

ADHD/ADD HANDBOOK

Table OF Contents

1.	INTRODUCTION.....	1
2.	WHAT IS ADHD/ADD?	2
3.	CAUSES OF ADHD/ADD.....	3
4.	MISCONCEPTION ABOUT CHILDREN WITH ADHD / ADD.....	4
5.	DO CHILDREN OUTGROW ADHD/ADD?	5
6.	WHAT CAN BE DONE TO HELP CHILDREN WITH ADHD/ADD?	5
7.	STRENGTHS OF ADHD CHILDREN.....	6
8.	WHAT PARENTS CAN DO?.....	6
9.	WHAT TEACHERS CAN DO?.....	14
10.	HOW PEOPLE WITH ADHD/ADD COPE: SUCCESS STORIES	17
11.	CAREER FOR PEOPLE WITH ADHD/ADD.....	18

1. INTRODUCTION

- 1.1. This handbook on ADHD/ADD is a compilation from many ADHD / ADD books, articles from internet and stories shared by parents.
- 1.2. This handbook is meant to provide an overview of ADHD/ADD for:
 - a) Parents with ADHD/ADD child(ren)
 - b) Teachers of ADHD/ADD children
 - c) Anyone who have to deal with a ADHD/ADD person
- 1.3. This handbook is intentionally kept brief to make easy reading for people (especially for teachers and parents who are new to the ADHD/ADD problem). The drawback is that some explanations may be too brief for the reader to understand the exact message to be communicated.
- 1.4. Where there are repetitions on the tips provided, just take them as tips that are more often mentioned in different sources:
 - a) Such tips should work fairly well or they will not appear in other sources
 - b) Also, such repetition will help you remember the more useful points/tips that you may want to take note of.
- 1.5. The points summarised here may not be exactly the same as the original points from the various sources as these points are summarised using the experience and interpretation of the author.

- 1.6. The following are the key sources of various information presented in this handbook (list may not be complete):
- a) Book: ADD Success Stories
 - b) Book: The Myth of the ADD Child
 - c) Book: How To Talk So Kids Will Listen
 - d) Book: Beyond ADD
 - e) Book: Beyond Ritalin
 - f) Book: Quantum Learning
 - g) Book: Brain Gym Exercises (can't remember exact title)
 - h) Book/Presentation: The Heart Of Parenting
 - i) Web-sites:
 - www.ldonline.com - Learning Disability Online
 - www.chadd.com - Children and adult with ADD
 - www.addexpert.com - For ADHD/ADD newsletter
 - www.add.org - ADD Association
 - j) Stories shared by other parents with ADHD/ADD child(ren), etc.

2. WHAT IS ADHD/ADD?

- 2.1. ADHD stands for Attention Deficit & Hyperactivity Disorder. Children with ADHD exhibits the following key characteristics:
- a) Inattentive
 - Difficulty following through on instructions and in organizing tasks
 - Failing to give close attention and avoiding careless mistakes
 - Difficulty in listening to others or focusing on required work without being distracted or interrupting
 - Losing things necessary for tasks or activities
 - Difficulty in getting work done in class and completing homework
 - Avoid tasks that require sustained mental effort
 - Forgetful in daily activities
 - b) Hyperactive
 - Cannot sit still, walk around in class, cannot stay seated to complete one meal
 - Like a walking tornado - creating a mess wherever he goes
 - Fidgeting with hands or feet or squirming in their seat
 - Difficulty remaining seated when required to do so
 - Has difficulty in playing quietly / talk excessively

- Disrupting the class
- c) Impulsive
- Difficulty in waiting for turn in tasks, games or group situations; Wants things now
 - Blurting out answers to questions before questions have been completed
 - Often interrupts or intrudes on others
- 2.2. Some children are inattentive and impulsive without much hyperactivity. They are termed as having Attention Deficit Disorder (ADD). Children with ADD are like those with ADHD, except that they do not exhibit much of the hyperactivity symptoms.
- 2.3. Other list of problems encountered with a ADHD/ADD child include:
- a) Sloppy / illegible handwriting
 - b) Getting into fights with peers
 - c) Low self-esteem
 - d) Aggressive / immature.
- 2.4. ADHD/ADD is usually diagnosed when the child is at the age of 6-10 years old, although some children may be diagnosed earlier or later.
- 2.5. About 3% of the student population have ADHD/ADD. This means that there are likely to be 1 or 2 ADHD child(ren) in each class of 40 students.
- 2.6. Boys are 4-6 times more likely than girls to have ADHD/ADD. Hence in this handbook, the male gender will be used more often when referring to the ADHD/ADD child.

