

First Aid for Children with Learning Problems

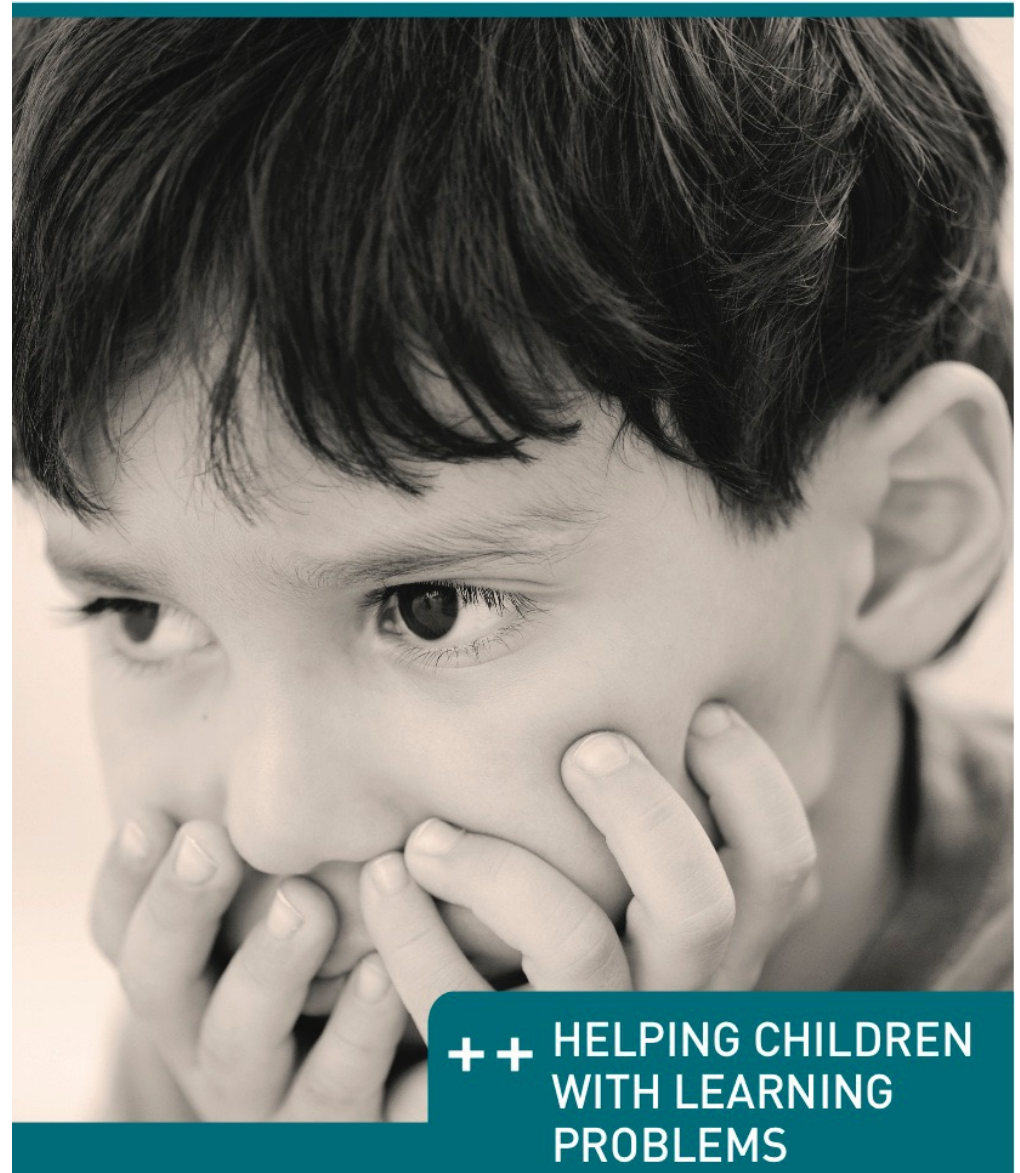
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www.FirstAidforEmotionalHurts.com

FIRST AID
for **YOUR** Emotional Hurts


Edward E. Moody, Jr., Ph.D.



