

ADHD & Teaching

What you should know!

The continuation of stigmas, attitudes, fear, judgment and assumptions of poor character regarding **ADHD** fly in the face of decades of research proving it to be a **scientifically proven neurological disorder**.²

ADD, ADHD, what's the difference?

Since 1994 the American Psychological Association labeled **all** variations of ADD or ADHD as **ADHD** with three subtypes:

- ✓ **Inattentive**
- ✓ **hyperactive**
- ✓ **combined**.³

What do you mean, neurological?

ADHD is a **biological** condition and is genetically based.^{2,3}

- ✓ **highly inheritable**
- ✓ **dopamine** transporter
- ✓ **chronic** condition
- ✓ **invisible**
- ✓ **circuitry in frontal cortex**
- ✓ **neurons**^{5,6}
- ✓ **scientifically proven**
- ✓ **brain's management system**⁹

But really, can't they just try harder?

No, because is not about trying or choice! **Traditional** 'motivational' and 'time-management' **techniques** typically **do not work** with ADHD individuals. However, **strategies that work successfully with ADHD individuals work for non-ADHD individuals**.⁸

The Numbers

Section 504

Section 504 of the 1973 American Disabilities Act recognizes ADHD as a disability²

5-8%

ADHD is a neurobiological condition effecting 5-8% of school age children⁷

60%

Up to 60 percent of the childhood cases continue into adulthood⁷

17,000

Approximately 17,000 educational leaders with ADHD serve their communities in the United States.¹¹

1=2

It is more probable that ADHD is accompanied by other conditions, known as comorbidity, than to be the only condition.¹⁰

It is unfortunate given this current state of research regarding ADHD [that] disparity in attentiveness in different situations *often leads parents and employers to make a moral judgment that ADHD represents a failure of will, effort, or self-control* [emphasis added]"

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Unlock their potential..

People with ADHD can be (*and usually are*) **successful** students. Generally speaking, students with ADHD have:

- ✓ the ability to **multitask** in fast-paced environments (*our schools*) ;
- ✓ possess high levels of **creativity**;
- ✓ add **diversity** to our school learning environment⁸

Interesting vs. Important? Dewey, that is the question.

What **drives** the individual with ADHD to accomplish tasks of all dimensions?

If (**novelty** ± **exploration**) = **interest** & *Interest* = *Important*

Then new and/or novel situations create actions and focus

This **interest** and **novelty** based **task management** system is part of human **evolutionary** history.

- ✓ **benefits** the school community;
- ✓ **risk** takers testing limits of social norms and status quo;
- ✓ ADHD **Individual** bares the **risk**;
- ✓ school community **gains knowledge** with little or **no risk**.

Without these experiences by the risk takers, progress would come at a slower pace.¹²

Strategies

Check lists

Timers

“Chunking”

Exemplars

Rubrics

Modeling

Check-Ins

Choices

Flow Charts

Pre-Planning

Specific &

Meaningful

Positive

Feedback

**The price of the democratic way of life is
a growing appreciation of people's
differences, not merely as tolerable, but
as the essence of a rich and rewarding
human experience.**

- Jerome Nathanson

1. Faraone & Asherson, 2005, p. 1
2. Patton, 2009
3. American Psychiatric Association, APA, & Task Force, 2000
4. Dodson, 2006; Hallowell & Rate, 2005; Barkley, Cunningham, Gordon, Faraone, Lewandowski, & Murphy, 2010.
5. Biederman & Faraone, 2005, p. 237
6. Rosack, 2009
7. The National Resource Center (NRC) 2008
8. Dodson, 2006, p. 67
9. Brown, 2007, p. 3
10. Tuckman, 2009
11. U.S. Bureau of Labor Statistics 2010
12. Williams & Taylor, 2006
13. Barkley, R. A. (1997)
14. LINKS
<http://www.chadd.org>
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Resources

