CHECK THE ICE

Is your student struggling?

FIRST, check the . . .

Instruction Curriculum Environment

INSTRUCTION
How you teach

CURRICULUM
What you teach

ENVIRONMENT
Where you teach

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DYSLEXIA ICEBERG

DYSLEXIA

PAM GENTRY

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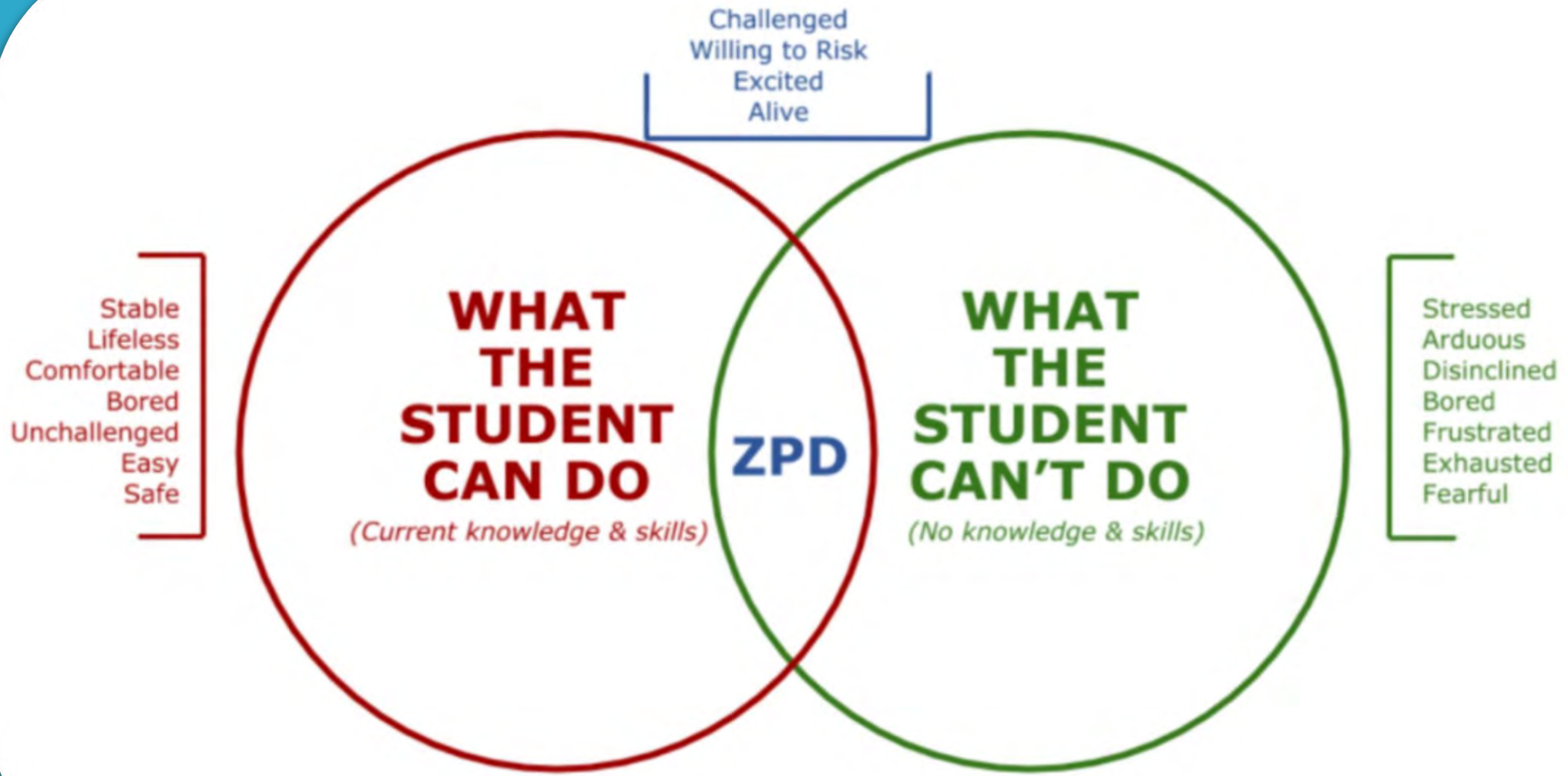
Challenged
Willing to Risk
Excited
Alive
Stable
Lifeless
Comfortable
Bored
Unchallenged
Easy
Safe
WHAT THE STUDENT CAN DO
(Current knowledge & skills)
ZPD
WHAT THE STUDENT CAN'T DO
(No knowledge & skills)
Stressed
Arduous
Disinclined
Bored
Frustrated
Exhausted
Fearful

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ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADHD)

DONNA PATRICK

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ADHD Quick Facts

- Neurodevelopmental disorder impacting the brain's management system – its executive functions
- Despite the name, ADHD brains have trouble regulating attention – not a deficit
- Presents in three ways: hyperactive/impulsive, inattentive, or combined type (can change over time!)
- Diagnosis requires the presentation of at least 6 symptoms over 6 months in multiple settings. ~ DSM-V

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Predominantly Inattentive ADHD

- Difficulty keeping on task and following through
- Difficulty paying attention
- Appearing not to listen when spoken to
- Often forgetful or easily distractible

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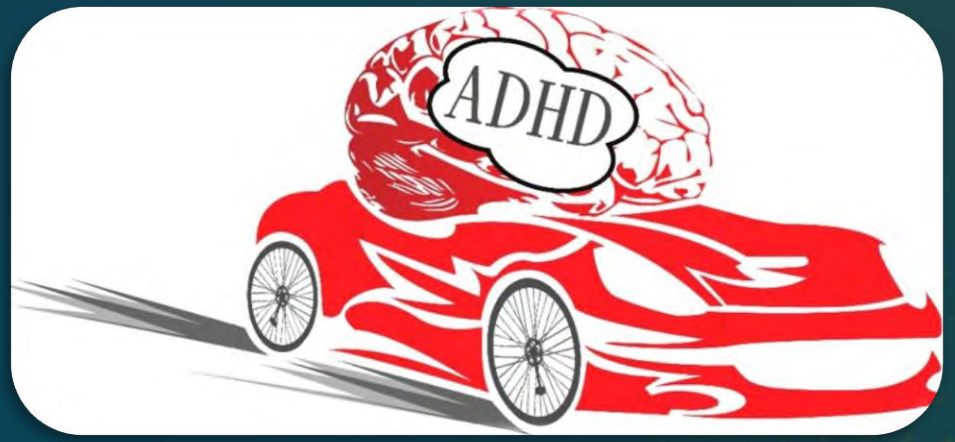
Predominantly Hyperactive/Impulsive ADHD



