



LEONORA LEARNS!

Hi THERE!

I'M LEONORA THE LION!

I LOVE TO CLIMB HIGH

HIGH HIGH in the

TREES, RUN *FAST*

FAST FAST THROUGH

THE GRASS, and **JUMP**

****JUMP JUMP**** AFTER

BUTTERFLIES ALL DAY!



***I'M SO FAST, NO
ONE CAN CATCH ME!***



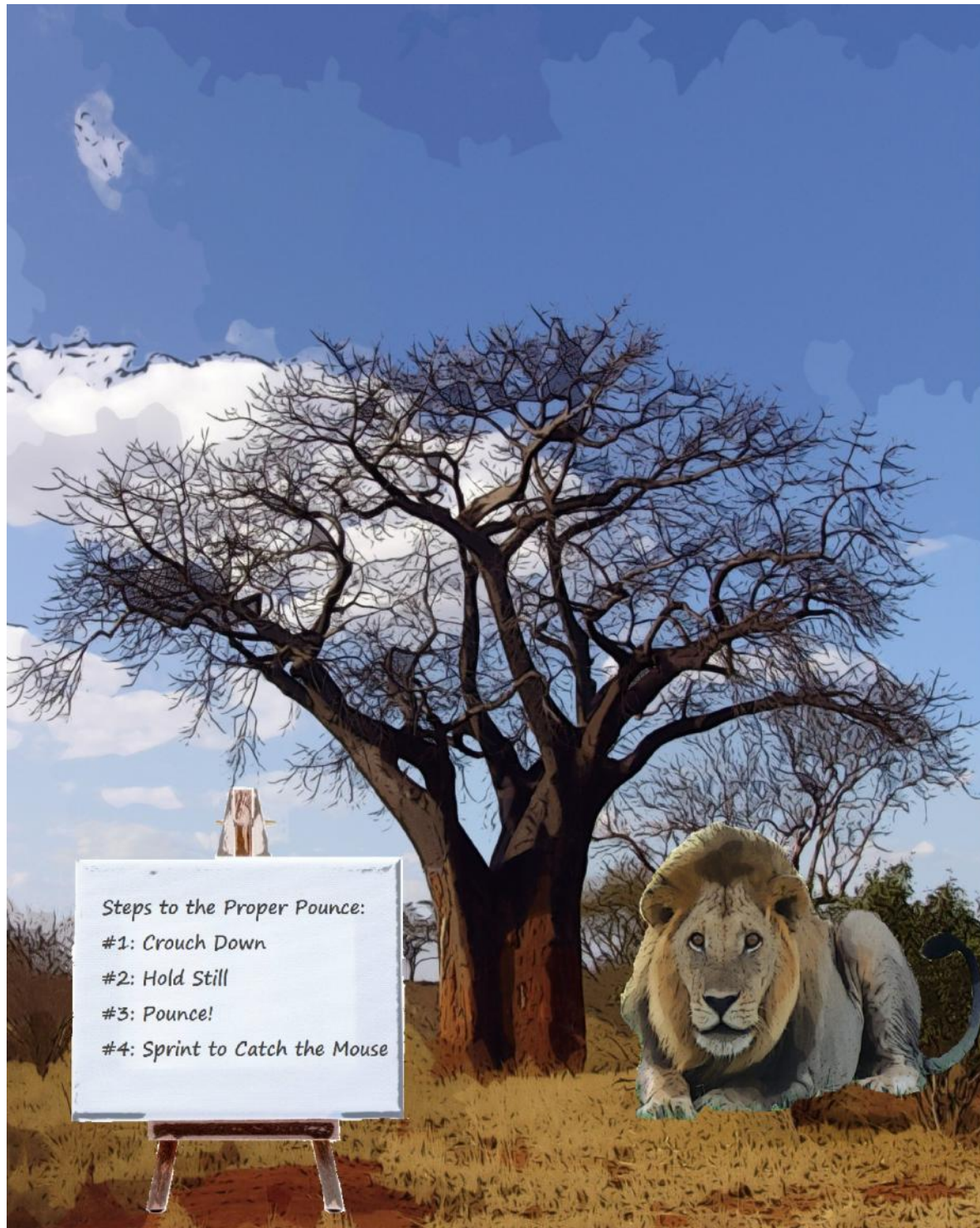
I'M SO NERVOUS!

