What are neurodevelopmental disorders?
A group of conditions with onset during the developmental period. These disorders typically occur before a child enters grade school. Developmental deficits produce impairments of personal, social, academic, or occupational functioning. Children with neurodevelopmental disorders may show excess as well as deficits and delays in typical milestones.

Types of Neurodevelopmental Disorders
- Intellectual Disability
- ADHD
- Communication Disorders
- Autism Spectrum Disorder
- Specific Learning Disorder
- Motor Disorders

Neurodevelopmental Disorders in School
Students with these disorders experience difficulties that affect educational and psychosocial outcomes. Most have complex needs that require support from specialist professionals such as speech and language pathologists and educational specialists.

What is ADHD?
A common disorder characterized by a persistent pattern of inattention and/or hyperactivity and impulsivity that interferes with normal functioning.

How is ADHD treated?
62% take medication
47% receive behavioral treatment
90% receive accommodations in school

Prevalence of ADHD:
ADHD is the third most common health disorder
World-wide prevalence: 5.29%
More commonly diagnosed in males than females
**Areas of Support for Students with ADHD:**

- O - Organization
- T - Time Management
- M - Management of Materials
- P - Planning

**Common ADHD Misconceptions**
- ADHD is a learning disability
- Children with ADHD cannot EVER focus
- Only boys are diagnosed with ADHD
- ADHD isn’t a medical condition
- All children with ADHD are hyperactive

**Tier 1: Universal**
Encourages positive behaviors and discourages negative behaviors in the classroom.
- Using clear commands (tell the student what they CAN do)
- Modify teacher attention (planned ignoring)
- Positive praise

**Tier 2: Targeted & Small Group**
Provide a daily report card to communicate student progress.

**Tier 3: Intensive**
Functional Behavior Assessment
Behavior Intervention Plan
Individual token economy

**Organizational Skills Training**
Twice weekly, one-hour sessions.

- **Tracking Assignments:** Use of planners, writing down due dates
- **Materials Management:** Packing backpacks, taking textbooks home
- **Time Management:** Estimating completion time for homework, scheduling
- **Task Planning:** Breaking down goals into small steps, checking work

**Daily Report Card:**
- Operationalized list of target behaviors
- Criteria for each behavioral goal
- Combine with token economy/praise

**Resources:**
- QR Code

---

**BEHAVIORAL CLASSROOM MANAGEMENT**

**Resources:**
Areas of Support for Students with ADHD:
- O - Organization
- T - Time Management
- M - Management of Materials
- P - Planning

**Common ADHD Misconceptions**
- ADHD is a learning disability
- Children with ADHD cannot EVER focus
- Only boys are diagnosed with ADHD
- ADHD isn’t a medical condition
- All children with ADHD are hyperactive

**Tier 1: Universal**
Encourages positive behaviors and discourages negative behaviors in the classroom.
- Using clear commands (tell the student what they CAN do)
- Modify teacher attention (planned ignoring)
- Positive praise

**Tier 2: Targeted & Small Group**
Provide a daily report card to communicate student progress.

**Tier 3: Intensive**
Functional Behavior Assessment
Behavior Intervention Plan
Individual token economy

**Organizational Skills Training**
Twice weekly, one-hour sessions.

- **Tracking Assignments:** Use of planners, writing down due dates
- **Materials Management:** Packing backpacks, taking textbooks home
- **Time Management:** Estimating completion time for homework, scheduling
- **Task Planning:** Breaking down goals into small steps, checking work

**Daily Report Card:**
- Operationalized list of target behaviors
- Criteria for each behavioral goal
- Combine with token economy/praise

**Resources:**
- QR Code