

2024 IMEA Professional Development Conference

REACHING & TEACHING STUDENTS WITH **ADHD** IN THE ENSEMBLE SETTING

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The Big
Picture

Introduction

Thinking About (Dis)ability

ADHD Overview

ADHD & the Brain

ADHD: Being Proactive

ADHD: The Specifics

INTRODUCTION: PRESENTER BACKGROUND



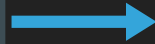
Why this presentation?

Why ME giving this presentation?

PERSON-FIRST

- ▶ Person with Autism
- ▶ Person with ADHD

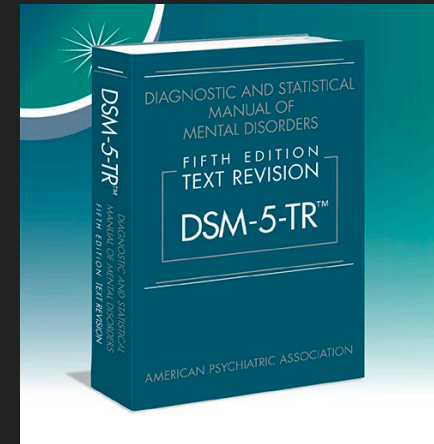
- ▶ High-functioning
- ▶ Low-functioning



IDENTITY-FIRST

- ▶ "Autistic" or Autistic person
- ▶ ADHDer or ADHD person

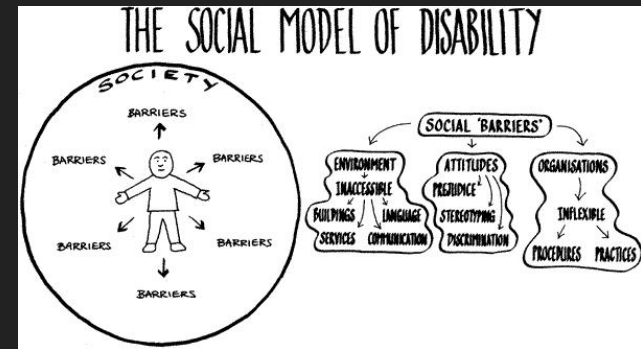
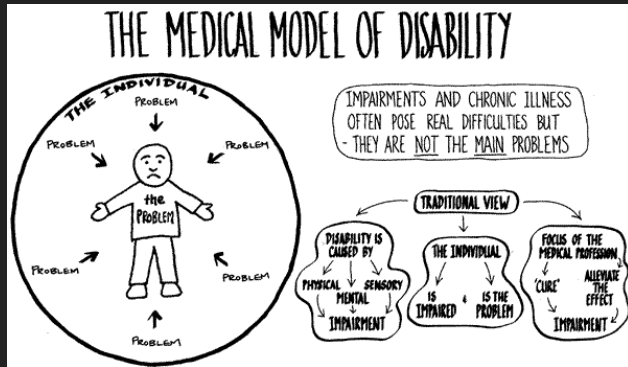
- ▶ Low support need
- ▶ High support need



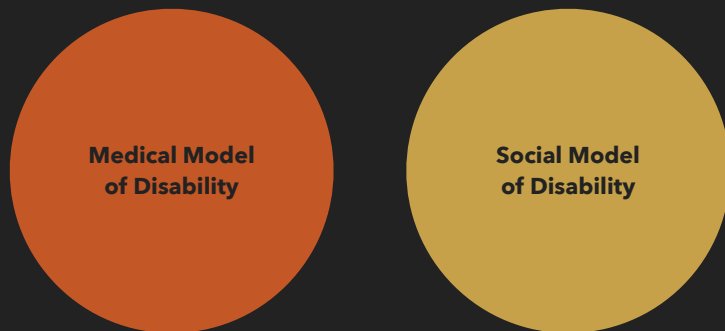
A **disability** is any condition of the body or mind (**impairment**) that makes it more difficult for the person with the condition to do certain activities (**activity limitation**) and interact with the world around them (**participation restrictions**).

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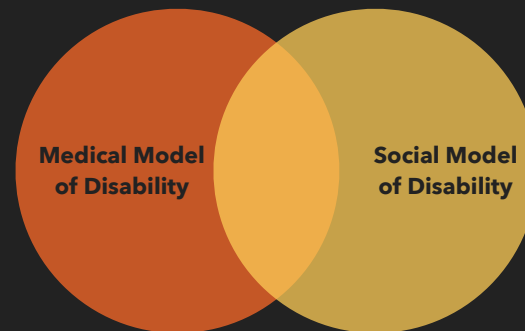
ADHD is recognized as a disability under IDEA & Section 504.



