
- Post routines, rituals and reinforcement
- Use Common Vocabulary
- Use your voice and your eyes effectively (“Non-Verbals”)
- Provide an Anchor Activity/ Exit Directions for effective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



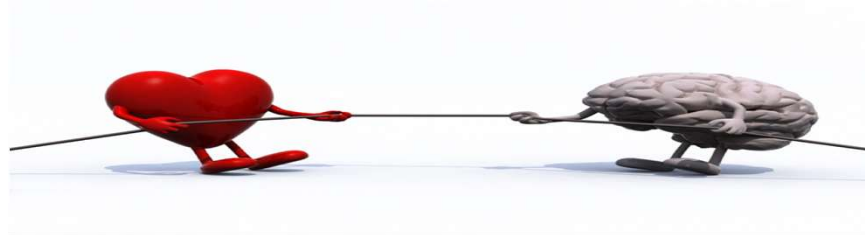
Attention Spotlight

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”



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!

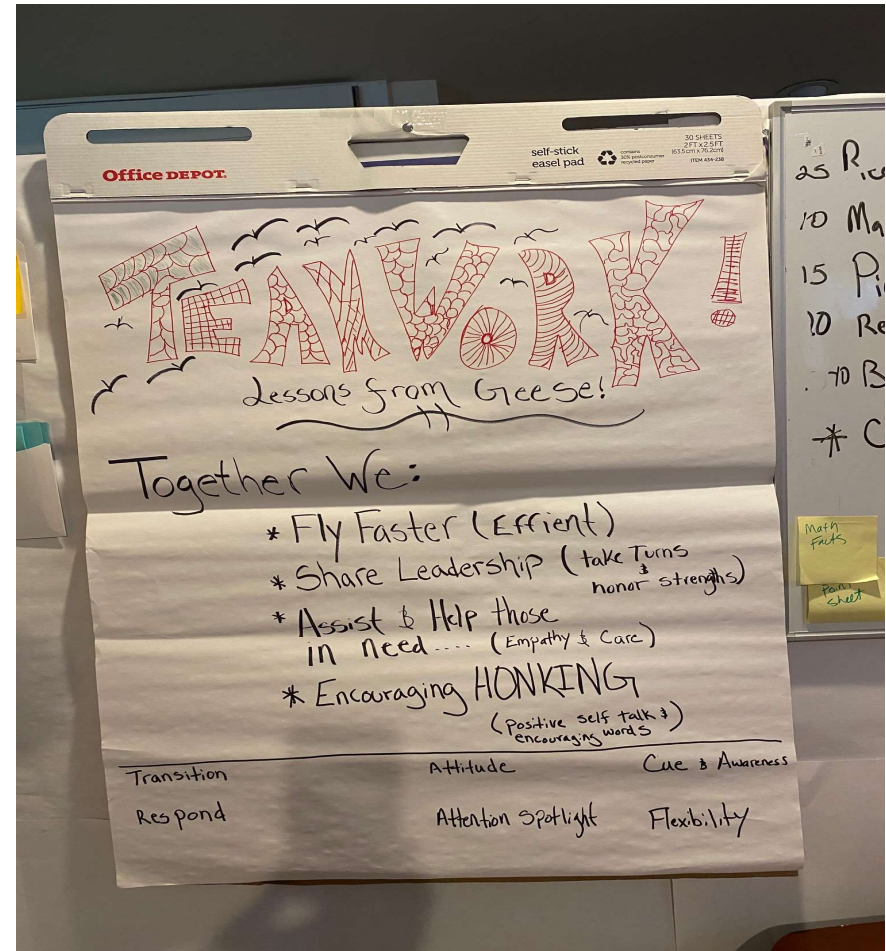
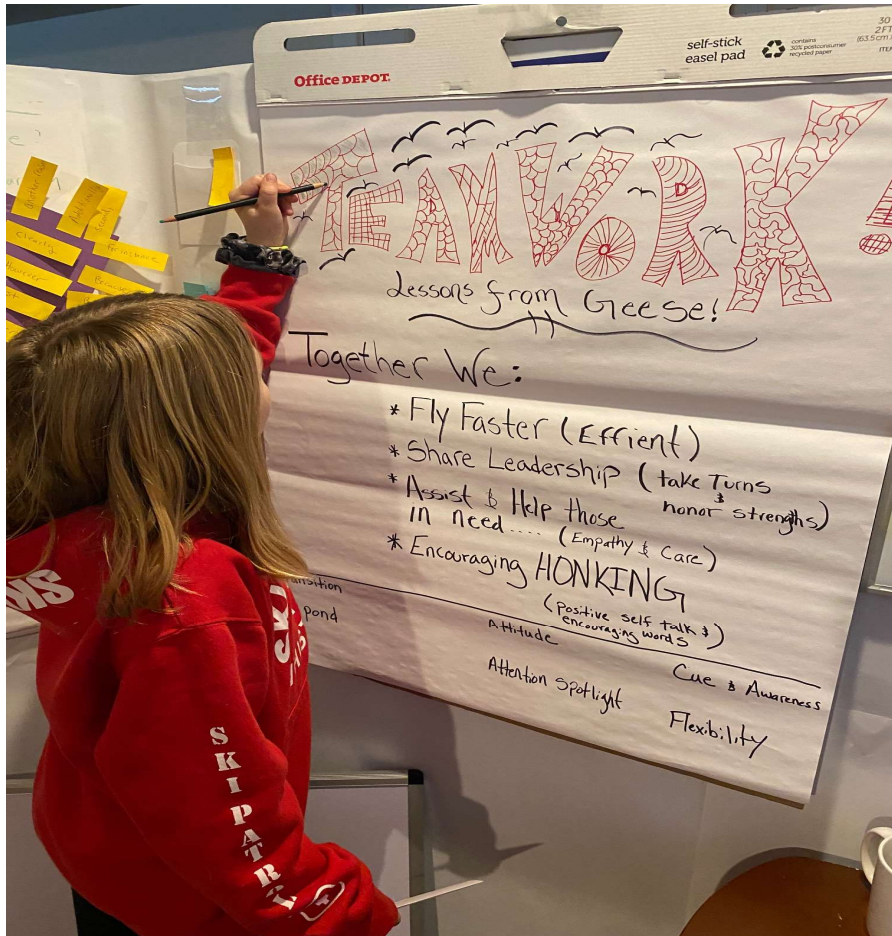