**++ HELPING CHILDREN
WITH LEARNING
PROBLEMS**



MINDSET

—  +

THE
NEW
PSYCHOLOGY
OF
SUCCESS

CAROL S. DWECK, PH.D.

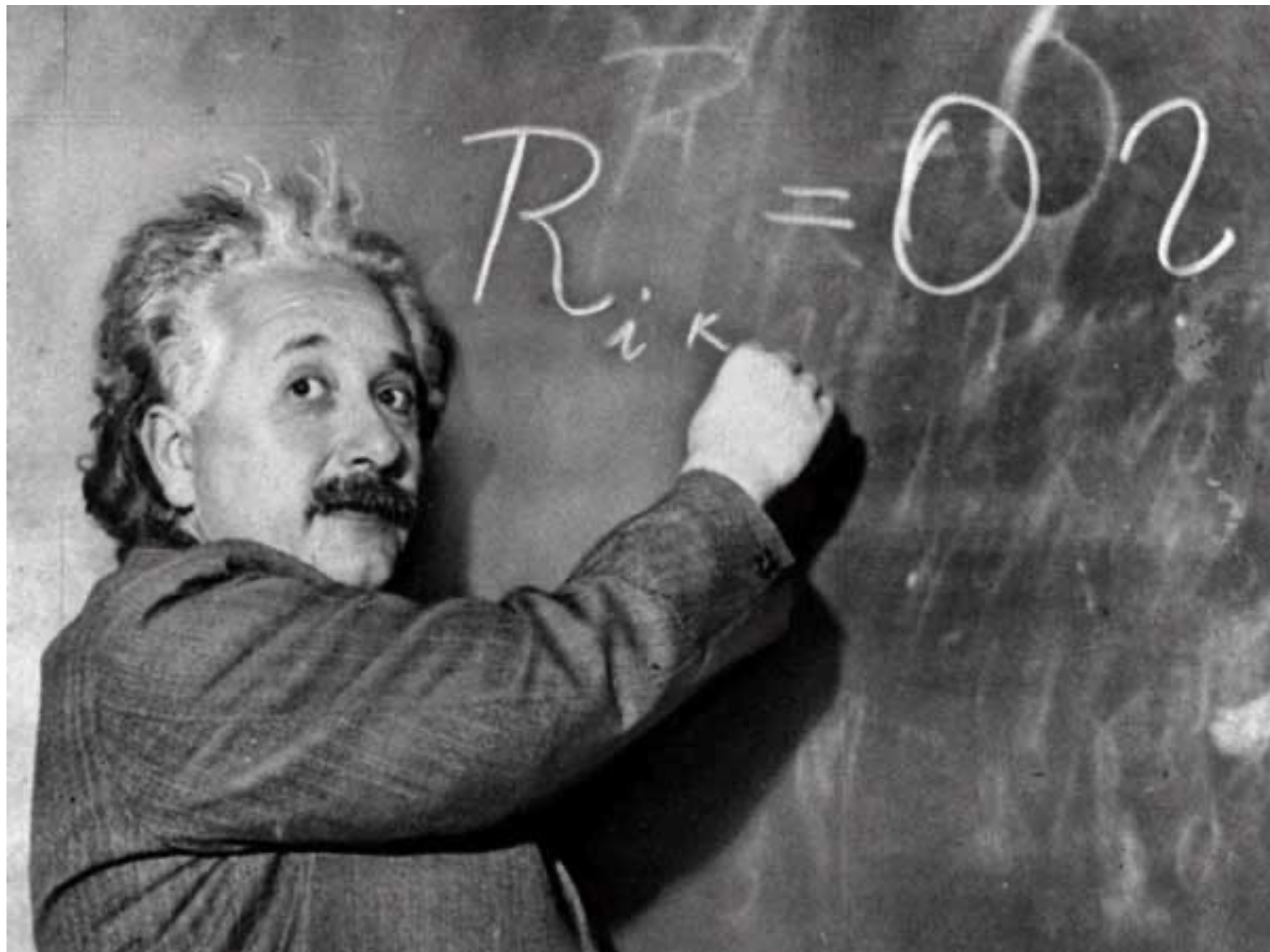


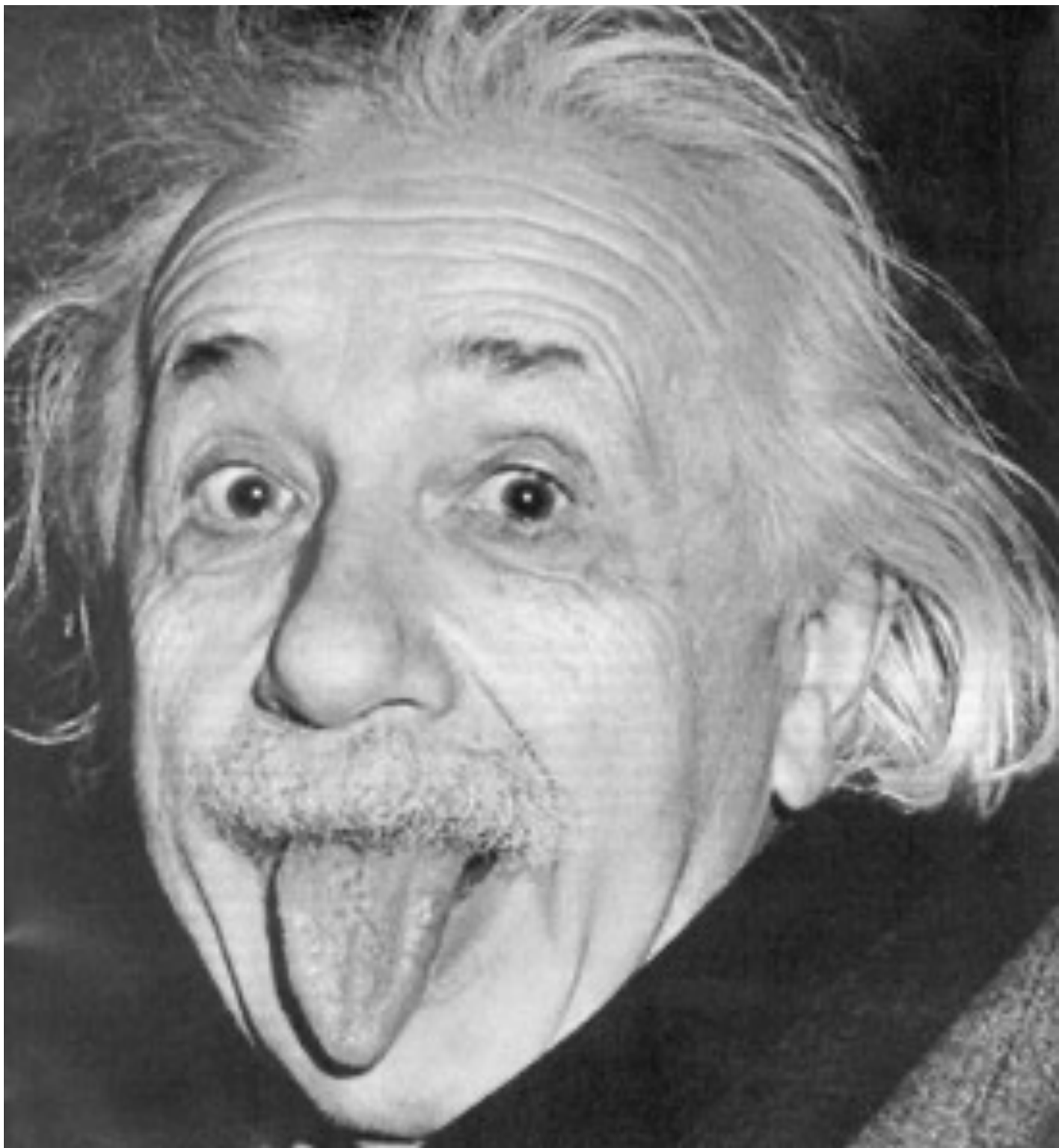
Parents: You are not alone!