MY SCHOOL IS ON MIGRATION VACATION FOR THE SUMMER, BUT NEXT WEEK WE START A NEW CLASS. THERE'S SOMETHING I HAVE TO TELL YOU. I HAVE A SECRET. LAST YEAR I DIDN'T DO SO WELL AT SCHOOL. I GOT IN TROUBLE ALL THE TIME. I WANTED TO DO A GOOD JOB, BUT MY TEACHER WAS ALWAYS FRUSTRATED WITH ME.

A male lion with a large, light-brown mane is lying down on the right side of the frame, looking towards the left. A lioness is lying down on the left side of the frame, also looking towards the left. The background consists of green bushes and a rocky, light-colored hillside. The overall scene is a naturalistic depiction of lions in their habitat.

**IS IT TIME FOR
SCHOOL ALREADY?**

MY DAD SAYS I HAVE TO BE QUIET AND PAY ATTENTION AND WAIT IN LINE AND SIT STILL! IT'S SO MUCH TO REMEMBER! WHY CAN'T WE JUST RUN AND CLIMB AND PLAY CHASE? I LOVE CLIMBING TREES AND I'M PRETTY GOOD AT IT!



**WE TAKE LESSONS AT
THE LEARNING TREE WITH
MR. JEFFERS. HE'S
ALREADY TEACHING US
THE STEPS TO THE PROPER
POUNCE. THERE'S A
PRETTY BUTTERFLY I
WANT TO GO CHASE, AND
THIS IS SO BORING,
AND BEFORE I KNOW IT,
HE'S ASKING ME TO
SHOW HIM WHAT I
LEARNED! I'M NOT READY!**

OH NO, I JUMPED TOO SOON! NOW MR. JEFFERS IS UPSET, "NO LEONORA! YOU HAVE TO CROUCH DOWN, THEN HOLD VERY STILL BEFORE YOU JUMP! YOU SCARED AWAY YOUR MOUSE! DID YOU PAY ATTENTION TO THE STEPS? WHY DIDN'T YOU HOLD STILL?"



IT'S FINALLY CHASE THE BUTTERFLY TIME. I LOVE THIS GAME, BUT I WISH WE DIDN'T HAVE TO **WAIT IN LINE. I'M THE FASTEST RUNNER, I'LL JUST SKIP THE LINE AND SHOW EVERYONE ELSE HOW TO DO IT! THEY WOULD LIKE THAT!**

