

Title of Session: Great Resources for School Counselors - ADD Kids

Moderator: Barbara Pruitt-Mentle

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Room: School Counselors Corner

BJB2: Welcome to the school Counselor's discussion, everyone!

BJB2: Barbara, would you like to start with introductions?

BarbaraMu: Welcome! I am a former teacher and elementary school counselor from NJ. Tonight's discussion is on ADD kids

MaureenB: 4th grade teacher in Putnam County, NY

BJB2: please tell Barbara where you are located and what you teach or hope to teach

RaquelO: student teacher University of Houston -3rd grade

JacquelinB: Uh student teacher

CatherinRH: I am a preservice teacher from UH in 4th grade in Katy, TX.

ReneeM: UH student teacher- 2nd grade

BaoKhanhD: I'm currently a student teacher at the University of Houston, K or 2nd grade

LauraGst2: School psychologist outside of Cleveland, Ohio

ChiquitaB: Uh student teacher 3rd grade

KristanM: I am a student teacher in Katy, TX, kindergarten placement currently

LaurenCH: 6th grade math student teacher from Houston TX at the University of Houston hoping to one day be a counselor

CarollB: UH-Student Teacher- current placement 5th grade hope to teach 1st- 3rd

BarbaraMu: OK- well, the topic is ADD kids and, as I was leaving the Sue's chat, people began talking about how many kids they had and how challenging they are.

CatherinRH: Yes,

BarbaraMu: I can do a formal more educational piece or really work to dialogue and share resources about ADD kids and working with them in the classroom

CatherinRH: I have many levels of attention disorder in my classroom.

IvetteA: Yes, and I personally have a 13 year old that is ADHD.

LaurenCH: whichever you prefer

BaoKhanhD: Whichever is fine with me!

JacquelinB: I am up for anything!

RaquelO: dialogue and resources

IvetteA: Sounds good to me.

CatherinRH: I would love to learn about how to work them more!

JacquelinB: By educational do you mean scientific?

BarbaraMu: Ok- well, for the preservice folks then.....anyone can chime in too....

BarbaraMu: What do ADD kids look like in the classroom?

BJB2: perhaps we need a definition of what exactly an ADD child is?

KristanM: I would like to know more on working with ADD kids

BJB2 smiles...or that works too

BarbaraMu: I can tell you...but what are you seeing?

CatherinRH: I find that add looks different in different students.

IvetteA: I see a child that is constantly fidgeting and not able to keep still.

RaquelO: me too Catherine

BaoKhanhD: Students that have a difficult time focusing

MaureenB: I am going to throw out a question. For the first time, I have had a doctor prescribe OT for ADHD because an evaluation showed sensory issues. What kinds of things can OT do to help?

IvetteA: Can't stay on task.

CatherinRH: They can be quiet and seem like they are paying attention and not be or everywhere.

LaurenCH: students who sometimes act up and are off task because they can't pay attention to the lesson

BarbaraMu: The predominant features are 1) an impaired response inhibition, impulse control or capacity to delay gratification

BaoKhanhD: Always up and moving!

BarbaraMu: You know what this looks like- the kids who can't stop and think before acting

BarbaraMu: they can't wait their turn while playing games or talking with others

LauraGst2: Difficulties with organization and multi-step directions

RaquelO: I have seen that before

BarbaraMu: they can't wait in line or pursue a task or goal

IvetteA: Constantly interrupt.

MaureenB: I have one of those x10

SusanR . o O (I had my share of those, Barbara)

CatherinRH: I have a student who just sits there but does not pay attention at all. Would this be ADD as well?

JacquelinB: Fidgety

ChiquitaB: I have a couple of students like that in my classroom

LaurenCH: I am definitely picturing some of my students in my head now with these descriptions - especially the having problems waiting before they respond thing

BaoKhanhD: I have a student like that too, Catherine.

