

There are essential features of ADHD

- Persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequently displayed and is more severe than typically observed individuals at a comparable level of development.
- 2 Some hyperactive-impulsive or inattentive symptoms must have been present before seven years of age.
- **3** Some impairment from the symptoms must be present in at least two settings.
- 4 There must be clear evidence of interference with developmentally appropriate social, academic or occupational functioning.
- Attention-Deficit/Hyperactivity Disorder Predominantly Inattentive Type
- 2 Attention-Deficit/Hyperactivity Disorder Predominantly
- 3 Attention-Deficit/Hyperactivity Disorder Combined Type

There are subtypes of ADHD

People with ADHD do not lack the ability to pay attention; they lack the ability to stay engaged in tasks that are not intrinsically motivating, novel or engaging, and to switch attention upon request.

Most people with ADHD also have issues with hyper-focusing. Inattention and hyperactivity are the symptoms used to diagnose ADHD, but they are only part of the problem. The larger, and more concerning problems, are the executive functions that are typically impaired in individuals with ADHD.

Self-awareness

Inhibition

Simply put, this is self-directed attention.

Also known as self-restraint.

Non-Verbal Working Memory

The ability to hold things in your mind. Essentially, how well you can picture things mentally.

Verbal Working Memory

Self-speech, or internal speech. Most people think of this as their "inner monologue".

Emotional Self-Regulation

Ability to regulate or control emotions.

Self-Motivation

How well you can motivate yourself to complete a task when there is no immediate external consequence.

Planning and Problem Solving

The ability to mentally manipulate information in our minds to come up with new ways of doing something.

Time Management

The ability to determine appropriate steps and time lines to make large tasks manageable

IMPULSIVE Inattention

IMPAIRED SENCE OF TIME Difficulty Falling Asleep

POOR MEMORY Difficulty Concentrating EMOTIONALLY REACTIVE

Difficulty Planning

Depression Disorganized Bipolar Hyperactivity Anxiety

What People See

What People Don't See

ADHD should be thought of as an "Iceberg Disorder"

How To Help







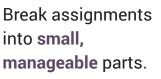




Help your child to understand their challenges and what that means for their learning.

Establish **clear and firm** expectations and requirements!

Encourage your student to **focus** on only 1 or 2 courses at a time.





Set up a timeline for

the completion of

tasks and

assignments.

Find ways to

incorporate their

interests into their

assignments and

course requirements.



Create **planning sheets** and **checklists** that you can monitor to help them keep themselves on track.



Be flexible in your expectations, but do not underestimate the absolute need for **external motivation** and requirements.

Resources

"8 Ways to Strengthen Your Teen's Executive Function Skills" from ADDitudemag.com Incentive Planners from SmartbutScatteredKids.com "The Ultimate ADHD Toolkit for Parents & Teachers" from ADDitudemag.com Accommodations for Students with ADHD from Centre for ADHD Awareness, Canada

