



3-15-00

Dear Ann,

The Draft which was discussed today needs to more comprehensive. We would be glad to work with you to provide additional ^{language} for the document. The materials we are sending you include a document which we developed for parents and could be the language to lift into the larger document. I'm sure you understand the New Washed left

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that Education needs to be a more integral of the discussion since children spend much of their day in schools. We need to make sure that IDEA and ~~504~~ 504 are included.

(My computer just froze - therefore the hand written note)

Judy Hermann

Home 202 332 5497

ATTENTION DEFICIT DISORDER: WHAT PARENTS SHOULD KNOW

Published By

**Division of Innovation and Development
Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education**

This document was developed by the Chesapeake Institute, Washington, D.C., with The Widmeyer Group, Washington, D.C., as part of contract #HS92017001 from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, United States Department of Education. The points of view expressed in this publication are those of the authors and do not necessarily reflect the position or policy of the U.S. Department of Education. We encourage the reproduction and distribution of this publication.

ATTENTION DEFICIT DISORDER:

What Parents Should Know

Identifying ADD

If you believe your child shows signs of Attention Deficit Disorder — short attention span, impulsive behavior, and hyperactivity — there are several steps you can take. Since most children occasionally show some of these signs, ask yourself if the behavior you are concerned about is persistent and if your child consistently exhibits such behavior in most settings.

If so, you should first consult with others who know the child well, such as relatives and family friends. Talk to them about the ADD behaviors and have them indicate the ones they see your child regularly exhibit. You also may want to keep notes on your child's behavior.

Next, speak to your child's teachers, as many behaviors characteristic of ADD are most visible in the classroom. Your child's teachers may want to complete a checklist on ADD signs, or use their own experience with other children with ADD to help you reach some conclusions of your own. In many cases, teachers may be the first to suspect a child has ADD and notify the parent(s). Keep in mind that some children show behaviors similar to children with ADD when they have learning problems stemming from other causes.

In addition, you should consult with a physician or other health care provider. A doctor will know the medical signs of ADD and can recommend local sources of information or a psychologist for your child to see. The physician should give your child a general medical exam and perhaps recommend a neurological evaluation, if he believes it necessary.

Your Child with ADD in School

There are two primary Federal laws applying

to the education of children with ADD, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. These laws are discussed in "Attention Deficit Disorder: Adding Up The Facts," which is also in this information kit.

If you believe that your child has a disability whether resulting from ADD or any other impairment, and the school district believes that your child may need special education or related services, the school district must evaluate your child. If the school district does not evaluate a child, it must notify the parents of their due process rights. According to federal law, a school is responsible for providing an educational diagnosis of a child. To determine a child's level of disability and best treatment, a multi-disciplinary team is formed that includes teachers, parents, and someone with training in child psychopathology (usually the school psychologist or school social worker).

At the meeting with these professionals, you should have your notes on your child's behaviors with you; and you also should bring report cards and any comments about your child made by teachers. Later, you may have the opportunity to fill out a standardized rating scale that compares your child's behaviors to those of children already diagnosed with ADD. Ideally, the team should follow a two-tiered approach to first determine the presence of ADD symptoms and then to determine its adverse effect on academic performance.

Once your child is evaluated and determined to have ADD, the school and the teacher may design modifications in your child's classroom and schoolwork based on his or her needs and abilities. The school may provide assistance and training in study skills, classroom management, and organization. A student should have access to a continuum of services, from pull-out programs that give the student individualized attention in a resource room to related

aids and services provided in the classroom. Teachers have found that in order to help children with ADD they frequently need to make modifications in the lesson, its presentation, and its organization as well as specialized behavioral management.

Parents and teachers should work together and communicate frequently with one another to form a complete picture of a child and to note changes in his or her behavior. If your child is taking medication, you should request notes on his or her progress and notify the school of any changes in medication. Since children with ADD have difficulty obeying two different sets of rules, parents and teachers should agree on the same rules and the same management system. If your child's teachers do not have much knowledge about ADD, you should meet with them, explain your child's problems, and give them copies of this information sheet and other sources of information on ADD.

Medication: Pros and Cons

Medication of children with ADD remains controversial. Medication is not a cure and should not be used as the only treatment strategy for ADD. While doctors, psychiatrists, and other health care professionals should be consulted for advice, ultimately you must make the final decision about whether or not to medicate your child.

The short-term benefits of medication include a decrease in impulsive behavior, in hyperactivity, in aggressive behavior, and in inappropriate social interaction; and an increase in concentration, in academic productivity, and in effort directed toward a goal.

However, studies show that the long-term benefits of medication on social adjustment, thinking skills, and academic achievement are very limited. If you do choose to use medication, you should observe your child for possible side effects. Some children lose weight, lose their appetite, or have problems falling asleep. Less common side effects include slowed growth, a tic disorder, and problems with thinking or with social interaction. These effects usually can be eliminated by reducing the dosage or changing to a different medication.

Strategies for the Home

Children with ADD can learn to control some aspects of their behavior and to succeed in school and at home. When parents establish and enforce a few rules and maintain a system of rewards, children incorporate such rules into their daily routine. Remember that every child, with or without ADD, has individual strengths and weaknesses. Once you identify your child's strengths, you can use them to build your child's self-esteem and help to provide the confidence your child needs to tackle whatever he or she finds difficult.

- Discipline can best be maintained by establishing a few consistent rules with immediate consequences whenever each rule is broken. Rules should be phrased positively in terms of what your child should do. Praise your child and reward him or her for good behavior.
- Children with ADD respond well to a structured system of rewards for good behavior. This system encourages the child to work in order to earn privileges or rewards he or she wants by accumulating points for desired behaviors and removing points for undesirable behaviors. You can make charts or use tokens or stickers to show your child the consequences of good behavior. You should only work on a few behaviors at one time and add additional behaviors as others are learned.
- Make a written agreement (a contract) with your child in which the child agrees to do his or her homework every night or to demonstrate other desired behavior in return for a privilege he or she selects, such as the right to watch a certain television show. If your child does not fulfill the contract, remove the promised privilege.
- Another effective strategy is to provide a specified time-out location for your child to go when he or she is out of control. This should not be seen as a place of punishment, but as a place the child uses to calm down. Younger children may need to be told to go the time-out location, but older children should learn to sense when they need to calm down and go on their own.
- Set up a study area away from distractions and establish a specific time each day for the child to

do homework. Do not allow your child to do homework near the television set or the radio.

- Devise a calendar of long-term assignments and other tasks. Keep this on the refrigerator door, or other visible place, where it can remind your child of what he or she needs to do.
- Have the teacher make a checklist of homework to be completed and items to be brought to school the next day. Before your child goes to bed, check the list to make sure everything has been completed.
- In general, punishing the child is not as effective as using praise and rewards. Rather than focusing on weaknesses, you should assist your child in developing personal strengths.
- Avoid emotional reactions such as anger, sarcasm, and ridicule. Remember your child has problems with control, and it only makes him or her feel worse to be told a task is easy or anyone can do it. However, short, mild reprimands can remind children to focus their attention.

Preparation for Adulthood

Children with ADD may require additional help in managing the transition to independent adulthood. They may need help learning how to structure their time and how to prioritize what they have to do. As children grow older, you can give them more responsibility so they can learn from their own decisions.

The hard work of children with ADD, their parents, and their teachers helps them develop their abilities and prepares them for success in their adult lives. With assistance, children with ADD can develop strategies that allow them to work around their ADD and the problems it causes.

INFORMATION KIT

Education of Children with
**Attention Deficit
Disorder**

**PHOTOCOPY
PRESERVATION**

ATTENTION DEFICIT DISORDER: ADDING UP THE FACTS

Published By
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ATTENTION DEFICIT DISORDER: Adding Up the Facts

In any group of children, there is usually one child who never sits still. Frequently and easily distracted, the child fidgets, glances about aimlessly, and seems to allow his mind to wander freely. This child attracts the predictable adult response: "Why can't you sit still and listen!" In school, the often bright but disruptive "troublemaker" may never learn to listen or do what others seem so effortlessly to do — pay attention.

What Is ADD?

Impulsive behavior, a tendency to be distracted, and hyperactive movement may not be the conscious choice of a "disruptive" child. These behaviors are symptoms of a condition called Attention Deficit Disorder (ADD). It is the disorder, not the child's own will, which is the true culprit, since it literally disrupts a child's ability to concentrate.

In its most commonly diagnosed form, ADD is accompanied by hyperactivity and is sometimes called Attention Deficit Hyperactivity Disorder (ADHD). In addition to the inability to concentrate and the tendency to behave impulsively, children with ADHD have difficulty remaining still for even short periods of time. While these children are inattentive, fidgety, spontaneous to a fault, forgetful, and easily distracted, their "misbehavior" is not a choice but a result of the disorder.

School children with ADD often have multiple problems with schoolwork and social activities. They focus on their teacher only with great difficulty. They have trouble remaining seated, following instructions, concentrating on a single task, waiting for their turn in any activity, and simply finishing their assigned work. While these behaviors are not in themselves a learning disability, 10 to 33 percent of all children with

ADD also have learning disabilities.

Children with ADHD are often aggressive and rejected by their peers, while children with ADD (without hyperactivity) are more withdrawn and unpopular. Both types of children with ADD commonly do not cooperate with others and are less willing to wait their turn or play by the rules. Their inability to control their own behavior may alarm themselves and other children and cause them to become isolated. As a result, their self-esteem suffers.

There are an estimated 1.46 to 2.46 million children with ADD in the United States (3-5 percent of the student population). Most are boys (ADD is diagnosed four to nine times more often in boys than in girls); and because they are less disruptive than children with ADHD, many children who have ADD without hyperactivity go unrecognized and unassisted.

ADD, however, is not limited to children, although for years it was assumed to be a childhood disorder, visible as early as age three, that disappeared with the advent of adolescence. It is now known that many children with ADD do not grow out of it as they age.

Although ADD is a serious and persistent disorder, research indicates children with ADD can be helped. The first step is the recognition that ADD exists — that it is real. The understanding that follows recognition must then lead parents, teachers, school administrators, psychologists and health care professionals to learn to work together for the good of the child. As a team, they can guide the child in developing techniques that can turn repeated failure into continuous progress.

What Behaviors Does ADD Cause?

While much of the behavior attributed to ADD also is found in children without ADD, there are several important and distinguishing characteristics that reveal the presence of the disorder. Children with ADD are impulsive, hyperactive, and distractible beyond what is considered "normal" for their age. They exhibit extreme behavior in many different settings and situations over a long period of time. While this behavior often is observed before children start school, it becomes extremely visible in the more structured school environment.

In addition, the American Psychiatric Association (APA) maintains ADD can be defined by the behaviors it causes. They include, for example, the following:

- Fidgeting with hands or feet or squirming in their seat (adolescents with ADD may appear restless);
- Difficulty remaining seated when required to do so;
- Difficulty sustaining attention and waiting for a turn in tasks, games or group situations;
- Blurting out answers to questions before the questions have been completed;
- Difficulty following through on instructions and in organizing tasks;
- Shifting from one unfinished activity to another;
- Failing to give close attention to details and avoiding careless mistakes;
- Losing things necessary for tasks or activities; and
- Difficulty in listening to others without being distracted or interrupting.

Children with ADD show different combinations of these behaviors. For instance, children with ADD without hyperactivity do not show excessive activity or fidgeting, but instead daydream, are lethargic or restless, and frequently do

not finish their academic work.

Not all of these behaviors appear in all situations. A child with ADD will be able to focus when he or she is receiving frequent reinforcement or is under very strict control. Ability to focus is also common in new settings, or while interacting one on one (including playing video games). While other children may occasionally show some signs of these behaviors, in children with ADD the symptoms are more frequent and severe than in other children of the same age. As children grow older, the behaviors affected by ADD change. A preschool child may show gross motor overactivity — always running or climbing and frequently shifting from one activity to another. Older children may be restless and fidget in their seats or play with their chairs and desks. They frequently fail to finish schoolwork, or work carelessly. Adolescents with ADD tend to be more withdrawn and less communicative. They are often impulsive, reacting on the spur of the moment without regard to previous plans or necessary tasks and homework.

How Can We Tell If A Child Has ADD?

Although very young children may show characteristics of ADD, some of these behaviors are in fact normal for their age. Even with older children, other factors, including environmental influences, can produce behavior resembling ADD. Therefore, a diagnosis of ADD cannot be made by teachers or school administrators acting alone, but rather by a team of professionals working with the parents and the child believed to have ADD. The team of school professionals follows a *two-tier evaluation process* to properly identify children with ADD. As suggested by the Professional Group for Attention and Related Disorders (PGARD), the first tier involves a psychiatric evaluation to determine whether or not the child has ADD. The second tier involves an educational evaluation to determine the best program to meet each child's academic and behavioral needs.

Any diagnoses of ADD must be done by examining the child's history through interviews with parents, teachers, and health care professionals in order to determine when the behavior began

PGARD SYSTEM FOR IDENTIFYING CHILDREN WITH ADD

PSYCHIATRIC EVALUATION

A psychiatric evaluation assesses whether or not the child is manifesting symptoms of ADD. There are three objectives:

- To assess problems of inattention, impulsivity, and hyperactivity that the child is currently experiencing;
- To assess the severity of these problems; and
- To gather information about other disabilities that may be contributing to the child's ADD symptoms.

Child rating scales are the best available tools to determine the presence of ADD symptoms. Numerous rating scales exist, including:

- *Child Behavior Check List, Teacher Report Form, and Parent Report Form*, by Achenbach and Edelbrock;
- *Conners Parent Rating Scale and Conners Teacher Rating Scale*, by Conners;
- *Revised Behavior Problems Checklist*, by Quay and Peterson; and
- *ADHD Rating Scale for Parents or Teachers*, by DuPaul; *Home Situations Questionnaire* and *School Situations Questionnaire*, by DuPaul and Barkley; *Academic Performance Rating Scale*, by DuPaul, Rapport, and Perriello.

As with all psychological tests, child rating scales have a range of measurement error. Appropriate scales have satisfactory norms for the child's chronological age and ability levels.

Collecting information about the child's ADD symptoms from several different sources helps ensure that the information is accurate. Appropriate sources of information include the child's parents, teachers, and medical doctors. It is also important to review both the child's previous medical history as well as his or her school records.

EDUCATIONAL EVALUATION

An educational evaluation assesses the extent to which a child's symptoms of ADD have had an adverse effect on his or her academic performance at school. The evaluation involves both direct observations of the child in the classroom as well as a review of his or her academic productivity.

Classroom observations are used to record *how often* the child exhibits different ADD symptoms in the classroom. For example, behaviors targeted for observation can include:

- Problems of inattention such as being easily distracted, making careless mistakes, or failing to finish assignments on time;
- Problems of impulsivity such as fidgeting, getting out of his or her seat, or running around the classroom excessively; and
- Problems of hyperactivity such as blurting out answers to the teacher's questions or interrupting the teacher or other students in the class.

The frequency with which the child with ADD exhibits these and other target behaviors are compared to norms for other children of the same age and gender. It is also important to compare the behavior the child with ADD to other children in the class.

It is best to collect these classroom observations during two or three different observations across several days. Each observation typically lasts about 20-30 minutes.

An educational evaluation also includes an assessment of the child's productivity in completing seatwork and other academic assignments. It is important to collect information about both the percentage of work completed as well as the accuracy of the work. The productivity of the child with ADD can be compared to the productivity of other children in the class.

and whether the child displays the behavior characteristics of ADD in many different settings.

To help with this, parents and teachers should complete a form asking them to measure and rate the frequency and severity of the child's behavior according to a fixed rating scale. The team will examine this information and determine a course of action agreed to by the parents. Physicians should perform a medical exam to check for problems with hearing or vision, and perhaps may administer neurological examinations. Parents are frequently requested to provide detailed family and developmental history as well as information about the child's abilities, interests, and behavior. A specialist should visit the classroom to observe the student's behavior and examine the amount of work accomplished over a set period of time. The specialist, frequently a

psychologist, will assess the child, his or her ability to control his or her actions, and check for other emotional and learning disabilities.

While there is no single test for ADD, an accurate diagnosis can be made by combining observations, tests, and other measurements gathered from parents, teachers, psychologists, physicians, and the child.

Once the observation and testing is complete, the team will review the results and decide whether or not the child has ADD, and if the child needs special services. From this information, the specialists involved can develop a treatment and an education plan which directly address the child's learning problems and characteristic behavior.

What Causes ADD?

Studies on brain modeling and brain imaging show differences in the brains of children with ADD. However, the causes of these differences are not yet known. Most scientists suspect the cause of ADD is genetic or biological, although they acknowledge that environment helps determine the specific behaviors of an individual child.

