

## Students with Attention Deficit- Hyper Activity Disorder

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### Abstract

Students who have attentional problems have received extensive consideration during the past two decades, both among the scholars who have made great strides in understanding the nature of this disorder and in the popular press through newspaper and magazine articles. A positive result is that parents and professionals now better understand that ADHD is a lifelong and chronic disorder. It can profoundly affect student's early childhood and school careers as well as their adjustment during adulthood. ADHD is not a disability category directly addressed by the Individuals with Disabilities Education Act (IDEA) but this disorder often occurs simultaneously with learning, emotional, and other disabilities.

### INTRODUCTION

ADHD is a neurological syndrome which is characterized by hyperactivity, impulsivity and distractibility that is inconsistent with the age of the person. Some research shows persons with ADHD exhibit deficits in several areas such as in sustained attention, selective attention, executive attention and orienting of attention. Students are diagnosed with ADHD according to the criteria listed in the Diagnostic and Statistical Manual of Mental Disorders- Fourth Edition- Text Revision (DSM-IV-TR) (American Psychiatric Association, 2000). The three types of ADHD listed include (a) the predominantly inattentive type (b) the predominantly hyperactive – impulsive type and (c) the combined type. Males are identified three to four times so often than females. ADHD is considered as a psychiatric issue with symptoms happening before seven years.

### CHARACTERISTICS

A complete description of ADHD include these factors.

- For some students with ADHD, inattention is the primary symptom. Such students might skip prominent parts of an assignment, seen daydreaming during large group instruction, may seen forgetful both at home and in school, might see unable to organize tasks well. Such a variation of the disorder is called ADHD- Predominantly inattentive type.
- For some other students with ADHD, a combination of hyperactivity (high amounts of movement) and impulsivity (inability to think before acts) are considered as major symptoms. Such students often seen run instead of walking, leave desk or seat in the classroom at inappropriate times, talk excessively, show disinterest or difficulty waiting in lines, taking turns etc.
- Some students with ADHD have symptoms of both inattention and hyperactivity-impulsivity. These students are referred to as having ADHD- Combined type

The following list briefs the key elements of ADHD

1. ADHD is considered neurobiological (i.e., originating in the brain), and it is developmental, beginning before the age of seven.
2. ADHD is long term, chronic, and not acutely acquired (i.e., not the immediate result of an accident or an injury)
3. ADHD is not situational, it affects the children and adults who have it across all settings. But the symptoms may be more visible at the school times.
4. ADHD is not caused by environmental drawbacks or other inabilities, but it may be present within them.
5. ADHD students have difficulty in completing their work.
6. ADHD is an inability to attend beyond what is typical for peers of comparable age. Here, significant impulsivity also may be seen as a characteristic.

### PREVALENCE

One of the fastest growing categories of students within special education is that of ADHD. It is the most common childhood psychiatric disorder (Daley, 2004; Nolan, Volpe, Gadow and Sprafkin, 1999). Among children the prevalence is estimated at 3 to 7 percent. Even though it used to be believed that ADHD slowly disappeared in adulthood, recent studies suggest that more than 4 percent of adults show the characteristics of this disorder. Research shows that boys may be three times more likely to have this disorder (Pastor & Reuben 2008). One other important dimension of ADHD prevalence is the differences that may exist based on race and poverty. Generally no data suggest that ADHD fall in significantly more or less frequently in any particular racial group. Still difference may exist in terms of treatment (Miller, Nigg & Miller, 2009; Pastor & Reuben, 2005).

### CAUSES

Recent surveys show psychological causes and environmental factors are the significant reasons for ADHD. Among them, heredity is another major factor contributing to the severity of the symptoms of ADHD. In fact 25% of the relatives of the individuals with ADHD also show its symptoms, compared with 5% of individuals in the typical population. Several studies have found that certain regions of the brains of individuals with ADHD are slightly smaller than typical (Brieber et al. 2007).

### IDENTIFICATION PROCESS

Students with ADHD are as likely as any other population to have a dual diagnosis. Determining if impulsive behavior is indicative of a learning disability or a hyper activity problem is very difficult.

A sequence of steps is important for identifying a student with ADHD. Even if they differ in ordering, the processes are almost the same. All include a variety of assessment methods, the subjective opinions of teachers, family members, and sometime physicians, students and significant pupil in student's life. Following is one sequence for assessment and identification.

- 1) Collecting and administering rating scales from relevant persons
- 2) Orientation of the family and the students to the evaluation.

- 3) Interviewing the student.
- 4) Scrutinizing the normed tests.
- 5) Taking care of direct observations in several settings
- 6) Interviewing the parents and other family members.
- 7) Conducting a medical evaluation.
- 8) Combining all the data.
- 9) Providing feedback and recommendations to the team.

In most cases, many of the tests and assessments will be conducted by a variety of experts, with one person needed to oversee the process. Sometimes parents or other family members take the place. Mostly school guidance personnel or psychologist attains data from various sources. The special education teacher is sometimes the person responsible for collecting data. Physicians may also help to prescribe appropriate medications.

A different kind of treatment approach, mostly a multifaceted one, is most effective for students with ADHD. Almost all treatment plans consist of the following features. Not all students need assistance in all areas, but some may. The programs may include medical management, psychological counseling, educational planning, structure, environmental reorganization and behavior modification.

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