

# ADHD and the Orton-Gillingham Lesson Plan

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## Attention Deficit Hyperactivity Disorder (ADHD)

Approximately 30% of those with dyslexia have coexisting ADHD

Subtypes of ADHD

1. Primarily Inattentive
2. Primarily Hyperactive (visible hyperactivity is present in only 25% of children diagnosed with ADHD)
3. Combined

ADHD brains mature approximately 30% more slowly than neurotypical brains.

(Barkley, 2005; International Dyslexia Association, 2008)

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## Subtypes of ADHD

### Primarily Inattentive

- ▶ The neural network signals are underdeveloped and weak.
- ▶ "Focus is not a matter of willpower or motivation... It is a function of the axonal fibers connecting different regions of the brain."

(Nigg & The ADHDside Editors, 2019)

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### Subtypes of ADHD

Primarily Hyperactive

- ▶ The ability to stop and think through consequences is impaired.
- ▶ The signals in thalamus area of the brain that control response inhibition don't send a warning to the frontal cortex.
- ▶ Impulsive behavior is a function of the interior system of the brain and is not rudeness, lack of self-discipline, or poor parenting.

(Nigg & The ADHDude Editors, 2019)

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### The Struggle

"The fact of the matter is that children with ADHD have trouble paying attention in only some situations. These are situations in which children must bring on line increased self-control and effort in order to remain attentive. Such situations are defined as repetitive, effortful, uninteresting, and usually not of the child's choosing. When these situations do not provide immediate, frequent, predictable and meaningful payoffs or rewards for completion, children with ADHD struggle even further. Keep in mind that all of us struggle to sustain attention and effort in these types of situations." (Goldstein, 2018)

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### Defining Features of ADHD

The three characteristics that explain every facet of ADHD.

1. An interest-based nervous system
2. Emotional hyperarousal
3. Rejection sensitivity

(Barkley R. A., 2010 ; Dodson, Chapter 1: The Three Defining Features of Your ADHD Brain, 2019)

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### Defining Features of ADHD

Interest-based nervous system

- ▶ Inconsistent attention during repetitive and effortful tasks that require inhibition, working memory, and planning.
- ▶ Difficulty with sustained attention on tasks or assignments that are uninteresting or difficult. Difficulty pulling away from tasks that are interesting.

(Editors, When Focus is Fleeting - and Painful, 2011; Mather, Goldstein, & Eklund, 2015)

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how my brain works.

(How My Brain Works)

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### Defining Features of ADHD

Emotional hyperarousal

- ▶ The ability to regulate feelings is impaired making thoughts and feelings more intense.
- ▶ More sensitive to both praise and criticism
- ▶ "The key to low self-esteem and shame is helping a person with ADHD figure out how to succeed despite his unique nervous system."

(Oodson, Chapter 1: The Three Defining Features of Your ADHD Brain, 2019)

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### Defining Features of ADHD

#### Rejection sensitivity

- ▶ Intense feelings of rejection regardless of whether people are really rejecting, teasing or criticizing.
- ▶ Can be triggered by feelings of failure, either to meet their own high standards or someone else's.
- ▶ May result in an inability to try
- ▶ For 30% of those struggling with rejection sensitive dysphoria (RSD) it is the most impairing aspect of ADHD. Treatment with medication is more effective than treatment with therapy alone.

(Dodson, Chapter 1: The Three Defining Features of Your ADHD Brain, 2019)

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### Positive & Negative Reinforcement

“A person with an ADHD nervous system has never been able to use the idea of importance or rewards to start and do a task. They know what's important, they like rewards, and they don't like punishment. But for them, the things that motivate the rest of the world are merely nags.”  
(Dodson, 2019, p. 22)

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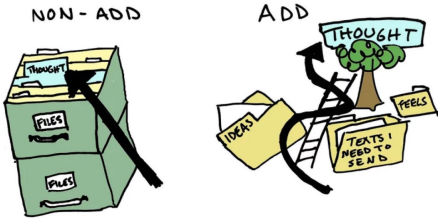
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(Kee)

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### Best Practice ADHD

- ▶ Schedule difficult activities in the morning
- ▶ Visual display of the routine for the day
- ▶ Give a wait time of at least 5 seconds
- ▶ Reduce the amount of information on a page
- ▶ Ignore minor inappropriate behavior
- ▶ Give sincere explicit positive verbal praise
- ▶ Model enthusiasm, organization, and attention

(Barkley, 2005; Mather, Goldstein, & Eklund, 2015; Rief, 2003)

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### Best Practice for ADHD & How the O-G Lesson Plan Supports the ADHD Student

