

ADHD Success Guide for Teens



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ADHD Success Guide for Teens – December 15, 2000	
<i>Introduction</i>	4
ADHD Q & A.....	5
ADHD and Other Disorders.....	7
Personal Checklist.....	8
Word Search.....	9
<i>School And Studying</i>	10
Organization at School.....	11
Organization at Home.....	12
Study Habits.....	13
Homework Tips.....	14
Homework Assignment Sheet.....	15
Note-taking.....	16
Test-taking.....	17
Self Monitoring.....	18
Legal Rights and Accommodations for ADHD.....	19
<i>Medication</i>	20
How Can Medication Help?.....	21
Is It Okay to Take Medication?.....	22
Medication Form.....	23
<i>Life Outside School</i>	24
Steps to Successful Problem Solving.....	25
Problem Solving Sheet.....	26
Stress and Relaxation.....	27
Anger Management.....	28
Friendships and Relationships.....	29
Driving with ADHD.....	30
<i>After High School</i>	31
Options After High School.....	32
Am I Ready for College?.....	33
Extra Help in College.....	34
Homework Assignment Sheet.....	36
Self-Monitoring Form.....	37
<i>Resources</i>	38
Books.....	38
Websites.....	39

Introduction

My Success Guide is for teenagers, like you, who have ADHD. If you were diagnosed with ADHD a while ago, hopefully your teachers and parents have been supportive in helping you overcome your obstacles. Or, if you have been struggling for some time but were just recently diagnosed, now you can get the help you need. Either way, junior high and high school will be a big change. This guide can give you some tips on how to cope in school.

The road ahead is both exciting and scary for anyone your age, but with the right tools, you will make the transition with ease. Reading the following pages is a good step towards success in high school and as an adult. So read on!

ADHD Q & A

What is ADHD?

- ADHD stands for Attention Deficit Hyperactivity Disorder and affects between three and five percent of all children.
- Those who have it often have a hard time paying attention, sitting still, remembering things; they often daydream a lot, and are unorganized.
- Of course, not everyone with ADHD has problems in all of these areas. For example, some people are very **hyperactive** while others are just **inattentive**.
- When individuals with ADHD reach their teenage years, they often become less hyperactive.

How do you get ADHD?

- Researchers agree that ADHD is a **neurological disorder**.
- Researchers believe that their brains have less chemical activity than people without ADHD.
- They also believe that ADHD is genetically linked. So, if you have ADHD it is likely that someone else in your family has it too.

Who has ADHD?

- Both children and adults can have ADHD.
- Boys outnumber girls diagnosed with ADHD about three to one.
- ADHD is diagnosed all around the world with rates similar to those found in the United States.
- Researchers can't be sure, but they suspect that some famous people in history (even Albert Einstein) may have had ADHD!



Does having ADHD mean I'm not smart?

- Not at all.
- It means that you like to do things a little differently than other people.
- Sometimes people with ADHD have to work a little harder or in a different way to get things done.

GLOSSARY

Hyperactive: Having too much energy to handle

Inattentive: Not paying attention

Neurological Disorder: A disorder that has to do with the brain

Why can I pay attention sometimes?

- Sometimes other people might ask you why you can concentrate so well on a video game and not on your homework.
- Paying attention is not a problem when you are really interested in what you are doing.
- It is much more difficult for someone with ADHD to pay attention if the subject matter isn't very exciting or is difficult to understand.

What are some good things about ADHD?

- People with ADHD are usually extremely talented, creative, and spontaneous.
- They have lots of energy and are open to trying out new things.

Will I always have ADHD?

- It is not likely that you will entirely outgrow ADHD.
- However, 50% of individuals with ADHD do not have major difficulties associated with ADHD when they are adults.
- A lot of individuals find jobs that suit their higher activity level. For others the symptoms lessen with age or they simply learn tricks to make up for their ADHD challenges.

What can I do to help myself? How do I get better?

- There is a lot you can do to make things easier for you.
- People with ADHD often take medicine that their doctor prescribes for them to help them focus.
- Some people get counseling so that they can talk about how they feel and come up with ways to do better in school and at home.
- Also, there are a lot of tricks and hints in this guide that will help you with school, homework, friends, and family. Your teachers, parents, or doctor will have good ideas too.

ADHD and Other Disorders

Studies have shown that between 40-60 percent of children with ADHD have at least one other disorder.

The most common disorders that occur with ADHD are:

- Learning Disabilities
- Depression
- Anxiety Disorders
- Disruptive Behavior Disorders

Learning Disabilities

- Researchers believe that between 25% to 30% of children with ADHD also have a learning disability.
- Learning disabilities can cause difficulties in reading, writing, spelling, language development, or math skills.
- If you think a learning disability is making schoolwork and learning harder, talk to your school psychologist or teacher. Students with diagnosed learning disabilities qualify for special help at school.

