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Chat pod responses to Attention Deficit/Hyperactivity Disorder activity

What impacted your ability to complete the task?

- Instructions were given very fast.
- Instructions were not repeated.
- Needed speaker to pause
- Fast
- Too fast
- Speed of instructions vs time to figure out each and move to next, fell behind
- Remembering math terms to complete the drawings
- Only oral instructions no visual
- Confusing directions
- Demonstration to go along with verbal commands.
- Concertation and focus
- Fast pace with instructions
- Once we got frustrated we gave up
- Started drawing lines just to draw them
- Mind on too many things to focus and follow along

What were you feeling during this activity? What feelings did you experience?

- Frustration
- Confused
- STRESSED
- Frustration, failure
- Frustration & confusion
- Anxiety
- Going too fast!
- Rushed and tired
- Confusion
- Speed of directions
- Do I have to do this?
- Stress
- Clarity of directions
- Overwhelmed
- Embarrassed and left out
- I can't take it I had people walk out of the room!
- Rushed
- Frustration and lost
- Big words
- What does equilateral mean
- Frustration! Wanted to give up. Wanted to shut down.
- Stress, overwhelmed, lost, unsure
- Wanted to give up

- Second guessing
- Confused on instructions
- Tired
- Wanted to ask the teacher to repeat the directions - and slow down
- Frustrated
- We wanted a pause button - and we didn't understand what type of triangle
- Went way too fast!!
- Discouraged
- Sensory overload
- Frustrated because I could not ask a question
- Didn't feel included :-(
- Sensory overload
- Determined
- Put on the Brakes!
- Focused
- Wasn’t fun
- Broke my pencil!
- Youth said fun
- For volunteers - it seems like this is a lot of information for them to understand (especially if they aren't involved in education)
- Made assumptions about the object
- Scared to fail!
- Got lost
- Needed more detailed directions
- Slower instructions
- Where is line 4?

What similar behaviors do you see at club meetings?

- Hyper-active
- Confusion and repeated questions about instructions.
- Scared to fail and make mistakes.
- Frustration, members give up
- 4-H'ers sometimes look a little lost
- Directions have to be repeated
- Youth getting easily distracted.
- Needed to ask questions
- Younger members need assistance
- After 2/3 of the way through could not move forward with any of the directions because had not completed an earlier step
- Using different methods to give instructions so all understand
- Members that do not get it distract other members
- Some members do not get engaged because they missed instructions provided earlier so it makes them feel a little paralyzed
- A lot of youth need activities modeled in order to feel comfortable to do it themselves.
- Hearing words or jargon that are unfamiliar

What strategies and adaptations could you implement in your club when working with youth with ADHD?

- Break steps down into smaller steps
- Keep it simple
- Patience, patience, patience
- Give them jobs and responsibilities
- Engage with them, get at their level and speak with, make eye contact
- Meeting Setting - have an agenda so youth can hear and see
- Give them jobs (like passing out things), etc.
- Give verbal, written, and visual instructions if possible
- Ask for their input
- Allow child with ADHD to walk around
- We try to show the directions
- Have them sit on a ball to focus or give them something to do with their hands
- Keep directions simple.
- Demonstrate projects step by step
- Make them a helper as much as possible - not overwhelming them with jobs, but keeping their minds engaged
- Work with the individual one on one.
- Try to find projects that don't end up all the same.
- Encouraging creativity - not all projects have to look the same
- Keep hands busy, so mind can focus (i.e. tablet, stress ball)
- Ask them to lead the pledges, have an activity to wear them out a little bit and then sit for part of the meeting
- Keep the time short
- Partners members, youth with older members
- Agenda is both verbal and written
- Grouping older youth with younger youth to help facilitate understanding
- Break instructions into smaller size bits when explaining things
- Partners for tasks - pairing up with different people each meeting who can help them
- Keep kids in charge with shorter rather than longer meetings.
- Be clear and concise
- Keeping things moving without making them feel rushed
- Preparing them with certain questions that might be asked in the meeting (roll call questions) prior to the start of the meeting
- Allow opportunity for movement, so don't have to sit still (i.e. sitting on a ball)
- Be flexible
- Show child how to do something, then they do it, w/ adult standing there
- Use activities that there is no right or wrong outcome
- Have the three parts of a meeting (Education, Recreation & Business)
- Learn by doing

Club Scenarios Activity

#1. Aaron has been diagnosed with cancer. He is currently being treated at a Children's Hospital a few hours away. During the time that he is in treatment, he should not be around others who are sick due to a repressed immune system. He will in and out of the hospital for the next 6 months to a year. Ho loves being in 4-H and does not want to miss out because he is sick.

