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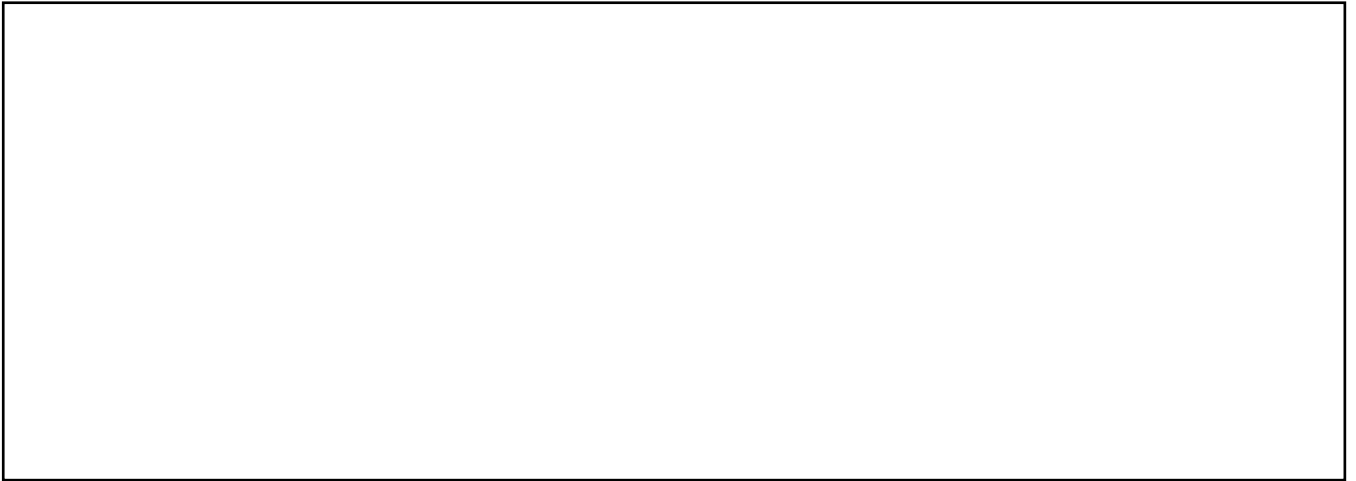
- Teratogens are substances that can block the normal development of a fetus, (maternal smoking, alcohol, drug abuse, nutrition, exposure to chemical poisons). Research indicates that certain teratogens increase the likelihood that a child will develop ADHD (Baren, 1994).
- ADHD seems to occur more often in the United States than other countries because of our genetic history. Our founding fathers were “risk takers” who came to America to start a new life. This may be a reason for a high gene pool of impulsive, curious individuals. (Hallowell and Ratey, 1995).
- Cultural Issues in Diagnosis
Hispanic students, especially those from Puerto Rico, often display more body movements, gestures, and facial expressions than Anglo students do. Sometimes teachers who are not familiar with the culture will think they are hyperactive and inaccurately point to the student having ADHD (Bauermeister, 1995).
- Dr. Russell Barkley December, 1997 ADHD Report
The severity of a child’s level of ADHD symptoms has little to do with home environment or nutrition. Instead it has to do with the genetic endowments they gave their children at conception.
This doesn’t mean making changes doesn’t benefit children but probably won’t produce deep and sweeping changes.
Parents are Shepherds not Engineers. (Barkley, 1998).

d. Behavioral Effects

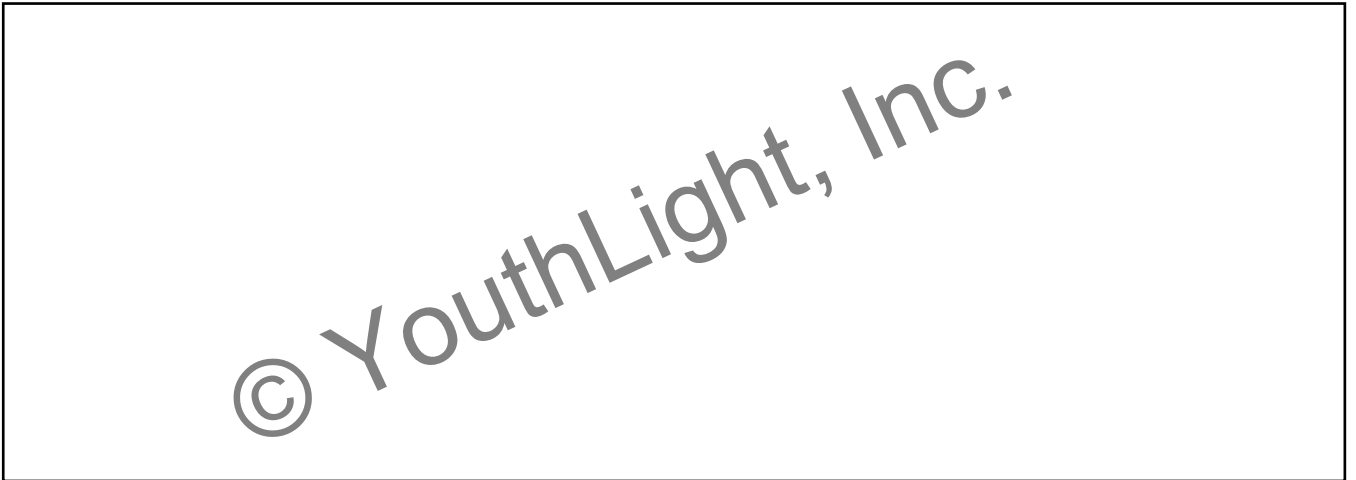
Children and adolescents with ADHD are often considered lazy and irresponsible. The child with ADHD is sometimes perceived as oppositional defiant and the main problem within the family. These children can put a strain on family relationships. Another perception is that the child with ADHD is not intelligent. Because of learning problems and poor test taking skills, low I.Q. scores often occur. It is interesting to note that approximately 30% of ADHD children and adolescents also have a learning disability (CHADD, 1988). The DSM IV lists four behavioral effects.

- Strained family relationships
- Perception of laziness - poor sense of responsibility
- Oppositional Defiance
- Lower I.Q. scores

10 minutes






10 minutes



10 minutes



Daily Self-Monitoring Card

		<u>Points</u>
Activity 1:		_____
No yelling		_____
Stay in seat		_____
Activity 2:		_____
No yelling		_____
Stay in seat		_____
Activity 3:		_____
No yelling		_____
Stay in seat		_____
Total:		_____

If appropriate, the student counts the number of points given at the end of the day. The teacher and student discuss at break time whether the student's perception of effort matches the teacher's impression. It has been our experience that when the student is involved in the rating process, effort does increase.

Rewards are then given.

Self-Monitoring of Work and Behavior for