- Fidgets or has difficulty remaining seated
- Always “on the go”
- Talks excessively.
- Blurts out answers to questions or has difficulty taking turns

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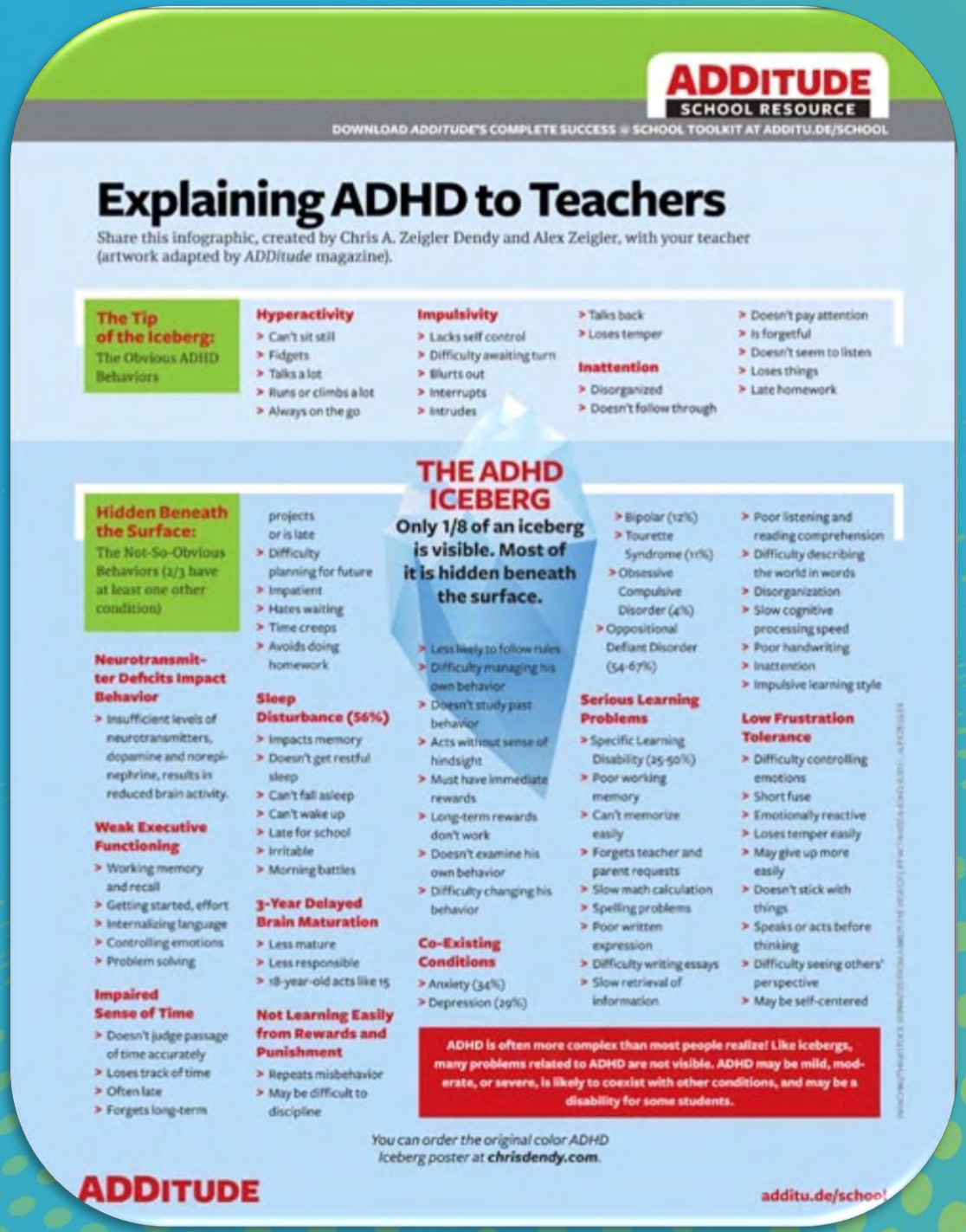
The ADHD Iceberg

Only 1/8 of an iceberg is visible. Most of it is hidden beneath the surface.

ADHD is often more complex than most people realize. Like icebergs, many problems related to ADHD aren't visible. ADHD may be mild, moderate or severe, is likely to coexist with other conditions, and may be a disability for some students



ADDITUDE SCHOOL RESOURCE

DOWNLOAD ADDITUDE'S COMPLETE SUCCESS @ SCHOOL TOOLKIT AT ADDITU.DE/SCHOOL

Explaining ADHD to Teachers

Share this infographic, created by Chris A. Zeigler Dendy and Alex Zeigler, with your teacher (artwork adapted by *ADDitude* magazine).

The Tip of the Iceberg: The Obvious ADHD Behaviors

Hyperactivity
- Can't sit still
- Fidgets
- Talks a lot
- Runs or climbs a lot
- Always on the go

Impulsivity
- Lacks self control
- Difficulty awaiting turn
- Blurts out
- Interrupts
- Intrudes
- Talks back
- Loses temper

Inattention
- Disorganized
- Doesn't follow through
- Doesn't pay attention
- Is forgetful
- Doesn't seem to listen
- Loses things
- Late homework

Hidden Beneath the Surface: The Not-So-Obvious Behaviors (2/3 have at least one other condition)

Neurotransmitter Deficits Impact Behavior
- Insufficient levels of neurotransmitters, dopamine and norepinephrine, results in reduced brain activity.

