

HRL PARENT WORKSHOP: ATTENTION AND ENGAGEMENT

Workshop Developer:

Children's Health Fund

Workshop Description:

This workshop will teach about attention and engagement

Key Points (knowledge to be gained):

1. Understanding ADHD
2. Engaging students/children when they become disengaged

Short Term Objectives (actions to be completed during the workshop):

1. Parents will better understand signs of ADHD as well as learn tips for helping their children focus.

Long Term Objectives (longer-term actions that we're aiming toward):

1. Parents will be able to help their children (those with ADHD and those without) focus better on tasks.

Materials:

1. Presentation
2. Post-Workshop Surveys

Workshop Lesson Plan: See presentation for additional facilitator information/notes

Timing	Slide	Actions	Material Needed
1 min	Slide 1	Introduce topic	
3 mins	Slide 2	Read story to participants	
2 mins	Slide 3	Allow participants 1 mins to give answers to the question. Choose 1-3 parents to share their ideas	
2 mins	Slide 9	Allow participants 1 mins to give answers to the question. Choose 1-3 parents to share their ideas	
2 mins	Slide 10	Allow participants 1 mins to give answers to the question. Choose 1-3 parents to share their ideas	
3 mins	Slide 14	Allow participants 3 mins to talk about this question with the person to the left or right of them.	
10 mins	Slide 19	Activity: Brain Break (see slide notes for directions)	
1 min	Slide 22	Review information	
4 mins	Administer post-workshop surveys.	Ask participants to complete the back side of the survey they received at the start of the workshop. Collect the surveys from all participants.	Post Surveys



Attention and Engagement

Parent Workshop

Copyright (c) 2017 Children's Health Fund
All Rights Reserved

1

Let's start with a story

Lisa's son Jack has always been a handful. Even as a preschooler, he would tear through the house like a tornado, shouting, roughhousing, and climbing the furniture. No toy or activity ever held his interest for more than a few minutes and he would often run off without warning.

Facilitator Notes: Read this story to the participants (second half on next slide)

Source:<http://kidshealth.org/parent/medical/learning/adhd.html>

Let's start with a story

At age 8, he was no easier to handle. It was hard to get Jack to settle down long enough to complete even the simplest tasks, from chores to homework. When his teacher commented that his inattention and disruptive behavior were causing problems in class, Lisa took Jack to the doctor. The doctor recommended an evaluation for **attention deficit hyperactivity disorder (ADHD)**.

Thinking Question

What do you **already** know about ADHD?



Facilitator Notes: Ask the audience this question. Allow participants 1 min to give answers to the question. Feel free to let the participants shout out their answers or if this is a quiet group call on 1-3 parents to share their ideas.

Image source:<https://www.flickr.com/photos/practicalcures/23280349432>

Today's Takeaways

- Understand the definition and symptoms of ADHD
- Learn how to engage kids who have a hard time paying attention

Facilitator Notes: In this session we will... (read through the takeaways) click for bullet points

What is ADHD?

ADHD stands for **Attention Deficit Hyperactivity Disorder**.

It is a condition that makes it difficult for children to control their behavior.

Source: <http://www.webmd.com/add-adhd/>

What Are the Different Types of ADHD

- Inattentive ADHD
- Hyperactive-Impulsive ADHD
- Combined

Facilitator Notes: “There are three types of ADHD” Click for each one to come up.

Source: <http://www.cdc.gov/ncbddd/adhd/facts.html>
<http://kidshealth.org/parent/medical/learning/adhd.html#>

What is Inattentive ADHD?

