

## Behavioral and Academic Profile of ADHD Children – Grades K-12

### Behavioral

- Has difficulty waiting his turn
- Interrupts or intrudes on others (violates space or boundaries) DSM-IV-TR (2000).
- Cannot wait for the teacher to call his or her name or pay attention to him or her.
- Needs constant reinforcement and has difficulty with delayed gratification.
- Makes errors on an assignment in an effort to finish quickly.
- Has difficulty tempering unhappy feelings (e.g., inappropriate language, yelling, throwing things).
- Rushes through one thing to another in play.
- Cannot sustain attention and has trouble listening.
- Shows better attention on novel, interesting tasks, or during one-on-one activity.
- Has difficulty maintaining effort aligned with difficulty maintaining concentration – “an attentional bias toward novelty” (Robin, 1998, pp. 17-18).
- Cannot delay gratification –driven by the moment: “ready, aim, fire kids (Lavoie, 2005).
- Is easily distracted.
- Often acts as if “driven by a motor” or is “often on the go” (DSM-IV-TR, 2000).
- Demonstrates excessive activity levels.
- Inadvertently breaks things.
- Constantly fidgets.
- May show impaired coordination.
- Can have poor-eye-hand coordination.
- Blurts out in class or interrupts.
- Has difficulty regulating his behavior in accordance with external/internal rules.
- Is easily frustrated.
- Is reckless and prone to accidents –acts before thinking.
- Fails to comply, usually because of forgetfulness or distraction.
- Responds to immediate reinforcement but effects are temporary.
- Cycle of negative interactions between caretakers and child can take place.
- Is sometimes seen as bossy, stubborn, selfish, bullying, and annoying.
- Shows social immaturity –often acting two to three years younger than his or her chronological age (Barkley, 1995).
- Has difficulty making and keeping friends – can become socially isolated and can be seen playing by self at recess or lunch.
- Shows great need for attention and sometimes acts as the “class clown”.
- Lacks awareness of others’ feelings, behaviors, or motivations.
- Has labile moods- emotionally overactive, loses his temper, accompanied by aggressive or violent outbursts (not like episodic moods swings seen in bipolar individuals).
- May become overexcited and lose control when happy.
- Hums, whistles, or makes other noises in class.
- Daydreams or gets lost in his or her thoughts, is sluggish and stares blankly (behaviors observed generally in the ADHD-Predominantly Inattentive Type child).
- Is nervous, high strung, and tense.
- Often plays with children younger than himself.

### Academic

- May not write down or lose assignments.
- Blurts out answers before questions have been given.
- Does not finish work on time.
- Does not organize assignments well.
- Has trouble keeping paperwork and records complete.
- Has a messy desk or backpack.
- Shows poorer attention to boring tasks and routine class work than unaffected classmates because of developmental delays in focused and sustained attention.
- Can have poor handwriting.

- Rushes through assignments overlooking crucial details and making careless mistakes.
- Takes longer time doing homework.
- Is often late in finishing or turning in work assignments.
- Can become overwhelmed in deciding what to do first – leading to unfinished work.
- Has difficulty recalling learned material.
- Has difficulty transitioning from one subject area to another.
- May be seen as apathetic or unmotivated by teachers and parents.
- Has poor test taking skills because of chronic difficulties with selective, focused, and sustained attention.
- Is an underachiever, does not work up to potential.
- Fails to carry out assigned tasks/chores.
- Has difficulty following teacher's directions.
- May be challenged by written language tasks, reading math problems, spelling, and reading comprehension.
- Has difficulty with time management and organization.
- Has difficulty copying from the white board and listening at the same time.
- Opts for short-term pleasure despite long-term pain.
- May not relate positively to teachers or authority figures.
- Will not bring necessary materials to class.
- Has difficulty completing long-term assignments.
- Is late to class (especially middle and high school).
- Doesn't cooperate or participate in class because of elevated oppositional behaviors, high distractibility, or low motivation to school work.
- Shows resistance to accepting assistance, especially in middle and high school.
- Has difficulty communicating his or her needs or asking questions.