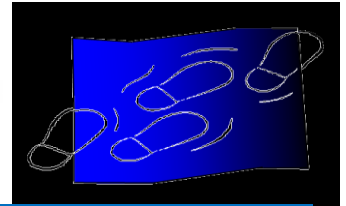


LSS Pathfinder



ADHD (Attention-Deficit/Hyperactivity Disorder)

2017-18

“There are times when children just can’t seem to concentrate. This isn’t a huge problem for most kids—they can regain their focus and get back on task fairly easily. But it’s a serious problem for others. **Attention-deficit/hyperactivity disorder (ADHD)** is a real illness that makes it difficult for children to sit still, concentrate and complete their work correctly and on time. ... with ADHD, these behaviours happen often for a long time and in different environments (for example, at home and at school), and interfere a lot with the child’s life.

“When a child is diagnosed with ADHD, the child and their family members should first learn about ADHD. This reinforces that the illness is a difficulty that the child can overcome and helps the entire family understand the illness.... A combination of counselling, changes at home, changes at school and medication help children living with ADHD.”

<https://www.cmha.bc.ca/documents/attention-deficithyperactivity-disorder-in-children-and-youth/>

This is a guide to information currently available at the Library Resource Centre on **Attention Deficit Hyperactivity Disorder (ADHD)**. The Pathfinder includes resources for students, educators, as well as useful links and journal articles.

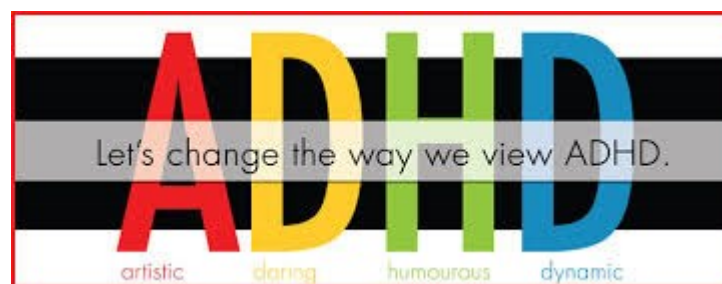
To borrow these resources, contact the Library Resource Centre at wlsslibrary@wsd1.org or call 204-788-0203 ext. 343 (VOIP 101343). These resources can also be booked online by clicking the image of a resource or its title in this pathfinder, then selecting the **Place Hold** button and logging in to the catalogue.

SEARCH TERMS:

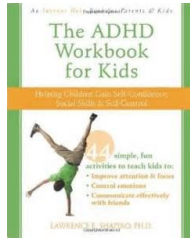
Keywords: ADHD, neurodiversity

Subject Headings: Attention-deficit hyperactivity disorder, neuropsychology

Related Pathfinders: Mindfulness, MindUp Curriculum Resource List



BOOKS FOR STUDENTS

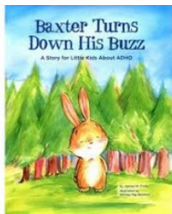


618.9285890076 SHA

Shapiro, Lawrence E. [The ADHD workbook for kids: helping children gain self-confidence, social skills & self-control](#). Oakland, CA: Instant Help Books, 2010.

All kids with attention-deficit hyperactivity disorder (ADHD) want to manage their symptoms in order to get along better with others, build confidence, and succeed in school, but most don't have the skills they need to get their impulsive behavior under control. Book offers a simple way to help children with ADHD learn these critical skills in just ten minutes a day.

Audience: Grade 3 and up

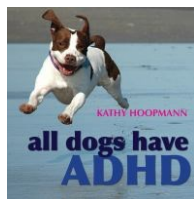


BOOK E FOL

Foley, James M. [Baxter turns down his buzz: a story for little kids about ADHD](#). Washington, DC: Magination Press, 2015.

A high-energy rabbit that must learn to control his activity level and impulsiveness. Baxter's uncle Barnaby guides Baxter through the steps necessary to 'turn down his buzz.' Techniques such as mindfulness, progressive relaxation, and visualization are employed.