BarbaraMu: 2) Excessive task-irrelevant activity or activity that's poorly regulated to the demands of the situation

BaoKhanhD: The student does not pay attention at all, throughout the whole day.

BarbaraMu: These are the kids who are constantly tapping, wriggling, moving, rocking

ReneeM: I've seen several variations of those behaviors

JacquelinB: Yes....

BarbaraMu: 3) Poor sustained attention or persistence of effort to task

CamilleL: why is that happening with them, Barbara?

BarbaraMu: These are the kids always saying they are bored

IvetteA: I've tried the close proximity. Sometimes it works and sometimes it doesn't.

JacquelinB: How does one determine the severity of ADD?

LaurenCH: I have many students who have problems with impulse control - they have the right answers but the fact that they call them out all the time even after I have tried to correct the problem is frustrating

BarbaraMu: Well, there are 3 real difficult areas with these kids

ChiquitaB: I have that too Lauren

BarbaraMu: one is remembering to do things, or working memory

CatherinRH: Looking back at my childhood, I most likely had ADD but was never diagnosed.

BarbaraMu: think that is really common

JacquelinB: I know a lot of parents who pawn off those characteristics as kids being kids.

CamilleL: why did we start this labeling now?

ChiquitaB: Yes that is so true Jacqueline

LaurenCH: A lot of my teachers pawn them off as that too Jacqueline

BaoKhanhD: Yes Jackie, I agree.

BarbaraMu: Which is why some are way under-diagnosed till they are older

BarbaraMu: and others misdiagnosed

JacquelinB: I can relate to that from a parent perspective because in a way we are all a little ADD

CamilleL: I agree.

ReneeM: I agree!

MaureenB: when they are young it is just immaturity

BarbaraMu: not necessarily

BaoKhanhD: A misdiagnosed child, what a horrible situation.

ChiquitaB: I agree Jacqueline!!

BarbaraMu: ADD presents very early

MaureenB: yes but often put off as immature

RaquelO: MY brother is Add and he's been in school since he was 3, resource

ReneeM: Some parents may not be so eager to admit that there could be something really wrong with their child

BarbaraMu: in fact, the schools give parents a very hard time who come to them at HS level and try to get services or a 504 plan, seeing it as trying to help with the SAT

LaurenCH: how do you draw the line between kids being kids and growing up in this crazy society where our attention is being pulled all over the place and actual ADD?

CatherinRH: My mind often drifts from the conversation or topic now. I'm glad that I was never diagnosed. My mom worked with me as a child and I learned how to channel my energy and focus.

ReneeM: and it sometimes gets blamed on the teachers, I think

MaureenB: and state testing

JacquelinB: I had a student last year who was misdiagnosed as ADD.....

ChiquitaB: Yes that is true too Renee because I have seen it with a child in my class where the parent does not want to admit it

LauraGst2: The impulsive students are typically diagnosed young. It's the students with soley attentional difficulties that get lost in the shuffle until years down the road

MaureenB: ok what do we do about it

KristanM: good question Lauren

JacquelinB: he was on heavy medication for years.....

BarbaraMu: OK- so lets go to some strategies....

LaurenCH: k

IvetteA: Most people see ADD as being overly diagnosed in today's society. What do you guys think?

JacquelinB: only to find out he is autistic and the meds really did not help the salutation but made it worse..

BJB2 listens to Barbara

BarbaraMu: thanks BJ----

BarbaraMu: I think that the topic elicits a lot of strong responses

LaurenCH: listening as well

JacquelinB: Yes

BaoKhanhD: That's horrible, Jackie.

IvetteA: I think so too.

JacquelinB: No kidding!

ChiquitaB: yes

CatherinRH: I agree Barbra, tell us more.

MaureenB . o O (patience is totally in order with these students)

RaquelO: I don't think so

IvetteA: Absolutely Maureen

BarbaraMu: SO....some places to look for practical interventions in the classroom...try this one with your volume up

BarbaraMu: <http://www.addinschool.com/index.html>

BJB2 checks to see if everyone got the url

LaurenCH: go to it now?