Children with **Inattentive ADHD** may have a hard time:

- Being organized
- Finishing tasks
- Paying attention to details
- Following instructions or conversations
- Staying focused
- Listening
- Remembering

Facilitator Notes: Click for bullet points

Source: <http://www.cdc.gov/ncbddd/adhd/facts.html>

<http://kidshealth.org/parent/medical/learning/adhd.html#>

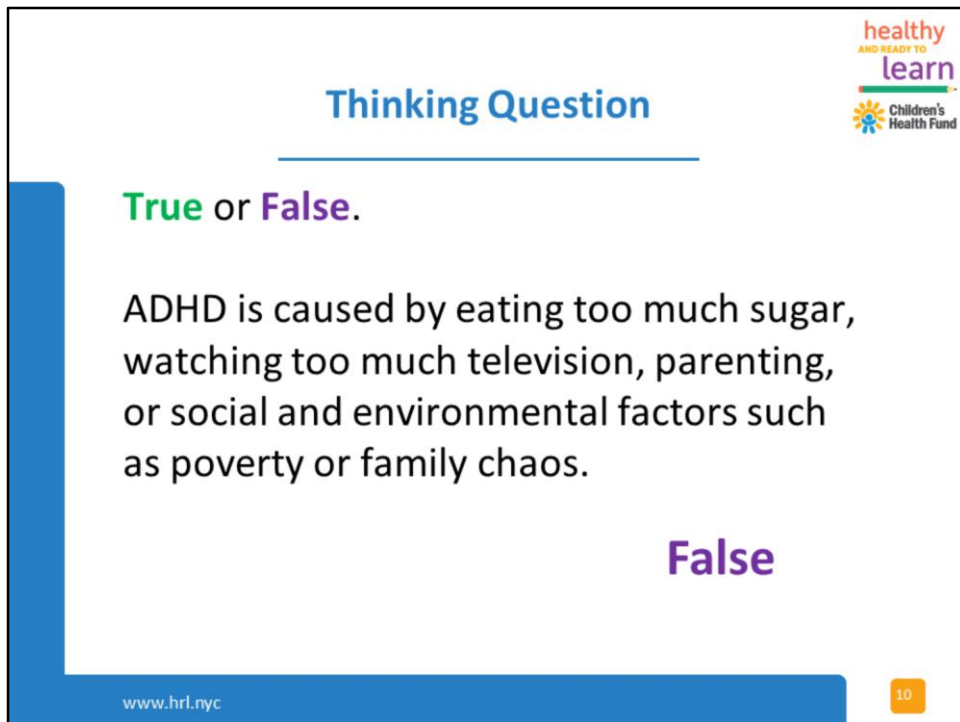
What is Hyperactive-Impulsive ADHD?

Children with **Hyperactive-Impulsive ADHD** may:

- Have a hard time sitting still for long
- Talk excessively
- Always seem to be “on the go”
- Have difficulty playing quietly
- Blurt out answers before hearing the full question
- Interrupt others

Facilitator Notes: Click for bullet points

Source: <http://www.cdc.gov/ncbddd/adhd/facts.html>
<http://kidshealth.org/parent/medical/learning/adhd.html#>

A presentation slide titled "Thinking Question" with a blue header bar. The slide contains a true or false question about ADHD causes. The answer "False" is displayed in purple. Logos for "healthy AND READY TO learn" and "Children's Health Fund" are in the top right. The URL "www.hrl.nyc" and a "10" icon are in the bottom left and right respectively.

Thinking Question

True or False.

ADHD is caused by eating too much sugar, watching too much television, parenting, or social and environmental factors such as poverty or family chaos.

False

www.hrl.nyc

10

Facilitator Notes: Ask the audience this question. Allow participants 1 min to give answers to the question. Feel free to let the participants shout out their answers or if this is a quiet group call on 1-3 parents to share their ideas.

Click for answer.

Mention that it is not 100% clear what causes ADHD but current research shows that genetics plays an important role. Also mention that diet and parenting can sometimes be factors in *managing* ADHD, even though they don't directly cause ADHD.

Reference: Cortese, S. and Rosello-Miranda, R. (2017). Treatments for children and adolescents with attention deficit hyperactivity disorder: what is the evidence base to date? *Revista de Neurologia* 24(64).

Source: <http://www.cdc.gov/ncbddd/adhd/facts.html>

Thinking Question

How can ADHD impact children at **school**?

It can cause:

- Low grades
- Poor reading and math skills
- Difficulty adjusting to school



Facilitator Notes: Ask the audience this question. Allow participants 1 min to give answers to the question. Feel free to let the participants shout out their answers or if this is a quiet group call on 1-3 parents to share their ideas.

