



ADHD(ATTENTION DEFICIT HYPERACTIVITY DISORDER)

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INTRODUCTION

- ❑ ADHD is a chronic condition marked by persistent inattention, hyperactivity and some times impulsivity.
- ❑ Inattentive:- People with inattentive ADHD make careless mistakes because they have difficulty in sustaining attention, following detailed instructions, and organizing tasks and activities. They are forgetful, easily distracted by external stimuli, and often lose things.
- ❑ Hyperactivity:- means a person seems to move about constantly, including in situations in which it is not appropriate; or excessively fidgets, taps, or talks.
- ❑ Impulsivity:- means a person makes hasty actions that occur in the moment without first thinking about them and that may have a high potential for harm.

ADHD is a neurological disorder that develops during childhood and can persist into adulthood.

ADHD symptoms start before age 12 and in some children, they are noticeable as early as 3 years of age. ADHD symptoms can be mild, moderate or severe and they may continue into adulthood.

CAUSES OF ADHD

1. Brain anatomy and function:- A lower level of activity in the parts of the brain that control attention and activity level may be associated with ADHD.
2. Genes and heredity. ADHD frequently runs in families. A child with ADHD has a 1 in 4 chance of having a parent with ADHD. It's also likely that another close family member, such as a sibling, will also have ADHD. Sometimes, ADHD is diagnosed in a parent at the same time it is diagnosed in the child.

Numerous studies have found that families with ADHD children have a higher incidence of psychological & psychiatric problems such as depression, anxiety , antisocial disorders etc.
3. Prematurity :- increases the risk of developing ADHD.
4. Prenatal exposures:- A mother's health and habits during pregnancy can also play a role in the development of ADHD. Poor nutrition and infections during pregnancy can increase the risk of ADHD. A significant relationship between smoking and alcohol consumptions during pregnancy increases the risk that the child will develop ADHD.

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5. Toxins:- Exposure to lead (even low levels) can result in hyperactivity and inattention.

6. Low birth weight

7. Neurochemical factor:- numerous magazine and newspaper articles have reported that ADHD is due to a chemical imbalance in the brain. Although this explanation is a gross simplification of what is known about brain chemistry and function, these articles are usually referring to chemicals know as neurotransmitter.

SYMPTOMS

- ▶ ADHD occurs more often in males than in females, and behaviors can be different in boys and girls. For example, boys may be more hyperactive and girls may tend to be quietly inattentive.

Inattention

A child who shows a pattern of inattention may often:

- Fail to pay close attention to details or make careless mistakes in schoolwork
- Have trouble staying focused in tasks or play
- Appear not to listen, even when spoken to directly
- Have difficulty following through on instructions and fail to finish schoolwork or chores
- Have trouble organizing tasks and activities
- Avoid or dislike tasks that require focused mental effort, such as homework
- Lose items needed for tasks or activities, for example, toys, school assignments, pencils
- Be easily distracted
- Forget to do some daily activities, such as forgetting to do chores

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- as trouble staying focused; is easily distracted or gets bored with a task before it's completed
- Appears not to listen when spoken to
- Has difficulty remembering things and following instructions; doesn't pay attention to details or makes careless mistakes
- Has trouble staying organized, planning ahead, and finishing projects
- Frequently loses or misplaces homework, books, toys, or other items

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Hyperactivity and impulsivity

A child who shows a pattern of hyperactive and impulsive symptoms may often:

- Fidget with or tap his or her hands or feet, or squirm in the seat
- Have difficulty staying seated in the classroom or in other situations
- Run around or climb in situations when it's not appropriate
- Have trouble playing or doing an activity quietly
- Talk too much
- Blurt out answers, interrupting the questioner
- Have difficulty waiting for his or her turn
- Interrupt or intrude on others' conversations, games or activities

ASSESSMENT FOR ADHD

1. ASSESSMENT BY THE SLP:-

- ▶ Assessment by the SLP may include some or all of the following:-
- ▶ Observing the interactions with peers and authority figures in the classroom / work setting and during formal testing.
- ▶ Observing conversation with parents and other family members.
- ▶ Interviewing the child to evaluate self-awareness of needs and difficulties, as age appropriate.
- ▶ Formally evaluating speech and language skills such as fluency (whether or not child stutters), speech articulation (pronunciation and clarity of speech), understanding and use of vocabulary (semantics) etc.
- ▶ DSM-4 a standardize test tool used by SLPs in their clinic as a formal evaluation to assess ADHD Children.
- ▶ Evaluating the ability to explain or retell a story, centering on a topic and chaining a sequence of events together.
- ▶ Assessing social communication skills (pragmatic language).

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- ▶ Assessing the ability to plan , organize and attend to details.

2. ASSESSMENT PROCEDURE

- ▶ To increase the accuracy of ADHD patient, a multi method assessment approach uses multiple assessment measures and multiple informants.
- ▶ Typically, information is provided by parents, teachers and the individual under evaluation.