Some believe ADD may be caused by an imbalance of neurotransmitters (chemicals used by the brain to control behavior) or by abnormal glucose metabolism in the central nervous system.

In addition, a child may develop ADD because of problems in the child's development before birth or neurological damage. Frequently, the same biological factors that influence ADD may also affect learning disabilities, since many children display signs of both. While some people claim that ADD is caused by food additives, sugar, yeast, or the actions of parents, there is no evidence to support these beliefs.

What Can We Do About ADD?

While there is no known cure for ADD, the effects of ADD can be reduced through an approach that combines medicine, psychology, and education. Medication produces a clear and immediate short-term effect in behavior, but should not be used as the only treatment, because the long-term effectiveness of drugs is unclear.

Stimulants such as Ritalin, Dexedrine, and Cylert allow the brain and nervous system to communicate with the rest of the body more effectively, which improves attention span, concentration, motor control, and on-task behavior, while reducing hyperactivity.

From 60 to 90 percent of school-aged children with ADD are treated with stimulant medication for a prolonged period of time. However,

medication is not a total solution. While studies show that stimulants effectively calm 70 percent of children with ADD, this effect decreases over time, and most studies show that medication results in few long-term benefits on academic achievement and social adjustment.

In addition, medication may have side-effects. Some children lose weight, lose their appetite, or have problems falling asleep. Less common side effects include slowed growth, a tic disorder, and problems with thinking or with social interaction. These effects usually can be eliminated by reducing the dosage or changing to a different medication.

An effective non-medical treatment is to help children learn how to control their behavior. Many teachers and parents use a form of positive reinforcement in which the child is rewarded for good behavior. This sometimes is combined with negative reinforcement, in which the reward (or the points used to reach the reward) is removed for bad behavior. Children with ADD perform best when they have an organized structure with consistent rules so that they can clearly understand what they are doing and what they should do next.

Psychologists and social workers can work with children with ADD on their self-esteem, anxiety, and social skills. They can help children understand their problem and develop coping mechanisms to succeed.

Teachers, parents, doctors and other health care professionals can work together to devise a plan to improve behavior and to develop alternate methods of education. General teachers should work with special education teachers to establish methods for adapting their regular curriculum and teaching techniques to the needs and abilities of students with ADD. Parents and teachers should communicate regularly to avoid confusing children with ADD with different strategies and expectations.

How Does ADD Affect School Performance?

Children with ADD are usually identified in school only after they consistently demonstrate their failure to understand or follow rules or complete required tasks. The most common referrals to special education are those for children who frequently disrupt the class, show a lack of attention, and exhibit poor academic performance.

While ADD is not a learning disability, the difficulties students with ADD have in focusing their attention reduces the amount of work they can accomplish, even when they show strong academic ability. Studies demonstrate that the ability to concentrate and focus is a better predictor of academic success than other measures of academic ability. For example, if a student is distracted and does not finish a test, most teachers do not give credit for blank responses, even if the student knows the answers.

Other factors also interfere with the ability of children with ADD to learn. These children make careless errors and respond without thinking. They frequently have trouble judging the importance of different information, losing main ideas in a flood of trivia. Some children with ADD have difficulty with abstract ideas, including the concept of cause and effect. Other students frequently cannot manage several different tasks at once, are poorly organized, or lose objects needed to perform tasks.

On average, children identified as hyperactive are at least three times more likely to stay back a grade and be suspended from school than children without ADHD.

What Are The Legal Rights Of Children With ADD?

The Federal government has established several legal provisions that affect the education of children with ADD —the Individuals with Disabil-

ities Education Act and Section 504 of the Rehabilitation Act of 1973. Students with ADD, like students with any other disability, do not automatically qualify for special education and related services under the IDEA without meeting certain conditions.

If a child with ADD is found not to be eligible for services under Part B of the IDEA, the requirements of Section 504 of the Rehabilitation Act of 1973 may be applicable if he or she meets the Section 504 definition of disability, which is any person who has a physical or mental impairment which substantially limits a major life activity such as learning. Thus, depending on the severity of their condition, children with ADD may or may not fit the definition of either or both laws; not all children with ADD are covered.

Although ADD is not a separate disability category under the IDEA, children with ADD who require special education and related services can be eligible for services under the "other health impaired" category of Part B of the IDEA when "the ADD is a chronic or acute health problem that results in limited alertness, which adversely affects educational performance." Children with ADD may also be eligible for services under the "specific learning disability" or "seriously emotionally disturbed" categories of the IDEA when they have those conditions in addition to their ADD.

These laws require schools to make modifications or adaptations for students whose ADD results in significant educational impairment. Children with ADD must be placed in a regular classroom, to the maximum extent appropriate to their educational needs, with the use of supplementary aids and services if necessary. While children covered under the IDEA must have an Individual Education Plan (IEP), students covered under Section 504 need a less formal individualized assessment.

However, when important changes are

made in the regular education classroom, about half the children with ADD succeed in that setting without special education. Such changes may include: curriculum adjustments, alternative classroom organization and management, specialized teaching techniques and study skills, use of behavior management, and increased parent/teacher collaboration. Of course, the needs of some children with ADD cannot be met solely within the confines of a regular classroom and they may need related aids or services provided in other settings.

What Happens To Children With ADD?

One-third to one-half of children with ADD continue to show signs of ADD as adults. While they may gain greater ability to focus their attention, their level of impulsive behavior remains inappropriate for their age. They frequently are unorganized, forgetful, and unproductive. ADD thus can affect its victim's college education, employment, and relationships with others. In fact, some adults with ADD were not diagnosed as children and recognize the disorder only when their children's similar problems are diagnosed as ADD.

Children With ADD Can Succeed

While children with ADD have greater difficulties than most other children, their problems can be reduced through early identification and careful treatment. Parents and teachers can help by remembering the child does not choose to behave disruptively. Children with ADD do want to control their behavior and do try to obey their parents and teachers.

Once parents and teachers understand this, and once they recognize that children with ADD are not lazy or "bad," but have a biological disorder, they can stop blaming themselves or their children and take appropriate steps to prevent a pattern of failure that leads to low self-esteem and hopelessness. Through the supervised use of medication, counseling, behavior management, and modification of classroom lessons, children with ADD can most certainly learn what they need to succeed as attentive and productive members of society. With adult patience, understanding, and assistance, children with ADD can indeed sit still and listen and learn.

ATTENTION DEFICIT DISORDER

What Teachers Should Know

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ATTENTION DEFICIT DISORDER: What Teachers Should Know

The child who frequently stares out the window of the classroom, who cannot sit still, or who repeatedly disrupts your class may not be deliberately troublesome. Instead, this child could be demonstrating behavior caused by Attention Deficit Disorder (ADD). This disability causes children to have difficulty focusing their attention, to act impulsively, or to exhibit hyperactive behaviors.

But there are no "silver bullets" in educating children with ADD. Because no two children with ADD are alike, no single educational plan, practice, or setting will be best for all children. Instead, you can help your students with ADD by individualizing the educational program provided to each child.

Fortunately, children with ADD who receive an individualized educational program, can learn to successfully stay on task and achieve in your class.

Successful programs for children with ADD integrate three key elements:

- **Academic Instruction.** Effective teachers follow the tenets of instructional management for all children and individualize academic instruction for a child with ADD.
- **Behavior Management.** Effective teachers help children with ADD to manage their behavior in the classroom environments they have created.
- **Classroom Accommodations.** Effective teachers structure the environments of their classrooms to accommodate the special needs of a child with ADD.

Teachers who are successful with children with ADD first identify the unique needs of the child. For example, the teacher determines how, when,

and why the child is inattentive, impulsive, and hyperactive. The teacher then selects different educational practices associated with academic instruction, behavior management, and classroom accommodations that are appropriate to meet that child's needs. Finally, the teacher combines these practices into an individualized educational program and integrates this program with educational activities provided to other children in the class.

ADD: What Teachers Should Know describes how to integrate a program of academic instruction, behavior management, and classroom accommodations for children with ADD and illustrates elements of this program with real-life stories of 12 children with ADD. *101 Ways To Help Children with ADD Learn* - which is also in this information kit - provides specific suggestions for practices of academic instruction, behavior management, and classroom accommodations that can help children with ADD in your class. Many of these techniques can also enhance the learning of other children in the classroom who do not have ADD.

Academic Instruction

Children with ADD often have difficulty learning and achieving. Frequently, these children cannot concentrate on a task and move from one assignment to another without finishing their work. Overexcited, they cannot wait their turn and blurt out answers to questions before being called on. In addition, many children with ADD are hyperactive and constantly run around the classroom. These behaviors, which are typically persistent and exhibited during different activities each day, can severely interfere with a child's learning in your class.

Teachers can help prepare their students with ADD to learn by *applying* the principles of effective teaching when they introduce, conduct, and conclude each lesson:

- **Introducing Lessons.** Effective teachers preview their expectations about (a) what the students will learn and (b) how they should behave during the lesson.
- **Conducting Lessons.** Effective teachers (a) periodically question children's understanding of the material, (b) probe for correct answers before calling on another student, and (c) identify which students need additional assistance.
- **Concluding Lessons.** Effective teachers (a) provide advance warning that the lesson is about to end, (b) check the completed assignments of at least some students, and (c) instruct students how to begin preparing for the next activity.

These principles of effective teaching, which reflect what we know about how to educate all children in the class, will especially help a child with ADD to focus on mastering the academic lessons you teach each day.

Students with ADD learn best with a carefully structured academic lesson - one where the teacher explains what she wants children to learn in the current lesson and that places these skills and knowledge in the context of previous lessons on similar topics. As the story about Keith illustrates, it is important to clearly communicate these expectations at the beginning of each lesson.

Keith's Reading Lesson

Keith, an 11-year-old Caucasian boy, was enrolled in a third grade class in a small, industrial city. Diagnosed as having ADD, he was in a general education class during the 1993-1994 school year.

One day, Keith's teacher began a reading lesson by informing the class that they were going to work with their partners to cooperatively read a story about Paul Bunyan. She reminded her students about previous lessons on fables such as Paul Bunyan and also informed them that this lesson would

involve discussions about new vocabulary words such as "exaggeration." In addition, she stated that she expected her students to talk quietly with their partners and *not* bother other, nearby children, as each partner took turns reading the story aloud.

After receiving these instructions, Keith was generally on task during the partner reading lesson. When it was his turn to read, he read quietly, using a pencil to help visually track the words. Keith's teacher reprimanded him twice for not paying attention while his partner read aloud. These reprimands helped Keith to re-focus on his assigned task. On another occasion, his teacher warned Keith that he was beginning to get off task. Keith responded by re-reading the sentence correctly. His teacher immediately praised Keith for his appropriate behavior.

Keith and his partner were one of the first groups of children to finish reading the Paul Bunyan story. After being prompted by their teacher, they began working on their next seatwork assignment - answering worksheet questions about the story they had read. The two children continued to work quietly on their worksheet until the end of the lesson.

Transitions from one lesson or class to another are particularly difficult for students with ADD. When they are prepared for transitions, these children are more likely to respond and stay on task. As the following story about William illustrates, when questioning a student with ADD, it is helpful to patiently probe for the correct answer before calling on another student. His teacher's patience during a spelling lesson at the beginning of the day helped prepare William to actively participate and learn as he transitioned to other activities throughout the morning.

William's Spelling Lesson

William, a shy 9-year-old Caucasian boy, was a second grader during the 1993-94

continued

school year. Diagnosed as having ADD and learning disabilities, he repeated second grade due to his social immaturity and difficulty with oral communication.

William's teacher operated her classroom at a very fast pace, moving the children rapidly from one activity to another using different lessons built on a common theme throughout the day. In addition, his teacher took advantage of naturally occurring opportunities during the day for William to practice speaking in front of the other children in the class.

At the beginning of the day, William's teacher and her students read aloud a list of weekly spelling words on the blackboard. The teacher called on individual students to pick two words from the list and use the words in a complete sentence.

William initially refused to participate in the lesson. After much encouragement from his teacher, he came to the front of the group but still declined to participate. Just as the teacher was about to move on to another child, William blurted out a correct answer. The teacher quickly reinforced this behavior with verbal praise.

William's success during the spelling lesson contributed to his active participation in other lessons throughout the morning. During a mathematics lesson, for example, William volunteered to find two objects in the classroom and describe for the other students why they had a similar shape. Later he became excited when other children in the class were discussing how to make a dinosaur diorama. Unusually animated, William enthusiastically described a diorama he had made earlier in the year. In each instance, the teacher encouraged William to speak in front of the class and immediately praised him after he had successfully communicated with the other students.

Effective teachers not only prepare children with ADD to learn when they are introducing, conducting, and concluding lessons, they also individualize their instructional practices accord-

ing to the nature of the academic subject and the needs of their students with ADD. For example:

- **Reading.** Effective teachers may (a) pair a child with ADD with a strong reader during partner reading activities or (b) teach a child mnemonics that provide reminders about correct grammar and punctuation.
- **Mathematics.** Effective teachers may (a) teach basic computation with kinesthetic techniques such as "Touch Math," a special procedure for touching and counting "touchpoints" on the numerals one through nine or (b) teach "clue words" that help a child identify basic operations (e.g., addition and subtraction) when solving word problems.
- **Spelling.** Effective teachers may (a) use naturally occurring events to teach spelling words (e.g., ask a child writing with a pencil to spell "pencil") or (b) color code different letters in "hard-to-spell" words (e.g., receipt).
- **Handwriting.** Effective teachers may (a) teach a child to use his or her finger to measure how much space to leave between words or (b) ask a child to practice manuscript and cursive writing on a small, hand-held chalkboard.

Children with ADD are likely to require different types of individualized instructional practices. As the story about Danny illustrates, an effective teacher first identifies areas in which each child requires extra assistance. The teacher then uses these and other individualized practices to provide structured opportunities for the child to review and master an academic lesson that was previously presented to the entire class.

Danny's Reading Lesson

Danny, an 8-year-old African-American boy, was a second grade student in a magnet elementary school during the 1993-94 school year. He was diagnosed as having ADD with learning disabilities.

Danny had difficulty reading independently due to poor sight vocabulary but liked oral listening activities. According to his teacher, he never tired of listening to adults or other students reading aloud. Danny also

continued

had good social skills and was known throughout the school as an open, friendly child who got along well with others and was rarely moody or depressed.

By pairing Danny with another student during oral reading activities, his teacher took advantage of his academic and social strengths. By having each child take turns reading part of a story to each other, this activity took advantage of the fact that Danny enjoyed listening to stories read aloud. His partner, who was a strong reader, helped Danny practice sight vocabulary words when it was Danny's turn to read.

Like others students with disabilities, students with ADD such as Danny are helped best when their teachers understand their strengths and weaknesses and individualize their academic instruction to build on these strengths. But as Billy's story illustrates, it is also important to integrate these individualized instructional practices with other accommodations in the classroom environment.

Billy's Mathematics Lesson

Billy, a 9-year-old Caucasian boy with ADD, was a third grader in a small city school district during the 1993-94 school year. Billy was placed in a regular education class.

To help him in the regular classroom environment, Billy's teacher made several classroom accommodations. In addition, Billy frequently worked with a peer tutor. One day, during a mathematics lesson, Billy's teacher combined an individualized instructional practice with this ongoing accommodation to help Billy master a mathematics lesson.

The lesson involved an assortment of word problems that required students to add, subtract, or multiply numbers after identifying the appropriate operation. The teacher

began the lesson with a large group discussion of "clue words" – such as "sum," "total," and "all together." Clue words like these help a child identify which arithmetic operation to use in solving a particular problem.

After reviewing the clue words with the entire class, the teacher asked her students to work in small groups together on a worksheet of word problems. When Billy looked confused, she reminded him that he should work in a group with his peer tutor, Mitchell.

As the two boys began to work on the worksheet together, Billy initially had trouble understanding how to use clue words to solve the word problems. Mitchell patiently reviewed the definitions with Billy. They took turns reading a word problem and identifying clue words to solve the problem.

With practice, Billy gradually understood the technique and began to correctly identify clue words without his partner's assistance. Later in the day, when the class reviewed the worksheet as a group, Billy volunteered to answer one of the questions aloud. With his teacher's encouragement, he successfully solved the problem. His teacher immediately praised Billy for his hard work on this assignment.

The stories about Keith, William, Danny, and Billy and their teachers illustrate how an individualized program of academic instruction can help students with ADD learn more effectively. These children's teachers effectively prepared students to learn as they introduced, conducted, and concluded different lessons throughout the day. The specific instructional practices provided the children with structured opportunities to master different academic skills. *101 Ways To Help Children with ADD Learn* contains many other examples of effective practices to individualize academic instruction for children with ADD. The following discussion questions will help you and other teachers at your school develop similar programs for your students with ADD.