Image:

https://commons.wikimedia.org/wiki/File:Proposed_Symptoms_of_ADHD.PNG

Important Note

Although it can be challenging to raise kids with ADHD, it's important to remember **they are not** "bad," "acting out," or "being difficult" on purpose.

Source: <http://kidshealth.org/parent/medical/learning/adhd.html#>

Managing ADHD?

In most cases, ADHD is best treated with a combination of **behavior therapy** and **medication**.

Talk to your child's doctor if you think your child might have ADHD

Facilitator notes: Behavior therapy is a way that parents can help to manage their child's ADHD. A psychiatrist or other doctor can train parents how to do behavior therapy with their child. This therapy helps a child learn to control their own behavior and to helps them succeed in school and at home.

Reference: <https://www.cdc.gov/ncbddd/adhd/behavior-therapy.html>

Source: <http://www.cdc.gov/ncbddd/adhd/facts.html>

What is ADHD?

PARENT SHARE

Inattention in children is not always a result of ADHD. What are some **other reasons** why children might have a hard time paying attention?

Facilitator Notes: Ask participants the parent share question. Then allow participants 3 mins to talk about this question with the person to the left or right of them.

Inattention

Inattention may be caused by:

- Tiredness
- Depression or anxiety
- Hunger
- Stress or trauma
 - Violence in the home or community
 - Arrest or incarceration of a parent or sibling
 - Death of family member
 - Homelessness

Facilitator Notes: "Inattention may be caused by" ...(click and read the bullets).

Tips for Helping Kids Pay Attention



Avoid distractions: Turn off the TV, radio, cell phones, and computers, especially when your child is doing homework.

Create a routine: Try to follow the same schedule every day, from wake-up time to bedtime. Post the schedule in a prominent place, so your child can see what's expected throughout the day

Source: <http://www.helpguide.org/articles/add-adhd/attention-deficit-disorder-adhd-parenting-tips.htm>

Continued

Set clear expectations and rules: Be clear about what you would like your child to do and what the consequences will be if they do not do it.

Make sure your child is eating healthy foods: Children can have a hard time focusing when they are hungry. Make sure they eat a balanced breakfast, lunch and dinner.

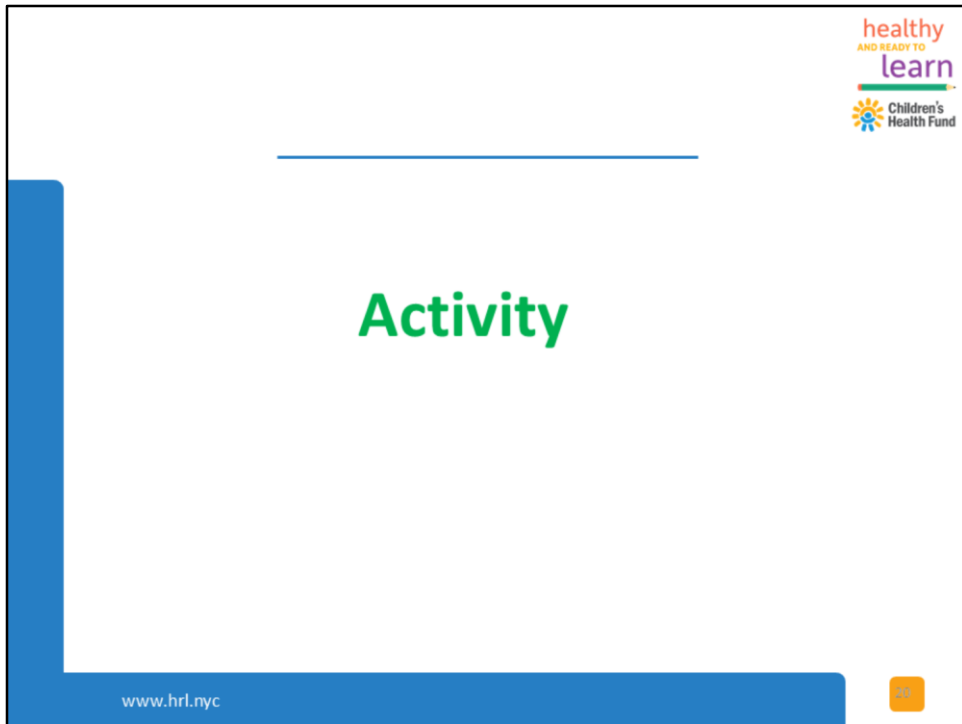
Continued

Make sure your child gets 10-11 hours of sleep: Children can have a hard time paying attention if they are tired. Help your child get enough sleep by setting a bedtime routine.

