California Department of Education's After School Programs Office

Funds three programs that provide academic assistance and enrichment programs for at-risk youth before and after the regular school day.

- After School Education and Safety (ASES) Programs that are state funded.
- 21st Century Community Learning Centers (21st CCLC) Programs that are federally funded.
- 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Programs that are federally funded.

The California Department of Education and the After School Programs Office

- Are committed to the inclusion of students with special needs in the programs it funds.

and

- Funds the **After School Inclusion Project** to support staff in our programs to acquire the knowledge, skills, abilities, and attitudes to be successful in including students with:
  - Individualized Education Program (IEPs)
  - 504 Plans
  - Students who have needs that do not fit these categories.

After School Inclusion Project Initiatives

- Technical Assistance
- Inclusion Advisory Committee
- California After School Resource Center Special Needs Resources
- Training
- Inclusion Quality Self-Assessment Tool
- Strategic Planning

In This Training You Will:

- Learn where to find training materials on the CASRC Web site.
- Gain tips and tools for delivering brief training to your staff.
- Learn about a common disability and useful strategies for staff and student success.
- Practice delivering training with your peers.
- Identify next steps for your program.

Trainings

- **Autism**

  Part 1 – Background and Characteristics

  Part 2 – Environmental Strategies

  Part 3 – Instructional Strategies

- **Attention Deficit Hyperactivity Disorder**

  Part 1 – Background and Characteristics

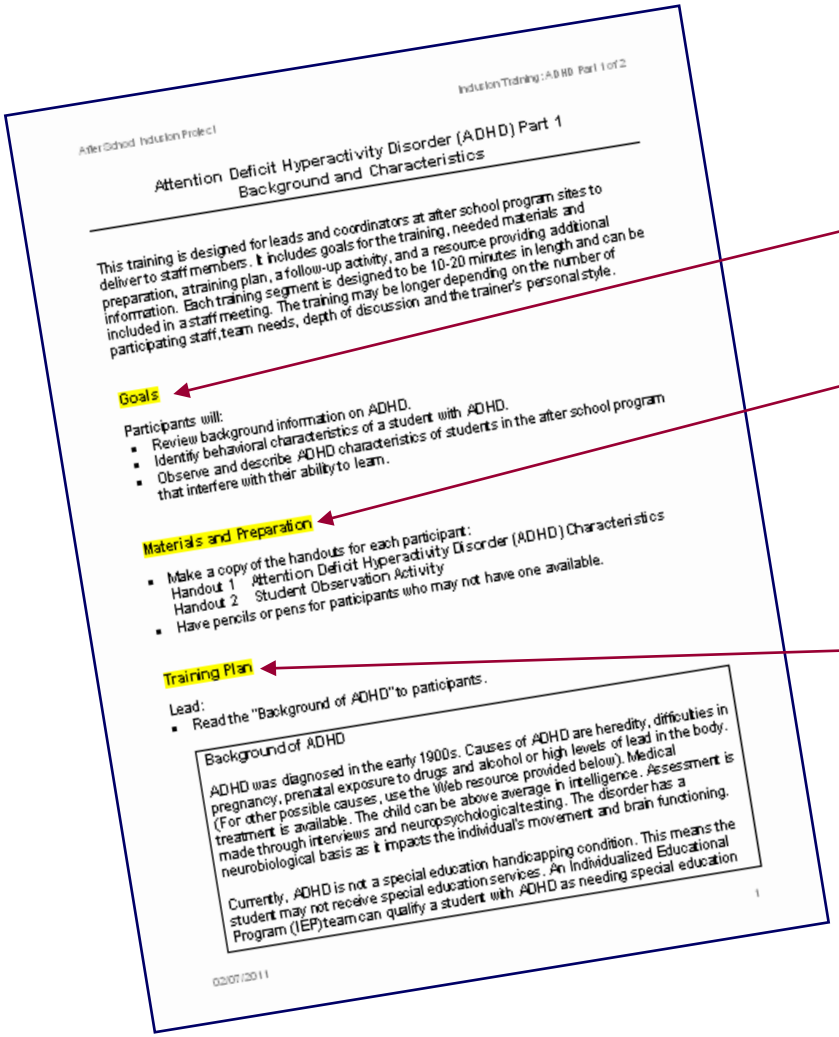
  Part 2 – Characteristics and Strategies

