

Case study 8 (Attention Deficit Hyperactivity Disorder)

Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse. Symptoms of ADHD tend to be noticed at an early age and may become more noticeable when a child's circumstances change, such as when they start school.

- **Description:** John is a 9-year-old student in 4th grade. He was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and has a learning disability in reading. He also experiences social and racial challenges as he is one of the few students of colour in his school and sometimes faces discrimination from his peers.

Physical challenges: John has a history of asthma and is prone to allergies, which can affect his breathing and concentration in class. He also has poor fine motor skills, making it difficult for him to write and complete tasks that require dexterity.

Mental/cognitive challenges: John struggles with executive functioning skills and has trouble with organization, planning, and prioritizing. He also has difficulties with memory retention and recall.

Behavioral/emotional challenges: John has a tendency to act impulsively and can become disruptive in class. He can also become easily frustrated and overwhelmed, leading to outbursts of anger. He has low self-esteem and feels socially isolated at times.

Learning difficulties: John struggles with reading comprehension and has difficulties decoding and recognizing words. He requires accommodations such as extra time on tests and the use of assistive technology.

- **Key words:** Attention Deficit Hyperactivity Disorder, learning disability in reading, social challenges, racial challenges

There's more than one way to teach focus, self-control, concentration, and responsibility.

Tool 1:

1. **Title:** Simon Says
2. **Using this tool you can detect** Attention Deficit Hyperactivity **problems**. In particular, using this tool you can detect impulsivity problems.
3. **Instructions / Methodology / Recommendations how to use the tool:** Command games make great ADHD games. One person is Simon, and the other players follow Simon's instructions. Standing in front of the group, Simon tells the players what they must do. The players must obey all commands that begin with the words "Simon says". If Simon says, "Simon says touch your nose" then all players must touch their noses. However, if

Simon says, "jump" without saying "Simon says" first, the players must not jump. If they do jump, that player is out until the next game.

4. **Interpretation of the results:** This classic game can be modified to help identify symptoms of ADHD. The teacher can give commands that require the child to listen carefully and follow directions, such as "Simon says touch your nose," and then suddenly give a command without saying "Simon says". Children with ADHD may struggle to inhibit their impulses and may inadvertently follow the command without "Simon says." If the child consistently follows commands without "Simon says," it may indicate a problem with impulsivity.
5. **Key words:** verbal information, follow instructions, ADHD, impulses, listen carefully, impulsivity, inhibitory control
6. **Links for more information:**
<http://www.mytonpark.org.uk/wp-content/uploads/2015/09/Simon-Says-1.pdf>

Tool 2:

1. **Title:** Red Light, Green Light
2. **Using this tool you can detect** impulsivity **problems.**
3. **Instructions / Methodology / Recommendations how to use the tool:** The teacher uses green and red cards to signal when the child can or cannot move, respectively. Children with ADHD may struggle to inhibit their impulses and may have difficulty stopping when the red card is shown. This game strengthens kids' listening skills and concentration as they have to listen carefully for the words "red light" or "green light" and react appropriately with little time to think. This teaches them to follow instructions and carry them out appropriately, a skill they use repeatedly at home and school.
4. **Interpretation of the results:** If the child consistently moves when the red card is shown, it may indicate a problem with impulsivity.
5. **Key words:** Red Light, Green Light, impulsivity, inhibitory control, cards
6. **Links for more information:**
<https://empoweredparents.co/how-to-play-red-light-green-light/>

Tool 3:

1. **Title:** Memory Game
2. **Using this tool you can detect** working memory **problems**
3. **Instructions / Methodology / Recommendations how to use the tool:**
Many children have problems with memory. Memory games for kids are just as important for growing brains. The teacher displays a series of items, such as objects or pictures, and then asks the child to recall the items in the correct order. Children with ADHD may have difficulty with working memory and may struggle to remember the items.
4. **Interpretation of the results:** If the child consistently struggles to recall the items in the correct order, it may indicate a problem with working memory.
5. **Key words:** Memory Game, working memory, recall

6. Links for more information:

<https://www.verywellmind.com/how-does-attention-work-2795015>

Tool 4:

1. **Title:** Pictionary
2. **Using this tool you can detect** ADHD and expressive language **problems**
3. **Instructions / Methodology / Recommendations how to use the tool:** The central idea of the game is to try to guess a secret word or phrase that a player must suggest to his or her teammates by drawing on a sheet of paper. The teacher gives the child a word to draw and then asks the child to describe what they drew. Children with ADHD may struggle with expressive language and may have difficulty describing their drawing.
4. **Interpretation of the results:** If the child consistently has difficulty describing their drawing, it may indicate a problem with expressive language.
5. **Key words:** Pictionary, expressive language, description
6. **Links for more information:**
<https://www.theteachertoolkit.com/index.php/tool/pictionary>