MaureenB: yes I have it

ChiquitaB: yes I have it

BaoKhanhD: Yes, got it!

BarbaraMu: just to look around a bit- you will get a list of them in the transcript at the end

RaquelO: wow this is great

CatherinRH: I'm working in getting there.

JacquelinB: yes

BaoKhanhD: Wow, what an informational site.

BaoKhanhD: I love the room set up suggestions.

ChiquitaB: This site is very informative

ReneeM: the elementary school links are great- even room set-up!

BarbaraMu: They all are...but this one has specific grade leveled ideas for you

MaureenB: Great info but what to do when you have 5 in the class and the only place left to put them is the ceiling

BarbaraMu: Room set up- physical set up is very important to kids who distract easily

BarbaraMu: Another site I dearly love is www.schwablearning.org/

BJB2 is fond of that site also

LaurenCH: thank you

BarbaraMu: Unfortunately, the funding has ended and they will be dismantling the site. If I could spend a day taking articles, ideas, materials and resources and copying them all onto a disk, this is one site I would not want to lose

BJB2: A question, Barbara?

BarbaraMu: Sure

RaquelO: that's not good

JacquelinB: Thank you for that Tip!

BaoKhanhD: Wow, thanks for the tip.

ChiquitaB: thanks a bunch for the tip

BJB2: Is it the teacher's job to diagnose ADD or is it to treat the classroom behaviors?

ReneeM: good question

BarbaraMu: teachers put their license on the line if they diagnose

DavidW . o O (or both?)

ChiquitaB: that is an excellent question

BarbaraMu: NOT ALLOWED

BJB2 nods to Barbara

LaurenCH: yes, we cannot diagnose, we are not doctors. we just refer

MaureenB: been there done that not going back

BarbaraMu: and many parents will react poorly if this comes from a teacher

ReneeM: I can see that

MaureenB: but I wish the doctor could be in the classroom and see it in person

BarbaraMu: The best you can do is recommend they see their pediatrician based on some concerning behaviors

MaureenB: and the parents

ReneeM: but, when are the parents involved? Referring stage?

BaoKhanhD: Yes I agree, Maureen

BarbaraMu: sometimes, if the teacher has brought the child to the I&RS team, they will have one of their members suggest this and perhaps a Connors checklist

BaoKhanhD: The doctors do not see what we see all day, everyday.

JacquelinB: Are the ADD students referred to intervention?

BarbaraMu: That's why you have the parent and the teacher fill out a checklist separately and send both with them to the dr.

LaurenCH: I agree that I wish other people (doctors counselors administrators etc) could see what we see everyday

RaquelO: I am imagining a lot of paper work

LaurenCH: what is a Conners checklist?

MaureenB: only if it interferes with academics

JacquelinB: Yes! I have seen that paper work my teacher had to fill out!

BaoKhanhD: My site based teacher told me the importance of recording irregular behavior

BarbaraMu: Not at child study team level- to the team which deals with pre-intervention to referral and creating 504 plans

MaureenB: document document document

ChiquitaB: In my classroom last semester we had quite a few children with ADD but they were able to remain in the classroom

IvetteA: Yes, documenting is vital in every classroom.

LauraGst2: The Conners' is a 2-sided checklist that has behaviors which are rated on a Likert scale to assess possible levels of ADD/ADHD

BarbaraMu: Thanks Laura

JacquelinB: Thank YOU!

IvetteA: Thanks Laura

RaquelO: thanks

CatherinRH: What if the parents refuse to help the process? This happened but the student moved before further action could be taken.

MaureenB: Connors is the quick one

MaureenB: if there are social problems as well we use BASC

LaurenCH: thanks!

LauraGst2: Sometimes a BASC scale is used which is longer

MaureenB: which is more extensive

BarbaraMu: Council of educators of children w disabilities

BarbaraMu: If you want to know more about 504 accommodation plans for kids, you can read more http://www.504idea.org/custom_training.html go to resources then the subsections under 504

JacquelinB: With out the parents consent there cannot be any testing.

