

Third Grade Session 2: ADHD

General Disability Definition: A condition that affects a person's body, senses, or mind and that can cause limits to seeing, hearing, walking, talking, reading, learning, and more.

ADHD Definition: Attention-deficit/hyperactivity disorder (ADHD) is a chronic condition and includes a combination of persistent issues, such as challenges sustaining attention, hyperactivity, and impulsive behavior.

Lesson Objectives: Students will understand and be able to demonstrate three new ASL signs. Students will have a basic understanding of the initial concept of ADHD and comprehend the difficulty and need for concentration and focus tools for individuals with this disability as well as brainstorming some accommodations.

Materials and Resources:

- Several small bags containing a variety of small paper & fabric squares with different textures: e.g., velvet, fleece, corrugated paper, sandpaper, satin, etc.)
- Sensory items: stress balls, thinking putty, etc.
- Latex free balloons
- Dry rice (enough to fill balloons)
- Rory's Story Cubes (optional)
- Doll

Lesson:

1. Re-introduce yourself to the class. Emphasize this is the day iBelong comes to their class.
2. Review signs from last week with students (from *Moses Sees a Play*) Ask students if they practiced their signs or showed anyone at home.
3. Tell students: Today we will learn three new signs for words we use every day. Teach students signs for "Breakfast," "Lunch," and "Dinner." Practice with them asking questions about what foods you might eat at each of those meals and having them use the appropriate signs. You also can reinforce that each of those is an Umbrella word.
4. Tell students: Today we are going to talk about a certain disability. Do you remember what a disability is? Review the definition together.
5. Tell students: Sometimes people have a disability you can see, but sometimes people have a disability you can't see. Today we are going to talk about one of those.
6. Show students the doll and say: This doll has a disability called ADHD. What that means is that sometimes he/she can have a hard time focusing, sitting still, or paying attention.

All of us have a hard time with those things sometimes! So, we are all the same that way. However, some people have had a doctor examine them and say they have ADHD. Then they might need to take medicine or have certain strategies they need to do in order to focus. Sometimes having ADHD can make coming to school hard!

- a. Let the students hold/examine the doll and talk about what might be hard at school if you struggle with concentrating or sitting still.
 - b. If you knew someone who had ADHD, what do you think are some things they could do at home/before school that would make things easier for them? (Brainstorm answers together: making lists, checking backpacks, having certain places for items, getting enough time to play outside.)
 - c. If you knew someone who had ADHD, what do you think are some things they could do at school that would make things easier for them? (Brainstorm answers together: making lists, sitting near the front, taking breaks, other students being quieter, etc.)
 - d. Tell students: something that can help someone who has ADHD is having something to focus on so they can pay attention better. We are going to practice some things that help us focus and pay attention, too.
7. Tell students: Right now we are going to take turns concentrating on two of our senses.
- a. First, let's focus on our sense of Sight. I'm going to give you 45 seconds. I want you to be completely quiet but try to see as many things around the room as you can. What can you notice, maybe even small details? When the time is up, then we'll share some of the things we saw.
 - b. Next we will be completely quiet and focus on our sense of Touch. I'll give you a few minutes to touch these different pieces of fabric and paper I will pass around to everyone. Be completely quiet while you touch each of them and really think about how they feel.
 - c. Tell students: For students who have ADHD, the reason it can be difficult to focus is that their brains tell them that all of those things are equally interesting to pay attention to. Think of all the things we saw or the things we feel touching our skin. It can be hard to decide which is most important to focus on. Sometimes having something to hold can help a person with ADHD focus better on what they need to see or hear.
 - d. Pass around the variety of sensory items. Explain that sensory means something is related to your five senses. Ask students: do you have one you liked better than the others? Explain that often having a sensory item such as one of these can help a person with ADHD to be able to focus.
8. Tell students: Now we are going to make a project. The things I passed around are items you can buy at a store or online; however, we can make our own sensory object that could help someone to focus.
9. Distribute one balloon to each student. They can write their name on the balloon with a pen or marker. Circulate the room filling each balloon with enough rice to create a stress ball. Help students as needed to tie the top.
10. Reinforce the concept that being able to touch something like this can help a person with ADHD focus better on the task at hand. Demonstrate to students how to "fidget"

with the stress balls without being rough. Make sure to add that they would need to ask their teacher if/when they are allowed to play with the stress balls.

Wrap-up:

- Review with students the signs they have learned:
 - “Breakfast”
 - “Lunch”
 - “Dinner”
- If there is extra time, use Rory’s Story Cubes together to create a short (oral) story. Connecting ideas this way additionally aids in student focus/processing information.
- Remind students that you will be back next week, and emphasize what day you will be there.

SAMPLE ONLY