

Unit 2

*Attention/Executive
Functioning*

WELCOME!

In this unit about attention and executive functioning, students will learn how to recognize positive characteristics in themselves and others. They will read about Katie, a young girl with ADHD, and how she learns a little differently.

They'll experience what it feels like to have ADHD through the "Becky the Butterfly" story experience and discuss how to be empathetic toward friends with attention and executive functioning needs. Students will learn and understand hurtful assumptions related to ADHD and change their perspectives on people with ADHD. Finally, they will utilize the positive characteristics to share positivity among their friends!

ADHD LESSON OVERVIEW

Lesson	Description	Materials
Lesson 1	Exploration	Pre-Test Positive Characteristics
Lesson 2	Introduction	Book List Teaching the Types Types of ADHD Sorting
Lesson 3	Experience	Becky the Butterfly
Lesson 4	Development	ADHD Hurtful Assumptions Post-Test
Lesson 5	Put it into Practice	Sharing Positivity



INTRODUCE ADHD

Kids with ADHD or executive functioning problems have trouble with organization, planning, staying focused and on task, and keeping impulses in check. These are all things we're expected to do at school.

PRE-TEST

Have the students complete the pre-test. There are two versions of the pre-test available, based on grade and student level.

POSITIVE CHARACTERISTICS



Go over some of the positive characteristics that kids with ADHD may have. Have students circle the characteristics that they see in themselves OR have them choose one characteristic that they have and write about it. It's important to always point out the positive!

CLOSING

Take time to share what students discovered about themselves in relation to the positive characteristics activity.

Next time, we will learn more about the three types of ADHD and read books related to attention and executive functioning disorders.





Attention/Executive Functioning Pre-Test

SHOW WHAT YOU KNOW ABOUT ADHD!

NAME:

DATE:

SECTION:

SCORE:

1. At what age to kids typically outgrow their ADHD?
 - a. 13
 - b. adulthood
 - c. they don't outgrow it
2. Kids with ADHD may struggle with
 - a. Concentrating on tasks
 - b. Sitting still
 - c. All of the above
3. We can help people with ADHD by
 - a. Making loud noises
 - b. Speaking for them
 - c. Limiting distractions
4. All people with ADHD take medication
 - a. True
 - b. False
5. ADHD is caused by sugar, food additives, and food allergies.
 - a. True
 - b. False





Attention/Executive Functioning Pre-Test

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 - a. True
 - ☒ b. False



ADHD EXPLORATION POSITIVE CHARACTERISTICS

Unit 2, Lesson 1



Innovative



resilient

Willing to
try
anything

hands-on
worker

Good in
crisis
situation

AMBITIOUS



energetic

Imaginative

NEGOTIATOR

CORAGEOUS



observant

learn
by
doing



ENTHUSIASTIC



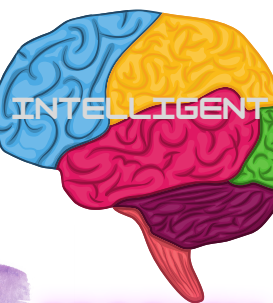
gregarious

30 POSITIVE CHARACTERISTICS IN KIDS WITH ADHD

Research suggests that kids with ADHD tend to be highly creative and innovative, especially when their creativity is rewarded. When kids with ADHD learn how to use their natural strengths and better manage their weaknesses, then they move their lives in a positive direction!

spontaneous

compassionate
Caring



INTELLIGENT

forgiving

quick
thinking

not
boring

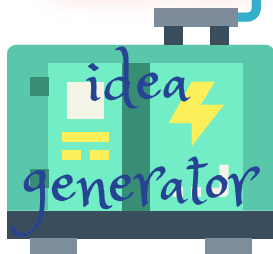
HUMOROUS

PROBLEM
SOLVER

inqui
sitive



artistic



idea
generator

good
at
improvising

resourceful



advent-
urous

ENJOYS
THE
PRESENT



charismatic

READ BOOKS!

Check out our very own book, Katie and ADHD! Pick from the list of books provided or find your own! You can choose to do a read-aloud, independent reading, reading just one book, or doing a book study of several books.