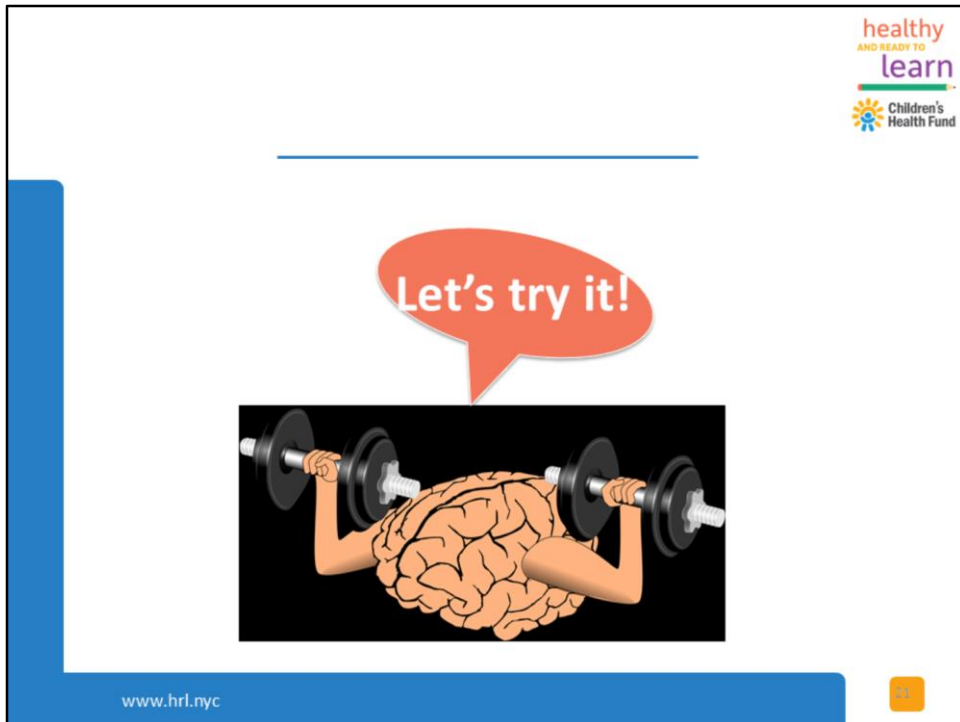
Help your child discover a talent: All kids need to have successes to feel good about themselves.

Continued

Involve the school counselor or psychologist: He or she can help design behavioral programs to address specific problems in the classroom.



Facilitator Notes: Ask, “During this presentation did any of you yawn, look at your watch, move around in your sit, fell asleep? Even as adult we can lose focus. Let’s try a brain break. Brain breaks can help children refocus.”



Facilitator Notes: Have parents stand up and push in their chair. Once everyone is behind their chair call out a color or other trait (something round, something made of wood). Parents must then find an object in the room that fits the trait and get to it quickly. Debrief: Discuss with the participants how they feel after the activity. Do they think something like this could help their child refocus?

Take about 5 minutes to do this activity

Source: <http://www.minds-in-bloom.com/2012/04/20-three-minute-brain-breaks.html>

Image: <https://commons.wikimedia.org/wiki/File:Brain-1295128.svg>

Brain Breaks

When your child starts to lose focus on homework, take a **brain break!**

About **10 minutes**

Lots of **movement**

Today's Takeaways

- **Understand the definition and symptoms of ADHD**
- **Learn how to engage kids who have a hard time paying attention**

Facilitator Notes: In this session we will... (read through the takeaways) click for bullet points

Question?