Weak Executive Functioning
- Working memory and recall
- Getting started, effort
- Internalizing language
- Controlling emotions
- Problem solving

Impaired Sense of Time
- Doesn't judge passage of time accurately
- Loses track of time
- Often late
- Forgets long-term projects or is late
- Difficulty planning for future
- Impatient
- Hates waiting
- Time creeps
- Avoids doing homework

Sleep Disturbance (56%)
- Impacts memory
- Doesn't get restful sleep
- Can't fall asleep
- Can't wake up
- Late for school
- Irritable
- Morning battles

3-Year Delayed Brain Maturation
- Less mature
- Less responsible
- 18-year-old acts like 15

Not Learning Easily from Rewards and Punishment
- Repeats misbehavior
- May be difficult to discipline

THE ADHD ICEBERG

Only 1/8 of an iceberg is visible. Most of it is hidden beneath the surface.

- Less likely to follow rules
- Difficulty managing his own behavior
- Doesn't study past behavior
- Acts without sense of hindsight
- Must have immediate rewards
- Long-term rewards don't work
- Doesn't examine his own behavior
- Difficulty changing his behavior

Co-Existing Conditions
- Anxiety (34%)
- Depression (29%)
- Bipolar (12%)
- Tourette Syndrome (11%)
- Obsessive Compulsive Disorder (4%)
- Oppositional Defiant Disorder (54-67%)

Serious Learning Problems
- Specific Learning Disability (25-50%)
- Poor working memory
- Can't memorize easily
- Forgets teacher and parent requests
- Slow math calculation
- Spelling problems
- Poor written expression
- Difficulty writing essays
- Slow retrieval of information
- Poor listening and reading comprehension
- Difficulty describing the world in words
- Disorganization
- Slow cognitive processing speed
- Poor handwriting
- Inattention
- Impulsive learning style

Low Frustration Tolerance
- Difficulty controlling emotions
- Short fuse
- Emotionally reactive
- Loses temper easily
- May give up more easily
- Doesn't stick with things
- Speaks or acts before thinking
- Difficulty seeing others' perspective
- May be self-centered

ADHD is often more complex than most people realize! Like icebergs, many problems related to ADHD are not visible. ADHD may be mild, moderate, or severe, is likely to coexist with other conditions, and may be a disability for some students.

You can order the original color ADHD iceberg poster at ***chrisdendy.com****.*

ADDITUDE

additu.de/school

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The ADHD Iceberg

The Tip of the Iceberg

- Hyperactivity
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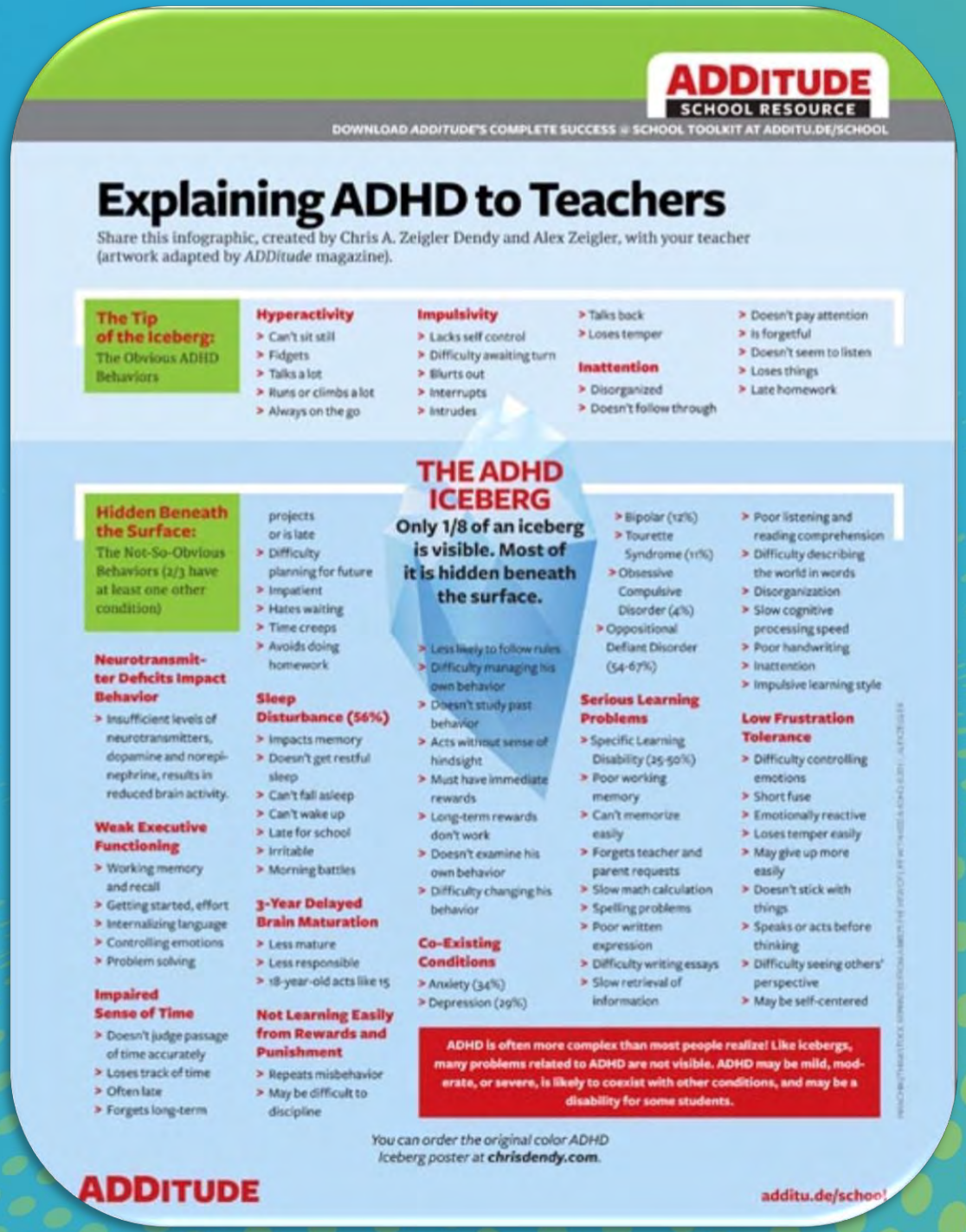