Audience: Grades K to 3

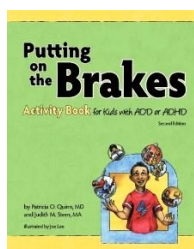


J 362.1968589 HOO

Hoopmann, Kathy. [All dogs have ADHD](#). London; Philadelphia: Jessica Kingsley, 2009.

All Dogs Have ADHD takes an inspiring and affectionate look at Attention Deficit Hyperactivity Disorder (ADHD), using images and ideas from the canine world to explore a variety of traits that will be instantly recognisable to those who are familiar with ADHD. This delightful book combines humour with understanding to reflect the difficulties and joys of raising a child with ADHD and celebrates what it means to be considered 'different.'

Audience: Grades 2 to 6

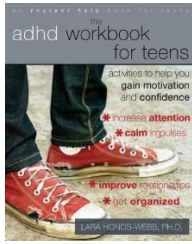


J 371.93 QUI

Quinn, Patricia O. [Putting on the brakes: activity book for kids with ADD or ADHD](#). Washington, DC: Magination Press, 2009.

Putting on the Brakes Activity Book for Kids with ADD or ADHD is an expanded and updated edition of the classic, best-selling workbook. This essential resource covers almost every area in a kid's life affected by AD/HD. Fun activities teach kids to manage attention problems and helps them in setting priorities, planning, and maintaining control of their day-to-day activities. With this book, kids put their understanding of AD/HD into action and become empowered to use new skills and to be in charge their AD/HD.

Audience: Grades 4-9

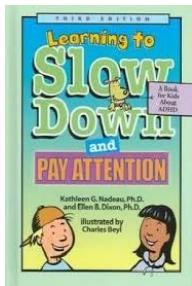


J 616.85 HON

Honos-Webb, Lara. [The ADHD workbook for teens: activities to help you gain motivation and confidence](#). Oakland, Calif.: Instant Help Books, 2010.

Symptoms of attention deficit/hyperactivity disorder, or ADHD, can strike at any time-during class, when you're listening to a friend's story, while doing homework, and did we mention during class? You might find it difficult to pay attention and sit still when your impulses are constantly tempting you to do the opposite. In *The ADHD Workbook for Teens*, you'll learn simple skills you can use to confidently handle school, make and keep friends, and organize and finish every project you start. This workbook helps you find out who you really are through a series of exercises and worksheets that focus on identifying your strengths and interests. Then, you'll begin using those strengths to create strategies for overcoming the ADHD-related issues you struggle with.

Audience: Grades 7 to 12

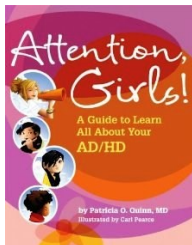


J 618.928589 NAD

Nadeau, Kathleen G. [Learning to slow down and pay attention: a book for kids about ADHD](#). Washington, DC: Magination Press, 2005.

Offers guidelines for children with ADHD to help them improve their coping skills, and includes tips and resources for parents.

Audience: Grades 1 to 6

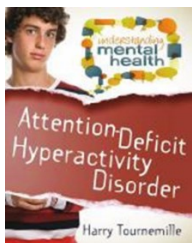


J 618.928589 QUI

Quinn, Patricia O. [Attention, girls!: a guide to learn all about your AD/HD](#). Washington, D.C.: Magination Press, 2009.

Written for "tween" girls (ages 7-11) who have ADD/ADHD. It offers girls, their parents, and professionals practical tips and techniques for managing attention disorders and the many aspects of life that these disorders can affect. It is packed with useful and empowering lessons that are simple to apply.

Audience: Grades 7 to 12



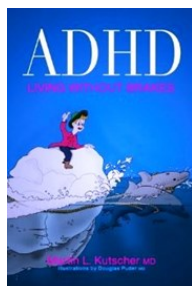
J 618.928589 TOU

Tournemille, Harry. [Attention deficit hyperactivity disorder](#). St. Catharines, ON: Crabtree Publishing Company, 2014.

This title provides an overview for young people about Attention-Deficit Hyperactivity Disorder and other emotional and behavioral disorders, including Oppositional Defiant Disorder. Symptoms, causes, and treatment options and management are discussed.

