

Characteristics of ADHD

According to the American Psychiatric Association, diagnosis of ADHD requires that the following behaviors occur frequently for at least six months in at least two settings. Onset of symptoms occurs before the age of seven.

Inattention (at least six)

- Makes careless mistakes, inattention to detail
- Has difficulty sustaining attention
- Does not seem to listen
- Does not follow through on instructions
- Has difficulty organizing tasks
- Avoids tasks that require sustained mental effort
- Loses things necessary for tasks
- Is easily distracted
- Is forgetful in daily activities

Hyperactivity/Impulsivity (at least six)

- Fidgets or squirms in seat
- Leaves seat in classroom
- Runs or climbs excessively in inappropriate places
- Has difficulty playing quietly or engaging in leisure activities
- Is "on the go"
- Talks excessively
- Blurts out answers before questions are finished
- Has difficulty awaiting turn
- Interrupts or intrudes on others

Resources

- CHADD
(Children with Attention Deficit Disorders)
8181 Professional Place,
Suite 150
Landover, MD 20785
Telephone: 301-306-7070
Fax: 301-306-7090
www.chadd.org
Contact CHADD of Greater Baltimore
Telephone: 410-377-0249
- Learning Disabilities Association
4156 Library Road
Pittsburgh, PA 15234
Contact LDA of Maryland
Telephone: 410-821-7010
www.ldamaryland.org
- Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
Telephone: 410-767-4420
Fax: 410-333-8148
www.attentionmaryland.org
- Evans, James. The Uncommon Gifts.
- Hallowell, E. and Ratey, J. Driven to Distraction.
- Ingersoll, Barbara. Daredevils and Daydreamers.
- Levine, M. Keeping Ahead in School.
- Parker, L. Hyperactivity Workbook for Parents, Teachers, and Kids.
- Phelen, T. 1, 2, 3 Magic.
- Silver, L. B. The Misunderstood Child.
- Ziegler Dendy, C. A. Teenagers with ADD: A Parent's Guide.

SUPPORTING PARENTS & CARE PROVIDERS IN UNDERSTANDING THE CHILD WITH ADHD

(Attention Deficit Hyperactivity Disorder)



Baltimore County Public Schools
2006

Who has ADHD?

ADHD is a complex disorder that affects approximately 4 to 12 percent of the school-age population. Two to three times more boys than girls are affected. On average, at least one child in every classroom in the U.S. is affected by this disorder. ADHD often continues into adolescence and adulthood, requiring lifelong physical and emotional adjustments.

www.aap.org July 2005

www.attentionmaryland.org July 2005

What to Do if You Suspect Your Child Has ADHD

1. Schedule a conference with the teacher(s) and school personnel.
2. Request to meet with the school's Student Support Team to address identified concerns. Possible team interventions and strategies that could result are:
 - Screening for ADHD
 - Development of Student Support Plans
 - Further school assessments
3. Seek support from school staff:
 - Nurse
 - Psychologist
 - Counselor
 - Social Worker
 - Pupil Personnel Worker

Positive Strategies to Advocate for Your Child

- Educate yourself about attention-deficit disorders.
- Learn about your child's right under the law to a free and appropriate education.
- Establish a partnership with the school.
- Enter meetings and conferences with an open mind and cooperative attitude.
- Ask questions and request that any unfamiliar language (educational jargon) be explained.
- Provide information about your child to school personnel and any person that comes into contact with your child.
- Consider joining organizations and support groups to help your child.
- Consider volunteering time in your child's school.
- Communicate frequently with child's teachers
- Be aware that other issues can co-occur such as learning disabilities.
- Keep a file of all assessments and important data regarding your child.
- Seek professionals in the community with whom you feel comfortable.
- Monitor progress and follow through with recommendations.

Tips to Support the Child with ADHD at Home

- Provide as much structure and predictability in the home as possible.
- Plan with your child a routine/schedule (e.g. getting ready for school in the morning, homework, bedtime, mealtime).
- Help your child develop organizational skills by:
 - Labeling storage bins, shelving or drawers.
 - Posting calendars and using schedules, etc.
- Provide child with access to supplies and a work space for doing homework that is free from distractions (e.g. tv and telephone).
- Establish a quiet space in the home with calming colors, relaxing music, hands-on activities and comfortable furniture.
- Provide opportunities for :
 - Taking breaks
 - Joining sports teams
 - Exercising (e.g. Karate, swimming, etc.)
 - Playing outside
 - Participating in extra-curricular activities

