

**Chat pod response from Heart of Belonging e-forum. 10-8-2015.
Tammy Gillespie, Jane Hayes-Johnk, Brenda Welch**

Chat pod responses to Attention Deficit/Hyperactivity Disorder activity

What impacted your ability to complete the task?

- Instructions were given very fast
- Speed of the speaker
- Long directions that were complicated
- Noise, electronic distractions
- Vocabulary
- How closely I listened.
- No repeat of instructions
- Knowing geometry terms
- Overanalyzing
- Couldn't process fast enough
- Getting caught up on the details such as initial length of line
- Being too precise (i.e. 2 inches, half as long, twice as long, etc.)

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

- Frustration
- Stupid
- Confusion
- Helplessness
- Speaker was fast and didn't give time to process
- Feeling of getting lost and frustrated
- Anxiety
- Irritation
- Embarrassment
- Speaker too fast
- We all have ADHD
- Felt lost
- Is it over yet?
- Panic, confusion, helplessness, wanted to look at someone else's paper:-)
- No one said we had to do math tonight
- Don't want to fail... but had no clue what you were doing
- Focused on task
- Rushed
- Inadequacy
- Once I got behind I was so angry she kept talking
- Too fast
- Unique

- Felt pressured
- Stressed
- Failure
- Giggled
- Didn't have any specific feelings as "concentrating" isn't a feeling
- Math terms were bad
- I can't type
- Anxiety is probably why I quit
- Felt like I was over concentrating
- Darn triangles
- Afraid of getting in trouble
- Frustration, panic, confusion, stressful, stop - repeat what you said, relief when I understood what was being said, wanted to jump in to catch up but didn't know how
- There is no judgement if you don't do it
- Math anxiety
- Gave up and just put it down, defeat
- Giving up
- Lot of language that assumed expert level geometry
- Felt good when I got it right

What similar behaviors do you see at club meetings?

- Anxiety
- Lack of interest
- You see them looking at their neighbor to see what they are doing
- Not knowing the terms
- They gave up
- Panic
- Some children give up
- Frustrated
- Got lost
- Making it up on their own
- When lost, start making jokes
- Listening skills a problem
- Hard to keep up with verbal instructions
- They would have given up and started causing problems
- Panic attacks
- Outbursts - frustrated not getting any help
- Getting frustrated enough to get up and walk around
- Missed a step and gave up
- The youth often ask for instructions to be repeated multiple times
- Disgusted!
- Large groups make it hard to have youth stay focused

- Getting goofy and disrupting others
- Go slower
- Need directions more than once, repeat important information
- Youth need to be focused

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

- Slow down giving directions
- Put directions in writing
- Giving them a task to focus on
- Go slow
- Show then do
- Use visuals
- Introduce the language - give them the vocabulary before starting an activity
- Less technical instructions
- Adult one on one with child
- Work in teams
- Model/demonstrate the activity
- One to one instruction
- Break down the steps
- Take it back to the beginning and simplify
- Older youth buddy
- More step by step
- Give them a task to do
- I don't think our club does a very good job with that
- Repeat instructions
- Show them and tell them what to do
- Keep it simple
- Use visual aids to give directions
- Share directions in ways multiple learning styles understand
- Everyone learns differently, so you have to repeat
- Slow down the pace
- Give the more time
- Hands on fidgeting
- Differentiating the instructions
- Easier directions
- Have more help
- Coloring
- Partnering with other youth
- Short chunks of time
- Working with partners
- Pair up youth who get it down faster to help others
- Work in pairs
- Use a white board and write it out for them
- Let them work in teams or partners

- Doing the project as a group so all can help each other
- Relate vocabulary to what they know (age appropriate)
- Slow down to allow for comprehension
- Awareness
- Doing everything in steps
- Don't give all the directions at one time
- Pairing with another member, maybe one that understands them better
- Practice patience
- Know what it's like to be in their shoes and realize how long their attention span is and accommodate for it
- Give one instruction at a time and asking them if they got it before giving another direction
- Show a finished example when appropriate
- Say, provide them in written form, and demonstrate the instructions
- Keep calm
- Make sure you are covering all learning styles
- Break the activity into smaller pieces
- Check in with participants periodically, assist as needed
- Demonstrate
- Getting down at the youth's age appropriate level and using their vocabulary--talk to and don't talk at
- Call the child by name to get their attention
- Don't stay on one work task longer than the ability for the young person to focus
- Keep things shorter and more direct, not multi-step
- Buddy system
- Verbal reassurances
- Allow kids to ask for a repeat of an instruction
- One parent/ older kid and a younger kid/kids
- Have older youth teach or lead
- Don't get too much into a time frame
- Keep meeting organized and precise
- Adjust to youths' abilities
- Adapting the activity to the youth
- Environment from distractions
- Use vocabulary appropriate for the audience
- Don't drag on
- Individually approach youth to see if they wish assistance
- Breaking it up. Having snack in the middle rather than at the end so people have a chance to move.
- Parent involvement to help child
- Barriers - language, cultural differences, differences in reflections, gestures, non-verbal communication differences, education differences, slang and idioms
- Adaptations - may need to find resources for the language barrier, explain more and check that they understand each step, give them opportunity to share their culture with the club, shows respect and inclusion
- Some children may be overstimulated in the group environment, so perhaps smaller groups or pairs to help them be more focused

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. He 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.