ChiquitaB: thanks

BaoKhanhD: Well, I've had a parent with a child that has severe ADHD, but she refuses to put her child on medication because she said it will only hurt him in the future

RaquelO: is that true?

BaoKhanhD: She said she thinks he will grow out of it

BaoKhanhD: Is that possible?

BarbaraMu: I think that there are many alternative therapies which don't involve drugs.

JacquelinB: I have heard that one!

MaureenB: never grow out of it just compensate

JacquelinB: ohhh....

BarbaraMu: and no, they don't grow out of it

ReneeM: meds can be tough on some people. it's hard to see changes in personality that come with some of the medication

MaureenB: ok is OT an alternative

MaureenB: and how does it work

RaquelO: I understand about medication but there are parents who live by the medication

ChiquitaB: yes there are

KristanM: what is OT?

LaurenCH: I have one student in particular who is an entirely different amazing person with her medication

MaureenB: occupation therapy

RaquelO: overtime

LaurenCH: and another student who we wish would just get some medication because it is simply his behavior that he cannot control

BarbaraMu: The problem is that there are so many other disorders that show up in combination with ADD that often the medication doesn't work.

LaurenCH: oohh

JacquelinB: A student across the hall has ADD and the father refuses to give him the prescribed medication and instead rubs oil on his feet and puts socks on to sleep every night.

BarbaraMu: <http://www.additudemag.com/adhd-web/article/1906.html>

MaureenB: but you don't know sometimes until you try it

ChiquitaB: I had that in my class last semester. We had a little girl whose medication was not working for her.

RaquelO: that's weird

JacquelinB: I know!!!

MaureenB: no meds don't work for every child

CatherinRH: Barbara, what is your suggestion on what to do with the students that are not getting help?

BarbaraMu: The url I just put down is for an excellent resource- ADDitude magazine. Their articles are wonderful, their strategies sound. Their issue next month is on alternative therapies

BJB2: excellent resource, Barbara. Did everyone see that site?

BJB2: <http://www.additudemag.com/adhd-web/article/1906.html>

CatherinRH: Yes, I will check it out.

LaurenCH: yes

BarbaraMu: I think that the parents are looking to the schools to help.

ChiquitaB: yes

BarbaraMu: I think that many of these kids have ADD parents

LaurenCH: is it hereditary

MaureenB: they look to us but don't always follow the advice

CamilleL: ohhhh so it's hereditary?

BarbaraMu: so sending home work and papers that are challenging to come back for the kids, are sometimes challenging for the parents

BarbaraMu: ADD is actually an under-activation of the prefrontal cortex of the brain. This can run in families tho each brain is different

LaurenCH: I can see that now

ReneeM: In some cases they may not be able to afford the doctor visits and meds, I would think

BarbaraMu: This is the area that deals with executive function

BarbaraMu: it has to do with procrastinating, with making judgments

BaoKhanhD: Wow, I didn't know it can run in families.

BarbaraMu: 90% of twins have it when one does

ChiquitaB: wow

CatherinRH: That is very interesting that ADD has to do with their brain not being balanced.

ReneeM: that's huge

MaureenB: You have never met the parent of an ADHD child???

BarbaraMu: Not regulated...under-aroused

BarbaraMu: If you look at the eeg of an ADD child, they are mostly asleep

LaurenCH: Really?

LaurenCH: that is amazing

ChiquitaB: that's interesting

MaureenB: even the hyperactive ones??

BarbaraMu: so the tapping and moving isn't because they are over stimulated...it's because they are trying to stay awake

CatherinRH: Then why do they act like they do?

CamilleL: my husband works with these kids, and sometimes all they could do is sleep in class.

CatherinRH: OH!

RaquelO: this is so much more complicated than just behavior problems

ReneeM: oh, wow.

