

BEHAVIORAL MANAGEMENT

ATTENTION DEFICIT DISORDERS

Behaviors noted with the + are the most dominant behaviors displayed by students with Attention Deficit Disorders.

WHEN YOU SEE THIS BEHAVIOR	TRY THIS ACCOMODATION
1. Difficulty following a plan (has high aspirations, but lack follow-through); sets out to get straight A's ends up with F's (sets unrealistic goals)	<ul style="list-style-type: none"> • Assist student in setting long-range goals; break the goals into realistic parts. • Use a questioning strategy with the student: ask, <i>What you need to be able to do this?</i> Keep asking that question until the student has reached an obtainable goal. • Have student set clear timelines, what he needs to accomplish each step (Monitor students progress frequently).
2. Difficulty sequencing and completing steps to accomplish specific tasks (e.g. writing a book report, term paper, organized paragraphs, division problem, etc.)	<ul style="list-style-type: none"> • Break up task into workable and obtainable steps. • Provide examples and specific steps to accomplish task.
+3. Shifting from one uncompleted activity to another without closure.	<ul style="list-style-type: none"> • Define the requirements of a completed activity (e.g. <i>your math is finished when all six problems are completed and corrected; do not begin on the next task until it is finished.</i>)
+4. Difficulty following through on instructions from others.	<ul style="list-style-type: none"> • Gain student's attention before giving directions. Use alerting curs. Accompany oral directions with written directions. • Give one direction at a time. Quietly repeat directions to the student after they have been given to the rest of the class. Check for understanding by having student repeat the directions. • Place general methods of operation and expectations on charts displayed around the room and/or on sheets to be included in student's notebook.
5. Difficulty prioritizing from most to least important.	<ul style="list-style-type: none"> • Prioritize assignments and activities. • Provide a model to the students. Post the model and refer to it often.
6. Difficulty sustaining effort and accuracy over time.	<ul style="list-style-type: none"> • Reduce assignment length and strive for quality (rather than quantity). • Increase the frequency of positive reinforcements (catch the student doing it right and let him know it.)
7. Difficulty completing assignments.	<ul style="list-style-type: none"> • List and/or post (and say) all steps necessary to complete each assignment. • Reduce the assignment into manageable sections with specific due dates. • Make frequent checks for work/assignment completion. • Arrange for the student to have a "study buddy" with phone number in each subject area.

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8. Difficulty with any task that requires memory	<ul style="list-style-type: none"> • Combine seeing, saying writing and doing; student may need to sub-vocalize to remember. • Teach memory techniques as a study strategy (e.g. mnemonics, visualization, oral rehearsal, numerous repetitions)
9. Difficulty with test taking.	<ul style="list-style-type: none"> • Allow extra time for testing; teach test-taking skills and strategies; and allow student to be tested orally. • Use clear, readable and uncluttered test forms. Use test format that student is most comfortable with. Allow ample space for student response. Consider having lined answer spaces for essay or short answer tests.
10. Confusion from non-verbal cues (misreads body language, etc.)	<ul style="list-style-type: none"> • Directly teach (tell the student) what non-verbal cues mean. Model and have student practice reading cues in a safe setting.
11. Confusion from written material (difficulty finding main idea from a paragraph, attributes greater importance to minor details.)	<ul style="list-style-type: none"> • Provide student with copy or reading material with main ideas underlined or highlighted. • Provide an outline of important points from reading material. • Teach outlining, main-idea/details concepts. • Provide tape of text/chapter.
12. Confusion from spoken material, lectures and A.V. material (difficulty finding main idea from presentation, attributes greater importance to minor details).	<ul style="list-style-type: none"> • Provide student with a copy of presentation notes. • Allow peers to share carbon-copy notes from presentation (have student compare own notes with copy of peer's notes). • Provide framed outlines of presentations (introducing visual and auditory cues to important information). • Encourage use of tape recorder. • Teach and emphasize key words (<i>the following . . . the most important point . . . , etc.</i>)
+13. Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli).	<ul style="list-style-type: none"> • Reward attention. Break up activities into small units. • Reward for timely accomplishments. • Use physical proximity and touch. Use earphones and, study carrels, quiet place, or preferential seating.
+14. Frequent messiness or sloppiness.	<ul style="list-style-type: none"> • Teach organizational skills. Be sure student has daily, weekly and/or monthly assignment sheets; list of materials needed daily; and consistent format for papers. Have a consistent way for students to turn in and receive back papers; reduce distractions. • Give reward points for notebook checks and proper paper format. • Provide clear copies of worksheets and handouts and consistent format for worksheets. Establish a daily routine. Provide models for what you want the student to do. • Arrange for a peer who will help student with organization. • Assist student to keep materials in a specific place (e.g. pencils and pens in pouch). • Be willing to repeat expectations.
15. Poor handwriting (often mixing cursive with manuscript and capitals with lower case letters).	<ul style="list-style-type: none"> • Allow for a scribe and grade content, not handwriting. • Allow for use of a computer or typewriter. • Consider alternative methods for student response (e.g., tape recorder, oral reports, etc.) • Don't penalize student for mixing cursive and manuscript (accept any method of production).