Thank You !

If you would like to see other Attention and Engagement resources or find information on additional **Health Barriers to Learning**, please visit the **Healthy and Ready to Learn Resource and Training Center** at www.hrl.nyc

WORKSHOP SURVEY

Thank you for taking part in our workshop! We would like your help in understanding how to improve the workshop, how much you learned, and if you think that you will apply what you learned in your work and life. Please take a few minutes to fill the following survey. Honest feedback is welcome!

1) What was the best part of the workshop?

2) What did you LIKE LEAST about the workshop?

3) How would you improve the workshop?

4) Please circle the number that best represents your knowledge and skills before and after this training:

Understand the definition and symptoms of ADHD:

BEFORE THE WORKSHOP					AFTER THE WORKSHOP				
Very Low	Low	Medium	High	Very high	Very Low	Low	Medium	High	Very high
1	2	3	4	5	1	2	3	4	5

Understand how to engage kids who have a hard time paying attention:

BEFORE THE WORKSHOP					AFTER THE WORKSHOP				
Very Low	Low	Medium	High	Very high	Very Low	Low	Medium	High	Very high
1	2	3	4	5	1	2	3	4	5

5) How likely are you to use the knowledge and skills that you learned in the workshop? (Please circle)

Not likely at all	Not likely	Neutral	Likely	Very likely
1	2	3	4	5

6) What challenges do you think you will have in using what you learned?

7) Any other feedback?

ATTENTION AND ENGAGEMENT PARENT NEWSLETTER

BUILDING HEALTHY HABITS

ATTENTION AND ENGAGEMENT

Attention deficit hyperactivity disorder (ADHD) is a condition that makes it difficult for children to control their behavior. It is one of the most common conditions of childhood. All children have difficulty controlling their behavior sometimes, but kids with ADHD have trouble more often than other children.

Behavior symptoms of ADHD can include:

Inattention

- Daydreams, has trouble paying attention
- Often does not seem to listen
- Disorganized
- Forgetful
- Easily distracted

Hyperactivity- Impulsivity

- In constant motion
- Talkative
- Cannot sit still or play quietly
- Acts and speaks without thinking
- Has trouble taking turns
- Cannot wait for things, impatient
- Often interrupts others

SECRETS FOR SUCCESS

Attendance Matters!

Talk to your child about the importance of going to school. Missing even a day or two every few weeks can dramatically impact their academic success. Make showing up for school every day the expectation, not the exception.

COOKING CORNER

Oven Fried Chicken

Ingredients

- 1 lemon
- 1/2 cup low-fat milk
- 1/2 tsp granulated sugar
- 1/4 tsp cayenne pepper
- 2 tsp chopped fresh rosemary, plus 2 whole sprigs
- 4 cloves garlic, peeled and smashed
- 2 pounds skinless chicken legs and thighs
- 2 slices whole wheat bread, (3-ounces)
- 1/4 cup yellow cornmeal
- Kosher salt and freshly ground black pepper

Directions:

1. Grate 1 tsp of zest from the lemon; set aside. Squeeze the juice of the lemon into a medium bowl. Whisk in the milk, sugar, and cayenne until the sugar and cayenne are dissolved. Add the sprigs of rosemary and garlic.
2. Pierce each chicken piece several times with a fork, then add to the milk mixture, turning to coat well. Cover and put in refrigerator for 2 hrs.
3. Preheat oven to 300 degrees. Lay the bread on a baking sheet in a single layer. Bake, turning a few times, until the bread is crisp, 45 minutes. Cool completely. Break into large pieces and pulse in a food processor until it forms coarse crumbs.
4. Increase oven temperature to 375 degrees. In a shallow dish combine the breadcrumbs with the corn meal, chopped rosemary, and lemon zest. Season with salt and pepper. Line a baking pan with aluminum foil.
5. Working with one piece at a time, remove the chicken from the marinade, allowing excess to drip off. Press into the bread crumb mixture until the chicken is well-coated and place on baking sheet.
6. Bake for 50 to 55 minutes.