



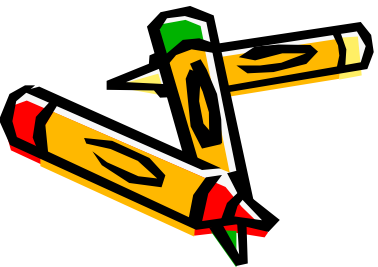
ADHD and Behavior
Disorders among
School-Age Children



Attention Deficit Hyperactivity Disorder

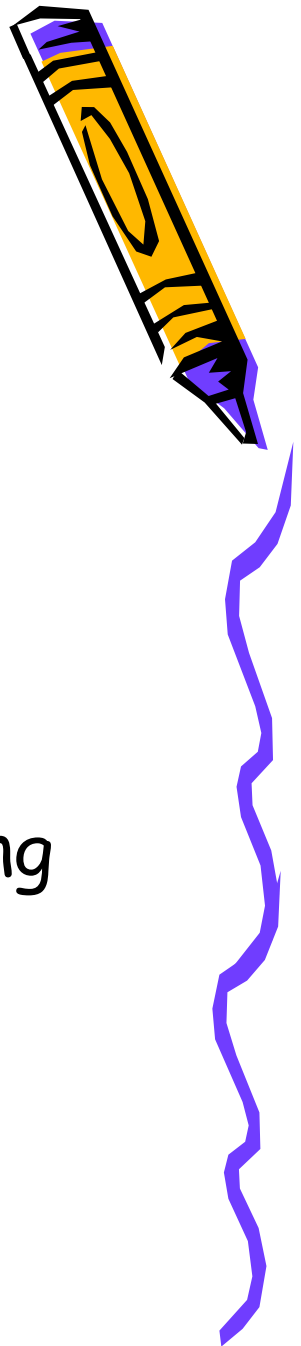


- Difficulty attending (attention deficit)
- High rates of purposeless or inappropriate movement (hyperactivity)
- DSM Diagnosis requiring six or more symptoms lasting at least six months



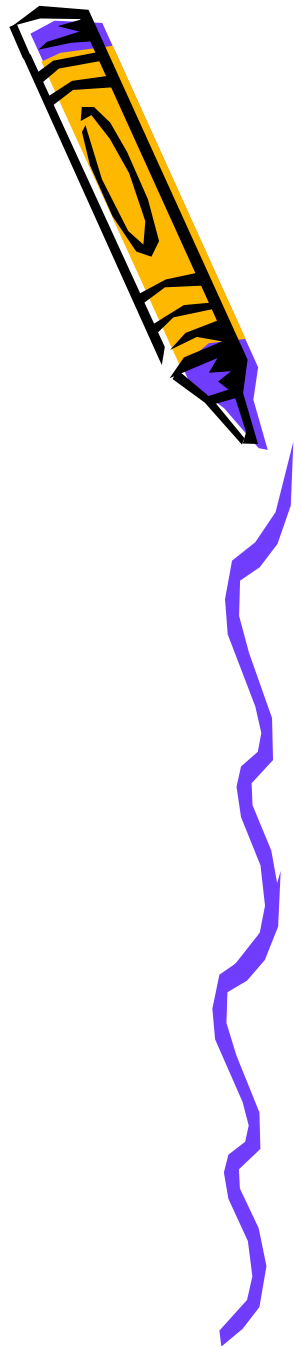
Facts

- The average classroom has 1-2 children that are diagnosed as ADHD
- 3-10 times more prevalent among boys
- 30 % repeat one or more grades
- 25 % of juvenile offenders report having ADHD



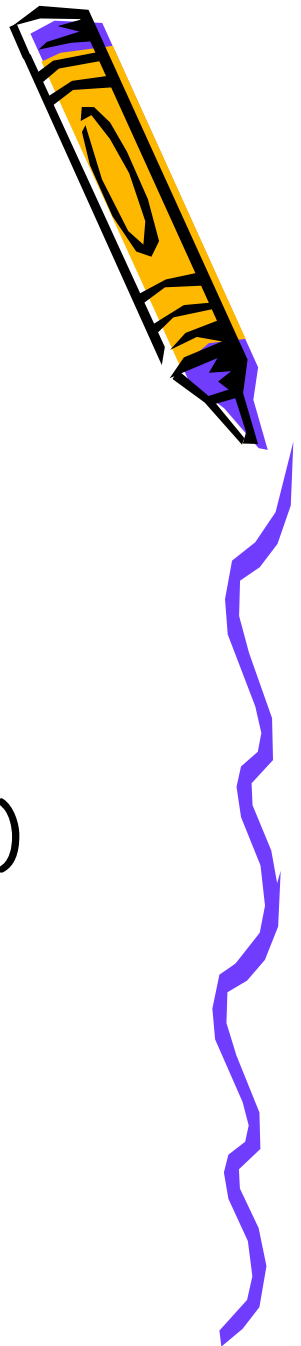
Characteristics

- Fidgeting
- Lack of impulse control and attention
- Inability to stay on task
- Impaired learning
- Trouble developing relationships



