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## Ask the Expert Educator Edition

### Project-Based Learning and ADHD



**Susan Kologi, Ph.D.**  
Academic Director, Novitas Academy  
susankologi@gmail.com

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## CHADD is home to the



A partnership between CHADD and the US Centers for Disease Control and Prevention (CDC)

For more information:  
<http://www.chadd.org/About-CHADD/National-Resource-Center.aspx>



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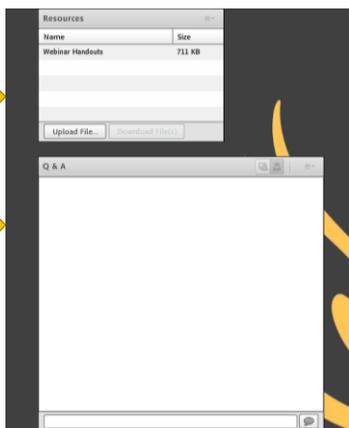
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Slides →

Ask a question →



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Do you know someone in need of  
ADHD Information and Resources?

Refer them to our ADHD Helpline



1-800-233-4050,  
Mon-Fri, 1-5pm ET



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**Ask the Expert**  
*Educator Edition*

**Project-Based Learning and ADHD**



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## About Me




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## Agenda

- Share research associated with PBL
- Touch on my journey through PBL
- Give examples of PBL
- Process and Driving Questions
- Discuss teacher support for students with ADHD and EF deficiencies
- Incorporate PBL into your teaching

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## How do tension and compression affect the structure of a building?

- Form groups
- Discuss question
- Instruction:
  - Build the tallest free standing structure with your materials
  - Your goal is to answer the question above

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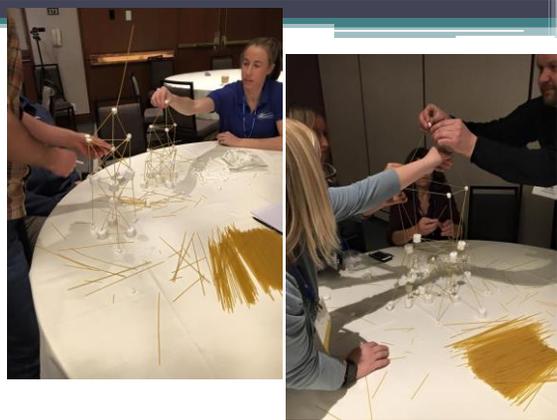
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## Constructing Knowledge



“Learning should be meaningful and relevant to the students because they will be eager to find out more about what they are learning and therefore can draw from these experiences” (Dewey, 1916, p. 32)

- Constructivism
- Active Learning
- Collaborative Learning
- Project- or problem-based learning

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## PBL Defined

- Engages students in learning knowledge and skills through an extended inquiry process structured around a complex, authentic questions, and carefully designed products and tasks” (Markaham, Lerner, & Ravitz, 2003, p.7)



- The ultimate integration

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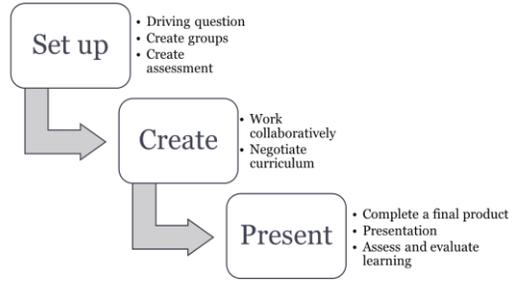
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Process




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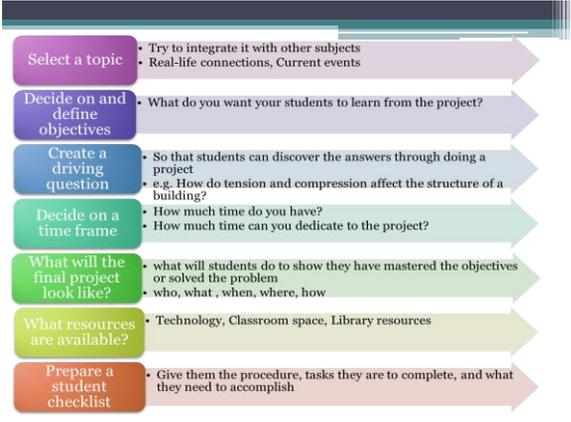
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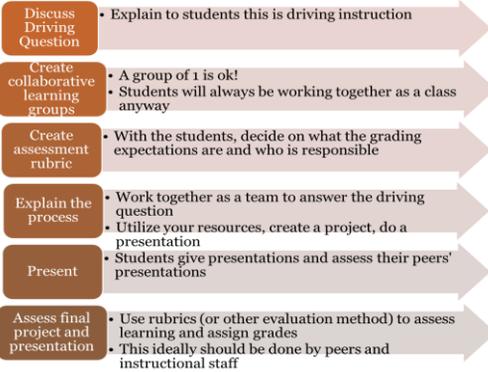
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## Driving Questions

- Clearly states the purpose of the project
- Focuses the task
- Linked to the core of what you are supposed to learn
- Connects great to CCSS and provides differentiation!

