

ADHD:
RESOURCES FOR TEACHERS TO BETTER
ENGAGE THE HISPANIC COMMUNITY



PURPOSE OF THE GUIDE

To help teachers and school staff better support their Latino students with ADHD (or those they suspect may have ADHD) and promote a positive working relationship with the students' caregivers.

This guide is the result of years of development and testing through the El Futuro ADHD Program, in collaboration with students, families, schools, local universities, The Hill Center and CHADD.

Each step of the way, we have worked closely with Latino caregivers of children with ADHD. You will hear their unique perspectives throughout this guide and see what they value as important when working with them and their children.



WHAT IS EL FUTURO?

El Futuro is a community-based nonprofit organization that seeks to transform Latino-serving mental health care in North Carolina and beyond. We provide bilingual and culturally-responsive mental health services including therapy, psychiatry, substance use treatment, and case management in a welcoming environment of healing and hope.



To become El Futuro patient, families needs to come during Walk-in hours:

- Durham Clinic: Tuesday, Wednesday or Thursday from 9am to 11.30am
- Siler City Clinic: Monday and Tuesday from 10am to 12pm

For more information about El Futuro and our services visit our website www.elfuturo-nc.org

WHAT IS ADHD?

Attention Deficit Hyperactivity Disorder is a neurodevelopmental disorder which means it has to do with how the brain is developing.

Among the most common manifestations are difficulty concentrating on tasks that are not interesting, impulsive behavior, emotional dysregulation, and excess energy or hyperactivity. Symptoms typically begin in childhood but often affect individuals throughout their lives



[I don't know if my child has ADHD](#)



[ADHD Symptoms](#)



[ADHD and impulsivity](#)

Scan the QR codes and learn about ADHD in these conversations with a Latina mother whose child has ADHD.

Conversations are in Spanish. To view English subtitles, click “subtitles” in the settings of the video.