ADHD TYPES

Use the 3 Types of ADHD information sheet to teach how ADHD can present differently for everyone. Have students complete the ADHD type sort.



1. **Focused by Alyson Gerber:** Clea is a middle school student who has ADHD and had never known about ADHD until middle school. She could not accept it at first. She tried her best to establish schedules and specific time periods for work, but at first, it was difficult. After a few weeks working with her guidance counselors, she found her voice and was able to tell her teachers what she needed, such as a quiet place to work. She'd figured it out! All she needed was help and support from her friends, family, and teachers. This book is an encouraging read for kids struggling with the realization that they have an ADHD diagnosis.

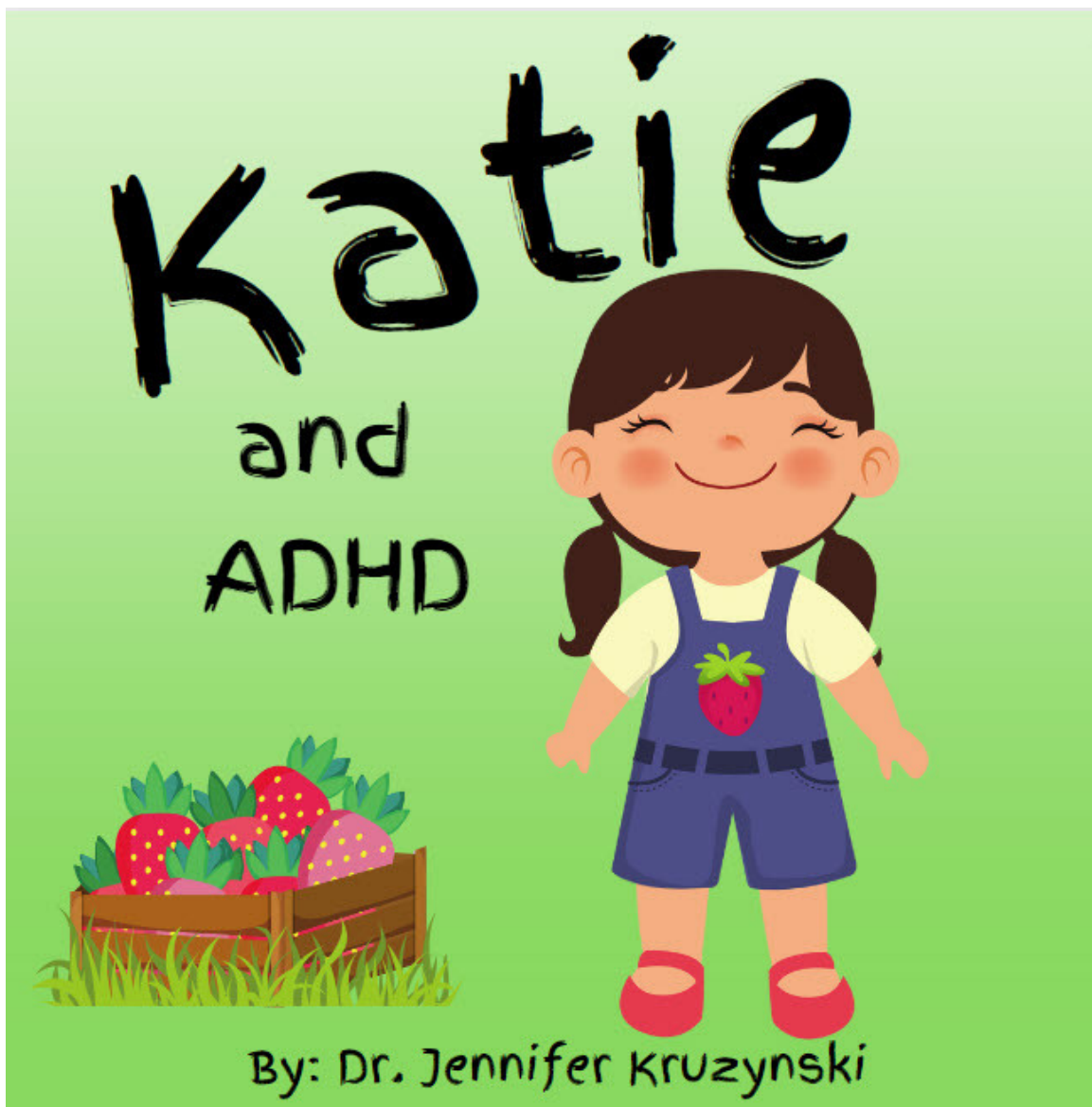
2. **Where Has Polly Gone? by Lisa Service:** Where Has Polly Gone? is about an ostrich named Netta that has a hard time paying attention in school. On the last day of school, a diversion outside causes Netta to miss the entire Math lesson on polygons. Mrs. Heed, the teacher, calls on her to answer a question about polygons, but she cannot read the board and is extremely confused because she wasn't paying attention. In all of the chaos, Mrs. Heed's question, "Where is the Polygon?" becomes a big misunderstanding, and Netta assumes that Polly is gone. Netta spends her summer vacation traveling worldwide in search of Polly. Each place that Netta visits has an abundance of polygons, starting with triangles and ending with decagons. However, Netta doesn't realize that polygons are all around her!

