

<https://www.youtube.com/watch?v=AJQfLJ1fNAs&t=1217s>

ADHD-Friendly Classroom Structure

	Is this in place in my classroom?
Clearly defined centers and seating space in circle	<input type="checkbox"/>
Challenging students seated near teacher or positive peer models	<input type="checkbox"/>
Calm-down area	<input type="checkbox"/>
Routines established for daily activities	<input type="checkbox"/>
“Down-time” limited; transition warnings given	<input type="checkbox"/>
Rules are taught, reviewed, and actively implemented	<input type="checkbox"/>
Clear expectations and instructions	<input type="checkbox"/>

Keep Children Engaged during Circle Time

- Keep instructional time short/provide “wiggle breaks”
- Give child a way to be actively involved
 - Use his/her name in examples
 - Have him/her hold a book or be a “helper”
- Teach listening strategies, e.g., “1-2-3, eyes on me”, “show me listening ears”
- Use nonverbal signals to get kids back on task
- Praise or use incentives for “eyes on teacher” (good listening behavior) frequently

Use Attention Strategically

- Praise and “Catch” the child being good
 - Be specific
 - Praise immediately
 - Praise effort and improvement
 - Praise 4 x as often as redirection or correction
- Ignore minor inappropriate behaviors
 - Actively ignore the behavior then praise
 - Be consistent
- Redirect
 - Tell the child what you want instead
 - Be brief and matter of fact



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Effective Use of Incentives

- Always combine with praise!
- Select 1-2 SPECIFIC positive behaviors to target at a time
- Pick small, achievable goals
 - If no success for 3-4 days, re-evaluate
- Pick meaningful incentives for that child
 - Try new things over time!
- Fade incentive after behavior is established
- Keep separate from punishment system



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Resource

Foundation for Effective Discipline Plans

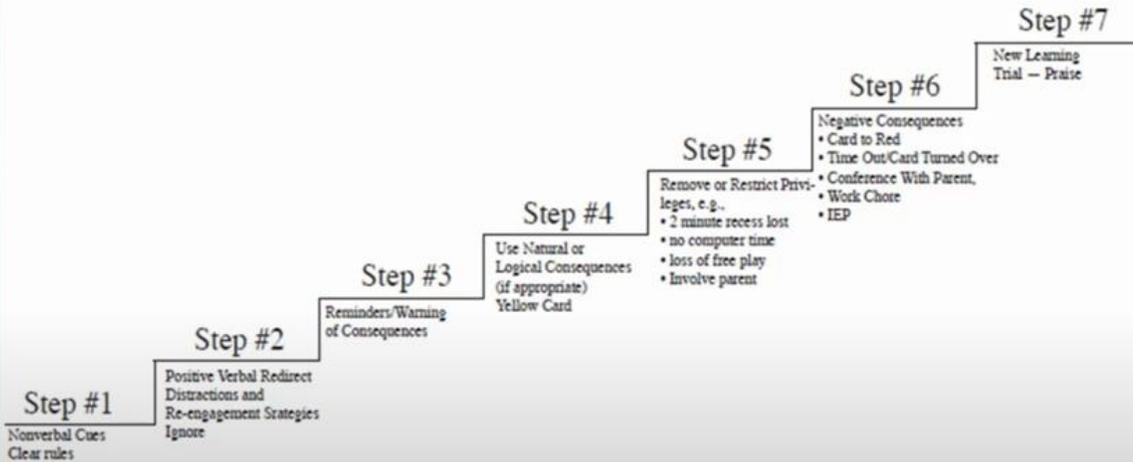
- Based on positive, proactive classroom management
 - Expectations and instructions are clear and specific
 - High rate of praise in context of positive relationships with teachers
 - Powerful and variable incentives are used
- Targets a few specific behaviors at a time

Principles of Effective Consequences

- Develop a discipline hierarchy
 - Use the least intrusive strategy first
- Brief, immediate, followed by another learning opportunity
 - Smaller more frequent better than larger infrequent
- Be firm and follow through but keep your cool!
- Avoid negative attention and power struggles

Discipline Hierarchies/Steps

For Nondisruptive & Disruptive Behavior



Foundation: “Massive” Attention/Praise/Encouragement for Prosocial Behavior

“Always choose the lowest, least intrusive first.”

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Provide “Co-Regulation”

- Predictable, structured, supportive *environments*
- Warm, nurturing, and responsive *relationships*
- Teaching and coaching *self-regulation skills*



Self-Regulation Skills to Teach

- Waiting (**delay gratification**)/ using patience muscles
- Staying focused and thinking hard (**attention**)
- Trying different ways to solve a problem (**cognitive flexibility**)
- Trying your friend's idea (**social flexibility**)
- Sticking with something when it is hard (**persistence**)
- Using words to say how you feel (**emotional literacy**)
- Staying calm when you are frustrated or upset (**emotion regulation**)

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How to “teach” self-regulation

- **Model** self-regulation behaviors and label what you are doing
- **Describe** when child is showing self-regulation
- **Praise and provide incentives** for self-regulation behaviors
- Create lots of **practice opportunities**
- Provide enough “**scaffolding**” to set children up for success

Calm Down



take a deep breath



count to 5



rest in my chair

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How to “Coach” Self-Regulation

- Describe examples of self-regulation that you see, using descriptive commenting:
 - “You are....”
 - “I see....”
 - “It looks like....”
- Praise self-regulation behaviors
- If a child is having trouble regulating:
 - Give coping statement
 - Make a positive prediction