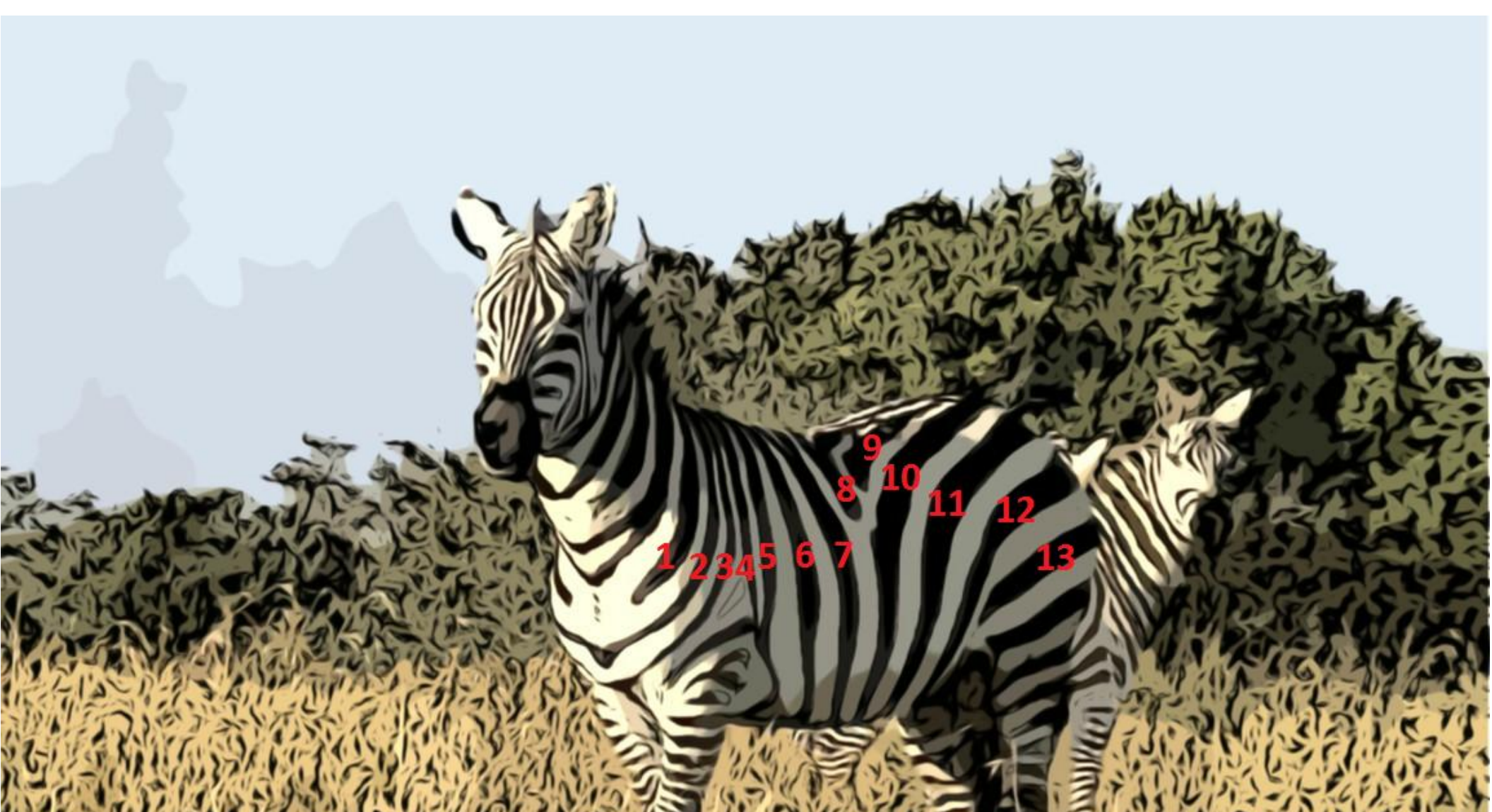
**WHY DOES EVERYONE LOOK ANGRY?
WHAT DID I DO WRONG?**





**NO LEONORA! YOU CAN'T
CUT IN LINE, YOU HAVE
TO BE PATIENT!**

**MR. JEFFERS IS UPSET WITH ME AGAIN! I JUST WANTED TO SHOW
EVERYONE HOW TO DO IT! WHY IS HE BEING SO MEAN TO ME?**



THIS DAY IS NOT GOING SO WELL. MATH CLASS IS NEXT AND I'M NOT VERY GOOD AT MATH. WE HAVE TO COUNT THE ZEBRA STRIPES, I CAN'T DO THIS! WHY ARE ALL OF MY FRIENDS TALKING AND LAUGHING TOGETHER? WHY AREN'T THEY TALKING TO ME? ARE THEY LAUGHING AT ME?

A close-up photograph of a lioness lying on the ground, roaring with its mouth wide open, showing its teeth and tongue. The background is slightly blurred, showing other lionesses. The text "STOP LAUGHING at ME!" is overlaid in a white box with a decorative border.

STOP LAUGHING at ME!

ROOOOAAAARRR!!



TODAY IS FINALLY OVER SO I CAN GO HOME AND TALK TO DAD. I TRIED TO BE PATIENT AND WAIT IN LINE AND SIT STILL BUT IT'S SO HARD! I GET FILLED WITH ENERGY AND FEEL LIKE I'M GOING TO EXPLODE! I DIDN'T MEAN TO ROAR AT MY FRIENDS, IT CAME OUT BEFORE I THOUGHT ABOUT IT. DAD SAYS WE'LL TALK TO MAMA LION TO SEE IF SHE CAN HELP.

A photograph of a lioness standing in a savanna landscape. The lioness is the central focus, looking towards the left. The background shows a vast, open plain with sparse vegetation under a clear sky. The text 'It's OK to be different' is overlaid on the image in a white box with a black border.

It's OK to be different

Mama Lion is the oldest and wisest lion in our pride. Talking to her makes me feel better. She helps me understand my brain works differently than other cubs. It's what makes me such a great runner and so good at climbing, but it's also why I have trouble sitting still and being patient. It's why I get frustrated and roar at my friends when I don't mean to.

Leonora's
Plan for
Success



Mama Lion gives me some medicine to take every morning that helps me focus during pouncing lessons. She also has some ideas for me, Daddy and Mr. Jeffers that will help me do better in school. I'm still nervous, but I'm excited to try my new techniques tomorrow!

WHEN THE LESSON GETS BORING, MR. JEFFERS HAS US RESPOND TO QUESTIONS TOGETHER TO HELP US PAY ATTENTION. HE ASKS, "WHEN POUNCING, WHAT DO YOU DO AFTER YOU CROUCH DOWN?" WE ALL SAY, "HOLD STILL!" I LIKE GETTING TO ANSWER OUT LOUD WITH EVERYONE ELSE. MR. JEFFERS GIVES ME PRAISE WHEN I DO SOMETHING RIGHT, SO IT HELPS ME REMEMBER WHAT I SHOULD BE DOING.



