



2012

ADHD and ADD

Is not a problem! Think positive

This research is about ADHD and ADD. I am investigating how I can a prose children with this disorder in a positive way, so they can learn more and better. The international part is the connection with Sweden. Two other things I want to research are the difference between ADHD and ADD and the role of the government.

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1-1-2012





2012

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Summary

I want to investigate what ADHD and ADD means and how people in Holland and Sweden handle this, because I don't know enough about it and there are six children in group 5 of OBS Positive who have ADHD or ADD. I want to know how I can approach these children in a positive way that they are more task orientated, in order to see a more positive behavior.

Above you can read the definition of the problem. My knowledge is minimum about these disorders. The things that I hear in my environment about these disorders are in general very negative. This is why I want to do research about the positive side of these disorders. I am researching theory from Holland and Sweden, because Sweden is specialized in special needs. First I will make clear what ADHD and ADD is and after that I will write about my part questions and some information that I found.

ADHD means Attention Deficit Hyperactivity Disorder. In an early stage it is difficult to say that a child has ADHD, but there are signs. In the pregnancy the child can move a lot. You can say this better when it is your second child. The preschoolers cannot fall asleep easily and cry quickly. In the period of the schoolchildren it is easier to see if a child has got ADHD. The most common thing you see is the hyperactivity and the behavior problems in free situations.

The diagnostic manual of the American Psychiatric Association is called: DSM-IV. For ADHD are nine symptoms. An ADHD child must have at least six of the nine symptoms longer than six months. The phenomena must be there before the age of six and the symptoms must be visible in more than one area. For example: school, work, family or social interaction.

ADD means Attention Deficit Disorder. The Dutch translation is "aandacht tekort stoornis". The intelligence remains unaffected. The three most important things are: concentration problems, no hyperactivity and no motivation. Especially when the task is not interesting enough. Children with ADD have a lot of trouble. This has absence, dreams, easily distracted, forgetfulness and chaos as a result. Pupils with ADD use different parts of the brain. It makes them creative, logical thinkers and practice- and visually orientated. ADD children are not that good in planning, time, structure and regularity.

I have eight part questions. Per part question I will write some information that I found.

1. Which books can I find about positive approach of children with ADHD and ADD?

I made a lot of trips to the library for this question. There were a lot of books about ADHD. A lot of books with general information and tips and tricks for in the classroom. I had more problems with finding books about ADD. I found one last minute and it described perfectly what ADD is and what the positive sides are.

2. What is the difference between ADHD and ADD?

After a lot of reading books and internet sites, I made a summary about the differences. The main differences are that ADD children are late in reaction and ADHD impulsive in reaction. Typical for ADD children is that the daydream, sit still, functions at the background

and have a strong empathy. The typical things for ADHD children are: being busy, cannot sit still, function at the center of attention and have less empathy. I told a five differences, but there are many more. 18 in total that I found!

3. What are the agreements between ADHD and ADD?

There are differences, but during the research I also saw that there are agreements between these two disorders. Both have concentration problems and are easily distracted. They do everything at the last moment because of the problems that they have with planning. Another thing that they both have is that they have no concentration problems with interesting things.

4. How do people handle positive approach of ADHD and ADD in Sweden?

In Sweden they don't see a child with problems, but a child who needs extra educational help. Because of the extra professional help the teachers are getting, they know how to help these children. They look for the individual 'problems' and make a plan to make it 'better'. The groups are smaller than in Holland and the teachers are working fulltime. There is more space in the classroom that is an advance to work in smaller groups. Knowledge gives them tools to understand the situation. Because of this, they stay in a positive spiral.

5. What literature is there in Holland concerning positive attention?

In the literature I found a lot of things that you can do to get more positive reactions out of the children. You can change things in the environment like: give the pupil a place in the classroom where he cannot look behind him, but where eye contact is possible or hang the program visible in the classroom. During the task you must compliment the child for good work and give short tasks, because they are bad in planning. After the task it is good to give individual feedback as soon as possible. It is also important to let the child tell you something about the assignment. How did it go and what were the difficulties. Maybe you can change something next time after hearing the feedback.

Children with ADD are caring, have a strong empathy, are solution orientated, very perfectionistic, versatility and perseverance. It is good to know this as a teacher because you can make sure that the children are able to do these things during the lessons. Give them time to make things perfect and make sure that you compliment them after that task. Deep inside they want credit for their work! It is good to show them pictures because they are very visual. It is also good to let them do more things themselves.

6. How do the pupils of group 5 of OBS Positive react on positive attention?

For this question I had to make an observation that I could do in my practice class. Looked to the positive approaches and made checklist of these positive approaches. First I did an observation without telling the teacher what I was looking at and after that I did the same observation again and I told the teacher the things that I was looking at. I saw that The pupil (G) needs structure a lot. Let him put everything on his table before the lesson starts. When he does this, he is not opening his drawer and find (accidentally) other interesting stuff that will distract him. If you give him limited time (not too long) he wants to finish his work before the time is over. Don't give him more assignments than one or maybe two, because he will

do not much. When he knows what the rules are and who he can ask his questions he will be task orientated.

7. How do the people in the government of Holland help children with ADHD and ADD?

In Holland we have a thing called: Backpack. Because of the Backpack, children don't have to go to special education. They can get their education in formal education. Only the parents can ask for a backpack and the money goes to the school.

In the new plan of the government there is no place for the Backpack. A part of the money that normally is for the Backpack children goes in the new plan directly to the school. This plan supposed to start in August 2013, but because of the fall of the cabinet it starts at August 2014.

8. How do the people in the government of Sweden help children with ADHD and ADD?

It was difficult to answer this question, because I could not find a site with this information. I did find that in Sweden they want that every child can go to the same school. The parents can choose a school and the school will respect that. They don't see these children as care pupils, but they see pupils with special educational needs.

I wanted more information, but I couldn't find it. After discussing this matter with my research coach, I called the Embassy of Sweden in The Hague. The first time I called the Embassy the man said that I had to call back on Thursday and ask for a woman who works there. I did and she gave me information that I already knew.

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Motive

I choose the subject ADHD and ADD because I don't know enough of it. During my practice years I never had to deal with children with ADHD or ADD, but during this practice I do.

