Bag of Tricks

- Testing

Why do our kids fail tests, even after extensive study?
  Test format may have caused confusion
  Test format didn’t provide enough room to write the answers (or work the problems)
  Student didn’t have enough time to finish
  Student didn’t record his answers in the right spot on Scantron bubble sheets
  Something in the environment was so distracting, they couldn’t focus
  Pressure of time demands worsened ability to focus
  ADD/ADHD students have good days and not-so-good days
  ADD/ADHD students often rush through tests and make careless errors,
    especially if they can do something fun when the test is over, such as recess

Bag of tricks:

Extended time
  even for ADD/ADHD students
  they don’t go from point A to point B in a straight line

Shorten the test for ADD/ADHD student instead of offering extra time
  cross off questions to shorten the test BEFORE giving it to student;
  or if test has multiple sections, allow student to look at test and cross off two sections
  or if test has multiple pages, allow student to not complete XX number of pages
  Grade based on percent of answered questions that were correct

Shortening a test is better than extended time
  ADD/ADHD students already have such a burden of work, it’s like punishment
  Often, they have to ASK for the extra time
    ADHD students don’t want to look different by asking for extra time
    Many would rather flunk than look different
  If they continue taking the test in the regular classroom
    but everyone else is finished
    the noise and movement to contend with
  Extra time in a more appropriate environment
    so they have to miss lunch, stay after school, or miss a different class

On tests, don’t count off for spelling and handwriting legibility
  or for grammar or complete sentences
  grade on CONTENT, not form

If student was given adjusted assignments
  you can’t test him on items that were not part of those assignments
  just cross off those items on his test sheet BEFORE giving it to him
Corrective Discipline

- Discipline = to teach, NOT to punish
  
  Punishment does NOT change behavior
  If effective, it teaches him to stop one specific behavior
  but it doesn’t teach him what to replace it with
  
  New habits are established through success and praise
  so you can’t just punish
  you must help the child adopt new patterns of conduct

- Three goals of punishment
  
  To stop a student from persisting with his offensive behavior
  To punish the child for his present misconduct
  To prevent recurrence of the misbehavior

- Punishment must fit the crime
  
  Punishment must be related to what went wrong
  
  writing name on table top results in washing all table tops in the class
  chewing gum in class results in cleaning gum out of water fountains
  Do not punish something bad by taking away something unrelated at which he is good
  i.e. don’t punish him for a bad grade by taking him off the baseball team

- Punishment must be immediate & definite
  
  If it can’t be immediate, make sure it is definite
  “We don’t have enough time right now.”
  “But come back here right after school today and wash every table.”

  Students may think you won’t punish them in public, on a field trip, etc.
  but you must:
  set up clear rules and consequences in advance
  be sure to get the offending student to a private place
  “step out into the hall” and guide him to an exit
  no shouting, no scene

- Discipline must be consistent
  
  It cannot be delivered haphazardly
  this creates sneaky children who try to figure out how they can get away with it this time.

  Children aren’t stupid
  if a particular action ALWAYS results in an unpleasant experience
  they will give up and move on to something else
Minimize distractions during the test
   let student use a headset with ocean sounds to block auditory distractions
   offer a way to take test by themselves
       NOT in library (too much movement, visual distraction)

Don't promise students that they can go out to recess when they finish
   desire for this "reward" causes ADD/ADHD students to rush and make careless mistakes

On math tests
   ADD/ADHD students often fail to notice that the math operation sign changed
      have them color code each sign BEFORE they start to answer the questions
      highlight plus signs in yellow, minus signs in red, etc.