- **Building Positive Relationships with Parents**

  Part 1 – Relationship Building Strategies

  Part 2 – Strategy Action Plan

Training Format



After School Induction Project

Induction Training: ADHD Part 1 of 2

Attention Deficit Hyperactivity Disorder (ADHD) Part 1
Background and Characteristics

This training is designed for leads and coordinators at after school program sites to deliver to staff members. It includes goals for the training, needed materials and preparation, a training plan, a follow-up activity, and a resource providing additional information. Each training segment is designed to be 10-20 minutes in length and can be included in a staff meeting. The training may be longer depending on the number of participating staff, team needs, depth of discussion and the trainer's personal style.

Goals

Participants will:
- Review background information on ADHD.
- Identify behavioral characteristics of a student with ADHD.
- Observe and describe ADHD characteristics of students in the after school program that interfere with their ability to learn.

Materials and Preparation

- Make a copy of the handouts for each participant:
  Handout 1 Attention Deficit Hyperactivity Disorder (ADHD) Characteristics
  Handout 2 Student Observation Activity
- Have pencils or pens for participants who may not have one available.

Training Plan

Lead:
- Read the "Background of ADHD" to participants.

Background of ADHD

ADHD was diagnosed in the early 1900s. Causes of ADHD are heredity, difficulties in pregnancy, prenatal exposure to drugs and alcohol or high levels of lead in the body. (For other possible causes, use the Web resource provided below). Medical treatment is available. The child can be above average in intelligence. Assessment is made through interviews and neuropsychological testing. The disorder has a neurobiological basis as it impacts the individual's movement and brain functioning.

Currently, ADHD is not a special education handicapping condition. This means the student may not receive special education services. An Individualized Educational Program (IEP) team can qualify a student with ADHD as needing special education

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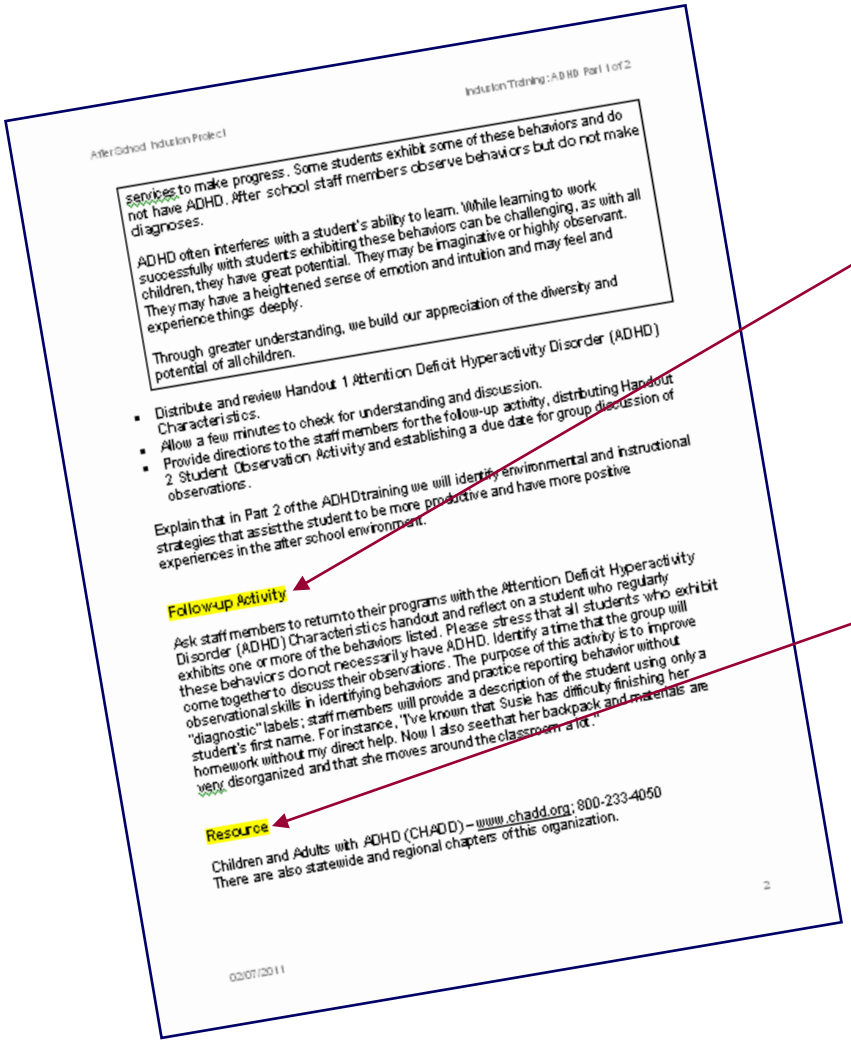
- **Goal(s)**
- **Materials and Preparation**
- **Training Plan**