<p><b>Best Practice ADHD: Direct, explicit teaching using multisensory techniques and a predictable routine</b></p> <p>O-G:</p> <ul style="list-style-type: none"> <li>• Teaching is direct and explicit, structured and sequential</li> <li>• Uses multisensory techniques</li> <li>• Sequencing of each lesson is routine and predictable</li> </ul>	<p><b>Best Practice ADHD: Remind the student of the expectations through out the lesson until they become permanent</b></p> <p>O-G:</p> <ul style="list-style-type: none"> <li>• Reminders to sit up, angle paper, hold the paper with the non-writing hand</li> <li>• Reminders of SOS expectations when spelling</li> </ul>
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(Mather, Goldstein, & Eklund, 2015; Rief, 2003)

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Best Practice for ADHD & How the O-G Lesson Plan Supports the ADHD Student

<p><b>Best Practice: Adjust lessons in response to student performance</b></p> <p>O-G:</p> <ul style="list-style-type: none"> <li>• Is diagnostic and prescriptive</li> <li>• Circles back as needed</li> </ul>	<p><b>Best Practice: Limit number of new concepts introduced at one time.</b></p> <p>O-G:</p> <ul style="list-style-type: none"> <li>• Introduces one concept at a time</li> <li>• Doesn't move on until the student the student has achieved 80% accuracy</li> <li>• (Errors: miscues, self-corrections, hesitations)</li> </ul>
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Best Practice for ADHD & How the O-G Lesson Plan Supports the ADHD Student

<p><b>Best Practice ADHD: Give student choice whenever possible</b></p> <p>O-G:</p> <ul style="list-style-type: none"> <li>• Opportunities for choice in reading words and sentences</li> <li>• Choices of different types of colored pens &amp; pencils (felt tip, gel, ballpoint, mechanical)</li> <li>• Choice increases motivation, and motivation increases sustained attention.</li> </ul>	<p><b>Best Practice ADHD: Increase novelty to increase attention and lessen errors.</b></p> <p>O-G:</p> <ul style="list-style-type: none"> <li>• Increase attention through sorting activities, bingo, card games</li> <li>• Student illustrates a concept</li> <li>• Use 1 or 2 minute visual drills and keep track of how many graphemes or words the student reads correctly. Track it on a graph.</li> </ul>
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(Mather, Goldstein, & Eklund, 2015; Rief, 2003)

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Best Practice for ADHD & How the O-G Lesson Plan Supports the ADHD Student

Best Practice: Teach tools for organization

O-G:

- Writing name and date on each page of paper
- Organization of the paper
  - Writing words and sentences one under the next
  - Folding paper in half to create a second column
- Crossing through errors neatly
- Organizing concepts in a binder

Best Practice: Teach student how to pay attention by demonstrating what attention and inattention look like.

O-G:

- Listening Learning Position
- Changing posture
- Sitting up straight in chair
- Putting both feet on the floor
- Raising head off of shoulders
- Track speaker's facial expressions

(Mather, Goldstein, & Eklund, 2015; Rief, 2003)

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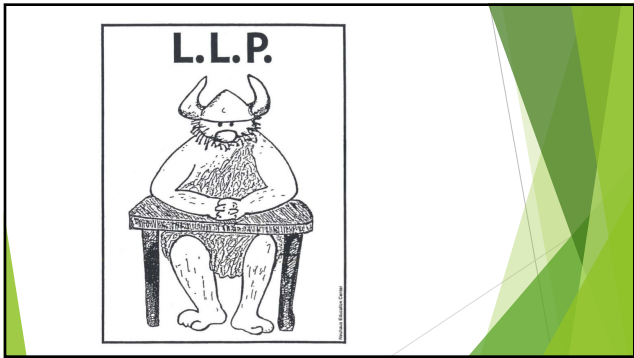
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Best Practice for ADHD & How the O-G Lesson Plan Supports the ADHD Student

<b>Best Practice: Short work periods</b>	<b>Best Practice: Check frequently for understanding by asking open-ended questions</b>
<b>O-G:</b> <ul style="list-style-type: none"> <li>• Segments are generally 3 to 15 minutes depending on lesson length</li> </ul>	<b>O-G:</b> <ul style="list-style-type: none"> <li>• Ask questions throughout the lesson</li> <li>• During visual and auditory drills</li> <li>• When student makes an error</li> <li>• When using controlled spelling</li> <li>• When student is dividing words into syllables and morphemes</li> </ul>

(Mather, Goldstein, & Eklund, 2015; Rief, 2003)

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(Mather, Goldstein, & Eklund, 2015; Rief, 2003)

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## The Traffic Jam

Who creates the traffic jam?

- ▶ The student who cannot sustain attention for more than a few minutes
- ▶ The student who is hyperactive
- ▶ The student who struggles regularly with emotional dysregulation
- ▶ The student who is so sensitive to perceived criticism that they don't try

You can stay stuck in traffic  
or  
You can take a different route.