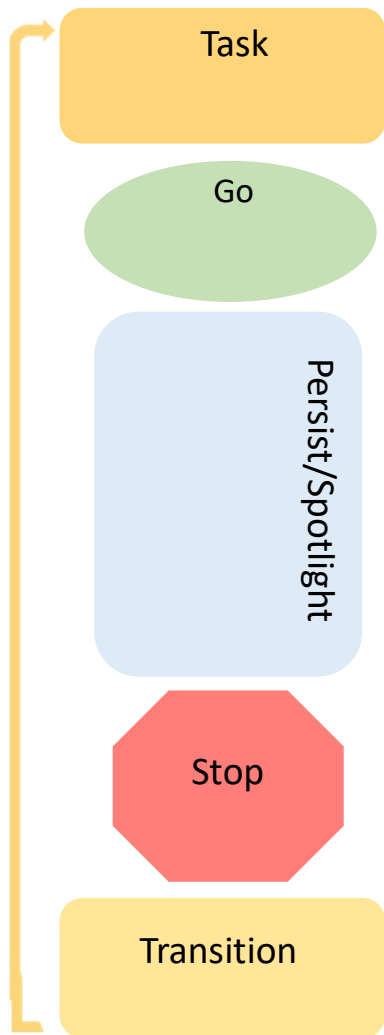
Looks Like

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

Sounds Like

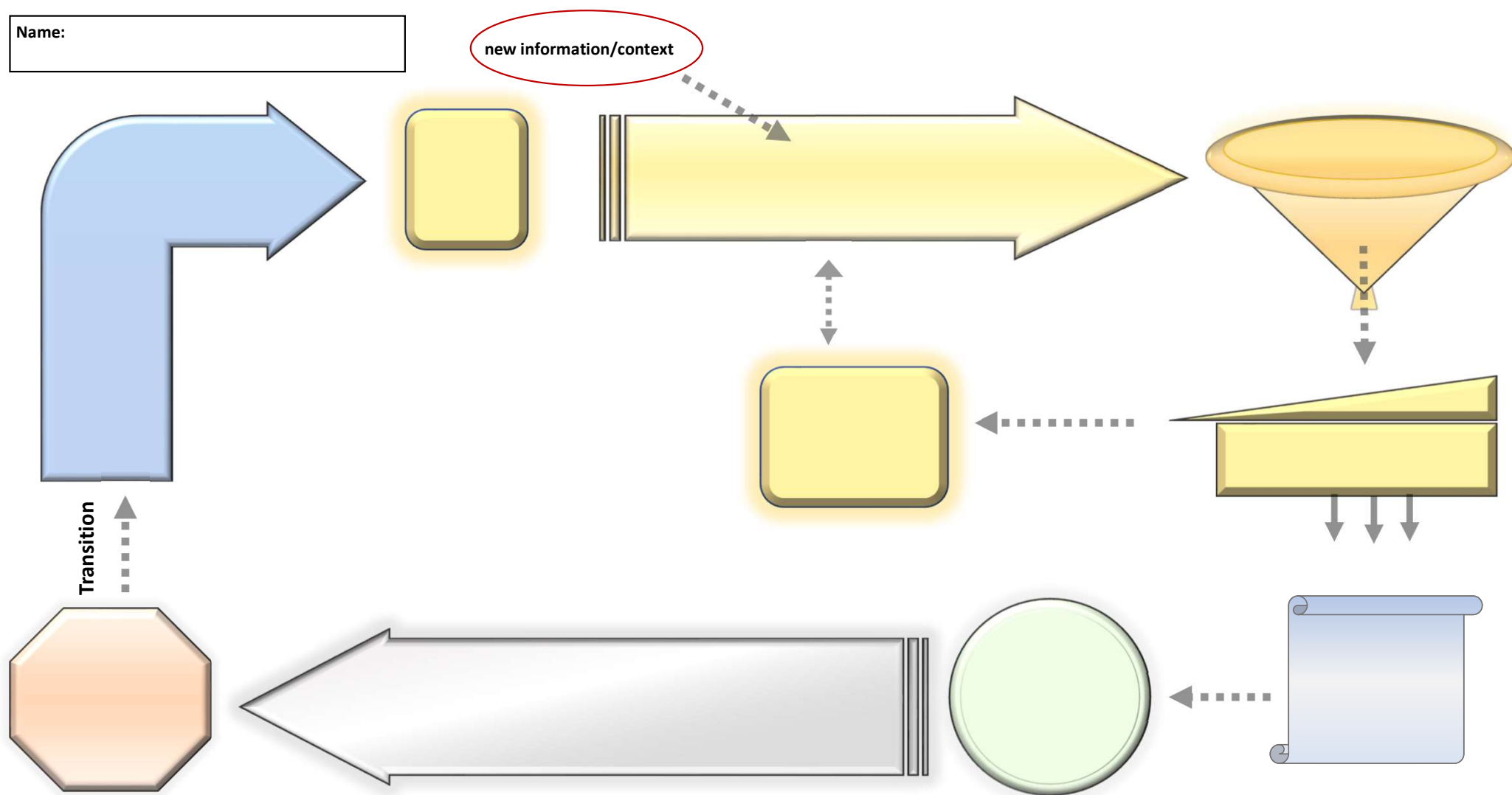
- Transitioning with a quiet body
- Encouraging words only
- Working with a quiet body
- Encouraging others
- Ignoring “non-Learner” behaviors

