



Moorpark College ACCESS

Attention-Deficit/Hyperactivity Disorder (ADHD)



(from the National Institute of Mental Health)

Overview

Attention-deficit/hyperactivity disorder (ADHD) is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.

Possible challenges:

Inattention and hyperactivity/impulsivity are the key behaviors of ADHD. Some people with ADHD only have problems with one of the behaviors, while others exhibit both inattention and hyperactivity-impulsivity.

- **Inattention** means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized; these problems are not due to defiance or lack of comprehension.
- **Hyperactivity** means a person seems to move about constantly, including in situations in which it is not appropriate, or excessively fidgets, taps, or talks. In adults, it may be extreme restlessness or wearing others out with constant activity.
- **Impulsivity** means a person makes hasty actions that occur in the moment without first thinking about them and that may have high potential for harm, or a desire for immediate rewards and inability to delay gratification. An impulsive person may be socially intrusive and excessively interrupt others or make important decisions without considering the long-term consequences.
- **Poor executive function** –the ability to perform complex tasks that rely on planning or decision making. Executive function is responsible for: paying attention; initiating tasks and staying focused on them; organization and planning; regulating emotions; and self-monitoring.

Suggestions for instructors:

- Break down assignments into smaller tasks. This helps with time management and organizational skills, which are two areas where ADHD students struggle.
- Use a highlighter with the entire class to note key words and phrases on handouts.
- Ask students to work together: This reduces anxiety and promotes inclusivity.
- Give step-by-step directions both verbally and in written form.
- Use multi-sensory teaching strategies (auditory, visual, and kinesthetic).
- Encourage and assist students in finding note-takers, using assistive technology, and staying organized and up to date.
- Use color and graphic organizers to illustrate important concepts and connections.
- Provide Q & A or review sessions.
- Allow students to choose their own assignments so students are motivated to complete the task by focusing on an area of special interest.
- Encourage self-regulation strategies, such as raising their hand to speak.
- Specify key points at the beginning of lecture and restate them at the end.
- Communicate with the student to get his/her feedback on what works and what doesn't. Discuss your concerns if inappropriate or disruptive behavior is a problem in the class.

For more information:

National Institute of Mental Health <https://bit.ly/2dJ2LSG>

Attention Deficit Disorder Association <https://bit.ly/2qJr1Yh>

Kara Lybarger-Monson – Effective Teaching Strategies for Students with Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder <https://bit.ly/2MPRFMo>