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16. Difficulty with fluency in handwriting e.g. good letter/word production but very slow and laborious.	<ul style="list-style-type: none"> • Allow for shorter assignments (quality vs. Quantity). • Allow alternate method of production (computer, scribe, oral presentation, etc.)
17. Poorly developed study skills	<ul style="list-style-type: none"> • Teach study skills specific to the subject area - organization (e.g., assignment calendar), textbook reading, note taking (finding main idea/detail, mapping, outlining, skimming, summarizing).
18. Poor self-monitoring; (careless errors in spelling, arithmetic, reading).	<ul style="list-style-type: none"> • Teach specific methods of self-monitoring (e.g., stop-look-listen). • Have student proofread finished work when it is collected.
+19. Low fluency of production of written materials. (takes hours on a 10-minute assignment).	<ul style="list-style-type: none"> • Allow for alternative method for completing assignment (oral presentation, taped report, visual presentation, graphs, maps, pictures, etc., with reduced written requirements.)
+20. Apparent inattention, under-active, daydreaming, "not there".	<ul style="list-style-type: none"> • Get student's attention before giving directions (<i>tell student how to pay attention; look at me while I talk, watch my eyes while I speak</i>); ask student to repeat directions. • Attempt to actively involve student in lesson (e.g. cooperative learning).
+21. Difficulty participating in class without being interruptive; difficulty working quietly.	<ul style="list-style-type: none"> • Seat student in close proximity to the teacher. • Reward appropriate behavior (catch student "being good"). • Use study carrel if appropriate.
+22. Inappropriate seeking of attention (clowns around, exhibits loud excessive or exaggerated movement as attention-seeking behavior, interrupts, butts into other children's activities, needles others.).	<ul style="list-style-type: none"> • Show student (model) how to gain other's attention appropriately. • Catch the student when appropriate and reinforce.
+23. Frequent excessive talking.	<ul style="list-style-type: none"> • Teach student hand signals and use to tell student when and when not to talk. • Make sure student is called upon when it is appropriate and reinforce listening.
24. Difficulty making transitions (from activity to activity or class to class): takes an excessive amount of time to find pencil, gives up, refuses to leave previous task; appears agitated during change.	<ul style="list-style-type: none"> • Program child for transitions. Give advance warning of when a transition is going to take place (<i>now we are completing the worksheet, next we will need . . .</i>). • Specifically say and display lists of materials needed until a routine is possible. List steps necessary to complete each assignment. • Have specific locations for all materials (pencil pouches, tabs in notebooks, etc.). • Arrange for an organized helper (peer).
+25. Difficulty remaining seated or in a particular position when required to.	<ul style="list-style-type: none"> • Give student frequent opportunities to get up and move around. Allow space for movement.
+26. Frequent fidgeting with hands, feet or objects; squirming in seat.	<ul style="list-style-type: none"> • Break tasks down to small increments and give frequent positive reinforcement for accomplishments (this type of behavior is often due to frustration.) • Allow alternative movement when possible.
+27. Inappropriate responses in class often blurted out answers given to the questions before they have been completed.	<ul style="list-style-type: none"> • Seat student in close proximity to teachers so that visual and physical monitoring of student behavior can be done by the teachers. • State behavior that you do want (tell the student how you expect him/her to behave.)