3. ADHD ASSESSMENT FRAMEWORK

- ▶ There are a list of procedure we do to assess a client with ADHD as described below:

A. PARENT INTERVIEW

- ▶ The main purpose of parent interview are as follow:-
- ▶ Established relationship with client
- ▶ Explain the evaluation procedure
- ▶ Get the answer of our concerns

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- ▶ Obtain valid and reliable information about clients.
- ▶ Gather information about family history and current family functioning.

4. RATING SCALES

- ▶ We use a list of rating scales to rate ADHD described below:-

A. CHILD BEHAVIOR CHECKLIST(CBC)

- ▶ Applied for the children ranging between the age groups of 4-6 years.
- ▶ It contains 136 items which measures social competence, behavioral problem(thought, attention, anxious withdrawal problems etc)

B. TEACHER INTERVIEW

- ▶ Main purpose of teacher interview is to gather valid and reliable information about child or adolescents
 - academic achievement
 - behavior problems
 - interpersonal skills

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5. CHILD, ADOLESCENT OR ADULT OBSERVATION AND INTERVIEW

- ▶ Main purposes of the observation and interview of patients in ADHD assessment are as follows:-
- ▶ Gather objective information about individual behavior relative to his/her peers.
- ▶ Become acquainted and develop relation with individual under evaluation.
- ▶ Gather information about individuals perspective regarding his/her problem behavior.
- ▶ Gather information about the individuals interpersonal relationships and social emotional functioning.
- ▶ Observe the individual's appearance , behavior and language skills.

TREATMENT FOR ADHD

- ▶ Treatment can help your child with ADHD in school, social situations and at home. The right plan can help with all three major components of ADHD: inattention, impulsivity and hyperactivity control. The goal of treatment is to help your child follow rules, concentrate and have good relationships with parents , teachers and peers.
- ▶ Standard treatments for ADHD in children include medications, behavior therapy , counseling and education services. These treatments can relieve many of the symptoms of ADHD, but they don't cure it . It may take some time to determine what works best for your child.

1. STIMULANT MEDICATIONS:-

- ▶ Currently, stimulant drugs (psychostimulants) are the most commonly prescribed medications for ADHD. Stimulants appear to boost and balance levels of brain chemicals called neurotransmitters. These medications help improve the signs and symptoms of inattention and hyperactivity sometimes effectively in a short period of time.

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2. PSYCHOTHERAPY:-

- ▶ Diagnose ADHD and provide talk therapy
- ▶ In psychotherapy, a child may also be able to explore their behavior patterns and learn how to make good choices in the future.

3. PARENT TRAINING:-

- ▶ For kids whose impulsive behavior is creating conflict at home and getting them into trouble at school, therapy can help them rein in the behavior that's problematic and establish more positive relationships with the adults in their lives. It's called generally parent training , because it involves working with parents and children together. Its trains parents to interact differently with children, in order to elicit desirable behavior on the part of the child and discourage behavior that's causing him trouble.

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4. SCHOOL INTERVENTIONS:-

- ▶ Young children with ADHD can benefit from systems that encourage positive behavior, like the “Daily Report Card” . These approaches pinpoint specific goals for behavior in school, give kids feedback on how they are doing and reward them for meeting those goals successfully.
- ▶ Goals might involve academic work (finishing tasks), behavior towards peers(reducing teasing or fighting) and adherence to classroom rules(not interrupting, staying in his seat following instructions). The teacher rates the child’s performance each day on each goal. He/she gets a star or a reward for each positive behavior.

5. BEHAVIOR THERAPY:-

- ▶ The goal of behavior therapy is to teach a child how to monitor their behaviors and then change those behaviors appropriately. You will develop strategies for how the child behaves in response to certain situations. These strategies often involve some sort of direct feedback to help the child learn suitable behaviors. For instance, a token reward system could be devised to support positive behaviors.

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6. INSTRUCTIONAL STRATEGIES:-

- ▶ Various instructional strategies have been recommended for students with ADHD which are described below:
- ▶ 1- teacher and student education about ADHD
- ▶ 2- action oriented tasks
- ▶ 3- frequent feedback
- ▶ 4- instructions
- ▶ 5- stimulating materials
- ▶ 6- length of assignments
- ▶ 7- multi sensory teaching
- ▶ 8- computer use
- ▶ 9- note taking
- ▶ 10- listening and reading comprehension
- ▶ 11- positive reinforcement

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7. TOKEN ECONOMIES AND REINFORCEMENT PRINCIPLE:-

- ▶ A token economy is a form of behavior modification designed to increase desirable behavior and decrease undesirable behavior with the use of tokens.
- ▶ A token can be a chip ,coin ,star or sticker etc individual receive tokens immediately after displaying desirable behavior.
- ▶ There are three basic type of consequences positive reinforcement , negative reinforcement and punishment.
- ▶ Means if we will reinforce on any work we will see increment and otherwise if we punish or negatively reinforce then decrement can be seen.

THANK YOU