3. CAUSES OF ADHD/ADD

- 3.1. No one is certain what the key causes of ADHD/ADD are. Possible causes include:
- a) Genetic disposition - e.g. strong right-brainedness or creativity but poor left-brainedness for detailed analytical skills
 - b) Partial brain damage during gestation
 - c) Lack of necessary chemicals in the brain for normal brain functioning
 - d) Dietary causes / Allergy problems
 - e) Other learning disabilities that makes the child lose interest or motivation.
- 3.2. Parenting style is not the cause for the mis-behavior of the ADHD/ADD child although good parenting style can help ADHD/ADD child behaves better.

4. MISCONCEPTION ABOUT CHILDREN WITH ADHD / ADD

4.1. Common myths about the ADHD/ADD child are:

- a) Poor parenting style are the root cause of the ADHD/ADD child's misbehavior
- b) The ADHD/ADD child is lazy or not trying his best
- c) Ritalin will solve the ADHD/ADD problem (Truth: Ritalin is just a catalyst that helps to solve the ADHD/ADD problem).

4.2. Differing Opinions about ADHD/ADD: Now you see it, Now you don't; The Disorder That Goes "Poof" (By Thomas Armstrong, Ph.D.):

- a) ADD is a simplistic answer to the problems of a complex world
- b) ADD is a social invention to ensure the proper functioning of a society - spectrum of acceptable behaviors
- c) ADD is a product of a modern short-attention span society
- d) ADD is a response to boring classrooms
- e) ADD is a reflection of normal gender differences
- f) ADD is a different way of learning.

4.3. The Other Side of ADHD/ADD: "Born To Explore", see website at <http://borntoexplore.org>:

- a) Or greatest inventors and divergent thinkers such as Thomas Edison, Ben Franklin all exhibited traits of ADHD/ADD
- b) The ADHD/ADD child is usually of the MBTI temperament type ENTP (Extrovert, iNtuitive, Thinking, Perceiving, instead of Introvert, Sensing, Feeling, Judging) which exhibits the following characteristics:
 - Typically active & excitable
 - Easily distracted and bored with anything remotely routine
 - Mind work quickly that they are asked or forced to wait for their turn to speak that often make them forget what they are going to say
 - Spring into actions with inspiration, but must be prodded to finish the many projects that they start
 - Immediate surrounding are usually chaotic, messy and seems very disorganised
- c) Experts in the MBTI temperament theory believe the above behaviors are normal and ENTPs are dubbed as "Inventors" and "Entrepreneurs"
- d) Most people with ADHD/ADD can focus extremely well on something they find interesting, even better than the average person.

5. DO CHILDREN OUTGROW ADHD/ADD?

- 5.1. Some children with ADHD/ADD do mature in ways that cause their ADHD/ADD symptoms to diminish or disappear. Up to 1/3 of the ADHD/ADD outgrow the disorder
- 5.2. For about 1/3 of the ADHD/ADD children, the hyperactivity may abate, but problems with impulsivity, inattention and organisation remain.
- 5.3. About 1/3 will continue to have most of ADHD/ADD symptoms as adults.
- 5.4. Untreated ADHD/ADD adults are most likely to engage in anti-social behavior and or drug/alcohol abuse.
- 5.5. ADHD/ADD characteristics (such as high energy level, intensity, affinity for stimulating environment) can be assets if positively channeled
- 5.6. Individuals with ADHD may succeed as inventors, writers, artists, designers, businessmen, or in stimulating environment such as fire safety, law enforcement, or the military.

