

YOU ARE STARS!

Social Empowerment

Training

And

Responsibilities for

Students with ADD/ADHD



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TIPS FOR SUCCESS:

1. The facilitator should be optimistic and positive with the students.
2. Snacks should be provided (either by the students or parent/teacher organization).
3. Begin each session with a motivational song or story, selected by the school nurse and/or students. This will separate "group support" work from work that occurred during the school day.
4. This guide should not be followed as a "mandate", but should be adapted based on the identified needs of the group.
5. The role of the school nurse is one of "facilitator". Allow these creative children to develop their own solutions.
6. Encourage the students to develop their own "group rules", as well as adhering to the already established group rules listed below.
7. Review group rules at the beginning of each session.
8. Give the students "freebies" (such as pens, pencils, tee shirts, etc.) when possible. Sources to get these include pharmaceutical companies, parent/teacher organizations, and area businesses.
9. Have fun!!!

STARS

SESSION ONE

INTRODUCTION: WHAT IS ADHD?

Objective:

To introduce the purpose of the group; discuss the diagnosis and impact of ADHD; to identify group rules.

Information to Be Covered:

Develop group rules such as only one person talking at a time, no interruptions, no teasing, maintaining confidentiality as well as other rules developed by the group. Discuss the negative characteristics of ADHD such as failure to attend to the task at hand, distractibility, impulsivity, hyperactivity, and disorganization. Discuss the positive characteristics of having ADHD such as creativity, energy, the ability to think outside of "the box", and the ability to think of new fun things to do.

Materials:

Nametags, markers, index cards, chalk, folders.

Warm-Up Activity:

Paired group activity. Have two students who do not know each other sit together. Have them introduce themselves to each other and give their name, grade, teacher, and reason why they joined the group. Ask the students to continue talking until they discover one thing that they have in common. Have the pair share this commonality with the group, being careful to let the group know each of their names.

Activities:

1. Introduce the concept of the STARS group. Please tell the students what the letters each stand for.

2. Please give out the handout on "Rules of Our Group". Divide the support group into three mini-groups. Have the students work together and develop additional rules for the group. Have one member from each of the mini-groups write their groups' proposed rules on the board.

3. Facilitate group discussion questions.

Discussion Questions:

How does having ADHD affect you?

What symptoms of ADHD affect you the most?

What things does this group have in common?

What are the differences?

What is good about having ADHD?

Points to Remember:

ADHD is a disorder characterized by inattention, impulsivity and disorganization. Students need to learn to manage distractions in order to access the creative characteristics of people with ADHD.

Evaluation:

The student will be able to name two characteristics of ADHD by the end of the session.



STUDENT HANDOUT #1

NAME: _____



STARS: Social empowerment Training And Responsibilities for Students with ADHD

GROUP RULES

- 1.) Confidentiality - do not discuss what another student says in the group.
- 2.) No name-calling.
- 3.) Listen respectfully to the person who is talking - really listen!
- 4.) Support each other and each other's ideas.
- 5.) Be kind to other "STARS" when you see them in the hallway or cafeteria.
- 6.) _____

- 7.) _____

- 8.) _____

I agree to follow these rules: (sign your name) _____

EVALUATION OF LESSON

Please name two characteristics of ADHD:

- 1.) _____
- 2.) _____

SESSION TWO

THE GIFTS OF HAVING ADHD

Objective:

To identify the gifts of having ADHD; to identify famous people who have (had) ADHD yet learned to manage the distractions in order to develop the creative part of their brain.

Information to Be Covered:

Many famous people are thought to have had ADHD. Please examine the web site: www.add.org. ADHD has positive, as well as negative, characteristics. Once an individual with ADHD learns to manage their distractions, success can be achieved. Many people with ADHD are creative, exciting, and fun to be with.

Materials:

A room with computers and Internet access, cassette or CD player.

Warm-Up Activity:

Group Activity. "Find a Friend" activity. Hand each student a "Find a Friend" sheet. Have the student write their "favorite" under the first column. When each student has completed their column, ask the students to stand up and interact with the other students. When students find a peer with the same answer, they write their friends' name in the final column. Only one new friends' name goes in the column. Students should attempt to find a match in each category.

