CHADD PRESENTS
Educators and ADHD Coaches:
Identifying and Helping a Student with AD/HD

Jeffrey S. Katz, Ph.D.
Clinical Psychologist
Virginia Beach, Virginia
info@drjeffreykatz.com
For Tonight’s Discussion

• Step 1: Despite your best teaching methods and interventions that work for your students, somehow, they are not working for one of them.

• What do you see? Academically, socially, behaviorally.
  • Inattention, hyperactivity and impulsivity

• How do we know if it is AD/HD?

• Treatment: Psychotherapy, Accommodation, Medication, Coaching,
  Complimentary Treatments.

• Helping the student with AD/HD.
How do we know it’s AD/HD?

• How is it different from the neuro-typical?

• Attention-Deficit/Hyperactivity Disorder: predominantly inattentive, predominantly hyperactive-impulsive, predominantly combined type.

• How is it diagnosed?

• Does it need to be diagnosed?

• Is it AD/HD and or something else?
  • Learning Disabilities
  • Learning affected by AD/HD
  • Co-morbid conditions
ADHD (all subtypes) = Developmental Impairment of Executive Functions

Developmental Impairment = (Not emerging and unfolding as expected for age)

Attention Deficit Disorder: The Unfocused Mind in Children and Adults
<table>
<thead>
<tr>
<th>Question</th>
<th>Cognitive Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you do it?</td>
<td>Motivation/Activation</td>
</tr>
<tr>
<td>How will you do it?</td>
<td>Planning/Organizing</td>
</tr>
<tr>
<td>When?</td>
<td>Timing/Remembering</td>
</tr>
</tbody>
</table>

*Lezak, 2004*
What Requires Executive Functions?

- Tasks that involve managing oneself
- To prioritize, start, sustain, shift, stop, and integrate cognitive functions
- Using memory without moment-by-moment guidance from others

Brown TE. In press.
I Don’t Know if I Can Handle This

I’ve got a classroom of students I have to be concerned about.

• Your AD/HD student will be a great teacher for you; everyone is different.
• Your relationship with the student is vital.
• Having an understanding and tools to work with is the best.
• Learning is a lifelong adventure (we certainly want our students to be excited about learning and handling its challenges).
• Getting support.
• What is necessary for a student with AD/HD is also good for a neuro-typical student who is having a bad day.
What is Required for a Student with AD/HD?

• Section 504

• IEP
What’s Next?

• Academics: frustration can result in behavioral issues

• Accommodations and Teaching Skills
  • How much is needed?
  • Forever?
Teaching Students With AD/HD

• Facilitating learning

• Facilitating the student’s ability to demonstrate their knowledge.