6. WHAT CAN BE DONE TO HELP CHILDREN WITH ADHD/ADD?

- 6.1. A common solution to the ADHD/ADD prescribed by doctors is the use of the controlled drug Ritalin.
- 6.2. Ritalin is a stimulant and helps the ADHD/ADD pay attention, control his hyperactivity and impulsiveness.
- 6.3. Disadvantages of using Ritalin include:
 - a) Loss of appetite / weight by the ADHD/ADD child
 - b) Explosive behaviour as a result of discontinuing the drug
 - c) Cure the symptoms but not the root cause of the problems.
- 6.4. Ritalin is often used with behaviour management therapy to achieve maximum benefits of the behaviour management therapy.
- 6.5. Ritalin can be used as a catalyst to help the ADHD/ADD child to learn better problem management skills that is required in his adult life.
- 6.6. See Chapter 8 What Can Parents Do and Chapter 9 What Can Teachers Do for more details on what to do.
- 6.7. Other alternative treatments include:
 - a) Herbal alternatives / Health supplements such as Effalex, ZAN, multi-vitamins, etc. which can help some ADHD/ADD children selectively

- b) EEG neuro-feedback, mediation
- c) Brain gym exercises, Tai Chi
- d) Tomatis method (using audio signals for sensory integration?), etc.

7. STRENGTHS OF ADHD CHILDREN

7.1. Children with ADHD / ADD are usually creative and daring.

7.2. Other strengths of the ADHD /ADD child may include:

- a) Good at maths
- b) Read well
- c) Artistic
- d) Good gross motor skill
- e) Good computer skills
- f) Good memory
- g) Helpful
- h) Kind to others
- i) Loves outdoor activities
- j) Good with animals
- k) Variety of interests, etc.

8. WHAT PARENTS CAN DO?

8.1. Improving Attention Span:

- a) The ADHD/ADD will have extremely good attention span for things that interest him; Unfortunately these interests does not include homework and academic classes
- b) Train longer attention span by slowly increasing the period of lesson / homework from 15 minutes to 30 minutes to 45 minutes
- c) Coffee, "chick of essence", Effalex and Ritalin also helps to improve attention span. Ritalin is of course the strongest of these 4 items, but care should be taken to observe possible side-effects such weight-loss and possible "explosive" behavior.
- d) Adequate sleep is another factor that may helps to increase the attention span
- e) Heavy physical activities / exercises also helps improve concentration but this last only about 2 hours (one ADD adult attained his PhD through 3 1-hour exercises each day!)

- f) Colourful items and things that moves also help to improves the attention span of the ADHD/ADD child by arousing his interest; Multi-media teaching aids on the computer are thus suitable for the ADHD/ADD child
- g) Improving listening skills may also helps to improve attention span; Some "sound" therapy (e.g. Tomatis method or similar therapy) focus on using sound to improve the sensory integration skills of the ADHD/ADD child
- h) Background music also helps to improve the attention span of the ADHD / ADD child (although it may be distracting for some people); Music keeps the right active/creative brain occupied, while the left brain focus on detailed and analytical work which requires attention
- i) Proper nutrition / multi-vitamins also help some children with ADHD/ADD improves their attention span; This is especially when their body cannot properly absorb the required vitamin and have other nutritional related problems
- j) Reduce the amount cakes, soft-drinks chocolates, sweets, etc. for ADHD / ADD children. These items may cause the child to have mood swings from very hyperactive to moody and depressed state
- k) Teach your ADHD/ADD child how to relax (e.g. through progressive relaxation techniques, mediation, music, tai chi, etc.). These also help to improve concentration and attention span.