Audience: Grades 7 to 12

BOOKS FOR EDUCATORS

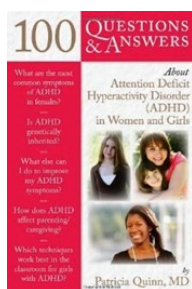


618.928589 KUT

Kutscher, Martin L. [ADHD: living without brakes](#). London: Jessica Kingsley, 2010

Describes the spectrum of ADHD, the co-occurring symptoms, and common difficulties that parents face. Focuses on solutions, based around four rules. Rule number one is keeping it positive: punishments can change behavior, but only positive approaches can improve attitude. Rule number two is keeping it calm: it is difficult thinking clearly enough to solve problems logically if you are feeling overwhelmed. Rule number three is keeping it organized: this rule relates particularly to the child's school life. Rule number four is to keep doing rules one to three.

Audience: Educators, Parents and Caregivers

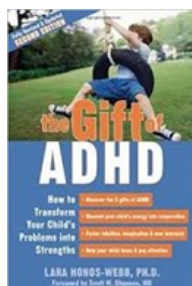


616.85890082 QUI

Quinn, Patricia. [100 questions & answers about attention-deficit hyperactivity disorder \(AD/HD\) in women and girls](#). Sudbury, MA: Jones & Bartlett Learning, 2011.

Provides authoritative, practical answers to common questions about this disorder. Written by a renowned ADHD specialist, this book presents important information about common symptoms, the diagnosis process, management, and sources of support for women and girls with ADHD.

Audience: Educators, Parents and Caregivers

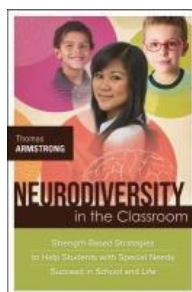


649.154 HON

Honos-Webb, Lara. [The gift of ADHD: how to transform your child's problems into strengths](#). Oakland, CA: New Harbinger Publications, 2010.

This second edition of The Gift of ADHD includes compelling new research indicating that the impulses that lead your child to act exuberantly may correspond with unusual levels of creativity and a heightened capacity for insight into the feelings and emotions of others. Could it be that ADHD is not a hindrance, but an asset in our fast-paced digital age?

Audience: Educators, Parents and Caregivers

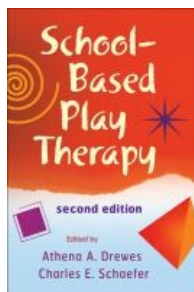


371.9 ARM

Armstrong, Thomas. [Neurodiversity in the classroom: strength-based strategies to help students with special needs succeed in school and life](#). Alexandria, Virginia USA: ASCD, 2012.

A new concept on human diversity has emerged over the past 10 years that promises to revolutionize the way educators provide services to students with special needs: neurodiversity. Just as we celebrate diversity in nature and cultures, so too do we need to honor the diversity of brains among our students who learn, think, and behave differently. In Neurodiversity in the Classroom, best-selling author Thomas Armstrong argues that we should embrace the strengths of such neurodiverse students to help them and their neurotypical peers thrive in school and beyond. This innovative book focuses on five categories of special needs: learning disabilities, attention deficit hyperactivity disorder, autism, intellectual disabilities, and emotional and behavioral disorders.

Audience: Educators

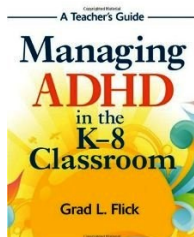


155.418 SCH

Drewes, Athena A. and Charles E. Schaefer. [School-based play therapy](#). Hoboken, N.J.: John Wiley & Sons, 2010.

The Second Edition includes coverage on how to implement a play therapy program in school settings; play-based prevention programs; individual play therapy approaches as well as group play; and play therapy with special populations, such as selectively mute, homeless, and autistic children. In addition, nine new chapters have been added with new material covering: Cognitive-behavioral play therapy, Trauma-focused group work, and Training teachers to use play therapy.

