Attention Deficit Hyperactivity Disorder

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# What is Attention Deficit Hyperactivity

Disorder?

## According to the DSM-V, ADHD is characterized by persistent patterns of inattention and/or hyperac- tivity and impulsivity that interferes with function- ing and development and are present in multiple settings.

There are three subtypes of ADHD

* Predominantly hyperactive-impulsive

## Six or more symptoms are in the hyperactivi- ty-impulsivity category and less than six symptoms are in the inattention category

In This Packet

* Glossary
* Symptoms
* Quick Facts
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* Tips for Parents
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* Predominantly inattentive
	+ Six or more symptoms are in the inattentive category and less than six symptoms are in the hyperactivity impulsivity category
* Combined hyperactivity-impulsive and inatten-

## tive

* + Six or more of symptoms from the inattentive category and six or more symptoms from the hyperactivity-impulsivity category are present
	+ Most common subtype

*“The average age of di- agnosis for ADHD is age 7, however symptoms often appear between ages 3 and 4”*

Glossary

**Symptoms**

**Inattention**

Failure to give close attention to de- tails

Trouble sustaining attention

Does not follow through on instruc- tions

Does not seem to listen

Easily distracted

Forgetful in daily activities

Trouble organizing tasks or activities

Avoids task requiring sustained mental effort

Loses things necessary for tasks

**Hyperactivity and Impulsivity**

Fidgets with or taps hands or feet or

squirms in seat

Leaves seat during situations when expected to remain in seat

Runs or climbs in inappropriate situ- ations

Difficulty playing quietly

Is “on the go” or “driven by a motor”

Talks excessively

Blurts out answers before questions are completed

Has difficulty waiting his/her turn Interrupts or intrudes on others

**ADHD-** Attention Deficit Hyperactivity Disorder **Comorbid-** Occurring alongside something else **Deficit-** Lacking or shortage

**Diagnostic and Statistical Manual, Fifth edition *or* DSM-V-** Classification and diagnostic tool for mental disorders

**Hyperactivity-** Constant activity

**Impulsivity-** Displaying behaviors characterized by little or no forethought

**Inattention-** Failure to carefully think about, listen to watch; distraction

**Prevalence-** Degree to which something occurs

# ADHD Quick Facts

ADHD is one of the most common childhood dis- orders and the affects can continue into adoles- cents and adulthood. There is no confirmed cause of ADHD however many researchers be- lieve that genes play an important role

Approximately 11% of children aged 4-7 have been diagnosed with ADHD since 2011

Diagnoses have been steadily increasing from 7.8% in 2003 to 11.0% in 2011

ADHD affects 4.1% adults each year

ADHD is often comorbid with other disorders such as oppositional defiant disorder, conduct disor- der, anxiety and depression, or bipolar disorder

Medicine and psychotherapy are the most com- mon treatments for ADHD

# Case Study

Chad is a 12 year old boy in 6th grade who lives with his mom, dad, and two younger sib- lings, Grace (8) and Jordin (4). Chad’s father is a hotel manager and his mother is a pedi- atric nurse. Chad’s father has ADHD, persistently hyperactivity-impulsivity. Both of Chad’s parents are fully supportive of their children and work to provide them with whatever possi- ble and want them included in multiple extracurricular activities.

Chad has always been extremely active, since his early childhood. He would find it difficult to sit still during family gatherings and would move from one activity to the other activity.

As a child Chad often would fidget with his hand or tap his feet constantly. He struggled to play games with his family, often jumping out of turn and getting upset at having to wait his turn. At age eight, Chad was officially diagnosed with ADHD after a referral from his pedia- trician and assessment by the school psychologist. The school psychologist monitored Chad’s behaviors periodically and used interviews to collect home data. Chad was below his grade level in reading and writing. After initial assessment the school psychologists agreed with the pediatrician for an outside evaluation to observe his home setting and an official diagnosis was confirmed.

Chad currently is taking a trial medication for ADHD, however sometimes Chad still strug- gles to pay attention to classroom details. He often gets out of his seat or has to move around a lot and adjust his posture. During long discussion Chad turns his head around and looks out the window or around the classroom at bulletins and papers. During small groups, Chad struggles to keep his voice down and talk in an inside manner. At the begin- ning of the year Chad would blurt out answers without raising his hand.

Chad’s teacher and parents worked to create an intervention and behavior plan that suited Chad’s personal needs. Chad and his teacher have worked to increase Chad’s attention and organizational skills and decrease his impulsive behaviors. Chad has recently been transferred to a self-evaluating method of his behaviors. Chad has a laminated index card on his desk which helps remind of things he needs to have and do to be successful in school each day. At the end of each week if Chad is able to remain in his seat during class periods, keep his assignments organized and turned in on time, and talk in a quiet voice he will earn tallies to buy a prize from the classroom prize jar. So far Chad’s behavior plan has been effective, and the more success he finds the more his plan will improve so he can continue his self-improvement skills.