8.2. Educational Considerations:

- a) Get approval for extra time during examination using the doctor's recommendation. Apply at least 6 months ahead to ensure approval can be granted in time.
- b) Engage a private tutor or peer tutoring at school
- c) Chose classes that has a low student-teacher ratio
- d) Problem-solving skills
- e) Social skills training
- f) Training in positive self-talk; e.g. I did that well
- g) Organisational skills training
- h) Use word processor or computer for schoolwork
- i) Consider enrolling your child into a Montessori class where he can learn things using 5 senses (seeing, hearing, touching, smelling and tasting).
- j) Find the best and "interesting" teachers who can help the ADHD/ADD child develop interest in the subject being taught
- k) Highlight & mark up books; Prepare summary of what you read (this is a more active form of reading)
- l) Choose subjects / topics which provides hand-on experience or real-life application (as contrast with a class that covers only theories)

- m) The ADHD / ADD child will find it difficult get into the university or tertiary education unless he has found ways to overcome the difficulties that he had encountered in his earlier schooling years:
- Current academic system is not designed to suit the ADHD/ADD child
 - The ADHD/ADD child learns better through hand-on experience (e.g. apprenticeship, etc.)

8.3. Teach your child problem-solving skills:

- a) Get the child to ask "What is the problem?"
- b) Get your child to think of 3 possible solutions
- c) Get your child to examine if each of the 3 possible solutions is a good or bad solution
- d) Get your child to pick the best solution
- e) Get your child to try the best solution to see if it works (repeat from step a) if required)
- f) Teach your child to ask the right set of empowering questions, e.g.:
 - "What can I do to solve this problem?", "What can I do to prevent similar problems from happening?", etc.
 - Don't ask yourself: "Why am I such a jerk?", "Why is everybody picking on me?", "Why is this happening to me?", "Why am I so stupid?", etc.

8.4. Teaching Social Skills:

- a) Incidental Teaching of Social Skills
 - Lesson starts when a poor social skill is observed
 - Describe the poor social skill and what should have been done
- b) Social Skill Autopsy - for more difficult social skill problem
 - Step 1: Discuss what the child did
 - Step 2: Discuss what happened when the child did it
 - Step 3: Discuss whether the outcome is positive or negative
 - Step 4: Discuss what the child should do next time
- c) Emotional Coaching
 - Be aware of the child's emotion
 - Recognise an emotion as a teaching opportunity
 - Validate the emotion by listening empathetically
 - Help the child to label the emotion
 - Set limits and help the child problem solve
- d) Problem-solving skill:
 - Define problem
 - Identify 3-4 possible solutions

- Consider the outcomes of each solutions
- Decide on which solution to implement
- Implement the solution
- Evaluate the effectiveness of the solution (start again if solution is not effective).

8.5. Better Organisational Skills:

- a) Teach the ADHD/ADD child how to better organise his things
 - put the same things in the same/designated place
 - coloured folders to keep track of pending homework and completed homework, etc.
- b) Help the ADHD/ADD child to organise his school books, files and stationaries (e.g. by colour-coding)
- c) Make use of checklist / permanent reminder list
- d) Teach the ADHD / ADD child how to perform double-checks at critical time (e.g. before leaving a place and completing an activity)
- e) Break big assignments into smaller tasks, each with its own deadline.

8.6. To improve the handwriting of a ADHD/ADD child try:

- a) Wheelbarrow walk (holds the child's legs with the body horizontal and have the child walk using his arms)
- b) Monkey bars to exercise and arm and wrist muscles
- c) Any other exercises that help the child to improve his arm/wrist muscles (e.g. badminton, dumb-bell exercises, etc.)

8.7. Handling Assignments:

- a) Allow the child to have regular breaks when doing homework (about 10 minutes break after 30 minutes of homework for the older child)
- b) Have fixed and suitable timing for homework
- c) Encourage the ADHD / ADD child to estimate and monitor the time required for each assignment. This helps the child to better focus on the required assignment
- d) Break big assignments into smaller tasks, each with its own deadline
- e) Highlight & mark up books; Prepare summary of what you read (this is a more active form of reading)
- f) Read the summary, title, first/last sentence/paragraph before you read the entire article
- g) Give yourself a reason for pay attention or being interested in a particular topic/subject.