Activities:

1. Help students to search the WEB site www.add.org. Have students examine the section pertaining to kids. The site has information about ADHD specifically for children. There is one section titled, "Great Stuff About Having ADHD". Please spend considerable amount of time on this site. If this site is no longer available when your support group is being held, please find a comparable site before meeting with the group.
2. Facilitate group discussion questions.
3. Play an uplifting cassette or CD song related to success. Choose something you like and that will be meaningful to the students.

Discussion Questions:

Why would people want to be friends with someone who has ADHD?

What new information did you learn from the WEB site?

Name one famous person with ADHD.

What positive characteristic did this individual have?

Points to Remember:

Having ADHD has both positive and negative characteristics. Many successful people have ADHD. Learning to manage the distractions, such as disorganization, impulsivity, inattention and hyperactivity is the key to success.

Evaluation:

The student will be able to name one famous person who has ADHD.



STUDENT HANDOUT #2 FIND A FRIEND



NAME: _____

Directions:

Please list your "favorite" under the column that states, "Your Favorite". When the School Nurse determines that each student has completed this task, all students will be asked to stand and interact with the other students. Students should try to find "friends" who have the same favorites in common. Please list only one new name next to each category in the final column. Please try to interact with all students in the group. The student with the most completed categories in the final column is the winner.

CATEGORY	YOUR FAVORITE	NEW FRIEND
Color		
School Subject		
TV Show		
Vacation Spot		
Hobby		
Girl's Name		
Teacher		
Band		
Sport		
Musical Instrument		

Evaluation of Lesson:

Name one famous person thought to have had ADHD:

SESSION THREE

POWERLESSNESS VS. EMPOWERMENT

Objective:

To discuss the concept of powerlessness and giving away "your power"; to begin creative problem solving techniques to increase feelings of empowerment.

Information to Be Covered:

When students with ADHD act on their impulses (ie. hit another student or say something inappropriate), they are giving away their power. Feelings of powerlessness lead to low self-esteem. Students with ADHD must learn to empower themselves in many settings and with different people (classmates, teachers, family). Empowerment is a helping process where individuals are able to change situations when given the skills and opportunities to do so.

Materials:

Crayons, pens, yellow highlighter markers, cassette or CD player, tape or CD, blackboard, chalk.

Warm-Up Activity:

Paired Activity. Have two students sit together and discover the creative gift each has. If a student has difficulty finding a "gift", suggest that the student think about a "gift" that he/she admires in someone else. Have the students discuss creative ways to access this "gift". Have the students discuss with each other how this gift will be utilized, as they get older. Have students introduce their "friend" by name and discuss the friends' creative gift.

Activities:

1. Facilitate group discussion questions.
2. Divide the groups of 3 to 4 students.. Have each mini-group discuss characteristics of empowerment. Have one member from each mini-group list the characteristics on the blackboard.
3. Complete the drawing/activity worksheet and discuss with student out loud..
4. Play a song related to empowerment.

Discussion Questions:

What does the word powerless mean?

Describe a time when you felt powerless?

Discuss a time when you acted impulsively.

What were the results of this impulsive act?

Points to Remember:

When students with ADHD act impulsively, hit or call others names, they are giving up their power. This often leads to negative consequences, which contributes to powerlessness. Students can learn strategies to empowerment themselves and creatively problem-solve ways to handle difficult situations.

Evaluation:

The student will name one time that they felt powerless and list one way the situation could have been handled differently in order to empower them.