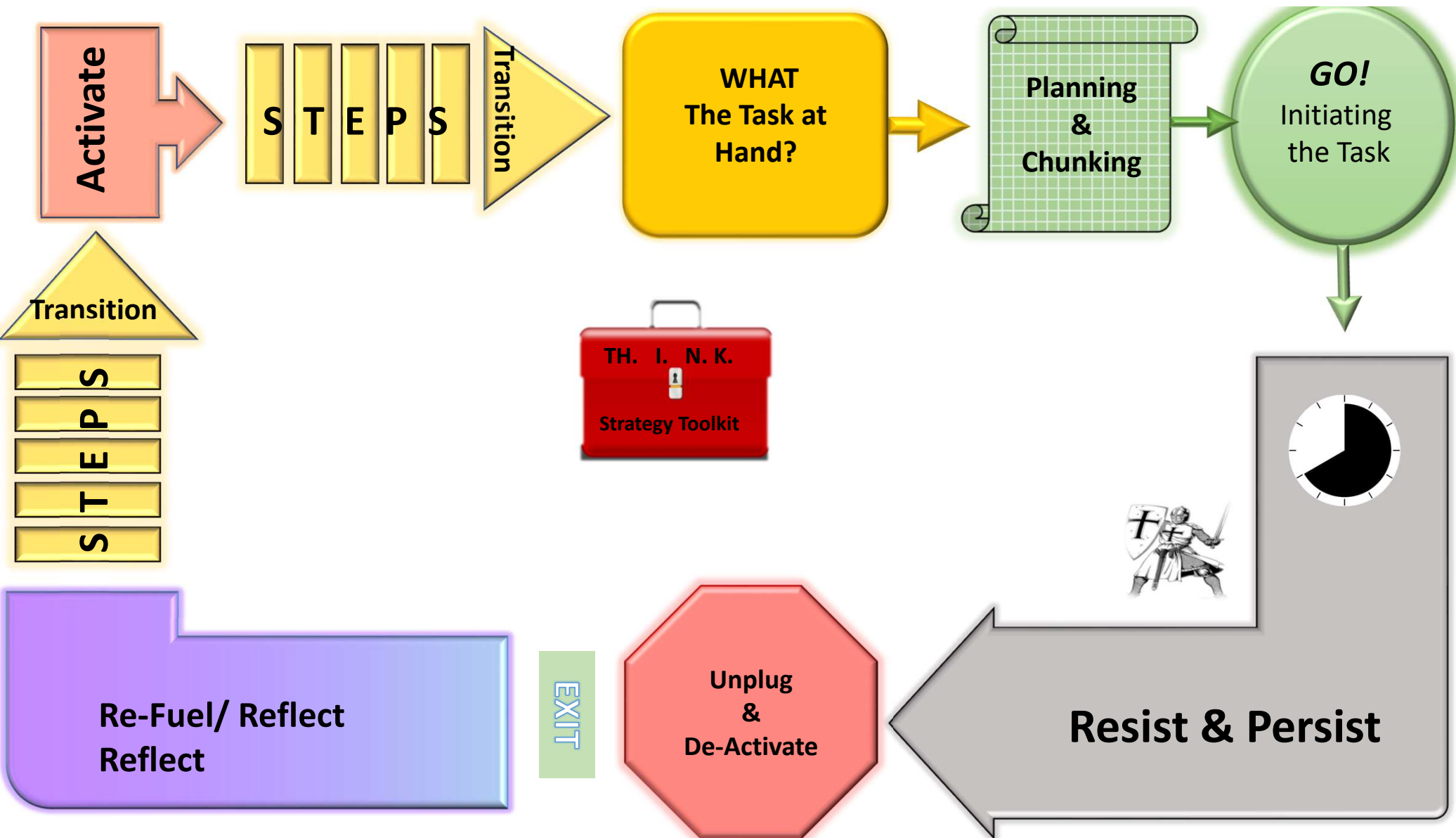


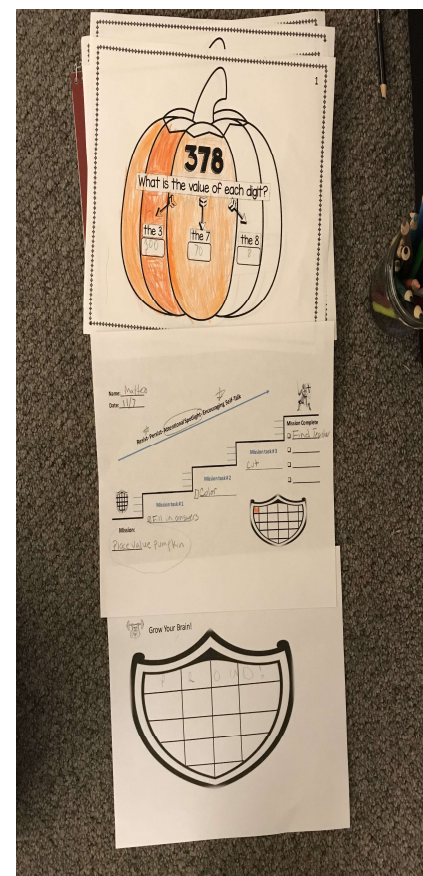