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<p>+28. Agitation under pressure and competition (athletic or academic).</p>	<ul style="list-style-type: none"> • Stress effort and enjoyment for self, rather than competition with others. • Minimize timed activities: structure class for team effort and cooperation.
<p>+29. Incorporate behaviors in a team or large group sport or athletic activity (difficulty waiting turn in games or group situations).</p>	<ul style="list-style-type: none"> • Give the student a responsible job (e.g. team captain, care and distribution of the balls, scorekeeping, etc.): consider leadership role. • Have student in close proximity to teacher.
<p>+30. Frequent involvement in physically dangerous activities without considering possible consequences.</p>	<ul style="list-style-type: none"> • Anticipate dangerous situations and plan for in advance. • Stress <i>Stop-Look-Listen</i>. • Pair with responsible peer (rotate responsible students so that they don't wear out!)
<p>31. Poor adult interactions Defies authority Manipulates (Passive) Hangs on</p>	<ul style="list-style-type: none"> • Provide positive attention. • Talk with student individually about the inappropriate behavior (<i>what you are doing is . . . A better way of getting what you need or want is . . .</i>).
<p>32. Frequent self-putdowns, poor personal care and posture, negative comments about self and other, low self-esteem</p>	<ul style="list-style-type: none"> • Structure for success. • Train student for self-monitoring, reinforce improvements, teach self-questioning strategies (<i>What as I doing? How is that going to affect others?</i>) • Allow opportunities for the student to show his strengths. • Give positive recognition.
<p>33. Difficulty using unstructured time, recess, hallways, lunchroom, locker room, library, assembly.</p>	<ul style="list-style-type: none"> • Provide student with a definite purpose during unstructured activities. (<i>The purpose of going to the library is to check out . . . the purpose of . . . is . . .</i>). • Encourage group games and participation (organized school clubs and activities).
<p>+34. Losing things necessary for task or activities at school or at home (e.g. pencils, books, assignments before, during and after completion of a given task).</p>	<ul style="list-style-type: none"> • Help students organize. Frequently monitor notebook and dividers, pencil pouch, locker, book bag, desks. <i>A place for everything and everything in its place.</i> • Provide positive reinforcement for good organization. • Provide student with a list of needed materials and their locations
<p>35. Poor use of time (sitting, staring off into space, doodling, not working on task at hand).</p>	<ul style="list-style-type: none"> • Teach reminder cues (a gentle touch on the shoulder, hand signals, etc.). • Tell the student your expectations of what paying attention looks like. (<i>You look like you are paying attention when...</i>). • Give the student a time limit for a small unit of work with positive reinforcement for accurate completion. • Use a contract . . . timer, etc. for self-monitoring.

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Homesickness

1. Most youngsters experience homesickness to some degree when they are away from home.
2. Homesickness can be seen as separation anxiety or as a crisis in confidence: "Can I make it on my own?"
3. Homesickness is experienced by children of any age, boy or girl, at sleep-away or at day camp.
4. Homesickness often reflects a child's fears: Will my leaders like me? Will kids tease me? What if I'm scared or not good at something?
5. Homesickness is not confined to first year campers.
6. Homesickness often carries with it a social stigma. It is often less socially acceptable for a 14 year old boy to show signs of it than a 6 year old.
7. For those who experience it, the pain is very real. Either dismissing this pain or dwelling on it does a disservice to the child suffering from it.
8. Homesickness is often a parent problem. Parents often miss their children as much as (and maybe more than) their children miss them. This may be communicated, wittingly or unwittingly, to the child.
9. Children who perceive their parents' grief or loss may feel guilty going to camp -- as if they were abandoning their parents.
10. Children may send a homesick letter the first day of camp. After three days, when the letter arrives, most kids are doing better. Now it is the parent who needs help!
11. When homesickness appears in a child who has previously adjusted well to camp, it is a red flag. It usually means the child:
 - a) has received some worrisome news from home or is living through a family crisis
 - b) has been humiliated or has suffered some emotional injury at camp possibly even unreported physical or sexual abuse.

Some suggested approaches for addressing homesickness:

- * Acknowledge the child's feelings: Gee, Tommy, you look/sound sad/upset.
- * Share your own experience: You know, I was homesick when I went to camp, too.
- * Take time to find out a child's interests.
- * Involve the child in activities
- * Get other children to help involve the child or to show him/her around.
- * Make the child a helper or give him/her a special job.
- * Get support from other staff.