Audience: Educators

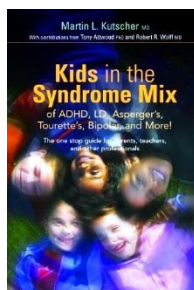


371.94 FLI

Flick, Grad L. [Managing ADHD in the K-8 classroom: a teacher's guide](#). Thousand Oaks, Calif.: Corwin, 2010.

Resource provides clear-cut intervention strategies for handling a wide range of ADHD behavior issue. The author helps teachers better understand ADHD, make accommodations in the classroom, promote appropriate behavior, discourage inappropriate behavior, and apply techniques for dealing with children's impulsivity, attention problems, hyperactivity, and other behaviors related to ADHD.

Audience: Educators

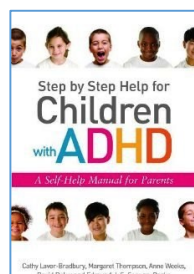


618.9289 KUT

Kutscher, Martin L. [Kids in the syndrome mix of ADHD, LD, Asperger's, Tourette's, bipolar, and more!: the one stop guide for parents, teachers, and other professionals](#). Philadelphia: Jessica Kingsley, 2007.

Kids in the Syndrome Mix is a concise, scientifically up-to-date, all-in-one guide to the whole range of often co-existing neuro-behavioral disorders in children-from attention deficit hyperactivity disorder (ADHD), obsessive-compulsive disorder, and bipolar disorder to autistic spectrum disorders, nonverbal learning disabilities, sensory integration problems, and executive dysfunction.

Audience: Educators, Parents and Caregivers



618.928589 STE

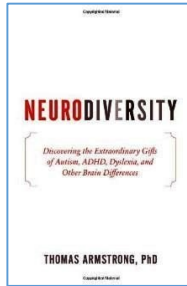
Laver-Bradbury, Cathy, Margaret Thompson, Anne Weeks, David Daley and Edmund J. S. Sonuga-Barke. [Step by step help for children with ADHD: a self-help manual for parents](#). London: Jessica Kingsley, 2010.

This simple, flexible six-step programme is full of tried-and-tested ideas for parents and professionals supporting families of young children with ADHD. By practicing the techniques and strategies, parents will gain confidence in their parenting and, over time, will improve the child's management of the condition. The programme includes games that will help improve the child's attention, exercises to develop patience and tips for supporting the child in successful self-organization. There are also plenty of useful ideas for developing communication between parents and schools.

Audience: Educators, Parents and Caregivers

616.8 ARM

Armstrong, Thomas. [Neurodiversity: discovering the extraordinary gifts of autism, ADHD, dyslexia, and other brain differences](#). Cambridge, Mass.: Da Capo Lifelong, 2010.

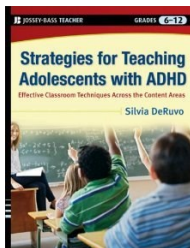


A new term has emerged from the disability movement in the past decade to help change the way we think about neurological disorders: Neurodiversity. ADHD. Dyslexia. Autism. The number of categories of illnesses listed by the American Psychiatric Association has tripled in the past fifty years. With so many people affected by our growing culture of disabilities, it no longer makes sense to hold on to the deficit-ridden idea of neuropsychological illness. With the sensibility of Oliver Sacks and Kay Redfield Jamison, psychologist Thomas Armstrong offers a revolutionary perspective that reframes many neuropsychological disorders as part of the natural diversity of the human brain rather than as definitive illnesses. Neurodiversity emphasizes their positive dimensions, showing how people with ADHD, bipolar disorder, and other conditions have inherent evolutionary advantages that, matched with the appropriate environment or ecological niche, can help them achieve dignity and wholeness in their lives.

Audience: Educators

371.94 DER

DeRuvo, Silvia L. [Strategies for teaching adolescents with ADHD: effective classroom techniques across the content areas](#). San Francisco: Jossey-Bass, 2009.

