

Outline Notes Pages for Dually Gifted/ADD-HD Presentation for the NM Gifted Conference. Contact the presenter, Patricia Miller, for more information: patriciam@gmail.com

1  **Dual Exceptionalities**

2  **Individualize Programs to Fit Learners' Needs**

- Some students fit easily into existing programming
- Other students have more than one exceptionality
 - Student's needs must be addressed in the program design
 - Duplication of services must be avoided

3  **What Program Best Meets the Student's Needs?**

- Discuss the student evaluation with the coordinators of the most likely programs
- Explore options with the parents and IEP team at an IEP meeting
 - All possible service providers must attend this IEP meeting
 - No services can be placed in an IEP without the representation of the service provider
- Do the services meet the legal requirement for LRE?
- Are the services necessary for appropriate school progress?

4  **Writing the IEP**

- Document services to be implemented on the Continuation Page
- Select one Case Manager
 - Only special education teachers can be Case Managers for students with federally defined exceptionalities.
 - Gifted is not a federally defined exceptionality
 - Psychologists, Social Workers, and most Gifted Facilitators are not Special Education Teachers

5  **Writing the IEP**

- Record the programs being split on the IEP, such as "SLD/G"
- Record who the case manager is and indicate who is the "Gifted Additional" person.
 - Federal Programs are more frequently the dominant programs
 - Gifted programs are funded with *state operational* money
 - The staff member with the most regular/extensive contact is usually the most appropriate Case Manager

6  **Writing the IEP**

- All service providers must have goals and objectives written and attached to the IEP
 - IEP goals and objectives must relate to a clearly written Present Level of Performance
 - IEP goals and objectives must be measurable and clearly connected to the student's demonstrated educational needs

7  **Programs vs.. Related Services**

- All related services are listed in IDEA '97, such as:
 - assistive technology
 - psychological/social work
 - transportation
- Anything other than this list is considered a program
 - Speech services can be either a program or a related service, depending on the student's needs

8  **Programs vs. Related Services**

- Only one program will receive funding for any child
- Case lists will include shared students, IF the IEP includes a "shared program notice" in the IEP
 - The non-case manager will be referred to as "Related Program" staff
 - These students count on staff caseloads, but not for funding purposes

9  **When Does This Need Commonly Arise?**

- Students who are identified as Gifted and who have one or more additional exceptionalities
- Gifted/LD and Gifted/SBD are two of the most common
- Students with currently identified exceptionalities not affecting intellectual functioning, may qualify for gifted services under HB 36a
 - Examples would include:
 - Hearing Impaired,
 - Physically Impaired,
 - Visually Impaired, and
 - Other Health Impaired

10  **What About Other Combinations?**

- Many districts already have SBD/MI classes
- Many programs are flexible enough to meet individual student needs
- National consensus is pushing a movement toward non-categorical placement
- Ultimately, the student must have a program that is individually designed for him/her

11  **Attention Deficit & Attention Deficit Hyperactivity Disorders**

12  **Overview of the Problems**

- In a classroom of 30 students, about 6 would have a learning disability and 1-2 of these would have ADD/ADHD
- Most children with ADD/ADHD develop emotional, social, and family difficulties. This means the number of children in foster homes with ADD/ADHD probably exceeds 50%.
- The emotional, social and family difficulties are not the *cause* of the academic problems but rather the *consequence*.

13  **What are Learning Disabilities?**

- Learning occurs in four steps:
 - Information is recorded in the brain-- INPUT
 - Information must be organized and understood-- INTEGRATION
 - Information is stored to be used later--MEMORY
 - Information must be used and shared with others--OUTPUT
- Learning disabilities can occur in any of these four areas

14  **What is ADHD?**

- Three types of behavior characterize the ADHD child:
 - Hyperactive
 - Distractible
 - Impulsive
- Only one of the three characteristics is necessary for the child to be diagnosed with ADHD.
 - Without the hyperactivity it is usually called ADD.
 - When paired with Depression (more common in girls) it is called ADD with Depression

15  **Hyperactivity**

- Child appears to be in constant motion.
- Sometimes only apparent when the child is under stress of some sort, school and confrontations are stressful.
- Both anxiety and depression can cause hyperactivity, but this is not ADHD
 - If the behaviors suddenly appear, think anxiety.
 - If they began after a life crisis, like divorce, it may be depression

16  **Distractibility**

- We allow all input to come into our brain from all of our senses.