I have five children with ADHD and one with ADD in my practice class.

The things I knew about ADHD is that the children are very hyperactive, but nothing more. From ADD I didn't know a thing!

My practice coach is very good with the children in my practice class and she knows a lot about ADHD and ADD. She address the pupils in a positive way and I can see that the children like that very much! Off course every child wants to be treated in a positive way, but the children with ADHD and ADD even more! Marian (the name of my practice coach), also use a lot of different work forms.

Because I know for sure that I get children in my class with ADHD and ADD in the future again, I also want to know how to handle these children. In a positive way of course, because I think these children have to deal with a lot of negative things in the daily live. People who are saying that they are to hyperactive, to loud, not listening, and so on. I think that when everybody treats these children in a good, positive way, they can function a lot better!

Because the research has to have an international part, I had to find a way to connect the research with another country. I had no idea how to do that! My research coach Suzanne, told me that Sweden does a lot with Special Needs. They are very specialized in Special Needs.

I am also curious how the government helps the children with ADHD and ADD. It is a learning point for me, because I don't really follow it. This is the chance to know more about it!

For my research I want to know which ways there are concerning positive a prosing children with ADHD and ADD. I am looking forward to do this research!

Definition of the problem

Definition of the problem

I want to investigate what ADHD and ADD means and how people in Holland and Sweden handle this, because I don't know enough about it and there are six children in group 5 of OBS Positive who have ADHD or ADD. I want to know how I can approach these children in a positive way that they are more task orientated, in order to see a more positive behavior.

Research question

Which literature and how many observations do I need to learn more about ADHD and ADD, so I can approach the six children in group 5 of OBS Positive more positive and that they can find more rest in their work during my lessons.

Part questions

Which books can I find about positive approach of children with ADHD and ADD?

What is the difference between ADHD and ADD?

What are the agreements between ADHD and ADD?

How do people handle positive approach of ADHD and ADD in Sweden?

What literature is there in Holland concerning positive attention?

How does the pupil react with the special attention?

How do the people in the government of Holland help children with ADHD and ADD?

How do the people in the government of Sweden help children with ADHD and ADD?

On the internet and in the books, I read a lot of discussions about labeling ADHD and ADD children. Now, after reading a lot of theory about it and after seeing ADHD and ADD children in my practice, I found a thought on the internet that fits my thinking: you cannot label a child as a teacher with the thought that you cannot do something about it because he or she has a special need. You can label a child to find theory so you can understand the child more and find things to make the live of the child more "normal" in the classroom.

For the research I've read couple of books. My summary is not separated by book. I took parts that I found important and mixed it in a way that's logical for my research.

First I want to tell what ADHD is and after that ADD.

ADHD

ADHD means Attention Deficit Hyperactivity Disorder. Some people say: every day very active, but that is not always right. In the book: "ADHD en nu?" I've read a part about how to signal ADHD in an early stadium and the stadiums after. Off course it's not true that your child has ADHD when he or she has some of these signals, but the possibility is there. These are the signals:

Pregnancy

- the child moves a lot. If it is the second child, you can say it moves more than the first.

Toddlers and preschoolers

- problems with falling in sleep
- motor restlessness
- easy crying
- not really listen to the parents
- oversensitive for touching ore sounds
- oppositional behavior
- the child cannot be busy with one toy for a longer time.

School children

elementary school children

- hyperactive
- easily distracted by learning problems
- with exiting activities the pupil has less problems with keeping his attention
- the pupil reacts good with positive attention
- working on the computer goes well and can do that for hours
- behavior problems in free situations
- short term memory and a bad work memory (just one assignment at the time)
- bad planning, timing and organization

High school children

- learning- and behavior problems
- truancy and often don't finish school
- social problems
- aggressively
- addict problems

Work

- easily fired
- negative self-image
- easily relationship problems
- unplanned pregnancy
- financial problems because of impulsive buying
- not good at planning
- changing moods

There are three types of ADHD

1. Combined type with concentration problems, hyperactivity and impulsivity.
2. The on concentrate type (high hyperactivity)
3. The hyperactive, impulsive type (does not happened very often).

The diagnostic manual of the American Psychiatric Association is called: DSM-IV. For ADHD are nine symptoms. An ADHD child must have at least six of the nine symptoms longer than six months. The phenomena must be there before the age of six and the symptoms must be visible on more than one area. For example: school, work, family or social interaction. Here come the nine symptoms:

1. Often fails to give close attention to details or makes careless mistakes in schoolwork, work or other activities

2. Often has difficulty sustaining attention in tasks or play activities
3. Often does not seem to listen when spoken to directly
4. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
5. Often has difficulty organizing tasks and activities
6. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
7. Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
8. Is often easily distracted by extraneous stimuli
9. Is often forgetful in daily activities

Because the DSM-IV diagnostic criteria were originally designed for children, the following questions have been developed from those criteria by the World Health Organization³ to ask adults about whether they suffer from ADHD inattention symptoms:

1. Do you often make careless mistakes when you have to work on a boring and difficult project?
 2. Do you often have difficulty keeping your attention when you are doing boring or repetitive work?
 3. Do you often have difficulty concentrating on what people say to you, even when they are speaking to you directly?
 4. Do you often have trouble wrapping up the final details of a project, once the challenging parts have been done?
 5. Do you often have difficulty getting things in order when you have to do a task that requires organization?
 6. When you have a task that requires a lot of thought, do you often avoid or delay getting started?
 7. Do you often misplace or have difficulty finding things at home or at work?
 8. Are you often distracted by activity or noise around you?
 9. Do you often have problems remembering appointments or obligations?
- (source: <http://webcache.googleusercontent.com>)

Of course ADHD have a lot of strong sides:

- Very enthusiastic children
- Love sport and movement
- In some cases they can focus very good
- Most are very spontaneous and open
- Sense of humor

