

What is ADHD?

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Attention Deficit Hyperactivity Disorder is a neurologically based disorder. Children, teens, and even adults with ADD or ADHD often have problems with paying attention to boring work, such as most school work, although they may do well with exciting or stimulating tasks. Many with ADD ADHD are also impulsive, doing or saying things without first considering the consequences. People with Attention Deficit Disorder are typically easily bored. About half of those with ADD ADHD are also "hyperactive," meaning that they have high levels of motor activity. They like to move around a lot. They often move around from one activity to another, without ever finishing things that they start.



ADD ADHD Attention Deficit Hyperactivity Disorder is a brain thing. Yes, it is a matter of poor self-control, but in the neurological sense rather than the "moral" sense. Self-control is a neurological issue. Individuals with ADD ADHD tend to have slower brainwave activity in the front regions of the brain, which is the part of the brain that helps us to decide what to pay attention to in the world around us. Of course, it is not just this simple. There are often several regions in the brain that are impacted, and several neurotransmitters are also involved. But the important thing here for parents and teachers to remember is that a child who truly has Attention Deficit Disorder was born with the problem. It is not just a matter of the child being lazy, bored, or lacking self-control on purpose. *(from ADDinSchool.com)*

The signs and symptoms of ADHD

There are different subtypes, but generally speaking there is an inability to pay attention to details, tendency to make careless errors, difficulty with sustained attention in tasks or play activities, apparent listening problems, difficulty following instructions, problems organizing tasks and activities, avoidance or dislike of tasks that require mental effort, tendency to lose things, distractibility, fidgeting or squirming, difficulty remaining seated, excessive running or climbing, difficulty playing quietly, always seeming to be "on the go", excessive talking, blurting out answers before hearing the full question, difficulty waiting for a turn or in line, problems with interrupting or intruding. *(from ADDinSchool.com)*

Interventions

To help develop appropriate patterns of behavior and learning help with long term projects and planning by breaking into steps, allow fidget tools and movement, choose assignments based on quality not quantity, diminish environmental distractions, focus and build on strengths, use positive behavioral supports, be prepared for inconsistent performance and frustration, "think younger" (dysmaturity), learn all you can to help this student flourish and learn. Work effectively to prevent and diminish secondary behaviors.*

Resources...

CHADD www.chadd.org 1 (800) 233-4050
 The Advocacy and Learning Center www.talconline.net *e-mail: ourorhskids@yahoo.com
 ADDinSchool.com www.addinschool.com

For more information contact...