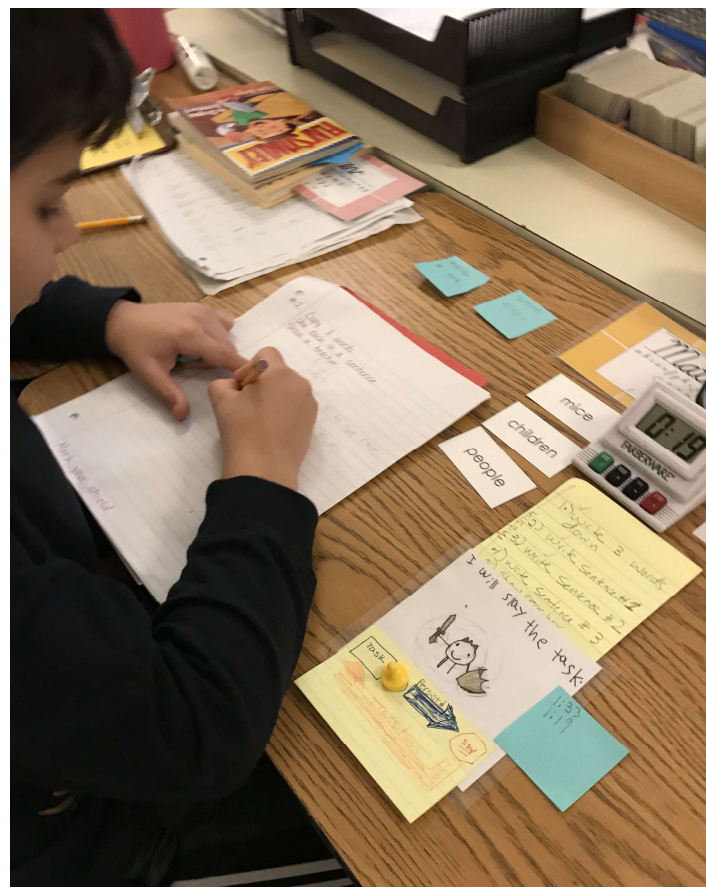
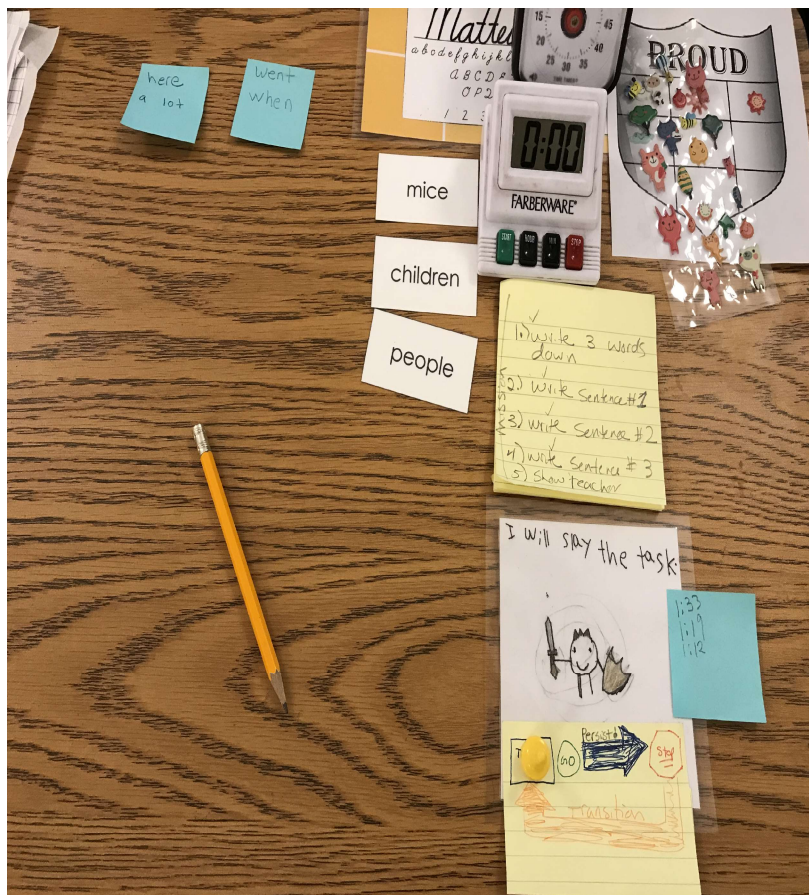