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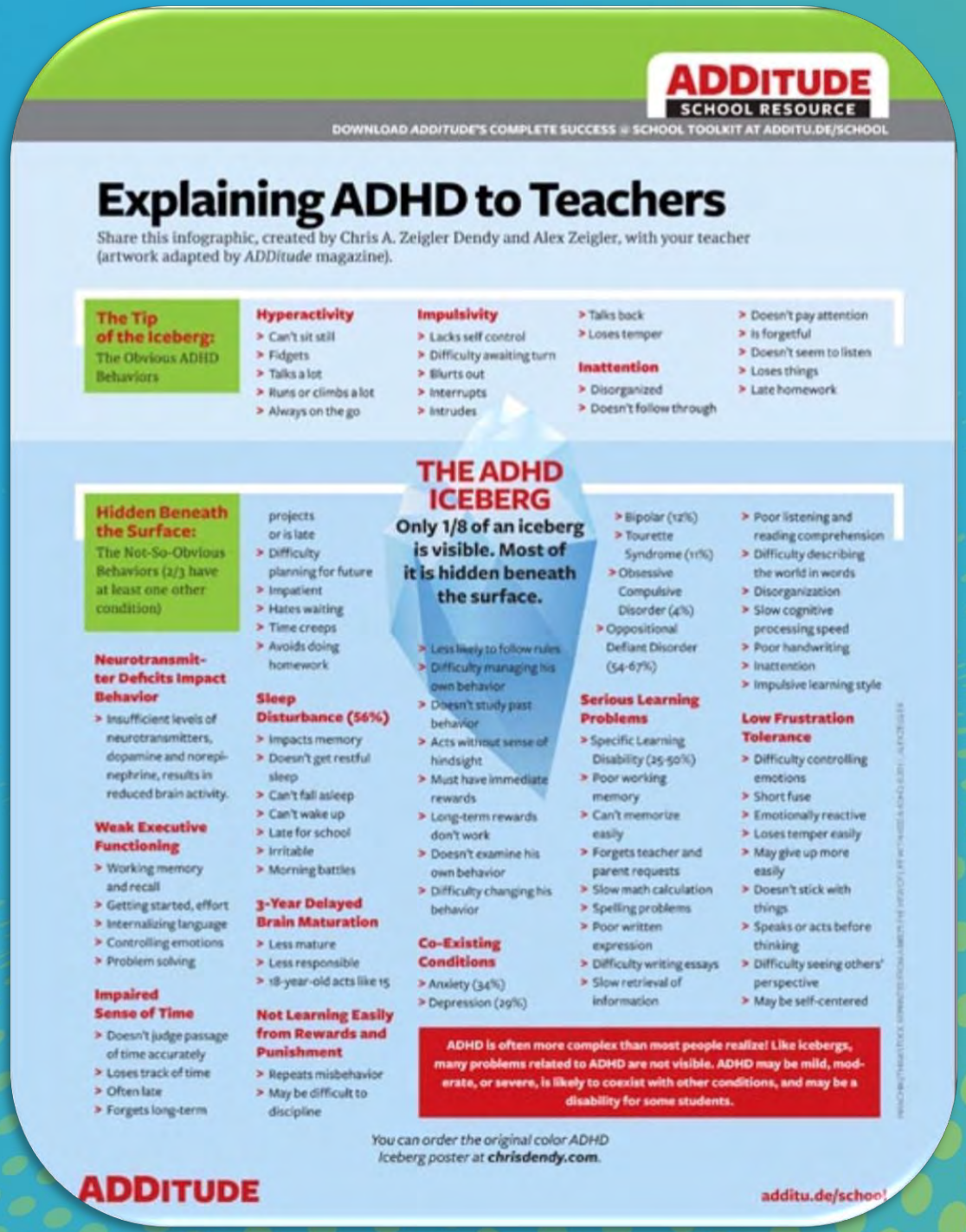
Hidden Beneath the Surface

- Neurotransmitter Deficits impact behavior
- Weak executive Functioning
- Impaired Sense of Time
- Sleep Disturbance
- 3-year Delayed Maturation
- Not learning easily from rewards and punishment
- Coexisting conditions
- Serious Learning Problems
- Low Frustration Tolerance



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Ways to Manage ADHD
(Medication, Accommodations, Strategies)

- S.H.R.E.D – Brendan Mahan – adhdessentials.com
  - **S**leep: Regular sleep routines
  - **H**abits: Building automaticity
  - **R**elationships: Strong, supportive community
  - **E**xercise: Clears the cobwebs and improves attention
  - **D**iet: Complex Carbs and Protein

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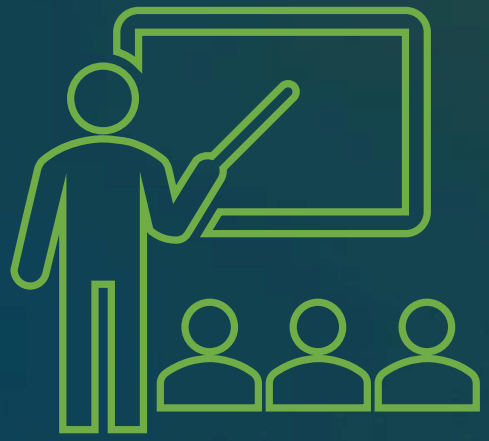

Accommodations & Modifications

- Classroom environment
- Building organizational skills
- Presenting instructions
- Completing assignments and assessments
- Behavior management

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AUTISM SPECTRUM DISORDER (ASD)

DR. CHERYL WINGET

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First Steps

- Seek professional for advice.
- Schedule a full physical to rule out underlying conditions such as allergies, blood sugar issues, etc.
- Read reputable, scholarly, research.
- Remind yourself that God has a plan for you and for your child's life.