- 5-8% of youth suffer from Attention Deficit Hyperactivity Disorder (ADHD)
- 7 out of every 100 school children have ADHD
- It is estimated that 5-15% of youth have a specific Learning Disability (LD)
- The school dropout rate for children or adolescents with LD's is reported at 40% or approximately 1.5 times the average.

- 44% of children with ADHD have at least one other disorder
- 20-25% of children with ADHD have learning difficulties







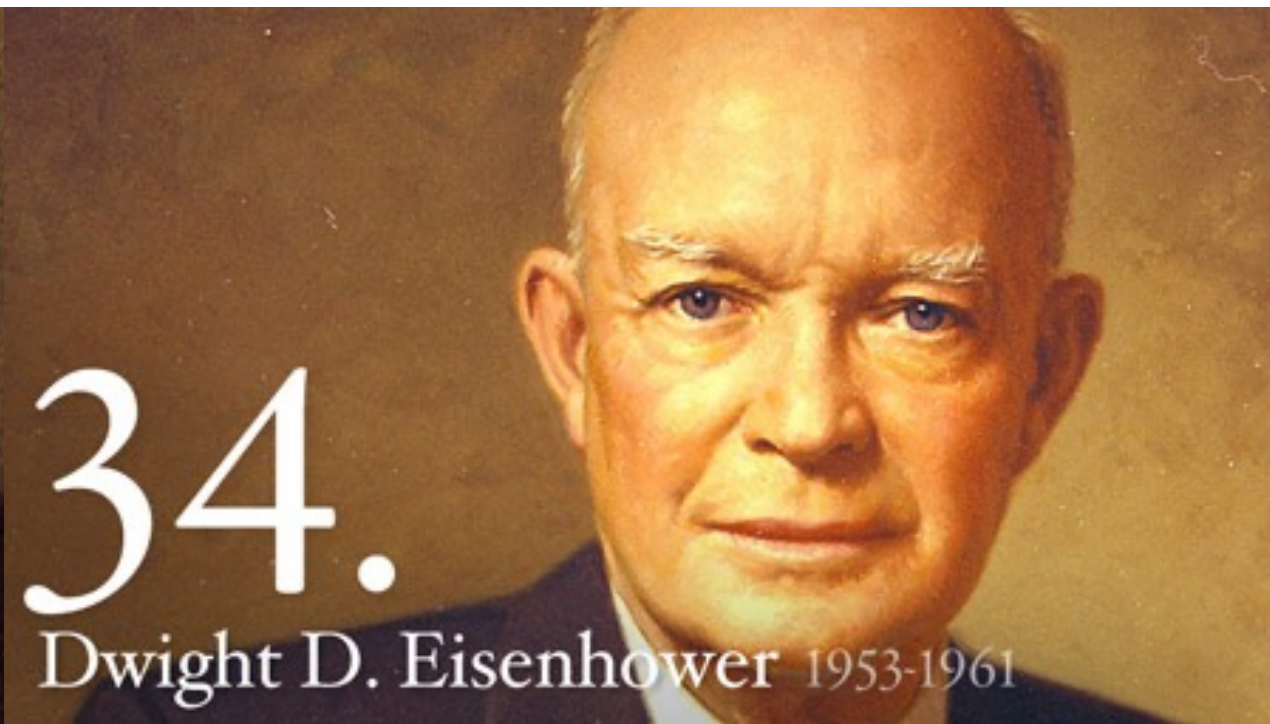






34.