Training Format



After School Induction Project

Induction Training: ADHD Part 1 of 2

services to make progress. Some students exhibit some of these behaviors and do not have ADHD. After school staff members observe behaviors but do not make diagnoses.

ADHD often interferes with a student's ability to learn. While learning to work successfully with students exhibiting these behaviors can be challenging, as with all children, they have great potential. They may be imaginative or highly observant. They may have a heightened sense of emotion and intuition and may feel and experience things deeply.

Through greater understanding, we build our appreciation of the diversity and potential of all children.

- Distribute and review Handout 1 Attention Deficit Hyperactivity Disorder (ADHD) Characteristics.
- Allow a few minutes to check for understanding and discussion.
- Provide directions to the staff members for the follow-up activity, distributing Handout 2 Student Observation Activity and establishing a due date for group discussion of observations.

Explain that in Part 2 of the ADHD training we will identify environmental and instructional strategies that assist the student to be more productive and have more positive experiences in the after school environment.

Follow-up Activity

Ask staff members to return to their programs with the Attention Deficit Hyperactivity Disorder (ADHD) Characteristics handout and reflect on a student who regularly exhibits one or more of the behaviors listed. Please stress that all students who exhibit these behaviors do not necessarily have ADHD. Identify a time that the group will come together to discuss their observations. The purpose of this activity is to improve observational skills in identifying behaviors and practice reporting behavior without "diagnostic" labels; staff members will provide a description of the student using only a student's first name. For instance, "I've known that Susie has difficulty finishing her homework without my direct help. Now I also see that her backpack and materials are very disorganized and that she moves around the classroom a lot."

Resource

Children and Adults with ADHD (CHADD) – www.chadd.org; 800-233-4050
There are also statewide and regional chapters of this organization.

