



How to Help Students with ADHD in Your Classroom

Facilitator(s):	Larissa Predy
Date(s):	<i>This is a multi-day event.</i> <ul style="list-style-type: none">• Day 1: Oct 09, 2024 (1:00 pm to 3:00 pm)• Day 2: Oct 16, 2024 (1:00 pm to 3:00 pm)• Day 3: Oct 23, 2024 (1:00 pm to 3:00 pm)• Day 4: Oct 30, 2024 (1:00 pm to 3:00 pm)
Cost:	
Location:	Virtual
Session Code:	25-IE-003-CARC

Target Audience

teachers, educational assistants, administrators

About this Learning Opportunity

Join us for the entire series or choose your sessions!

Day 1: Teaching ADHD Children Emotion Regulation Skills

In this 4 part series, we begin with the how and why of teaching emotional dysregulation for neurodivergence in schools. Dysregulation is extremely common in children with ADHD. The first session focuses on understanding why emotional dysregulation is prevalent among these children and exploring effective strategies to manage it within the classroom. We will identify the roles and limitations of school teams in supporting emotional development, and discuss when external support might be necessary. Participants will gain practical tools and techniques, with opportunities to share and analyze specific case examples for collaborative problem-solving and planning.

Day 2: How to Increase Compliance in the Classroom: ADHD & Behaviours

Children with ADHD often face additional behavioral challenges, such as oppositional-defiance, anxiety, and social difficulties. In this session, we will explore effective, evidence-based techniques to enhance compliance in children and youth with ADHD. This session will help you understand the underlying causes of behaviors and address them based on their function. Additionally, we will analyze situations where these strategies have fallen short and troubleshoot the underlying reasons for their ineffectiveness. Participants should come prepared with a student in mind that has struggled to see success from the strategies tried to date.

About the Facilitator(s)

Larissa Predy

Larissa has over 15 years of experience working with individuals with developmental disorders in various settings. She has a strong reputation in comprehensive psychological assessment and intervention, specializing in ADHD, Autism, learning difficulties, exceptionalities, behaviour problems, personality, and parenting concerns. Larissa is a PhD candidate in cognitive developmental psychology, with a specialization in psychopathology and executive functioning across the lifespan.

Larissa provides clinical supervision, consultation, and CAP supervision for provisional psychologists. She is an adjunct academic colleague with the University of Alberta's Department of Educational Psychology, and supports student internships from the University of Calgary's School & Applied Child Psychology program, as well as counselling programs including the University of Lethbridge, Yorkville, and City University.



Day 3: When ADHD Students Struggle with Transitions & Following Directions: Strategies & Functions of Behaviour

ADHD students in elementary school often struggle with transitions due to difficulties with executive functioning, such as trouble with organizing, planning, and shifting focus. These students may find it hard to stop one activity and start another, become easily overwhelmed by changes, and struggle to manage time effectively, leading to increased anxiety and behavioral issues during transitions. This session delves into effective strategies to support ADHD students who face challenges with transitions and following instructions. We will examine practical techniques to ensure smoother transitions, improve efficiency, and enable all students, including the most challenging ones, to meet classroom expectations.

Day 4: More about ADHD: Why Aren't They Paying Attention?

In this final session of our series, we will explore why ADHD students in elementary school struggle with paying attention, focusing on brain-based factors. Educators will learn about the role of dopamine in motivation and attention regulation, and how ADHD affects these neurological processes. By understanding these underlying mechanisms, teachers can better support their students with targeted strategies to improve focus and engagement in the classroom.

This learning opportunity is being subsidized through funding from Alberta Education.