- Distance
- Germs
- Isolation
- Attendance requirements
- Susceptibility to germs
- Missing major events (may only be once a year events)
- Communication
- Fatigue
- Projects requiring groups because it would be hard to have him with his friends
- Frequently absent
- Proximity to other people who could make him sick, access to technology
- Feeling a lack of belonging
- Following the rules already established
- Planning ahead
- Little energy

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

- Waive the meeting requirements
- Allow participation by Skype
- Use technology for meetings—Skype or Face Time
- Have a stand-in at the fair
- Allow video taped presentation at contest
- Give credit for independent activities
- Sanitize surfaces
- Held retreat for Council Officers to review possible problems and solutions - being proactive
- Ask everyone to wash their hands
- Make sure he got feedback even though participating from a distance
- Encourage people who are sick to stay home
- Make the other 4-H members (families) aware...if they are sick to not come. Educate club members as to what can be done for their club member to help them feel included
- Equipment necessary (wheel chair, technology, etc.)
- Meet him on his territory- his house and everyone follow their clean guidelines

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?

- Attendance
- Do-it-yourself expectations
- Modification on record book and award requirements
- Alternative contest entries (i.e., fair, public speaking, etc.)
- Extended deadlines
- How can we speed up the process to make modifications if necessary
- Modifications on contest requirements
- Alter the do-it-yourself requirement
- Waived attendance and waived duties
- Maybe serve as an officer with a "buddy" if not able to be there all the time
- Have a plan for ways to people to be kind and stay in touch

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
- Cultural differences
- Cultural expectations
- Ability for communication
- Communication (written and spoken)
- Pledges
- Transportation potentially
- Cultural beliefs
- Fear
- Fear of unknown by the parents
- Trust
- Rules of behavior
- Religion/culture
- Assumptions
- Fear of the unknown
- Cultural barriers
- No personal connection to 4-H
- Parent support
- Religion
- Holidays
- Parents do not understand 4-H
- Lack of knowledge of 4-H

- Expectations and deadlines
- Do not know the value of 4-H
- Environment
- Do not understand the 4-H concept
- Written materials
- Parents need to understand program
- Parent socializing
- Money
- Jargon or acronyms may be very difficult to translate
- Feel like an outsider
- Our understanding of Maria's culture
- Appropriate food for snacks
- Protective of daughters
- Permission slips
- Enrollment forms
- Translation
- Lack of past experience in similar organization
- Language, cultural differences; verbal, non-verbal and preverbal are different; idioms/slang

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

- Translator/interpreter
- Include/work with parents
- Start with small group or ask one family to adopt-a-new-family
- Materials in their language
- New meeting place
- Use smart phone to translate
- Change dates
- Programming that is sensitive to their culture
- Translators, forms in multiple languages
- News briefs to explain
- Learn about their culture
- Materials in multiple languages
- Asking the youth to share about their culture
- Written materials translated
- Meetings in the communities so that transportation is not a problem
- Transportation
- Be careful of word choices
- Translator who is also a 4-H parent
- Reassure parents that there is no pressure to do things they are not comfortable with
- Use computer translator
- Ask them about their concerns
- Have them do a program to educate others about their culture

- Welcoming and encouragement to the parents
- Request documents of their language
- Club for cultural diversity
- Give them the meaning of the pledge
- Someone in the area who the family trusts who is from the same culture
- Ask Extension for assistance
- Understanding barrier
- Learn specific customs
- Review bylaws and potentially change or adapt them
- Learn how to gain trust with the parents
- Allow adaptations for Maria because of cultural differences and language barriers
- Food
- Learn more about them and their culture to help shape adaptations
- Find someone in community that speaks that language. Maybe they would join also
- Translated materials; ask them to share their culture; explain things more than once and check for understandings; being aware of their different holidays to be sure don't conflict with our meetings; provide materials in written and verbal
- We could learn from them
- Learning how to not offend
- Using Google translate
- Pair up with a mentoring family. Adaptations include: assistance and extra time from youth leaders and adult volunteers
- One on one help with 4H on line

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?

- Record book completion
- Project achievement
- Acronyms
- Enrollment, re-enrollment; signing the waiver
- Translate for face to face judging at the fair
- Record books
- Deadlines
- Talk / demonstration would be difficult
- Online enrollment
- Consideration of holidays and celebrations
- All materials would have to be interpreted
- Food
- Parties and celebrations
- Technology
- Language barrier to understand guidelines & bylaws
- Attendance or participation requirements

- Flexibility
- Maria may need a buddy/host family to work with
- Show and tell
- Coming to office, lack of public transportation
- Lack of translated materials, accommodate for holidays or festivals

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.

- Showing at Fair
- The fair is rarely quiet. Loud fairs
- Social skills
- Large groups or large clubs
- Noise
- Easily upset in crowds
- County Meetings and Recognition Events
- We do group activities
- Noise large groups is the norm
- Meetings - encourage them to join a small club or if they have an interest in a large club, help the club to figure out ways to work in smaller groups, so he feels more comfortable
- Unfamiliar places
- Disruption of routine
- Language issues

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

- Face to face judging at the fair
- Arranging for him to have a space to himself if possible
- Judging a project before or after the event
- Try to stick to a routine
- Have a small area off to the side with a couple other members to set with
- Set Schedule, Set Agenda, and a set place for him to sit every meeting
- Have an escape plan for him if the noise gets overwhelming
- Getting them involved with smaller clubs, indoor projects, projects geared towards his interests, inviting parents to stay at meetings
- Praise the child-be positive
- Let him sit with someone he knows
- Working one on one with a volunteer or other youth that understand him
- Talk with parents to find out what works for him
- Let him know what going to happen at Events and Activities PRIOR to attendance

- Work with parents to know what things work and don't work for him to head off problems and make him more comfortable
- Complete project without showing at fair
- Judging in a different room or judging early
- Encourage his family to join a smaller club instead of a large one
- Have a visual schedule, etc.

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?

- Judging areas are very public
- Presentation requirements
- Project requirements
- Accommodation: set an agenda and follow it