

SKACD 613

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**Check out
the website!**

www.skacd.com

Select the Brain

Compatible

Instruction link.

Discover:

* A list of materials available to borrow with descriptions.

* Updated project descriptions from teachers within the cooperative.

* Our newsletter.

* Other facts and information.

ADD/ADHD

The attention system in the brain follows the same path as the dopamine system, which regulates the body's highs and lows. This helps explain why students with attention problems have highs and lows in their academic performance. They tend to work best under high stress because it releases dopamine into the system. When the dopamine is flowing, the attention system functions better.

There are three main parts within the attention system. If one piece is off, the whole system is off. The three parts are the arousal center, emotion center, and the frontal lobes.

The arousal center is in the reticular area of the brain near the brain stem. The information a teacher presents must first gain the learner's attention. If

it doesn't, the attention system is already dysfunctional.

Once you have gained the student's attention, you must keep it. The emotion center (limbic system) serves as the reward, motivation, and survival network. The amygdala determines if the information received is important or not. If it is deemed important, the hippocampus is stimulated. If not, the system stops.

Finally, the information reaches the frontal lobes, which control executive functioning skills. These skills are listed on page two. The frontal lobes are the last part of the brain to fully develop, and they do not function properly with ADHD students. This suggests why these students struggle with academic tasks, completing homework, etc.

Brain Food for Thought

- The AD/HD brain compensates by using different parts of the brain that are less efficient to do the same tasks. This results in tiring easily.
- They say I have ADHD, but they just don't understand. Oh look, a chicken!!
- We all have our weaknesses; it is our strengths, however, that help us thrive in the world.
- Trying to fix the ADHD student is counterproductive. They are not broken. They need understanding and accommodation.

*February's
Trivia Question:*

*Which lobe of the
brain develops last
and controls
executive
functioning skills?*

*Temporal,
Occipital, Frontal
or Parietal*

*E-mail the answer
to
cnuss@skacd.com*

*Correct answers
will be entered
into a monthly
drawing for a
brain book!*

*January's
Trivia Question:
Which state changer
reduces the level of
cortisol in the brain?
The answer is rituals.*

*Winner of January's
trivia question was
Stephanie Stephenson,
Interrelated Program,
Minneola*

Executive Functioning Skills

The following are some skills controlled by the frontal lobes:

- * Planning/Organizing
- * Time Management
- * Controlling Impulses
- * Flexibility
- * Self-Monitoring

- * Working Memory/Reasoning
- * Producing written responses
- * Regulating social behavior
- * Controlling emotions
- * Using hindsight and foresight to make predictions
- * Seeing others' perspectives

Tips for Helping ADHD Students

Memory

Mnemonics, cues, rhymes and codes
Rituals and place for their things
To-do lists, post-it notes
Write down daily schedule
Don't take forgetting personally

Temper Tantrums

Escape Outlet
Have the student talk or write about the event
Talk about how to handle anger and teach social skills

Procrastination

Chunk it up
Remind and reward for steps in the process
Clear deadlines

Prioritizing

Colors and pictures are good for emphasis
Simplify choices and instructions

Motivation

Focus on strengths
Praise
Buddy System

Gaining attention

Coded signals
Change location of teaching
Relationship with the adult
Have fun- use their enthusiasm
Set limits with clear boundaries

Transitioning

Announce changes well in advance
Post a predictable schedule
Rehearse changing classrooms, going to locker, etc.

Time Management

Use timers or anything with an alarm
Visual schedules
Break work into chunks, monitor and reward
Teach self-reflection or self-talk
Teach and practice specific time management skills

Self-Monitoring

Use a tutor as a mirror
Sit in front of a mirror to self-remind
Work in groups or with study buddies