8.8. Ten (10) Tips for "Surviving" your ADHD/ADD child are:

- a) Have realistic expectations on what you can or cannot do
- b) Have routines that helps the child get his work done
- c) Simplify your life - your ADHD/ADD child needs more of your time, energy and attention than other normal child
- d) Accept your child's situation and focus on his strengths and interests
- e) Be fair, firm and consistent with your discipline
- f) Teach incompetent behavior and punish rebellious behavior - need to know / distinguish the difference between incompetent or rebellious behavior by looking at his intention, rather than what he has done
- g) Avoid allowing either you or your child to become fatigued
- h) Only take your child to places where he has a chance to be successful (e.g. open park or carpeted floor where he can run around and fall, etc.)
- i) Watch less TV, not more
- j) Take good care of yourself too (e.g. enjoy sunsets, go for walks, etc.); Otherwise you may not have the energy or patience to properly guide and teach your ADHD/ADD child when he need you to do so.

8.9. Make bedtime a special time for the ADHD/ADD child:

- a) Develop a bed-time routine, starting 30 minutes before sleeping
- b) Have the ADHD/ADD child pick his favourite book, etc.
- c) Tuck them into bed, tell them you will always love them and kiss them goodnight; a child's favourite bed-time song:
 - I love you for always,
 - I like you forever
 - For as long as I'm living
 - My baby you will be

8.10. Heart Of Parenting:

- a) Make sure your ADHD/ADD child feels he is worthwhile and lovable so that he / she can grow up to be an effective and happy adult with good self-esteem
- b) Be specific in your praise and criticism; describe the behavior that causes the praise or criticism:
 - Also describe what could have been done to avoid the problem/criticism
- c) Allow your child to be competent and responsible:
 - It is important for the child to feel that he can competently control everyday experience
 - This will affect his future behavior in terms of willingness to try and to be persistent in achieving his goals

- d) Signs of a good parent-child relationship:
- Child comes and ask you to carry or hold him
 - Child brings hurt feelings to you
 - Child says something that shows he knows how you feel
 - Child helps when not asked
 - Child wants to talk or be with you.
- e) Signs of a poor parent-child relationship:
- Child does not send messages like those above
 - You are often angry with your child
 - Small issues becomes big issues
 - You talk to your child in a sarcastic , lecturing, insulting way
 - You hit your child in fits of rage
 - Your child defies you or shouts at you
- f) Communicating Low & Acceptance:
- Tell your child you love & appreciate him
 - Show love by touching
 - Let your child do his own things without directions or criticisms
 - Be a good listener
 - Sharing your child's activities without taking over
- g) Learn to recognise your child's feelings
- We must find clues to the feelings of our children which may be hidden in what they say or do
 - We must show the child we understand by telling him our understanding of his feelings
- h) Sharing Yourself with your child
- Let the child know and experience how you feel, your thoughts and your expectations
 - This should be done without intending to manipulate the child by making him feel guilty or fearful
 - There should be no expectations that the child will act differently because of what you say

8.11. Other Considerations:

- a) Involvement in social activities such as scouting, church groups or other youth organisations that help develop social skills and self-esteem
- b) Allow the ADHD/ADD child to play with younger children if this is where they fit in; They can develop valuable social skills from interactions with younger children.
- c) Individualised activities that are mildly competitive or non-competitive (e.g. walking, swimming, jogging, biking, karate, etc.)

- ADHD/ADD child may do less well than their peers in team sports.