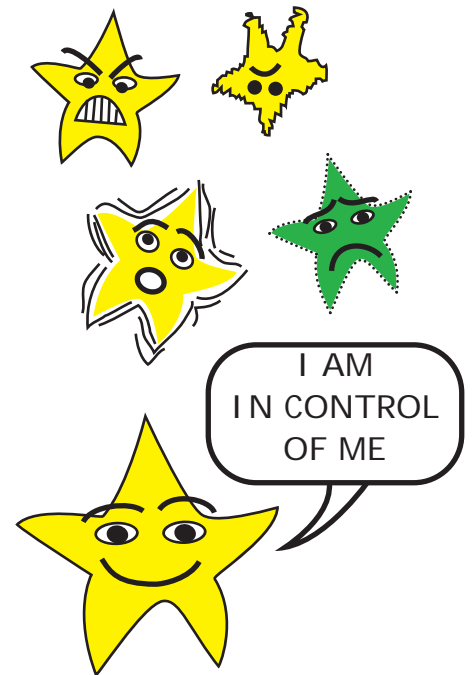
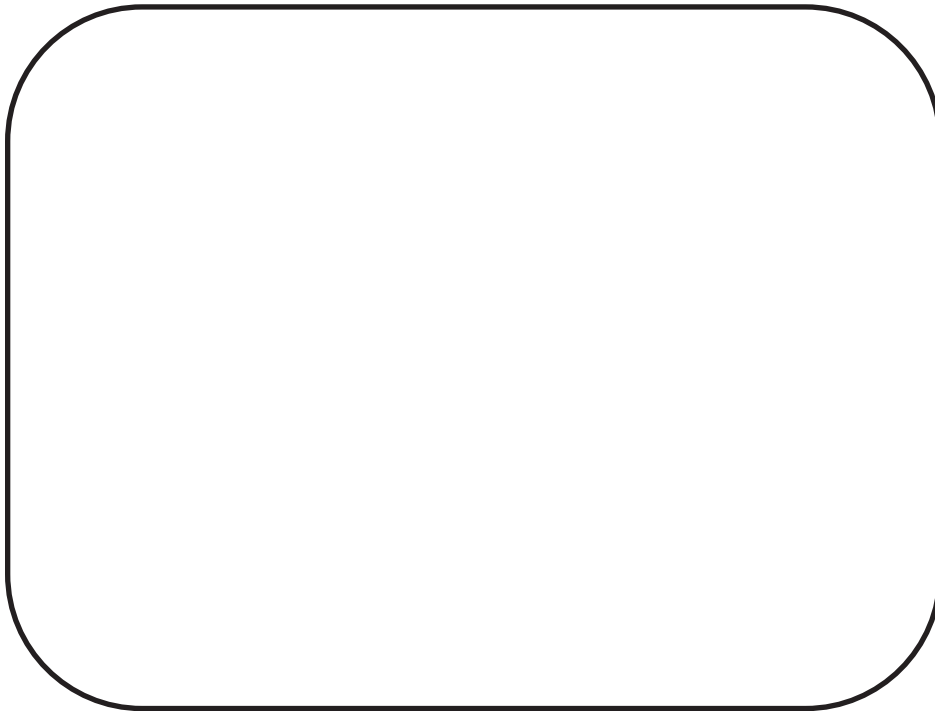
STUDENT HANDOUT #3

EMPOWERMENT

NAME: _____

Directions:

Please draw a situation where you acted impulsively. Please write a story about this situation... a time when you did not feel good about your actions. Highlight in yellow the section in which you could have made a different choice.



SESSION FOUR

EMPOWERMENT WITH YOUR FEELINGS

Objective:

To discuss various feelings students have with regards to ADHD; to develop creative strategies to manage feelings of anger and frustration.

Information to Be Covered:

Feelings are not good or bad. They are just emotions and people have many different feelings. Feelings need to be identified and handled appropriately.

Materials:

Letter paper, pens.

Warm-Up Activity:

"How Are You Feeling?" Have each student give their name and give a number related to how they are feeling today, on a scale of 1-5 (five being great and one being terrible). Have students go around the group and give a number only. Then, start with the student with the lowest number and have him/her share the reason why they are a 1 or a 2. Allow other students to share solutions to problems discussed.

Activities:

1. Facilitate group discussion questions.
2. Teach students to write an "anger" letter. Use the accompanying handout. Make sure the students rip the letter up when they are finished.
3. Have students write on the blackboard healthy ways to vent their anger.

Discussion Questions:

What feelings often get you into trouble?

Describe situations that make you angry.

Describe situations that make you frustrated.

How have you handled your anger and frustrations in the past?