LaurenCH: how is procrastinating related to ADD??

CatherinRH: That makes sense. They are trying to entertain themselves.

BarbaraMu: Yes- there is a real shortage of dopamine being secreted in these brains....that's why exercise- which creates dopamine- is really helpful for their attention

BarbaraMu: No- they are trying to wake themselves up

BaoKhanhD: Yes, I've heard that before.

MaureenB: . o O (sleeping pills might solve our problem)

MaureenB: sorry

KristanM: I did not know that and would not think that

KristanM: wow

RaquelO: I was looking at the alternatives on the website and exercise is mentioned a lot

MaureenB: getting punchy

BarbaraMu: Imagine that a person looks totally awake, eyes open, and their brain is asleep or in that state just before you go to sleep

ChiquitaB: wow

JacquelinB: wow!

CatherinRH: I can't think at all when I'm tired and ready to go to bed.

CamilleL: I have no trouble sleeping -- as a middle school teacher -- I'm over stimulated (tee hee)

CarollB: interesting

BaoKhanhD: WOW

BarbaraMu: This is why lots of ADD kids do homework listening to tv or so other stimuli

BaoKhanhD: Exactly, I can't think either!

BarbaraMu: The brain is satisfied by the music....then can be up to concentrate

LaurenCH: this information is making this so much clearer to me

RaquelO: Jackie that's you

BarbaraMu: These are the kids that we keep giving more time on tests to

BarbaraMu: but they are the kids that don't need more time

BarbaraMu: they need less time

BarbaraMu: and more breaks

ReneeM: It does make sense

ChiquitaB: Yes that is true

JacquelinB: Yes.

BaoKhanhD: I see.

LaurenCH: I hadn't thought about letting kids take breaks in the middle of tests

MaureenB: I get their problem and even sympathize but when their behavior effects the learning of the rest of the class, the problem becomes huge

ReneeM: ah yes

LaurenCH: getting to get up and walk around for a second and go get a drink of water then come back might really help!

CamilleL: yes, I would think they need more time to reflect, eh?

RaquelO: maybe exercise breaks

JacquelinB: Or allowing them to do their work in a standing position.

RaquelO: you know when you sit too long

BarbaraMu: Have you seen how fast they can finish work?!!! They don't need more time to sit and stare through the problems.....set a timer.....challenge them to get part done quickly (and correctly) so they can take a break

ReneeM: great idea

LaurenCH: very good

ChiquitaB: that is a great idea

BaoKhanhD: I like that idea.

JacquelinB: I would have never thought of that on my own.!

ReneeM: it's a shame those standardized tests aren't so friendly

SusanR . o O (what about having these kids sit on exercise balls)

ChiquitaB: my SBTE last semester would do the break thing for our ADD students and it worked

BarbaraMu: This is another site.....the url is for the add section but later, go to his homepage and take a look at all problems he addresses

ReneeM: but, for classwork, that's great

BarbaraMu: <http://www.behavioradvisor.com/AddStrats.html>

CamilleL: that sounds like fun, Sue, but you need space for that one.

BarbaraMu: Someone asked about OT....

BarbaraMu: going to what Sue just said

CatherinRH: I don't know what that is.

CarolLB: I think all kids in general need a little stretch now and again.

SusanR: maybe have two or three balls in each class, Camille

BarbaraMu: many of these kids have additional sensory integration issues

ReneeM: true Carol

LaurenCH: like what?

RaquelO: transitions and modifications

CamilleL: or permission to use the gym when not being used, eh?

MaureenB: they have flat pads called SitFits that work like the ball and are not as conspicuous

SusanR nods to Camille

BarbaraMu: The Occupational therapist in your school has probably got the most information about a sensory diet and how some strategies, like a bumpy cushion, etc, can help the add hyper kid find his body in space

JacquelinB: I may be getting confused with Autism but do ADD kids stem? Use a constant stimulus to keep them at balance?