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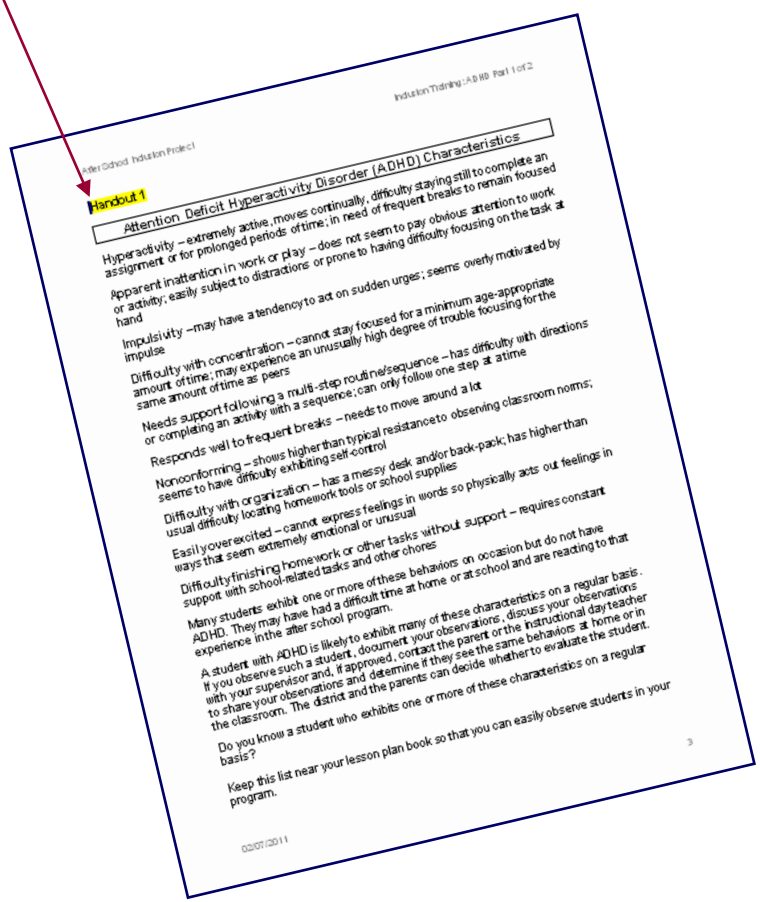
- **Follow-up Activity**
- **Resource(s)**

Training Format – Handouts

- **May be training content**



Handout 1

Attention Deficit Hyperactivity Disorder (ADHD) Characteristics

Hyperactivity – extremely active, moves continually, difficulty staying still to complete an assignment or for prolonged periods of time; in need of frequent breaks to remain focused

Apparent inattention in work or play – does not seem to pay obvious attention to work or activity; easily subject to distractions or prone to having difficulty focusing on the task at hand

Impulsivity –may have a tendency to act on sudden urges; seems overly motivated by impulse

Difficulty with concentration – cannot stay focused for a minimum age-appropriate amount of time; may experience an unusually high degree of trouble focusing for the same amount of time as peers

Needs support following a multi-step routine/sequence – has difficulty with directions or completing an activity with a sequence; can only follow one step at a time

Responds well to frequent breaks – needs to move around a lot

Nonconforming – shows higher than typical resistance to observing classroom norms; seems to have difficulty exhibiting self-control

Difficulty with organization – has a messy desk and/or back-pack; has higher than usual difficulty locating homework tools or school supplies

Easily overexcited – cannot express feelings in words so physically acts out feelings in ways that seem extremely emotional or unusual

Difficulty finishing homework or other tasks without support – requires constant support with school-related tasks and other chores

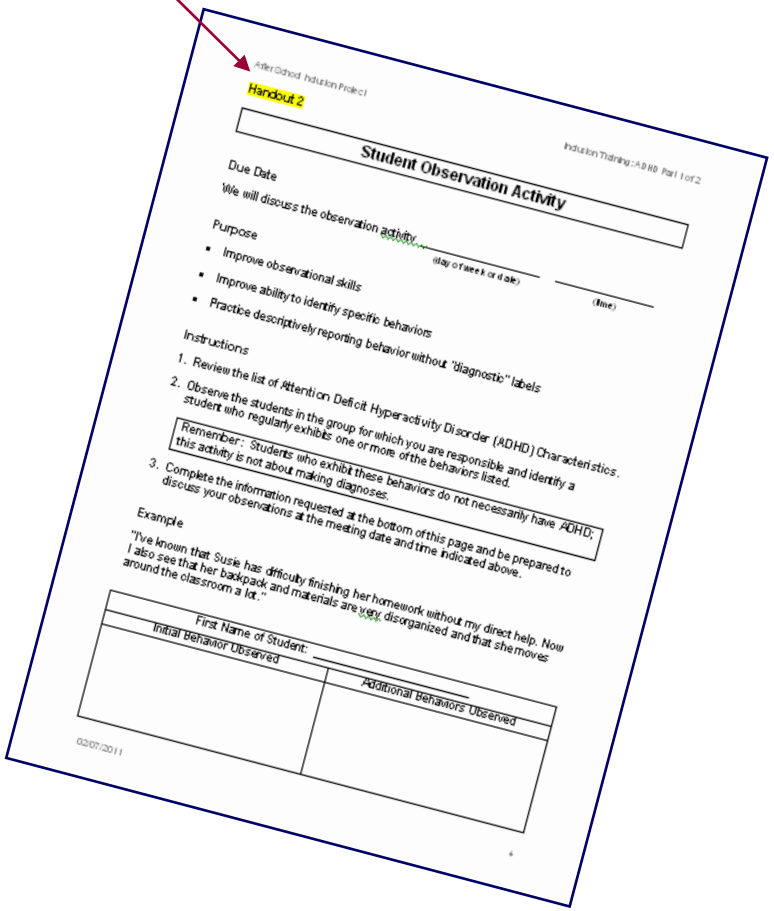
Many students exhibit one or more of these behaviors on occasion but do not have ADHD. They may have had a difficult time at home or at school and are reacting to that experience in the after school program.