How can you handle your anger and frustrations in a positive manner?

Points to Remember:

Everyone has periods of frustration and anger. Students with ADHD must learn that they cannot call others name or hit them. It is irresponsible behavior and when they do so, they are giving their power away.

Evaluation:

The students will each write a sentence describing a healthy way to describe their feelings (especially anger). I feel angry _____. The students will name five healthy ways to vent their anger.

STUDENT HANDOUT #4A

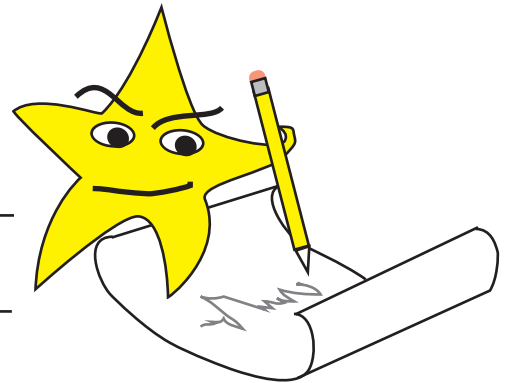
ANGER LETTER

NAME: _____

Directions: Please write an anger letter based on the following scenario:

A student in your class was making fun of you and hit you when the teacher was not looking. You hit the student back and were caught. Write an anger letter to the student telling him/her how you felt. Pretend the students' name was DAVE. Address the letter to DAVE. Write all of your feelings. However, you cannot write anything about hitting or harming someone. Process your anger and frustration.

Dave,



Spend some time thinking about your letter. Once you have processed the anger, rip this letter up into small pieces and throw it away.

*When you are feeling angry, write an "anger letter" in the privacy of your room. Never write anything about harming another person (such as hitting someone)...this letter is about your feelings and getting rid of the anger.

STUDENT HANDOUT #4B

EVALUATION OF LESSON

NAME: _____

Write a sentence describing a healthy way to describe your feelings/
"I feel angry when..."

Name five healthy ways to express your anger:

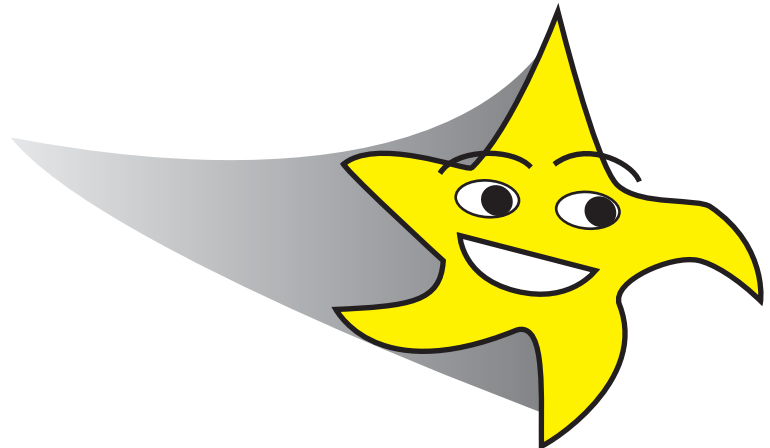
1.) _____

2.) _____

3.) _____

4.) _____

5.) _____



SESSION FIVE

EMPOWERMENT WITH TEACHERS

Objective:

To discuss common difficulties experienced with interactions with teachers; to develop solutions to deal with these difficulties; to implement the START-IT strategy.

Information to Be Covered:

Students often get into trouble for calling out the answers, getting out of their seats, playing with items they should not be playing with and, in general, not paying attention. Furthermore, students with ADHD often rush through their work and do not consider the importance of neatness and having the correct answers. Creative strategies can be developed by students with ADHD, which will enable them to handle these difficulties in the classroom setting.

Materials:

School Disciplinary Code, index cards, pens.

Warm-Up Activity:

Group Activity - "High/Low" Game. Go around the group and have students tell their name and identify high and low moments they experienced today with their teacher. Students with ADHD often have a poor recall for names and it is important for the group to be cohesive. However, if the students know each other, they do not need to tell their names out loud every session.