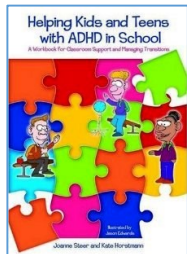


This resource offers strategies to teach adolescents with ADHD across all core content areas: English Language Arts, Math, Science, and Social Studies. These strategies have been classroom-tested and proven to engage students during content instruction so that they will gain a lasting understanding of the material taught. As students interact with the content--talk, write, draw, and create a variety of media in relation to the content--all students, including those with ADHD, will learn the basics necessary for post-secondary education and employment.

Audience: Educators

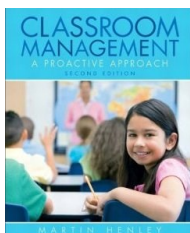
371.94 STE

Steer, Joanne. [Helping kids and teens with ADHD in school: a workbook for classroom support and managing transitions](#). London: Jessica Kingsley, 2009.



Young people with ADHD can struggle to develop the skills they need to adapt to new situations and establish greater independence. This fun and interactive workbook is aimed at actively engaging young people with ADHD and supporting them as they negotiate the pitfalls of growing-up, and the transition to secondary or high school. Each chapter focuses on a different key issue affecting children with ADHD around the time of school transition, such as organization, friendships and stress. If left unaddressed, these difficulties can contribute to low self-esteem, behavioral problems and poor academic achievement. Using tried-and-tested strategies and top tips, this fully-photocopiable workbook will help adults to work collaboratively with young people to learn, test strategies, set goals and develop comprehensive support plans around individual needs.

Audience: Educators



371.1024 HEN

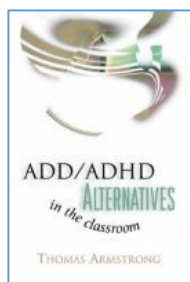
Henley, Martin. [Classroom management: a proactive approach](#). Boston; Toronto: Pearson, 2010.

Based on three principles: community, prevention of discipline problems, and positive support for students with behaviour difficulties. Designed to provide a practical and research-based guide to manage all students including the culturally diverse and those with special needs. Special consideration is given to students with the following problem behaviours: ADHD, nonverbal learning disabilities, passive-aggressive behaviour, depression, aggressive behaviours, and students receiving special education for emotional disabilities.

Audience: Educators

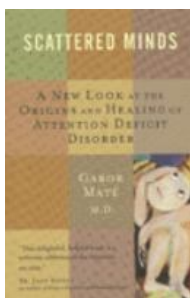
371.93 ARM

Armstrong, Thomas. [ADD/ADHD alternatives in the classroom](#). Alexandria, Va.: Association for Supervision and Curriculum Development, 1999.



What does it mean to a kid to be labeled attention deficit disorder (ADD)? Or to have "hyperactive" added to the label (ADHD)? What can teachers do to boost the success of students with attention and behavioral difficulties? Are we relying too much on medication for these kids and not enough on new perspectives on learning, child development, the child's socioeconomic and cultural background, biological and psychological research, and the learner's emotional and social needs? Armstrong urges educators and parents to look for the positive characteristics in learners who may carry the ADD/ADHD label. Are they bursting with energy? Are they intensely creative? Do they enjoy hands on learning? Are they natural leaders? Are they unusually introspective and reflective? We need to look beyond a "deficit" approach and embrace a more holistic view of learners that includes teaching to their multiple intelligences, learning styles, and other brain friendly approaches.

Audience: Educators



616.8589 MAT

Maté, Gabor. [Scattered minds: a new look at the origins and healing of attention deficit disorder](#). Toronto, Ont.: Alfred A. Knopf Canada, 1999.

Written from the inside by a person who himself has ADD, with the wisdom gained through years of medical practice and research, Scattered Minds explodes the myth of ADD as a genetically based illness, offering real hope and advice for children and adults who live with this disorder.

Audience: Educators, Parents and Caregivers

JOURNAL ARTICLES

"ADHD in Young Children." NAPPP Monthly Newsletter, vol. 11, no. 6, June 2016, pp. 28-29. EBSCOhost.

The article offers information on the attention-deficit hyperactivity disorder among children. Topics discussed include benefits of behavior therapy for young children with ADHD, managing of children behavior and strengthen parent-child relationship, and need of self-control and self-esteem for children.

