

ADD/ADHD

First and Last name

STARS number

Address: _____

Phone: _____

Return the videos, tests, STARS evaluation and this sheet. Keep the folder of information.

Activity	Check-off	Comments
1) Pre-test		
2) Video "Max's World, " returned		
3) Video "Helping the Hard to Handle Child..." returned		
4) Read articles		
4) Post-test		
5) STARS eval		
6) certificate		

NAME: _____

CLASS: _____

DATE: _____

Pre-TEST ON ADD/ADHD

1. List at least 5 behaviors seen in ADD/ADHD children in each of the following categories:

Hyperactivity	-----	-----	-----
	-----	-----	-----
poor impulse control	-----	-----	-----
	-----	-----	-----
attention problems	-----	-----	-----
	-----	-----	-----

2. State 3 guidelines about recognizing this disorder:

- 1. _____
- 2. _____
- 3. _____

3. True or False. Put a "T" or "F" beside each of the following general guidelines about ADD/ADHD:

- ____ a. There are more boys identified with ADHD than girls.
- ____ b. The disorder does not have to be present at birth.
- ____ c. The disorder is often outgrown by the teen years.
- ____ d. Some ADHD children are only mildly affected.
- ____ e. Other family members rarely have the disorder.
- ____ f. The behaviors of *ADD/ADHD* will show up before the age of 9.
- ____ g. An ADD child will behave the same way all week.
- ____ h. ADD/ADHD children can have above average intelligence,
- ____ i. A mentally retarded child won't display ADHD behaviors.
- ____ j. Speech or coordination problems can show up in ADHD children.

4. What other physical and emotional problems should you screen for before you consider ADD/ADHD?

a. _____ and _____ problems.

b. _____ from

1. _____

2. _____

c. _____ from

1. _____

2. _____

3. _____

4. _____

5. To screen for the problems you listed in Item 4, list 3 items to check for in the child's registration records, and 4 additional items to ask parents about.

a. registration records _____

b. parents _____

6. Give 5 areas in which early signs of learning disabilities may show up.

7. Check the item below which is not a step to take when you notice early signs of learning disabilities:

___ a. advise the parents

___ b. provide more reminders to the child

___ c. drill the child to bring him/her up to the level of the group

___ d. adjust your expectations of progress

8. List 4 things to do to prepare for a parent conference:

NAME: _____ CLASS: _____

DATE: _____

Post-TEST ON ADD/ADHD

1. List at least 5 behaviors seen in ADD/ADHD children in each of the following categories:

Hyperactivity	-----	-----	-----
	-----	-----	
poor impulse control	-----	-----	-----
	-----	-----	
attention problems	-----	-----	-----
	-----	-----	-----

2. State 3 guidelines about recognizing this disorder:

1. _____
2. _____
3. _____

3. True or False. Put a "T" or "F" beside each of the following general guidelines about ADD/ADHD:

- ____ a. There are more boys identified with ADHD than girls.
- ____ b. The disorder does not have to be present at birth.
- ____ c. The disorder is often outgrown by the teen years.
- ____ d. Some ADHD children are only mildly affected.
- ____ e. Other family members rarely have the disorder.
- ____ f. The behaviors of *ADD/ADHD* will show up before the age of 9.
- ____ g. An ADD child will behave the same way all week.
- ____ h. ADD/ADHD children can have above average intelligence,
- ____ i. A mentally retarded child won't display ADHD behaviors.
- ____ j. Speech or coordination problems can show up in ADHD children.