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Definition

- Developmental disability with symptoms that appear within the first 3 years of life
- Result of a neurological disorder that affects functioning of the brain
- Commonly affects communication, social skills, & learning
- The term ‘spectrum’ is used to describe the range of characteristics exhibited by those who have ASD.

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Diagnosing ASD

The Autism Diagnostic Observation Schedule-2 (ADOS-2) is considered to be the 'Gold Standard' of ASD assessments. The ADOS-2 is a semi-structured, standardized assessment instrument that includes many play-based activities designed to gather information regarding communication & reciprocal social interactions of the individual. The ADOS-2 can be administered to individuals 12 months through adults.

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Support & Resources

- Communicate with pediatrician.
- Communicate with TCK Education.
- Seek reputable websites such as Autism Speaks.org & understood.org autism.
- Read current literature regarding ASD.

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Misconceptions

Vaccinations cause ASD.

FALSE!

Non-professionals (even parents) can diagnose ASD.

FALSE!

Supplements can ‘cure’ ASD.

FALSE!

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Guidance

Remember that ASD characteristics are on a spectrum. It is important to understand that one person who has an ASD diagnosis might not present the same characteristics as another person with the same general ASD diagnosis.

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Guidance

- In SOME CASES, positive results have been noted when the following adjustments to the diet/lifestyle have been made:
  - Increased Vitamin D
  - Increased Omega-3
  - Increased high-quality proteins
  - Limited gluten, artificial sugars, and preservatives

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Guidance

- **Creating routines is important.**
  - **Sleep**
  - **Eating**
  - **Exercise**
  - **Life**

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Guidance

- **While a diagnosis of ASD can be difficult for parents, remember that a diagnosis --or lack thereof, does not change the child. A diagnosis does not define a person. The child is who he is, and the diagnosis simply offers opportunities that can benefit the child.**

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Guidance

- Remind yourself that God has a plan for you and for your child's life. Accepting or assigning blame regarding the source or reason for any disability does nothing positive. When asked the 'who sinned' question in John 9, Jesus said that the man's disability was 'for the glory of God.' God does not make mistakes.

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References/Resources

- -Autism Speaks (www.autismspeaks.org)
- -Autism Now (autismnow.org)
- -Autism Parenting Magazine
- -marybarbera.com
- -Autism Spectrum Disorder Fact Sheet | National Institute of Neurological Disorders and Stroke (nih.gov)

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References/Resources

- -The Ultimate High Functioning Autism Checklist (2021)
- -Go Kid Yourself- Advice for New Parents & Teachers
- -www.integrityinc.org

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References/Resources

- Movie
  - Temple Grandin
- Books
  - Autism Spectrum Disorder (Revised): The Complete Guide to Understanding Autism by Chantal Sicile-Kira
  - The Autistic Brain by Temple Grandin

Gifted & Talented (GT)

Bethanie Skipper

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Gifted & Talented Definition

"Students, children, or youth who give evidence of **high achievement capability** in areas such as **intellectual, creative, artistic,** or **leadership capacity,** or in **specific academic fields**, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities."

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How to Recognize your child's talents and abilities

- Is usually **active and alert**
- Learns quickly
- Shows an **excellent memory**
- Uses **advanced vocabulary**
- Engages in word play, mimicry, and storytelling
- Enjoys solving puzzles with numbers, words, and images
- **Excels at improvising ways to solve problems**
- **Thinks in abstract, complex**, insightful, and creative ways
- Responds to and demonstrates strengths in the arts

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How To Recognize Your Child's Talents and Abilities *(cont'd)*

- Focuses intensely on single or varied interest at the same time
- Is **highly inquisitive** and asks **probing questions**
- Insists on doing things his or her way, yet can be loyal and modest
- Manifests deep, intense feelings and emotional reactions
- Is concerned with truth , equity, and justice
- Displays a keen sense of humor, at times better understood by adults
- Daydreams-lives in his or her own world
- Exhibits a vivid and precise imagination

(from : **National Association For Gifted Children**)

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How To Nurture Your Gifted Child

- provide **new and challenging learning experiences** that may not be included in the regular curriculum
- develop advanced and abstract understanding of knowledge **beyond regular grade level expectations**
- develop **reasoning abilities as well as critical, creative, and decision-making skills**
- develop critical thinking skills of analysis, synthesis, evaluation, and application
- develop competency in sharing ideas, information, and products in a variety of ways
- help students become more **independent learners**
- enable gifted students to interact with and challenge other students who have similar abilities and interests
- **work in a variety of settings** that help develop independence as well as skills to work cooperatively with adults and peers
- participate in projects that reflect the supplemental learning acquired in the pull-out program

(from : **North Dakota Handbook: Guide VI Education of Gifted Talented Students**)

