

# Attention Deficit Hyperactivity Disorder (ADHD)

## Attention Deficit Disorder (ADD)

**What is it?**

ADHD is a condition in which a person may have inattention, hyperactivity, **and** impulsivity or a combination of these. For these problems to be diagnosed as ADHD, they must be out of the normal range for the child's age and development. **Alternative Names** ADD; ADHD; Childhood hyperkinesis. Some people do not exhibit hyperactivity; therefore the diagnosis will not indicate hyperactivity (ADD). The following information may be used for ADD and/or ADHD as it applies (NIMH, 2006).

**Common Characteristics**

Different symptoms may appear in different settings, depending on the demands the situation may pose for the child's self-control.

- **Hyperactivity:**
  - Always seems to be "on the go" or constantly in motion.
  - Dash around touching or playing with whatever is in sight or talk incessantly.
  - Difficulty sitting still at dinner or during a school lesson or story
  - Squirms and fidget in their seats or roam around the room.
  - May wiggle their feet, touch everything, or noisily tap their pencil.
  - Hyperactive teenagers or adults may feel internally restless, often reporting needing to stay busy and may try to do several things at once
- **Impulsiveness**
  - Unable to curb their immediate reactions or think before they act
  - Often blurt out inappropriate comments
  - Displays emotions without restraint
  - Acts without regard for the later consequences of their conduct
  - Difficulty waiting for things they want or to take their turn in games.
  - Teenagers or adults may impulsively choose to do things that have an immediate but small payoff rather than engage in activities that may take more effort yet provide much greater but delayed rewards
- **Hyperactivity-impulsivity**
  - Feeling restless, often fidgeting with hands or feet, or squirming while seated Runs, climbs, or leaves a seat in situations where sitting or quiet behavior is expected
  - Blurts out answers before hearing the whole question
  - Has difficulty waiting in line or taking turns
- **Inattention**
  - hard time keeping their minds on any one thing
  - may get bored with a task after only a few minutes
  - If they are doing something they really enjoy, they have no trouble paying attention.
  - Difficulty focusing deliberate, conscious attention to organizing and completing a task or learning something new
  - Difficulty with homework
  - Often become easily distracted by irrelevant sights and sounds
  - Often fail to pay attention to details and making careless mistakes
  - Rarely follow instructions carefully and completely losing or forgetting things like pencils, books, and tools needed for a task
  - Often skip from one uncompleted activity to another
- Other items to watch for: Depression, sleep deprivation, learning disabilities, tic disorders, and behavior problems may be confused with, or appear along with, ADHD (NIMH, 2006).

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Strategies for working with person</b></p>	<ul style="list-style-type: none"> <li>• Allow a child to change work sites frequently when possible</li> <li>• Provide an advanced organizer</li> <li>• Set learning and behavioral expectations</li> <li>• Define appropriate behavior</li> <li>• State needed materials</li> <li>• Lower noise level</li> <li>• Use color coding (one color means the same thing in most settings)</li> <li>• Use visual aids as reminders</li> <li>• Use a clock or wristwatch and use a calendar</li> <li>• Practice sequencing activities</li> <li>• Create a schedule</li> <li>• Use checklists (supplies needed, common mistakes, steps to complete task, etc.)</li> <li>• Uncluttered workspace and remove distractions</li> <li>• Teach social skills and problem solving</li> <li>• Assign tasks involving movement</li> <li>• Divide work into smaller chunks with frequent breaks</li> <li>• Use inconspicuous methods such as a physical cue to signal a child when she or he tunes out</li> <li>• Use multi-sensory strategies giving directions and presenting lessons</li> </ul> <p>(US Office of Special Education Programs, 2004, and Learning Disabilities Association of America, 2004).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>For more information</b></p>	<ul style="list-style-type: none"> <li>• <b>Job Corps Disability Website</b> <a href="http://jcdisability.jobcorps.gov/html/common_cognitive.htm">http://jcdisability.jobcorps.gov/html/common_cognitive.htm</a> This site, operated by Humanitas, provides the Job Corps community with information and resources that will allow them to better support and meet the needs of applicants and students with disabilities.</li> <li>• <b>Children and Adults with Attention Deficit / Hyperactivity Disorder (CHADD)</b> <a href="http://www.chadd.org">http://www.chadd.org</a>. CHADD is a national nonprofit organization representing children and adults with ADHD.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>References</b></p>	<p>Healthline Beta (2006). <i>Attention deficit hyperactivity disorder-(adhd)</i>. <a href="http://www.healthline.com/adamcontent/attention-deficit-hyperactivity-disorder-(adhd)">http://www.healthline.com/adamcontent/attention-deficit-hyperactivity-disorder-(adhd)</a></p> <p>Learning Disabilities Association of America (2006). <i>Attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD)</i>. <a href="http://www.ldaamerica.org/aboutld/teachers/understanding/adhd.asp">http://www.ldaamerica.org/aboutld/teachers/understanding/adhd.asp</a>. (Retrieved Dec. 4, 2006).</p> <p>National Institute on Mental Health (2006). <i>Attention Deficit Hyperactivity Disorder</i>. <a href="http://www.nimh.nih.gov/publicat/adhd.cfm#intro">http://www.nimh.nih.gov/publicat/adhd.cfm#intro</a>. (Retrieved Dec. 4, 2006).</p> <p>US Office of Special Education Programs (2004). <i>Teaching children with attention deficit hyperactivity disorder: instructional strategies and practices</i>. <a href="http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc">http://www.ed.gov/teachers/needs/speced/adhd/adhd-resource-pt2.doc</a>. (Retrieved Dec. 4, 2006).</p>

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