8.12. A-Z List of Things to Do:

- a) **Adequate Sleep:** Ensure that the ADHD/ADD has adequate sleep; Otherwise his behavioral problems are likely to get worse (same applies for the normal human)
- b) **Better Communication:** Listen to / understand your child's feelings and you will be able to better communicate with him
- c) **Coffee:** Coffee is a weaker stimulant than Ritalin, no harm trying to see if it work for your ADHD/ADD child (not more than 2 cups of coffee per day; e.g. one cup after breakfast, one cup before doing his homework)
- d) **Computer:** Teach your ADHD/ADD child to use a computer
- e) **Drama Classes:** Enrol your child for speech & drama courses or other courses that gives your child a hand-on experience (e.g. abacus training using fingers, etc.)
- f) **Effalex:** Try Effalex (available at pharmacies), especially if your ADHD/ADD child is clumsy and has motor co-ordination problems; Try Medic drug store at Tanjong Pagar Plaza for up to 15% discount, Tel:2244-842
- g) **Exercises:** Encouraging daily physical exercises for your ADHD/ADD child (e.g. jogging, swimming, cycling, badminton, table-tennis, stretching exercises, etc.)
- h) **Family Therapy:** Go for Family Therapy (e.g. at Institute of Health, Child Guidance Clinic) if you and your spouse have strong differences in the style/way of bringing up the ADHD/ADD child
- i) **Health Supplements:** Provide multi-vitamin supplements and appetisers (e.g. Lysine) if your ADHD/ADD child is under-weight and prone to illness
- j) **Interests:** Always watch out what interests your child; Your child's attention and focus will be much better if he/she is interested in the subject/topic
- k) **Kinesthetic:** The average ADHD/ADD is a kinesthetic learner as contrast to a visual or auditory learner; Be sure to use the right set of teaching strategy for these type of children (i.e. provide more hand-on experience with concrete / real-life examples/models rather than theoretical or abstract models)
- l) **Listening Skill:** Allow you ADHD/ADD child to place phone calls to relative and pick up phone calls; This is build up his listening skill which is usually weak for the ADHD/ADD child
- m) **Music:** Purchase Baroque music (60 beats per minutes, close to a relaxed heart-beat rate) such as Bach, Handel, Pachebel, Vivaldi) for your ADHD/ADD child to help him relax and improve his concentration
- n) **Montessori Classes:** Consider enrolling your child into a Montessori class where he can learn things using 5 senses (seeing, hearing, touching, smelling and tasting)

- o) **Nutrition:** It is important for the ADHD/ADD child to have a balanced diet with proper nutrition; Some ADHD/ADD problems could be nutritional problems (e.g. lack of iron, etc.) or toxic metal poisoning.
- p) **Organised:** Teach your child to be organised / how to be organised
- q) **Physical Activities:** Encourage your ADHD/ADD child to pick up activities such as swimming, badminton, table-tennis, dancing, cycling, martial art, camping, etc.
- r) **Quiet Time:** Teach your ADHD/ADD child how to relax (e.g. progressive relaxation technique, meditation, Tai Chi, walk at the beach, watch sunset, fishing, etc.)
- s) **Ritalin:** Try Ritalin if your child cannot control his loss of concentration; Watch out for possible side-effects such as weight-loss and temper-outbursts/explosive behavior
- t) **Social Class:** Get your ADHD/ADD child to attend social classes (e.g. conducted at KK hospital or Institute of Health) to learn what are acceptable social behavior
- u) **TV & Video Games:** Limit TV and video games to at most 1 hour per day
- v) **Take Good Care of Yourself:** Take good care of yourself so that you can better guide and teach your ADHD/ADD child
- w) **University:** Have realistic expectation on whether your child can get into a university; A lot of what we learn are not learnt at the university; What is important is whether your ADHD/ADD is constantly learning new things or not.
 - Current academic system is not designed to suit the ADHD/ADD child
 - The ADHD/ADD child learns better through hand-on experience (e.g. apprenticeship, etc.)
- x) **Visual Therapy:** This is for children with problems co-ordinating their eye movements and this leads to reading problems
 - Also trains a child to scan an area systematically (e.g. from left to right and top to bottom)
 - ADD children tends to scan an image randomly in all directions
- y) **Websites:** Useful web-sites include:
 - www.amazon.com - for buying books
 - www.lib.gov.sg - for browsing books in the national library
 - <http://www.ldonline.org> - Learning Disability On-Line
 - www.chadd.org - Organisation for children & adult with ADD
 - www.add.org - National ADD Association
 - www.addgroup.org - The ADD Action Group
 - www.adult-add.org - Student Alliance on ADD