IvetteA: I might be wrong, but I don't think so.

BarbaraMu: When counselors go to workshops, you will often find that the ADD, Aspergers, Autism information is being presented

BarbaraMu: along with LD or OCD or any of a zillion other labels....

BaoKhanhD: I have a child in my class that uses a SitFit

MaureenB: I have 5

MaureenB: or did I say that before :)

IvetteA: I plan to get my masters in counseling, this is very interesting to me.

LaurenCH: really? I don't have any or even know if my school knows about this

CatherinRH: I have had students with all three and we used a ball for the autistic students. It worked well.

BarbaraMu: I remember my daughter had a science teacher who really had problems with her doodling

KristanM: I have never heard of SitFit. I would like to look that up to see a visual

ReneeM: me, too

BarbaraMu: Once she was busy doing something with her hands, she could repeat his lecture back verbatim

CatherinRH: I don't know what SitFit is either. It would help the other Kindergarteners not be jealous.\

MaureenB: round flat inflated cushion

CamilleL: that's sad, bet she was really listening, though, eh?

BarbaraMu: remember - these are our kinesthetic learners

IvetteA: My daughter's teachers told me the same thing last year. That she doodled too much.

RaquelO: so her doodling allowed her to concentrate

BarbaraMu: Try asking her to doodle about something relevant...something to jog her memory...if they are talking about Columbus, have her doodle the ships

JacquelinB: OHH I just googled the image! I had a student who used that during my 1st rotation.

CatherinRH: I keep silly putty in my backpack so I can play with it in meetings and classes under the table.

ReneeM: I'm a doodle-r

CatherinRH: It helps me listen and not get bored.

IvetteA: Yes, she doodled as she was thinking, but her teachers felt she was wasting time.

LaurenCH: me too

MaureenB: http://www.sissel-online.com/product/ergo_sit.php

LaurenCH: I doodle and play with ticky tac all the time

BarbaraMu: Think there are lots of teachers in faculty meetings who would do really well if we adding fidgeting toys to the table

CamilleL: oh my goodness, I love silly putty too. now I know...

CatherinRH: When I doodle, I listen better. I'm just not looking at the speaker.

BarbaraMu: or playdoh or a stress ball

BaoKhanhD: Same here, Catherine.

ReneeM: thanks Maureen, that helped

ChiquitaB: yes it did

IvetteA: My daughter kept getting in trouble for it.

LaurenCH: Yes in college a couple of my professors would get frustrated at the beginning of class because I would doodle and get up to go to the bathroom a lot but after they realized I was listening and participated a lot they didn't mind

JacquelinB: I am a playdoh person!!

BarbaraMu: If you want a great read, as an adult, Hallowell Driven by Distraction is great. His tips for teachers,

BarbaraMu: <http://members.aol.com/BevKPrice/HTML/web37.html>

SusanR: maybe we need to allow kids to back channel or doodle, take notes or whatever

CamilleL: playdoh's a big hit with me too. I think it's the smell also, eh?

JacquelinB: I appear as though I am not listening but I am!

IvetteA: Thank you Barbara.

ChiquitaB: I love playdoh too

BaoKhanhD: Thanks for the tips!

JacquelinB: in class I mean

LaurenCH: haha

LaurenCH smiles

SusanR . o O (kids can make their own playdoh)

ReneeM: WE have a doodler in class, but he isn't doing his work, just drawing

CatherinRH: I guess we do all have a little ADD!

LaurenCH: Yes I have two of those too

MaureenB: heavy duty balloon filled with flour works well and is cheap

LaurenCH: those problems are more severe though

BJB2 . o O (or really boring faculty meetings ;-))

BaoKhanhD: Thanks for the tip, Maureen.

CatherinRH: I can relate to that!

CamilleL: for those you need headsets, eh, BJB?

JacquelinB: Yes we all have a tendency for ADD , but we can control them... that is the difference.