Dwight D. Eisenhower 1953-1961



Famous people who appear to have had learning or attention problems⁸

Beethoven	Alexander Graham Bell	Winston Churchill
Walt Disney	Thomas Edison	Albert Einstein
Dwight D. Eisenhower	Henry Ford	Galileo
Danny Glover	John F. Kennedy	Carl Lewis
Mozart	Louis Pasteur	Gen. George Patton
Eddie Rickenbacker	Nelson Rockefeller	Charles Schwab
George C. Scott	George Bernard Shaw	Sylvester Stallone
Lindsay Wagner	Robin Williams	Woodrow Wilson
Henry Winkler	Wright Brothers	Leonardo da Vinci



ADHD through History

- 1890—William James describes an “explosive will”
- 1902—George Still lectures about attention symptoms
- 1950s—1970s— “hyperactive child syndrome” emerges
- 1968—“hyperkinetic reaction of childhood” is described
- 1987—“Attention-deficit hyperactivity disorder” listed in the DSM-III

ADHD Problems in early elementary school

- Off-task behavior
- Incomplete or lost assignments
- Sloppy work or messy handwriting
- Errors in accuracy
- Inconsistent performance
- Daydreaming
- Disruptive behavior
- Difficulty interacting with others

Hyperactivity Symptoms

- Fidgets or squirms
- Leaves seat in situations when remaining seated is expected
- Runs or climbs excessively in situations in which it is inappropriate
- Has difficulty playing or engaging in leisure activities quietly
- “On the go”
- Talks excessively

Impulsivity Symptoms

- Blurts out answers before questions have been completed
- Has difficulty awaiting their turn
- Interrupts or intrudes on others

Inattention Symptoms

- Fails to give attention to details or makes careless mistakes
- Has difficulty sustaining attention
- Does not seem to listen when spoken to directly
- Does not follow through on instructions
- Has difficulty organizing tasks
- Avoids tasks that require sustained mental effort

Inattention Symptoms . . .

- Loses things necessary for tasks or activities
- Distracted by external stimuli
- Forgetful

Executive Functioning Difficulties in Children with ADHD

- Lack problem-solving skills
- Poor sense of timing
- Inconsistent
- Difficulty resisting distraction
- Difficulty delaying gratification
- Trouble working on long-term goals
- Easily frustrated
- Poor judgment

Many ADHD students also have problems with

- Time management
- Prioritizing work
- Reading comprehension
- Note taking
- Study skills
- Completing tasks with multiple steps

Executive Functioning Problems and Descriptions³⁷

<i>Problem</i>	<i>Description or Example</i>
Difficulties with social perception	Child may be unaware of what is happening around them
Does not understand consequences	Pulls chair out from under another child but does not understand that child will fall on the floor
Difficulty expressing feelings	Trouble apologizing for actions
Trouble delaying gratification	Instead of asking to play or use something, may grab that item
Trouble listening	In conversations with others repeatedly interrupts rather than listening
May smile less	When playing with another child may not smile much
Unwilling to act	When a situation arises may be less likely to act (e.g., ask to join in with others to play)
Fails to ask questions	Less likely to ask questions when they do not understand something
Talking	Either does not talk enough or talks too much

Address Impulsivity

Four-fifths of ADHD youth treated with psychostimulant medication are considered responders compared to 4% to 30% treated with placebo.⁵³

Psychostimulant Medications⁵⁵

<i>Trade Name</i>	<i>Generic Name</i>	<i>Typical Daily Child Dosage</i>	<i>Level of Insomnia</i>
Adderall	amphetamine	5-30 mg	Moderate
Adderall-XR	mixed salts	5-30 mg	Significant
Cylert	pemoline	37.5 mg	Moderate
Dexedrine	dextroamphetamine	5-10 mg	Mild
Dextrostat			
Dexedrine Spansules			Moderate
Desoxyn	methamphetamine	5-25 mg	Mild
Ritalin (effective 2-6 hours)	methylphenidate	10-30 mg	Mild
Ritalin-SR			Moderate
Methylin-ER			Moderate
Metadate-ER (effective 6-8 hours)			Moderate
Concerta (once per day dosing)		18-54 mg	Significant
Focalin (effective 2-6 hours)	dexmethylphenidate	5-30 mg	Mild

Social Skills Teachers Expect⁶⁴

- Correct schoolwork
 - Ignoring distractions while working
 - Completes assignments in a timely manner
 - Tells teacher appropriately when mistreated by others
 - Keeps clean and neat desk
 - Introduces self to new people
 - Controls temper with peers and adults
 - Appropriate response to peer pressure and aggression from others
-