Activities:

1. For a change of scenery, hold this class outside, if the weather is nice. Facilitate group discussion questions.
2. Role-play: write the following scenarios on index cards, appointing different students to be the principal who must adhere to the disciplinary code: a student steals; a student hits another student; a student calls another student a name. Have the "principal" discuss the act, what made it wrong, and the appropriate discipline for each. Have the students role-play a student rushing through his/her work and is not taking the time to be neat or check the answers to make sure they are correct.

3. Teach the **START-IT** strategy to regain composure in the classroom. Have students practice this technique several times. Teach the student what each letter stands for:

S- Sit Up Straight! (shoulder back, eyes forward on the teacher, hands on the desk, feet on the ground)

T- Take a deep breath. (have student breathe in slowly through the nose and out through the mouth)

A- Answer politely. (teach student to raise his/her hand with arms straight up...no hand waving or calling out the answer)

R- Relax. (connect this activity with deep breathing)

T- Teacher connection. (have students make eye contact with the teacher; use good body language; do not cross arms in front of you)

I- Isolate your emotions from other students. (do not look at or touch other students; focus on the teacher and your work)

T- Take pride in your behavior.

Practice this several times.

Discussion Questions:

What problems do you have getting along with your teacher?

What creative problem-solving solutions would let you get along better?

What problems do you have finishing your schoolwork during the school day?

What would make finishing your schoolwork easier?

Points to Remember:

Students must respect their teachers whether they like them or not. When students feel themselves becoming distracted, inattentive or getting out of control, they need to remember "START-IT". When students misbehave in class, they are giving up their power. Students must learn to never yell at their teachers or make rude comments to them. Handwriting should be as neat as possible and careful consideration should be given to taking their time when answering questions. Strategies must be utilized to constructively deal with negative feelings in the classroom.

Evaluation:

The students will name three behaviors that will improve their interactions with their teachers.