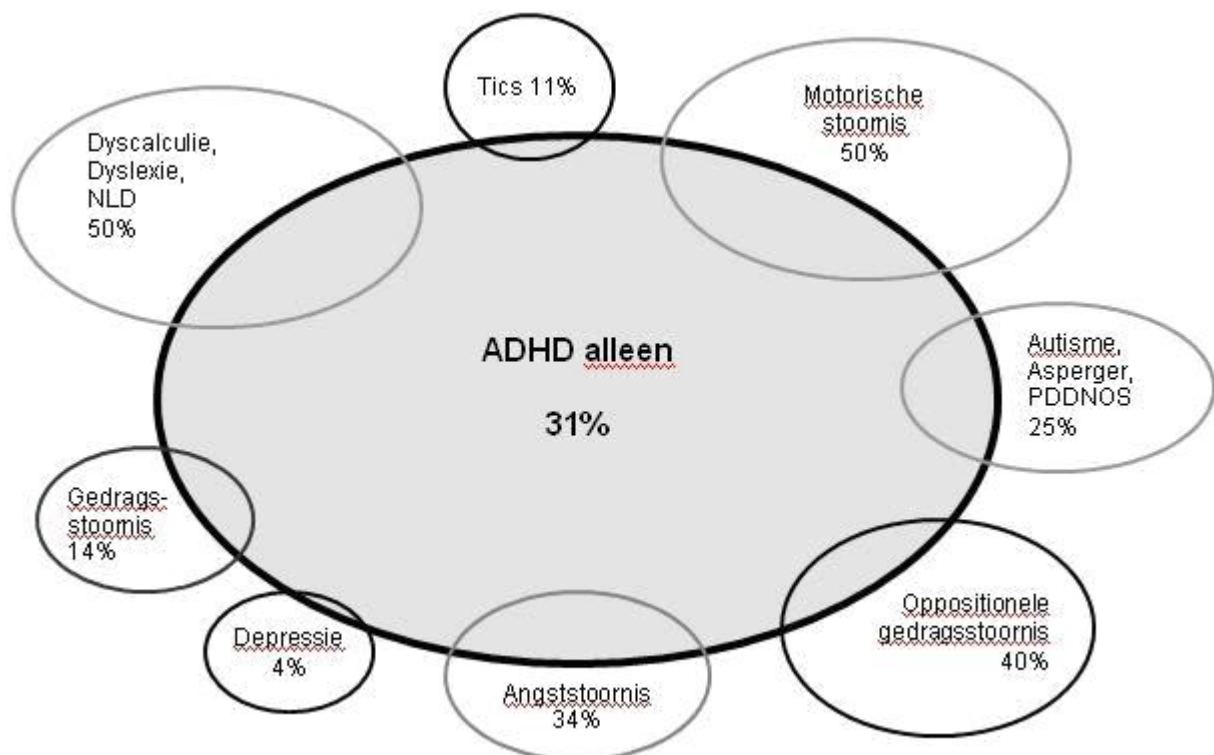
- Very caring
- Picking up a lot of things
- Enterprising
- Have a lot of fantasies
- Strong developed and have a strong sense of justice

In the learning results you can see that the under achievers. Constantly you have the feeling that they can do better. With mathematics they have problems with consequently applying strategies, writing goes difficult because of the motor restlessness and technical reading is sometimes influenced by verbal and articulation problems.

Also there verbal skills are better than nonverbal skills.

Co-morbidity

Co-morbidity is very common with ADHD people. Co-morbidity means that the person has another difficulty next to ADHD. In the scheme under you can see what is common.



How to handle children with ADHD in school

According to Martine Defos (2007), is group 3 a moment that you can see that a child has ADHD. This is because the child suddenly must do a lot of new things like: sitting still, pay attention and listening.

If this is the case you can do the next observation: short version of CTRS. In attachment 1 you can see that list.

If above matters are recognized, you can discuss this with the child's parents. They can tell you how the child behaves at home. If they agree you can let a specialized expert investigate the child.

If the child does have ADHD, the parents must be informed about the disorder. The teacher can also do a lot in the classroom at organizational and didactical area.

- Go to start out of the strengths of these children, consistent with their good qualities.
- Make clear what desired behavior you expect. Say: *"I would like you ..."*
- Promote positive behavior by specific feedback: *"You've worked concentrated for 5 minutes, good work! I know how difficult you find that"*
- *Ignore negative behavior (off course within your own borders)*
- *Make a stop sign with the child.*
- *Keep positive contact with the child during the lesson by looks of understanding, a nod and thumb.*
- *Make a stop sign in the classroom. Green: talking is possible, orange: consult, red: only gently ore silent. Of course you must explain the rules first.*
- *Handle rules consistently and reward or penalty immediately.*
- *Make good appointments for free situations (break and trips)*
- *Prepare the children for chances in the schedule.*
- *Make sure the child can move: run a block if necessary.*
- *Repeat rules and important things.*

To see how long the child is task orientated, you can do an observation. You can see the observation in attachment 2. For 20 minutes you will observe the child every 20 seconds. You make a note of what the child is doing. You can choose the following things: task oriented, look around, is bothered by other pupils ore talks to them, walks around or is busy with other things.

After this observation, you can tell how he works and make appointments with the child. Maybe work 5 minutes and after that you may walk a bit or have something in his hand to be busy.

The environment

- Hang the program visible in the classroom

- Give the pupil a place in the classroom where he cannot look behind him, but where eye contact is possible.
- Sitting in pairs towards the board works better than sitting in groups.
- Let them prepare everything for the lesson before it starts.
- Make sure that the learning environment is good for the pupils. You can use the checklist that you can find in attachment 3.

The task

- Give short tasks.
- Say how long they have for an assignment. Use a clock or an hourglass.
- Make the worksheets different if necessary. Put only the core on paper and leave the images away.
- Give less writing work. Only write down the words or use a pc.
- Give the child extra time.
- Alternate exercises as much as possible, so it seems new every time.

After the task

- Give individual feedback after a lesson as soon as possible.
- Let the child tell you about the assignment. How did it go, what was difficult, etc..
- Don't judge the child, but his work.
- Make sure the child has something to do when he finished his work.
- Move a bit more with the group, good for the class and the child with ADHD.

Nice to know:

- Omega-3 or 6-fatty acids capsules are good for more concentration.
- If the child has sleeping problems, no cola, coffee or tea before sleeping. The child will sleep better.
- Some individuals with ADHD have very high IQ scores, others score in the average range, and others score much lower. Often parents and teachers think that pupils with ADHD are just being lazy.