Questions About Academic Instruction

- How did the instructional strategies used in each case study help motivate the children with ADD and promote their self-esteem?
- How did the individualized practices contribute to greater integration of the children with ADD into the general classroom environment?
- Why does the organization of academic lessons around a common instructional theme benefit children with ADD?
- How can the practice of peer tutors most effectively be utilized within the classroom so all students benefit? What are the possible pitfalls and how can they be circumvented?

Behavior Management

Children with ADD have difficulty learning how to control their impulsiveness and hyperactivity. They often have problems forming friendships with other children in the class. Isolated from their peers, they rarely pause to think about the social consequences of their actions. In general, children with ADD act immaturely, exhibiting behavior that resembles behavior of much younger children.

Effective teachers use frequent verbal reinforcement to help children with ADD learn how to manage their own behavior in the classroom. Two techniques are especially useful:

- **Verbal Praise** encourages students to act appropriately. Simple words of encouragement such as "good job" are effective with many students.
- **Verbal Reprimands** help remind students to change their behavior. The most effective reprimands are brief and directed at the child's behavior - not the child.

Effective teachers use verbal reinforcement routinely throughout the school day. They clearly identify their expectations for the children's behavior, using positive - not negative - examples. The story of Samantha illustrates how verbal praise and reprimands work effectively.

Samantha and Her Resource Room Teacher

Samantha, an 8-year-old African-American girl, was a second grade student in a large, urban school district during the 1993-94 school year. Diagnosed as having ADD and disabilities, Samantha spent the majority of her time in a regular education classroom, and in the resource room for about 50 minutes each day.

One day, the resource teacher asked Samantha to work on two language arts worksheets. One worksheet required Samantha to re-arrange a set of sentences to tell a story. The other worksheet asked her to read a short story and draw inferences about what she had read. The worksheets were difficult for Samantha to complete.

Using frequent verbal reinforcement to keep Samantha on task working on the worksheets, the resource teacher praised Samantha nine times and reprimanded her four times. Thus, the resource teacher praised Samantha twice as often as she reprimanded her.

This verbal praise motivated Samantha to keep working on the worksheets and she responded by smiling and continuing her work with renewed energy and enthusiasm. Whenever Samantha began to get off task, her teacher reprimanded her with an explicit reminder delivered with a quiet, calm voice. This technique proved to be effective, and by the end of the lesson, she had successfully completed one worksheet and almost completed the second sheet.

Effective teachers generally use more praise than reprimands with their students with ADD. Frequent praise helps reinforce the child's appropriate behavior, and, in some cases, reduces the need for reprimands. These practices, used successfully in regular education classrooms, can be very effective in managing the behavior of children with ADD such as Samantha.

Samantha and Her Regular Education Teacher

Another day, during a social studies lesson in the regular education class, Samantha and her classmates read a story about the Caldecott Medal, a national award for children's literature. Different students took turns reading aloud one or two paragraphs from their news magazine. The teacher quizzed individual children about what they had read, asking them if they agreed or disagreed with what the author of the article had said about the Caldecott Medal award.

Samantha's regular education teacher prompted her to behave appropriately during the lesson. When volunteering to read and answer her teacher's question, Samantha occasionally became overactive in raising her hand, shaking her hand vigorously, standing up, and falling out of her seat. Samantha's teacher reminded her to stop this disruptive behavior by going to her desk and telling her to calm down and raise her hand only to ask or answer questions. The prompt helped Samantha to relax and participate in the lesson appropriately.

Her teacher acknowledged and reinforced Samantha's appropriate behavior by calling on her the first time after the prompt and she raised her hand without getting out of her seat. Samantha correctly answered her teacher's question - "What is the Caldecott Medal?" - by responding that it is an award for books. Samantha's teacher then praised her for her correct response.

Teachers can usually identify a behavior to praise - even if the child is frequently off task. As Samantha's story illustrates, a teacher does not have to wait until the child becomes distracted and needs a reprimand to complete an assignment. Instead, the teacher can immediately praise the child when he or she begins an activity - and before the child gets off task.

In addition to verbal praise and reprimands, effective teachers also use *classroom interviews* with their ADD students. A space interview involves pulling a disruptive child aside for a pri-

vate conference in a quiet part of the room. Either the teacher and the child alone - or two children together, with the teacher's assistance - discuss what caused the problem and how to solve it. These discussions take place in the classroom environment where the problems occurred. Although typically involving one child, classroom interviews can also be used to help two or three children resolve a common problem.

The story of Jimmy shows how one teacher used classroom interviews with a child with ADD effectively.

Jimmy's Classroom Interviews

Jimmy, a 7-year-old Caucasian boy, was enrolled in a second grade classroom in a large, suburban school district. He was identified as having ADD in kindergarten but he was served exclusively as a regular education student in first grade.

During one six-hour day, Jimmy participated in seven classroom interviews. His teacher used these interviews to help mediate social conflicts between Jimmy and other students in the class. In one instance, classroom interviews were used to resolve disputes about who would have the first chance to play a popular game during language arts and in another case, to redirect Jimmy and another student who were "play fighting" during a quiet study time.

Responding well to these interviews, Jimmy calmed down each time and re-focused his energy on his assigned task. He agreed to the resolution of the social conflict - even when the conflict was not resolved in his favor. In one incident, he vacated his favorite chair during the story-telling lesson after acknowledging that it was the other student's turn to sit in the chair.

Once Jimmy's teacher used a classroom interview to review classroom rules and procedures, Jimmy took too long - over 15 minutes - to complete a task he was assigned that week to deliver the morning attendance sheets to the office. After asking Jimmy

continued

where he was, she found out he had unexpectedly met his father who had brought his Ritalin medication to school as Jimmy had forgotten to take it that morning. Jimmy returned to the classroom after his father administered the medication.

Jimmy's teacher reassured him that she understood why he was delayed on his errand. However, she also firmly stated that the next time Jimmy was delayed, he should ask the school secretary or another adult to call the teacher on the school intercom. Jimmy agreed to follow this procedure in the future.

In addition to verbal reinforcement, some children with ADD are helped by behavioral contracts and token economy systems which teach them how to manage their behavior. Examples of these include:

- **Behavioral Contracts**, which identify specific academic or behavioral goals for the child. The teacher and child work together to identify appropriate goals such as completing homework assignments on time or obeying safety rules on the school playground.
- **Token Economy Systems**, which help motivate the child to achieve the goal identified in the behavioral contract. The child can earn points for each homework assignment completed and lose points for each homework assignment not completed on time. After earning a specified number of points, the student receives a special reward such as extra time on a computer or a "free period" on Friday afternoon.

Behavioral contracts and token economy systems can take on different forms and can be used in different ways to reinforce appropriate behavior with children with ADD. Behavior contracts are typically used with individual children, while token economies can be established for one child, an entire class, or even school wide. The story of Eddie illustrates how one teacher used a fairly elaborate token economy system with a child with ADD.

Eddie's Token Economy System

Eddie, a 7-year-old Caucasian boy, was a second grade student during the 1993-1994 school year. He was diagnosed as having ADD with learning disabilities.

Eddie and his teacher began a token economy system at the beginning of the year by identifying target behaviors such as paying attention in class and completing assignments on time. Eddie received a "point" each time he demonstrated a particular target behavior. When he was on task, his appropriate behavior was reinforced with a stamp placed on a record sheet kept on his desk. The stamps kept track of the points that Eddie had earned each day.

Early in the school year, when the token economy system was first established, a paraprofessional assisted Eddie's teacher in monitoring his performance and behavior and initially provided reinforcements every five minutes. Over a three-month period, the frequency of the reinforcements was gradually reduced to three times per day - at morning recess, lunch, and at the end of the school day. The general education teacher eventually assumed responsibility for providing the three daily reinforcements and the paraprofessional was withdrawn from the class.

Eddie and his teacher also identified several tangible rewards that Eddie valued (e.g., extra free time or use of computer games). Eddie received a reward whenever he earned a specified number of points. At the beginning of the year, Eddie's teacher or the paraprofessional provided the reward. Later in the year, after the paraprofessional had left Eddie's class, Eddie's parents assumed responsibility for rewarding him at home.

Because teachers' styles of teaching and students' individual needs are different, it is important for teachers to evaluate the appropriateness

of both behavioral contracts and token economies for their students with ADD. The following discussion questions can help you determine which behavior management practices may be appropriate for children in your class.

Questions About Behavior Management Practices

- What information would you need to identify appropriate target behaviors and rewards for children in your class?
- How would you determine if a child could benefit from a token economy system?
- What factors would you consider before implementing behavior contracts?
- How could classroom interviews be used most effectively?

Classroom Accommodations

Children with ADD often have difficulty adjusting to the structured environment of a classroom, determining what is important, and focusing on their assigned work. They are easily distracted by other children or nearby activities in the class. As a result, many children with ADD benefit from accommodations that reduce distractions in the classroom environment and help them to stay on task and learn.

Effective teachers make special accommodations within the physical environment of their classrooms by assigning special seats to students with ADD. Dave's story is an example of how teachers can use a special seat assignment to pair a child with ADD with a student role model.

Dave's Special Seat

Dave, a 7-year-old Caucasian boy, was enrolled in a second grade classroom during the 1993-1994 school year. He was diagnosed as having ADD and learning disabilities.

Dave's teacher assigned him a special seat near Jennifer, his peer tutor. Dave's and Jennifer's seats were located in the front of the classroom, but their seats were separated from the desks of the other students in the

class. This seating arrangement provided opportunities for Dave and Jennifer to work quietly together without disturbing other students in the class.

Jennifer modeled appropriate classroom behavior for Dave by listening attentively during large group discussions and clearing off her desk and putting away books and other supplies in response to the teacher's instruction to begin preparing for morning recess, lunch, or dismissal at the end of the day. Dave routinely looked at Jennifer when he needed cues about what to do or how to behave.

Jennifer served as Dave's peer tutor, as well as his role model. The two children regularly worked on worksheets, practiced spelling words, solved math problems, and read together cooperatively. The teacher sometimes would remind Dave that he should ask Jennifer for help with an assignment. On occasion, when she observed that Dave was becoming frustrated or off task, she would remind Jennifer to help him.

Special seats help a child with ADD focus on his or her assigned task. Seats near the front of the room provide opportunities for the teacher to frequently reinforce the child's on-task behavior. Seats near a student role model provide opportunities for the child to work cooperatively and learn from his or her peers. The story of Danny - who was described earlier in an illustration of "partner reading" as an academic instruction practice - also shows how a teacher can assign a student different seats, depending on the nature of the learning activity in the class.

Danny's Special Seat

Danny's teacher assigned him a desk in a corner of the classroom, next to both her desk and that of a student role model. The teacher used his proximity to her desk to help monitor and correct his off-task behavior and the other student's proximity to help model and reinforce appropriate behavior.

continued

One day during a mathematics lesson, Danny first looked to see what the other student was doing and then opened his text book to the correct page.

Danny was also often disruptive when sitting on the floor with the other children and disturbed them by pulling on their hair or clothes. According to his teacher, Danny's special seat helped reduce the frequency of such behaviors during large group instruction. Although he still fidgeted, he disturbed his classmates less frequently.

Accommodations within the classroom's *physical* environment include not only special seats but also special environmental prompts. Turning the classroom lights "on-and-off" can cue children that it is time to stop working and clear their desks. Similarly, playing soft music can calm children and signal them to work quietly on seatwork assignments at their desks. Larry's story illustrates how a teacher can use a simple tool -- an egg timer intended for use in the kitchen -- to help children organize their time during cooperative learning activities.

Larry's Egg Timer

Larry, a 10-year-old boy, was enrolled in a third grade classroom during the 1993-1994 school year. He was diagnosed as having ADD and serious emotional disturbance. However, Danny spent the entire school day in a regular education classroom and was de-certified as a special education student for the following school year.

Larry's teacher made extensive use of cooperative learning activities. These lessons were long, sometimes lasting over an hour, but the teacher broke up these cooperative learning lessons into three or four inter-related activities. For example, a lesson requiring small groups of children to cooperatively complete a worksheet about life in a foreign country could involve three activities: (a) determining roles and responsibilities for different members of the group, (b) discussing possible answers to the questions

on the worksheet, and (c) writing the answers. After instructing the group about how to complete the worksheet, the teacher then specified how long the students had to complete each activity.

The teacher used an egg timer to help Larry and the other students in the class monitor their time during these cooperative learning activities. Next, she would announce that the students had five minutes to organize their group or fifteen minutes to discuss how to complete an assigned worksheet. She then set the timer for the appropriate amount of time, placing the timer on a chair or desk in the middle of the classroom.

Larry and the other students learned to finish their assigned task before the buzzer on the timer sounded. Occasionally when students needed more time, the teacher would reset the timer for an additional five or ten minutes.

Effective teachers also make special instructional accommodations within the learning environment of their classrooms. One example: after giving directions to the entire class, effective teachers provide a child with ADD with follow-up instructions. As illustrated in the following story about Alan, this practice helps ensure that the child understands how to complete his or her assigned task.

Alan's Follow-Up Instructions

Alan, an 11-year-old Caucasian boy, was enrolled in a fourth grade classroom during the 1993-1994 school year. He was diagnosed as having ADD and learning disabilities.

Alan's teacher routinely provided follow-up instructions about his assignments. One day his teacher asked the class to answer 10 multiplication problems in their mathematics textbook. She first explained the assignment to all of the students in Alan's class.

continued

She reviewed the purpose of the work, told her students what to do, and informed them how to get help in completing the assignment. She also wrote the basic directions on the blackboard (e.g., complete problems # 1-10 on page 34 of the textbook).

After the entire class began working on the assignment, the teacher provided Alan with additional, follow-up instructions. She reiterated that the purpose of the lesson was to review basic computation facts and asked Alan to read aloud the written assignment on the blackboard. She also confirmed that Alan knew where to get help with the assignment (e.g., refer to his multiplication "times table" sheet or ask his work partner for help).

During the remainder of the lesson, the teacher continued to periodically monitor the performance of Alan - as well as other students in the class. The teacher provided additional instructions about the assignment to Alan as well as to the entire class.

Effective teachers also provide their students with ADD with special instructional materials. For example, teachers can provide their students pointers to help visually track written information on a page. As portrayed in the following story about Paula, students with ADD also benefit from highlighting directions with a marker or using special graph paper.

Paula's Special Instructional Manual

Paula, a 10-year-old Caucasian girl, was enrolled in a third grade class during the 1993-1994 school year. She was diagnosed as having ADD as well as being gifted in mathematics.

Paula's teacher sometimes provided her with special instructional materials during class. Once the teacher observed that Paula was having trouble following along when other children in the class were reading aloud, the teacher gave Paula a slip of paper to track words in her reading book. On

another occasion, Paula had trouble following directions on a language arts worksheet. The teacher used a highlighter to underline the key words as she and Paula read the directions together. According to her teacher, Paula sometimes also used graph paper to help organize columns when solving two-digit multiplication and division problems.

Paula's teacher used special materials to help her focus her attention on a worksheet or other assigned task. The teacher kept supplies of these materials in several accessible places throughout the classroom. Other students also used these materials. The teacher routinely instructed her students to get materials that they needed to complete their assignments.

In some cases, effective teachers use simple hand gestures to make additional accommodations within the learning environment of the classroom. Such hand gestures are most helpful when they are straightforward and non-intrusive. Matt's story depicts how the use of a simple hand gesture can privately signal the teacher that a child with ADD has something to contribute to a large group discussion.

Matt's Hand Gestures

Matt, a 9-year-old Caucasian boy, was a third grade student during the 1993-1994 school year. He was diagnosed as having ADD with learning disabilities. Matt was often moody, depressed, and easily frustrated when interacting with the teacher or other students in the class.

Matt's teacher observed that he frequently misbehaved during large group activities and would often bang his head on his desk if the teacher did not call on him immediately. He also became visibly upset if he answered a question incorrectly. One day, she discussed that observation with Matt privately. With gentle encouragement from his teacher, Matt admitted that he feared being teased by the other children if he gave the wrong answer in class.

continued

Matt and his teacher devised a simple hand gesture for Matt to use in class. Matt agreed to raise his hand *each time* his teacher asked a question. If Matt was unsure of the answer, he would make a fist as he raised his hand. This gesture would signal the teacher *not* to call on Matt, but if Matt thought he really knew the answer, he would leave his hand open, with his fingers pointing up in the air. This gesture would signal the teacher that it was acceptable to ask Matt the question. Matt and his teacher also agreed to keep the hand gesture secret.