STUDENT HANDOUT #5

EVALUATION OF LESSON

NAME: _____

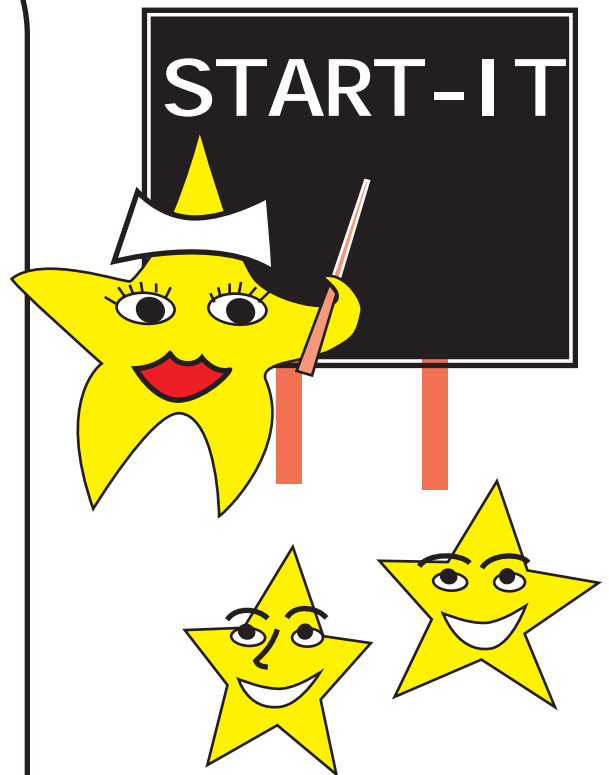
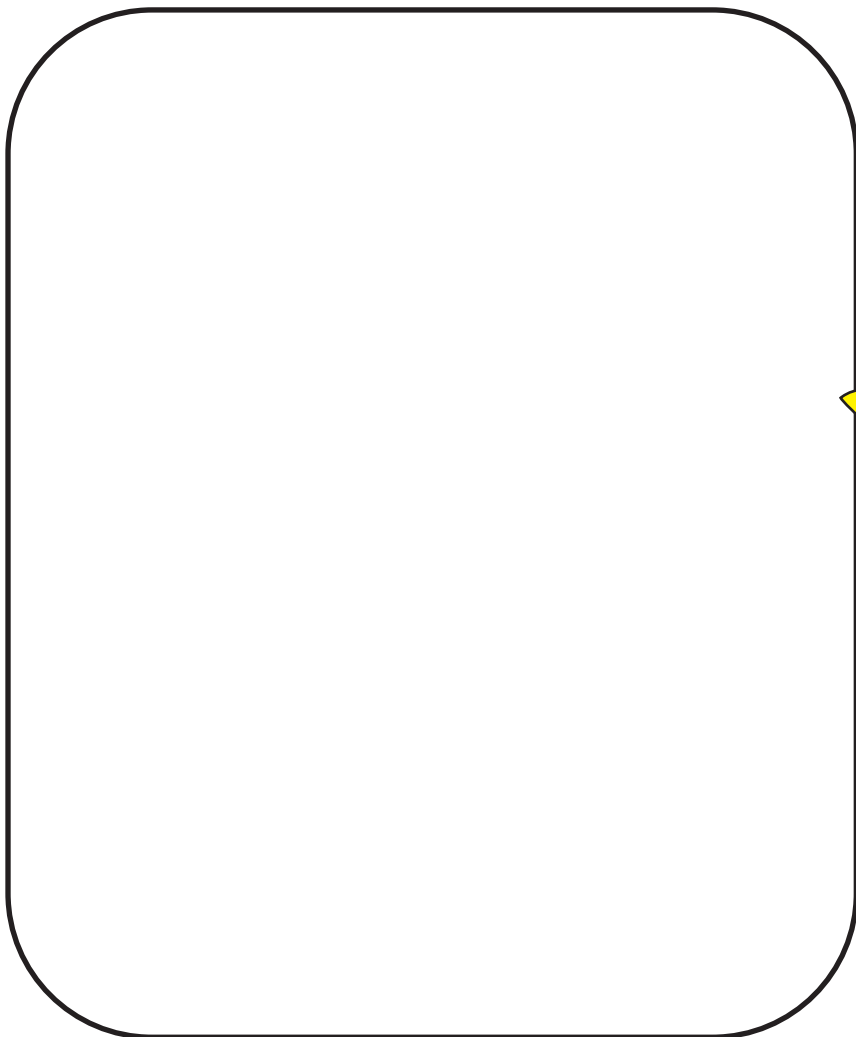
Name three behaviors that will improve your interaction with your teacher:

1.) _____

2.) _____

3.) _____

Draw a picture of yourself using the “START IT” technique below:



SESSION SIX

EMPOWERMENT AT HOME

Objective:

To discuss common difficulties experienced with interactions with family members; to develop solutions to deal with these difficulties; to learn to organize the schoolwork space at home.

Information to Be Covered:

Organizational skills learned at home will contribute to school success. Students need a place to keep their schoolbag when they get home after school. One place must be identified where homework will be completed daily. Students must learn to organize themselves at night. This includes: laying out clothes to be worn the next day; packing a lunch or packing lunch money; and having their school bag completely packed the night before.

Materials:

Index card with role-playing assignments listed on each one.

Warm-Up Activity:

Individual Activity. Please have students give their name and share with the group who they live with... ie, how many brothers and sisters, pets, etc.

Activities:

1. Facilitate group discussion questions.
2. Divide group into smaller groups with 3 to 4 students in each. Give each group one of the following role-play assignments (pre-written on index cards):
 - a. hectic mornings in your home (establish chores that will help make the morning go smoothly; reinforce strategies that help such as laying clothes out the night before, having lunch packed the night before and having school bag by the front door)
 - b. bedtime (reinforce the strategy of a bedroom routine: set bedtime every night, reading time, a glass of water on the night stand)
 - c. after school (have established routine to play, do homework; establish a place where homework can be done consistently every night)

Discussion Questions:

What problems do you have at home with your schoolwork?

Where do you place your schoolbag when you get home?

Where do you do your homework?

What can you do at home to make mornings easier?

Which chore would you be willing to do on a regular basis (without being nagged) in order to help out with the family?