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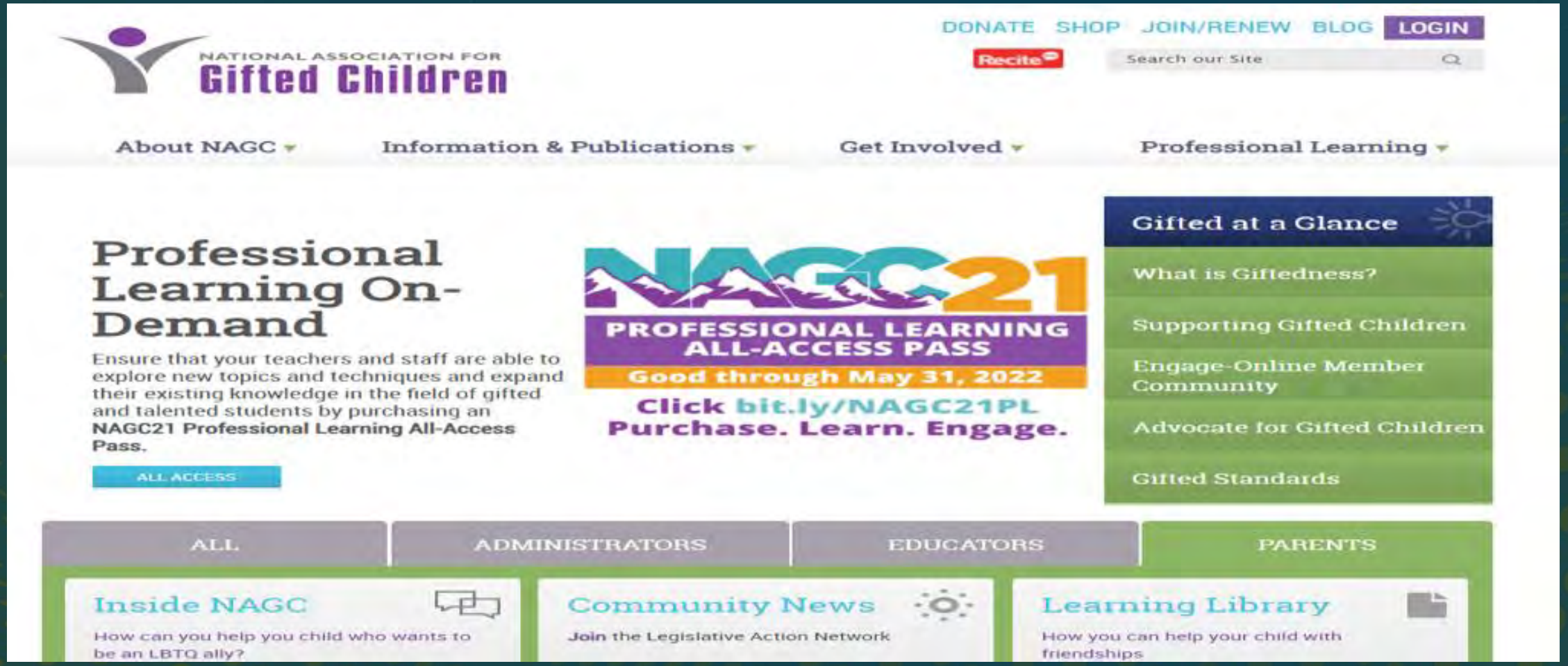
Resources:
National Association for Gifted Children
nacg.org



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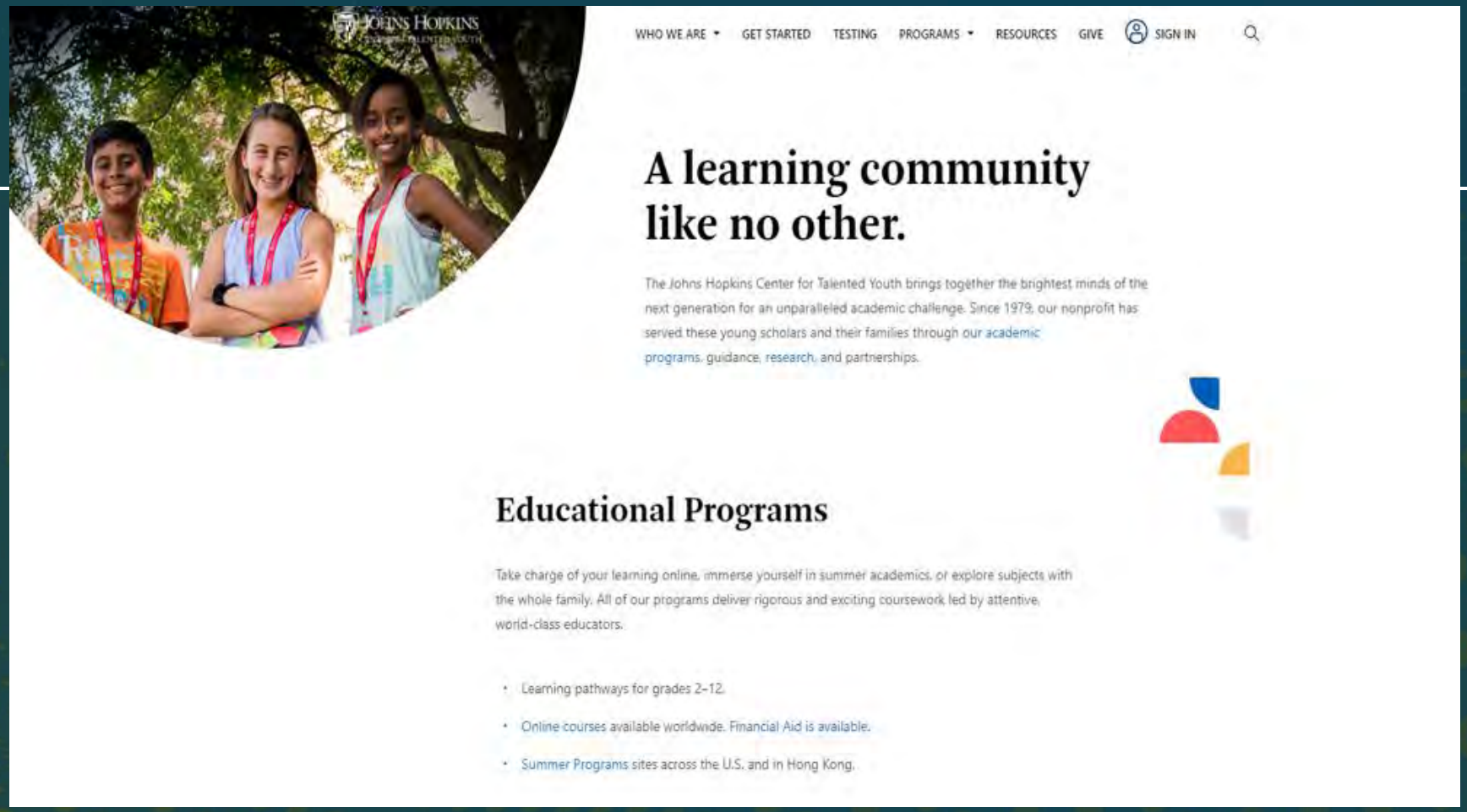
John Hopkins Center for Talented Youth
cty.jhu.edu