Over time, the teacher observed that Matt's use of the hand gestures *and* his active participation in classroom discussions increased. With continued encouragement outside of class, Matt began raising his hand more frequently during class. The frequency with which Matt raised his hand with a fist decreased and the times he raised his hand with an open palm increased. Each time he raised his hand with an open palm, the teacher called on Matt and praised him for correct answers.

Classroom accommodations can help a teacher implement other practices for academic instruction or behavior modification. For example, special seats - such as those assigned to Danny or Dave - can help a teacher to pair a child with ADD with a strong reader (academic instruction

practice) and provide frequent verbal praise for on task behavior (behavior management practice). However, effective teachers are careful not to stigmatize a child with ADD who receives such special accommodations. Instead, these teachers integrate a child's accommodations within other, naturally occurring activities that are provided to all children in the class.

The following questions will help you analyze the needs for special accommodations among children with ADD in your class.

Questions About Behavior Management Practices

- How can the practice of partnering most effectively be used so that it benefits both children with ADD and their peers?
- Environmental prompts are beneficial to all children. How can they be utilized to blur the distinctions between children and help those with and without ADD to learn?
- What common characteristics of special instructional materials or classroom accommodations have you successfully used?
- What are potential problems in making classroom accommodations for students with ADD in your class? How would you solve these problems?

WHERE DO I TURN?
A RESOURCE DIRECTORY OF MATERIALS ABOUT
ATTENTION DEFICIT DISORDER

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This document was developed by the Chesapeake Institute, Washington, D.C., with The Widmeyer Group, Washington, D.C., as part of contract #HS92017001 from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, United States Department of Education. The points of view expressed in this publication are those of the authors and do not necessarily reflect the position or policy of the U.S. Department of Education. We encourage the reproduction and distribution of this publication.

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CHOOSING MATERIALS

Reading these lists of resources, educators and parents may wonder how they can tell which materials would best suit their needs. Douglas Carnine, director of the National Center to Improve the Tools of Educators (funded by the U.S. Department of Education's Office of Special Education Programs), suggests that schools and individuals follow a six-step process of evaluation. Before choosing a new book or program, potential purchasers should ask themselves:

1. Are the approach and its outcomes clearly defined?
2. Do instructional research findings indicate that the method is effective?
3. Is an accountability system for teaching and learning built into the method?
4. Is the method sustainable?
5. For which groups of students is the method equitable?
6. Are the costs of the method and its implementation reasonable?

The claims of publishers and other producers should be carefully examined and substantiated before implementing any new approach. Parents and teachers should not assume any one source is the final word. Instead, they should examine the information from several sources. The most reliable information will be the consensus among these different sources.

ADD Resource Directory

NATIONAL ORGANIZATIONS

ADDult Support Network
2620 Ivy Place
Toledo, OH 43613
(419) 472-1286

American Federation of
Teachers (AFT)
555 New Jersey Avenue, N.W.
Washington, D.C. 20001
(202) 879-4400

Association for Childhood
Education International (ACEI)
800 Roosevelt Road
Glen Ellyn, IL 60137
(800) 442- 4453

Attention Deficit Information Network (AD-IN)
475 Hillside Avenue
Needham, MA 02194
(617) 455-9895

Attention Deficit Disorder Association (ADDA)
P.O. Box 972
Mentor, OH 44061
(800)-487-2282 Support Group Referral & General
Information line

For a list of support groups send \$4 to:
ADDA
19262 Jamboree Blvd
Irvine CA 92715

To join send \$25 to:
National ADDA
PO Box 488
West Newbury, MA 01985

Attention Deficit Resource Center
Suite 14
1344 East Cobb Drive
Marietta, GA 30068

Children with Attention Deficit Disorders
(CH.A.D.D.)
499 N.W. 70th Avenue, Suite 308
Plantation, FL 33317
(305) 587-3700

Membership \$30
Professional Membership \$60

Council of Administrators of Special Education Inc.
615 16th St., NW
Albuquerque, NM 87104
(505) 243-7622

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
(703) 264-9474

Council for Learning Disabilities
PO Box 40303
Overland Park, KS 66204
(913) 492-8755

Federation of Families for Children's Mental Health
1021 Prince St.
Alexandria, VA 22314
(703) 684-7710

ADD Resource Directory

Higher Education and Adult Training for People
with Handicaps (HEATH)
National Clearinghouse on Post-secondary
Education for Handicapped Individuals
One Dupont Circle, NW
Suite 800
Washington DC 20036-1193
(800) 939-9320

Disorders (PGARD)
28 Fairview Road
Scarsdale, NY 10583
(914) 723-0118

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515

National Association of School Psychologists
8455 Colesville Road
Suite 1000
Silver Spring, MD 20910
(301) 608-0500

National Center for Learning Disabilities (NCLD)
381 Park Avenue, Suite 1420
New York, NY 10016
(212) 545-7510

National Education Association (NEA)
1201 16th St., NW
Washington DC 20036
(202) 833-4000

National Information Center for Children and
Youth With Disabilities (NICHCY)
PO Box 1492
Washington, DC 20013-1492
1-800-695-0285
(202) 884-8200

National Parent Network on Disabilities
16000 Prince Street, Suite 115
Alexandria, VA 22314
(703) 684-6763

Professional Group for ADD and Related

GENERAL SOURCES OF INFORMATION ABOUT ADD

A.D.D. ADDA. Pamphlet briefly describes ADD, its effects, causes, diagnosis, and treatment. 2pp. ADDA

About Attention Deficit Disorder. Bete, Channing. Short booklet provides brief information about ADD. (\$19.50) for 25 copies. ADD Warehouse

ADD/ADHD: What is It? ADDA. Simple explanation of ADD, its associated characteristics and the myths about ADD. 3pp. (free) ADDA

ADD and Children Who Are Gifted. ERIC Digest E522. Shows the similarities between ADD behavior and gifted behavior, and how to distinguish between the two. It includes information on what to do if a child with ADD is also gifted. 2pp. (\$1) ERIC

The ADD Hyperactivity Workbook for Parents, Teachers, and Kids. Parker, Harvey. Describes ADD and treatment. Includes worksheets to help with behavioral management. 108pp. (\$12.95) Impact Publications

ADHD. National Center for Learning Disabilities. Explains the characteristics of individuals with ADHD. Includes "Understanding Attention Deficit-Hyperactivity Disorder" by Larry Silver and "A Basic Discussion" by Simon Epstein, and "The Confusion Relating to Ritalin" by Silver. 15pp. (free) (NCLD)

ADHD/Hyperactivity: A Consumer's Guide. Gordon, Michael. Explains principles that enable parents and teachers to understand and work with children with ADD. 178pp. (\$16) GSI Publications

All about Attention Deficit Disorder. Phelan, Thomas. Brief manual on symptoms of ADD and methods of diagnosis and treatment. 45pp. (\$14) ADD Warehouse

Assessment and Characteristics of Children with Attention Deficit Disorder. Dykman, Roscoe; Ackerman, Peggy; and Raney, Thomas. Arkansas Children's Hospital Research

ADD Resource Directory

Center. This document synthesizes research on the definition, possible causes, and behavioral characteristics of ADD. It reviews different assessment methods and evaluates commonly used rating scales. 130pp
ERIC

Attention Deficit Disorder. ERIC Digest #E445. Short explanation of ADD and teaching directions. 2pp. (\$1)
ERIC

Attention Deficit Disorder: ADHD and ADD Syndromes. Jordan, Dale. Chapters include: Forms of Attention Deficit Disorder; How Attention Deficit Disorder Disrupts One's Life; How to Help Individuals Who Have ADHD; and Hope for the Future. 121pp. (\$14)
LDA

Attention Deficit Disorder: Adding Up the Facts on ADD. Office of Special Education Programs. This publication provides an introduction to ADD: explaining its definition, characteristics, identification, causes, and treatments. It also outlines the role of the school and its legal obligations. 4pp.
ERIC

Attention Deficit Disorder: Beyond the Myths. Office of Special Education Programs. This publication rebuts ten commonly believed myths about ADD and explains the facts. 2pp.
ERIC

Attention Deficit Disorder: A Different Perception. Hartmann, Thom. This book's perspective is that people with ADD are "Hunters in a Farmer's World." It describes ADD and analyzes why some children and adults with ADD are more successful than others. Provides practical advice and specific techniques. 160pp. (\$9.95)
The ADDED Line

Attention Deficit Disorder: What Parents Should Know. Office of Special Education Programs. This publication explains to parents steps they should take if they believe their child might have ADD, provides an overview of medication in the treatment of ADD, and describes interventions that can be used at home. 3pp.
ERIC

Attention Deficit Disorder: What Teachers Should Know. Office of Special Education Programs. This publication provides advice for teachers who suspect students in their classrooms might have ADD. It sketches effective strategies to use to help teach and

manage the behavior of children with ADD. 4pp.

ERIC

Attention Deficit Disorder in Teenagers and Young Adults. Sloane, Mark; Assadi, Laurie; and Linn, Linda. This booklet describes the course of ADD in young adults. (\$3.00)
LDA

Attention Deficit Hyperactivity Disorders. Barkley, Russell. Comprehensive analysis of the history of ADHD, its symptoms, theories of its nature, associated conditions, developmental course and outcome, and family context. The book emphasizes assessment and treatment. 747pp. (\$50)
Guilford Press

Attention Deficits: The Diverse Effects of Weak Control Systems in Childhood. Levine, Melvin. This reprint from Pediatric Annals explains to doctors the technical details and symptoms of ADD. It includes a sample inventory of symptoms and information on control systems, associated manifestations, complications, evaluation, and management. 9pp. (\$3)
LDA

Attention Deficit Disorder in Children and Adolescents. Fadely, Jack and Hosler, Virginia. Describes the course of the disorder in children and teenagers. 292pp. (\$49.75)
Charles Thomas

Briefing Paper: ADD. National Information Center. Answers common questions about ADD, its causes, the signs of ADD, self-esteem and special education. Explains behavior management, medication, and appropriate educational programs. Includes bibliography and list of organizations. 8pp. (free)
National Information Center

Children with Attention Deficit Disorders: ADD Fact Sheet. CHADD. Briefly describes the characteristics, identification, and treatment of children with ADD. 2pp. (free)
CHADD

Children with ADD: A Shared Responsibility. Based on a report by CEC's Task Force on ADD, this booklet goes into detail on the prevalence and characteristics of ADD, the evaluation process, the use of intervention, teacher assistance teams, multidisciplinary approaches and professional collaboration, and communication between parents and professionals. It also tells how to create a positive school climate, work on school staff

ADD Resource Directory

development, and help the child in the classroom. Includes focusing strategies. 35pp.
(\$8.90) CEC

Creative Approaches to ADHD: Myths and Reality. Hunter, Christine. This guide identifies and responds to 13 common myths about ADHD. It includes a list of additional resources. (\$4) LDA

Dr. Crook Discusses Hyperactivity and the Attention Deficit Disorder. Crook, William. Crook discusses ADHD and his controversial theory that it is caused by food allergies and yeast. 32pp. (\$3.50) LDA

Executive Summaries of Research Syntheses and Promising Practices on the Education of Children with Attention Deficit Disorder. Office of Special Education Programs. This set of research summaries provides an overview of the research syntheses on ADD funded by the Division of Innovation and Development, Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education at the five ADD Centers. 56pp. ERIC

Gifted But Learning Disabled: A Puzzling Paradox. ERIC Digest E479. This digest explains that since students' learning disabilities are separate from their intelligence, children can be both ADD and gifted. 2pp. (\$1) ERIC

The Hyperactive Child Book. Kennedy, Terald and Fusetti. Guide to treating, educating, and living with an ADHD child. (\$19.95) St. Martin's Press

The Hyperactive Child, Adolescent, and Child: ADD Through the Lifespan. Wender, Paul. Information on causes of ADD, symptoms, differences between ADD and learning disabilities, evaluation methods, and treatment approaches. 162pp. (\$12) Oxford Press

How to Own and Operate An Attention Deficit Kid. Maxey, Debra. Written by a parent of an ADD child, this booklet provides general information and ways to help the child with ADD. 43pp. (\$10) HADD

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Issues in the Education of Children with ADD. McKinney, James; Hocutt, Anne; and Montague, Marjorie. *Exceptional Children* Special Issue Vol 6 No 2. Contains articles on ADD. 96pp. (\$8.50) CEC

Learning Disabilities and Young Adults. American Academy of Pediatrics. This brochure describes the different types of learning disabilities and how to help young people cope with associated problems at school and work. 5pp. (free with SASE, 100 for \$27.50) American Academy of Pediatrics

A New Look At Attention Deficit Disorder. Nichamim, Samuel J. and Windell, James. This booklet outlines how ADD is treatable. It includes information on the symptoms and signs of ADD. (\$3.25) LDA

Stress Management for the Learning Disabled. ERIC Digest #E452. Short explanation of achievement stress and how it affects children with learning problems. 2pp. (\$1)ERIC

Succeeding Against the Odds: How the Learning Disabled Can Realize Their Promise. Smith, Sally. A guide for helping people with LD and ADD achieve. It includes useful strategies, guidance, and inspiration. 304pp. (\$13) ADD Warehouse

A Synthesis of Research Literature on the Assessment and Identification of Attention Deficit Disorder. McKinney, James; Montague, Marjorie; and Hocutt, Anne. University of Miami Center for Synthesis of Research on Attention Deficit Disorder. This document is a synthesis of research related to the assessment and identification of children with ADD. It describes the characteristics of children with ADD, their co-occurring disabilities, and multicultural characteristics. 200pp. ERIC

Who, What, Where, and When: A Calendar of Conferences and Speakers on Attention Deficit Disorder. Office of Special Education Programs. This calendar lists events and speakers on ADD, ranging from speakers at local support groups to national conferences focusing on ADD. 12pp. ERIC

Why Johnny Can't Concentrate: Coping with Attention Deficit Problems. Moss, R. and Dunlap, H. Explains the problems of children with ADHD for the general reader. (\$10) LDA

RESOURCES FOR PARENTS

ADD: What Parents Need to Know. Office of Special Education Programs. This publication explains ADD to parents to help them determine if their child shows signs of having ADD. It is a step-by-step guide to identification, the role of the school, the laws pertaining to ADD, and medication. It also describes some simple strategies to help parents with their child's behavior at home. 4pp. ERIC

ADHD and Learning Disabilities: Booklet for Parents. Silver, Larry. This booklet provides a general overview of ADHD and learning disabilities, including the various types of disabilities, effects of ADD, emotional and social problems. Includes information on how parents can help. 16pp. (\$2) LDA

Attention Deficit Hyperactivity Disorder: Questions and Answers for Parents. Greenberg, Gregory S. and Horn, Wade F. Answers frequently asked questions about ADD. Includes behavior management and cognitive therapy techniques. 134pp. (\$11.95) Research Press

Attention Deficit Disorders, Hyperactivity and Associated Disorders - A Handbook for Parents and Professionals. Coleman, Wendy. This book describes ADD & ADHD and includes information for parents and teachers. Calliope Books

Attention Deficit-Hyperactivity Disorder: A Guide for Parents. LDA. Pamphlet provides a brief overview of ADD and its treatment. 2pp. (free) LDA

Attention, Please! Copeland, Edna, and Love, Valerie. Written by parent professionals, this guide for successfully parenting children with ADD emphasizes real-life experiences and proven solutions. 352pp. (\$20) Resurgens Press

Coping with the Hyperactive. Cima, Kathleen. Describes hyperactive (ADHD) behavior and provides some suggestions for parents of young children. 5pp. (\$1) LDA

Correcting Without Criticizing: The Encouraging Way to Talk to Children About their Misbehavior. Taylor, John. This booklet addresses often-overlooked ways adults can

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become more effect in confronting children about misbehavior. 34pp. (\$4.50)

Sun Media

Creative Answers to Misbehavior: Getting Out of the Ignore-Nag-Yell-Punish Cycle.