ADD

ADD means Attention Deficit Disorder. The Dutch translation is “aandacht tekort stoornis”. The intelligence remains unaffected. The three most important things are: concentration problems, no hyperactivity and no motivation. Especially when the task is not interesting enough. Children with ADD have a lot of trouble. This has absence, dreams, easily distracted, forgetfulness and chaos as a result. Pupils with ADD use different parts of the brain. It makes them creative, logical thinkers and practice- and visually orientated. ADD children are not that good in planning, time, structure and regularity.

The future looks good for pupils with ADD. There is more and more technology. Now there are I pads with an agenda in it. Perfect for pupils with ADD because they are not that good in planning. Imagine what they make in the future to make life more easily.

ADD is not that familiar as ADHD. Formerly the circumstances were less complicated. By this the concentration problems were a less frequently hindrance. For example: they had less stuff, children had only a doll, a car and some family games. The living room had only stuff that they used every day and twice a year they bought new cloths. In the shops there were a couple of products.

After the war the ADDers were very useful. They could use their capacities and talents a lot! ADDers are the inventors, the solution orientated, creative and motivated when they are busy with their passion.

During the years things got complicated. Through radio, television, internet and smartphones there is coming a lot of information. It is impossible to observe everything. The technology is good for the planning and organization, but is also distract a lot! MSN, a phone that keeps ringing, an e-mail or advertising sheets coming through the mailbox are things that makes it impossible to keep working and concentrated.

The main features of ADD are:

- Difficulties with longer concentration
- Quiet, calm, reserved,
- Forgetful
- Many governed thoughts
- Easily distracted
- Chaotic
- Let everything wait until the last moment
- Daydreams, absent
- Helpful, gives away things
- Great passion with interesting things, hyper focus
- Perfectionist, solution orientated
- Versatile and/or intelligent, a lot of interest.

- Things are quickly boring
- Emotional swings
- Animal and nature
- A feeling that you are different
- Not that much friends
- Hard to get a grip on life
- Problems with writing, reading or mathematics
- Addiction sensitive

Don't hide the disorder. Accept it the way it is. Look for ways to make it work.

An ADDer scores high in the IQ-score at the age of 30 then when they were younger. Some people say that people with ADD are higher intelligent than others. It is because they are hyper focus. It means that you cannot find rest until you reach your goal. Creative eruption is the result. Persons with ADD are good in the next things.

Creative: building, singing, acting, photoshopping, drawing, painting and music. It is because people with ADD are more visual.

Versatility: People think that ADDers are wise, because of the many detours that they have to take. Detours because of concentration problems, gammon, are because things get boring.

Perseverance: no challenge is too big for somebody with ADD. Because of this people make abuse of you are you make it hard for yourself. Of course you look forward to the compliments that you get at the end. When the task is done, it is possible to be a little depressed. The kick is gone and the ADDer will search for something new to do.

Perfectionism: the expectations of an ADDer are very high. Especially when things are very interesting. When it's not, you cannot focus on the task and look for things that you find more interesting. A person with ADD cannot do something about it. Many good things happened because of this: prices in sport, well-run companies, movies, books, paintings and inventions. Also think of famous artist.

Solution oriented: because they can have a short attention, they can think very fast in big lines. They look in different perspectives and find a solution immediately.

Empathy: they have a strong empathy. They can see very quickly if something is wrong. People go to ADDers when they want a listening ear. It is not strange that people with ADD work as a social assistant.

Strong intuition: they work a lot with intuition. In a couple of seconds they can make a character sketch. It is because they observe and analyze a lot.

Investigate the concentration abilities

- What are the interests of the child?
- Reads the child better with another font or format?

- Does the child have more or less problems working single-handedly in pairs or groups?
- Can the child concentrate more in an empty space or in a room that is nice and cozy?
- Is the child less easily distracted when there is gently music on ore when it is very quit?
- Can the child concentrate more with a desk full of mess or a clean desk?
- Does it help when the child gets a motivation?
- What motivate the child?

How can I make information more visual for the children?

- Show pictures
- Let them hear sounds
- Show a video
- Give a play
- Let them do it themselves
- Let themself look for information on the internet

Special needs in Sweden

First I want to say something about the education of Sweden. I was amazed by it. Children from the age of 1-7 go to the pre-school. After that they go to the primary school from 7-16. It is 9 years of primary school and they start at the age of 7. All the children from the age of 7 to 16 can go to the public educational system. There are 4 types of schools.

1. Elementary school
2. Sami-school
3. Special elementary school.
4. Special (bijzondere) elementary school

In Sweden they want that every child can go to the same school. The parents can choose a school and the school will respect that. They don't see these children as care pupils, but they see pupils with special educational needs.

Teachers in Sweden are really familiar with the starting points of the school. At each table in each teachers room lies a school guide. The same kind that you see in Holland. The difference is that these school guides look used with coffee stains. They made this guide together.

In Sweden the educational needs of children are central. The groups are smaller than in Holland and the teachers are working fulltime. There is more space in the classroom that is an advance to work in smaller groups. There is also a team of specialists in the schools. The extra help can be given as soon as possible.

The next part is copied from the internet, because it describes perfectly how they handle special needs in a school in Sweden. I couldn't describe the next part better than that it is already.

The National Curriculum states the leading values, the responsibility of different aspects of school activities and the educational goals. Within those limits each municipality sets up a plan for its educational system. Each school is accordingly bound by the national goals and leading values, but is free to organize its means to reach those goals as it chooses and there are very different ways of doing this.

If teachers consider that they themselves have problems meeting the needs of a specific pupil a conference has to be held with the staff involved to find a solution to the difficulties.

The schools have a pupil-welfare team made up of a representative of the local school-board, the pupil welfare staff, i.e. a nurse, psychologist, counselor and SEN teachers.

Development plans are set up for each pupil in need of special support in co-operation with teachers, parents and the pupil concerned. Those plans indicate the responsibility of each partner in the development of the pupil's abilities and knowledge.