A student with ADHD is likely to exhibit many of these characteristics on a regular basis. If you observe such a student, document your observations, discuss your observations with your supervisor and, if approved, contact the parent or the instructional day teacher to share your observations and determine if they see the same behaviors at home or in the classroom. The district and the parents can decide whether to evaluate the student.

Do you know a student who exhibits one or more of these characteristics on a regular basis?

Keep this list near your lesson plan book so that you can easily observe students in your program.

- **May be Follow-up Activity**



Handout 2

Student Observation Activity

Due Date

We will discuss the observation activity _____ (day of week or date) _____ (time)

Purpose

- Improve observational skills
- Improve ability to identify specific behaviors
- Practice descriptively reporting behavior without "diagnostic" labels

Instructions

1. Review the list of Attention Deficit Hyperactivity Disorder (ADHD) Characteristics.
2. Observe the students in the group for which you are responsible and identify a student who regularly exhibits one or more of the behaviors listed.

Remember: Students who exhibit these behaviors do not necessarily have ADHD; this activity is not about making diagnoses.

3. Complete the information requested at the bottom of this page and be prepared to discuss your observations at the meeting date and time indicated above.

Example

"I've known that Susie has difficulty finishing her homework without my direct help. Now I also see that her backpack and materials are very disorganized and that she moves around the classroom a lot."

First Name of Student: _____

Initial Behavior Observed	Additional Behaviors Observed

Good Facilitators, Effective Trainings

- Know that adults, like children and youth, learn in different ways: listening, practicing, talking it through, note-taking, reading.
- Use a variety of groupings for participation: pairs, small group, whole group, individual.
- Recognize the experience and knowledge in the room. Pose questions to the group, and when someone asks a question, turn it back to the group. People learn from each other.
- Follow ideas and concepts with practice and reflection on the experience.

Good Facilitators, Effective Trainings (cont'd)

- Keep it real. It's not about abstract ideas, it's about practice, and everyone doing their best working with kids. Take the time to plan for putting learning into action. Then follow-up.
- Tune into reactions and feedback seriously. If the sessions are not useful, it will be a waste of time. Revise and regroup as needed so professional development sessions make a difference on the ground, with the kids.
- Keep on track. Time is valuable. Everyone needs to feel it's well spent. Use a "parking lot" list for issues or questions to revisit.

Training Is A Skill...It Is Learned

- Learning to be a good trainer takes time, you don't have to be perfect.
- If you are not an experienced trainer, be patient with yourself.
- Practice will allow you to build skills and you may find training a fun and creative process.
- Seeing the "lights go on" when you train and hearing feedback from your staff when what they have learned is working is very professionally and personally satisfying.
- Enjoy the process.

Training Preparation Time!