9. What other physical and emotional problems should you screen for before you consider ADD/ADHD?

a. _____ and _____ problems.

b. _____ from

1. _____

2. _____

c. _____ from

1. _____

2. _____

3. _____

4. _____

10. To screen for the problems you listed in Item 4, list 3 items to check for in the child's registration records, and 4 additional items to ask parents about.

a. registration records _____

b. parents _____

11. Give 5 areas in which early signs of learning disabilities may show up.

12. Check the item below which is not a step to take when you notice early signs of learning disabilities:

___ a. advise the parents

___ b. provide more reminders to the child

___ c. drill the child to bring him/her up to the level of the group

___ d. adjust your expectations of progress

13. List 4 things to do to prepare for a parent conference:

Outline of the video

“Helping the Hard-to-Handle Child In Preschool and Child Care”

A. Introduction (addressed to child care and preschool staff members)

1. Take notes
2. Watch with other (staff members)
3. Take a break after Part I

B. Definition of terms

1. Hyperactivity -older term for Attention Deficit Hyperactivity Disorder; now used to mean just physical restlessness
2. ADHD -Attention Deficit Hyperactivity Disorder; includes hyperactive behaviors
3. ADD -does not include hyperactive behaviors
4. LD -learning disabilities; commonly linked to ADD/ADHD; children who have behaviors of ADD/ADHD frequently will also have learning disabilities

C. Guidelines about recognizing this disorder

1. Must see 17 to 18 of the behaviors listed below under Hyperactivity, Poor Impulse Control, and Attention
2. Behaviors must be displayed frequently
3. Behaviors must be inappropriate for the age of the child in order to be counted
4. Each ADD/ADHD child's pattern or combination of behaviors will be different

D. Behaviors to look for when considering ADD/ADHD

1. Hyperactive behaviors
 - a. running a lot
 - b. climbing a lot
 - c. loud voice and loud play
 - d. bossiness
 - e. sassiness
 - f. not staying seated
 - g. not sitting still
 - h. excessive talking
 - i. excessive jumping
2. Poor impulse control signs
 - a. biting a lot
 - b. hitting a lot
 - c. bumping or pushing a lot
 - d. teasing
 - e. inappropriate touching
 - f. not learning from mistakes
 - g. being overly excitable
 - h. often being impatient
 - i. not responding to directions
 - j. demanding a lot of attention
 - k. acting younger than age
 - i. interrupting a lot
 - m. butting into games
 - n. being accident prone
 0. being a daredevil

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3. Attention problems
 - a. being very distractible
 - b. having poor concentration
 - c. failing to finish tasks
 - d. going from one activity to another
 - e. perseverating (having trouble with transitions)
 - f. not listening
 - g. losing possessions a lot
 - h. being messy
 - i. being disorderly

E. General guidelines about the disorder

1. 8 out of 10 of those diagnosed have been boys; girls possibly not being diagnosed as often.
2. Some children are affected only mildly, some moderately, others severely.
3. The disorder may start at birth or anytime up to the age of 7.
4. The disorder is often not outgrown.
5. ADD/ADHD children may have average or above average intelligence.
6. The disorder seems to run in families.
7. The behavior of these children is often inconsistent.
8. Children with this disorder may also have developmental lags such as speech delays, coordination problems, memory problems, social immaturity.

F. Early signs of learning disabilities

1. Coordination problems such as trouble with buttons, snaps, coloring, handwriting, or running, kicking, balance.
2. Speech problems as in baby talk (not with s, th, r, z, or I sounds) or unusual rhythm or sentence structure
3. Telling directions as in right from left, up/down, in/out, under/over
4. Understanding time as in yesterday, today, tomorrow or morning and afternoon
5. Remembering one's first and last names by ages 4-1/2 or 5
6. Writing problems that may continue after instruction and practice
 - a. writing very slowly or fast but messily
 - b. making letters different sizes
 - c. continuing to form letters poorly
 - d. spacing letters or words too closely or too far apart
 - e. writing letters up or down the page
 - f. confusing similar letters such as a/o, g/p, e/a, or numbers such as 3/8 or 6/9
 - g. reversing letters
 - h. continuing to mix up the order of letters as in writing "form" for "from"
7. Alerting parents to your observations, after child has had plenty of practice time, is an appropriate response.