Taylor, John. This booklet contains 29 categories of response to misbehavior. 32pp. (\$4.50)

Sun-Media

Dr. Larry Silver's Advice to Parents on ADHD. Silver, Larry. Answers common questions about ADHD and explains the methods of treatment. It focuses on what parents can do to help their child. 240pp. (\$17.95)

American Psychiatric Press

Guidelines for Living with a Hyperactive Children. Ente, Gerald. A list of 12 simple things parents can do. 2pp. (\$.50)

LDA

Helping Your Hyperactive Child. Taylor, John. Includes information on a multi-modular approach including nutritional, educational, psychological and medical techniques. 466pp. (\$20)

LDA

House Rules about Homework. ADDA. List of suggestions of ways for parents to make sure that homework is done. 1pp. (free)

ADDA

Hyperactivity: Why Won't My Child Pay Attention. Goldstein, Sam and Michael. Explains ADHD, reviews the treatments and provides guidelines. Helps parents work with their children. 240pp. (\$20)

ADD Warehouse

Hyperkinesis. Centerwall, Siegfried & Willard. Explains what hyperkinesis means and what causes hyperactive behavior. Also covers how to treat hyperactivity and how it affects children's future. (\$2.50)

LDA

If Your Child is Hyperactive, Impulsive, Distractible... Garber, Stephen and Marianne, Spizman, Robyn. Practical program for changing the behavior of ADD children from diagnosis to a step by step program to improve the child's attention span. 235pp. (\$20)

ADD Warehouse

Keys to Parenting a Child with ADD. McNamara, Barry and Francine. Guide to working with a child's school, managing the child's behavior and acting as an advocate. 165pp. (\$5.95)

Barron's Educational Series

Learning Disabilities and Children: What Parents Need to Know. American Academy of Pediatrics. Alerts parents to the early signs of learning disabilities. Describes the causes of the problem and emphasizes the need for early detection and proper treatment. 5pp. (free with SASE, 100 for \$27.50)

American Academy of Pediatrics

Learning to Parent the Hyperactive Child. Hafner, Claire. This book contains entries from a journal kept by a nurse and mother of a hyperactive son. The book provides a personal perspective on hyperactivity and how to control it. (\$8.95) LDA

Maybe You Know My Kid: A Parent's Guide to Identifying, Understanding & Helping Your Child with ADD. Fowler, Mary. The story of the author's son who has ADD and the effects his ADD has had on the family. It tells how to help children with ADD and how to become an activist for their education. (\$14) Birch Lane Press

The Misunderstood Child. Silver, Larry. Includes a general overview of learning disabilities and positive treatment strategies. 322pp. (\$10) McGraw-Hill

Negotiating the Special Education Maze. Anderson, Chitwood, and Hayden. Contains information about programs and legislation. Shows how to find the best program. 250pp. (\$15)

ADD Warehouse

New Skills for Frazzled Parents. Amen, Daniel. Workbook and 8 cassettes help teach parents to establish rules and manage misbehavior. Helps in thinking clearly and logically in dealing with a difficult child. Taped live from an actual parenting class. (\$104.50) Center for Effective Living

A Parent's Guide: Attention Deficit Hyperactivity Disorder in Children. Goldstein, Sam and Michael. Basic information on ADD for parents and health professionals. 24pp.

ADD Resource Directory

(\$28 for ten)

ADD Warehouse

A Parent's Guide to Attention Deficit Disorders. Blain, L. Helps parents to understand their child with ADD and to find the appropriate treatment and support for the disorder. It includes sections on causes, diagnosis, treatment, therapy, and living with ADD. (\$10)
LDA

The Parents' Hyperactivity Handbook: Helping the Fidgety Child. Paltin, David. This book explains the symptoms of ADHD and its possible link to minimal brain dysfunction or genetic disorders. 300pp. (\$27.50)
Insight Books

Parent Packet. AD-IN. This package contains many different articles and information sheets. It includes technical articles on ADD as well as lists of resources, strategies, and legal rights. (\$15)
AD-IN

Parenting Attention Deficit Disordered Teens. Landi, Patricia. Booklet describes how the normal problems of adolescents are radically altered by ADD. (\$3.95)
LDA

Solving the Puzzle of Your Hard-to-Raise Child. Crook, William. This book claims that much unsatisfactory behavior results from improper or inadequate nutrition and advises parents how to improve their children's behavior by improving their diet. (\$17.95)
LDA

Something's Wrong with My Child! Rose, Harriet Wallace. Subtitled: A straightforward presentation to help professionals and parents to better understand themselves in dealing with the emotionally-charged subject of disabled children. 210pp. (\$35.75)
Charles Thomas

Sometimes I Get All Scribbly: Living with ADHD. Neuville, Maureen. The mother of an ADHD child portrays what life with ADD is like for the child and family. 116pp. (\$9.95)
Sun Media

Your Hyperactive Child: A Parent's Guide to Coping with ADD. Ingersoll, Barbara. Includes a general overview of ADHD, diagnosis, causes, treatment, daily life, special problems, school, and behavior modification. 219pp. (\$10)
ADD Warehouse

RESOURCES FOR CHILDREN WITH ADD

The Don't Give Up Kid. Gehret, Jeanne. Illustrated. Story of a child with learning disabilities who gains an understanding of his problem. (\$8.95) Sun Media

Eagle Eyes. Gehret, Jeanne. Illustrated. Story of a child who uses nature to understand and work on his ADD. 40pp. (\$10) Verbal Images

Fighting Invisible Tigers: A Stress Management Guide for Teens. Hipp, Earl. This book presents easy-to-understand guidelines for assertion, friendship skills, relaxation methods, etc., for adolescents. 120pp. (\$10) Sun Media

High School Help for ADD Teens. Chesapeake. This booklet contains academic strategies and tips for students with ADD. 30pp. (\$7.95) Chesapeake Psychological Services

I Would If I Could: A Teenager's Guide to ADHD/Hyperactivity. Gordon, Michael. This book helps teenagers understand ADD and its effects. (\$12) GSI

I'm Somebody Too. Gehret, Jeanne. A book length story that explains ADD to siblings of children with ADD and shows how one girl handles her feelings when her parents give more attention to her brother with ADHD. 170pp. (\$12) Verbal Images Press

Jumpin' Johnny Get Back to Work!: A Child's Guide to ADHD/Hyperactivity. Gordon, Michael. This is the story of impulsive Johnny and how his family and school work with him to make life easier. 30pp (\$11) GSI Publications

Keeping Ahead in School: A Student's Book About Learning Disabilities and Learning Disorders. Levine, Mel. Explains how people learn and the causes of learning problems. Shows how to understand their strengths and weaknesses. Ages 9-15. 297pp. (\$27) Educator's Publishing Service

Learning to Slow Down and Pay Attention. Nadeau, Kathleen and Dixon, Ellen. Illustrated. Explains to children how to identify ADD related problems and how their parents,

teachers, and doctor can help. Ages 6-14, (\$11)

LDA

Making the Grade: An Adolescent's Struggle with ADD. Parker, Roberta. This is the story of a seventh grader's life with ADD. Includes a section on commonly asked questions and answers about ADD. For ages 9-14. 47pp. (\$10). Impact Publications.

My Brother's A World-Class Pain. Gordon, Michael. Story of an older sister's efforts to understand and live with a brother with ADHD. (\$11) GSI

Otto Learns about his Medication. Galvin, Matthew. Illustrated. Fidgety car visits mechanic who gives him special medicine. Ages 5-10. (\$8.00) Magination Press

Putting On the Brakes. Quinn, Patricia and Stern, Judith. This book explains the problems of students with ADD. Includes techniques and coping strategies. For ages 8-12. 64pp. (\$9) Brunner/Mazel

"Putting On the Brakes" Activity Book for Young People with ADHD. Quinn, Patricia and Stern, Judith. This companion book uses pictures, puzzles, and mazes to teach problem solving, organizing, setting priorities, planning, and maintaining control. 88pp. (\$14.95) Brunner/Mazel Publishers

School Survival Guide for Kids With Learning Differences. Cummings, Rhoda, and Fisher, Gary. This book is designed to help school adjustment and study skills. It includes sections with advice for specific subjects and tips on social skills. 172pp. (\$10.95) Sun Media

Shelly the Hyperactive Turtle. Moss, Deborah. Illustrated. Hyperactive turtle learns what "hyperactive" means and is given special medicine. For Ages 3-7, 24pp. (\$12.95) Woodbine House

Slam Dunk: A Young Boy's Struggle with ADD. Parker, Roberta. This is the story of an inner city fifth grader and his problems caused by ADD. It shows how behavioral, medical, and classroom interventions help him. It includes a section with questions and answers about ADD. Ages 8-12. (\$10) ADD Warehouse

The Survival Guide for Kids with Learning Differences. Cummings, Rhoda, and Fisher, Gary. This book explains some problems of children with learning problems and how to handle the problems and the feelings that come with them. 98pp. (\$9.95)

Sun Media

Trouble With School. Dunn, Kathryn and Allison. This picture book, written by a mother/daughter team from their own experience, follows a young girl from discovering problems in the first grade to developing a treatment plan. Illustrated. For ages 6-10. (\$10)

ADD Warehouse

The Young Person's Guide to Understanding ADHD. This book explains ADD to children from 7-14 and gives advice on how to become better organized. (\$8.95)

Magination Press

RESOURCES FOR ADULTS WITH ADD

ADD in Adults. Epstein, Samuel. Describes ADD in adults, the diagnosis, and the effects of drugs. 2pp. (free) LDA

ADD Adult Packet. AD-IN. This packet contains many different articles and information sheets. The articles range from technical information about ADD to practical strategies on living with one's ADD. Includes information about college. (\$10) AD-IN

The Adult with ADD. CHADD Special Edition. Contains six articles on adults with ADD. Includes "Paying Attention to Attention in Adults", "Adult Attention Deficit Hyperactivity Disorder, Residual State," "Coping Strategies for ADHD Adults," "The Emotional Experiences of ADD," "Coming Out of the Closet... Confessions of an ADD? Mother," and "ADD Adult Strategies." 15pp. (free) CHADD

Attention Deficit Disorder in Adults. Weiss, Lynn. Explains what ADD is, how it manifests itself in adults, and what can be done to cope with it. 217pp. (\$13) LDA

The Gift of ADD. Allen, Richard. A psychologist's autobiography of his personal victory over his ADD and Learning Disabilities. 14pp. (\$4.95)
Attention Deficit Resource Center

Hyperactive Children Grown Up. Weiss, Gabrielle and Hechtman, Lily. Based on a McGill University study following children with ADD as they grew up. Describes treatments and changes in these young adults. 473pp. (\$10.95) Guilford Press

Inside ADD. Alfultis, Susan. The autobiography and journal of a woman with ADD. Includes techniques she has used to compensate for her disability. (\$16)
ADDult Support Network

Problems of Attention Deficit Disorder in Adults. Landi, Patricia. Includes information about the problems of adults with ADD including job problems, psychological problems, and relationship problems. (\$3.95) LDA

ADD Resource Directory

You Mean I'm Not Lazy, Stupid, or Crazy. Kelly, Kate and Ramundo, Peggy. Written by ADD adults for ADD adults, the book provides information on identifying, understanding, and managing the dynamics of ADD in Adults. Includes practical "how-to's" and moral support. 448pp. (\$19.95) Tyrell & Jerem Press

RESOURCES FOR EDUCATORS

Attention Deficit Disorders: A Guide for Teachers. CHADD. Defines ADD and gives specific recommendations for teaching students with ADD. 6pp. (free) CHADD

ADD Hyperactivity Handbook for Schools. Parker, Harvey. Explains current education policies and their effects on children with ADD. Includes methods of evaluation and helping to teach children with ADD and sample IEPs. 330pp. (\$25)
Impact Publications

The Attention Deficit Hyperactive Child in the Classroom: Strategies for the Regular Classroom Teacher. Martin, Lucy. Suggested practical interventions for teachers to use when working with ADHD children. 20pp. (\$2.08) Chesapeake Psychological Services

Attention Deficit Hyperactivity Disorders in Children: Clinical and Treatment Issues. Teeter, Phyllis, ed. This special issue of the School Psychology Review features articles on ADD, its basis, criticism, and assessment. It also includes the effects of medication, behavioral interventions and training models. (\$12.50) NASP

Attention Deficit Hyperactivity Disorder (ADHD): Teacher Handout. Waddell, Debby. Describes ADHD and what teachers can do to help students. It has suggestions for elementary and secondary students. 3pp. (free) NASP

The Attention Deficit/Hyperactive Student At School: A Survival Guide. Taylor, John. This booklet is a quick reference for teachers that explains ADD and how teachers can help. 48pp. (\$10.95) Sun Media

ADD: Help for the Classroom Teacher. Buchoff, Rita. Explains how teachers can identify ADD and how to help manage a child with ADD in the classroom. Gives specific suggestions on organization, directions, classroom management, and self-esteem as well as how to establish a cooperative parent-teacher relationship. 5pp. (\$2.75)
Association for Childhood Education International

ADHD and Learning Disabilities: Booklet for the Classroom Teacher. Silver, Larry. This

ADD Resource Directory

booklet provides a general overview of ADHD and LD including the various types of disabilities, effects of ADD, emotional and social problems. Includes information on how teachers can help. 16pp. (\$2) LDA

Attention without Tension. Copeland, Edna and Love, Valerie. A handbook on ADD for teachers including ADD characteristics, causes, treatments, and classroom management strategies. It also contains 80 pages of reproducible masters. 180pp. (\$22) Resurgens Press

Beyond Maladies and Remedies. Riegel, Mayle, and McCarthy-Henkel. Based on suggestions from 900 teachers, this book demonstrates ways to adapt instructional methods or materials to children with special needs. 127pp. (\$37) ADD Warehouse

CH.A.D.D. Educators Manual. Fowler, Mary. This book, written by several leaders in the ADD field, explains ADD and the best ways to educate students with ADD to teachers, school administrators and others in education. Sections include: "The Disability Named ADD," "ADD Goes to School," "Factors that Compromise Learning," "Identification and Assessment," "Interventions: Principles and Practices," "Behavioral Interventions," "Parents and Schools Working Together," and "ADD: A Brief Legal Summary" 84pp. (\$10) CHADD

Children with Exceptional Needs in Regular Classrooms. Cohen, Libby G., ed. This book presents emerging trends and preferred practices for teaching exceptional students in regular classrooms, as well as the legal requirements governing their education. 184pp. (\$11.95) NEA

Complete Learning Disabilities Handbook. Hartwell, Joan. This book outlines a referral and identification process, intervention strategies, classroom management and ways to help with weak areas. Its emphasis is on suggestions and ready-to-use materials. 206pp. (\$30) ADD Warehouse

Difficulties that Children with ADHD May Have in School. Lists some of the problems children with ADD have in school. 1pp. (free) ADDA

Diverse Teaching for Diverse Learning. Copeland, Edna and Walker, Ronald. This book

ADD Resource Directory

presents a model for effectively teaching at-risk students in regular education including classroom strategies and medical management of ADD. (\$24)

Resurgens Press

Educators' Packet. AD-IN. This package contains many different articles and information sheets. It includes technical articles on ADD as well as lists of resources, classroom strategies, and legal rights of children with ADD. (\$10) AD-IN

Handwriting Without Tears (Workshop Series, Teaching Guide, and Student Workbook).

Olsen, Jan. This workshop series and accompanying instructional materials present a structured program to teach manuscript and cursive writing skills. The program employs both multi-sensory techniques and hand-writing manipulatives. For example, the child learns to manipulate wooden puzzle pieces to form letters of the alphabet. The child then practices writing these letters on a small, hand-held chalkboard. The *Teaching Guide* provides directions for conducting handwriting lessons, while the *Student Workbook* provides sample practice sheets for elementary school students. (Instructional materials are free to workshop participants).

Jan E. Olsen
Potomac (MD)

The Hyperactive Child. Black, Bob. Describes the hyperactive child and how to understand him. 2pp. (\$.50) LDA

How to Reach and Teach ADD/ADHD Children. Rief, Sandra. This book focuses on practical techniques, strategies and interventions for helping children with attention problems and hyperactivity. 245pp. (\$27.95) CEC

Position Statement: Students with Attention Deficits. National Association of School Psychologists. The official policy of NASP regarding ADD. It lists effective interventions and recommendations for medication. 2pp (free) NASP

The Prepare Curriculum. Goldstein, Arnold. Contains ten course length interventions on problem solving, interpersonal skills, situational perception, anger control, moral reasoning, stress management, empathy, recruiting supportive models, cooperation, and understanding and using groups. 700pp. (\$40)

ADD Warehouse

ADD Resource Directory

The Pre-Referral Intervention Manual. McCarney, Wunderlich, and Bauer. This book contains ways schools can help children with ADD focus and learn within regular education settings. 504pp.

