WHAT IS ADHD?

ADHD is a neurological disorder that greatly affects a person's school life, work life and relationships.

ADHD symptoms must be present in 2 or more settings (school, work, at home, with family and friends, extra curricular activities).

DSM-5 have made changes to the criteria that must be met in order to be diagnosed with ADHD.

ADHD is diagnosed by a medical doctor, through observations, checklists, rating scales and anecdotal records completed by people who work closely with the child.
TYPES OF ADHD

Inattentive

Hyperactive/Impulsive

Combination

Executive Functioning

Planning

Task Initiation

Meta-cognition

Self Control

Organization

Working Memory

Attention

Time Management

Perseverance

Flexibility

DO THESE REMIND YOU OF A CHILD IN YOUR CLASS?

- A sparkling personality
- Bouncy
- Generous
- Being a great conversationalist
- Scattered
- Compassionate
- Withdrawn
- A strong sense of what is fair
- Overly emotional
- Willingness to take risks
- Creative
- Daydreamer
- Funny
- Works hard to conform
- Ingenuity
- Forgetful
- Enthusiastic
- Has razor-sharp focus
WHAT IS IT LIKE TO HAVE ADHD?

- [Link](https://www.understood.org/en/tools/through-your-childs-eyes/player?simq=66dc223a-29e3-4956-ae1e-e7b1beff3584&standalone=true&simulation=true)
- Found at www.understood.org

TYPICAL BOY SYMPTOMS:

- Forgetfulness
- Easily distracted
- Poor attention to detail
- Consistent hyperactivity
- Inability to follow multiple steps
- Impulsive behavior
- Fidgeting
- Focus on physical activity during boredom

TYPICAL GIRL SYMPTOMS:

- Daydreaming therefore missing information
- Talking excessively
- Strongly emotional
- Easily distracted
- Disorganized and messy
- Poor time management
- Easily upset or over-reactive
- Fragile self-esteem and self doubt
WHAT DOES SHE LOOK LIKE IN A CLASSROOM?

- She happily sits at the back of the room.
- She quietly pretends to know what to do.
- She stares off into nowhere.
- She works quickly to make up for what she missed.
- She has friendship problems.
- She has a messy desk, and can’t find her items.

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Her jacket, backpack, and lunch kit are everywhere!
- She has meltdowns over the smallest mistakes.
- She has a hard time planning her time.
- She is chatty.
- She will hyper focus on activities like doodling.
- She will interrupt and blurt out.

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ADHD AND ORGANIZATION

- [https://www.understood.org/en/tools/through-your-childs-eyes/player?simq=1db7ec62-3239-4acc-831c-ab74976e34c9&standalone=true&simulation=true](https://www.understood.org/en/tools/through-your-childs-eyes/player?simq=1db7ec62-3239-4acc-831c-ab74976e34c9&standalone=true&simulation=true)
ADHD is an “equal opportunity condition”, according to Stephen Hinshaw (University of California), even though the diagnosis ratio is 3-4:1 (males vs females).

Most of the research on ADHD is based on boy symptoms (Dr. David Rabiner)

“The squeaky wheel gets the grease” analogy

Girls with ADHD-Combined (inattention and hyperactivity) who show impulsivity and distraction on the playground are more likely to be ostracized for their behavior than boys.

There are more studies being done about girls with ADHD and how different they are from boys – even how their brains are different.

Girls with ADHD are more likely to:
- Experience Peer Problems
- Experience Rejection
- Be Depressed
- Engage in Self Harm
- Have Lower Self Esteem
- Have Anxiety Disorders
- Have Eating Disorders
- Be Depressed
- Experience Rejection

Superheroes
- Kind
- Loving
- Smart
- Expressive
- Creative
- Leaders
- Helpful
SUPERHEROES IN TRAINING

- “Ultimate success for girls with ADHD is more about accepting strengths and weaknesses, living independently and earning a living as an adult, and helping make our world a better place.” (Forgan and Richey, 2014)
- Our job is to help these girls find their purpose, develop their talents, and learn how to create relationships.

HOW CAN I HELP MY SUPERHERO?

- Quick, to the point instructions
- Frequent rewards or feedback
- Back up your rules with consequences
- Include movement
- Working in small groups
- Routine and structure – visual schedules
- Work on improving one area at a time
- Minimize external distractions

Russell Barkley (2016)

WHAT ELSE CAN I DO?

- Lists
- Agendas
- Colour coding
- Timers
- Frontal seating
- Break up bigger assignments/ projects with them
- External rewards
- Be proactive and anticipate
- Email parents with assignment and test dates – Google classroom
- Alternate low appeal with high appeal activities
- Fidgets
- Alternative seating, like balls, rocking chairs, wobble seats
SUPPORTING PARENTS

- Diagnosis will be an adjustment for parents.
- Medication vs. Not Medicating
- Be a listening ear and a shoulder to cry on

FOR YOURSELVES...

- Forgive yourselves!
- Don’t forget that tomorrow is a new day!

WHAT GIRLS WANT YOU TO KNOW...

"I need more time to process information. I will read the same information over and over again so I can understand it."

"I'll look like I'm focusing on an assignment, I'm not. I'm pretending to look busy and working but really, my brain caught the first thing the teacher said and is trying to figure out the beginning, middle, and end."

"I have to work my butt off. Triple time, just to look normal on the outside."

"It takes a while for me to get on a roll. But when I am on that roll, I can't stop or else it will disappear from my brain."
AMAZING RESOURCES

- www.understood.org
- www.additudemag.com
- “Smart but Scattered” by Peg Dawson and Richard Guare (www.smartbutscatteredkids.com)
- Anything by Russell Barkley (www.russellbarkley.org)
- “Raising Girls with ADHD” by James W. Forgan and Mary Anne Richey

WHAT THESE GIRLS REALLY WANT…