Depression

- 10%-30% of children with ADHD also have depression.
- Symptoms include: withdrawing from others, stopping activities you once enjoyed, sleeping too much or too little, loss of appetite, being very hard on yourself, and thinking about dying.
- Depression does not go away without help. If you think you might have depression, please speak to your parents, doctor, or other adult.

Anxiety

- Around 30% of children with ADHD have anxiety problems as well.
- Symptoms include: worrying excessively about things, feeling stressed out or tired a lot, and feeling on edge without cause.
- Some people with severe anxiety have panic attacks, which involve pounding heart, sweating, shaking, trouble breathing, nausea, and dizziness.

Disruptive Behavior Disorders

- **Oppositional-Defiant Disorder**
About 40% of children with ADHD have this as well. Those who have it often argue with adults, refuse to follow rules, lose their temper easily, blame others, and are generally resentful, angry, and hurtful.
- **Conduct Disorder**
About 25% of children with ADHD have a conduct disorder. Symptoms include aggressive behavior towards humans and animals, destroying property, lying and stealing, running away, skipping school, and breaking curfews.

Personal Checklist

Here's a list of things that happen to some people with ADHD. Go through the list and check the things that apply to you.

HOME

- My room is a mess.
- I find it difficult to follow the rules.
- I forget to do things my parents tell me to do.
- It's hard to start my homework.
- I often interrupt family members.
- I have trouble getting ready for school on time.

Friends

- A lot of my friends are younger than me.
- I don't think I am as smart as the other kids in my class.
- I get in fights or become upset with my friends easily.
- It's hard for me to make friends, or sometimes other kids don't want be friends with me.

School

- I can't find my homework to turn in at school.
- I always want to finish my work as fast as I can, and I end up making a lot of mistakes.
- I'm often told to calm down or slow down by my teachers.
- I blurt things out in the middle of class.
- I have trouble paying attention during class.

Add up the checks in each section. Where do you have the most checks? This will help you determine which area needs your attention the most.

HOME _____
FRIENDS _____
SCHOOL _____

Word Search

Not all ADHD kids are the same. However, many kids with ADHD have similar characteristics. See if you can find some of these characteristics of ADHD in the word search below. Try it!

E	V	I	S	L	U	P	M	I	F
A	D	F	G	H	J	Y	K	L	O
R	E	S	T	L	E	S	S	P	R
W	T	Y	G	U	I	S	I	O	G
Q	A	Z	N	X	M	E	C	B	E
A	R	J	I	H	A	M	N	V	T
C	T	Q	V	A	G	Z	I	W	F
I	S	H	O	E	I	T	X	S	U
T	U	D	L	C	N	U	F	R	L
E	R	C	R	E	A	T	I	V	E
G	F	Y	V	B	T	G	V	L	F
R	H	N	O	L	I	I	U	A	M
E	I	M	S	E	V	D	C	I	S
N	B	Y	L	T	E	W	O	C	T
E	G	N	I	V	I	G	R	O	F
E	V	I	T	I	S	N	E	S	O

INVENTIVE
SOCIAL
FRUSTRATED
FORGIVING
FORGETFUL

CREATIVE
LOVING
SENSITIVE
FUN
MESSY

ENERGETIC
IMAGINATIVE
ATHLETIC
RESTLESS
IMPULSIVE

School And Studying



Organization at School

Now that you are older you probably have more classes, teachers, tests, and activities. It is hard for anyone to keep up with all of that without having a good organizational system in place. Here are some supplies to get you started.

Supplies:

1. Different colored notebooks and matching folders for each subject
 - use to organize your notes, assignments, and worksheets.
2. Homework Assignment Sheet
 - Use these to record daily and long term assignments or projects.
3. Monthly calendar
 - Keep in an area where it is visible (inside of locker or on your bedroom wall at home. Mark important dates for school, home, or social activities. Also record any daily or weekly chores or responsibilities that you could forget.
4. Zippered pouch
 - For pencils, pens, highlighters, etc.



Managing your time and following directions is key to becoming a more organized individual. Therefore, when you write down your assignments or projects, make certain that you write down all important information including when they are due and any specific instructions from your teacher. Talk with your teacher and ask questions right away to prevent any mistakes.

Organization at Home

Being organized at home is just as important to schoolwork as being organized at school. Here are a few tips to get you started. The most important thing is to find a system that works for you and stick with it.

Your study area

You should have a clean area set aside for studying and homework. An organized desk without clutter can make schoolwork seem less daunting. Decide if a quiet area or a central area works better for you.



Here is what you may need:

- A desk set with: pencils, pens, highlighters, paper, scissors, tape, stapler, paper clips, etc.
- A tray or box cart to store papers that you will not need in class. Make sure that all of your files are clearly labeled for easy access.
- If you own a computer, label and organize your floppy disks and keep the folders on your hard drive organized and easy to locate.

