

## SYMPTOMS/BEHAVIOURS

There are three forms of ADHD:

### Inattentive subtype:

- Limited attention span
- Easily distracted and forgetful
- Difficulty with organization
- Failure to pay attention and complete tasks
- Many errors in work
- Trouble listening even when spoken to directly

### Hyperactive-impulsive subtype:












- Fidgeting and squirming
- Difficulty staying seated and playing quietly
- Continuously moving and climbing furniture as if driven by a motor
- Constantly talking and blurting out answers before a question is complete
- Limited patience when taking turns during activities
- Interrupts or intrudes on others

Children with combined type Attention Deficit Hyperactivity Disorder show symptoms of both.

## EDUCATIONAL IMPLICATIONS

Students can experience fluctuations in mood, energy and motivation. A student with ADHD may have difficulty concentrating and remembering assignments, understanding assignments with complex directions, or reading and comprehending long, written passages of text. Students may experience episodes of overwhelming emotion such as sadness, embarrassment or rage. They may also have poor social skills and have difficulty getting along with their peers.

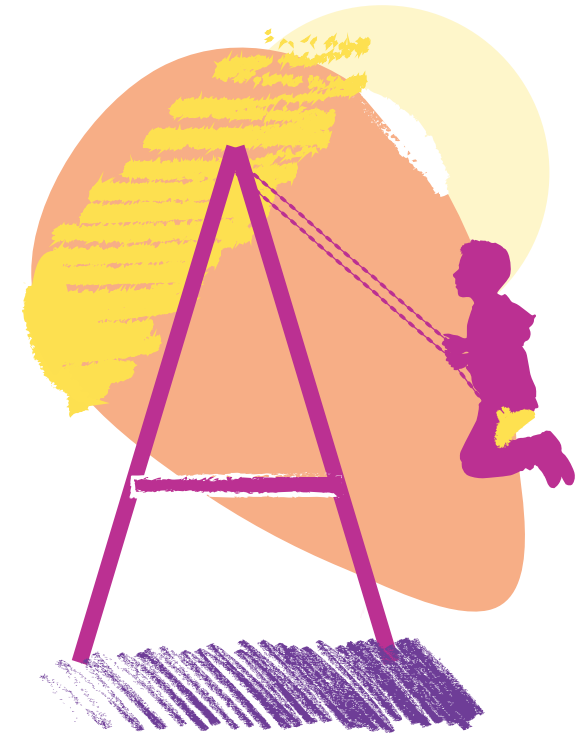
## SERIES ON MENTAL HEALTH AND WELL-BEING

-  Anxiety
-  Attention Deficit Hyperactivity Disorder
-  Asperger's Syndrome
-  Autism Spectrum Disorder
-  Conduct Disorder
-  Depression
-  Eating Disorders
-  Fetal Alcohol Spectrum Disorder
-  Obsessive Compulsive Disorder
-  Oppositional Defiant Disorder
-  Reactive Attachment Disorder
-  Tourette Syndrome

### TO LEARN MORE, PLEASE CONTACT:

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This series on mental health and well-being is a Rainbow District School Board Parent Involvement Committee project funded by the Ministry of Education Parent Engagement Office.



## ATTENTION DEFICIT HYPERACTIVITY DISORDER

# ABOUT

## ATTENTION DEFICIT HYPERACTIVITY DISORDER

Youth with ADHD may be overactive, unable to pay attention and/or be on task. They tend to be impulsive, accident-prone and may answer questions before raising their hand. They often forget things, fidget, squirm and talk loudly. Some students with ADHD may be quiet, easily distracted, forgetful, and spacey or inattentive.

Symptoms for ADHD can be situation-specific. For example, students may not exhibit certain behaviours at home if the environment is less stressful, less stimulating or more structured than the school environment. Instead, students may stay on task when engaging in fun and enjoyable projects such as art.

An estimated five per cent of children have a form of ADHD, with males diagnosed more often than females. ADHD is the leading cause of referrals to mental health professionals, special education and juvenile justice programs. Students with ADHD either tend to be overlooked or dismissed as quiet or unmotivated as they struggle with organization or deemed defiant and unco-operative.

Children with ADHD are at greater risk for developing learning, anxiety, conduct and mood disorders such as depression. Without proper treatment, children are likely to have unsatisfactory grades and failed classes. Students may also have difficulty maintaining friendships, resulting in lower self-esteem due to frequent failures.

It is important to note that ADHD is a neurobiological disorder. Students are incapable of being organized or learn social skills on their own. However, certain interventions can greatly increase their capacity to succeed.

If you suspect a child has ADHD, request an assessment with an experienced mental health professional (for instance, psychiatrist, pediatrician, psychologist) in treating ADHD. Many students benefit from medication, while a multi-disciplinary approach including family, school and mental health treatments can be successful.

### INSTRUCTIONAL ACCOMMODATIONS AND CLASSROOM STRATEGIES

- When a student's concentration is low, provide him/her with recorded books as an alternative to self-reading.
- Assign seating to allow for discreet prompts from the teacher for redirection to a task.
- Break assigned reading into manageable segments and monitor the student's progress by checking comprehension periodically.
- Reduce academic demands when energy is low and increase opportunities for achievement when energy is high.
- Identify a place where the student can go for privacy until he/she regains self-control.

These suggestions are from  
Supporting Minds, 2013 and  
Children's Mental Health  
Ontario. To learn more,  
visit [Ontario.ca/edu](http://Ontario.ca/edu)