Branscome, Jennifer, et al. "ADHD: Implications for School Counselors." Georgia School Counselors Association Journal, vol. 21, no. 1, 01 Nov. 2014. EBSCOhost.

The focus of this article is to provide an overview of the current state of knowledge of ADHD and to provide evidence-based training interventions for school counselors. An overview of basic information about ADHD will be provided, including diagnosis, presentation, causes, prevalence, and common misconceptions. Evidence-based training interventions will provide information to school counselor for working with children with ADHD in the educational setting.

Brown, Thomas E. "ADHD from Stereotype to Science." Educational Leadership, vol. 73, no. 2, Oct. 2015, pp. 52-56. EBSCOhost.

The article examines research on attention deficit hyperactivity disorder (ADHD) in children. It provides an interview of established scientific studies which categorize ADHD as a development impairment of the brain's self-management system. The article goes on to look at the impact of ADHD on reading, writing, and memory as well as what educators can do to help children with ADHD.

Brown, Thomas E. "ADHD from Stereotype to Science." Educational Leadership, vol. 73, no. 2, Oct. 2015, pp. 52-56. EBSCOhost.

The article examines research on attention deficit hyperactivity disorder (ADHD) in children. It provides an interview of established scientific studies which categorize ADHD as a development impairment of the brain's self-management system. The article goes on to look at the impact of ADHD on reading, writing, and memory as well as what educators can do to help children with ADHD.

Colberg, Laura. Classroom Management and the ADHD Student. Online Submission, Online Submission, 01 July 2010. EBSCOhost.

Meeting the academic needs of a student with Attention Deficit Hyperactivity Disorder (ADHD) can be taxing on teachers and students. This research highlights classroom management strategies that general education teachers might include in their teaching to support the academic growth students with ADHD, while continuing to support all students in the class.

Grogan, Michael and Jack Weitzman. "Using the 12-Steps as a Parenting Intervention with ADHD Adolescents." *American Journal of Family Therapy*, vol. 43, no. 4, Jul/Sep2015, pp. 364-377. EBSCOhost, doi:10.1080/01926187.2015.1051904.

This article describes a self-help model for adolescents with ADHD that draws on the 12-Steps. The model uses a modified form of the 12-Steps that incorporates parents into the process with the goal of inculcating some of the executive functioning that is absent in their adolescent by consistently using some of the 12-Steps as part of their daily routine. The model proposes that parents assume a coaching role with their adolescent to teach increased self-awareness, organization, accountability, and behavioral inhibition that, hopefully, will have a reparative effect on their child's immature neurological functioning.

Hamilton, Nancy J. and Randall L. Astramovich. "Teaching Strategies for Students with ADHD: Findings from the Field." *Education*, vol. 136, no. 4, Summer2016, pp. 451-460. EBSCOhost.

Children with ADHD often experience academic challenges and interpersonal difficulties which may impact their educational success. Using a case study approach, the authors explored the experiences of a child with attention deficit hyperactivity disorder (ADHD) in a fifth grade school setting. Findings indicated that the student had an elevated intelligence, but was working below her potential, and that despite taking psychostimulant medication for several years, the student's academic success was still being compromised by ADHD symptoms. Therefore, in addition to psychostimulant medication, teachers may help children with ADHD, and themselves, by utilizing strategies focused on conflict resolution, improved communication, increased organizational skills, as well as individualized homework and instructional assistance.

"Risperidone for Children with Disruptive Behavior Disorders, Subaverage IQ and ADHD." *Brown University Child & Adolescent Psychopharmacology Update*, vol. 4, no. 1, Jan. 2002, p. 2. EBSCOhost.

Reports on studies conducted by researchers from Montreal, Canada on the use of risperidone in children with disruptive behavior disorders, low intelligence quotient and attention deficit-hyperactivity disorder (ADHD). Profile of the study subjects; Comparison of the effects of the drug on hyperactivity and other symptoms in patients with ADHD; Effects of long term use of risperidone.

