

# ADHD

A presentation for  
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# What is ADHD?

- Attention Deficit Hyperactivity Disorder
- ADHD is a biological, neurological, mostly genetic condition that people are born with, live with, and die with.
- There is no cure – it must be managed (similar to diabetes).
- ADHD is not acquired and it is not caused by inadequate or bad parenting (although parenting can make the symptoms worse or help make the symptoms more manageable).

ADHD has been present for hundreds of years and has had many different names:

- “Fidgety Phil” - German physician Heinrich Hoffman, 1865
- Postencephalitic Behavior Disorder (1917 – 1918 epidemic)
- Minimal Brain Damage
- Minimal Brain Dysfunction (MBD)
- Hyperkinesis
- Hyperkinetic Syndrome
- Hyperactivity
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- “bad kid,” “out of control child,” etc.
- “Poor kid, bad parents”

# ADHD Statistics

- Worldwide prevalence is 4.5 to 5.5% of all children and 3.5 to 4.5% of all adults have ADHD.
- Approximately 11% of U.S. children 4-17 years of age (6.4 million) have been diagnosed with ADHD as of 2011 (CDC).
- 40 to 60% of all ADHD individuals are undiagnosed.
- Boys (13.2%) are more likely than girls (5.6%) to be diagnosed with ADHD. (Ratio: about 2.4 to 1).
- 13.2% of boys have ADHD – that's about 1 or 2 ADHD boys in every classroom.
- 85% of individuals with ADHD have Combined Type.
- 40% of children who have ADHD have at least one parent who has ADHD
- 50% of children who have ADHD also have sleep problems.
- Parents of a child who has ADHD are three times as likely to separate or divorce as parents of non-ADD children
- Teenagers with ADHD have almost four times as many traffic citations as their non-ADD peers.
- Teens with ADHD have four times as many car wrecks and are seven times more likely to have a second accident.
- Over 10,000 scientific papers and over 100 textbooks have been written on ADHD.

# *DSM II, III, III-R, IV, 5*

- *Diagnostic and Statistical Manual (DSM)* published by the American Psychiatric Association.
- *DSM-II* (1968) "Hyperkinetic Reaction of Childhood. "
- *DSM-III* (1980) Attention Deficit Disorder (ADD) with or without hyperactivity. Also Residual Type.
- *DSM-III-R* (1987) Attention Deficit Hyperactivity Disorder (ADHD).
- *DSM-IV* (1994) ADHD with sub-types: Predominately Hyperactive/Impulsive Type, Predominately Inattentive Type, and Combined Type.
- *DSM-5* (2013) ADHD with sub-types: Predominately Hyperactive/Impulsive Presentation, Predominately Inattentive Presentation, and Combined Presentation.
- *DSM-6?* (20??) Executive Function Disorder?

# Executive Functions

- Focusing (Focused and Sustained Attention)
- Inhibition (Impulse Control)
- Initiation / Activation
- Effort / Persistence
- Planning
- Organizing
- Problem Solving
- Working Memory
- Managing emotions and frustrations
- Monitoring / Adjusting actions based on environmental feedback
- Time management / Past, Present, Future
- Completing / Follow Through

# Executive Functions used to make a PB&J sandwich

- Focus / Pay attention (I'm hungry)
- Problem solve (I can fix a PB&J)
- Activation (Get up and go to kitchen)
- Plan (I need peanut butter, jelly, bread, knife, plate)
- Organize (Put above on counter)
- Effort / Persistence (Don't give up)
- Sustained Attention (Don't get distracted)
- Impulse Control (I'll play Xbox later, after my PB&J)
- Working memory (Where's the plate?)
- Managing emotions (This is taking too long)
- Plan (I better clean up too)
- Organize (plate and knife to sink, then dishwasher; bread and peanut butter to cabinet; jelly to refrigerator)
- Activation / Effort
- Sustained Attention (Don't get distracted)
- Impulse Control (Xbox in a minute)
- Completing (Anything else I need to do?)