Points to Remember:

Students must have a routine for where they keep their schoolwork, do their homework and get ready for school.

Evaluation:

Students will name the place where they will place their schoolbag when they arrive home, and will state the place where they will do their homework everyday. Students will name one daily chore that they are willing to do without being told.

STUDENT HANDOUT #6

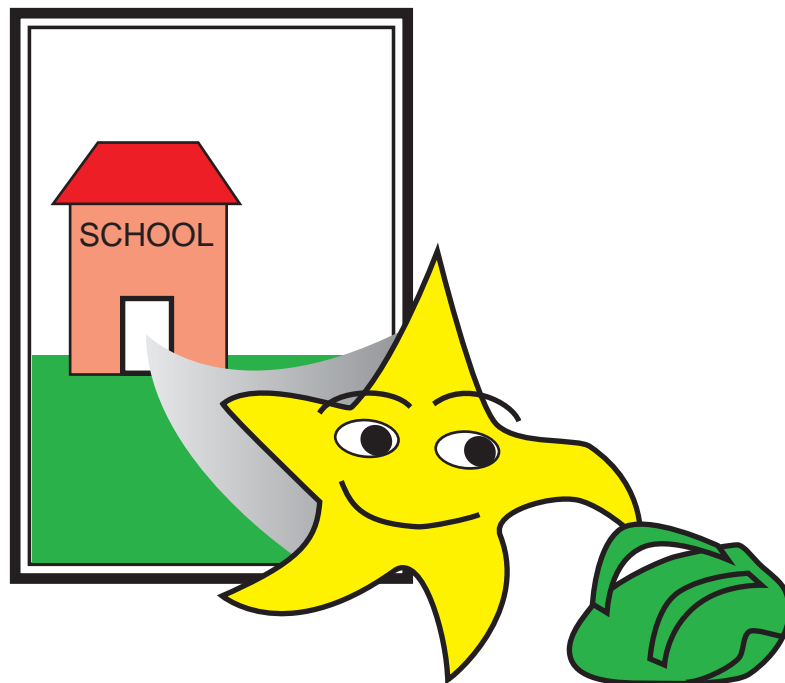
EVALUATION OF LESSON

NAME: _____

1.) Where will you place your schoolbag when you get home everyday?

2.) Where will you do your homework every night?

3.) Name one daily chore that you are willing to do without being told?



SESSION SEVEN

EMPOWERMENT WITH CLASSMATES

Objective:

To discuss common difficulties experienced during interactions with classmates; to creatively problem solve and develop solutions to handle difficulties; to talk about qualities of a good friend.

Information to Cover:

Many children with ADHD have difficulty with peer relations. Although this is not true in every situation, children with ADHD misinterpret social clues, impulsively may say the wrong thing, and may get into trouble in class (which occasionally causes the entire class to be disciplined). These students often take more of the teacher's time and may destroy the peaceful atmosphere, which causes displeasure to their peers.

Materials:

Pre-written index cards, pens, current tape or CD with a song related to friendship.

Warm-Up Activity:

Give each child an index card that is pre-written with the following:

Student's Name: _____

Name of one of your friends: _____

Please list what you like about this friend: _____

Next, have each student (who chooses to) give their name and share this information with the group.

Activities:

1. Facilitate discussion question conversation.
2. Play a contemporary song related to friendship and discuss its meaning.
3. Role-play: Write the following scenarios on index card and have the student's role-play.
 - a. A new student enters your class. You would like to get to know her better.
 - b. A close friend of yours tells everyone a secret you told him.
 - c. A student teases you and calls you names.
4. Complete the "friend" activity sheet.

Discussion Questions:

What problems do you have with classmates? (Allow students to share answers).

What creative solutions can you suggest to deal with these problems?

What problems do you have with friends?

What creative solutions can you suggest to deal with problems with friends?

If you wanted to become friends with someone new, how would you go about it?

Points to Remember:

1. Characteristics of a good friend include: honesty, loyalty, thoughtfulness, reliability, kindness, and truthfulness.

2. To have a good friend, you have to be a good friend.

3. Getting in trouble in class contributes to classmates' negative feelings towards you.

Evaluation:

Student will list one new way to make a friend.