- Create groups of 4 people
- Independently read ADHD – Parts 1 & 2
- Decide which
  - person will be the trainer for ADHD – Part 1
  - person will be the trainer for ADHD – Part 2
  - two people will think about a student with whom they have worked and (pretending to the best of their ability) complete the Student Observation Activity in ADHD – Part 1
- Prepare your assignment (10 minutes)

Training Time!

- ADHD – Part 1 Training
- When done, discuss experience as a small group
- Select a speaker for whole group feedback
- Whole group feedback, comments or questions

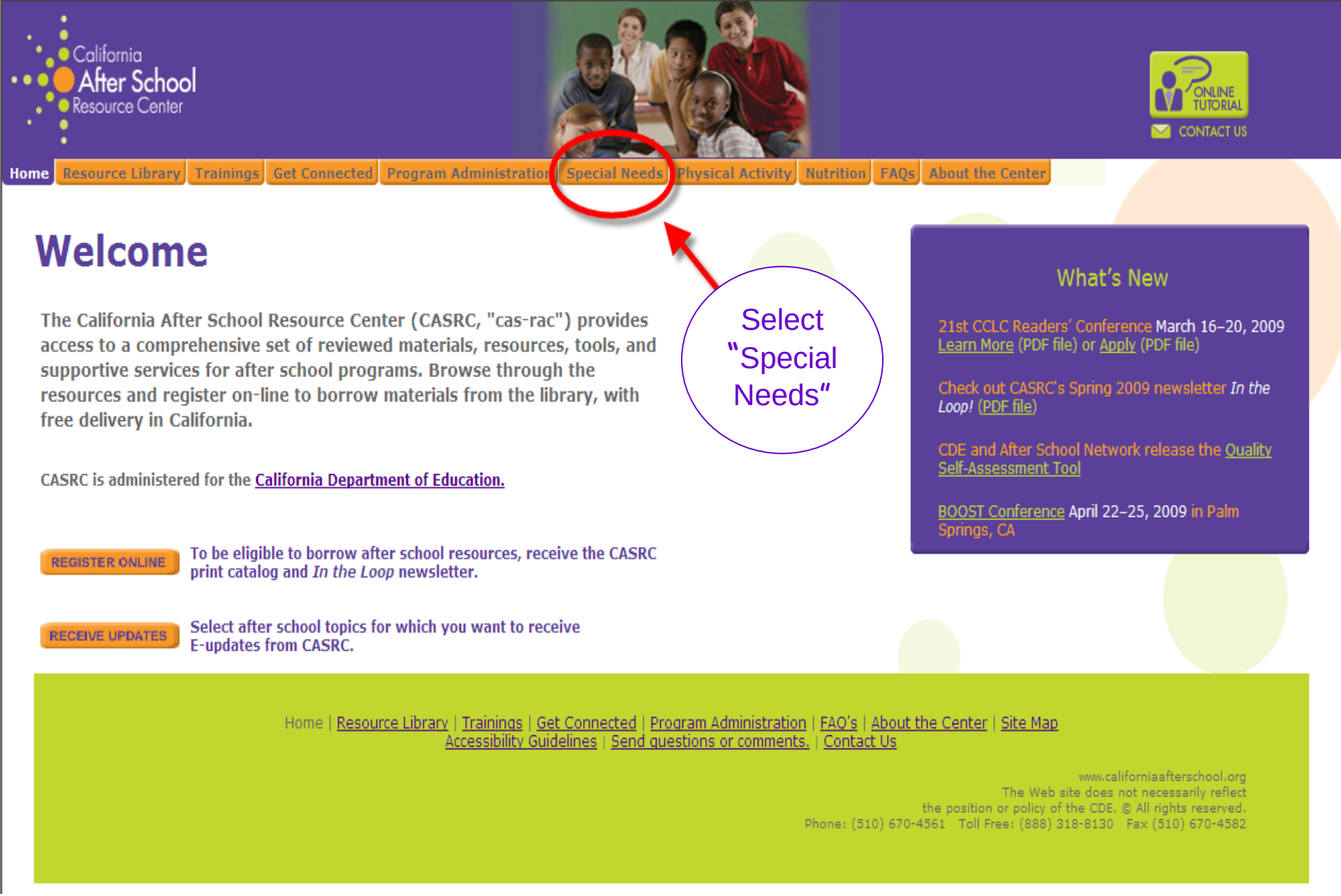
Training Time!