# Executive Functions used to do Homework

- Listen to the teacher
- Write down the assignment accurately & completely
- At locker - remember, plan, and organize (What will I need tonight to complete my HW – for every class?)
- Put everything needed in backpack
- Take home
- At home – remember: HW tonight
- Initiate HW – get materials out of backpack
- Plan and organize at desk
- Do Math – focus, impulse control, problem solving, manage frustration, make corrections based on feedback, persistence, follow through, etc.
- Put in notebook, put up math materials
- Do Science, put in notebook, put up science materials
- Etc. – repeat for each class
- Have backpack ready to go in the morning
- Take backpack to school
- At locker, get what I need for class
- Turn in homework
- Etc. – repeat for each class
- Note: a child can do 90% of above and still get a zero.

# Time Blindness

## Prisoner of the Now

- Andy Stanley, North Point Community Church, “Ask It” Series, January 5, 2014:
- “What is the wise thing to do?”  
Specifically:
- “In light of my **past** experience, **current** circumstances, and **future** hopes and dreams, what is the wise thing for me to do?”
- This question does not compute in the ADHD brain.



# Time Blindness

## Prisoner of the Now

- Dr. Russell Barkley: “Children with ADHD are delayed in their development of their ability to use an internal sense of time and of the future to guide their current behavior.”
- Consequences! What consequences?
- In light of the current situation,  
Hindsight + Foresight = Wisdom
- Lack of Hindsight + Lack of Foresight =  
Now, this moment, this second, is all there is. Lives for the micro-moment. Can't see, imagine or realistically consider beyond this moment. (Can give lip service to future considerations, but doesn't truly “get it.”)
- Time Blindness is being blind to hindsight, blind to foresight, and only seeing the “now.”
- Individuals (especially children) with ADHD are “Prisoners of the Now.”
- “Being blind to my past experience, current circumstances, and future hopes and dreams, what will I... ops, there it is!”
- Hard to “shift gears,” i.e., transition from one activity to another. Paradoxically, can actually get “hyper-focused” – “needs a crowbar.”
- Needs external references to time.

# ADHD is a Disorder of Self-Control

- Lack of Hindsight + Lack of Foresight (Prisoner of the Now)
  - Poor Working Memory
  - Poor Impulse Control
  - Poor Frustration Tolerance
  - Poor Emotional Regulation
- 
- i.e., A Disorder of Self-Control

# Comorbidity

- Oppositional Defiant Disorder 50%
- Conduct Disorder 15%
- Anxiety Disorders and OCD 30%
- Mood Disorders 25%
- Learning Disability 35%
- Addictions
- Bipolar Disorder
- Tics / Tourette's Disorder

# A list of stimulant drugs to treat ADHD includes:

- Adderall and Adderall XR
- Concerta
- Daytrana (patch)
- Dexedrine
- Focalin and Focalin XR
- Metadate and Metadate ER
- Methylin and Methylin ER
- Quillivant XR (Liquid)
- Ritalin, Ritalin SR, Ritalin LA
- Vyvanse

# Short acting Stimulants

- **About 4 hours**
- Ritalin (Methylphenidate)
- Dexedrine
- Methylin
- Metadate

# Medium Acting Stimulants

- **6 to 8 hours**
- Adderall
- Focalin
- Ritalin SR
- Metadate ER
- Methylin ER
- Dexedrine Spansules
- Daytrana (patch)

# Long Acting Stimulants

- **10 to 14 hours**
- Concerta (Oros Delivery System)
- Vyvanse
- Adderall XR
- Focalin XR
- Ritalin LA
- Quillivant XR (Liquid Methylphenadate)
- Daytrana (patch)

# Non-stimulants to treat ADHD

- **Antihypertensives:**
- **Once a day, every day**
- Intuniv (Tenex)
- Strattera
- Kapvay (Clonidine, Catapres)
  
- **Antidepressants:**
- **(At least) once a day, everyday**
- Effexor
- Zoloft
- Wellbutrin XL
- Tofranil (Imipramine)
  
- **Current popular treatment:**
- A stimulant plus an antihypertensive



# 4 things all children with ADHD need

- Structure
- Routine
- Consistency
- Calmness

In other words:

- Calm structure
- Calm routine
- Calm consistency
  
- Getting emotional with an ADHD child is like trying to put out a fire by pouring gasoline on it.