Hawthorne Educational Services

A Primer on Attention Deficit Disorder. Fouse, Beth and Brians, Suzanne. The authors define this often elusive condition and describe its characteristics at different age levels. They then offer a variety of behavior modification strategies for coping with ADD. 40pp. (\$1.25) Phi Delta Kappa

Promising Practices in Identifying and Educating Children with Attention Deficit Disorder. Burcham, Barbara and Carlson, Laurance. University of Kentucky's Federal Resource Center. This document describes assessment and intervention policies and practices used by schools. It includes in-depth studies of nine schools. 180pp. ERIC

Providing an Appropriate Education to Children with ADD. ERIC Digest E462. Briefly describes the school responsibilities and federal laws affecting children with ADD. 2pp. (\$1) ERIC

Research Synthesis on Education Interventions for Students with Attention Deficit Disorder. Fiore, Thomas; Becker, Elizabeth; and Nero, Rebecca. Research Triangle Institute, Attention Deficit Disorder Intervention Center. This document is a synthesis of research on behavioral and educational interventions for children with ADD. The report evaluates several strategies and educational techniques for educating children with ADD. 117pp. ERIC

School-Based Assessments and Interventions for ADD Students. Swanson, James. Based on a model school program at the University of California, this book includes information on behavior modification, social skill training and cognitive therapy. (\$22)

ADD Warehouse

Simply Phonics -- Quick and Easy. Rief, Sandra. This structured program teaches basic phonics skills to elementary school students. Recommended instructional strategies include suggestions for teaching (a) word and pattern recognition, (b) specific sounds/phonemes, and (c) letter/sound associations. Strategies for integrating phonics instruction and "whole language" reading methods within a comprehensive language arts program are featured. The manual includes 43 individual lessons with accompanying "black-line" ditto masters. 135 pgs.

ADD Resource Directory

EBSCO Curriculum Materials
Birmingham (AL)

Students with Special Needs: Resource Guide for Teachers. Shinsky, F. John. Practical descriptions, instructional and behavioral strategies for working with students with disabilities. Contains information on several disabilities areas including ADHD. (\$9.95) Michigan

A Teacher's Guide: Attention Deficit Hyperactivity Disorder in Children. Goldstein, Sam and Michael. This booklet briefly describes ADHD, the problems it causes in the classroom, and practical behavioral interventions. 24pp. (\$28 for ten) ADD Warehouse

Teacher Training Program. Dwyer, Kevin. This computer disk contains all the materials from the National Association of School Psychologists teacher training course on ADD. (at-cost, call) NASP

Teaching Children with ADD. ERIC Digest #462. Defines the two forms of ADD and includes tips on establishing the proper learning environment, giving instructions to students with ADD, giving assignments, and enhancing self-esteem. 2pp. (\$1) ERIC

Teaching Strategies. Office of Special Education Programs. This publication helps teachers by describing several schools' methods of teaching children with Attention Deficit Disorder. It includes ways to modify existing lessons and ways to plan new strategies to meet the special needs of children with ADD. ERIC

Teaching Students with ADD: A Slide Program for In-service Teacher Training. Parker, Harvey and Gordon, Michael. Provides an overview of ADHD and practical help in working with students and parents. It includes handouts and presenter's manual. 42 slides. (\$150) ADD Warehouse

Techniques for Including Students with Disabilities. Shinsky, F. John. A "step by step" guide with organizational, instructional, and behavioral strategies. Contains reproducible charts and 17 building checklists. 425pp. (\$59.95) Michigan

ADD Resource Directory

Thinking Smarter. Crutsinger, Carla. This book contains 127 lessons designed to teach students how to assimilate, process and retain information. Includes Teacher Manual and Student Black Line Masters. (\$44) ADD Warehouse

Touch Math: The Touchpoint Approach To Teaching Basic Math Computation (Video Tape, Instructional Guide, and Five Instructional Kits). Innovative Learning Concepts. This special instructional program uses kinesthetic techniques to help children learn basic computation facts by touching and counting strategically placed "touchpoints" on the numerals one through nine. The *Video Tape* and accompanying *Instructional Guide* demonstrate how to use Touch Math techniques with elementary school students. The five *Instructional Kits* review (a) number concepts, (b) addition, (c) subtraction, (d) sequence counting, and (e) multiplication and division. Each kit contains an instructional manual, recommended teaching aides, and over 150 "black-line" ditto masters. (Kits range in price from \$58.50 to \$87.50).

Innovative Learning Concepts
Boulder (CO)

Tough to Reach, Tough to Teach: Students with Behavior Problems. Sylvia Rockwell. Describes children with behavior problems and suggests ways of gaining their cooperation in their own learning. 106pp. (\$20) CEC

Why Can't They Pay Attention? ADD: What Teachers Need to Know. Office of Special Education Programs. This publication explains ADD to teachers and describes how they can help identify children with ADD. It lists some simple strategies teachers can use to help students focus more in class, and describes some programs adopted by successful schools. 4pp. ERIC

LEGAL RIGHTS OF CHILDREN WITH ADD

ADD/ADHD: Education and Parents' Rights. ADDA. Lists the rights of parents in their child's education. Includes information about IEPs and suggestions for communicating with the school. 3pp. (free) ADDA

Attention Deficit Disorder and the Law. Latham, Peter and Patricia. Addresses the rights of ADD under federal and state law. Includes protection under the Constitution, court decisions, Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. (\$25) JKL Communications

Clarification of Policy to Address the Needs of Children with ADD. U.S. Department of Education. This is the official position of the Education Department on A.D.D. It outlines what schools are required to do for students with ADD. 4pp. (free) NICHCY

Getting Parents Involved in the Exceptional Education Process. Messina, James and Constance. This handbook guides parents through the special education procedures under Public Law 94-142. It includes a glossary and key court cases. 148pp. (\$11.95) Sun Media

Guide to Section 504: How it Applies to Students with Learning Disabilities and ADHD. LDA. This guide explains the section of the Rehabilitation Act of 1973 which applies to persons with disabilities. Explains the definition of "Handicap", the types of discrimination prohibited and what school districts are required to provide. 2pp. (free) LDA

How to Participate Effectively in the IEP Process. LDA. Explains the Individual Education Plan that schools must develop for children with special needs. Outlines how to participate in the IEP meeting, what the IEP should contain and what to do if parents disagree with the plan. 2pp. (free) LDA

Providing an Appropriate Education to Children with ADD. ERIC Digest E462. Briefly describes the school responsibilities and federal laws affecting children with ADD. 2pp. (\$1) ERIC

When Your Child Needs Testing: What Parents, Teachers, and other Helpers Need too Know About Psychological Counseling. Shore, Milton; Brice, Patrick; and Love, Barbara. This book explains about the purpose and method of psychological testing and what to do if parents disagree with the results. 192pp. (\$20)

ADD Warehouse

You, Your Child, and Special Education: A Guide to Making the System Work. Cutler, Barbara. This books shows parents how to maneuver the special education system. It explains the rights of children, how to develop a partnership with teachers and administrators, and how to make the IEP process work. 249pp. (\$22)

ADD Warehouse

MEDICATION AND OTHER TREATMENTS

1-2-3: Magic: Training Your Preschooler and Preteen to Do What You Want Them To Do.

Phelan, Thomas. Discipline program with specific instructions. 57pp. (\$14)

Child Management

ADD/ADHD: Medical Treatment. ADDA. Simple explanation about medication written for

parents. Includes information about side effects. 3pp. (free)

ADDA

The Attending Physician: ADD. Copps, Stephen. This guide for pediatricians who treat

ADD explains the tools necessary to identify and treat patients with ADD. 180pp. (\$26)

Resurgens Press

Attention Deficit-Hyperactivity Disorder: A Clinical Guide to Diagnosis and Treatment.

Silver, Larry. A guide for medical professionals. (\$23.50)

American Psychiatric Press

Attention Deficit Disorders and Hyperactivity in Children. Accardo, Blondis and Whitman,

editors. This anthology emphasizes diagnosis and treatment from a medical point of

view. 424pp. (\$45)

ADD Warehouse

Attention Deficit Disorder and Learning Disabilities: Realities, Myths, and Controversial

Treatments. Ingersoll, Barbara and Goldstein, Sam. Two experts present a guide to help parents and professionals recognize the symptoms of ADD and evaluate the various treatments. Includes information on scientifically validated and controversial interventions. 240pp. (\$13)

ADD Warehouse

Choosing a Doctor for Your Child with Learning Disabilities or Attention Deficit Disorders. Ripley & Cvach. Advice for selecting a doctor.

Learning Disabilities Project

Cognitive-Behavioral Therapy with ADHD Children: Child, Family and School

Interventions. Braswell, Lauren and Bloomquist, Michael. A model for treating ADD

ADD Resource Directory

integrating cognitive behavioral techniques and the home/school environment. 391pp. (\$40)

Guilford

Controversial Treatments for Children with ADHD. Goldstein, Sam, and Ingersoll, Barbara. This article shows the lack of evidence for and the faults in the claims of several controversial "treatments" (controlled diet, megavitamins, anti-motion sickness medication, Candida yeast, EEG Biofeedback, Applied Kinesiology, and optometric vision training.) 4pp. (free)

CHADD

Defiant Children: A Clinician's Manual for Parent Training. Barkley, Russell. Outlines a specific training program to teach parents of children with ADD. It focuses on ways parents can use behavioral management. 195pp. (\$28)

Guilford

Diagnosing Learning Disorders. Pennington, Bruce. Includes information on diagnosing and treating ADHD (and several other disorders.) 224pp. (\$25)

ADD Warehouse

The Effects of Stimulant Medication on Children with Attention Deficit Disorder: A Review of Reviews. Swanson, James. University of California at Irvine ADD Center. This document synthesizes research from many different studies about the effects of stimulant medication. 74pp.

ERIC

Goal Card Program. Parker, Harvey. Program for school or home to provide structure and positive reinforcement. (\$14.95)

ADD Warehouse

How to Cure Hyperactivity: A Blueprint Involving Nutrition. Wild, C. The author suggests an eight point plan to turn hyperactivity into productive activity. It includes information on body chemistry and how to use effort effectively. (\$11.95)

LDA

Independent Strategies for Efficient Study. Rooney, Karen. Program of educational intervention including strategies for time management, reading, testing and note taking. 102pp. (\$28)

ADD Warehouse

Listen, Look and Think: A Self-Regulation Program for Children. Parker, Harvey. Contains a looped tape cassette that beeps at a variable interval to remind the child to pay attention. (\$19.95) ADD Warehouse

Management of Children and Adolescents with Attention Deficit Hyperactivity Disorder. Friedman, Ronald and Doyal, Guy. Discusses ADD and hyperactivity. Gives practical applied guidance for managing and teaching children with ADD. (\$24) LDA

Managing Attention Disorders in Children: A Guide for Practitioners. Goldstein, Sam and Michael. Contains technical information about ADD and an interdisciplinary approach to treatment incorporating drugs and behavior modification. Includes a section on training parents. 449pp. (\$52.50) ADD Warehouse

Medical Management of Children With ADD. Parker, Harvey and Storm, George. Answers medical questions about ADD including extensive explanations about medication and their effects. 4pp. (free) CHADD

Medications for Attention Disorders (ADHD/ADD) and Related Medical Problems. Copeland, Edna. Describes the neurophysiological basis of ADHD and the effect of medication. Includes advice on how to choose the right medication. 420pp. (\$35) Resurgens Press Inc.

The Overactive Child. Eisenberg, Leon. Reprint of Hospital Practice article describing hyperkinetic children (now called ADHD) and what physicians can do. Includes information on working with teachers, suggestions for parents, and information about drugs. 8pp. (\$1) LDA

Parents are Teachers. Becker, Wesley. A child management program stressing the use of clear instructions. 200pp. (\$16) ADD Warehouse

Ritalin: Theory and Patient Management. Greenhill, Laurence and Osman, Betty. This book is for physicians and health care professionals and contains technical information about the drug Ritalin. 320pp. (\$95) ADD Warehouse

ADD Resource Directory

SOS: Help for Parents. Clark, Lynn. Helps parents learn skills for child management. 246pp. (\$10) Parents Press

The Good Kid Book: How to Solve the 16 Most Common Behavior Problems. Sloane, Howard. Each chapter presents a common problem (homework, interrupting, cleaning one's room) and a step-by-step behavior guide to solve it. 350pp. (\$20) ADD Warehouse

There Are Better Ways to Help These Children. Crook, William. Crook explains his controversial theory that diet and yeast causes everything from hyperactivity and attention deficits to school failure and juvenile delinquency. 32pp. (\$5.50) LDA

MAGAZINES AND NEWSLETTERS

ADHD Report. Bi-monthly. (\$65)	Guilford
The ADDED Line. Bi-monthly. (\$69)	ADDED Line
ADDendum. Quarterly. (\$12.00)	Chesapeake Psychological Services
ADDvisor. Bi-monthly. (\$36)	Attention Deficit Resource Center
ADDult News: An Adult Newsletter. Quarterly (\$8.00)	ADDult Support Network
Attention Please. Bi-monthly.	Attention Please
CHADDer Box. Bi-monthly. (Included with membership)	CHADD
CHADDer. Semi-annually. (Included with membership)	CHADD
Challenge. Bi-monthly. (\$20)	ADDA
Exceptional Child Education Resources. Quarterly. (\$60)	CEC
Exceptional Children. Bi-monthly. (Included with membership)	CEC
Inclusion Times. Quarterly. (\$29.95)	National Professional Resources, Inc
LDA Newsbriefs. Bi-monthly. (\$13.50)	LDA
Learning Disabilities. Semi-annually. (\$25)	LDA
Strategies for Success. (\$19)	Strategies
Teaching Exceptional Children. Quarterly. (Included with membership)	CEC

VIDEOS

1-2-3 Magic: Training Your Preschooler and Preteen to Do What You Want Them To Do.

Phelan, Thomas. Discipline program with specific instructions on how to manage behaviors. Includes book. (\$40) Child Management

The ABC's of ADD. Quinn, Patricia; Lavenstein, Bennett; and Latham, Peter and Patricia.

This video covers medical, legal, and personal strategies from childhood to adulthood. :30 (\$29) JKL Communications

Academic and School-Related Problems of Students with ADHD and ADD. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It addresses the difficulties of students with ADD. Includes participant's guide.

:45 (\$35) Resurgens Press

ADD Adults Panel. Dr. Harrison, Walter et. al. Panel discussion at AD-IN's Third National Conference on ADD. 1:00 (\$30) AD-IN

ADD Adult Workshop: The Thrill of It All. Dr. Hallowell, Edward, and Dr. Ratey, John. From AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

ADD Adult Workshop: Why Can't You Listen? Problems in Couples and Relationships. Dr. Hallowell, Edward, and Dr. Ratey, John. From AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

ADD For Beginners: A Primer for Medications. Dr. Bass, Jonathan. Information on medication from AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

The ADD Child In the Classroom: Additional Techniques To Improve Behavior. Lavole, Richard. More classroom strategies. 1:00 (\$30) AD-IN

The ADD Child In the Classroom: Specific Techniques To Improve Behavior. Lavole, Richard. Classroom strategies from AD-IN's Second National Conference on ADD. 1:00

ADD Resource Directory

(\$30)

AD-IN

ADD Goes to College Panel. Cavanaugh, Faigel, Goldberg, and Muncaster. Panel discussion from AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

ADD: A Sensory Integration Perspective. Koomer, Jane. From AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

ADHD/ADD from the Student, Parent & Adult Perspectives. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It highlights the difficulties faced by students and parents as they attempt to address the facets of ADD. Includes participant's guide. :45 (\$35) Resurgens Press

ADHD In Adulthood: A Clinical Perspective. Arthur Robin. Explains the symptoms and diagnosis of ADHD in adults and gives intervention and medication strategies. 1:00 (\$59) Professional Advancement Seminars

ADHD in Adults. Barkley, Russell. Explains the symptoms and treatment of adult ADHD and how it differs from that of children. Shows the lives of four adults with ADHD. :30 (\$95) Guilford Publications

ADHD in the Classroom: Strategies for Teachers. Barkley, Russell. Combines interviews with hands-on demonstrations of techniques for the classroom and strategies for working with the parents and school system. Includes discussion on the legal aspects and obligations. :30 (\$95) Guilford Publications

ADHD- What Can We Do? Barkley, Russell. Explains techniques parents and educators can use. It can be rented through Fanlight Productions. :45 (\$75) Guilford Publications

ADHD- What Do We Know? Barkley, Russell. Describes ADHD, the problems of children with ADD, and the medical treatment. Interviews parents, teachers and children. It can be rented through Fanlight Productions. :35 (\$75) Guilford Publications

ADD Resource Directory

All About ADD. Explains the symptoms of ADD and their effects, causes of ADD, treatment of ADD (counseling, interventions, behavioral management, medication) and ways to predict the child's future. 3:15 (\$50) Child Management

Answers to ADD: The School Success Tool Kit. Taylor, John. Techniques and practical solutions for parents and teachers. Includes advice on homework, organization, note taking and the "Three R's". 1:42 (\$39.95) Sun Media

