

ADHD

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ADHD



ADHD DEFINITION

- **Barkley (1990)**

- ADHD is a neurodevelopmental disorder characterized by a disproportionate degree of attention, hyperactivity and impulsivity
- Problems are chronic
- Difficulties are often associated with the inability to follow the rules of conduct and to perform repeated for a longer period of time certain work performances

- **Davidson, Neale (2001) – symptoms of ADHD in three categories**

- Attention deficit disorder (ADD)
- Hyperactivity and impulsivity
- Combination of type scope – attention deficit hyperactivity and impulsivity

- ADHD vs. ADD

PREVALENCE OF ADHD

- I.E. THE INCIDENCE IN THE POPULATION



Worldwide

3 – 9 % v populaci



Often in male than female – 3 to 6:1



School age children

5 – 7 %



The second most common mental disorder in children and adolescents

CAN I RECOGNIZE ADHD SYMPTOMS AT AN EARLY AGE OF THE CHILD?



ADHD SIGNS



Infant Age

- Noticeably irregular rhythm – sometimes it sleeps all day and is active at night
- Increased irritation, screaming or crying more for no apparent cause
- The child's behavior exhausts the mother and raises the question of whether he understands his child correctly.

Toddler

- Continued biorhythm disorder (irregular sleep, difficulty with regular feeding rhythm, ...)
- Children may experience significantly greater restlessness, liveliness or unbalanced development
- E.g.: The child begins to climb without being able to sit or talk earlier and later walks
- A restless child requires more attention due to unpredictable reactions, risk of falling or injury

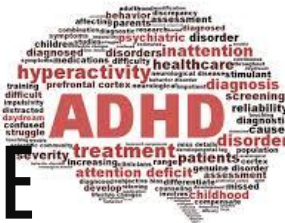
PRE-SCHOOL ADHD CHILD



Primary school age

- Children still "on the march" – constantly climbing somewhere, conquering the "world"
- Acts as a "raised on the key"
- They constantly require attention, potential difficulties in classroom (the need to subordinate the regime)
- Increased moodiness of children, propensity for aggression, interruption, urge to move, disobedience
- Diagnosis usually between 6. – 9. Year
- Typical failings at school in performing less interesting tasks
- The child acts carelessly, easy loss of attention, difficulties with completing the task, ...
- Social exclusion has an impact on self-assessment

ADHD CHARACTERISTICS IN SCHOOL AGE



■ Inattention

- Difficult concentration on tasks
- Can't keep attention
- He doesn't seem to be listening
- Not finishing activities
- Avoids tasks with great mental effort
- Disorder, distraction, losing things

■ Hyperactivity

- Restless, wriggled, can't stand sitting
- He's running around – still on the move
- Disturbs, is noisy, difficult to maintain peace
- Talkative

■ Impulsivity

- Unstoppable in speech
- The answer blur without thinking
- Can't wait
- Interrupts others in activities, jumps into speech

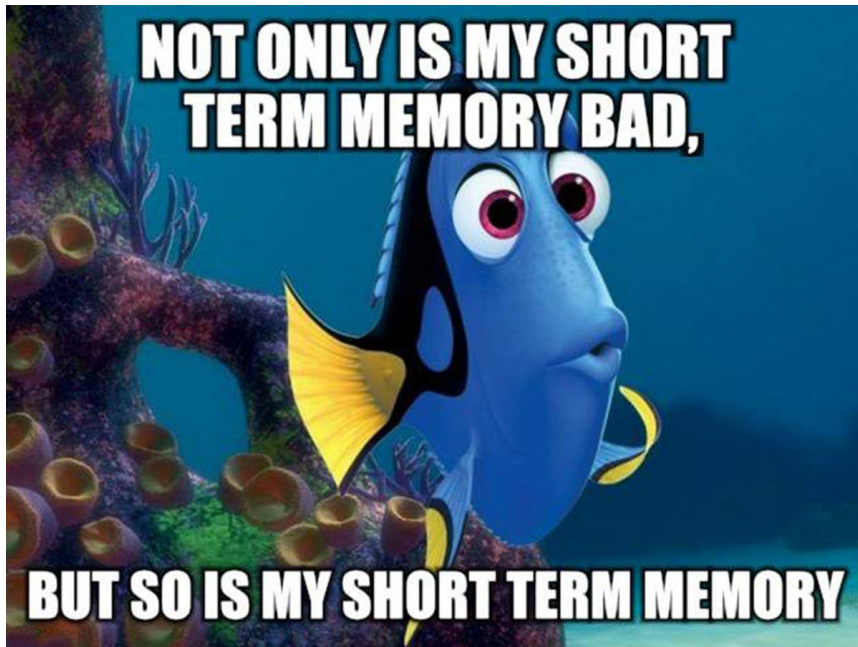
ADHD ASSESSMENT

Assessment

- Diagnostic and Statistical Manual of Mental Disorders, DSM-IV)



ADHD IN CHILDREN



<https://www.youtube.com/watch?v=-lO6zqlm88s>

MEASURES FOR THE EDUCATION OF PUPILS WITH ADHD IN SCHOOL



- Positive strengthening together with moderate punishments
 - Praise must follow immediately after the task fulfillment
- Frequent Feedback
 - Leads to behavior altimeter
 - Praise acts as a hardening of desirable behavior
 - Feedback always carried out with respect, speak calmly, prefer eye contact
- Understandable instructions containing only few steps
- Simple, feasible and short tasks
- We do not discuss the suitability of behavior

MEASURES FOR THE EDUCATION OF PUPILS WITH ADHD IN SCHOOL

- It is necessary to communicate the nature of the difficulties to classmates – the child must not be isolated from other
- Learning styles
- Self-control and self-assessment – continuous self-reflection
- Teacher optimism
- Regular regime at home and school – cooperation with family