- We screen the lower level information and use the more important--this lets us drive home safely even though we are daydreaming.
- Some people can't filter out unnecessary inputs effectively.
 - Visual
 - Auditory
 - Physical
 - Lower attention span

17  **Impulsivity**

- Short fuse
- Act before thinking
- Blurt out something and are sorry before they even finish speaking
- Don't learn from experiences because they can't pause to reflect before they act
- Get angry, yell, throw, or hit

18  **Emotional, Social, and Family Problems**

- ADHD and LD are not usually diagnosed until there is a problem
 - Child experiences school failure
 - Child's behaviors (impulsivity or hyperactivity) impact others ability to learn
 - Child becomes frustrated

19  **Emotional Problems**

- Child feels frustrated or "stupid"
- Expects failure
- Teachers and parents may call them "lazy" or "bad"
- Some become aggressive, getting into fights and lashing out
- Some internalize, becoming depressed, withdrawn, or showing a poor self-image.
- Some develop somatic complaints, headaches and stomachaches
- Some become the "class clown" to take the attention away from the failures

20  **Social Problems**

- Not just reading and math are affected-- sports, game playing, all aspects of a child's life are affected
- May not get along with age-mates-- may choose younger children
- Bossy or in need of being in control
- Missing social cues-- annoying, blundering, immature

21  **Family Problems**

- When one family member hurts, the whole family hurts
- Parents feel like failures:
 - Won't accept the disability
 - Angry that it happened
 - Feel guilty for causing the problem
- Siblings may blame themselves:
 - Is it my fault?
 - Is it contagious?
 - Angry about the different rules that may occur
 - Embarrassed by sibling with friends

22  **Your Role with the ADHD Child**

- Contact with the doctor
- Behavior reports, charts, and graphs
- Possible school administration of medication
- More contact with the doctor-- regular reports to get dosage correct

23  **What do Medications do?**

- They don't cure the ADHD

- They correct for a lack of certain brain chemicals in the nervous system
- Children are not “drugged” or “altered”
- The underlying endocrine imbalance is corrected with the right medication
- Ask lots of questions of the doctor
- Medications must be taken as prescribed-- including weekends and holidays
- Some doctors do prescribe a “drug holiday”, but it is becoming less common

24  **What to do about the Behaviors**

- Minimize stresses
- Structure
- Clearly defined expectations and limits
- A system that lists acceptable and unacceptable behaviors helps
- List rewards and consequences

25  **What about the Emotional Issues?**

- Counseling may be necessary
 - group
 - individual
 - family
- Practice in social situations
 - Success with social skills will help improve self-esteem
 - Set up situations to create successful interactions
- Role-play before outings and activities
- Practice reading social cues

26  **Creating Routines**

- You have to create the routine, so make it one you can live with
- Write it down so all class members remember the routine
 - Specific group work times, recess times, individual work times
 - Look for places where a routine can help your class
 - Certain types of work occurs in certain locations
 - Homework is always collected the same way

27  **Teach Self-monitoring Behaviors**

- Cue the child so he/she can be reminded about what the appropriate behavior is supposed to be:
 - “Johnny, how are you supposed to sit at the table?” “Are you doing that now?”
 - “What do you need to change?” “Great job Johnny”
 - “I’m looking around the classroom and I see books on the floor. Are books supposed to be on the classroom floor?” “Thank you for picking those up and putting them in your desk.”
- Move on to praise for appropriate behaviors:
 - “I like the way you remembered to do your spelling at 9:00.”
 - “Mrs.. Marrufo, look at the way Johnny remembered to put his homework in the completed work basket.”

28  **Teach Self-monitoring Behaviors**

- Provide a copy of the daily schedule so the child can begin marking him/herself when tasks are done at the appropriate time
- Ask the child to begin saying praise statements about him/herself
 - “I like the way I remembered to put my math materials away before I got out my reading supplies.”
 - “It makes me happy when I remember to come to the classroom immediately after lunch recess.”

29  **Rewards and Incentives**

- Don't inflate the economy
- Get double duty out of things you would do anyway
- Try to connect the behavior with the reward
- You have to start with the external before you can ever go to the internal

30  **Punishments**

- Removing the child from a pleasant situation
- Using an aversive consequence
 - Make sure it is aversive
 - Make sure it is leading to a decrease in the behavior
 - Examples: picking up trash, staying after school, time-out, no TV at home

31  **Negative Reinforcement**

- The child avoids an unpleasant consequence by behaving in a certain way.
- Always tell the child in advance
- Provide the consequence in a firm, business-like way-- no emotion or lectures
 - Examples: Child is late for dinner, child cleans up the dishes. Child doesn't get dirty clothes into the hamper, child has to wash dirty clothes.

32  **Don't Over Punish**

- Lectures and angry tirades don't work
- If you feel the pain, the child doesn't have too
- If you become the focus of the child's anger, the child will not connect the consequence with his/her own behavior
- Yelling lowers self-esteem for all parties
- Punishment should be infrequent if it is to be meaningful

33  **Pick Your Battles**

- It isn't necessary that every child have the same expectations
- It is necessary that each child have consistent expectations for him or her
- Decide what matters most to make you life easier
- Don't sweat the small stuff

34  **Plan for Your Student's Success**

- Structure the day
- Make your expectations clear
- Don't take the child's mistakes as a personal affront or insult
- Remember: if the child could just be different he/she would
- PRAISE, PRAISE, PRAISE-- At least three positives for every negative (five is better)

