



DIAGNOSING AND RESPONDING TO THE NEEDS OF CHILDREN WITH ADHD

DIAGNOSING ADHD



At least **six symptoms of inattention** and **six symptoms of hyperactivity** must have been present for at least **six months** in a way that is inconsistent with developmental level and negatively impacts daily life.



Symptoms must be present in **two or more settings** (e.g., at home, school, work, with peers).



There must be clear evidence that the symptoms interfere with or reduce the quality of **social, academic, or occupational functioning**.



Some symptoms must have been present **before age 12**.



SYMPTOMS OF INATTENTION

- Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or during other activities.
- Often has trouble holding attention on tasks or play activities.
- Often does not seem to listen when spoken to directly.
- Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or difficulty understanding instructions).
- Often has difficulty organizing tasks and activities.
- Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework).
- Often loses things necessary for tasks and activities (e.g., school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, or mobile phones).
- Is often easily distracted by extraneous stimuli.
- Is often forgetful in daily activities.



SYMPTOMS OF HYPERACTIVITY-IMPULSIVITY

- Often fidgets with hands or feet or squirms in seat.
- Often leaves seat in situations when remaining seated is expected.
- Often runs about or climbs in situations where it is inappropriate (in adolescents or adults, may be limited to feeling restless).
- Often unable to play or engage in leisure activities quietly.
- Is often “on the go” or acts as if “driven by a motor” (not able to be still or relaxed for extended time in situations where it is expected).
- Often talks excessively.
- Often blurts out an answer before a question has been completed.
- Often has difficulty waiting his or her turn.
- Often interrupts others.



For more information, please visit:

<https://tinyurl.com/29ta2dhr>



EDUCATIONAL SUPPORT IDEAS FOR PARENTS

Knowing about ADHD allows parents, teachers, and the child themselves to understand the challenges and strengths that come with it. This paves the way for creating a supportive environment.



STRATEGIES AND ACCOMMODATIONS:

- Structure and organization: Clear routines, schedules, and visual aids can help kids with ADHD stay organized and on track. Breaking down tasks into smaller, manageable steps is also key.
- Movement breaks: Regular short bursts of physical activity can help kids with ADHD refocus and release pent-up energy.
- Reduced distractions: Minimizing distractions in the classroom can significantly improve a child's ability to concentrate.
- Assistive technology: Tools like timers, fidget toys, and specialized software can provide support for focus, organization, and learning.
- Positive reinforcement: Praise and rewards for good focus, completing tasks, and following instructions go a long way in motivating kids with ADHD.



INDIVIDUALIZED LEARNING:

- Tailored teaching methods: Some kids with ADHD may benefit from alternative learning methods that cater to their strengths, like kinesthetic learning or using manipulatives.
- Extra time and support: Providing additional time to complete assignments or tests can help reduce anxiety and allow them to showcase their understanding.



BUILDING SELF-ESTEEM:

- Focus on strengths: ADHD is not a deficit, but rather a different way of thinking and learning. Helping kids identify and celebrate their strengths can boost their confidence and motivation.
- Open communication: Creating a safe space for open communication allows kids with ADHD to express their challenges and frustrations.
- Remember: Every child is unique, so the specific strategies that work best will vary. The key is to collaborate with teachers, healthcare professionals, and the child themselves to create a supportive and empowering learning environment where they can thrive.



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