How does society view and think about (dis)ability, implicitly and explicitly?



How does society view and think about (dis)ability, implicitly and explicitly?



THINKING ABOUT (DIS)ABILITY

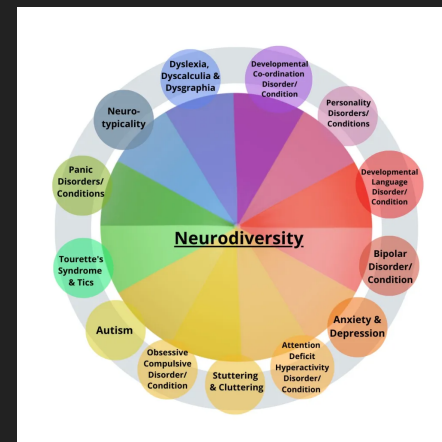
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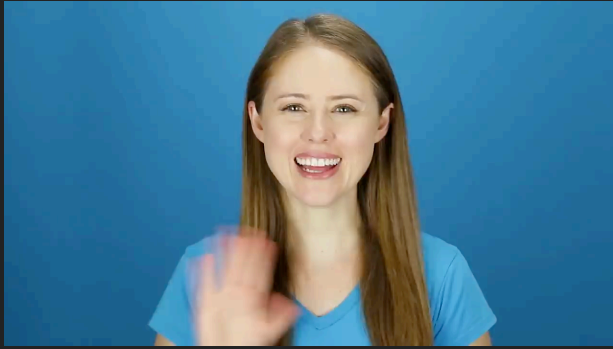
What do these models mean for us as teachers?

ADHD

A ttention D eficit H yperactive D isorder

ADHD OVERVIEW





Executive Function Skills

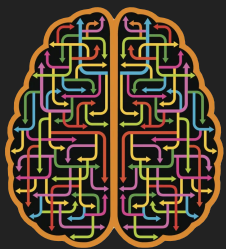
- **working memory and recall** (holding facts in mind while manipulating information; accessing facts stored in long-term memory)
- activation, arousal, and effort (getting started; **paying attention**; completing work)
- emotion control (tolerating frustration; **thinking before acting or speaking**)
- internalizing language (using **self-talk** to control one's behavior and direct future actions)
- **complex problem solving** (taking an issue apart, analyzing the pieces, reconstituting and organizing them into new ideas)

3 Types of ADHD

Primarily Hyperactive

Primarily Inattentive

Combination



Primarily Hyperactive

Talkative

Impulsive Reactions

Fidgety

Restless

Noisy

Struggles to Wait Their Turn

Disruptive



Primarily Inattentive

Careless Mistakes

Poor Listening Skills

No Follow-Through

Disorganization

Short Attention Span

Forgetfulness



Combination

Careless Mistakes

Poor Listening Skills

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Struggles to Wait Their Turn

So, uh...what do I do
in my ensemble classroom?!

Y'all, waiting for
the good stuff

Teach Procedures
& Routines

Use Proximity
& Movement

Provide
Positive Attention

Create
Student-to-Student
Interactions

**Teach Procedures
& Routines**

Common Triggers to Misbehaviors

Too noisy, crowded, hot, cold (SPD)

Lack of:

- Structure
- Organization
- Predictability
- Clear schedule

**Use Proximity
& Movement**

Common Triggers to Misbehaviors

Bored/understimulated

Restless/inactive for too long

**Provide
Positive Attention**

Rejection Sensitive Dysphoria

Alexithymia

Positive/Praise x 4

**Create
Student-to-Student
Interactions**

Think-Pair-Share

SEL (musical, non-musical)

Peer support tasks

Challenges for Students

Shifting attention between tasks
Time management

Teacher Strategies

Transition tasks
Cues for readiness between tasks
(involve movement when possible)
Timers
(consider visual timers like a radial timer)

Challenge for Students

Not interrupting/blurting

Teacher Strategies

Stick notes on music stands/music
Hand signals (ASL)
Pair & Share

Challenge for Students

Working Memory

Teacher Strategies

Daily schedule/agenda
Visual aids
Avoid multi-step instructions
Repeat expectations a minimum of two times

Generosity & Empathy

Ingenious Thinking

Big-Picture Thinking

ADHD

CAN BE A SUPERPOWER!

Conversational Skills

Spontaneity

Creativity

Hyperfocus

Advocacy

Questions? Clarifications? Thoughts?



SCAN ME

THANK YOU!

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