35  **Classroom Interventions for ADD/ADHD Students:**

How a Teacher can Maintain a Link with Sanity

36  **Classroom Seating**

- Away from:
 - traffic areas
 - pets
 - crowded areas
 - doors
 - dangling mobiles
 - windows
- Access to a special "office" area

37  **Increasing Productivity**

- Work with folded 8 1/2 x 11 sheets of paper
- Viewing window from colored tag board
- Colored tag board frame/window for the desktop

38  **Setting up a Notebook**

- Clip on the inside front cover
 - Brightly colored weekly assignment sheet
 - Change the color each week
- Homework pocket on the inside back cover
 - All homework goes into this pocket
- Plastic pencil pouch

Kleenex	Pencils	Pens	Lunch Tickets
Sharpener	Eraser	Ruler	Scissors
Calculator	ALL NOTES HOME		

39  **Setting up a Notebook**

- Fresh paper in each section

"We are looking for STRUCTURAL solutions first, then we will look for PROCESS solutions."

40  **Notetaking**

- Six steps involved:
 - Sustained Attention
 - Comprehension
 - hear and understand
 - Translation
 - condense into fewer words
 - Coordination
 - handwriting is a complex task

41  **Note Taking**

- Immediate Memory
 - whatever you write is at least 15 seconds old
- Integration of all and Recycle
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Which of these is likely to be an area of strength for the ADD/ADHD student?

42  **F.L.O.W.S.**

Follow the teacher's eyes
 Listen for test items
 Outline by drawing lines between subjects
 Write minimally and use symbols
 Sit near the teacher

43  **Symbols**

- Letter in a circle for frequently used words
- abbreviations
- w/ and w/o
- up and down arrows for increase and decrease
- "g" can stand for -ing endings

- drop as many vowels as you can
- 44  **Kinesthetic Interventions**
 - Use some cool down time exercises
 - stretching
 - NOT aerobics
 - Use recess, don't take it away
 - Let the child collect papers and be your messenger
 - Use an older child to escort a younger child
- 45  **Kinesthetic Interventions**
 - Soft, squishy object to manipulate
 - Don't worry about every little movement. Let the child hold and manipulate the object when he/she is to be seated. This can be a rice or flour filled balloon. It can also be a small toy like a beanie baby or a dog chew toy.
- 46  **Creating an "I can" Attitude**
 - Start with what the child is familiar and then move to the unfamiliar
 - Simple --> Complex
 - Concrete --> Abstract
 - Known --> Unknown
 - Review after each section, present in small units
- 47  **Creating an "I can" Attitude**
 - Begin with what the child does well and gradually work up.
 - Aim for only a 10% challenge level and a 90% easy success rate.
 - Structure work to permit only 1 error in each 10 questions
 - Reduce expectation that students will absorb information at the same rate
- 48  **Creating an "I can" Attitude**
 - Student may ask for a repeat of instructions once per day
 - Appoint a student helper they may ask more frequently
 - Allow child to talk to himself
 - Don't make deadlines too tight
 - Focus on effort more than product
 - "Thank you for trying so hard." rather than "You did a good job." or worse, "That is much better than the last time."
- 49  **Creating an "I can" Attitude**
 - Students think and write slower. Reduce assignments to give them much more time.
 - Only give homework twice per week.
 - Limit homework to one subject per day.
 - Don't give homework over holidays and weekends.
- 50  **Parent Promises**
 1. My child will do the homework you assign.
 2. My child will do it well, C or better.
 3. My child will learn what you say he/she needs to learn.
- 51  **Teacher Promises**
 - Reduce the work assigned.
 - the child does not study more than 2 hours per night
 - it takes a child with ADHD four hours to complete work other children could do in 40 minutes
- 52  **The Homework Chain**
 1. Realize an assignment is being given
 2. Write down the assignment
 - student helper checks to see if the assignment is written down correctly

– teacher checks the assignment sheet at the conclusion of each day

53  **The Homework Chain**

3. Understand the assignment
 - provide a colored card to let the child show the teacher he/she didn't understand the instructions.
4. Get materials together
5. Get it home
 - photocopy parts of books
 - provide a duplicate set of books for the child to keep at home

54  **The Homework Chain**

6. Start Work
 - work before play
 - this lets them earn the playtime
 - short snack time and then to work
 - no T.V. or friends

55  **The Homework Chain**

7. Complete the homework
 - Sequence task, harder first
 - Insulation, no interruptions (music as white noise is okay)
 - Materials, own workspace with supplies
 - Position, erect and not horizontal
 - Lighting, bright with no unusual shadows
 - Energy discharge, walk around every half hour

56  **The Homework Chain**

8. Canning the homework; parent checks for:
 - Completeness
 - Accuracy
 - Neatness

57  **The Homework Chain**

9. Put it in the homework pouch
10. Take it back to the school
 - Put the notebook between the child's shoes and put them by the door
11. Retain the notebook
12. Turn in the homework when it is needed
 - Student helper may assist
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58  **The Homework Chain**

- Have student identify the areas he/she feels are weak links.
- You strengthen the links.

59  **Any Questions?**

Thank You For Your Time and Attention

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