# Academic strategies for students with ADHD

- Teachers and Parents need to be on the same page and cooperatively work together
- IEP / 504 for students in public schools
- “Time and a half” for tests and quizzes (e.g.,  $30 \times 1.5 = 45$ )
- Quiet room with less distractions for tests
- Post all HW/assignments on internet at least a week ahead
- Give notice before changing tasks
- Allow HW and assignments to be turned in later and still get credit (e.g., can still get a grade of “C” after X number of days)
- Frequent, even daily at times, communication with parents (in agenda book or email)
- Post assignments and grades on internet quickly
- Seat the child front and center, facing forward. Do not use tables with children facing each other.
- “Catch the child being good.” Give frequent praise for on-task behavior.
- Discuss the behavior in private rather than calling the child out in front of the class
- Have the child sit next to a well-behaved role model
- Increase the distance between desks, if possible

# Academic strategies for students with ADHD

- Allow the student to stand or walk about
- Break long assignments into smaller segments, each with a deadline
- Shorten assignments or work periods
- Pair written instructions with oral instructions
- Set a timer for 10-minute intervals and have the student get up and show the teacher the work
- Have a peer assist the child in note taking
- Have the teacher ask questions to encourage participation
- Enlist the child to help present the lesson
- Cue the child to stay on task with a private signal; e.g., a gentle tap on the shoulder
- Schedule a five-minute period for the child to check over work before turning in assignments
- Have a teacher or older student assist the child with packing backpack, reviewing what is needed for HW

# Academic strategies for students with ADHD

- Have the teacher ignore minor inappropriate behavior
- Allow the student to play with paper clips or doodle
- Designate a place in advance where to let off steam
- Adjust assignments so that they are not too long or too hard
- Develop a behavior contract with the student and parents (share info about what works at home or vice versa)
- Have the teacher use clear verbal signals, such as “Freeze,” “This is important,” or “One, two, three...eyes on me”
- Allow the student to earn the right to daydream for 5-10 minutes by completing the assignment
- Use a flashlight or a laser pointer to illuminate objects or words to pay attention to
- Illustrate vocabulary words and science concepts with drawings or pictures

# Academic strategies for students with ADHD

- Allow the child to run errands, to hand out papers to students, clean off bookshelves, or to stand at times while working
- Give the child a fidget toy in class to increase concentration
- Slot in short exercise breaks between assignments
- Give the child a standing desk or an air-filled rubber disk to sit on so he can wiggle around
- Give advanced notice about upcoming projects and reports
- Stand next to the student to make sure that the assigned task is begun quickly
- Present all assignments and due dates verbally and visually
- Photocopy pages for students so they do not have to rewrite math problems
- Keep sample math problems on the board
- Allow use of a calculator for class- and homework
- Give review summaries for math exams

# Academic strategies for students with ADHD

- Send daily/weekly progress reports home
- Regularly check desk and notebook for neatness, encourage neatness rather than penalize sloppiness
- Allow student to have extra set of books at home
- Give assignments one at a time
- Assist student in setting short term goals
- Break down tasks to smaller units
- Do not penalize for poor handwriting if visual-motor defects are present
- Encourage learning of keyboarding skills
- Allow student to tape record assignments or homework
- Praise compliant behavior
- Provide immediate feedback
- Ignore minor misbehavior
- Use teacher attention to reinforce positive behavior
- Use "prudent" reprimands for misbehavior (i.e. avoid lecturing or criticism)
- Acknowledge positive behavior of nearby student
- Supervise student closely during transition times

# Highly Recommends Books

- Russell Barkley (2013). *Taking Charge of ADHD – Third Edition*.\*\*\*
- Russell Barkley (2010). *Taking Charge of Adult ADHD*.
- Edward M. Hallowell and John J. Ratey (2011). *Driven to Distraction (Revised): Recognizing and Coping with Attention Deficit Disorder*.
- Joyce Cooper-Kahn and Laurie Dietzel (2008). *Late, Lost, and Unprepared: A Parents' Guide to Helping Children with Executive Functioning*.