- ADHD – Part 2 Training
- When done, discuss experience as a small group
- Select a speaker for whole group feedback
- Whole group feedback, comments or questions

Next Steps

Following this training…

1. I will share what I have learned from this workshop at my site(s) by:
2. What are the next steps to implement these trainings in my program?
3. How will I know if I have been successful?



http://www.californiaafterschool.org

Thank you for Participating!

Beth Hart
After School Inclusion Coordinator
inclusion@californiaafterschool.org

Valodi Foster
After School Programs Office
California Department of Education
vfoster@cde.ca.gov

Good Facilitators, Effective Trainings

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Adapted from *After School Style in Practice: 25 Skill-Building Meetings for Staff* (2007) Center for Afterschool and Community Education, Moorestown, New Jersey. http://www.afterschooled.org.

Inclusion Training in 10-20 Minutes

Trainings designed for site supervisors to deliver to line staff.

- **Autism**
  - Part 1 – Background and Characteristics
  - Part 2 – Environmental Strategies
  - Part 3 – Instructional Strategies
- **Attention Deficit Hyperactivity Disorder**
  - Part 1 – Background and Characteristics
  - Part 2 – Characteristics and Strategies
- **Building Positive Relationships with Parents**
  - Part 1 – Relationship Building Strategies
  - Part 2 – Strategy Action Plan

Find all of these inclusion resources and more on the California After School Resource Center Web site!

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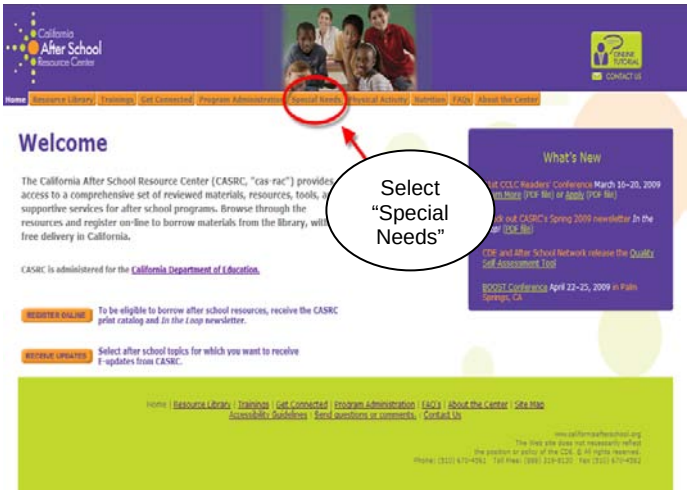

http://www.californiaafterschool.org

Inclusion Quality Self-Assessment Tool

This tool will assist you to:

Assess your program's progress on inclusion by determining how you are doing on 31 quality indicators in 7 domains.

Identify the policies and practices at your program site that deserve kudos and share these successes with your school, parents, community, Local Educational Agency and After School Regional Lead Team.

Inclusion Quality Self-Assessment Resources

Use the strategies and resources identified for each of the following domains to choose your next steps:

- Policy and Planning
- Implementation
- Training
- Behavioral Issues
- Medical Issues
- Legal Issues
- Confidentiality Issues

Create a "Quality Improvement Action Plan" by asking:

- What will we do?
- When will it be accomplished?
- Who is responsible?

Identify technical assistance and training needs by asking:

- What do we need?
- Who can provide it?
- When will it happen?
- Who will follow-up?

The After School Programs Inclusion Project is administered by the CalSERVES Project at the Napa County Office of Education for the California Department of Education's After School Programs Office