Address Inattention

Cooperation Skills Important for Success⁶⁵

- Follows and attends to directions
 - Gets along with people who are different
 - Uses time wisely while waiting for help
 - Listens to classmates and their ideas
-

Dog outside

Ignore
Unimportant
Stimuli

Teacher writing on board

Proper
Focus

Keep listening

Sustained
Focus

Addressing Problems with Attention⁶⁷

- Define the appropriate behavior expected while giving praise to the child
 - Give praise immediately for appropriate behavior
 - Vary the statements given as praise
 - Be consistent and sincere with praise
 - Ignore inappropriate behavior
 - Remove nuisance items
 - Provide calming manipulative
-

Address Executive Functioning

Work on communication skills⁶⁸

- Let the speaker finish
- Concentrate on what is being said
- Show interest in what others are saying
- Avoid judgment
- Eliminate putdowns
- Express agreement and use praise

Problem-solving Steps⁷¹

- 1) Define the problem
 - 2) Come up with workable solutions
 - 3) Implement the Solution
 - 4) Evaluate results and try something else if necessary
-

Learning Disabilities

As many as 4 million U.S. school children may be suffering from an LD

- Many individuals with LDs (10-15%)
also struggle with Conduct
Disorder, Oppositional Defiant
Disorder, ADHD, Major Depressive
Disorder, or Dysthymic Disorder

- The prevalence of dyslexia has been estimated to be as high as 17.4% of the school-age population
- Reading disabilities in general have prevalence estimates of 10-15% of the school-age population
- Dyslexia is the most common form of LD
- It is estimated that 80-90% of children served in special education programs have problems with reading⁷⁶

Looking for spelling errors⁷⁸

<i>Error</i>	<i>Example</i>
Omission of silent letters	wether for weather, reman for remain
Omission of sounded letter	requist for request
Omission of double letter	suden for sudden
Addition of letters	untill for until
Reversal of letters	was for saw
Vowel problems	prisin for prison
Consonant problems	Cecond for Second

Signs that a Reading LD may be present⁸⁰

- Has trouble learning the alphabet, rhyming words or connecting letters to sounds
 - Makes mistakes when reading out loud
 - Repeats words and frequently pauses when reading out loud
 - Difficulty understanding what one has read
 - Trouble with spelling
 - Trouble remembering the sounds represented by letters
 - Trouble discerning the slight differences between words
 - Trouble understanding jokes or sarcasm
 - Trouble following directions
 - Mispronounces words
 - Uses a word incorrectly that sounds like another
-

5-6% of school-aged children
are believed to have
mathematics disorder⁸²

Signs that a Mathematics LD may be present⁸⁴

- Confuses math symbols
 - Misreads numbers
 - Gets lost in the middle of math calculations
 - Reverses numbers
 - Does not know multiplication/addition/subtraction facts
 - Fails to regroup
 - Fail to complete the problem
 - Guesses
 - Is careless
-

Disorder of Written Expression

1 in every 250 U.S. children have written expression disability⁸⁵

Signs that a LD in Written Expression may be present⁸⁸

- Trouble with handwriting
 - Difficulty holding pencil
 - Trouble expressing ideas in writing
 - Started talking late
 - Limited vocabulary
 - Difficulty organizing what one wishes to say
 - Difficulty retelling a story
 - Difficulty thinking of a word one wishes to use in writing or a conversation
-

Wechsler Intelligence Test for Children

<i>Scale</i>	<i>IQ</i>	<i>Percentile Rank</i>
Verbal Scale IQ	<u>97</u>	42
Performance Scale IQ	115	84
Full Scale IQ	105	63

Woodcock-Johnson Psycho-Educational Battery

<i>Cluster</i>	<i>Age Percentile</i>	<i>Grade Percentile</i>
Broad Reading	23	15
Broad Mathematics	61	55
Broad Written Language	38	36
Broad Knowledge	42	41

