

Attention Deficit/Hyperactivity Disorder

Alexandra Nearing

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Dr. Sawney

The topic chosen for this article review paper is that of childhood Attention Deficit/Hyperactivity Disorder. The information in each of the articles found specifically relates to how ADHD effects children in their ability to use their working memory, their behaviors and everyday actions, and how new studies relate to older information about the disorder. Each of these study's findings relate to one another through that of deepening an understanding of what ADHD entails, how it can be treated, how much is known about it, and how it effects individuals.

The first article is from the Brown Clinic in the Journal of Attention Disorders. Thomas Brown is the founder of the clinic and co-author of this journal article. Along with Ryan Kennedy and Donald Quinlan, Dr. Brown set his clinical study to find out how ADHD effects the working memory of adolescents and adults who are diagnosed with the disorder. Written in the list of nine symptoms of ADHD in the DSM is the mention of individual being forgetful in their daily activities. The study set out to find how true this statement was.

They surveyed 220 individuals. Forty-five percent of the participants were adolescents and the other fifty-five percent were adults. There was no significant difference in the outcomes of the age groups or genders. The three surveyors found that their results do in fact align with the DSM claim that ADHD does effect both adolescents and adults in their working memory during everyday tasks.

This information is important to know for someone who is about to enter the teaching field because a good portion of teaching is everyday tasks. This can include pushing a chair in when moving from a table to making sure a workspace gets cleaned up when the task is complete. As a teacher giving directions, it is important to realize that children who are diagnosed with ADHD most likely do not purposely forget to do the things they are told to do. It

can just be that they have simply forgotten on their own and need a friendly reminder to push their chair back in. It is important to keep the friendliness aspect in mind and to not get impatient with children with ADHD.

The second article comes from the Journal of Preventing Chronic Disease. A team of seven psychologists performed a study to find out if ADHD is linked with emotional and behavioral impairments in children. The surveyed participants were U.S. children that were anywhere in the ages of 4-17 years. Those children were then split into two groups. There was a group of children from ages 4-11 and the second group had the children 12-17. Under ten percent of the children participating were diagnosed with ADHD. The survey concluded by finding that the children who were diagnosed with ADHD were more likely to have problems with emotional issues and conduct issues by 6 times. They were also more likely to have issues with learning and friendships by 9 times those children without ADHD.

This article ties very fittingly in with the first article. Both the data found in the first survey and the second survey show the increase in behavior issues as well as issues with friendships and emotional growth. As a future teacher, this is something that needs to be known. With a room full of students who are all there to learn, any distraction can take away from valuable learning time. This means that if a problem or distraction can be avoided before it happens, measures should be taken to make sure that this happens. This comes by knowing what interests the children in the class with ADHD have, how they learn best, and what they are most likely to do when they lose focus. If a teacher can figure those things out about students, the students' needs will most likely be able to be catered to best and interruptions and distractions are less likely to happen in the classroom. Also, by knowing this about children with ADHD, if a

problem were to arise, a teacher would hopefully be able to see it coming and help to diffuse the problem quickly.

The final article is from the Journal of the U.S National Library of Medicine. The article highlights how Attention Deficit/Hyperactivity Disorder affects close friendships. This survey was based on the foreknowledge that children with ADHD tend to be less involved in close friend groups and are often more rejected by their peers. To conduct this survey, the three researchers chose to use information found from other sources to decide if ADHD does in fact affect close friendships.

After reviewing several other sources, the surveyed concluded that while it can be seen that children with ADHD tend to have less close friends, the evidence found in other surveys is not strong enough to say for sure that ADHD is the cause of this. There isn't enough data to prove this as well. It is a combination of too little data and too flawed data. This would mean that there needs to be a new survey conducted to help prove or disprove this hypothesis.

This information is interesting to me because I have never made the connection between ADHD and a lack in close friendships before reading this. However, if there is a connection between the two, however vague and undefined it is, there needs to be an awareness of this in a classroom setting. Making sure that every student is included in the workings of the classroom is very important to prevent this. It is also important to make sure that friendship is addressed as a lesson topic. This way children understand to include everyone in their activity work and make intentional actions to foster friendships in the classroom.

Overall, finding out crucial information such as the results of these three articles is important to the everyday life of a teacher. It helps teachers to become more intentional in their

teaching methods. This kind of information should be shared with everyone in an education setting.

References

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