

**Attention Deficit Disorder (ADD) and/or Attention Deficit/Hyperactivity Disorder (ADHD)** are neurobiological disorders that arise from the part of our brain that controls impulse control and attention. There are different varieties of ADD/ADHD: (1) Inattentive Type, and (2) Hyperactive/Impulsive Type. The symptoms can be verbal, physical or both.

Children with attention deficit hyperactivity disorder (ADHD), the most common of the psychiatric disorders that appear in childhood, are often the subject of great concern on the part of parents and teachers. Children with ADHD are unable to stay focused on a task, cannot sit still, act without thinking, and rarely finish anything. If untreated, the disorder can have long-term effects on a child's ability to make friends or do well at school or in other activities. Over time, children with ADHD may develop depression, lack of self-esteem, and other emotional problems.

**Some of the symptoms for the Inattentive Type are:**

Difficulty paying attention, sequencing tasks and memory  
Difficulty with time management.  
Difficulty with following directions.  
Very laid back.  
Forgetful.  
Poor self-esteem.  
Tentative or non-risk taker.

**Some of the symptoms for the Hyperactive/Impulsive Type are:**

Inability to sit still without fidgeting, taking turns and completing tasks.  
Always on the go, non-stop behavior.  
Reckless and out of control behaviors, at times.  
Difficulty stopping themselves at times.  
Poor reading comprehension while having good reading skill in isolation.  
Low frustration level.  
Angry and aggressive behavior (usually due to frustration).

*\* Behavior, for the most part, is either in reaction to a stimulus (e.g., wanting to get out of the classroom) or related to working toward a goal (e.g., doing the work to earn free time.)*

*\* Children misbehave for a reason and school psychologists and special ed directors play a key role in determining what that reason is.*

*\* It's important for special and general educators and school psychologists not to focus so much on how we respond to students' maladaptive behavior, but how we can prevent it from happening.*

*\* With the desire to relieve the stress of your colleagues, it can be tempting to set up behavior modification from a perspective of helping teachers and administrators deal with a difficult situation. Educators and school psychologists need to be careful, however, to maintain their objective to understand the child.*