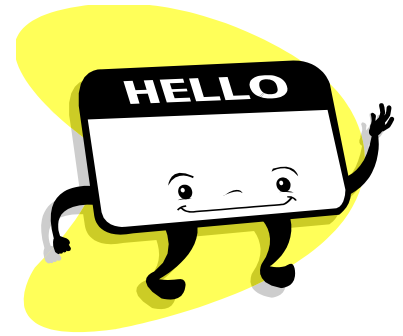


Home Strategies to use for Students with ADHD / Learning Difficulties

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Meet and Greet



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Some topics we will be looking at:

- At-home strategies for students with ADHD and other learning difficulties
- Tips for homework and studying
- Basic behavioral strategies
- Tips for at-home behavior management

Learning Disabilities

- **Learning disabilities can affect a person's ability in the areas of:**
- Listening
- Speaking
- Reading
- Writing
- Spelling
- Reasoning
- Mathematics

Common Learning Difficulties

- **ADHD (Attention Deficit Hyperactivity Disorder)**
 - difficulty staying focused and paying attention, difficulty controlling behavior and hyperactivity
- **Dyslexia**
 - can differ in each individual but can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders
- **Auditory Processing Disorder (APD)**
 - Individuals with APD do not recognize subtle differences between sounds in words, even when the sounds are loud and clear enough to be heard
- **Visual Perceptual/Visual Motor Deficit**
 - affects the understanding of information that a person sees, or the ability to draw or copy. It can result in missing subtle differences in shapes or printed letters, losing place frequently, struggles with cutting, holding pencil too tightly, or poor eye/hand coordination.
- **Executive Functioning**
 - An inefficiency in the cognitive management systems of the brain that affects a variety of neuropsychological processes such as planning, organization, strategizing, paying attention to and remembering details, and managing time and space

Home Recommendations for Students with Learning Difficulties

- 1. **Give specific instructions.** "Pick up your books and put them on the bookshelf."
- 2. **Assign tasks that your child is capable of doing on his own.** Success builds confidence. The goal is to teach your child to do things independently.
- 3. **Involve your child in discussions about rules and routines.** It will help him understand goals and teach him to accept responsibility.
- 4. **Write down routines as sequences of tasks (two to five items only), and post where easily visible (refrigerator, bathroom mirror).** Review lists regularly with your child.
- 5. **Be realistic about time.** Make sure you've set aside enough time for the child to complete his homework, clear the dishes, and get out the door in the morning. If the original time frame is leaving you five minutes short, add five minutes.

Home Recommendations for Students (cont.)

- 6. **Expect gradual improvement.** It takes time to change old habits and form new ones.
- 7. **Praise effort — not just results.** If your child set the table but forgot napkins, acknowledge that she's trying. Reward good behavior more often than you acknowledge things done incorrectly.
- 8. **Allow for free time in daily routines.** Kids — and adults — need downtime.

When giving direction.....

- Touch your child's shoulder and encourage eye contact before giving a direction.
- Only give a direction when you are able to follow through.
- Have your child repeat directions and rules out loud in their own words.
- Consider the use of visual schedules, if needed.

Visual Schedules

- Use visual schedules at home to structure after school activities and weekends.
- You can use picture or word schedules, depending on your child's reading skills.
- Some children benefit from removing each item on the schedule as they complete it.
- You can use a timer (alongside the visual schedule) to signal the end of activities throughout the day. This is particularly useful for less-preferred activities.

Other helpful suggestions.....

- Establish consistent home routines
- Use clocks and timers for different activities and breaks
- Warn your child in advance of transitions (e.g., 10 minutes, 5 minutes, 1 minute)
- During homework, give frequent breaks

- Speaking of homework...

Homework Tips and Strategies

- Set up a specific location where homework is done.
 - Consider lighting, distractors in the area, etc.
- Create a homework bin which includes all of the supplies your child needs to complete his/her homework.
- Purchase or create a homework calendar to track assignment due dates and completion.
- Be present as your child begins their homework to ensure that they understand the assignment.

Homework Tips and Strategies

- Have your child pack his or her book bag when their homework is completed (instead of the next morning).
 - Consider placing an index card with a list of items that should be packed next to the book bag to help them remember everything.
- Break homework assignments into smaller tasks.
 - Spread tasks out over multiple nights when possible.

Homework and Study Tips for all Types of Learners

- If your child is a visual learner...
 - Have them type their notes using fonts of various sizes, colors, or styles.
 - Use flash cards and drawings when studying for a test.
 - Keep a list of assignments in writing.
 - Try word games, such as: Scrabble or crossword puzzles.

Homework and Study Tips for all Types of Learners

- If your child is a tactile learner...
 - Provide blocks, chips, or other manipulatives for math problems.
 - Use Scrabble pieces or magnetic letters to spell words.
 - Have them act out important scenes from literature or history passages.
 - Create hands on learning experiences, like science experiments.

Homework and Study Tips for all Types of Learners

- If your child is an auditory learner...
 - Have your child read notes into a recorder and then listen to them played back.
 - Recite important facts to the rhythm of a favorite song.
 - Provide opportunities for studying with a classmate, so that he/she can listen to another student discuss facts, etc.

Tips for Behavior Management at Home

Behavioral Basics

- Behavior is anything we say or do.
- Behavior is almost always an attempt to communicate something.
- Behaviors are learned and they all serve a purpose.

The 4 Functions of behaviors

We engage in behaviors in order to...

- Get attention or a reaction from others.
- Escape from demands or something unpleasant.
- Gain access to preferred items.
- Gain or avoid sensory input.

The ABCs of Behavior Management

To understand problematic behavior, you need to think about what comes before it and what comes after it. Consider this:

- **Antecedents:** are factors occurring before a behavior that make it more or less likely to occur.
- **Behaviors:** specific actions you are trying to change.
- **Consequences:** are the results that follow a behavior. Consequences can be positive or negative. Both may determine the likelihood of a behavior recurring.

How do we change behavior?

We change behavior by manipulating what occurs both before and after (the antecedents and consequences).

- Begin by choosing the behavior that you want to change.
 - Be specific.
 - Make sure it is a behavior that you track or measure.

Antecedent Changes to Try...

- Have an awareness of the current situation and adjust accordingly.
 - Is your child fatigued, feeling ill, excited? All of these can alter behavior.
- Change the environment.
 - Remove distractors, organize the homework area
- Make expectations clear and restate them at the start of an activity or transition.

Antecedent Changes to Try...

- Teach the rules.
 - Try not to have too many.
 - Review the rules often.
 - Have them posted in the house.
 - State the rules positively.

Antecedent Changes to Try...

- Provide countdowns for transitions.
 - Remind children of how much time is remaining. Use visual aides, timers, if needed.
- Provide structured choices.
 - Some children are less likely to engage in problematic behaviors if they feel they have a say in their schedule. Stick to a simple option, “Do you want to clean your room before dinner or after dinner?”

Consequence Changes to Try...

- Provide positive attention for behaviors you want to see more often.
- Reward menus or token systems.
 - Rewards should correspond with specific behaviors that were previously discussed with your child.
 - Rewards should be delivered consistently.
- Behavior contracts can be used with older children.
Contracts can be written or include pictures.

Consequence Changes to Try...

- Use behavior specific praise (for younger children). “That’s great that you are following directions.”
- Vary rewards provided so that they don’t lose their motivating value.
- Understand that behavior change takes time and is often a gradual process.

Thank you

- Any questions?