



# Help me with my ADD/ADHD please!

## « What you need to know »



### MY NEEDS

- I need you to understand my disorder.
- I need you to provide structure and encouragement.
- I need you to stand by me.
- I need you to have realistic expectations of me.

### If I'm a boy...

- I am more often hyperactive, but I also have difficulty paying attention (staying focussed).
- In order to hide my difficulties, I tend to act like a clown.
- Very often, because of my challenging behaviours, I am closely monitored.
- I am a poor loser.

### If I'm a girl...

- I am frequently in the moon.
- I am a pleaser.
- Social relationships are very important to me and I would be negatively affected if you isolate me.
- Often I work hard at school, thus the symptoms of my ADD or ADHD are more apparent at home.
- My agitation is often manifested verbally.

**If I succeed academically, I am at risk that you will not notice my ADD or ADHD.**

### Signs of hyperactivity / impulsivity

- I often shake my hands and wiggle in my chair.
- I often get up when I have to stay sitting down.
- I run or climb things when I am not supposed to.
- I frequently have difficulty keeping calm even when playing games or doing recreational activities.
- I am often on the go or I move as if I am on a spring.
- I often talk a lot.
- I often let out a response even when the person has not finished asking the question.
- I frequently have trouble waiting for my turn.
- I often interrupt others during a conversation or when playing games.

### Signs of attention difficulties

- I frequently have trouble paying attention to details and make mistakes due to carelessness.
- I often have trouble sustaining my attention when I work or even when playing games.
- When someone is talking to me, it seems like I am not listening.
- I often do not comply with instructions and do not finish my school work or my chores.
- I have difficulty organizing my work and activities.
- I do not like tasks that require a sustained mental effort.
- I lose a lot of stuff.
- I am easily distracted by external stimuli.
- I frequently forget things.

**To determine if I have ADD or ADHD or another difficulty or disorder, you must:** conduct a comprehensive evaluation by observing and recording my behaviours (signs and symptoms) for a certain period of time, by modifying your intervention strategies, and by collaborating with other professionals. In addition, you must inform my parents regarding my abilities and needs at school.

### Possible consequences of my ADHD

- I may have low self-esteem given that I am often reprimanded and the fact that despite my efforts, I, sometimes, do not succeed.
- I may be sad, anxious or be aggressive since it is not always easy for me to identify, understand, or express my emotions constructively.
- I can sometimes invent stories in an effort to hide that I forgot something, or to be seen as interesting.
- I am more at risk of having accidents or being hurt.
- It is not always easy for me make friends or to keep my friends. Sometimes I isolate myself.
- My behaviours can elicit a lot of tension in my family.
- During adolescence, I am more at risk of developing a substance use problem, especially if my ADD or ADHD was not diagnosed or treated. If I am a girl, I am at higher risk of manifesting signs and symptoms of an eating disorder.

### What the research says :

- It is not my fault that I have ADD / ADHD; it is hereditary and neurological.
- Sometimes, one of my parents also has ADD / ADHD.
- I will always have ADD / ADHD, even if the symptoms diminish.
- The most effective treatment approach is a combination of medication and psychosocial and educational interventions.
- Very frequently, some of the symptoms of ADD or ADHD are present before 7 years of age.
- Currently, there is no evidence to indicate that diet has an effect on ADD or ADHD.
- The results of a few studies have indicated that the use of Omega 3s has an effect if the ADD or ADHD is mild or moderate.
- My ADD or ADHD is not caused by a poor upbringing or a bad education.

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# STRATEGIES TO HELP ME

Please record the modifications on my IEP.

When writing an exam, I may need extra time ; sometimes as much as 1/3 longer than the time limit.

Ways to reduce agitation and impulsivity	Ways to help me focus
<ul style="list-style-type: none"> <li>• Place my desk so that I won't disturb others and/or where there are few distractions.</li> <li>• Please allow me to: sometimes work standing up, run some small errands, sometimes work in a corner of the classroom, use tools such as an anti-stress ball or an exercise ball.</li> <li>• Please give me only one instruction at a time and allow me to finish it before giving me a second instruction.</li> <li>• Please do not talk to me excessively.</li> <li>• Please break down my work into small steps.</li> <li>• Please teach me new and / or complex material, if possible, in the morning.</li> <li>• Please alternate calm activities with stimulating activities.</li> <li>• When I behave well, please encourage me and provide me with positive feedback.</li> <li>• Please adapt your requests according to my abilities.</li> <li>• Please choose your battles and ignore what is not a problem.</li> <li>• Please try and not make me wait. Please allow me to speak as soon as possible when I raise my hand.</li> <li>• Please set a time limit for me to do my work and let me know when the time is up.</li> <li>• Please allow me to use colouring pencils or to listen to music using headphones.</li> <li>• Please show me how to effectively use my agenda.</li> <li>• Please remind me to speak slowly so that I will be able to communicate my thoughts coherently.</li> <li>• When working in a group, please put on background music.</li> <li>• If I have to work in a group, please provide me with instructions on what I have to do.</li> <li>• Please teach me, explicitly, and repeatedly, how to correctly behave.</li> </ul>	<ul style="list-style-type: none"> <li>• Please ask me questions</li> <li>• Please call me by name to get my attention.</li> <li>• Adjust your tone of voice.</li> <li>• Please give brief, clear instructions that go straight to the point.</li> <li>• To communicate with me, please use a signal or a gesture.</li> <li>• Please ask me to repeat what you told me to do to make sure that I understood.</li> <li>• When I look lost, please show me how to ask for help.</li> <li>• Please point out when I am focused and paying attention.</li> <li>• Please limit the amount of posters, especially posters with a lot of material, as well as objects that constantly move.</li> <li>• When I have to work on something that requires me to pay close attention, please place a carton, as a divider, on my desk.</li> <li>• To help me orient myself, please post the daily schedule as well as use pictograms.</li> <li>• Please place me near a classmate who can serve as a positive role model.</li> <li>• Please allow me to use the computer to complete my work.</li> <li>• Please use a cardboard "window" to facilitate my reading.</li> </ul>
<p><b><i>In order to compensate for all the times that you have to reprimand me, please encourage me often and notice my successes, however small they may be!</i></b></p>	
<p><b>PLEASE REMEMBER THAT I VERY OFTEN MAY EXHIBIT BOTH IMPULSIVITY AND DIFFICULTY PAYING ATTENTION</b></p>	



## BOOKS

VINCENT, A., *Mon cerveau a besoin de lunettes*, Librairie médicale et scientifique  
 NADEAU, K. et DIXON, E., *Champions de la concentration*, Éditions Enfants Québec  
 SYLVESTRE, C. *Le trouble du déficit de l'attention et l'hyperactivité à l'école*, Éditions Grand Duc



## WEBSITES

CADDRA : <http://www.caddra.ca/cms4/>  
 PANDA ASSOCIATION : <http://www.associationpanda.qc.ca/>