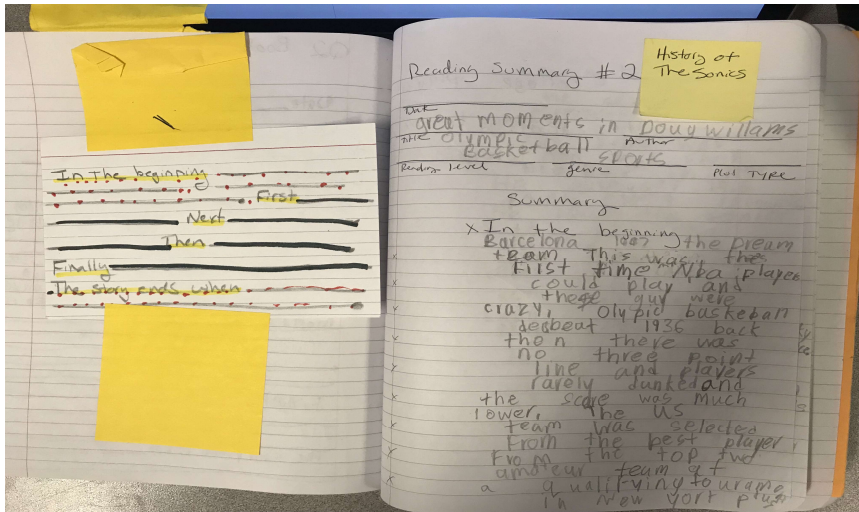
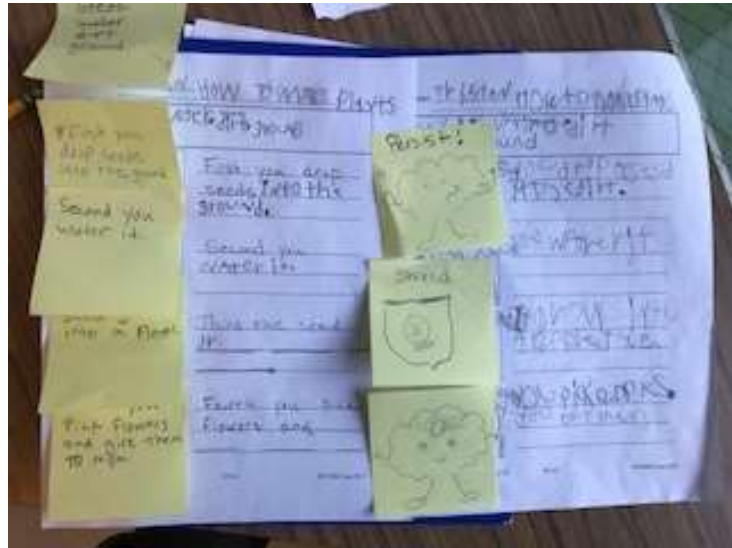
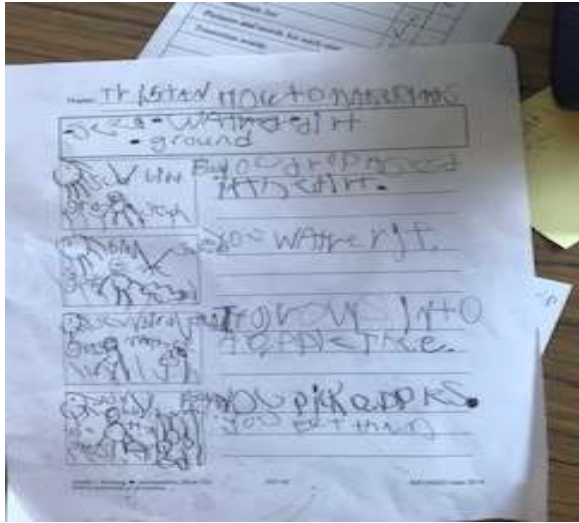
1. What is my Task (mission)?
2. What “transition steps” do I take?
3. Is my Attentional Spotlight Ready?
4. Go! (Charge)
5. Persist Through Task
6. Did I Slay The Task and Persist through my mission?
😊 :-/ X
7. What do I do now that I Completed my Mission?
8. What is my New Task/Mission?