Approaching College for Students with ADD. This video features for college students with ADD who present their own experiences and address what students need to know before they get to college. It explains the implications of being a college student with ADD. (\$30) Pediatric Development Center

Around the Clock: Parenting the Delayed ADD Child. Goodman, Joan, and Hoban, Susan. This video is for parents who have children with ADD who are also developmentally delayed. This video shows the lives of two families and the symptoms, coping, and acceptance of the problem. :30 (150) Guilford

Attention Disorders: The School's Vital Role. Copeland, Edna. This package includes "Understanding ADD: Preschool to Adulthood" (:42) which portrays typical life with ADHD children and adults and discussion of the behavior. It also has "The School's Key Role in ADHD/ADD" (:77) which shows ADD students in the classroom and ways to educate them. Includes Instruction Manual. (\$190) Resurgens Press

Behavior Management of ADD. Dr. Barkley, Russell. Clinical discussion of ADD at AD-IN's First National Conference on ADD. 1:00 (\$30) AD-IN

Causes of ADD. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It addresses the neurological basis of ADD and the genetic, social, emotional, educational, and environmental risk factors. Includes participant's guide. :45 (\$35) Resurgens Press

Characteristics of ADD. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It provides an overview of ADD. Includes participant's guide. :45 (\$35) Resurgens Press

Classroom Interventions for Behaviorally and Socially Difficult Students. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It addresses the motivations of control, attitudes toward authority and principles and strategies that work. Includes participant's guide. :45 (\$35) Resurgens Press

Classroom Organization and Structure. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. How to maximize learning and cooperation through the environment. Includes participant's guide. :45 (\$35) Resurgens Press

Developing Coping Skills: A Workshop for Adults with ADD. Schultz, Jerome. Workshop at AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

Dialogue with Dr. Weiss. Dr. Weiss, Gabrielle. Discussion with an expert on adults with ADD at AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

Educating Inattentive Children. Goldstein, Sam and Michael. Provides educators with information to identify and evaluate classroom problems and practical guidelines to educate students with ADD. 2 hours (\$90) ADD Warehouse

An Educator's Perspective on ADD: If You Don't Stand Up for Something, You'll Fall For Almost Anything. Lavole, Richard. Lecture at AD-IN's Second National Conference on ADD. 1:00 (\$30) AD-IN

The Effectiveness of Dealing with the Entire Family When Treating the ADD Child. Dr. Weaver, Robert. Lecture at AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

How Parents Can Develop A Better Relationship With Their ADD Children And Improve Their Self-Esteem. Weaver, Robert. Lecture on the role of parents from AD-IN's Second National Conference on ADD. 1:00 (\$30) AD-IN

Inclusion of Children and Youth with Attention Deficit Disorder. Buehler, Bruce and Evans, Joseph. Video focuses on causes, diagnosis and treatment for ADHD as well as

ADD Resource Directory

home based and school interventions. :42 (\$99)

National Professional Resources

It's Just Attention Disorder: A Video for Kids. Goldstein, Sam and Michael. MTV style video designed to help the child learn about his problem and its treatment. Includes manual and study guide.(\$90).
ADD Warehouse

Jumpin' Johnny Get Back To Work!: The Video. Gordon, Michael. Based on the Children's picture book, this animated video tells the story of a boy with ADHD. :30 (\$45)
ADD Warehouse

Language and Literacy Across the Elementary School Curriculum: What to Look For, What to Do. Franciscan Children's Hospital Speech and Language Pathologists. A panel discussion on elementary school. 1:00 (\$30)
AD-IN

Living with ADD. Efforts to support families with ADD children. The parents on the tape are all members of an ADD group. :55 (\$10 rent)
LDA

Medical Interventions for ADHD and the School's Vital Role in Medical Management. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It provides an overview of current medical treatments. Includes participant's guide. :45 (\$35)
Resurgens Press

Meeting the Attentional and Emotional Needs of Students. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It shows how teachers and parents can meet the needs of students with ADD. Includes participant's guide. :45 (\$35)
Resurgens Press

Modifying the Classroom for Success: Practical Techniques For Working with the Child Who Has ADD. Schultz, Jerome. In-service training for teachers at AD-IN's Fourth National Conference on ADD. 1:00 (\$30)
AD-IN

Multisensory Strategies for Teaching Language Arts. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. Discusses effective multisensory approaches and accommodations in testing procedures. Includes participant's guide. :45 (\$35)
Resurgens Press

Multisensory Teaching Methods for Mathematics. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. Discusses effective multisensory approaches and accommodations in testing procedures. Includes participant's guide. :45 (\$35) Resurgens Press

Neurological Issues for ADD/LD. Dr. DeBassio, William. Lecture at AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

Partner Systems for Optimum Learning of Content and Values. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It discusses how cooperative learning can help ADD students. Includes participant's guide. :45 (\$35) Resurgens Press

Peer Support: ADHD/ADD Teens Speakout! Lambert, Laura. Teens Speak out with other teens and share thoughts on self management, communication, medication, ability, success. Shows how to form a peer support group. 1:20 (\$40) Starbase One

Positive Teacher Strategies to Focus Students and Enhance Attention. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It provides positive reinforcement strategies. Includes participant's guide. :45 (\$35) Resurgens Press

Principles of Behavior Management for Optimum Student Performance and Esteem. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It provides an overview of behavior management for emotional and educational behavior. Includes participant's guide. :45 (\$35) Resurgens Press

Strategy Instruction: The Missing Link for the ADD/LD Student. Amico, Kathleen. Lecture from AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

Success Strategies for ADD Adults. Melear, Larry. Health educator shares tips for family and career based on his own experience as a person with ADD and information from studies of ADD adults. Audio tape only. (\$14.95) Attention Deficit Resource Center

ADD Resource Directory

Understanding Attention Deficit Disorder. Dr. Epstein, Simon. A general introduction to ADHD Including history, symptoms, methods of diagnosis, special education, medication, therapy, and self-esteem. :45 (\$23.50) CACLD

Understanding Hyperactivity. Psychiatric Support Services, Inc. Explains the symptoms and consequences of hyperactivity through the experiences of one family. :25 (\$40) ADD Warehouse

The Video SOS: Help for Parents. Clark, Lynn. Video helps teach parents skills for child management. Includes book, handouts and Leader's Guide. 1:07 (\$150) Parents Press

Why Won't My Child Pay Attention? Goldstein, Sam and Michael. Familiarizes parents with ADD behaviors and the problems they can cause. It explains the effects these behaviors have on children and provides guidelines to help parents and professionals 1:16 (\$30) ADDA

ORGANIZATIONS AND PUBLISHERS

ADD Warehouse (ADDW)
300 NW 70th Ave
Plantation, FL 33317
(800) 233-9273

The ADDED Line
3320 Creek Hollow Drive
Marietta, GA 30062
(800) 982-4028

ADDult News: An Adult Newsletter
Mary Jane Johnson, Editor
2620 Ivy Place
Toledo, OH 43613

AD-IN
475 Hillside Avenue
Needham, MA 02194
(617)-455-9895

American Academy of Pediatrics
Department C
141 Northwest Point Blvd.
PO Box 927
Elk Grove Village, IL 60009-0927
(708) 228-5097

American Psychiatric Press
1400 K Street, NW
Washington, DC 20005
1-800-368-5777

Attention Deficit Disorder Association (ADDA)
8091 South Ireland Way
Aurora, CO 80016
(303) 690-7548
(800)-487-2282 Support Group Referral Line

Attention Please
Lois Ludwig
2106-3rd Ave. N
Seattle, WA 98109-2304

Attention Deficit Resource Center
PO Box 71223
Marietta, GA 30007-1223
(800) 537-3784

Barron's Educational Series
PO Box 8040
250 Wireless Blvd.
Hauppauge, NY 11788
(516) 434-3311

Birch Lane Press
120 Enterprise Ave.
Seaucus, NJ 07094
(800) 447-BOOK

Brunner/Mazel Publishers
19 Union Square West
New York, NY 10003
(800) 825-3089
(212) 924-3344

Calliope Books
2115 Chadbourne Ave.
Madison, WI 53705

Center for Effective Living
2220 Boynton St., Ste. C
Fairfield, CA 94533
(800) 793-9249

Chesapeake Institute
2030 M Street, NW
Suite 800
Washington, DC 20036

Chesapeake Psychological Services
5041-A Backlick Road
Annandale, VA 22003
(703) 642-6697
Not affiliated with the Chesapeake Institute

Child Management
507 Thornhill Drive
Carol Stream, IL 60188
(800) 442-4453

Children with Attention Deficit Disorders
(CH.A.D.D.)
499 N.W. 70th Avenue, Suite 308
Plantation, FL 33317
(305) 587-3700

ADD Resource Directory

Connecticut Association for Children with Learning
Disabilities (CACLD)
18 Marshall Street
South Norwalk, CT 06854
(203) 838-5010

Council of Administrators of Special Education Inc.
615 16th St., NW
Albuquerque, NM 87104
(505) 243-7622

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
(703) 264-9474

Educational Resources
19900 Ten Mile Road
St. Clair Shores, MI 48081
(313) 776-2949

Educators Publishing Service
75 Multon St.
Cambridge, MA 02138
(617) 547-6706

ERIC Clearinghouse for Handicapped and Gifted
Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 264-9474

Fanlight Productions
47 Halifax Street
Boston, MA 02130
617-524-0980

GSI Publications
PO Box 746
DeWitt, NY 13214
(315) 446-4849

Guilford Publications, Inc
72 Spring Street
New York, NY 10012
(800) 365-7006

HADD
4231 Colonial Ave SW
Bldg E, Suite 6
Roanoke, VA 24018

Impact Publications
300 N.W. 70th Ave
Plantation, FL 33317
(305) 792-8944

Insight Books
Plenum Publishing Corporation
233 Spring Street
New York, NY 10013
(800) 221-9369

JKL Communications
1016 16th St. NW
Suite 700
Washington, DC 20036
(202) 223-5097

John Wiley & Sons
Eastern Distribution Center
1 Wiley Drive
Somerset, NJ 08873
(908) 469-4400

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515

Learning Disabilities Project,
Interstate Research Association
26 Jones Branch
Suite 1100
McLean, VA 22102

Magination Press
Dept. QC
19 Union Square West
New York, NY 10003
(800) 825-3089

Michigan Products Inc.
PO Box 24155
Lansing, MI 48909-4155
(800) 444-1773

ADD Resource Directory

National Association of School Psychologists
8455 Colesville Road
Suite 1000
Silver Spring, MD 20910
(301) 608-2514

National Information Center for Children and
Youth with Disabilities (NICHCY)
PO Box 1492
Washington, DC 20013
(800) 999-5599

National Professional Resources Inc.
25 South Regent St.
Port Chester, NY 10573
(800) 453-7461

Parents Press
PO Box 2180
Bowling Green KY 42102
(502) 842-4571

Pediatric Development Center
3268 Arcadia Place, NW
Washington, DC 20015

Phi Delta Kappa
Educational Foundation
408 N. Union
PO Box 789
Bloomington, IN 47402-0789
(800) 766-1156

Professional Advancement Seminars
One Dix Street
Worcester, MA 01609
(508) 792-2408

Professional Group for ADD and Related Disorders
(PGARD)
28 Fairview Road
Scarsdale, NY 10583
(914) 723-0118

Research Press
2612 North Mattis Avenue
Champaign, IL 61821
(217) 352-3273

Resurgens Press, Inc.
1770 Old Spring House Lane, Suite 111
Atlanta, GA 30338
(800) 526-5952

Starbase One Ltd.
PO Box 2217
Jasper, OR 97438

Strategies
1633 Babcock Suite 231
San Antonio, TX 78229

St. Martin's Press
Publishers Book & Audio
PO Box 070059
Staten Island, NY 10307
(800) 288-2131

Sun Media
1095 25th Street S.E. Suite 107
Salem Oregon 97301
(800) VIP-1ADD

Charles Thomas, Publisher
2600 South First Street
Springfield, IL 62794-9265
(800) 358-8980
(217) 789-8980

Tyrell & Jerem Press
PO Box 20089
Cincinnati, OH 45220
(800) 622-6611

Underwood-Miller, Inc
708 Westover Drive
Lancaster, PA 17601

Verbal Images Press
19 Fox Hill Drive
Fairport, NY 14450
(716) 377-3807

Woodbine House
5615 Fishers Lane
Rockville, MD 20852
(301) 468-8800

WHERE DO I TURN?
A RESOURCE DIRECTORY OF MATERIALS ABOUT
ATTENTION DEFICIT DISORDER

Published By

Division of Innovation and Development
Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education

This document was developed by the Chesapeake Institute, Washington, D.C., with The Widmeyer Group, Washington, D.C., as part of contract #HS92017001 from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, United States Department of Education. The points of view expressed in this publication are those of the authors and do not necessarily reflect the position or policy of the U.S. Department of Education. We encourage the reproduction and distribution of this publication.

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This document was developed by the Chesapeake Institute, Washington, D.C., as part of contract #HS92017001 from the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, United States Department of Education. The points of view expressed in the books, videos, programs, and other materials in this publication are those of the authors and do not necessarily reflect the position or policy of the U.S. Department of Education. The materials listed were not selected, approved, or reviewed in any way; nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. Neither the inclusion or omission of any item is intended to be taken as any indicator of its quality. Many of the included titles can be ordered through a local book store as well as through the sources listed here. We encourage the reproduction and distribution of this directory.

CHOOSING MATERIALS

Reading these lists of resources, educators and parents may wonder how they can tell which materials would best suit their needs. Douglas Carnine, director of the National Center to Improve the Tools of Educators (funded by the U.S. Department of Education's Office of Special Education Programs), suggests that schools and individuals follow a six-step process of evaluation. Before choosing a new book or program, potential purchasers should ask themselves:

1. Are the approach and its outcomes clearly defined?
2. Do instructional research findings indicate that the method is effective?
3. Is an accountability system for teaching and learning built into the method?
4. Is the method sustainable?
5. For which groups of students is the method equitable?
6. Are the costs of the method and its implementation reasonable?

The claims of publishers and other producers should be carefully examined and substantiated before implementing any new approach. Parents and teachers should not assume any one source is the final word. Instead, they should examine the information from several sources. The most reliable information will be the consensus among these different sources.