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Gifted Today

blogs.tip.duke.edu/giftedtoday/category/gifted101

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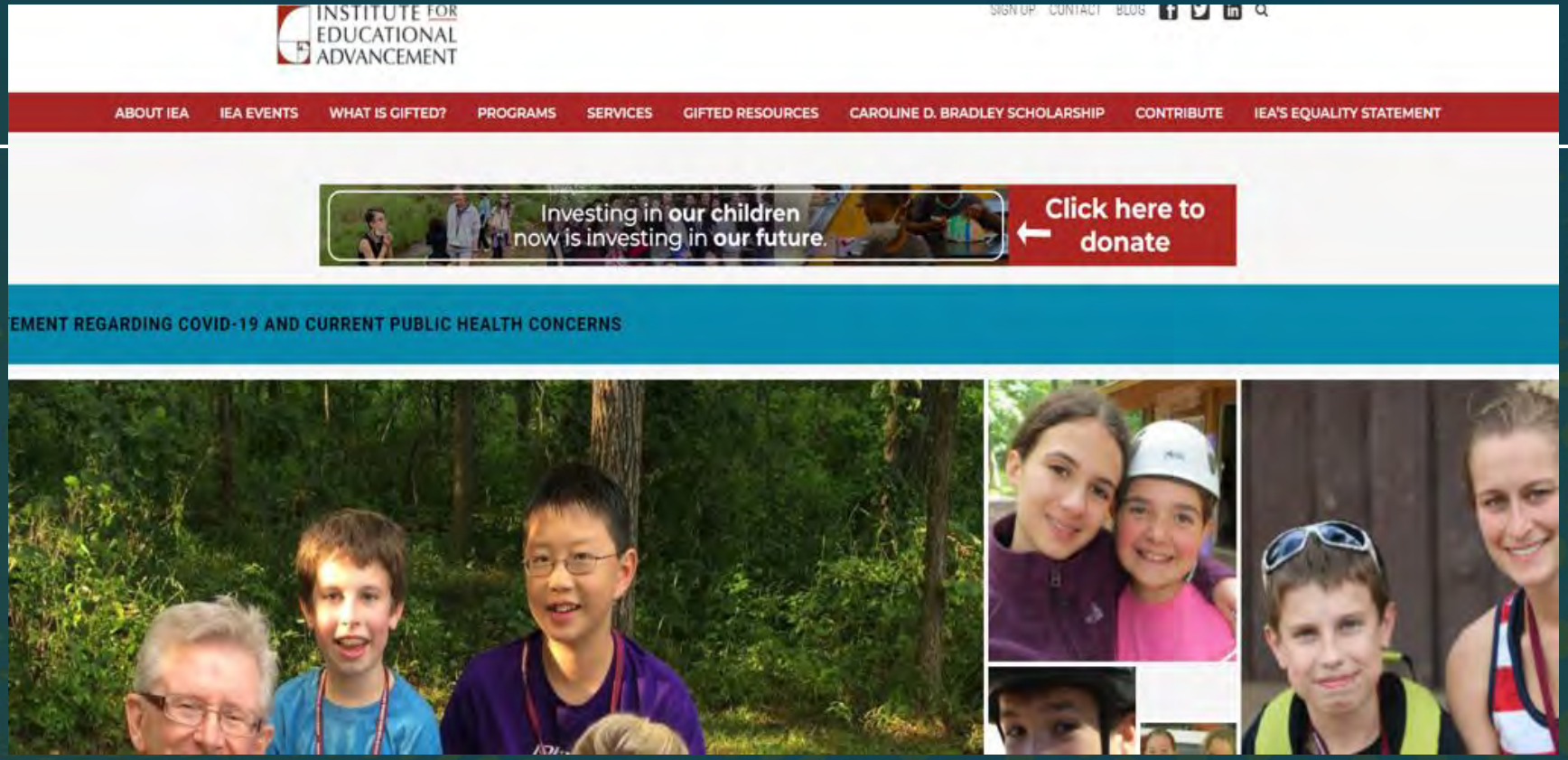
Institute for Educational Advancement
educationaladvancement.org



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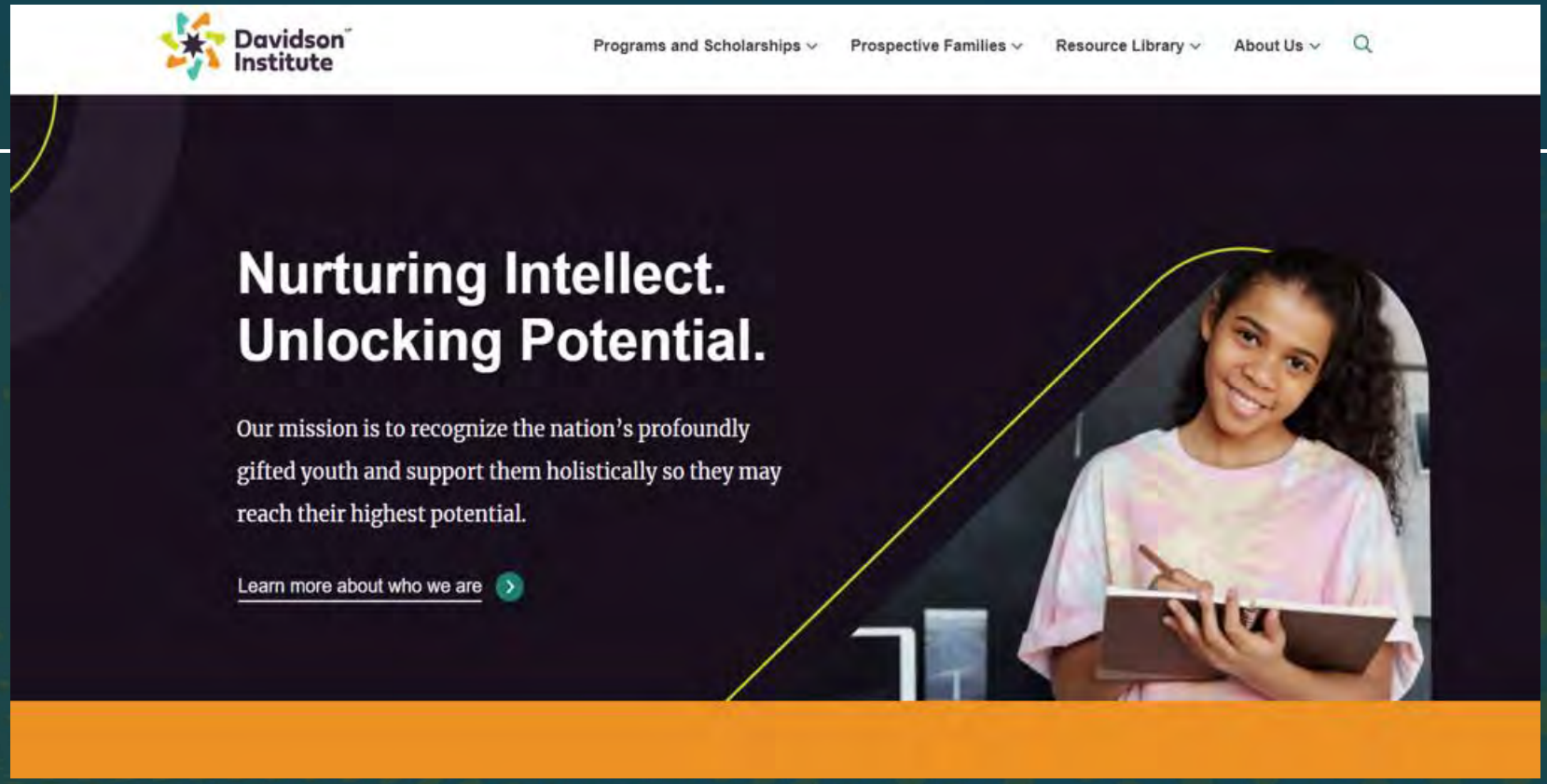
Davidson Institute
davidsongifted.org