Name:









Major Paper 1: Comparative Rhetorical Analysis

Due via e-mail by the beginning of class, Monday, October 23rd.

Pull Out Action Items!

- 1.
- 2.
- 3.
- 4.
- 5.

Our sequence has taken us through a range of genres and we have explored how authors relating to margins and centers. In SA 1.1, you analyzed your experiences towards a complex claim. In SA 1.2, you placed scholarship in conversation at several levels. Most recently you wrote a form MP1, you will rhetorically analyze how different authors or artists make claims relating to a particular issue. You will ask you to formulate a claim about what it all means.

Your task:

Write a **5-7 page paper** in which you perform **two rhetorical analyses in conversation** on an issue related to our class content—margins, centers, power, disenfranchisement, etc.

These two sources must be exercises in political or social issues speech. They may be opinion writings, blogs, magazine ads, videos, pictures, songs, poems, short videos, speeches, political ads, articles, or any number of things. The two pieces should have some essential difference—power, authority, production value, emotional tone, audience, format, point of view, or even effectiveness—so that you have some purpose for examining their rhetoric next to each other.

For example, you might compare a slam poem with a public speech and examine how one wrests emotion from an audience of peers while the other more carefully builds an argument before strangers: both build from the energy of sympathetic audiences, but one activates outrage while the other stirs political action. Looking at both together helps activists consider how passions can be used as a hammer or a scalpel for the cause, but also why such emotion and urgency is vital. As another example, you might look at two political ads and investigate why one is more effective than the other.

The texts must be dense enough to produce **5-7 double spaced pages of analysis**.

You will **make an argument about how their differences—and those of their audiences—affect their rhetorical choices, and what we can learn from their approaches together**. In your argument, move beyond simply comparing and contrasting the *content* of the texts to a structural consideration of *how the texts work*.

Consider, but do not necessarily pursue, the following questions in your writing:

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By Megan Reimann

Action items

- * ~~list~~ out all items
- * ~~locate~~ all items on master study map
- * print 2-3 blank Africa maps (Both maps)
- * make item not cards w/ features & context
- * ~~chunk~~ Areas
- * 1 blank map w/ color 1 blank map no color
- * matching games

* = Action item

M	T	W	Th	F	S	S
		7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

1. list All items for map
2. Label All items on map
3. print out a Blank map
4. Cut out a small puzzle piece or color icon of each item
5. practice 10 minutes every day

Congo
Hint: near