(Source: <http://www.european-agency.org>)

News in the government of Holland about ADHD and ADD



Marja van Bijsterveldt – Vliegenthart (*minister from Education, Culture and Science*)



Halbe Zijlstra (*State Secretary from Education, Culture and Science*)

After the fall of the cabinet in April 2012, Blijsterveldt decided to defer suitable education one year. Now there are a lot of children who are not getting the attention that they need. Under the name 'suitable education' they want more help for these children.

In Holland we have a thing called: Backpack. Because of the Backpack, children don't have to go to special education. They can get their education in formal education. Only the parents can ask for a backpack and the money goes to the school.

In the new plan of the government there is no place for the Backpack. A part of the money that normally is for the Backpack children goes in the new plan directly to the school. This plan supposed to start in August 2013, but because of the fall of the cabinet it starts at August 2014. It is the intention that a lot of children who are now in Special Education, go to Formal Education. Not all of the children, but for those who can.

In the new plan the want more attention for individual children. For every question must be a fitting answer. Problems must be identified as soon as possible and take appropriate measures as soon as possible!

School can get extra money for pupils with extra care. A part of the pupils who need extra money, get less are no extra money from the ABWZ. A school can compensate that to get extra money for care pupils if these pupils cannot participate education without extra support. The ministry proposes 10 million euros for these pupils each year. This arrangement ends at August 2014.

News in the government of Sweden about ADHD and ADD



Jan Björklund (*minister from Education and vice-premier*)



Nyamko Sabuni (*minister from Gender Equality and vice-minister of Education*)

I only found that they oblige the schools to accept everybody who wants to go to that school. I called the Embassy of Sweden (in Die Hague) two times and both persons could not help me. They only knew information about the school system. Not specific information about the government.

Research design

In this part I will tell something about the things I will do to get information. I will read books, look on the internet and call to make sure that I get all the information that I need.

What is the different between ADHD and ADD?

To answer this question I will read literature about ADHD and ADD and after that I will make a summary about the symptom. When I finished that, I will look for equations.

What are the agreements between ADHD and ADD?

After the summary of the symptoms of ADHD and ADD it would be clear what the agreements between the two are.

How do people handle positive approach of ADHD and ADD in Sweden?

First I will go to the library and find literature about ADHD and ADD in Sweden. If not, special needs. If I cannot find literature about this, I will search on the internet for information about this question. From this information I will make a summary and answer this research question.

What literature is there in Holland concerning positive attention?

I saw a lot of books about ADHD and ADD in the library. The books about positive attention are the most interesting for this research. After reading the books, I will write down the parts that I find useful for the research and with this information, I can answer this research question.

How does the pupil react with the special attention?

To answer this question I have to read the literature about positive attention. When I did this, I can observe the child. First I do an observation without telling the teacher about the things I look at and the second time I will tell the teacher what I am looking at. This way I know if the child is making a positive progress.

How do the people in the government of Holland help children whit ADHD and ADD?

My knowledge about this is very small. I have to search on the internet for information about this.

How do the people in the government of Sweden help children whit ADHD and ADD?

It is the same for this question. I will have to search on the internet for information about this research question. When there is not enough information, I will call the Embassy of Sweden in Die Hague.

Data collection

In this part I will answer my research questions. The information that I collected in the theory part is useful for answering these questions.

What is the different between ADHD and ADD?

ADD

- late in reaction
- many thoughts/ blocking thoughts
- daydream/ absent
- low risk criminal behavior
- sit still/ observes
- intern emotions
- don't give up easily
- details
- makes place for insecure by analyze
- functions at the background
- mostly woman
- strong empathy
- suffers whit you
- goes to the background
- first think, then react
- hard to say no
- makes high demands on friendships
- medication is not that effective

ADHD

- impulsive in reaction
- does a lot without thinking
- busy/ hyperactive
- high risk criminal behavior
- cannot sit still
- extern emotions
- gives up easily
- less details
- hide insecure by making jokes
- function at the center of attention
- mostly man
- less empathy
- sympathy
- looks for attention from others
- react immediately
- easy to say no
- makes low demands on friendships
- medication is really effective

What are the agreements between ADHD and ADD?

As you can see there are a lot of differences between ADHD and ADD. I expect that there would be differences, but after reading the literature, I saw that there were also agreements between ADHD and ADD. In the list under, you can see the agreements.

- Concentration problems
- Easily distracted
- Forgets a lot
- Everything at the last moment
- Chaos
- Problems with planning
- Low self-respect
- Sensitive for addictions
- No concentration problems with interesting things

How do people handle positive approach of ADHD and ADD in Sweden?

In Sweden they don't see a child with problems, but a child who needs extra educational help. Because of the extra professional help the teachers are getting, they know how to help these children. They look for the individual 'problems' and make a plan to make it 'better'. The groups are smaller than in Holland and the teachers are working fulltime. There is more space in the classroom that is an advance to work in smaller groups.

If teachers consider that they themselves have problems meeting the needs of a specific pupil a conference has to be held with the staff involved to find a solution to the difficulties. The schools have a pupil-welfare team made up of a representative of the local school-board, the pupil welfare staff, i.e. a nurse, psychologist, counselor and SEN teachers. Development plans are set up for each pupil in need of special support in co-operation with teachers, parents and the pupil concerned. Those plans indicate the responsibility of each partner in the development of the pupil's abilities and knowledge.

Knowledge gives them tools to understand the situation. Because of this, they stay in a positive spiral.

What literature is there in Holland concerning positive attention?

ADHD

According to Martine Defos (2007), is group 3 a moment that you can see that a child has ADHD. This is because the child suddenly must do a lot of new things like: sitting still, pay attention and listening.

If this is the case you can do the next observation: short version of CTRS. In attachment 1 you can see that list.

If above matters are recognized, you can discuss this with the child's parents. They can tell you how the child behaves at home. If they agree you can let a specialized expert investigate the child.

If the child does have ADHD, the parents must be informed about the disorder. The teacher can also do a lot in the classroom at organizational and didactical area.