Dueck, Katherine, et al. "Myths & Facts about ADHD in Children." *Education Canada*, vol. 55, no. 3, Sept. 2015, pp. 68-75. EBSCOhost.

The article discusses several myths related to the Attention-Deficit Hyperactivity Disorder (ADHD) in children which results in impairments for life long. Several misconceptions regarding ADHD discussed includes hyperactivity causes problems in academic ability of children with ADHD, disorder being a behavioral disorder and only one part of brain is involved in ADHD.

WEBSITES

The Canadian Attention Deficit Hyperactivity Disorder Resource Alliance (CADDRA).

<https://www.caddra.ca/>

CADDRA is a Canadian non-industry, not-for-profit, independent association dedicated to world class research, education, training and advocacy in the area of ADHD. Provides resources for educators, parents, children, and adolescents. Resources include a series of educational videos, medication updates, medication charts, psychosocial information, psychosocial charts, provider listing, links and drug coverage in Canada. Includes an eLearning portal: ADHD learning, an online searchable database of educational materials on ADHD for the health professional. It includes webcasts, podcasts, journal article reviews, ePosters and PowerPoint presentations, sorted and searchable by topic, speaker and key word. Download the Canadian ADHD Practice Guidelines in English and French in its entirety or in sections through the portal. Registration is free for health professionals.

Diseases and disorders - ADHD. Mental Health Canada.

<http://www.mentalhealthcanada.com/ConditionsandDisordersDetail.asp?lang=e&category=60#109>

This document offers information on ADHD and its management, including research on medications and behavioral interventions, as well as helpful resources on educational options.

Canadian Mental Health Association. Manitoba and Winnipeg.

<http://mbwpg.cmha.ca/>

The Canadian Mental Health Association, Manitoba and Winnipeg is part of a nation-wide, charitable organization that promotes the mental health of all and supports the resilience and recovery of people experiencing mental illness. CMHA is a national charity that helps maintain and improve mental health for all Canadians. Learn how to take care of your mental health. CMHA influences public policy and health system planning to promote mental health. CMHA helps people access the community-based resources they need to build resilience and support recovery from mental illness. One of the core goals of these services is to help people with mental illness develop the personal tools to lead meaningful and productive lives.

eMentalHealth.ca.

<http://www.ementalhealth.ca/Manitoba/Home/index.php?m=home>

This website provides information about mental health, and where to find help? Features include a directory of mental health services and organization, information about a variety of mental health conditions and topics, screening tools, information about mental health events in your area, news feed providing information about the latest mental health news and information about research studies in your area.

Learning Disabilities Association of Manitoba. (IDAM)

<http://ldamanitoba.org/>

The Learning Disabilities Association of Manitoba is uniquely suited to give Manitobans the support they need to deal with learning disabilities regardless of age. Provides support to all those who are concerned with learning disabilities. Individual participants, concerned parents and professionals can find assistance and information on training, scholarships, teaching tools and more.

Teaching Students with Attention-Deficit/Hyperactivity Disorder a resource guide for teachers. British Columbia. Ministry of Education. Special Education.

<https://www.bced.gov.bc.ca/specialed/adhd/>

Teacher's resource guide intended to assist teachers in planning and providing supports for students displaying the characteristics associated with ADHD.

LD Online.

<http://www.ldonline.org/>

LD OnLine seeks to help children and adults reach their full potential by providing accurate and up-to-date information and advice about learning disabilities and ADHD. The site features hundreds of helpful articles, multimedia, monthly columns by noted experts, first person essays, children's writing and artwork, a comprehensive resource guide, very active forums, and a Yellow Pages referral directory of professionals, schools, and products (United States).

Understanding Medical and Disability Information. Government of Alberta Education.

<https://www.learnalberta.ca/content/inmdict/html/medicaldisabilityinformation.pdf>

Understanding medical and disability implications is essential for getting to know students, planning effective instruction and providing the right level of classroom support. This resource provides strategies that teachers can use as a starting point to inform their classroom practice, and better support students with specific medical conditions, including attention-deficit hyperactivity disorder, and other disabilities.