3. **Joey Pigza Loses Control by Jack Gantos:** Joey is a boy with ADHD who is struggling with his behavior while his mom is away. When his mom returns, he is still struggling. Joey is now on medication to help him with his ADHD, and he is relieved when the medication starts to work.



OUR BOOK!

Katie has ADHD and recognizes that she is different from her friends.
Go along with Katie as she learns about herself and how to use her
strengths to help her be successful.



ADHD INTRODUCTION

3 TYPES OF ADHD



Inattentive Type

Those with the primarily inattentive type of ADHD tend to have trouble organizing and finishing tasks, following instructions, and paying attention to detail. They can be easily distracted or daydream often.

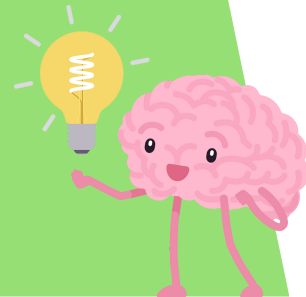


- Often makes careless mistakes
- Has a short attention span
- Has trouble organizing tasks and activities
- Frequently loses things
- Easily distracted

Combined Type

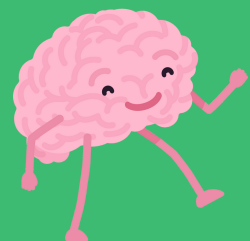
This is the combination of impulsive/hyperactive and inattentive ADHD. People with this type of ADHD often struggle to sustain attention and focus and have trouble listening and following instructions.

- Most common type of ADHD
- May get easily distracted and jump from task to task
- May have impulsive behaviors



Hyperactive Type

People with the hyperactive-impulsive type of ADHD tend to have the urge to constantly be moving and doing something. They may make decisions rashly and have difficulty sitting or waiting too long.



- Often fidget, squirm, and tap hands and feet
- Often leaves the seat when expected to sit
- Often has a feeling of restlessness
- May have hyperactive behavior like talking a lot



ADHD INTRODUCTION

TYPES SORTING



NAME:

TEACHER:

CLASS:

DATE:

Where Do They Belong?

There are 3 types of ADHD. Match the type to the description.

1. Predominantly Hyperactive-Impulsive
2. Combined
3. Predominantly Inattentive

These kids have difficulty focusing, are distracted easily, and have trouble following directions or conversations.

These kids have traits from both types. This is the most common.

These kids fidget, talk a lot, are impulsive, and/or accident-prone, and struggle to wait for their turn.



ADHD INTRODUCTION

TYPES SORTING ANSWERS

Unit 2, Lesson 2



Where Do They Belong?

There are 3 types of ADHD. Match the type to the description.

1. Predominantly Hyperactive-Impulsive
2. Combined
3. Predominantly Inattentive

Predominantly Hyperactive- Impulsive

These kids have difficulty focusing, are distracted easily, and have trouble following directions or conversations.