- Go to start out of the strengths of these children, consistent with their good qualities.
- Make clear what desired behavior you expect. Say: *"I would like you ..."*
- Promote positive behavior by specific feedback: *"You've worked concentrated for 5 minutes, good work! I know how difficult you find that"*
- *Ignore negative behavior (off course within your own borders)*
- *Make a stop sign with the child.*
- *Keep positive contact with the child during the lesson by looks of understanding, a nod and thumb.*
- *Make a stop sign in the classroom. Green: talking is possible, orange: consult, red: only gently ore silent. Of course you must explain the rules first.*
- *Handle rules consistently and reward or penalty immediately.*
- *Make good appointments for free situations (break and trips)*
- *Prepare the children for chances in the schedule.*
- *Make sure the child can move: run a block if necessary.*
- *Repeat rules and important things.*

To see how long the child is task orientated, you can do an observation. You can see the observation in attachment 2. For 20 minutes you will observe the child every 20 seconds. You make a note of what the child is doing. You can choose the following things: task oriented, look around, is bothered by other pupils ore talks to them, walks around or is busy with other things.

After this observation, you can tell how he works and make appointments with the child. Maybe work 5 minutes and after that you may walk a bit or have something in his hand to be busy.

The environment

- Hang the program visible in the classroom
- Give the pupil a place in the classroom where he cannot look behind him, but where eye contact is possible.
- Sitting in pairs towards the board works better than sitting in groups.
- Let them prepare everything for the lesson before it starts.
- Make sure that the learning environment is good for the pupils. You can use the checklist that you can find in attachment 3.

The task

- Give short tasks.
- Say how long they have for an assignment. Use a clock or an hourglass.
- Make the worksheets different if necessary. Put only the core on paper and leave the images away.
- Give less writing work. Only write down the words or use a pc.
- Give the child extra time.
- Alternate exercises as much as possible, so it seems new every time.

After the task

- Give individual feedback after a lesson as soon as possible.
- Let the child tell you about the assignment. How did it go, what was difficult, etc..
- Don't judge the child, but his work.
- Make sure the child has something to do when he finished his work.
- Move a bit more with the group, good for the class and the child with ADHD.

ADD

Don't hide the disorder. Accept it the way it is. Look for ways to make it work.

An ADD'er scores high in the IQ-score at the age of 30 then when they were younger. Some people say that people with ADD are higher intelligent than others. It is because they are hyper focus. It means that you cannot find rest until you reach your goal. Creative eruption is the result. Persons with ADD are good in the next things.

Creative: building, singing, acting, photoshopping, drawing, painting and music. It is because people with ADD are more visual.

Versatility: People think that ADDers are wise, because of the many detours that they have to take. Detours because of concentration problems, gammon, are because things get boring.

Perseverance: no challenge is too big for somebody with ADD. Because of this people make abuse of you are you make it hard for yourself. Of course you look forward to the compliments that you get at the end. When the task is done, it is possible to be a little

depressed. The kick is gone and the ADDer will search for something new to do.

Perfectionism: the expectations of an ADDer are very high. Especially when things are very interesting. When it's not, you cannot focus on the task and look for things that you find more interesting. A person with ADD cannot do something about it. Many good things happened because of this: prices in sport, well-run companies, movies, books, paintings and inventions. Also think of famous artist.

Solution oriented: because they can have a short attention, they can think very fast in big lines. They look in different perspectives and find a solution immediately.

Empathy: they have a strong empathy. They can see very quickly if something is wrong. People go to ADDers when they want a listening ear. It is not strange that people with ADD work as a social assistant.

Strong intuition: they work a lot with intuition. In a couple of seconds they can make a character sketch. It is because they observe and analyze a lot.

How does the pupil react with the special attention?

Who is "G"?

"G" is a boy with ADHD and is always busy with a lot of things. He is easily distracted and everything is interesting. He hangs a lot in his chair and he supports his table with his hands so that his feet dangling just above the ground.

15-06-2012

What did he do during the first observation?

The first time I did the observation, "G" was doing a lot of things that he was not supposed to do. He was busy with walking, messing in his drawer and playing with his pencil and stuffing. He was late ready with his work and his hands were under the ink because the stuffing broke when he was playing with it.

What did the teacher do during the first observation?

The teacher started the lesson with a 30 on the active board. The children were curious, but the teacher did not say why she wrote the 30 on the board. Some thought that the teacher was 30 others thought that I was 30! After that the teacher made a new page and wrote: 1 M = CM. The pupils had to think what the answer was. 5 times the teacher said that the children had to use the thinking time and race their hands. After this the teacher asked centimeters to decimeters. After a couple of questions the teacher did a very difficult one: 2950 CM= DM. "G" had the full attention! When the teacher explained the handspan he also listen very good! The teacher says that they have to practice with their shoulder buddy. They also have to think of months with 31 days. The trick is that they can look to their knuckles.

After this explanation the children get 10 minutes to discuss the questions. During these 10 minutes there were a lot of distractions. A child in the group was talking a lot, a teacher came in and there was a lot of talking in the classroom. I saw that "G" did not do his work. The teacher saw that there were a lot of children that did not do what she asked them to do. She repeated it one more time. "G" knew what to do and was busy with his work again.. The teacher wrote the number of sums what they have to make on the board and told the pupils that they had to make these sums alone, talk with a low voice when the want to ask their shoulder buddy's something and have 10 minutes to make them. "G" was task orientated during these 10 minutes.

The teacher is very structured. She is clear in the do's and don'ts.

What did "G" do the last 20 minutes?

At the observations in attachment 3 you can see what "G" is doing the last 20 minutes. I saw that he was very task orientated when he knew exactly what to do and when he knew how many time he has for a task. Individual conversations also worked very good.

He was less task orientated when there were distractions like the teacher who came in the

classroom and the pupils who were talking. Another thing is the hanging of him. When he is hanging in his chair, he is doing less things then when he is sitting in his chair. While discussing with his shoulder buddy, he can hang above the ground with his feet and still be task orientated.

22-06-2012

what does the teacher does different this time?

I gave the teacher attachment 2 and ask if she wants to think of these things during her lesson.

What did he do during the second observation?

During this observation "G" was more task orientated than during the mathematic lesson of last week. He was dangling with his feet just above the ground a lot, but that was during the discussions with his shoulder buddy. In the beginning of the lesson he was very good busy, but in the end he was more busy with other things.

What did the teacher do during the first observation?