Your Chores



Many teenagers have chores they are expected to do at home as well. These can be written in your planner and/or your calendar along with your schoolwork and after school activities. You can also work with your parents to create a chore checklist. Keep this checklist in view at all times on the refrigerator door or your bedroom door. When you have completed a chore, you can initial the box next to the chore. Your family will be pleased with your efficiency and your consideration.

Study Habits

Think about your most successful study habits. Put a check by the ones that work best for you. Be honest!! Just because you like it doesn't mean you study best that way. The point is to study effectively and get it done! You might want to talk to your parents about your study habits, especially if you have a different way of studying that works well for you, like standing up. Some things that work for you might seem a little strange to them, so let them know that you are really trying to study well.

WHERE:

desk or table _____

bed or the couch _____

standing or moving around _____

Other _____

SINGLE OR GROUP:

alone _____

in a group _____

with my parents around _____

Other _____

VOLUME:

needs to be quiet _____

background music _____

can be noisy _____

Other _____

WHEN:

before school _____

right after school _____

after dinner _____

Other _____

HOW:

copying my notes over and over _____

reading the information aloud _____

doing practice tests _____

listening to a recording of my notes _____

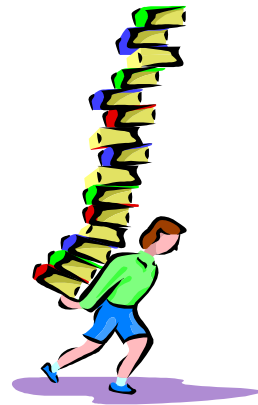
Other _____

Homework Tips

Finding the best way that you study is a good start, but you also need a plan to tackle your homework. Follow these steps for finishing your homework.

Choose a special homework area.

Find a place you can work everyday. Use the Study Habits list to help you decide where your study area should be. Decide if the computer is a help – or a distraction! Once you have found the perfect homework spot, always try to do your homework there.



Review your homework assignment sheet.

Make sure you have gotten everything you need to do your assignments like books, pencils, and your calculator.

Decide homework order.

Do your assignments in the following order:

1. Hardest assignment that is due tomorrow.
2. Other assignments due tomorrow.
3. Long term projects

*Break these into small assignments and make your own mini-due dates. This keeps you from trying to do it all in one night.

Read summaries and questions first.

If there are chapter summaries and review questions in you assignment, read these first. This will help you determine the main ideas of the chapter and what you need to really focus on.

Take a break.

Take a short break after 20 minutes. This will help you stay fresh and focused on your work.

Get back to work!

After your short break, don't forget to get back to work! Keep working and take short breaks until you are completely done.

Reward yourself.

Now, this doesn't mean you should go out and buy yourself a present every time you do all of your homework. However, it is a good idea to give yourself a **small** reward for a job well done!

Be realistic when setting goals.

Think about what you can really expect to get done in an hour or a day.

Homework Assignment Sheet

One way to keep up with your homework assignments is to use a chart. This will let you see all your assignments, tests, and long-term assignments for the week. Here is a small example form and there is a blank one at the end of the book for you to copy and use each week.

- First, fill in the names of your classes on the left.
- Fill in detailed information about your assignment as soon as you get it.
- Write in your tests for the week, and long-term assignments.

Homework Assignment Sheet

Name Jason

Week of September 1, 2000

Class	Monday	Tuesday	Wednesday	Thursday	Friday
English	Read pg 25-45. Answer questions at end of chapter				
Algebra	Do problem set 5				TEST!!
Biology	Read Chapter 1 and complete worksheet				

Tests

Subject: Algebra **When:** Friday
Subject: **When:**

Long Term Assignments

Subject: English
Due: 9/ 15 (Wed)
Description: 8 page report Romeo & Juliet

Note-taking



Note-taking is very important during junior high and high school. It helps you remember the important information that you will need to know for your assignments and exams. Here is one technique that has proven useful for students.

Two-Column Method

- ✓ Using a ruler or straight edge, draw a line down your paper leaving 1/3 of the page on the left of the line and 2/3 on the right.
- ✓ On the left side of the line, write down the main idea from the paragraph or lecture.
- ✓ On the right side of the line, write down the details of the main idea.

Main Idea	Supporting Details

Tips for Successful Note-Taking

1. Leave a lot of blank space on the page. Write on every other line so that you have space to add information later.
2. Use as few words as possible. You don't need to write in complete sentences.
3. Use a highlighter to emphasize the key facts, dates, and so forth.
4. Put question marks next to information that you don't understand. Then, seek out your teacher or a classmate to help you.
5. Review your notes within 24 hours. This will help you store it in your long-term memory.
6. Ask your teacher or a friend to go over your notes with you.
7. For really hard classes, think about tape recording the teacher's lecture.