Combined

These kids have traits from both types. This is the most common.

Predominantly Inattentive

These kids fidget, talk a lot, are impulsive, and/or accident-prone, and struggle to wait for their turn.



ETC

SET UP AND MATERIALS

- Printed Becky the Butterfly worksheet for each student.

ACTIVITY DESCRIPTION/INSTRUCTIONS

- Pass out Becky the Butterfly story to each student, face down.
- Tell the students to flip the paper over and start reading. As they read, give them instructions on other actions to do to try to distract them. For example:

Keep reading but now stand up and hop on one foot. Keep reading! Look up at the lights! Keep reading! Now tap your nose with one finger. Now do squats. If I point to you, read out loud. If I point to you, ask the person reading aloud a question. Tell the person in front of you what you had for breakfast.

- Ask the students to answer questions based on the story.

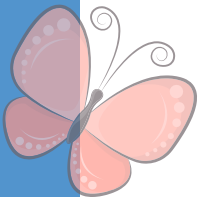
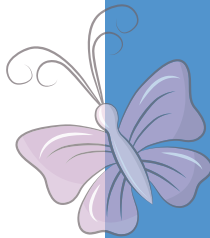
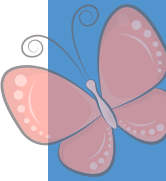
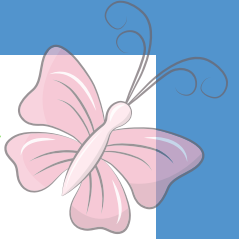
Now let's see if you can answer some questions:

- a. What is Becky?*
- b. What day did Becky get her wings?*
- c. Where was Becky?*
- d. What was Becky's friend's name?*
- e. Was this reading assignment challenging?*
- f. Would it have been easier without the distractions?*
- g. How might school seem to someone with attention challenges?*



Becky the Butterfly

Little Becky was so excited to finally be getting her wings. Ever since she was a little caterpillar, she had dreamed of the day she would get to be like her mom, dad, and five older siblings. Over the last month, Becky had been going through a lot of changes, but it was finally almost time for her to become a butterfly! It was a sunny Monday afternoon when she peered her head out of her cocoon. At first, the sun was so bright she couldn't tell where she was, but as her eyes adjusted, she could see the sun high above the hill across from the tree she was hanging in. "OK, this is it," Becky thought. It was time for her to break out of the cocoon and fly! She pushed out of the cocoon and POP! her wings spread! She was in the air flying! She couldn't believe the view from up here and the feeling of the wind on her wings. OK, now that she was out, where was she supposed to fly to? She rounded the tree and spotted a big hole in the side. She flew in and landed, resting her tired, fresh wings. "Phew, that was fun but tiring!" "CLACK." Becky heard a sound come from the back of the hole in the tree. "WHOOOO'S there?" she heard. In a whisper, she said, "It's me, Becky. I just hatched and got my wings and needed to rest." From the shadow of the hole in the tree, Oatie the Owl appeared. "OOOO I see. Maybe I can help you!" Oatie showed Becky how to spread her wings and soar across the sky, catching the wind so her wings wouldn't get so tired. Side by side, the two flew over the hill, under the branches, up to the clouds, and down to the ground. As the sun set, the two new friends giggled about the fun day they had together and said their goodbyes. Becky flew off feeling excited and confident about her new wings and all the adventures to come.



HELP A FRIEND

Presume
Competence

Each experience lesson will be followed up with a discussion about what students learned, focusing on presuming competence. How can we respectfully help a friend who may be impacted by these symptoms we experienced?

- *What are some things someone with ADHD might struggle with?*
- *What are some things that they might be good at?*
- *Do you think everyone will have the same strengths and weaknesses?*
- *How can you show your support to a friend who is having a hard time sitting still?*
- *How can you help a friend who is having trouble focusing?*
- *How can you help a friend without making them feel bad?*



DISCUSS

- *What did we learn during our ADHD Activity yesterday?*
- *How did you feel going through that activity? Was it easy? Hard?*
- *What could you do to limit distractions for your friends in the classroom?*
- *How do you think kids can use their positive characteristics to help cope with some of the difficulties they might have?*

ADHD HURTFUL ASSUMPTIONS

Presume
Competence

Go through the ADHD Hurtful Assumptions comic. You can even role play to practice how you can be more understanding of someone with ADHD.