BarbaraMu: There are about 15 minutes left so I am going to throw a couple more sites at you and then come back for questions....there is a wonderful site dedicated to girls and women with add- this is the group most often mis- or under-diagnosed....the articles are phenomenal...

MaureenB . o O (have you tried Staff Meeting Bingo)

BarbaraMu: <http://www.ncgiadd.org/> (natl center for women and girls with add)

RaquelO: founded in 1997 only 10 years old?

IvetteA: Sounds interesting Barbara.

CatherinRH: Why are girls and women mis- or under-diagnosed more?

BarbaraMu: Another couple of sites for kids to learn about their own ADD can be found at <http://kidshealth.org/>

BarbaraMu: <http://www.sparktop.org/intro.html>

BaoKhanhD: Yes, I have the same question.

LaurenCH: yes why is it girls are misdiagnosed?

JacquelinB: Me too

CatherinRH: I like the one where kids can read about themselves

BarbaraMu: Girls tended to be less hyper and more of the "inattentive" subtype

LaurenCH: oh okay

MaureenB: the girls that I have are usually not the hyperactive type

CatherinRH: Oh

ChiquitaB: oh okay

BaoKhanhD: Oh, that makes sense.

CamilleL: I would think girls hide it better -- they're calmer in general, eh?

MaureenB: so they can get overlooked

ReneeM: I can see that

CarolLB: I think we show ADD tendency when we are bored... so could more hands-on activities reduce these tendency or help any?

IvetteA: Cool website and very informational.

IvetteA: I agree Carol. Hands on activities and movement keep ADD and every student engaged.

ChiquitaB: I agree with you Carol

CatherinRH: I'm so glad that I came to this chat! I'm learning so much!

BarbaraMu: Again, ADDitude magazine, schwablearning, and LDonline.org have

wonderful valuable information

ReneeM: I can't wait to go through those sites

BarbaraMu: You will also find more strategies at
<http://www.kidsource.com/kidsource/content2/add.html>

LaurenCH: great resources!

CamilleL: thanks for the sites, Barbara

JacquelinB: If you click on the news and article section it has some questions with answers.

BaoKhanhD: Yes, one of my ADD students, when she is getting out of control, I have her sort things out for me.

BaoKhanhD: She stays very quiet and focused.

RaquelO: This is a great chat because they just tell us that we will get these kids in our classroom and that's it they don't elaborate

CatherinRH: That's a great idea! I always need help with something.

CamilleL: funny, now I know why two of my girls are always asking to "help me with anything"

JacquelinB: That is the truth Raquel!

MaureenB: you mean they don't hand you a Valium

MaureenB smiles

LaurenCH: I do have a lot of kids who are ALWAYS asking to help pass out papers

RaquelO: nooooo

BarbaraMu: You will often find that this group benefits greatly from external motivators...in fact, internal motivation is not their thing

IvetteA: I'm glad to have joined in the conversation, very informational.

LaurenCH: how refreshing!

RaquelO: tangibles

BarbaraMu: externalize....important information, motivation (think win/win) and problem solving

BarbaraMu: Increase their accountability.

RaquelO: like competition

IvetteA: I agree Barbara.

CamilleL: do you have any ideas on seating arrangements Barbara?

BarbaraMu: If you want a fun site with ideas for kids but GREAT if you have some ADD yourself, check out the Fly Lady

BarbaraMu: <http://www.flylady.net>

BJB2 . o O (Once again, a reminder that Tapped In has offered these discussions for quite a while and will be here to support you.)

MaureenB: thanks for the great resources always looking to add to my bag of tricks

CarolLB: I think if you can find strategies to keep students with ADD focused, I think these strategies will keep any student engaged and focused... great for the whole class.

CatherinRH: I find that many in class support teachers just do the opposite by babying the students who need help. What do you do about that?

BarbaraMu: There is a huge section for organizing kids

ChiquitaB: yes Carol that is so true

IvetteA: I have heard teachers say that its okay for that student to misbehave because he/she doesn't know any better, There should be some accountability.