The teacher raise her fist. Not everybody was quit when they saw the fist. The teacher said that she did not accept this and did it again. The children were quit immediately. When the teacher had the full attention she did a game with the mathematic ball. She said that she will say sums of multiplying and divide, because the sums of today are about this. After this she said that the children have to open page 98 and that the pupils who are responsible to give out the mathematic work books, do this. The children had to work in pairs. The teacher switch a couple of pupils because they have other work and after that she gave the children 12 minutes (with the clock) to make the sums. The teacher told "G" a couple of times that he has to sit down. After these 12 minutes the teacher did the sums together.

The teacher gave short tasks, let the pupils put everything ready before the lesson started, gave the pupils time to make the sums and told the children who they can ask their questions (shoulder buddies). This lesson was very structured!

What did "G" do the last 20 minutes?

At the observations in attachment 4 you can see what "G" is doing the last 20 minutes. I saw that he was very task orientated when he knew exactly what to do. Structure is good for him! He wants to finish his work in the limited time that they get.

Conclusion

I saw that he needs structure a lot. Let him put everything on his table before the lesson starts. When he does this, he is not opening his drawer and find (accidentally) other interesting stuff that will distract him. If you give him limited time (not to long) he wants to finish his work before the time is over. Don't give him more assignments then one or maybe

two, because he will do not much. When he knows what the rules are and who he can ask his questions he will be task orientated.

How do the people in the government of Holland help children with ADHD and ADD?

In Holland we have a thing called: Backpack. Because of the Backpack, children don't have to go to special education. They can get their education in formal education. Only the parents can ask for a backpack and the money goes to the school.

In the new plan of the government there is no place for the Backpack. A part of the money that normally is for the Backpack children goes in the new plan directly to the school. This plan supposed to start in August 2013, but because of the fall of the cabinet it starts at August 2014. It is the intention that a lot of children who are now in Special Education, go to Formal Education. Not all of the children, but for those who can.

In the new plan they want more attention for individual children. For every question must be a fitting answer. Problems must be identified as soon as possible and take appropriate measures as soon as possible!

School can get extra money for pupils with extra care. A part of the pupils who need extra money, get less or no extra money from the ABWZ. A school can compensate that to get extra money for care pupils if these pupils cannot participate in education without extra support. The ministry proposes 10 million euros for these pupils each year. This arrangement ends at August 2014.

How do the people in the government of Sweden help children whit ADHD and ADD?

The people in the government of Sweden oblige schools to accept everybody who wants to go to their school. The teachers make individual plans for the individual students. In this way everybody gets good quality education.

I couldn't find more information about this question. I called the Embassy of Sweden (in Die Hague). The first time a man picked up the phone and said to me that I have to call back on Thursday. On Thursday I called back and the woman could not give me more information that what I wrote above.

Conclusion

The conclusion is different that I thought it would be. According the books and literature, positive attention is the way to get the pupils with ADHD and ADD to work. Not only compliments but also chancing the environment, give short tasks, give individual feedback and give them time for the task. For example 10 minutes to finish the task.

The observation proved me wrong. The teacher did all these things above, but the compliments not. According the observation, "G" also reacts good without the compliments and extra positive attention. Imagine how he will react with the extra positive attention!

Log-book

Date	Activity	Result	Reflection	Progress	Minutes
09-03-2012	Read the book: Ontwikkeling door onderzoek.	a summary of page 3 to 29			120
15-03-2012	Read the book: Ontwikkeling door onderzoek.	a summary of page 30 to 40.			90
21-03-2012	Read the book: Ontwikkeling door onderzoek.	a summary of page 40 to 50.			100
30-03-2012	Read the book: Ontwikkeling door onderzoek.	a summary of page 51 to 66.			120
06-04-2012	Read more about special needs: conflicts ADD and ADHD.	More information about ADHD and ADD. I Also get a list whit literature about ADHD and ADD from a colleague from obs Apollo.			320
17-04-2012	Reading in the book:	I made a summary of		An answer on the part	80

	<i>"omgaan met ADHD".</i>	the this book and I find a part about the differences between ADHD and ADD.		question: What is the different between ADHD and ADD?	
01-05-2012	Go to the library and search for books.				90
07-05-2012	Make research questions.	I finished the research questions.			60
08-05-2012	write down the different between ADHD and ADD				230
16-05-2012	Appointment with my research coach: Suzanne Visser	I know now how to start. I have to remake my research questions and make a motive from one a4.			30
17-05-2012	Make new research questions and make a motive.	New research questions and a part of my motive			70
23-05-2012	Read the literature and make my summary.	I read the two books and made a small summary. I also finished my motive.			320
30-05-2012	Making my report.	I made a start of my report.			360
02-06-2012	Making a summary of				140

	the books I have read.				
05-06-2012	Making a summary of the books and internet sites I have read.				160
06-06-2012	Making a summary				120
07-06	Read ADD ontzichtbare obstakels				140
08-06	Make a summary of the book "ADD ontzichtbare obstakels"				200
12-06-2012	Work on the research	I have information about ADHD and ADD in Sweden And answer a research question		I still have to answer four research questions and find information about the government of Sweden.	400
13-06-2012	Answer research questions	I answer a couple of research questions		I have to answer one more research question.	210
13-06-2012	Appointment with my research coach.				90
15-06-2012	Observation at OBS Apollo	I did the first observation.			120
19-06-2012	Call the Embassy of Sweden and work on the research.	I have to call the Embassy back on Tuesday.			180
20-06-2012	Look at the observation and type it in				210

	the computer.				
21-06-2012	Call the Embassy of Sweden	The woman did not have more information for me.			20
22-06-2012	Observation at OBS Apollo	I did the second observation			120
22-06-2012	Work on my report	Look at the observations, make a conclusion, look again at the internet site of the government.			240

Literature

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Kallenberg, T, e.a. (2010) *Ontwikkeling door onderzoek: een handleiding voor leraren* (2^e druk). ThiemeMelenhoff BV

Websites

<http://webcache.googleusercontent.com>

<http://www.gedragsproblemenindeklas.nl>

<http://www.rijksoverheid.nl>

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<http://www.marant.nl>

<http://www.swedenabroad.com/>

Attachments

- Attachment 1: time form observation
- Attachment 2: checklist for positive behavior
- Attachment 3: time form “G” first observation
- Attachment 4: time form “G” second observation

Attachment 1

Time form				
Observatory:		Category	Number	Percent
Name student:		TA		
Group:		KIJ		
		STO		
		LO		
Date observation:		AN		
		Total		100%
Minutes	20 seconds	40 seconds	60 seconds	Note
1	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
2	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
3	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
4	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
5	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
6	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
7	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
8	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
9	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
10	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
11	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
12	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
13	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
14	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
15	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
16	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
17	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
18	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
19	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	

20	Ta Kij Sto Lo An	Ta Kij Sto Lo An	Ta Kij Sto Lo An	
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I use this form because it supports the theory that I have been reading. The theory says that pupils with ADHD and ADD look around, are distracted by/distracting other pupils, walk around and do other things. In this observation you make sure you look to these things.