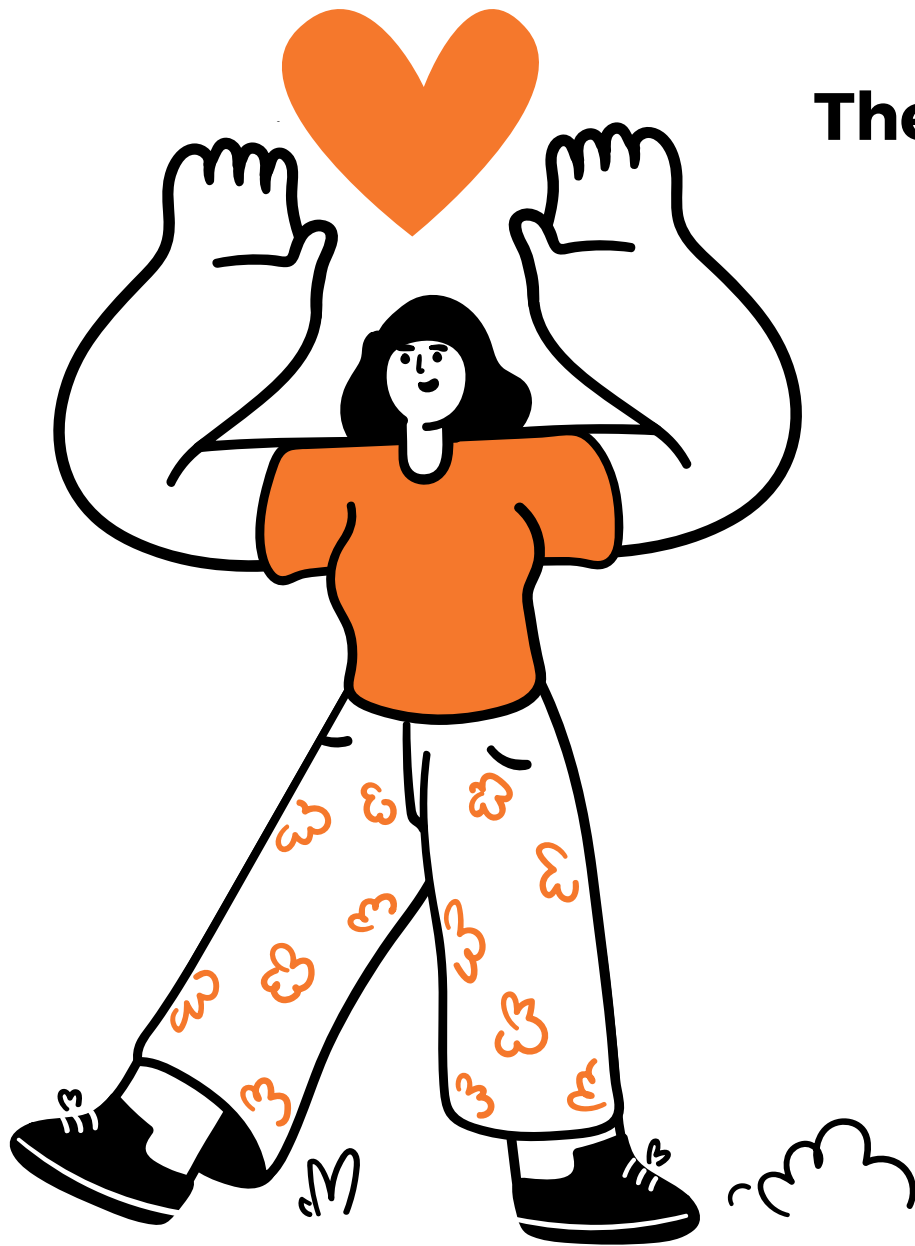
RED FLAGS

ADHD can look different for different people. Some common ADHD-related challenges are listed here. Importantly, these attention and/or behavior difficulties occur more frequently than in people of the same age, are persistent over time, and are present across different settings



ADHD IN GIRLS

ADHD in girls often appears different than in boys. Girls are often underdiagnosed in many cases, because they tend to try harder to hide their symptoms.



These behaviors in girls might make us think about ADHD:

Daydreaming quietly in class

Easily distracted by things going on around her

Feeling anxious or sad

Could be doing well academically

Talking a lot

Requires many reminders to stay focus on work


Takes excessive time to complete tasks

Trouble maintaining friendships

EXECUTIVE FUNCTIONS

The ADHD affects the brain's Executive Functions in a number of ways


Time Management
Having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.



Metacognition
Being aware of what you know and using that information to help you learn.




Goal-Directed Persistence
The ability to stick with a task and not give up, even when it becomes challenging.




Planning/Prioritizing
The ability to figure out how to accomplish our goals.



Organization
The ability to develop and maintain a system that keeps materials and plans orderly.




Task Initiation
The ability to independently start tasks when needed, even when you don't really want to.




Flexibility
The ability to adapt to new situations and deal with change.



Sustained Attention
Being able to focus on a person or task for a period of time and shifting that attention when needed.



Working Memory
The mental processes that allow us to hold information in our minds while working with it.