RaquelO: I agree

JacquelinB: I agree

CatherinRH: As a student teacher and as a new teacher, I don't want to overstep my boundaries

ChiquitaB: I have heard that too Ivette and I agree with you one hundred percent

CamilleL: where is the section on organizing kids?

IvetteA: Catherine, I think those students do need additional help but they also need to

learn to be independent.

JacquelinB : It depends on their IEP also.

BarbaraMu: in the Fly Lady site Camille

CatherinRH: I agree, so what can I say to those teachers and not be rude?

CamilleL: oh, thanks.

BarbaraMu: most of these kids don't have IEPs

IvetteA: Always follow the IEP.

JacquelinB : OHHHH

BarbaraMu: they are usually not in the special ed system

LaurenCH: did you have any suggestions on seating arrangements?

RaquelO: I have seen a student become very dependent on a teacher

JacquelinB : DO they have modifications?

BarbaraMu: Preferential seating....for some this would mean near the teacher - please....not near the door!!!!

ChiquitaB: I have seen that too Raquel and it is very hard to break them from being dependent to independent

IvetteA: We call it proximity control.

CamilleL: wouldn't "Near the teacher" be a problem when teaching, though?

CatherinRH: I have experienced that all of the students with special needs are grouped together and get help, even if they aren't [targeted] for it.

IvetteA: Slowly but surely they learn to be independent. With a lot of patience.

BarbaraMu: YES! Many modifications. Check out the 504 link later and you should see the accommodations listed - things like 2 sets of books

RaquelO: I group on different levels-scaffolding

LaurenCH: in my co teach class all my special needs students are on the same row so that the co teacher can get to them all easily

BarbaraMu: chunked down assignments rather than long term ones with artificial deadlines

JacquelinB: You can always redirect their attention easier if they are near you.

BJB2 looks at the clock on the wall

ChiquitaB: Yes you can Jacqueline

BJB2: Barbara, are you interested in leading a discussion in January?

BarbaraMu: OK- looks like choosing a challenging population might be the way to go for the chats

BJB2 nods vigorously

JacquelinB: In order to provide modifications of any kind does the student have to be diagnosed or in the intervention process?

CarolLB: I just think these are good ideas for kids in general

MaureenB: you can always do behavior plans

ChiquitaB: Me too Carol

BaoKhanhD: I agree Carol.

BarbaraMu: Yes- again- look at the 504 resource- it breaks down qualifications, eval, and procedures

MaureenB: but not mods for testing

BarbaraMu: Imperative for accommodation in standardized testing

MaureenB: or at least state testing

BarbaraMu: maybe we should continue next month....

BJB2 cheers for Barbara...great discussion!

BarbaraMu: Time is up all.....have a good night

JacquelinB: YAY!

MaureenB: thanks again

BarbaraMu: Thanks

CatherinRH: Thank you so much for the insight!

BaoKhanhD: Yes, great discussion!

BarbaraMu: It was fun

BaoKhanhD: I've enjoyed it and learned so much!

LaurenCH: The best thing I am taking away from this is to let my students take breaks! Thank you SO much!!!

KristanM: Thank you for all the information!!

RaquelO: BJ said this was going to be good

ReneeM: Thank you so much for the great resources!

CarollB: great ideas and information

JacquelinB: I mean YAY for a continued discussion next month not that the session is over.

BarbaraMu smiles

MaureenB: nite all

RaquelO: thank you

LaurenCH: nite!

KristanM: good night

DavidW: Good discussion, Barbara

CatherinRH: Thank You!

ReneeM: good night

ChiquitaB: great information

BarbaraMu: Thanks

ChiquitaB: good night to all

BarbaraMu: g'night all

BaoKhanhD: Thanks!

CarolLB: good night

BJB2 waves goodnight. Thanks for your participation, everyone

[Ed. Note: The next School Counselors Resources will take place on January 26, 2008]