

1. Record Nr.	UNINA9910820589403321
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Titolo	Teaching young children with ADHD : successful strategies and practical interventions for preK-3 // Richard A. Lougy, Silvia L. DeRuvo, David Rosenthal
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, , c2007
ISBN	1-4522-9421-6 1-4522-1001-2 1-4416-5371-6
Edizione	[First edition.]
Descrizione fisica	1 online resource (208 pages)
Altri autori (Persone)	DeRuvoSilvia L RosenthalDavid K. <1958->
Disciplina	371.9
Soggetti	Children with attention-deficit hyperactivity disorder - Education Attention-deficit hyperactivity disorder Early childhood education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 175-181) and index.
Nota di contenuto	Yes, ADHD is a real disorder! -- Myth or fact? -- Diagnostic criteria -- Manifestations of ADHD -- Prevalence of ADHD -- Recognizing and understanding ADHD in young children -- What causes ADHD? -- Creating an optimal learning environment -- Summary -- Recognizing ADHD : primary symptoms and common impairments -- Inattention -- Hyperactivity -- Impulsivity -- Other behaviors often seen in children with ADHD -- Impairments in executive functioning -- Temperament and ADHD -- Summary -- Developing and reinforcing appropriate social skills -- Preschool and elementary school as the training ground -- What are social skills and why are they so important? -- Social skills development -- Strategies that support social skills development -- Five problem-solving areas that challenge children with ADHD -- Suggestions for reinforcing appropriate social behaviors -- Challenging settings for children with ADHD -- Summary -- Help, this kid is driving me crazy! : proactive classroom management and positive behavior supports -- Developing a personal philosophy of behavior management -- Analyzing behavior -- Putting the strategies to

practice -- Summary -- How do i teach this kid? classroom strategies to support all learners -- Classroom success is possible -- Treating children with ADHD fairly -- Defining the objective of the lesson -- The differentiated classroom -- Making appropriate accommodations -- Beyond accommodations and interventions : the special education referral -- Learning disabilities -- Other health impaired -- Summary -- Why is writing so hard? specific strategies to develop writing skills -- Why writing is so hard -- Teaching early writing -- Analyzing writing tasks -- Scaffolds for writing success -- The dreaded book report! -- The even more dreaded written report -- Summary -- What teachers should know about medication -- What medications are most commonly used to treat ADHD? -- What changes can I expect to see with my students on stimulants? -- Do stimulants cure ADHD? how do these medicines work? -- How long does a child with ADHD need to be on medication before it works? -- How will I know if my student is overmedicated? -- If the medicine works, does that confirm that the diagnosis of ADHD is correct? -- What are the possible side effects of stimulants that my student might experience? -- What information from teachers is helpful to doctors? -- Are stimulants addictive? -- Can stimulants lead to problems with abuse of other drugs? -- Are there particular kids who would be expected to do poorly on stimulants? -- Are there children who need to be on medication only at school? -- Are there problems with adverse drug interactions if a child is on a stimulant? -- I've heard that kids can become psychotic on stimulants. is it true? -- Can stimulants be used by children younger than age 5? -- My student used to do well on ritalin, but now it doesn't seem to work. What is going on? -- Are there any good natural remedies available for treating ADHD? -- One of my students is on prozac. Is this commonly used in young children with ADHD? -- Do medications help learning disabilities? -- One of my students is very defiant and oppositional. will medications help with this? -- Summary -- Communicating effectively with parents -- Parents: the most important resource -- Respect and acknowledge the challenges parents face -- Criticism is the least effective form for change -- ADHD as an "excuse" -- Helping parents separate enabling from supportive decisions -- When it seems a child might have ADHD -- When parents don't disclose that their child is taking medication -- Regular communication is critical -- Summary -- Taking care of yourself -- Recognizing the signs of stress -- Suggested ways to lower stress -- Resource A: Recognizing ADHD in preschool and primary grades : real profiles -- Resource B: Other disorders sometimes associated with ADHD -- Resource C: Childhood disorders and conditions that can mimic ADHD in young children -- Resource D: Recommended books for teachers -- Resource E: useful websites.

Sommario/riassunto

Provides teachers with an understanding of ADHD and how it manifests in young children, clarifying the what, why, and how of inclusive strategies that work.