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### Abstract/Conceptual

- When is war justified?
- Should art be censored?
- What makes a book a classic?

### More Concrete

- Are amusement park rides safe?
- Can DNA evidence be trusted in criminal trials?
- What effect does population growth have on our society?

### Problem Solving

- How can a local business attract more customers?
- How can we improve traffic flow around our school?

### Design Challenge

- How can we design a community theatre that meets size limits and seats the most people?
- How would we design a museum exhibit about the Vietnam War so that it appeals to diverse groups in our community?

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## Current Events

Hurricanes are powerful and at time, potentially catastrophic natural phenomena. Why do some communities respond better than others?

- Held during November when Hurricane Matthew was off the coast
- Each student took on a role of either a state governor, an engineer, a citizen, or a meteorologist
- Research hurricanes and details from the perspective of their role
- Presented information to the others in the group to inform them of how communities respond
- We had parents participate in this during a parent workshop and they really enjoyed it – involve parents if you can!

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## Standards Based

“WWI The war to end all wars and the project to end all projects. Trench Warfare:”

How does necessity promote innovation and strength during warfare?

- Created models of WWI trenches which turned into digging trenches in the back yard
- Research, organize, and coordinate trench construction
- Trenches needed to be 1/3 the size of originals, persuasive speeches, public health policy,
- Research and write a bio and eulogy for a soldier during that time.
- Ended with a reenactment with paintball and a ceremony that was held on Veteran’s Day where eulogies were read.

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## Ultimate Integration

### San Juan Islands

- Learned about the ecology, history, literature, and anthropology of the area
- Math included budgeting, tides and moon phases, angles and arcs of the kayaks, etc.
- Morphed into learning the sciences, anthropology, and geography of other historic cultures
- Ended with survival and debating the factors and attributes of survivors

### Green River Utah

- Included wilderness survival first aid
- Each student was assigned a scientist role and collected data on the trip.
- Upon returning, they created a presentation discussing the information they had learned
  - Biologist, Geologist, Cartographer, Botanist, Anthropologist
- We are now branching off into civilizations that are created around rivers

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## Make your own

- Think about a standard/objective/concept you are familiar with teaching
- Turn that standard/concept into a question rather than a statement
- Similar formula to writing your objectives (audience, behavior, condition, degree)
  - Framing words
  - Person or entity
  - Action or challenge
  - Audience or purpose

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## What about ADHD?

- Similarities on paper do not always equal similarities in person
- Characteristics of ADHD

Behavioral	Cognitive	Emotional
<ul style="list-style-type: none"> <li>• aggression</li> <li>• excitability</li> <li>• fidgeting</li> <li>• impulsivity</li> </ul>	<ul style="list-style-type: none"> <li>• learning differences</li> <li>• absent-mindedness</li> <li>• focusing</li> <li>• forgetfulness</li> <li>• attention</li> </ul>	<ul style="list-style-type: none"> <li>• depression</li> <li>• anger</li> <li>• anxiety</li> <li>• excitement</li> </ul>

- Strengths and weaknesses

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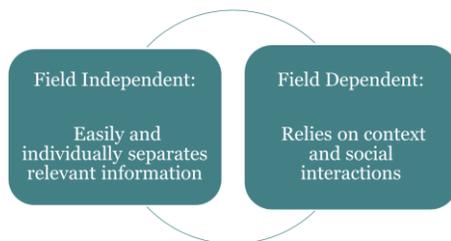
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## Field Dependency Cognitive Style

- The ability to separate contextual information




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# Independent

- Internal
- Finds relevant information
- Active
- Learner-centered
- Creates organization when unstructured
- Excellent intrapersonal skills
- Autonomous



# Dependent

- External/context
- Embraces the whole
- Passive
- Socially relevant information
- Uses existing organization
- Excellent interpersonal skills
- Works collaboratively

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## ADHD Advantages?



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## Supporting ADHD

- Organization
  - Emphasize how important this is in real life
- Unstructured Structure
  - Structured framework (checklist, outline, etc.)
  - Freedom to work (time, space, and resources)

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## Providing Scaffolding

- With the driving question you brainstormed and your ADHD kids in mind, write down three ideas you can use to help them through this process.
- How do tension and compression effect the structure of a building?
  - Make a calendar checklist that is located on the wall
  - Do daily check-ins with the kids who need it
  - Build models, use multiple forms of gathering info

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## Great Resources and Tips

- You are always welcome to email me
  - [susankologi@gmail.com](mailto:susankologi@gmail.com)
- The Buck Institute
  - <https://www.bie.org/>
  - I love using their government and econ curricula
- Buddy system
- Take a chance
- Have fun
- Utilize the resources you have
- Share it – be a part of my facebook group page  
email me to be invited ([susankologi@gmail.com](mailto:susankologi@gmail.com))




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## Upcoming Webcasts

### Make Learning Exciting: Apps for Executive Functioning

Tuesday, August 1, 2017  
Guest expert: Stacy Driscoll, M.Ed, ATP  
3:00 PM ET

Register Now at  
[www.Help4ADHD.org/AsktheExpert](http://www.Help4ADHD.org/AsktheExpert)



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## This is a presentation of the



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Your opinion helps evaluate and improve these presentations.

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