

Information on Attention Deficit Disorder for Professionals:

Given the high prevalence of ADHD, **most classrooms will have at least one child or adolescent with ADHD.** Although individuals with this disorder can be very successful in life, without proper identification and treatment, ADHD may have serious consequences, including school failure, family stress and disruption, depression, problems with relationships, substance abuse, delinquency, risk for accidental injuries and job failure. Additionally, at least 2/3 of individuals with ADHD have another co-existing condition, such as learning problems, anxiety or behavior problems. Early identification and treatment are extremely important. **Teachers are often the first to notice the symptoms of ADHD.**

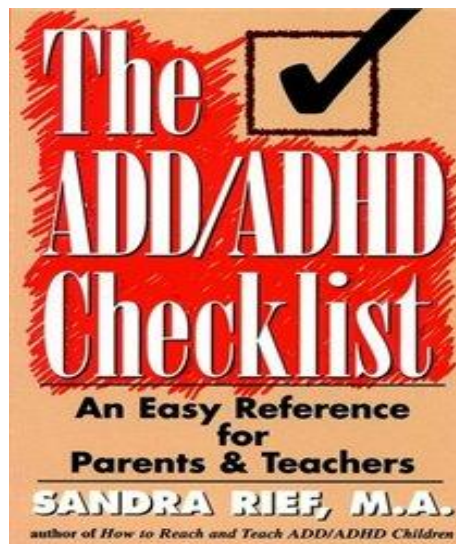
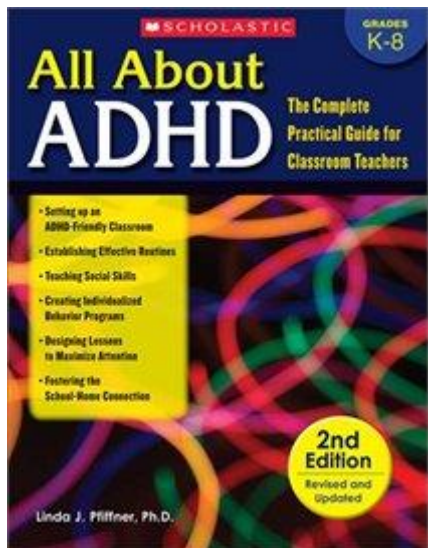
What Can Teachers Do?

- **Refer the child or adolescent for an evaluation if ADHD is suspected.**
 - There are several types of professionals who can diagnose ADHD, including school psychologists, clinical psychologists, pediatricians, and psychiatrists.

- **Once diagnosed, ADHD in children often requires a comprehensive approach to treatment called "*multimodal*" and includes:**
 - Parent and child education about diagnosis and treatment
 - Behavior management techniques
 - Medication
 - School programming and supports

- **Specific classroom strategies include:**
 - Set up a school-home note system
 - Be consistent
 - Use praise and rewards frequently
 - Use at least five times as many praises as negative comments
 - Ignore mild inappropriate behaviors that are not reinforced by peer attention
 - Use commands/reprimands to cue positive comments for children who are behaving appropriately — that is, find children who can be praised each time a reprimand or command is given to a child who is misbehaving
 - Allow frequent movement breaks
 - Use multimodal teaching tools
 - Use active tasks for learning
 - Appropriate commands and reprimands
 - Use clear, specific commands
 - Give private reprimands at the child's desk as much as possible
 - Reprimands should be brief, clear, neutral in tone, and as immediate as possible
 - Identify a peer buddy to help with organizational tasks
 - Give the student a separate, quiet place to take tests
 - Allow inattentive students extra time on tests
 - Break large tasks down into smaller tasks
 - Mix high-interest and low-interest tasks/topics

Recommended Readings:



Useful Websites:

ADHD.com: <http://www.adhd.com/educators/educator.jsp>

A website providing educators with information and tools regarding ADHD

Caddra Guidelines: <http://www.caddra.ca/cms4/>

<http://www.russellbarkley.org/adhd-courses.htm>