GOOD JOB HOLDING STILL SO YOU DON'T SCARE YOUR MOUSE, LEONORA!



It's still **REALLY** hard to wait in line during "CHASE THE BUTTERFLY", BUT I MADE A BEHAVIOR CONTRACT WITH DAD THAT SAID I WILL NOT CUT MY FRIENDS. IF I DON'T CUT, I GET TO DEMONSTRATE SPRINTING DURING POUNCE LESSONS! IF I DO CUT, I DECIDED I WON'T GET TO PLAY THAT DAY. I'M GOING TO REMEMBER MY CONTRACT WITH MY DAD AND WAIT MY TURN.



Ha Ha Ha!

UH OH, it's COUNT THE ZEBRA STRIPES TIME. I'M STILL NOT VERY GOOD AT THIS, AND MY FRIENDS ARE TALKING AND LAUGHING AGAIN. I START TO GET ANGRY, BUT THEN I STOP AND TAKE A DEEP BREATH AND REMEMBER WHAT MAMA LION TAUGHT ME. I TELL MYSELF, "THEY ARE JUST HAVING FUN, THEY ARE NOT LAUGHING AT ME. IF I TRY HARD I WILL LEARN TO COUNT THE STRIPES." I GO TO MY FRIENDS AND IT TURNS OUT THEY ARE LAUGHING ABOUT A FUNNY STORY, NOT ME! THEY TELL ME THE STORY AND I START LAUGHING TOO!



**It's TIME to GO HOME, and I
FEEL SO PROUD OF MYSELF.
It wasn't Easy to PAY
ATTENTION and BE
QUIET and WAIT IN LINE
and BE PATIENT. But
WITH THE HELP OF MR.
JEFFERS, DADDY, MAMA
LION, and MY MEDICINE, I
WAS ABLE to HAVE a GOOD
Day at SCHOOL. I LEARNED
HOW to POUNCE and HAD FUN
WITH MY FRIENDS!**

ADHD Informatic

Leonora is a happy, playful lion with a lot of energy and tons of great athletic skills. She also suffers from the condition ADHD, with characteristics such as inattentiveness, impatience, difficulty paying attention, impulsivity, and being quick to anger. Many learners with ADHD suffer from similar characteristics, but these can be treated with various teaching strategies as outlined in the book.

Difficulty Paying Attention —Leonora suffered from an inability to pay attention during the pouncing lessons that she found were boring. By offering her the option of **Choral Responding** she was able to focus more by listening to directions and responding out loud with her classmates, which keeps her actively engaged in the lesson. The opportunity to speak loudly during a lesson was something she enjoyed so it added a bit of excitement to it.

Difficulty Holding Still —During pouncing it is critical for a lion to hold still in the tall grass so as not to scare away their prey. Leonora's wiggly-ness spooked the prey and made her mouse escape. By offering **Behavior Specific Praise** when Leonora was holding still, it helped reinforce in her mind the importance of holding still, and helped her remember that this is a behavior she needs to focus on during pouncing.

Impatience —During chase the butterfly games Leonora has difficulty waiting in line because she is bursting with energy and wants to show her friends tips on how to chase the butterflies better. By creating a **Behavior Contract** with her dad she outlined the behavior that was important for her to keep her friends happy and be fair waiting in line. She chose the reward for standing in line of getting to demonstrate how to sprint after prey during pouncing lessons (something Leonora excels at), and she chose the punishment of not getting to participate in Chase the Butterfly if she failed to stand in line. By choosing her own reward and punishment she creates her own system to manage her behavior and not have anyone else manage it for her.

Impulsivity and Anger Management—Negative interactions throughout the day are common for learners with ADHD as they are often being told things they are doing incorrectly. Depression is also a common concurrent ailment with ADHD. Leonora's compounded negative moments throughout the day culminated in the impulsive reaction of roaring at her friends for the perceived slight. By using **Self Talk** instead, Leonora could remind herself that she CAN do math if she tries very hard, and reminded herself that her friends are probably not laughing at her. She could remind herself to take a deep breath and help calm herself down. Once she was able to do that, she actually listened to her friends and discovered they were not laughing at her, and that there was no need to get angry.

Medication such as psychostimulants are also commonly prescribed for children with ADHD, and Leonora discovered that her medication helped calm her brain down and helped her focus on her lessons.