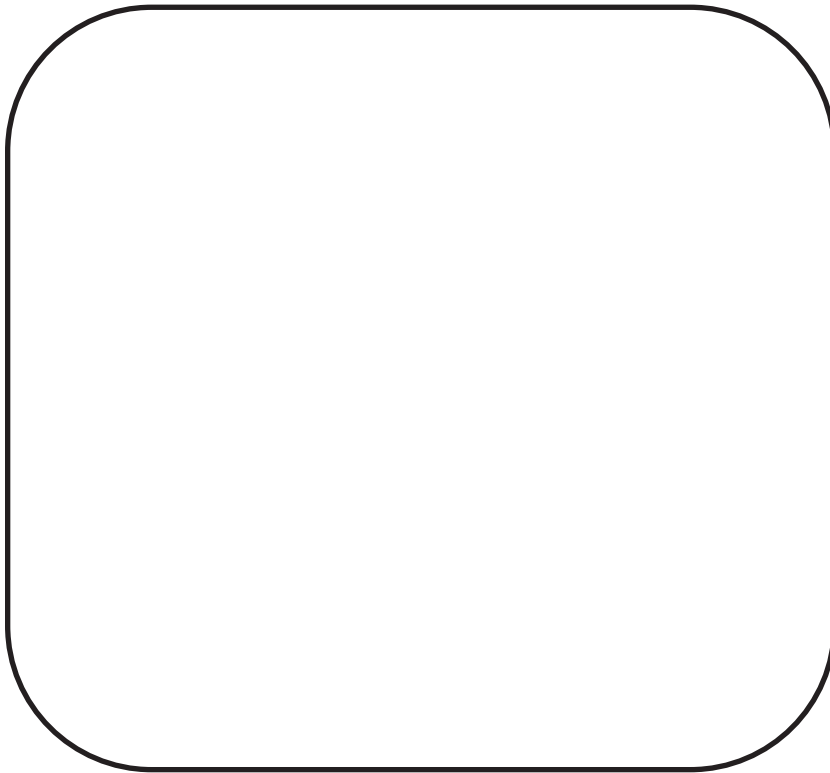
Student will name three characteristics of being a good friend.

STUDENT HANDOUT #7

EVALUATION OF LESSON

NAME: _____

Draw a picture of you making a new friend. Please write a short story underneath the picture.



Please list three characteristics of a good friend:

- 1.) _____
- 2.) _____
- 3.) _____

SESSION EIGHT

SCHOOL SUCCESS - LEARN TO RELAX!

Objective:

To identify relaxation techniques that will contribute to school success.

Information to Be Covered:

Relaxation and learning to "pause" can help students with ADD/ADHD to achieve success in school. Relaxation techniques such as, deep breathing, counting to ten and other creative solutions can decrease impulsivity.

Materials:

Yoga or relaxation tape, such as "AM YOGA" by Rodney Yi.

Warm-Up Activity:

Tell students they need to line up in the order of their birthday starting with January 1st and ending with December 31st. However, they cannot speak or write notes to each other. They must find another way to communicate. After the students have lined up, have them say their name and their birthday to see if they are lined up correctly.

Activities:

1. Facilitate discussion question conversation.
2. Play yoga or relaxation tape.
3. Teach deep breathing technique. Have the students close their eyes; breathe in deeply for a count of five; breathe out slowly for a count of five. Tell students to "feel the relaxation". Repeat three times.

Discussion Questions:

Do you ever feel tense in school?

How does your body let you know you are "tense"?

Name a situation in school that causes you stress.

What can you do at home to reduce your stress before coming to school?

What can you do to relax in school?

Points to Remember:

1. Students with ADD/ADHD need to identify signals of when they are becoming tense.
2. Students need to remember methods to reduce this stress feeling.
3. Relaxation techniques need to be utilized.

Evaluation:

Students will write a poem or story about how they can relax while at school.

STUDENT HANDOUT #8

EVALUATION OF LESSON: LEARN TO RELAX

NAME: _____

Directions: Please write a poem or a story about relaxing.