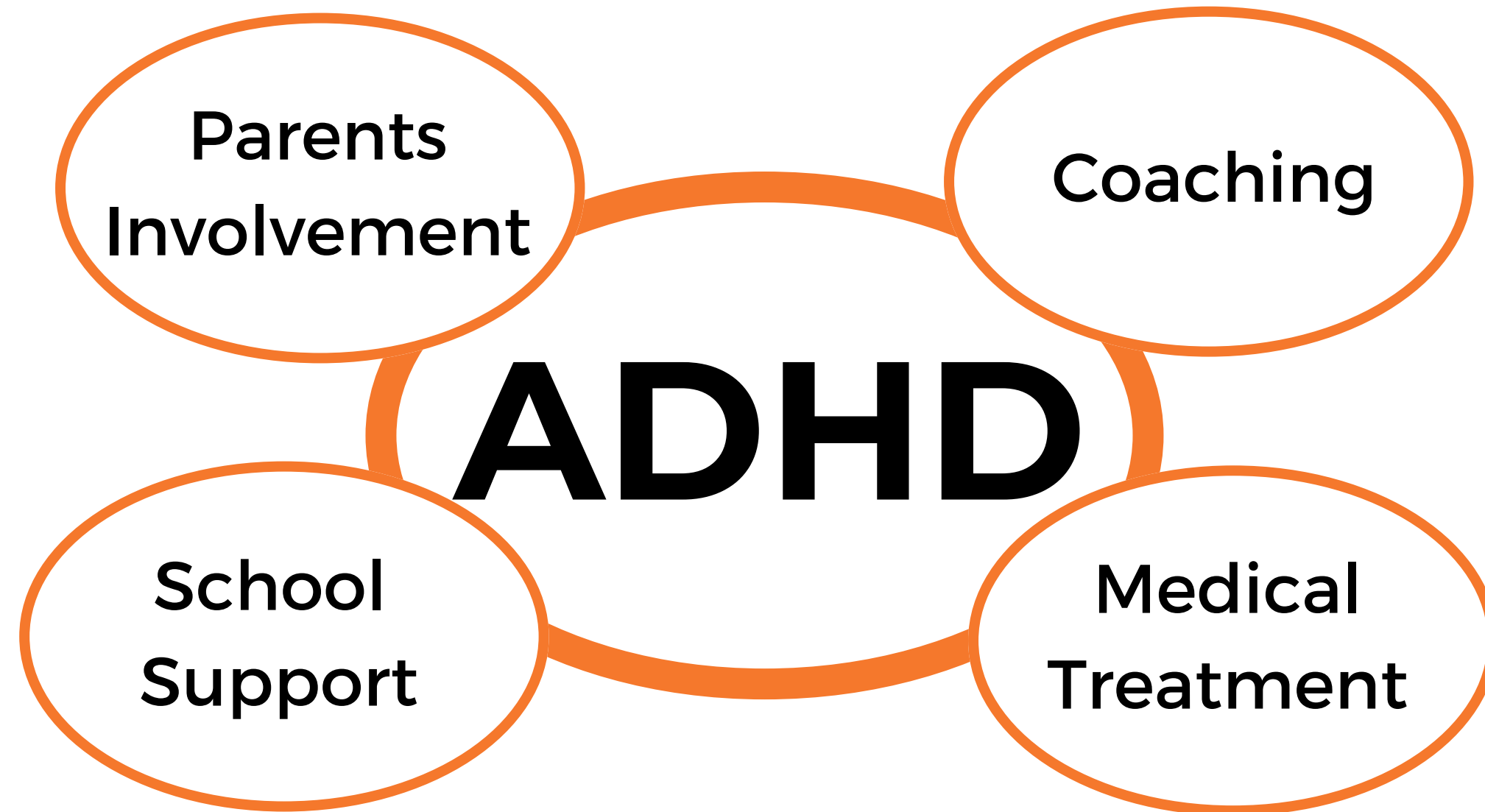


Response Inhibition
The ability to regulate yourself, including thoughts, actions and emotions.



 *Courtesy of The Hill Center
El Futuro 

ADHD TREATMENT ESSENTIALS



Each of these approaches plays a critical role in supporting students' success.

ADHD IN THE LATINO COMMUNITY

Due to cultural perceptions and beliefs, many Latino children don't receive the treatment and support needed despite having similar rates of diagnosis compared to the larger community. Understanding those perceptions and beliefs can help teachers and service providers better engage families.

Webinar

[Working with Latino Patients and Their Families: For Treatment Professionals](#)



01

ADHD is not commonly diagnosed or openly discussed in many Latin American countries. Parents often believe their child's difficulties are a result of their own shortcomings, leading to feelings of shame and frustration.

02

Parents are often reluctant to consider medication, even when recommended by a doctor. Common concerns include cost, fear of addiction, stigma, and potential side effects.

03

There is a lot of stigma surrounding mental health conditions. Parents often feel criticized and judged by friends and family.

ROADBLOCKS FOR LATINO PARENTS WHEN ENGAGING WITH TEACHERS



Culture

- Many Latino families are not familiar with the U.S. educational system. Concepts like 504 plans, IEPs, and student support services are often new and differ significantly from the systems in their home countries.
- A more authoritative style is common in many Latin American schools, so parents are often not accustomed to questioning or engaging with teachers.

Language

- It's hard to keep up in another language! Small misunderstandings happen. Parents have a hard time genuinely expressing what they are feeling, thinking, and worried about.
- There are few bilingual resources.

BOOST YOUR RELATIONSHIP WITH LATINO FAMILIES WITH THESE TIPS:

01 BE WARMTH & FRIENDLINESS

Be authentic, down-to-earth, friendly, and welcoming

02 PRIORITIZE TRUST

Use actions that help develop & maintain trust

03 BE HUMBLE (NOT ASSUMING)

Be interested in and learn about culture and nuances

04 BE RESPECTFUL & LISTEN FIRST

Be open and provide a safe environment

Webinar

[Essential elements that guide work with Latino Immigrant Families](#)



KEY CONSIDERATIONS FOR AN IEP MEETING

Before the meeting

Explain the purpose of an IEP, how the meeting will be structured, and who will participate.