Making Sense of IQ scores⁹³

<i>Wechsler Scale IQ</i>	<i>Classification</i>
132 and above	Very Superior
120-129	Superior
110-119	High Average
90-109	Average
80-89	Low Average
70-79	Borderline
69 and below	Mentally Deficient

Making Sense of Wechsler Intelligence Test Subtest Results⁹⁴

<i>Scaled Score</i>	<i>Percentile Rank</i>	<i>Descriptions</i>
17-19	99	Very Superior
14-15	91-95	Superior
13	25-84	High Average
7	16	Low Average
5-6	5-9	Borderline
1-4	1-2	Mentally Handicapped

Wechsler Intelligence Test for Children

<i>Subtest</i>	<i>Scaled Score</i>	<i>Percentile Rank</i>
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Verbal

Information	11	63
Similarities	11	63
Arithmetic	12	75
Vocabulary	7	16
Comprehension	7	16
Digit Span	13	84

Performance

Picture Completion	12	75
Picture Arrangement	13	84
Block Design	11	63
Object Assembly	14	91
Coding	11	63

Addressing Particular Verbal Subtests Results¹⁰⁰

Subtest and Measure

Activities to address deficits

Information (general knowledge)

Have the child read sections from the newspaper and summarize content

Vocabulary (verbal fluency and knowledge)

Develop a dictionary by identifying words the child does not recognize and placing the words in a notebook that is developed into a dictionary

Have the child repeat simple stories and explain how the characters are thinking and feeling

Utilize games like Scrabble

Comprehension (knowledge of social mores)

Get the child to develop alternate endings to stories

Discuss the actions of others to help the child see possible motivations of others

Talk about current events, like how the government works

Treatment of LD in General⁹⁹

1. Space learning over time
 2. Weave example solutions with problem-solving exercises
 3. Combine graphics with verbal instructions
 4. Integrate abstract and concrete representations of concepts
 5. Make and use frequent quizzes to promote learning
 6. Help the child allocate study time efficiently
 7. Ask the child explanatory questions
-

Studying for the Test¹⁰³

- Know the main concepts
 - Study details
 - Practice writing multiple-choice test questions
 - Practice taking multiple-choice tests
 - Review prior test-taking errors
-

Taking the test

- Scan all test items
- Read the entire question
- Identify and use clue words
- Eliminate obviously wrong answers
- Identify difficult item
- Answer difficult items last
- Respond to each item

Reviewing Completed Test

- Review correct responses
 - Identify test-taking skills used
 - List possible reasons for incorrect response
 - Identify test-taking errors for incorrect items
 - Study incorrect items
-

Examples of questions to ask after reading a book¹⁰⁴

1. What made the book interesting?
2. What did you like or dislike about the book?
3. Which characters in the book would you like to have as friends?
4. What else would you have liked to have seen happen in the book?
5. If you had been the main character, what would you have done differently?
6. What would you say to the author of the book if you met them?
7. What would you like to change about the story?
8. Which of the events or situation that the characters experienced have you experienced?

In one study eighth graders
who watched more than 5
hours of television per night
had the lowest average
mathematics scores recorded
in the Third International
Mathematics and Science
Study

Although learning disabilities often persist into adulthood as a whole people with learning disabilities function well within society. The prognosis is determined by the ability to engage in creative problem solving, abilities required for different careers, age at which LD was identified, ability to set reasonable goals, access to appropriate interventions, attitude toward life challenges, effectiveness of support systems, family's attitude about the LD, peer group's attitude about the LD, teacher's attitude about the LD, and the ability to persevere.

Levels of Responsibility¹⁰⁹

Personal responsibility: It is up to me to create what I want. It is up to me to make it happen. How I act matters.

Academic responsibility: Good grades result from my efforts. If I learn is up to me. If I don't understand, I have to ask.

Social responsibility: Considering other peoples' points of views (I care about what you have to say). Concern for the common good (I care about what is good for all of us, not just for me). Giving help and seeking help (I will help you. I need help).