DON'T distribute graded tests or collect completed tests by passing them up/down the rows
   other students will notice the adapted test
   other students will see the grades
   this embarrasses our ADD/ADHD students and opens them up to teasing

- Prevent overwhelm response to worksheets

Bag of tricks:
   Reduce the number of problems per page
   Or distribute one page at a time
   Or fold the page in half so student only sees half the problems
   Or have student put ruler under row of problems he's working on
      and put a blank piece of paper over rest of page
   Or create a "window" out of a large index card
      so student can focus on just the problem inside the window
   Or write each problem on its own index card
      feed cards to ADD/ADHD student one at a time

- If ADD/ADHD student starts to become disruptive

Bag of Tricks:
   Use a child's name
      they can often hear it through the noise and clutter
   Distract him
      call on him to answer a question, read a passage, point to a place on the map,
      take something to the office, etc.
   Move closer to the child
   Tell them specifically what to do
      such as: "put down that box and pay attention to me" or "I need your eyes up here"
      or "look in my eyes."
If student has contagious behavior, such as uncontrolled giggling, hiccupping, etc. 
send him on an errand

to deliver something to office, return books to library, etc.
that prevents his behavior from disrupting the rest of the class

Or ignore the behavior
but don’t ignore the need
the student may trying (inappropriately) to ask for help or get your attention

- **If Student asks too many questions**
  (especially if they are inappropriate or unnecessary)

Inform him he is only allowed to ask 3 questions per class
When he raises his hand, remind him:
“John, you only have 1 question remaining for this class.
Is this question important & necessary?”
Let him decide

- **Minimize Distractions**

  **Bag of Tricks:**
  
  Install privacy cubicles and encourage ALL kids to use them
  even just visual blockers on top of a desk help
  
  Minimize auditory distractions
  use of a headset with ocean sounds will block other auditory distractions
  Some ADD/ADHD students concentrate better with music in the background
  Earplugs may also help

- **Ways to Capture (or recapture) their Attention**

  **Bag of Tricks:**
  Establish eye contact before you begin the lesson
  “I need all eyes up here please”
  Let students know when you reach an important point
  “Pay attention. This is important.”
  “This will be on the test.”
  “Look up here.”
  “Listen, please”
  Use the student’s name
  you may need to change your tone of voice to get through
  Gentle touch as you walk by their desk
  or slight tap on their desk
Don’ts

• Never Publicly Humiliate ADD/ADHD Students
  
  Don’t ask “have you taken your meds today” in front of the class.
  Don’t force them to write on the bulletin board.
  They’re often teased for their poor handwriting.
  Don’t return graded assignments or homework assignments by passing them down the rows.
  Everyone in that row will see the student’s handwriting, grades, adjusted assignment, etc.
  Don’t make our students look dumb.
  Any student would rather be disruptive, disobedient and disrespectful than be viewed as incapable or incompetent.
  Remember, ADD/ADHD students have trouble staying in control when they’re frustrated.

• Don’t Yell at ADD/ADHD Students
  They will hear the yelling, but not the content.

• Don’t Argue
  You can’t win an argument with this type of kid.
  If he can get you to argue with him, he’s won.
  ADD/ADHD students will often go out of their way to get you angry at them.

• Don’t Allow Children to Pick Teams for classroom activities
  No one wants the ADD/ADHD students on their team.
  The teacher should have students number off (1-2, 1-2) or split class in half, etc.
  ADD/ADHD students are often not good team players due to difficulty waiting their turn, hiding their disappointment, etc.
  So give them leadership roles instead such as scorekeeper, equipment manager, etc.
# Positive Comments

<table>
<thead>
<tr>
<th>Instead of This</th>
<th>Say This</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;What did you do that for?&quot;</td>
<td>&quot;This is the way to do it.&quot;</td>
</tr>
<tr>
<td>&quot;Don't you know any better?&quot;</td>
<td>&quot;Let me help you.&quot;</td>
</tr>
<tr>
<td>I've told you and told you, but you still do it.&quot;</td>
<td>&quot;Here's another way of doing it.&quot;</td>
</tr>
<tr>
<td>&quot;If only you would listen and pay attention.&quot;</td>
<td>&quot;Listen.&quot;</td>
</tr>
<tr>
<td>&quot;Just try a little harder and you'll get it right.&quot;</td>
<td>&quot;Let's try it this way.&quot;</td>
</tr>
<tr>
<td>&quot;You've made a mistake.&quot;</td>
<td>&quot;Make this change and it will be right.&quot;</td>
</tr>
<tr>
<td>You have five words wrong.&quot;</td>
<td>&quot;You have 15 fifteen correct.&quot;</td>
</tr>
</tbody>
</table>
101 Ways to Praise a Student