Attachment 2

1	Make clear what desired behavior you expect. Say: <i>"I would like you ..."</i>	1	2	3	4	5
2	Promote positive behavior by specific feedback: <i>"You've worked concentrated for 5 minutes, good work! I know how difficult you find that"</i>	1	2	3	4	5
3	<i>Keep positive contact with the child during the lesson by looks of understanding, a nod and thumb.</i>	1	2	3	4	5
4	Let them prepare everything for the lesson before it starts.	1	2	3	4	5
5	Give short tasks.	1	2	3	4	5
6	Say how long they have for an assignment. Use a clock or an hourglass.	1	2	3	4	5
7	<i>Handle rules consistently and reward or penalty immediately.</i>	1	2	3	4	5
8	<i>There are clear rules for clean and give out materials.</i>	1	2	3	4	5
9	<i>He knows what he can do when he finish his work.</i>	1	2	3	4	5
10	<i>He can follow the instruction good.</i>	1	2	3	4	5
11	<i>It is clear to who he can ask questions</i>	1	2	3	4	5

You have to take this checklist two times. The first time without the teacher saw the notes and the second time when the teacher saw the notes. It is important to do these observations during similar lessons. Together with this observation belongs the tijdstekproef-form. Every 20 second you have to look to the child and write down what he is doing.

Attachment 3

Tijdsteeekproef-formulier				
Observator: <i>Vann</i> Naam leerling: <i>G</i> Groep: <i>5</i> Datum observatie: <i>15-06</i>		Categorie	Aantal	Procenten
		Ta <i>13.20</i>		
		Kij <i>5 min</i>	<i>1 min 20</i>	
		Sto <i>40 Sec</i>		
		Lo <i>40 Sec</i>		
		An <i>5 min</i>		
		Totaal		100%
Min	Na 20 sec.	Na 40 sec.	Na 60 sec.	Opmerkingen
1	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	<i>bekeek het to do</i>
2	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	Ta Kij Sto Lo (An)	
3	(Ta) Kij Sto Lo (An)	(Ta) Kij Sto Lo (An)	Ta Kij Sto Lo (An)	
4	Ta Kij Sto Lo (An)	Ta Kij (Sto) Lo An	(Ta) Kij Sto Lo An	<i>hanging, talking</i>
5	Ta Kij Sto Lo (An)	Ta Kij Sto Lo (An)	Ta Kij Sto Lo (An)	<i>busy in his drawer</i>
6	Ta Kij Sto Lo (An)	Ta Kij Sto Lo (An)	(Ta) Kij Sto Lo An	" " "
7	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	<i>give answer</i>
8	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	
9	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	
10	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	
11	Ta (Kij) Sto Lo An	Ta (Kij) Sto Lo An	Ta (Kij) Sto Lo An	
12	(Ta) Kij Sto Lo An	Ta (Kij) Sto Lo An	(Ta) Kij Sto Lo An	
13	Ta Kij Sto Lo (An)	Ta Kij Sto Lo (An)	(Ta) Kij Sto Lo An	
14	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo (An)	
15	(Ta) Kij Sto Lo An	Ta Kij Sto Lo (An)	(Ta) Kij Sto Lo An	
16	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	<i>explanation</i>
17	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	
18	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	Ta Kij (Sto) Lo An	
19	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	
20	Ta Kij Sto (Lo) An	Ta Kij Sto (Lo) An	Ta Kij Sto Lo (An)	

Attachment 4

Tijdsteekproef-formulier				
Observator: <u>Karin</u> Naam leerling: <u>G</u> Groep: <u>5</u> Datum observatie: <u>22-06</u>		Categorie	Aantal	Procenten
		Ta <u>14 min</u>		
		Kij <u>10 min 20 sec</u>	<u>1 min 20 sec</u>	
		Sto <u>1 min</u>		
		Lo <u>1 min</u>	<u>20 sec</u>	
		An <u>4 min</u>		
		Totaal		100%
Min	Na 20 sec.	Na 40 sec.	Na 60 sec.	Opmerkingen
1	Ta (Kij) Sto Lo An	Ta (Kij) Sto Lo An	Ta (Kij) Sto Lo An	hanging
2	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	teacher makes him sit
3	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	hanging / busy
4	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	hanging
5	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	hanging
6	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	
7	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	Ta Kij Sto Lo (An)	conversation
8	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	starts
9	(Ta) Kij Sto (Lo) An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	
10	(Ta) Kij Sto Lo An	Ta (Kij) Sto Lo An	(Ta) Kij Sto Lo An	
11	(Ta) Kij Sto Lo An	(Ta) Kij Sto (Lo) An	Ta Kij Sto (Lo) An	Ready with his work
12	(Ta) Kij Sto Lo An	(Ta) Kij Sto (Lo) An	Ta Kij (Sto) Lo (An)	
13	Ta Kij Sto Lo (An)	Ta Kij (Sto) Lo (An)	Ta Kij Sto Lo (An)	
14	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	
15	(Ta) Kij Sto Lo (An)	Ta Kij (Sto) Lo An	Ta Kij Sto Lo (An)	
16	(Ta) Kij Sto Lo An	Ta Kij Sto Lo (An)	(Ta) Kij Sto Lo An	
17	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	Ta Kij Sto Lo (An)	pencil
18	Ta Kij Sto Lo (An)	Ta Kij Sto Lo (An)	Ta Kij Sto Lo (An)	
19	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	
20	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	(Ta) Kij Sto Lo An	