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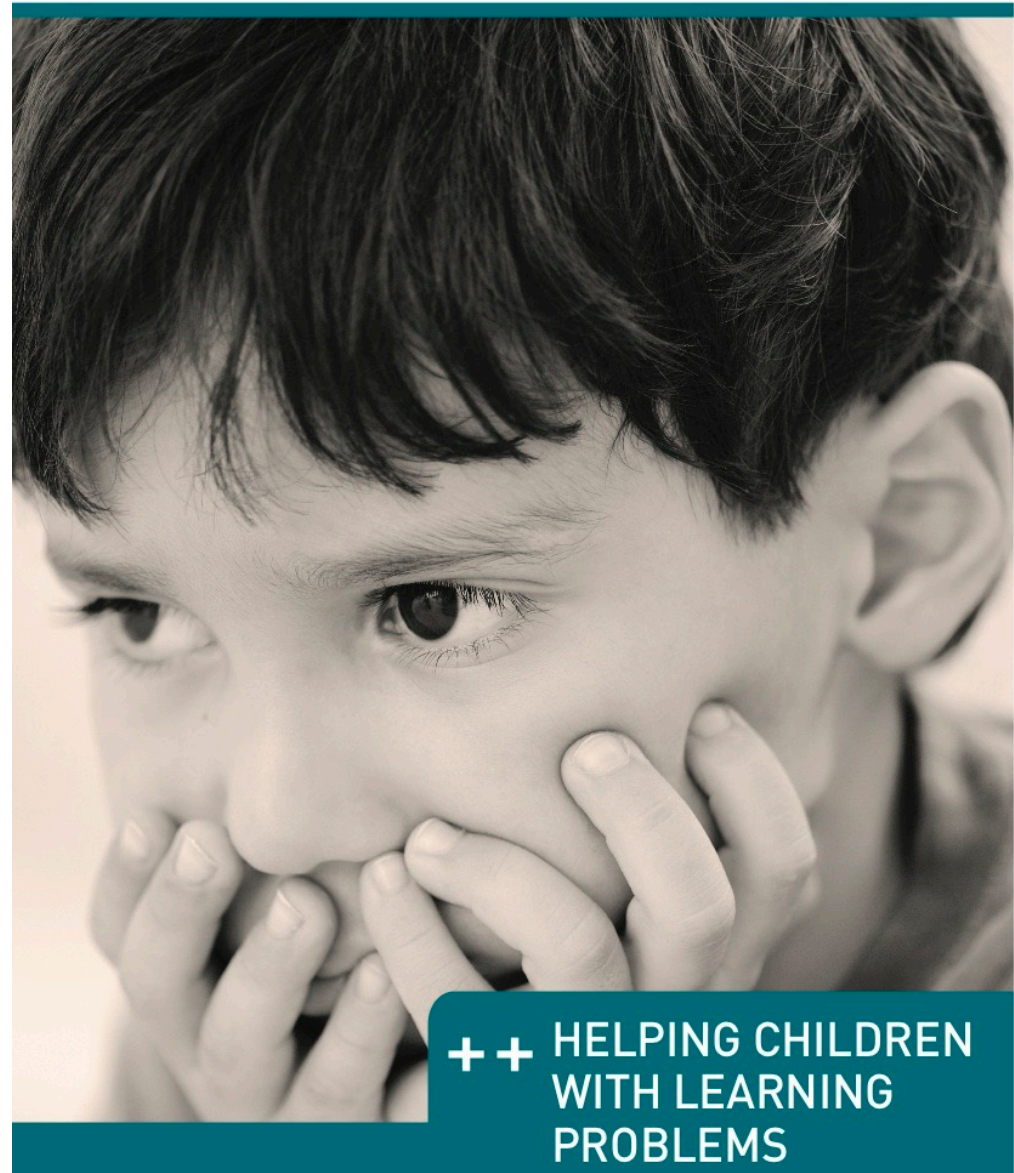
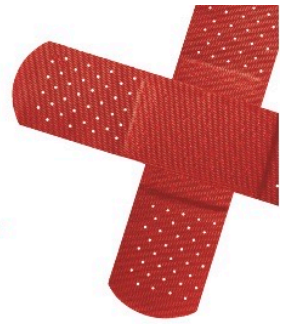
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