Test-taking

It is a good idea to know what you are in for before it is time to take the test. Below are strategies for successful test preparation and test-taking.

◆ Ask questions before test-time.

Make sure you know the answers to these questions:

1. What types of questions will there be (matching, true-false, essay)?
2. What information will the test cover?
3. What information will the test **focus** on?

◆ Based on this information, decide upon a test-taking strategy.

Answer these questions:

1. What information do I need to focus on?
2. How long will it take to prepare for the exam?

Decide what information is most important and study that first.

◆ Go through your notes

Review the information that you have determined is most important first. Then, when you are confident with that information begin reviewing the rest.

◆ Take at least a couple of days to study for the test.

Don't try to cram in one day.

◆ Find out if you can have extra time if you need it.

It's test time!

◆ Read the directions carefully at least two times.

◆ Write down any information that you have studied that you are concerned you will forget.

◆ Relax and remember that you have prepared for the test and do the best you can.

◆ Check your work and don't turn it in until you have carefully looked it over two times.



Self Monitoring

As an older student, it is up to you to take on more responsibility in and out of the classroom. One technique that should prove useful is **self-monitoring**. There is a blank sheet at the back of this book for you to use. You can also use self-monitoring for homework, chores, your job or other activities.

Steps for Self-Monitoring

1. Decide on the behavior you want to change (such as tardiness, off-task, completing assignments on time, etc.).
2. Decide on a recording form. This can either be in a chart or tally form depending upon the chosen behavior. Check out the example at the bottom of the page.
3. Determine a reward for improvement with your parents or teacher. For example, you could have friends over or get extra time on your curfew if you are paying attention in class 75% of the time for a week. As you are able to reach your goal, move to a higher level of achievement to receive the reward.
4. Identify the time period for self-monitoring. For example, you might want to monitor off-task behavior for one class period or twenty minutes of each class period. When you think about it, write down if you were paying attention. Try to fill in one row each monitoring session.
5. Perform a practice session. During this session have your teacher help remind you to record the behavior.
6. Begin the self-monitoring system.
7. Reward yourself for improved behavior.

Name: Anna

Date: January 14, 2001

														Reason
1 st Period	+	-	+	+	+	-	+	-	-	+	+	-	+	Talking with Jane
2 nd Period	+	+	+	+	+	+	-	+	+	+	+	+	+	Had an exam
3 rd Period	-	-	-	-	-	-	+	+	+	+	+	-	-	Talking with Jane
4 th Period	+	+	+	+	+	+	+	+	+	-	+	+	-	Really like English
5 th Period														
6 th Period														
7 th Period														

Self-monitoring: you observe and evaluate your own behavior.

Legal Rights and Accommodations for ADHD

These pages on school and studying have all explained what you can do to help yourself in school. However, sometimes this might not be enough. As a student with ADHD you might be eligible for extra services available through the school as well.

A Law Called the IDEA (Individuals with Disabilities Education Act)

The Individuals with Disabilities Act is designed to make sure that learning or health problems don't interfere with getting an education. To qualify for IDEA, you must meet the criteria of one of the eligibility categories. Typically individuals with ADHD can qualify under the Other Health Impaired Category.



- A doctor must diagnose ADHD.
- Evaluation by a school psychologist:
 - They will speak with you, your teachers, and your parents.
 - They will also give you a couple of tests to figure out how you learn and think.
 - They will then determine if ADHD negatively affects your education.
 - If it does and you qualify for extra help, they will work with your parents and teachers to decide the best way to help you.

Section 504 of the Rehabilitation Act of 1963

Even if you do not qualify for extra help under IDEA, you might be able to receive help under Section 504. This is another law to protect kids who need extra support at school.

- Section 504 has less strict eligibility requirements than IDEA.
- It focuses on accommodations in your regular classroom that are spelled out under a 504 plan.
 - These can include:
 - Extra time for tests
 - Permission to record lectures
 - Peer tutoring.

Medication



How Can Medication Help?

A lot of kids who have ADHD take medicine. If you do take medicine, you have probably tried different kinds or different amounts to make sure you are getting the best medicine for you. The lists below explain how stimulants can work to help control the symptoms of ADHD.



Effects on Motor Activity and Coordination

- Decrease excessive talking and disruption in classroom
- Improve handwriting and neatness of written work
- Improve fine motor control

Cognitive Effects

- Improves attention to tasks and schoolwork, reduces distractibility
- Improves short-term memory
- Decreases impulsivity
- Increases academic productivity and accuracy

Effects on Social Behavior

- Reduces daydreaming during class
- Decreases anger and improves self-control
- Improves ability to concentrate and participate in organized sports
- Improves interaction with peers
- Improves interactions with your parents
- Improves interactions with your teachers

Common Side Effects

Sometimes medicines that help with your ADHD can have other effects, such as:

- ◆ Reduced appetite
- ◆ Dry mouth
- ◆ Nausea
- ◆ Insomnia (unable to sleep)
- ◆ Headaches

If you have any of these side effects tell your parents and your doctor. They might be able to find a different dosage or medication that works without causing these side effects.