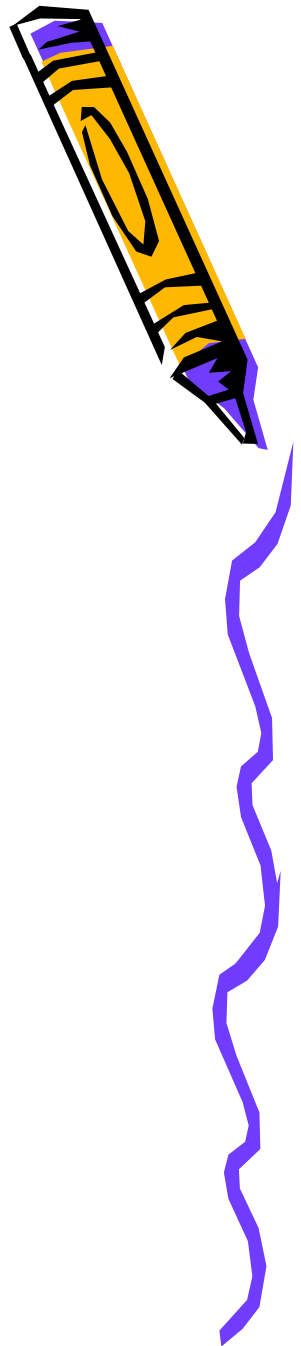
Let's Get to Work!

- Positive reinforcement for on task behavior
- Modify assignments and instructional activities
- Teach self-control (breathing, counting)



Stay on Track

- Restructure environment
- Ignore inappropriate behaviors
- Clear instructions and consistency
 - Range of examples
 - Step by step strategies
 - Have students explain their decisions
 - Provide practice opportunities
 - Frequent positive feedback



Emotional/Behavioral Disorders

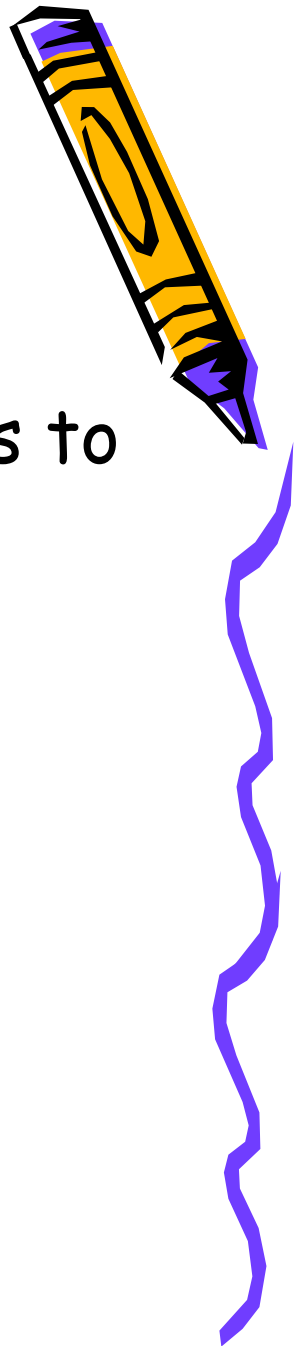


- Externalizing Behaviors
 - Getting out of seat, yell or talk out, curse, disturb peers, hit or fight, ignore the teacher, complain, argue excessively, steal, lie, destroy property, do not comply with directions, temper tantrums, incomplete assignments, excluded from peer controlled activities.



Internalizing Behaviors

- Seldom play with peers, lack social skills to make friends and have fun, retreat to daydreams/fantasies.
- At risk for not being identified



Effects on Academic Achievement

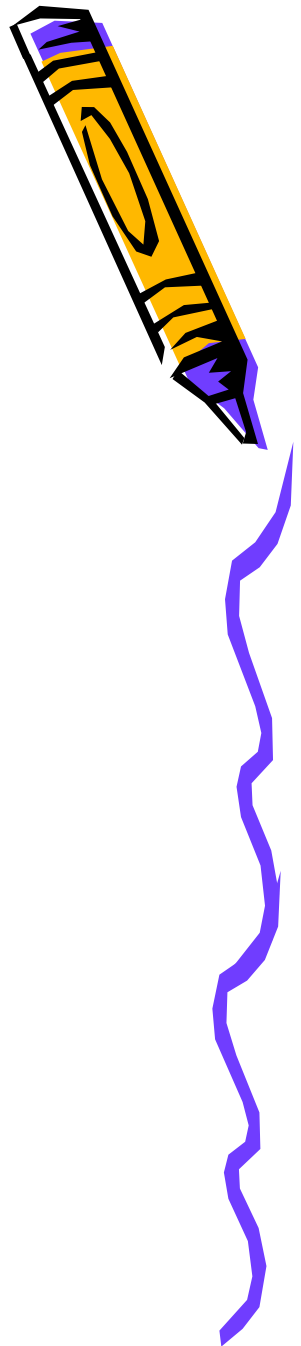


- More than 50% drop out of high school
- 2/3 fail competency exams for their grade level
- Lowest grade point avg. of any group of students with disabilities
- Highest absenteeism rate
- 13.3 times more likely to be arrested during schools careers



Effect on Relationships

- Low levels of empathy towards others
- Fewer curricular activity participation
- Less contact with friends
- Lower quality relationships



How can you help?

- Acknowledge appropriate behaviors
 - Positive praise and rewards
- Ignore disruptive behaviors
- Give the student an opportunity to talk and be an active listener
- Suggest to the student to keep a journal
- Introduce forms of relaxation therapy before tutoring session
 - Visualization, progressive relaxation