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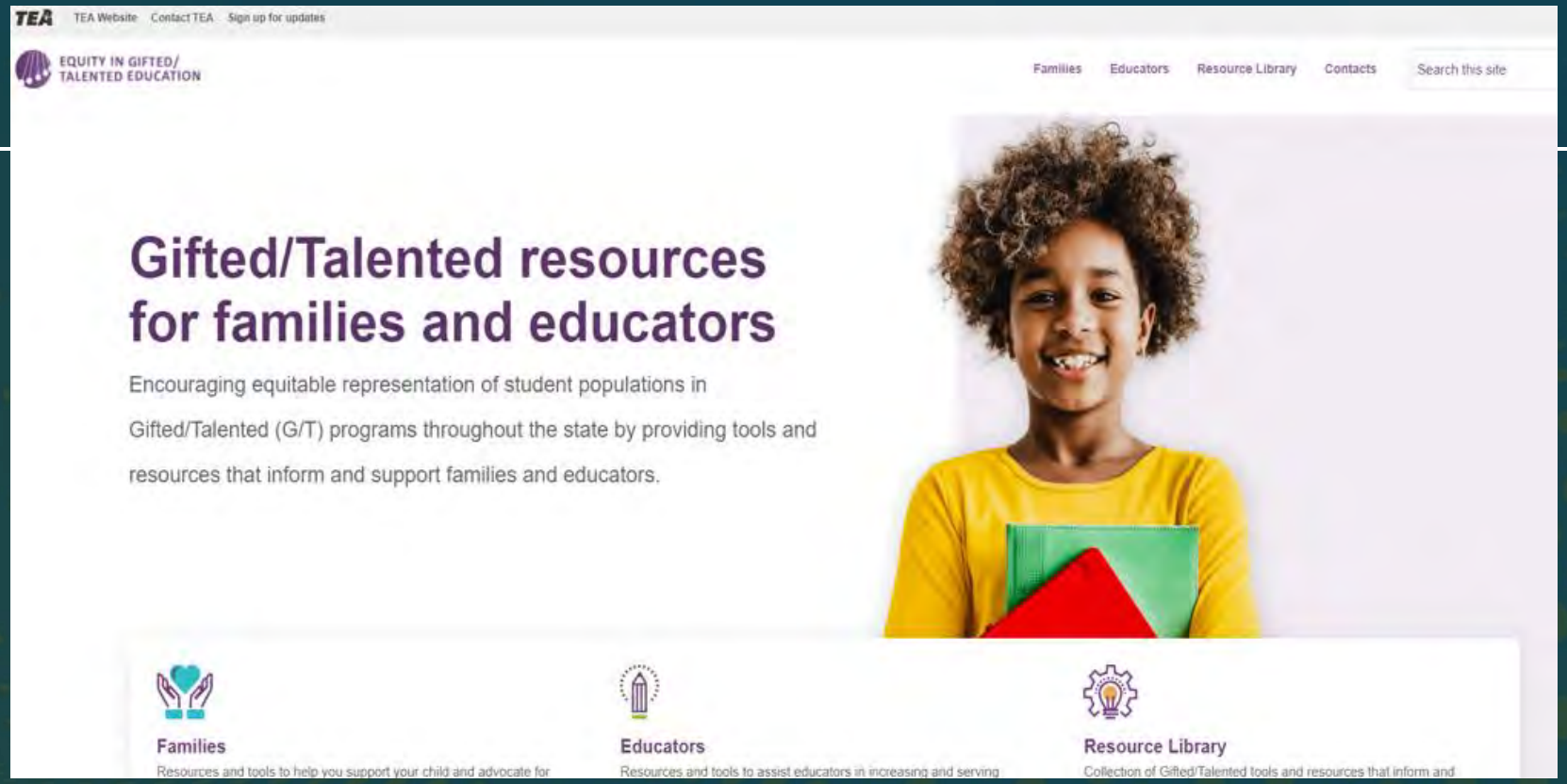
TEA Equity in Gifted/Talented Education

gtequity.tea.texas.gov



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If you would like more information or to receive our resource lists, please email us at tckieducation@gmail.com