Is It Okay to Take Medication?

About 15 to 20 years ago they thought that kids outgrew ADHD. Now that they know that is not true, more kids are continuing to take their medication in their teenage years. Here are answers to some concerns that you might have.

Will my medication still work when I am older?

Research has found that you do not build up a tolerance to stimulants even after taking them for years. If it appears as though your school performance worsens because of ADHD as you grow in size and weight, it is probably because school is more demanding – not because your medication is not working as effectively. Your teachers, parents, and doctors should work together to figure out which medication and dosage is best for you.

Will I become a drug addict?

There is no evidence that stimulant use in adolescence causes substance abuse or addiction or worsens symptoms of hyperactivity and excitability. This is true even if your parents had drug or alcohol problems. In fact, it may even decrease your chances of having problems, since your life will be more ‘in control’ with medication.

Will medication cause me to stop growing?

Stimulant use does not reduce growth or slow down growth and typically side effects are not severe enough to stop taking the medication.

Is it okay for me to change my dosage on my own?

You should never decide for yourself how much medicine to take or when to take it. You should never purposely take more or less than the prescribed dosage. If you take more than the prescribed dose, you are abusing your medicine. Like any other medication, it is important to take only the dosage prescribed to you by your doctor.

Medication Form

Taking Your Medicine

If you are taking medicine, fill out this page to help your parents keep a record of when you take your medicine. Although most kids don't experience any side effects, this page can also be used to write down any side effects, which can be discussed with your doctor. Your doctor can change the dose or medicine to better suit you.

Name:

Medication Name:

Dose:

Weight:

Week:

Make a check for every time you take the doctor's prescribed dosage of your medication:

	_____ am	_____ pm	_____ pm
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Make a check for problems you've had with any of the following:

Short attention span

Not finishing assignments

Trouble sleeping

Not sitting still

Not controlling behavior

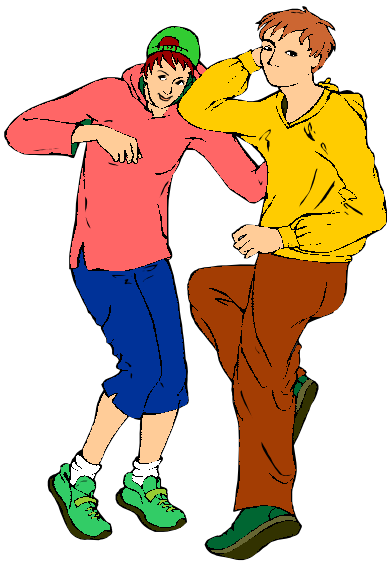
Stomachaches

Headaches

Loss of appetite

Questions for the doctor:

Life Outside School



Steps to Successful Problem Solving

As you get older, it will seem as though you have many more decisions to make and more problems to deal with. Using clear steps will help solve any type of problem whether school, family, or friend related.

1. When a problem occurs, refrain from action, slow down and think about the situation.
2. Ask yourself, "What exactly is the problem?"
3. Then ask, "What do I want to happen as the outcome?"
4. Brainstorm solutions. Think of as many solutions to reach the desired goal as possible. The more ideas, the more possibilities for solution even if some of the ideas seem crazy.
5. Select a course of action. Ask yourself, "What are the pros and cons of each idea?"
6. Carry out the plan.
7. If that plan doesn't work, try another solution.

**Now, think of a problem that you have recently had.
Use these seven steps to try and solve your problem.
You can even write down your ideas on the next page.**

Problem Solving Sheet

Identify the Problem: _____

Possible solutions:

1. _____

2. _____

3. _____

4. _____

5. _____

<i>Solutions</i>	<i>Pros</i>	<i>Cons</i>
1		
2		
3		
4		
5		

Best Plan: _____

Second Best: _____

Stress and Relaxation

We don't have to tell you that the teenage years are stressful. Did you know that there is good and bad stress? Read below to find out about the different types of stress, what happens to you when you are stressed, and how you can de-stress.

What is Stress?

- ✦ **Stress:** a general response of the body to any demand made upon it
- ✦ **Good stress:** short lived and motivates you to do better
- ✦ **Bad stress:** chronic (long-lasting) and can hurt one's health

How can stress be harmful?