Describe the barriers to belonging to 4-H for this youth in this situation. Barriers are those things that would make a youth unable to join 4-H or not able to participate in an activity.

- He might be sick from the chemo and feel weak
- Aaron's immunity
- Getting germs/sickness from others
- He can't be physically with other youth because catching a germ could be deadly.
- Others around him making him sick
- Location of the treatment is away from where he lives
- He will have time constraints with treatments/travel

How could the 4-H program be adapted to allow him to continue to participate?

- Skype
- Skype with group projects
- Utilize skype/facetime
- Video Conferencing of any meetings while he's in hospital.
- Phone calls
- Online learning experiences
- Facetime with group and good old care package and cards from members
- They could do a community service project where he delivers care packages to others in the hospitals

Consider your own 4-H program. What guidelines or rules does your program have in place that might make things difficult for Aaron to participate?

- Policies on attending number of meetings each year
- Required to be present for the modeling/judging
- Must be present to be judged at the fair

Scenario #2. Maria's family recently moved here from another country. Her parents are not fluent in English. They do not understand the 4-h program and are very hesitant to allow her to join a program that might encourage activities and beliefs that do not fit into their cultural heritage.

What barriers might Maria face as a child with immigrant parents?

- Language and Culture
- Language
- Communication
- Cultural differences
- Culture
- Lack of understanding of what program is.
- Cultural beliefs

- Cultural beliefs/ background
- Beliefs & religion
- Unwritten rules
- Culture and language barrier (possibly a food and or dress barriers)
- Pride
- Understand her culture
- Getting them to participate in the first place.

How could the 4-H program be adapted to allow Maria to participate?

- Translated materials
- Pictures with titles in Spanish and English
- Interpreter
- Forms translated
- See if someone can interpret materials or be with Maria at the meetings
- Having a translator if possible - or at the very least translated materials
- Empower her to share her culture with the club through games and activities
- Translation app
- Have the club study their culture & beliefs
- We are not sure what country they are from, but we have some Spanish materials
- Be aware of their holidays and share ours
- Educate the club on Maria's culture so they understand her background
- Need an interpreter
- Written material in other languages
- Assign a host family
- Heritage fair with all club members
- Global education project that she can help teach others
- Allow time to share their heritage
- Recruit other bilingual families to join.

Consider your own 4-H club or program. What guidelines or rules does your program have in place that might make things difficult for Maria to participate?

- Learn about other cultures
- There are rules that can be modified
- Females having leadership roles
- Day of club meetings (does it interfere with culture?)
- Possibly changing meetings (if the day of the week is a barrier due to religion or culture, etc.)
- Modify record book forms or provide additional assistance
- Family involvement rules
- Use or showing of animals within 4-H. Does it go against their beliefs?
- Dress code expectations

Scenario #3. Dillon is a 6th grader. He has been diagnosed with Autism. He can handle being in groups, as long as they are small and he can sit by himself. He does not handle noise and crowded scenarios well, such as the fair.

Describe the barriers to belonging to 4-H for this youth in this situation. Barriers are those things that would make a youth unable to join 4-H or not able to participate in an activity.

- Meetings can be very noisy.
- Large groups
- Physical contact
- Loud meeting rooms
- Noisy areas
- Distracted by the noise of others in the group
- Crowds; noise; lots of people milling around
- Participation in project check-in
- Showing livestock at fair
- Building relationships with other 4-Hers

How could the 4-H program be adapted to allow Dillon to participate?

- Make quiet spaces available during meetings.
- Community judging alternatives
- Recommend smaller club
- Provide opportunities for him to participate on his own, separate from the group
- Make smaller groups & quieter meeting rooms
- Allow to sit by themselves during events/meetings
- Identify a quiet location on the fairgrounds where he and the judge can meet for a conference judging experience which allows him to be comfortable sharing his knowledge & skills
- Do not force to sit/be involved with other members, allow it to happen naturally
- Participation in behind the scenes activities
- Consider creating smaller exhibit areas with some dividing panels so judging is more private for all

Consider your own 4-H club or program. What guidelines or rules does your program have in place that might make things difficult for Dillon to participate?

- Fairs have lots of rules with (in some cases) a history or pattern of one size must fit all - not realistic for some youth
- Find other ways for him to participate with his exhibit - beyond or in addition to the fair
- Alternatives to completing projects or requirements
- Scheduling project check-in at a different time to avoid crowds
- Having a case by case ruling depending on disability of child.
- Don't make the fair the focus; make the experience throughout the year the focus.
- Participate in mock judging/ practice community judging questions/ write them down