

APPENDIX B

WORKSHOP OUTLINE

OUTLINE OF WORKSHOP

(3.5 Hours – Session 1)

I. Introduction

A. Purpose of the workshop

1. Description of the study
2. Call for participants
3. Distribution of questionnaire
4. Directions for completing questionnaire
5. Explanation of the post-test questionnaire
6. Collection of pre-test questionnaire

B. What is AD/HD?

1. Prevalence of AD/HD
 - a. gender
 - b. in the United States
 - c. mental health facilities
 - d. in general education and special education populations
2. Common ideas teachers have about students with AD/HD
 - a. fact
 - b. myth

3. Primary characteristics of students with AD/HD
 - a. inattention
 - b. impulsivity
 - c. hyperactivity
 - d. examples of a, b, c
4. Secondary characteristics of students with AD/HD
 - a. cognitive characteristics
 - b. academic characteristics
 - c. social problems

II. Difficulties Teachers Face in Instructing Students with AD/HD

A. Teacher resistance to instruct students with disruptive and/or academic difficulties.

1. “Contagious behavior” effect
2. Teachers’ notion of student success
3. Accommodations, both academically and behaviorally
4. Teachers’ view of AD/HD

B. Teachers’ concern regarding the use of behavior modification procedures.

1. Philosophical objections
2. Time
3. Ease of preparation to implement behavior modification

C. Teacher Isolation

1. Lack of support
 - a. administration
 - b. parents

c. community

2. Ill-prepared prior to the placement of students with AD/HD.
3. Assumptions regarding teacher commitment is often erroneous
4. "Good teachers always have orderly, quiet classroom."

III. Conclusion

Question and answer discussion period

OUTLINE OF WORKSHOP

(3.5 Hours – Session II)

I. Introduction

A. Review previous session's topics (major issues of discussion)

B. Legislation impacting students with disabilities

1. PL 94-142
2. IDEA PL 105-17
3. Notice of Inquiry by U. S. Department of Education regarding AD/HD
4. ADD policy memorandum
5. IDEIA
6. Section 504
7. No Child Left Behind Act
8. Application to students with AD/HD

II. Type of Interventions Appropriate for Students with AD/HD

A. Medical interventions

1. General information regarding medications for students with behavioral/emotional problems
2. Stimulants and Ad/HD
3. Ethical and legal concerns regarding the use of medication for students with AD/HD
4. Need for collaborative roles in the medication process

B. School Based Interventions/Critical Features

1. Determine extent of need
2. Commitment

3. Roles and responsibilities
4. Commitment to continuity of intervention efforts
5. Gradual transfer of intervention responsibility to general educators
6. Commitment to involve parents
7. Commitment and administrative support
8. Positive school climate

III. Conclusions

Question and answer discussion

OUTLINE OF WORKSHOP

(3.5 HOURS – SESSION III)

I. Problematic Issues to be Considered During Intervention Process

A. Defining target behavior

B. Varying behaviors of students with Ad/HD

C. Prioritizing behaviors

D. Complexity of intervention efforts

1. Illustrative case studies demonstrating dramatic differences in types of behavior that students exhibit in school setting
 - a. Allen
 - b. Mark
 - c. Tanya
2. Establish an intervention model using case studies

II. Physical Environment Intervention

A. Arrangements

1. Grouping arrangements
2. Seating arrangements
3. Proximity control
4. Reducing distractions

B. Classroom environment

1. Scheduling subjects
2. Established, organized, predictable schedule
 - a. transition

- b. incorporating activity into class structure/lesson

C. Teacher organization

1. Modeling organized behavior
2. Using object placement routines
3. Teaching time estimation skills

III. Academic Interventions

A. Principles of Effective Teaching

1. Instructional cycle
2. Maximize student engagement in instruction
3. High rates of student success
4. Questioning which facilitates students learning
5. Managing student responses in a facilitative way
6. Corrective feedback
7. Appropriate pace
8. Organized content

B. Teaching considerations

1. Intervene academically first
2. Increase stimulating value of lesson
3. Use direct or computer-assisted instruction
4. Shorten length of assignments/provide more time to complete task

C. Specific academic modifications

1. Individual assignment sheets
2. Priority time sheets
3. Independent study

4. Strategy to promote student work productivity
 - a. illustrative example of cognitive-behavior theory
 - b. phases of an effective lesson structure
 - c. effective/ineffective praise
 - d. illustrate example of a content organizer
 - e. illustrate example of a content diagram
 - f. illustrate example of a study guide
5. Teaching and using study skills

IV. Behaviorally-based interventions

A. Overview

1. Power struggles
2. Escape/avoidance behaviors

B. Appropriate use of contingent feedback

1. Providing positive teacher attention
2. Effective and ineffective commands

C. Group contingencies

D. Individual contingency contracts

E. Setting up a Token Economy

F. An overview of social skills rating

V. Conclusion

A. Question/answer discussion

B. Teacher plans for using material presented for workshops ensure teacher understanding