- <http://groups.yahoo.com/>, <http://groups.yahoo.com/mygroups> - Mailing groups (e.g. ADHD_Singapore@yahoogroups.com, S-Dyspraxia@yahoogroups.com)
 - www.hanen.org - assist in speech development
 - www.fathers.com.sg - How to be a better father to your children
 - www.yahoo.com - Search for information on ADD
 - www.np1.edu.sg/spark - SPARK: Society for the Promotion of ADHD Research and Knowledge in S'pore
 - www.mcids.gov.sg - Ministry of Community Development - Address and Phone numbers for Family Service Centres
 - www.zan-pro.com - purchase herbal alternative for Ritalin
- z) **Zoo:** A trip to the zoo should be an enjoyable activity for your ADHD/ADD child.

9. WHAT TEACHERS CAN DO?

9.1. Establishing the Proper Learning Environment:

- a) Children with ADHD can be seated in the first few rows near the teacher's desk, surrounded by model students who can assist the ADHD child.
- b) Do not place students with ADHD/ADD near air conditioners, high traffic area, doors or windows as these will distract the ADHD/ADD child
- c) Appoint a buddy (who is good at his work, organised, willing to help) to give the ADHD child assistance and prompt him (e.g. on copying the homework, handing up the homework, clarifying the teacher's instructions, etc.)

9.2. Giving Instructions to Students with ADHD/ADD:

- a) Write important messages on the board. The ADHD child may not have heard what you had said. Also emphasize key points by writing them on the board. This will catch the student's attention
- b) Try to involve various senses during the lesson - e.g. use of colourful materials (sight, sound, smell, touch and even taste). Children with ADHD enjoy touching and other hand-on experiences.
- c) Keep each lesson short and inject variety to stimulate student's interests. What is useful for the ADHD child is also useful for other normal children.
- d) All children learn best from playing. Lessons should be made as fun as possible using our creativity and real-life examples:
 - The ADHD child finds it difficult to learn abstract things and can quickly enjoy learning with real-life examples
 - For example, teaching mathematics using money makes the child appreciate why we need to learn adding and subtraction and motivates the child to learn other abstract mathematics operations.

- e) The ADHD child (so are about 1/3 of all the children) is usually weak in his listening skills. Find creative ways to enhance the listening skills of children. E.g.:
- Tape sounds of special events or situation to guess what the events or situation are
 - Multi-media teaching aids on the computer are also useful
 - Ask children to identify what they can hear in the background
 - Make wire-telephone using paper cups during science lessons,
 - Getting different children to read different part of the lessons, etc.
- f) Have structure and routines for various lessons
- g) State Directions Clearly and Simply
- h) Minimise the Clutter on Your Handouts
- i) Teach Students Memory Aides
- j) Encourage the Student to Solve Problems With Minimised Teacher Involvement
- k) Maintain eye contact during verbal instruction.

9.3. Giving Assignments to Students with ADHD/ADD:

- a) Give out one task at a time; monitor frequently
- b) Make sure you are testing knowledge and not attention span
- c) Keep in mind children with ADHD/ADD are easily frustrated; Stress, pressure and fatigue can break down their self-control and lead to poor behaviour
- d) Require the use of an assignment notebook
- Write down assignment(s) on the board or on a piece of paper that can be pasted in an assignment notebook
 - Require Your Student To Write Assignments Down
 - Get parents to sign off the assignment notebook
- e) Give more time for assignment and tests. ADHD children tends to lose focus and thus need more time than others to complete their work
- Apply for extra time for school examinations for the ADHD/ADD at least six months before the exam to ensure approval can be obtained in time
- f) Communicate Assignments Clearly
- Be clear about the due date, the required pages, the format and required materials
- g) Provide a model/the structure of a required assignment or project
- h) Intervene when there is a pattern of incomplete assignments.