POST-TEST

Have students complete the post-test and compare to their pre-test.



ADHD DEVELOPMENT ASSUMPTIONS

Unit 2, Lesson 4



ADHD hurtful assumptions

Sometimes we make assumptions about people without knowing the reason they say or do certain things.

These assumptions can be hurtful.

See how Katie responds to assumptions her peers say to her as she explains her ADHD, and pay attention to how Katie says you can change these assumptions.

When you say
"I don't know"
you're lying.



Sometimes I just have a hard time finding the right words to explain but I'm not lying.

Try asking more specific questions:
Why did you do this? OR Which part did you get stuck on?



"You always
make everything
about yourself!"

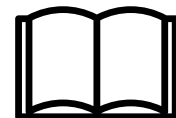


I don't mean to, but sometimes I feel connected through sharing similar experiences or stories.

Try asking listening, asking questions, and sharing your stories too!



ETC



"You never answer my messages. You're ignoring me!"



I'm not ignoring you. Sometimes I get distracted or think I've already messaged you.

Try giving me more time to answer or try messaging me again to remind me!



"Why can't you follow directions? You just don't want to do your chores!"



I have trouble with multi-step tasks and with following verbal directions.

Try giving me only one task at a time or writing it down instead of just telling me.



"You're so random!"



My brain works really fast and is making connections. I often only share my final thought, but it didn't come out of nowhere!

Just know that there is thought behind what I say and it's not totally random



"You should study more if you want better grades!"



ADHD makes it hard for my brain to access information.

Know that I'm not stupid or lazy. I study but sometimes I can't recall what I've studied.



ETC



Attention/Executive Functioning Post-Test

SHOW WHAT YOU KNOW ABOUT ADHD!

NAME:

DATE:

SECTION:

SCORE:

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5. ADHD is caused by sugar, food additives, and food allergies.
 - a. True
 - b. False



ADHD PUT IT INTO PRACTICE

Unit 2, Lesson 5

We've learned a lot about Attention and Executive Functioning and how people with ADHD might feel on a daily basis. Sometimes they may behave differently, become easily distracted, or need to release their energy in different ways. We know this can be difficult for them, and we know we can help by allowing them to be themselves. Let's put this into practice by recognizing positive characteristics in ourselves and others!



SHARING POSITIVE CHARACTERISTICS

Presume
Competence

We will revisit the positive characteristics discussed in Lesson 1. This time, we are going to use them to encourage our classmates.

Have students cut the positive characteristics, walk around the classroom, and give each student in the class a positive characteristic. It might be helpful to have a bag on each desk to store the papers. Provide students with time to review the positive characteristics they received.



SHARING POSITIVITY PUT INTO PRACTICE

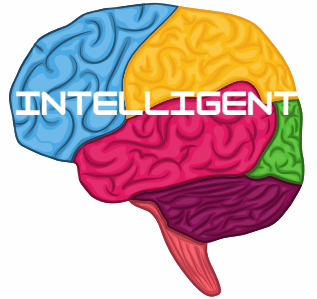
Unit 2, Lesson 5



gregarious

spontaneous

quick thinking



SHARING POSITIVITY PUT INTO PRACTICE

Unit 2, Lesson 5

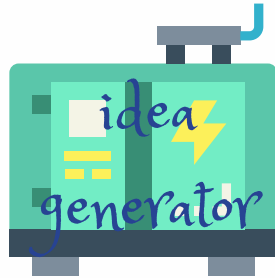


HUMOROUS

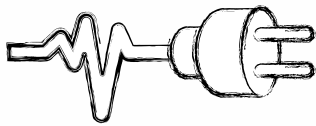
forgiving

not
boring

PROBLEM
SOLVER



resourceful



inquisitive



adventurous



ETC