Wow • Way to go • Super • You’re special • Outstanding • Excellent
Great • Good • Neat • Well done • Remarkable • I’m proud of you •
I knew you could do it • Fantastic • Superstar • Nice work • Beautiful •
Looking good • You’re on top of it • Now you’re flying • Bravo •
You’re catching on • Now you’ve got it • You’re incredible • How nice
Hooray for you • You’re on target • You’re fantastic • Good job •
You’re on your way • That’s incredible • Hot stuff • How smart •
Good thinking • Dynamite • What a blessing you are • You’re unique •
How thoughtful • Good for you • I like you • You’re a winner •
Remarkable job • Beautiful work • Spectacular • You’re so courteous •
You’re precious • Great discovery • You’ve discovered the secret •
You figured it out • Fantastic job • Hip, Hip, Hooray • Magnificent •
Marvelous • Terrific • You’re so obedient • You’re important •
Phenomenal • Super work • You showed character • What a creative job
Super job • Exceptional performance today • You’re a real trooper •
You are responsible • Good improvement • You learned it right •
What an imagination • What a good listener • Great idea • You tried hard
You’re growing up • You care • Beautiful sharing • Outstanding
performance • You’re a good friend • I trust you • You’re important •
Look how much you’ve learned • You make my day • You belong •
You mean a lot to me • I love working with you • I respect you •
You make me laugh • You brighten my day • That’s correct • Awesome
You mean the world to me • You’re a joy • You’re a treasure • A+ job •
You’re wonderful • Good thinking • That’s the best • Great spirit
• Don't Ask Senseless or Unanswerable Questions

Don't ask a question if it really isn't an option.

Don't ask: "Johnny, will you please put that cap gun away and get to work?"

This makes it optional

What if the kid says no?

Better: "Johnny, please put that cap gun away and get to work."

Don't ask unanswerable questions

Don't ask: "John, why are you still playing with that cap gun

when I told you to put it away ten minutes ago?"

Questions should only be used to lead, guide, and help student discover something

NEVER to humiliate

• Don't Make Threats

Example: "Todd, stop making those noises or you'll get an extra row of math problems

added to your homework."

Student then knows the price he'll have to pay for his misbehavior

and may choose to pay it

It may be worth an extra 15 minutes of homework to continue his annoying behavior

he now knows how to upset the teacher and disrupt the class

• Don't Give Schoolwork as Punishment

It gives the wrong message:

that homework is a bad thing you don't want to do

• Don't Make Impossible Demands

• Don't Keep ADD/ADHD Students In, at recess or lunch too often

They need to run off excess energy

They need to practice socialization skills
- **Help This Student Organize**

  Use Anita Archer's materials to learn effective use of school binders and assignment calendars.

  Parents should dump out backpack and reorganize its materials weekly always put completed homework papers in the same spot in binder teach child where to look

  If student attends multiple classes in multiple locations make all the items for the same class the same color math book has red book cover, red binder, etc. science book has green book cover, green binder, etc. create a color-coded map that matches so when the student goes to his locker he's more likely to bring the right things to class

- **Reward Systems**

  Bag of tricks:
  - Let child pick his own rewards in advance
    - Teachers are often surprised at what the child considers a reward
    - Social contact with teacher & other students are a good reward
    - Time on the computer is often a good reward

  Help student keep track of own behavior
  - Create a chart with time blocks
    - Every time a signal is given, child determines if he met the goal or not
    - If he did, he puts a star in it
    - Each star is worth something

  Alternative: give student all the points at the beginning
  - Student has to work to keep their points

  On group activities, reward the entire group
  - "If we can do XX by XX, we'll get out 5 minutes early for recess"