...End of Part 1

G. Other problems which can cause a similar set of behaviors

1. Vision problems
2. Hearing problems
3. Physical injury from
 - a. Accidents
 - b. Drugs
 - c. alcohol

4. Emotional trauma from
 - a. sexual abuse
 - b. physical abuse
 - c. death in the immediate family
 - d. divorce

5. Fragile X Syndrome
 - a. caused by a defect in a chromosome
 - b. problems similar to ADD of learning disabilities and social behaviors
 - c. pattern of mental retardation in family

6. Theophylline use
 - a. medication used for asthma
 - b. use for 1 to 3 years can cause behaviors similar to ADD

Note: See Sample Questions, problems. 11 b, for steps to take to screen for the above

H. Physiological aspects

1. Low levels of neurotransmitters, chemicals in the nervous system
2. Changes in language area of the brain
3. Reduced blood flow to the frontal lobes of the brain

I. Management principles

1. Reduce requirements
2. Provide more reminders
3. Supervise closely
4. Provide structure
 - a. star charts
 - b. personal records
5. Praise appropriate behavior
6. Get child's attention
7. Give only one direction at a time
8. Guide children with touch
9. Avoid problems
 - a. have active children sit by you or
 - b. put in back of group with another teacher
 - c. put at end of lines
 - d. help child to focus on tasks
 - e. distract
 - f. protect yourself from being overloaded with too many ADD/ADHD children

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J. Parent conferences

1. Check the behavior list over a period of 3 to 5 days
2. Make an appointment with parents for a convenient time when you all have about 45 minutes to an hour
3. Talk out with colleagues any irritations or annoyances you feel
4. Answer objections parents may give
 - a. "His dad was the same way as a child and he's now doing fine"
Answer - ADD does run in families; if we can get your child some help, he'll probably have an easier time of it
 - b. "But he's so bright"
Answer -Yes, he is, but that doesn't have anything to do with these behavior problems
 - c. "The pediatrician says he'll outgrow it by the time he's a teen"
Answer -We know now that people with ADD don't necessarily outgrow it
 - d. "His dad says he's just a boy"
Answer -Many other boys the same age don't, display the number of behaviors we've talked about or as' frequently
5. Provide resources if parents ask for more information
6. Accept denial

K. Resources listed on tape (for complete addresses, see Resources page)

Learning Disabilities Assn. (national) <http://www.ldanatl.org/>

Federal parent information regional offices

Midwest -in Minneapolis, Minnesota
Northeast -in Concord, New Hampshire
South -in College Park, Georgia
West -in Tacoma, Washington

National Fragile X Foundation <http://www.fragilex.org/home.htm>

Feingold Assn. of the U.S, <http://www.feingold.org/frame-text.html>

Childfind -for information on testing and services for preschoolers call local school district's Special Education or Special Services office, -

or call the county or state's Developmental Disabilities Office

Ch.A.D.D. (Children with A.D.D.) <http://www.chadd.org/>

Sample Evaluation Form

STARS Training Evaluation Form

Return to your trainer or mail to STARS at WAEYC, Attn: Trainer Services
841 N. Central Ave. #206, Kent, WA 98032 (253) 854-2565 x15 (800) 727-3107 x15

Title of Training _____ Today's Date _____

Trainer's Name _____

Your Name (Optional) _____ Year of Experience _____

Type of Program: home ___ center ___ school-age ___ other _____

Please rate the following: **4 = strongly agree** **1 = strongly disagree**

Trainer is knowledgeable about topic 4 3 2

Materials provided were useful 4 3

Information was presented in a way that honored my learning style and culture 4 3 2

I can apply this information to the diversity of families I serve 4 3 2

I increased my knowledge as a result of taking this training 4 3 2 1

Please list 3 ways you will use this information in your work with children and/or families.

1

2.

3

What else do you want to tell the trainer?

Thank you for completing this evaluation.