- ✦ The brain and body secrete hormones that produce the "fight or flight reaction" when it encounters a stressful situation.
- ✦ Your heart beats faster, blood pressure rises, breath rapidly, and you start sweating.
- ✦ If the stress is short lived these reactions will calm down, however if the stress is chronic these symptoms may last for days, weeks or even months. The body continues to produce the "fight or flight" reaction. This prevents it from functioning properly, which could lead to illness.

Symptoms of Stress

Upset Stomach
Too much/ Too Little eating
Crying

Body aches
Avoiding people
Frustration

Lack of sleep
Mood swings

How to relax when under stress

- ✦ **Exercise**
- ✦ **Spend more time with friends**
- ✦ **Make time for yourself and your hobbies**

Write in a journal
Listen to music

Read a magazine
Play basketball

Rent a movie
Go for a hike



Anger Management

Anger comes in many different forms some that you probably know about and some you might not. Like any other emotion, anger isn't good or bad; it is just a part of life. What is important is how you handle your anger.

What does anger look like?

It can be seen in:

- ◇ becoming violent
- ◇ tantrums
- ◇ sulking
- ◇ mean remarks and yelling

It can be harder to recognize when it is in the form of:

- ◇ ***passive aggressive behavior:*** performing hurtful acts or saying mean things, but pretending as though you are not angry or did not mean to hurt the other person
- ◇ ***violent or hurtful fantasies/day dreams***
- ◇ ***suppressed anger:*** pretending you are not angry even though you are
- ◇ ***repressed anger:*** not even realizing that what you are feeling is anger

What are some good ways to handle anger?

2. Take deep, slow breaths for a few seconds to calm down.
3. Try to figure out what exactly is making you angry.
4. Think of a positive way to handle the situation.
 - Do you need to walk away?
 - Do you need to talk it out?
 - Do you need to take a break from the situation and do something you like for a while?

Friendships and Relationships

When you become a teenager, your life becomes more challenging. You probably do not depend so much on your parents and begin to depend more on friends. Teenagers with ADHD tend to have more difficulty in relationships with friends and siblings. Here are a few tips to help you with them during your teenage years.



1. **Listen** – Make an effort to listen when you are involved in a conversation. Try not to dominate the conversation or interrupt the other person.
2. **Show interest**– Making eye contact and asking questions lets the other person know you are interested in what they have to say.
3. **One at a time**-- Only plan one activity at a time. Follow through with that activity before you plan anymore. You'll enjoy it more that way.
4. **No Teasing**– Be careful about what you say, so that you don't hurt someone else's feelings. If you make someone feel bad, chances are they won't want to be around you.
5. **Try New Things**– Let other people suggest things to do. Don't always insist on doing what you want. Who knows, you may really like a new activity, new restaurant, or a movie you wouldn't normally go see.
6. **Be Positive**– Don't bring up negatives about every situation instead. Focus on the positive. People enjoy hanging out with friends who aren't down all the time.
7. **Try on Someone Else's Shoes**-- Before you say or do something, imagine how you would feel if someone said or did the same thing to you. Would you like it or would it make you feel bad? Put yourself in the other person' shoes.

There are also a number of social skills training programs available. They are usually run in small social skills groups and are offered in schools or in counseling settings. There are also some that you can use at home, guided by a therapist, teacher, or parent. It's okay to get help when you are having a problem, whether it is with friends, classmates, a sibling, or a parent!

Driving with ADHD

If you are a teenager with ADHD, studies have found you are at a higher risk for getting into accidents and receiving tickets. Therefore, it is important that you recognize that ADHD may have an impact on your driving skills. These guidelines will help you reduce distractions:

DO's

- ❖ Limit music sources and choices. Pre-set your radio stations and carry only one CD or tape to keep you from searching through them while driving.
- ❖ Drive without passengers, or choose passengers carefully (those who will be the least distracting to you).
- ❖ Plan trips ahead of time, get directions and look over them before beginning your trip.
- ❖ Leave yourself plenty of time to get to your destination.
- ❖ If you get lost, pull over in order to look at a map.

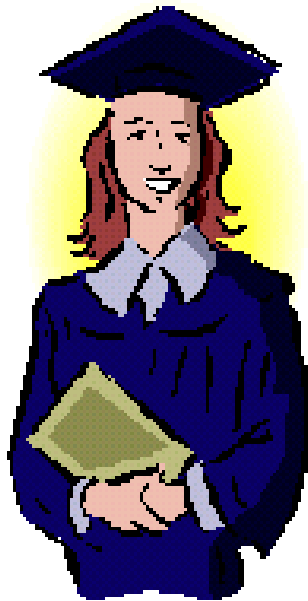
DON'TS

- ❖ Don't take notes or read while you are driving.
- ❖ Don't speed or run stoplights to make up for lost time if you get lost.
- ❖ Don't talk on the phone while driving.
- ❖ Don't eat or drink while driving.
- ❖ Don't drive after consuming alcohol or other drugs.