During the meeting

Invite parents to share information about their child and the strategies that have worked for them.

After the meeting

Follow up to keep the connection going and the family engaged.

Article

[Engaging Latino Parents: An IEP Meeting Checklist for Educators](#)



Ideas of **ACCOMMODATIONS**

- 01** weekly or daily follow ups with the student to ensure understanding. Do not wait for the student to come to you.
- 02** Provide mental breaks (could be inside or outside the class) every 10 to 15 minutes.
- 03** Assign additional videos to help with learning the information in another format.
- 04** Give the student a question before class that you will ask during the class so they can prepare and participate.
- 05** Plan with the student something to relieve tension when the student gets frustrated.

Ideas of **MODIFICATIONS**

- 01** Provide brief summaries of assigned readings to help boost comprehension.
- 02** Change written responses to multiple choice, oral answers, or poster presentations.
- 03** Consider either a shortened test or a more focused test with fewer questions.
- 04** Provide a study guide or mock exam prior to a test.
- 05** Offer the student bullet points/notes of the class before its starts.

Get to know the student so that you can offer the most suitable accommodations/modifications for him or her.

SHORT VIDEOS TO RECOMMEND TO FAMILIES

Topics Include:

“My Kid Doesn’t Listen!”

“Video Games Out of Control!”

“The Secret Power of Exercise and Movement”

“The Mentor’s and Coach’s Role”

“My Child has Insomnia and Can’t Sleep”

“Late, Unorganized and Frustrated”

“Medication for ADHD”

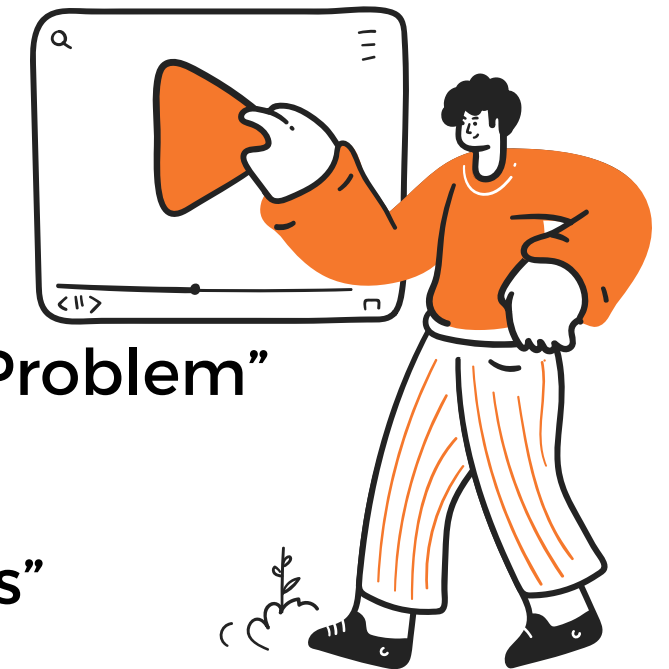
“When ADHD is Not the Only Problem”

“ADHD and Parental Emotions”

“School Support for My Child”

“Myths and Facts about ADHD”

Each conversation is about 8 minutes long and takes place in Spanish between an El Futuro expert and a family member. To view English subtitles, click “subtitles” in the settings of the video



Videos



CLASSES TO RECOMMEND TO PARENTS OF KIDS WITH ADHD “EL FARO”



At El Futuro we offer virtual, free classes in Spanish for parents. Open to the community.



To sign in parents need to scan QR code or send a message to (919) 666-7282

- Help families learn about ADHD
- Learn and practice strategies
- Connect with other families



THANK YOU

El Futuro is a nonprofit organization. Make a tax-deductible donation today!
Here are some ways your donation can make a difference!



\$15 Get a kid connected to community resources and enrichment activities

\$20 A workbook for a parent to follow along, do homework, and keep track of learnings from our 8 session class

\$160 8 sessions of the live online class in Spanish or a parent

\$300 Full psychiatric evaluation for a child to determine the diagnosis and help them get started with services

\$500 Filming and editing of a video in Spanish for parents & families to learn more!

\$1,000 Treatment for a child and family at El Futuro for a year

