

There are **4** essential features of ADHD

- 1 Attention-Deficit/Hyperactivity Disorder Predominantly Inattentive Type
- 2 Attention-Deficit/Hyperactivity Disorder Predominantly
- 3 Attention-Deficit/Hyperactivity Disorder Combined Type

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.

- 1 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.

There are **3** subtypes of ADHD

Self-awareness

Simply put, this is self-directed attention.

Inhibition

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.



Break assignments into **small, manageable** parts.



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