These are good driving guidelines for anyone. However, it is especially important that teenagers with ADHD follow them because of their increased driving risks.

After High School



Options After High School

College is not the best step for everyone after graduating from high school. If you think a four-year college or university is not where you want to be after you get your high school diploma, read on to learn about other options and opportunities you may want to explore.



Community Colleges

What are they? – Schools that award 2-year associate’s degrees and certificates for a number of real world jobs.

Type of Education –general education as well as education in specific fields of study.

Advantages – cheaper than 4 year colleges, provide lots of hands-on experience and technical training, credits often transfer to 4 year colleges if you decide you want to pursue a college degree.

Vocational/Trade Schools



What are they? – Schools that train for a single profession or field, such as construction or automotive repair, or may offer training for a few different fields, courses last anywhere from a few weeks to a few years.

Type of Education – teach a specific trade, no emphasis on general education.

Advantages – programs that lead to immediate employment, very hands-on.

Join the Workforce

What? – Find a job you would enjoy and that you’re qualified for.

How? – Look through the classified section of newspapers, search online, go directly to the businesses and ask for applications.

Join the Military

The military typically does not accept individuals with ADHD, however, this should be decided on an individual basis. If ADHD will not cause interference in your assignment, they might take you. In general, they will not take someone who is on medication or has been in the past five years.

Am I Ready for College?

If you have decided that you would like to attend college, it is important to recognize and plan for the adjustment. Read through the following differences between high school and college and discuss any concerns you might have with your parents.



Classes

- ❖ In college classes may be much larger than in high school. Your high school classes might have thirty students whereas in college, they might have a hundred students or more.
- ❖ Although attendance might be taken in your smaller classes in college, it probably won't be in your larger classes. Thus, it is up to you to make sure you attend class.
- ❖ Going to class becomes even more important in college because most professors supplement the textbook with information from their lectures. So, information covered in class might be entirely different than that found in the book. Clearly, it is important that you go to class!

Faculty

- ❖ In high school, teachers often collect and check homework assignments. In college, professors might assign homework so that you can practice, but never collect the assignments or collect them only once in a while. Thus, it is up to you to stay on top of your assignments.
- ❖ In high school, teachers are typically aware if a student is having difficulty understanding something because they are checking their homework and interacting with them on a daily basis. In college, it is often up to you to attend the professor's office hours if you need additional assistance.

Tests

- ❖ In high school tests are administered frequently and cover small blocks of information. In college, you might have only a midterm and a final exam that account for your entire grade. Thus, students are expected to keep up with the readings and assignments throughout the semester.

These are only some of the differences that you can expect. Overall, the amount of personal freedom and responsibility will dramatically increase when you enter college. Although some students are able to handle the transition without any extra help, this is not always the case. Therefore, it is important that you and your parents know that extra help can be found in college. In fact, students with ADHD can qualify for extra help and accommodations at the college level.

Extra Help in College

Did you know that as an individual with ADHD you might be entitled to accommodations in college? ADHD is considered a disability under two important federal statutes that apply to most colleges: the Rehabilitation Act of 1973 (RA) and the Americans with Disabilities Act (ADA).

The Rehabilitation Act (RA)

- Applies to all colleges that receive federal funds (all public colleges and most private colleges)
- Mandates that all ADHD students be provided with academic adjustments and secondary aids so that the courses, examinations, and activities will be accessible to them.

Americans with Disabilities Act (ADA)

- The ADA prohibits discrimination against otherwise qualified students with ADHD
- Applies generally to public and private colleges, regardless of whether or not they receive federal funds.

When to Tell Your College

Students with ADHD may choose if and when to disclose their disabilities or learning style problems. For example, a student may decide to disclose the disability after admission, if admissions and/or test accommodations are not necessary. It is important to inform the college that you have ADHD because if, it does not have to provide accommodations for you. Thus, after admission students needs to self-identify themselves as ADHD and provide documentation. Documentation differs depending on the college; however, it is often a copy of your IEP (Individualized Education Plan).

Accommodations

Legally required accommodations are provided at no additional charge for ADHD students. If the institution does not abide by these legal requirements, complaints may be filed with the Office for Civil Rights of the Department of Education, the Department of Justice, or by private action.

There are also several ways you can accommodate yourself. First, find a college that fits your needs. It is important for you to find out about possible accommodating resources that the institution offers. You should be aware of the organizations that will help him or her to achieve high academic success, such as the Disability Support Services Office, Special Student Services, and the Disability Resource Center.

You should also take full advantage of classroom accommodations.

Examples of classroom accommodations:

- Individual administration of tests
- Audiocassette tape or large print test additions
- Special answer sheets
- Extended testing time.

Accommodations in courses may include:

- Priority registration
- Reduced course load
- Taped textbooks or modified text books
- Course modifications
- Tailoring assignments
- Priority seating in the front of the room
- Study guides and summaries of important points.