**Tips for Parents**

**Set limits for you and your child.** It’s very easy to get frustrated as a parent and sometimes more so if your child has ADHD. It’s important to provide your child with lots of support but let your child learn and try on their own. Limit yourself to how much you hover over everything they do but also provide a limit for when you will step in and assist.

**Create a household environment that is structured.** Our children with ADHD need lots of structure in their life. It’s good to follow a routine and as they get older have your child help you create that routine. If you ever need to deviate from the routine make sure to provide lots of warning.

**Reduce distractions especially for tasks that need focus.** As stated, it’s important to provide structure in the day. For tasks such as homework or tasks that require con- centration, try to lessen distractions by providing a quiet, calm area for children to work at.

**Ask the child to repeat instructions before carrying them out**. Repetition reinforces the directions in the child’s mind. Avoid using chain commands when asking your child to do something, lots of commands can be hard for anyone to remember.

**Use visual cues**. Visuals often help children to see what they are expected to do and

provide a reminder and model for tasks

**Take time for yourself.** It’s important to find time for yourself to relax and rejuvenate. Practice mindfulness exercises or deep breathing exercises to help relax. Remem- ber it is ok, to want a minute to yourself, parenting can be stressful and all parents need time to themselves. Wanting a couple of minutes to yourself, does not mean you do not care!

**Advocate for your child!** Make sure that you get your child the help and care they need. If your child needs some extra accommodations, make sure they receive them. Also keep in mind, that just because your child has ADHD, their abilities should never be hindered or assumed as less. Make sure they are treated the same as everyone else and that others know what your child is capable of doing.

**Reward a child’s efforts**. Praise! Praise! Praise!

# Here are some books that you may find beneficial to read

with your child:

I Can’t Sit Still: Living with ADHD by: Pam Pollack (Grades Pre-K-3)

* This wonderful, colorful child’s book tells the story of how a young boy with ADHD receives the support and love from his teacher and family as he learns that he has ADHD.

My Friend has ADHD by Amanda Doering Tourville (Grades K-3)

* One of the ‘Friends with Disabilities’ series books that focuses on ADHD. Marcus’ friend, Robby has ADHD. This book follows Marcus and what he feels when Robby sometimes acts out or gets distracted.

Joey Pigza Swallowed the Key (Joey Pigza Books)– Jack Gantos (Grades 3-5)

* The first book in a series that follows, Joey, a kid that cannot pay attention and cannot help but not follow rules. Learning that Joey has ADD that is not being controlled effectively, we begin to see why Joey acts how he does. This first book in the series and the books that follow touch on how Joey deals with ADHD and the fun situations he always seems to get himself into.

Cory Stories: A Kid’s Book About Living with ADHD– Jeanne Krauss (Grades 3-6)

* Through various vignettes, Cory describes what living with ADHD is like. This is a great book to talk more in-depth about what its like to live with ADHD and ways that your child can cope as Cory does each day.

Stuck in the Middle (of Middle School): A Novel in Doodles by Karen Romano Young (Grades 6-8)

-A wonderful book that continues to follow Doreen (Doodlebug) and the new changes in her life. These books are great for children and families to read since they go through the struggles of everyday life at school and home for a child with ADHD.

Does Everyone Have ADHD: A Teen’s Guide to Diagnosis and Treatment by Chris- tine Petersen (Grades 9-12)

- A guide to help all students understand what ADHD is. Peterson, explains how ADHD affects the brain and the ways certain medications can help. She provides a guide for students to see what ADHD is and is not. Peterson also provides helpful strategies for learning in the classroom and home environ- ments.

# Additional Resources

Here are some websites that you may find beneficial about ADHD <http://www.dsm5.org/documents/adhd%20fact%20sheet.pdf>

-DSM-V ADHD fact sheet

[http://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-](http://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml)  [adhd/index.shtml](http://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml)

-National Institute of Mental Health ADHD page

<http://www.cdc.gov/ncbddd/adhd/index.html>

-CDC ADHD website

[http://www.chadd.org/Understanding-ADHD/Parents-Caregivers-of-Children-with-](http://www.chadd.org/Understanding-ADHD/Parents-Caregivers-of-Children-with-ADHD.aspx)  [ADHD.aspx](http://www.chadd.org/Understanding-ADHD/Parents-Caregivers-of-Children-with-ADHD.aspx)

-Children and Adults with Attention-Deficit/Hyperactivity Disorder Website <http://kidshealth.org/parent/medical/learning/adhd.html>

-Kids Health, ADHD

Contact Us

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