9.4. Modifying Behaviour and Enhancing Self-Esteem:

- a) Provide Supervision and Discipline
 - Remain calm, state what has gone wrong and avoid arguing with the student
 - Describe what should have been done
 - Have pre-established consequences for mis-behaviour
 - Enforce classroom rules consistently
 - Make sure the discipline fits the "crime" without harshness
 - Avoid ridicule and criticism; Remember that children with ADHD/ADD have difficulty staying in control
 - Avoid publicly reminding students on medication to "take their medicine"
- b) Provide Encouragement:
 - Reward more than you punish; try to find good behavior to reinforce them (e.g. I noticed you have ... I like that.)
 - Be specific about your praises
 - Encourage positive self-talk (e.g. You did very well remainin in your seat today. How do you feel about that?").

9.5. Proper Structure and Organisation:

- a) Provide Structure and Routine for various lessons
- b) Require students to use a 3-ring binder to organise their materials and schoolwork (as early as 3rd gradea)
 - With subject dividers, blank notebook paper and plastic pouch for pens, pencils & erasers
 - Another binder for pending homeworks, completed homeworks and notes to parents
- c) Provide a place in The Classroom For Students To Turn in Their Work
- d) Teach The Students How To Keep A Neat Desk
- e) Build Desk-Cleaning Time Into the Class Schedule
- f) Encourage Students to Be Responsible For Their Materials
- g) Have a Class Discussion in Which Students Share Their Ideas about Keeping Organised
- h) Encourage the use of a checklist.

10. HOW PEOPLE WITH ADHD/ADD COPE: SUCCESS STORIES

10.1. The following are a list of actions which people with ADHD/ADD has tried and found useful:

- a) Make full use of your creativity
- b) Set short term goals to help you keep focus
- c) Practise being more aware of what is happening (observe yourself when putting things down so that they don't get lost)
- d) Use organisers or calendar to help you track things to do
- e) Have designated places to keep various things
- f) Create permanent reminder list to minimize the common problems encountered (e.g. lost keys, comb, etc.)
- g) Buy extras of non-essential (e.g. buy 10 combs at a time, etc.)
- h) Exercise
- i) Develop habit of double-checking
- j) Find mentors, especially successful people with the same ADHD/ADD problems
- k) Way to remember people's names: Repeat the person's name, ask the person to spell his/her name
- l) Remember that people who failed the most are also more successful than others in what they do
- m) Learn / develop ways to organise your things/work (e.g. a good and color-coded filing system)
- n) Have a executive assistant to help you keep things organised
- o) Break big jobs with little pieces, each with its own deadline
- p) Find the best and "interesting" teachers who can help you develop interest in the subject being taught
- q) Highlight & mark up books; Prepare summary of what you read (this is a more active form of reading)
- r) Read the summary, title, first/last sentence/paragraph before you read the entire article
- s) Give yourself a reason for pay attention or being interested in a particular topic/subject
- t) Enrol in a martial art class
- u) Learn physical relaxation techniques

- v) Learn to use a computer
- w) Choose subjects/topics which provides hand-on experience or real-life application (as contrast with a class that covers only theories)
- x) Learn problem-solving skills: Ask yourself the right set of empowering questions, e.g.:
 - "What can I do to solve this problem?", "What can I do to prevent similar problems from happening?", etc.
 - Don't ask yourself: "Why am I such a jerk?", "Why is everybody picking on me?", "Why is this happening to me?", "Why am I so stupid?", etc.

11. CAREER FOR PEOPLE WITH ADHD/ADD

- 11.1. Individuals with ADHD may succeed as inventors, writers, artists, designers, businessmen, or in stimulating environment such as fire safety, law enforcement, or the military.
- 11.2. Jobs with variety of activities, providing autonomy and requiring creativity are suitable for people with ADHD/ADD.
- 11.3. Managerial roles are not considered as ADD-friendly as they involve inactivity and attention to everyone's else's details. Managerial roles are also not autonomous.
- 11.4. Examples of such jobs include:
 - a) Technical jobs involving field installation and repair of high-tech equipment
 - b) Sales representatives who are not office-bound
 - c) Scientific exploration / research
 - d) Computer/financial/engineering consultants
 - e) Entrepreneur
 - f) Working that involves various special projects
 - g) Any work that requires lot of creativity (e.g. in design work, advertising and promotional activities, etc.).

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