Do not allow ADHD symptoms to prevent you from accomplishing your goals!

Homework Assignment Sheet

Name _____

Week of _____

Class	Monday	Tuesday	Wednesday	Thursday	Friday

Tests

Subject:

Subject:

When:

When:

Long Term Assignments

Subject:

Due:

Description:

Resources

Visit the Teen Success Guide Web site at www.ADHDLivingGuide.com. You can learn more, use interactive worksheets, join discussion groups, publish your work, and more!

Books

...for Younger Teens

Keeping A Head in School- A Student's Book About Learning Abilities and Learning Disorders by Mel Levine, M.D.

A book for students about learning and the causes of learning problems. Dr. Levine, a pediatrician and well-known authority on learning problems, demystifies learning disorders for young people who are affected by them. It helps youngsters age 9 to 15 who have learning problems better understand their personal strengths and weaknesses.

I'm Somebody, Too! by Jeanne Gehret, M.A.

This book is a full-length novel told by the sister of Ben, the hero of Eagle Eyes. The book shows how ADD affects the entire family. Because it is for an older, non-ADD audience, this book explains ADD in depth and explains methods to handle the feelings that often result from having a family member with ADD. For children ages 9 and older.

... for Older Teens

Adolescents and ADHD: Gaining the Advantage by Patricia O. Quinn, M.D.

This book will give teens a better understanding of ADD, providing them with valuable advice to help them achieve success in and out of the classroom. It offers tips on getting organized, on dating, driving, how to achieve greater success in their classes, how to stand up for their rights, and more.

ADHD and the College Student by Patricia O. Quinn, M.D.

Practical information and advice from specialists for college students.

I Would If I Could- A Teenager's Guide to ADHD/Hyperactivity by Michael Gordon, Ph.D.

For adolescents with ADHD, this humorous book not only provides information but also explores the impact of ADHD on family relationships, self-esteem, and friendships. Ages 12-18.

Survival Guide for College Students with ADD or LD by Kathleen Nadeau.

A useful guide for high school or college students diagnosed with attention deficit disorder or learning disabilities. Provides the information needed to survive and thrive in a college setting. Full of practical suggestions and tips from an experienced specialist in the field and from college students who also suffer from these difficulties.

What Color is Your Parachute? 2001 A Practical Guide for Job-Hunters and Career-Changers by Richard N. Bolles.

Not specifically oriented towards those with ADHD, this is a classic guide that can help anyone thinking about what job or career is right.

Websites

Children and Adults with Attention-Deficit/Hyperactivity Disorder (<http://www.chadd.org>). This is the homepage of this National Association, which offers information about ADHD, local support groups, and the national meeting.

National Attention Deficit Disorder Organization (<http://www.add.org>) - This website covers a wide array of topics, from the basic definition of the disease to in-depth interviews of patients suffering from the disease. It is also a good resource for alternate sources of information on ADD/ADHD. This site targets parents, children, and doctors who want to study more about the disease.

American Academy of Pediatrics (<http://www.aap.org>) - The American Academy of Pediatrics' web page provides up to date information about assessing ADHD patients, studies containing patients with ADHD, and extrapolations made from surveys and data collected about ADHD patients.

Diagnosis and Evaluation of the Child with Attention-Deficit/Hyperactivity Disorder (<http://www.aap.org/policy/ac00002.html>) is a clinical practice guideline from the American Academy of Pediatrics intended for use by primary care clinicians working in primary care settings. It gives recommendations for the assessment and diagnosis of school-aged children with ADHD. A second set of guidelines will address the issue of treatment of children with ADHD.

Summary of the Practice Parameters for the Assessment and Treatment of Children, Adolescents, and Adults with Attention-Deficit/Hyperactivity Disorder (<http://www.aacap.org/clinical/Adhdsum.htm>) is from the American Academy of Child & Adolescent Psychiatry. It describes the assessment, differential diagnosis, and treatment of children, adolescents, and adults who show ADHD symptoms. It provides clinical information about pre-school children, adolescents, and adults.

ADDvance Magazine Resource Site (<http://addvance.com>) – Current information and resources for women and girls with ADD

Gifted and ADD/ADHD (<http://www.hoagiesgifted.org/adhd.htm>) - This website contains about 35 links to various topics concerning giftedness and ADHD, including famous people with ADHD, the link between creativity and ADHD; school, giftedness, and ADHD; facts about ADHD medication; and research updates.

To learn more about technical references for physicians, teachers and others, or to learn about the references we used in writing the *ADHD Success Guide for Teens*, or its companion books, *The ADHD Living Guide for Parents*, and the *Kid's Success Guide for Living with ADHD*, visit our web site, www.ADHDLivingGuide.com.