

***AD/HID: Strategies for School Success***

***(K-8)***

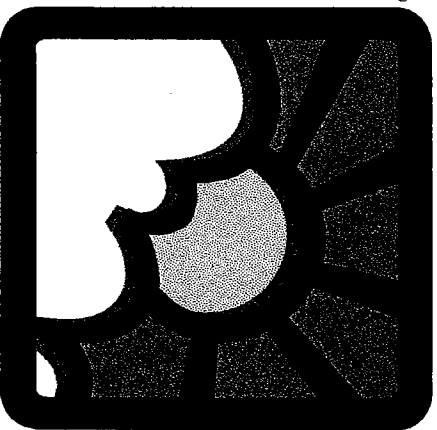
**34<sup>th</sup> Annual Conference on Dyslexia &  
Related Learning Disabilities**

**Tuesday, March 13<sup>th</sup>, 2007**

**2:00 – 3:30**

**Sandra Rief, Presenter**

**[www.sandrariief.com](http://www.sandrariief.com)**



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**Definitions & Descriptions of  
AD/HD**

- AD/HD is characterized by developmentally inappropriate degrees of: *inattention, impulsivity, and hyperactivity*
- *Neurobiological inefficiency (underactivity) in the attention/inhibitory center of the brain, affecting utilization of the executive functions.*

**What Are  
Executive Functions?**

- The management functions (overseers) of the brain
- The self-directed actions we use
- The range of central control processes in the brain



**Some Executive Functions  
Involve...**

- Working memory
- Planning & Follow-through
- Foresight (predicting & planning for future)
- Arousal & Activation
- Sustaining alertness and effort
- Self-regulation (emotions, motivation)
- Internalizing language

Barkley, R. *Attention Deficit Hyperactivity Disorder: The Qualified Press*, 1998.  
Browe, T. *Attention Deficit Disorders & Comorbidity in Children, Adolescents  
& Adults*, Washington, DC: American Psychiatric Press, 2000.

**Advances in Theory**

- Increasingly, AD/HD is being conceptualized as a disorder of behavioral inhibition and self-regulation or executive functioning.

Barkley, Russell. ADHD: Advances in Nature, Diagnosis and Treatment. October 11, 2005 keynote at LifeManagement ADHD Annual Conference, Charleston, SC.

**Common School Performance  
Difficulties**

- Poor organization, time management, study skills
- Some academic weaknesses – particularly in written language/writing skills
- Minimal/inconsistent production & output (both in-class assignments & homework)

### Common School Performance Difficulties

- Forgetfulness/memory-related issues
- Difficulty following rules
- Behavioral & social difficulties affecting interpersonal relationships
- Unable to sustain effort for long-term goals (need short term goals/rewards)



### Girls with AD/HD

Dr. P. Quinn & Dr. K. Nadeau

- Inattentive type (shyness, daydreamers, easily overwhelmed)
- Internal restlessness
- Hyperactivity appears differently (hyper-talkative/social/reactive)

### Issues for Adolescent Girls with AD/HD

- Puberty - symptoms increase
- Self-esteem continues to decline related to peer issues, underachievement, etc.
- Risk of depression & anxiety disorders increase
- Risk for sexual promiscuity, pregnancy, drug abuse increase.
- AD/HD mistaken for anxiety or depression

Nadeau, Kathleen - Session at CHADD 10<sup>th</sup> Annual International Conference on AD/HD, Nashville, TN, 10/20/04

### Things to Keep in Mind About AD/HD

- Disorder in *performance, output, and production*
- Approximately 30% delay in self-control/ inhibition
- High rate of coexisting conditions (comorbidity)

### AD/HD & Coexisting Conditions

- |                    |  |
|--------------------|--|
| • LD               | 33%-60%                                  |
| • ODD              | 40-65%                                   |
| • Anxiety Disorder | 25%-35%                                  |
| • CD               | 10%-25% children;<br>25%-50% of teens    |
| • Depression       | 10%-47%                                  |
| • Bipolar          | 1%-20%                                   |
| • Tourette's       | 7% but 60% of<br>those with T have AD/HD |

### Most Probable Causes of AD/HD

- Heredity (accounts for approximately 80%)
- Prenatal exposure to environmental toxins (e.g., alcohol, tobacco)
- Complications during pregnancy/birth
- Brain injury from disease or trauma