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## Detours

This is the atypical student who is unable to follow the structure of a regular lesson plan because

- ▶ Poor executive function and planning results in impulsive behavior
- ▶ The student appears to be unmotivated
- ▶ Negative school experiences have had a cumulative adverse effect on behavior, emotions, and self-esteem resulting in a student who may not be a willing participant in instruction
- ▶ Takes a long time to complete work
  - ▶ The ADHD student takes 2 to 3 times longer than neurotypical student to complete work

(Wather, Goldstein, & Ehland, 2015; Ref, 2003)

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## The Challenge

- ▶ The challenge is to stay within the Academy's guidelines for lesson length and frequency of lessons while supporting the needs of the student.
- ▶ Follow the guidelines for creating a lesson plan that engages and supports the ADHD student.
- ▶ Provide enough time to weave the extra accommodations into the lesson while still completing the planned lesson within the time allotted.

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### Additional Accommodations for the Challenging Student

All of the ADHD accommodations and strategies listed earlier plus

- ▶ Intersperse low-interest activities with active tasks
- ▶ Provide frequent breaks
- ▶ Provide opportunities for movement

(Barkley, 2005; CHADD: The National Resource on ADHD, 2016; Gawritlow, 2011; Rief, 2003)

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### Encourage Positive Behavior

- ▶ Reduce frustration
  - ▶ Build success, end with success
  - ▶ Anticipate potential problems
- ▶ Give encouragement and reassurance
  - ▶ Three positive reinforcements for each negative
  - ▶ Give sincere targeted praise
  - ▶ Model positive tone of voice, respect, body language
  - ▶ Don't take behavior personally
- ▶ Use a behavior chart
  - ▶ Both student and teacher rate the lesson
  - ▶ Student earns tangible rewards that change frequently.
  - ▶ Immediate consequences when necessary

(Barkley, 2005; Mather, Goldstein, & Eklund, 2015; Rief, 2003)

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### Creating a Lesson Plan for the Challenging Student

- ▶ Build in extra time for the student who needs to take a break or struggles with emotional regulation
  - ▶ A 30 minute lesson becomes 40 minutes, a 45 minute lesson 55 minutes
  - ▶ Lessons may need to be three or four days a week instead of two
- ▶ Plan for breaks using the lesson plan as a guide
  - ▶ Each day student writes when they would like a break on the visual checklist.
  - ▶ Decide with the student ahead of time when a break will occur at each lesson.
  - ▶ Provide the student with choice

Barkley (2005)

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### A Deep Breath

- ▶ Breaks from 1 to 5 minutes
  - ▶ Time is dependent on a behavior plan or after discussion with teacher, learning specialist, psychologist, or parent
- ▶ Movement breaks
  - ▶ Water
  - ▶ Bathroom
  - ▶ Pick a card/Roll a dice
- ▶ Breathing/Mindfulness

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### Overwhelmed

Find the strategies that work best when the student becomes emotionally overwhelmed, non-compliant or inattentive

- ▶ Breathing technique options become strategies
  - ▶ Practice breathing techniques regularly
    - ▶ Before lessons begin
    - ▶ During breaks

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### Informal Experiment / Edison High School

Jumping jacks or push-ups

- ▶ 4 of 8 students were extremely hyperactive
- ▶ Push-ups = Focus
- ▶ Jumping jacks ... not so much.
- ▶ Jumping jacks did help with the after lunch slump.

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### Movement Breaks During a Lesson

- ▶ Exercise break
  - ▶ Jumping jacks
  - ▶ Push ups
  - ▶ Big stretches
  - ▶ Lunges
- ▶ Pick a Card / Roll a Dice
  - ▶ Singing and moving to head and shoulders knees and toes
  - ▶ Singing and moving to Hokey Pokey
  - ▶ Tossing a squishy ball back and forth
  - ▶ Volcano breathing
  - ▶ Activities to increase fine motor skills

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### Activities Providing Movement & Novelty

- ▶ Bingo on the floor
- ▶ Sorts at the board
- ▶ Movement for letter formation (j below the line)
- ▶ Jump to the number of syllables in a word
- ▶ Sounding out a word
  - ▶ Head, stomach, feet
  - ▶ Head, shoulders, stomach, knees, feet
- ▶ Turn off the lights and use a flashlight to illuminate words on the blackboard
- ▶ Cut words into syllables after marking vowels and consonants
- ▶ Rap and move as they give the sounds of a grapheme during the visual drill

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### We All Have ADHD

"Our brains are wired for novelty. We know this because we pay attention to every stimulus in our environment that feels threatening or out of the ordinary. This has always been a wonderful advantage. In fact, our survival as a species depended on this aspect of brain development."  
(Desautels, 2016)

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