ADD Resource Directory

NATIONAL ORGANIZATIONS

ADDult Support Network
2620 Ivy Place
Toledo, OH 43613
(419) 472-1286

American Federation of
Teachers (AFT)
555 New Jersey Avenue, N.W.
Washington, D.C. 20001
(202) 879-4400

Association for Childhood
Education International (ACEI)
800 Roosevelt Road
Glen Ellyn, IL 60137
(800) 442-4453

Attention Deficit Information Network (AD-IN)
475 Hillside Avenue
Needham, MA 02194
(617) 455-9895

Attention Deficit Disorder Association (ADDA)
P.O. Box 972
Mentor, OH 44061
(800)-487-2282 Support Group Referral & General
Information line

For a list of support groups send \$4 to:
ADDA
19262 Jamboree Blvd
Irvine CA 92715

To join send \$25 to:
National ADDA
PO Box 488
West Newbury, MA 01985

Attention Deficit Resource Center
Suite 14
1344 East Cobb Drive
Marietta, GA 30068

Children with Attention Deficit Disorders
(CH.A.D.D.)
499 N.W. 70th Avenue, Suite 308
Plantation, FL 33317
(305) 587-3700

Membership \$30
Professional Membership \$60

Council of Administrators of Special Education Inc.
615 16th St., NW
Albuquerque, NM 87104
(505) 243-7622

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
(703) 264-9474

Council for Learning Disabilities
PO Box 40303
Overland Park, KS 66204
(913) 492-8755

Federation of Families for Children's Mental Health
1021 Prince St.
Alexandria, VA 22314
(703) 684-7710

ADD Resource Directory

Higher Education and Adult Training for People
with Handicaps (HEATH)
National Clearinghouse on Post-secondary
Education for Handicapped Individuals
One Dupont Circle, NW
Suite 800
Washington DC 20036-1193
(800) 939-9320

Disorders (PGARD)
28 Fairview Road
Scarsdale, NY 10583
(914) 723-0118

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515

National Association of School Psychologists
8455 Colesville Road
Suite 1000
Silver Spring, MD 20910
(301) 608-0500

National Center for Learning Disabilities (NCLD)
381 Park Avenue, Suite 1420
New York, NY 10016
(212) 545-7510

National Education Association (NEA)
1201 16th St., NW
Washington DC 20036
(202) 833-4000

National Information Center for Children and
Youth With Disabilities (NICHCY)
PO Box 1492
Washington, DC 20013-1492
1-800-695-0285
(202) 884-8200

National Parent Network on Disabilities
16000 Prince Street, Suite 115
Alexandria, VA 22314
(703) 684-6763

Professional Group for ADD and Related

GENERAL SOURCES OF INFORMATION ABOUT ADD

A.D.D. ADDA. Pamphlet briefly describes ADD, its effects, causes, diagnosis, and treatment. 2pp. ADDA

About Attention Deficit Disorder. Bete, Channing. Short booklet provides brief information about ADD. (\$19.50) for 25 copies. ADD Warehouse

ADD/ADHD: What is It? ADDA. Simple explanation of ADD, its associated characteristics and the myths about ADD. 3pp. (free) ADDA

ADD and Children Who Are Gifted. ERIC Digest E522. Shows the similarities between ADD behavior and gifted behavior, and how to distinguish between the two. It includes information on what to do if a child with ADD is also gifted. 2pp. (\$1) ERIC

The ADD Hyperactivity Workbook for Parents, Teachers, and Kids. Parker, Harvey. Describes ADD and treatment. Includes worksheets to help with behavioral management. 108pp. (\$12.95) Impact Publications

ADHD. National Center for Learning Disabilities. Explains the characteristics of individuals with ADHD. Includes "Understanding Attention Deficit-Hyperactivity Disorder" by Larry Silver and "A Basic Discussion" by Simon Epstein, and "The Confusion Relating to Ritalin" by Silver. 15pp. (free) (NCLD)

ADHD/Hyperactivity: A Consumer's Guide. Gordon, Michael. Explains principles that enable parents and teachers to understand and work with children with ADD. 178pp. (\$16) GSI Publications

All about Attention Deficit Disorder. Phelan, Thomas. Brief manual on symptoms of ADD and methods of diagnosis and treatment. 45pp. (\$14) ADD Warehouse

Assessment and Characteristics of Children with Attention Deficit Disorder. Dykman, Roscoe; Ackerman, Peggy; and Raney, Thomas. Arkansas Children's Hospital Research

ADD Resource Directory

Center. This document synthesizes research on the definition, possible causes, and behavioral characteristics of ADD. It reviews different assessment methods and evaluates commonly used rating scales. 130pp ERIC

Attention Deficit Disorder. ERIC Digest #E445. Short explanation of ADD and teaching directions. 2pp. (\$1) ERIC

Attention Deficit Disorder: ADHD and ADD Syndromes. Jordan, Dale. Chapters include: Forms of Attention Deficit Disorder; How Attention Deficit Disorder Disrupts One's Life; How to Help Individuals Who Have ADHD; and Hope for the Future. 121pp. (\$14) LDA

Attention Deficit Disorder: Adding Up the Facts on ADD. Office of Special Education Programs. This publication provides an introduction to ADD: explaining its definition, characteristics, identification, causes, and treatments. It also outlines the role of the school and its legal obligations. 4pp. ERIC

Attention Deficit Disorder: Beyond the Myths. Office of Special Education Programs. This publication rebuts ten commonly believed myths about ADD and explains the facts. 2pp. ERIC

Attention Deficit Disorder: A Different Perception. Hartmann, Thom. This book's perspective is that people with ADD are "Hunters in a Farmer's World." It describes ADD and analyzes why some children and adults with ADD are more successful than others. Provides practical advice and specific techniques. 160pp. (\$9.95)
The ADDED Line

Attention Deficit Disorder: What Parents Should Know. Office of Special Education Programs. This publication explains to parents steps they should take if they believe their child might have ADD, provides an overview of medication in the treatment of ADD, and describes interventions that can be used at home. 3pp. ERIC

Attention Deficit Disorder: What Teachers Should Know. Office of Special Education Programs. This publication provides advice for teachers who suspect students in their classrooms might have ADD. It sketches effective strategies to use to help teach and

manage the behavior of children with ADD. 4pp.

ERIC

Attention Deficit Disorder in Teenagers and Young Adults. Sloane, Mark; Assadi, Laurie; and Linn, Linda. This booklet describes the course of ADD in young adults. (\$3.00)

LDA

Attention Deficit Hyperactivity Disorders. Barkley, Russell. Comprehensive analysis of the history of ADHD, its symptoms, theories of its nature, associated conditions, developmental course and outcome, and family context. The book emphasizes assessment and treatment. 747pp. (\$50)

Guilford Press

Attention Deficits: The Diverse Effects of Weak Control Systems in Childhood. Levine, Melvin. This reprint from Pediatric Annals explains to doctors the technical details and symptoms of ADD. It includes a sample inventory of symptoms and information on control systems, associated manifestations, complications, evaluation, and management. 9pp. (\$3)

LDA

Attention Deficit Disorder in Children and Adolescents. Fadely, Jack and Hosler, Virginia. Describes the course of the disorder in children and teenagers. 292pp. (\$49.75)

Charles Thomas

Briefing Paper: ADD. National Information Center. Answers common questions about ADD, its causes, the signs of ADD, self-esteem and special education. Explains behavior management, medication, and appropriate educational programs. Includes bibliography and list of organizations. 8pp. (free)

National Information Center

Children with Attention Deficit Disorders: ADD Fact Sheet. CHADD. Briefly describes the characteristics, identification, and treatment of children with ADD. 2pp. (free)

CHADD

Children with ADD: A Shared Responsibility. Based on a report by CEC's Task Force on ADD, this booklet goes into detail on the prevalence and characteristics of ADD, the evaluation process, the use of intervention, teacher assistance teams, multidisciplinary approaches and professional collaboration, and communication between parents and professionals. It also tells how to create a positive school climate, work on school staff

ADD Resource Directory

development, and help the child in the classroom. Includes focusing strategies. 35pp. (\$8.90) CEC

Creative Approaches to ADHD: Myths and Reality. Hunter, Christine. This guide identifies and responds to 13 common myths about ADHD. It includes a list of additional resources. (\$4) LDA

Dr. Crook Discusses Hyperactivity and the Attention Deficit Disorder. Crook, William. Crook discusses ADHD and his controversial theory that it is caused by food allergies and yeast. 32pp. (\$3.50) LDA

Executive Summaries of Research Syntheses and Promising Practices on the Education of Children with Attention Deficit Disorder. Office of Special Education Programs. This set of research summaries provides an overview of the research syntheses on ADD funded by the Division of Innovation and Development, Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education at the five ADD Centers. 56pp. ERIC

Gifted But Learning Disabled: A Puzzling Paradox. ERIC Digest E479. This digest explains that since students' learning disabilities are separate from their intelligence, children can be both ADD and gifted. 2pp. (\$1) ERIC

The Hyperactive Child Book. Kennedy, Terdal and Fusetti. Guide to treating, educating, and living with an ADHD child. (\$19.95) St. Martin's Press

The Hyperactive Child, Adolescent, and Child: ADD Through the Lifespan. Wender, Paul. Information on causes of ADD, symptoms, differences between ADD and learning disabilities, evaluation methods, and treatment approaches. 162pp. (\$12) Oxford Press

How to Own and Operate An Attention Deficit Kid. Maxey, Debra. Written by a parent of an ADD child, this booklet provides general information and ways to help the child with ADD. 43pp. (\$10) HADD

Issues in the Education of Children with ADD. McKinney, James; Hocutt, Anne; and Montague, Marjorie. *Exceptional Children* Special Issue Vol 6 No 2. Contains articles on ADD. 96pp. (\$8.50) CEC

Learning Disabilities and Young Adults. American Academy of Pediatrics. This brochure describes the different types of learning disabilities and how to help young people cope with associated problems at school and work. 5pp. (free with SASE, 100 for \$27.50) American Academy of Pediatrics

A New Look At Attention Deficit Disorder. Nichamim, Samuel J. and Windell, James. This booklet outlines how ADD is treatable. It includes information on the symptoms and signs of ADD. (\$3.25) LDA

Stress Management for the Learning Disabled. ERIC Digest #E452. Short explanation of achievement stress and how it affects children with learning problems. 2pp. (\$1)ERIC

Succeeding Against the Odds: How the Learning Disabled Can Realize Their Promise. Smith, Sally. A guide for helping people with LD and ADD achieve. It includes useful strategies, guidance, and inspiration. 304pp. (\$13) ADD Warehouse

A Synthesis of Research Literature on the Assessment and Identification of Attention Deficit Disorder. McKinney, James; Montague, Marjorie; and Hocutt, Anne. University of Miami Center for Synthesis of Research on Attention Deficit Disorder. This document is a synthesis of research related to the assessment and identification of children with ADD. It describes the characteristics of children with ADD, their co-occurring disabilities, and multicultural characteristics. 200pp. ERIC

Who, What, Where, and When: A Calendar of Conferences and Speakers on Attention Deficit Disorder. Office of Special Education Programs. This calendar lists events and speakers on ADD, ranging from speakers at local support groups to national conferences focusing on ADD. 12pp. ERIC

Why Johnny Can't Concentrate: Coping with Attention Deficit Problems. Moss, R. and Dunlap, H. Explains the problems of children with ADHD for the general reader. (\$10) LDA

RESOURCES FOR PARENTS

ADD: What Parents Need to Know. Office of Special Education Programs. This publication explains ADD to parents to help them determine if their child shows signs of having ADD. It is a step-by-step guide to identification, the role of the school, the laws pertaining to ADD, and medication. It also describes some simple strategies to help parents with their child's behavior at home. 4pp. ERIC

ADHD and Learning Disabilities: Booklet for Parents. Silver, Larry. This booklet provides a general overview of ADHD and learning disabilities, including the various types of disabilities, effects of ADD, emotional and social problems. Includes information on how parents can help. 16pp. (\$2) LDA

Attention Deficit Hyperactivity Disorder: Questions and Answers for Parents. Greenberg, Gregory S. and Horn, Wade F. Answers frequently asked questions about ADD. Includes behavior management and cognitive therapy techniques. 134pp. (\$11.95) Research Press

Attention Deficit Disorders, Hyperactivity and Associated Disorders - A Handbook for Parents and Professionals. Coleman, Wendy. This book describes ADD & ADHD and includes information for parents and teachers. Calliope Books

Attention Deficit-Hyperactivity Disorder: A Guide for Parents. LDA. Pamphlet provides a brief overview of ADD and its treatment. 2pp. (free) LDA

Attention, Please! Copeland, Edna, and Love, Valerie. Written by parent professionals, this guide for successfully parenting children with ADD emphasizes real-life experiences and proven solutions. 352pp. (\$20) Resurgens Press

Coping with the Hyperactive. Cima, Kathleen. Describes hyperactive (ADHD) behavior and provides some suggestions for parents of young children. 5pp. (\$1) LDA

Correcting Without Criticizing: The Encouraging Way to Talk to Children About their Misbehavior. Taylor, John. This booklet addresses often-overlooked ways adults can

become more effect in confronting children about misbehavior. 34pp. (\$4.50)

Sun Media

Creative Answers to Misbehavior: Getting Out of the Ignore-Nag-Yell-Punish Cycle.

Taylor, John. This booklet contains 29 categories of response to misbehavior. 32pp. (\$4.50)

Sun-Media

Dr. Larry Silver's Advice to Parents on ADHD. Silver, Larry. Answers common questions about ADHD and explains the methods of treatment. It focuses on what parents can do to help their child. 240pp. (\$17.95)

American Psychiatric Press

Guidelines for Living with a Hyperactive Children. Ente, Gerald. A list of 12 simple things parents can do. 2pp. (\$.50)

LDA

Helping Your Hyperactive Child. Taylor, John. Includes information on a multi-modular approach including nutritional, educational, psychological and medical techniques. 466pp. (\$20)

LDA

House Rules about Homework. ADDA. List of suggestions of ways for parents to make sure that homework is done. 1pp. (free)

ADDA

Hyperactivity: Why Won't My Child Pay Attention. Goldstein, Sam and Michael. Explains ADHD, reviews the treatments and provides guidelines. Helps parents work with their children. 240pp. (\$20)

ADD Warehouse

Hyperkinesis. Centerwall, Siegfried & Willard. Explains what hyperkinesis means and what causes hyperactive behavior. Also covers how to treat hyperactivity and how it affects children's future. (\$2.50)

LDA

If Your Child is Hyperactive, Impulsive, Distractible... Garber, Stephen and Marianne, Spizman, Robyn. Practical program for changing the behavior of ADD children from diagnosis to a step by step program to improve the child's attention span. 235pp. (\$20)

ADD Warehouse

Keys to Parenting a Child with ADD. McNamara, Barry and Francine. Guide to working with a child's school, managing the child's behavior and acting as an advocate. 165pp. (\$5.95)

Barron's Educational Series

Learning Disabilities and Children: What Parents Need to Know. American Academy of Pediatrics. Alerts parents to the early signs of learning disabilities. Describes the causes of the problem and emphasizes the need for early detection and proper treatment. 5pp. (free with SASE, 100 for \$27.50)

American Academy of Pediatrics

Learning to Parent the Hyperactive Child. Hafner, Claire. This book contains entries from a journal kept by a nurse and mother of a hyperactive son. The book provides a personal perspective on hyperactivity and how to control it. (\$8.95)

LDA

Maybe You Know My Kid: A Parent's Guide to Identifying, Understanding & Helping Your Child with ADD. Fowler, Mary. The story of the author's son who has ADD and the effects his ADD has had on the family. It tells how to help children with ADD and how to become an activist for their education. (\$14)

Birch Lane Press

The Misunderstood Child. Silver, Larry. Includes a general overview of learning disabilities and positive treatment strategies. 322pp. (\$10)

McGraw-Hill

Negotiating the Special Education Maze. Anderson, Chitwood, and Hayden. Contains information about programs and legislation. Shows how to find the best program. 250pp. (\$15)

ADD Warehouse

New Skills for Frazzled Parents. Amen, Daniel. Workbook and 8 cassettes help teach parents to establish rules and manage misbehavior. Helps in thinking clearly and logically in dealing with a difficult child. Taped live from an actual parenting class. (\$104.50)

Center for Effective Living

A Parent's Guide: Attention Deficit Hyperactivity Disorder in Children. Goldstein, Sam and Michael. Basic information on ADD for parents and health professionals. 24pp.

(\$28 for ten)

ADD Warehouse

A Parent's Guide to Attention Deficit Disorders. Blain, L. Helps parents to understand their child with ADD and to find the appropriate treatment and support for the disorder. It includes sections on causes, diagnosis, treatment, therapy, and living with ADD. (\$10)
LDA

The Parents' Hyperactivity Handbook: Helping the Fidgety Child. Paltin, David. This book explains the symptoms of ADHD and its possible link to minimal brain dysfunction or genetic disorders. 300pp. (\$27.50)
Insight Books

Parent Packet. AD-IN. This package contains many different articles and information sheets. It includes technical articles on ADD as well as lists of resources, strategies, and legal rights. (\$15)
AD-IN

Parenting Attention Deficit Disordered Teens. Landi, Patricia. Booklet describes how the normal problems of adolescents are radically altered by ADD. (\$3.95)
LDA

Solving the Puzzle of Your Hard-to-Raise Child. Crook, William. This book claims that much unsatisfactory behavior results from improper or inadequate nutrition and advises parents how to improve their children's behavior by improving their diet. (\$17.95)
LDA

Something's Wrong with My Child! Rose, Harriet Wallace. Subtitled: A straightforward presentation to help professionals and parents to better understand themselves in dealing with the emotionally-charged subject of disabled children. 210pp. (\$35.75)
Charles Thomas

Sometimes I Get All Scribbly: Living with ADHD. Neuville, Maureen. The mother of an ADHD child portrays what life with ADD is like for the child and family. 116pp. (\$9.95)
Sun Media

Your Hyperactive Child: A Parent's Guide to Coping with ADD. Ingersoll, Barbara. Includes a general overview of ADHD, diagnosis, causes, treatment, daily life, special problems, school, and behavior modification. 219pp. (\$10)
ADD Warehouse

RESOURCES FOR CHILDREN WITH ADD

The Don't Give Up Kid. Gehret, Jeanne. Illustrated. Story of a child with learning disabilities who gains an understanding of his problem. (\$8.95) Sun Media

Eagle Eyes. Gehret, Jeanne. Illustrated. Story of a child who uses nature to understand and work on his ADD. 40pp. (\$10) Verbal Images

Fighting Invisible Tigers: A Stress Management Guide for Teens. Hipp, Earl. This book presents easy-to-understand guidelines for assertion, friendship skills, relaxation methods, etc., for adolescents. 120pp. (\$10) Sun Media

High School Help for ADD Teens. Chesapeake. This booklet contains academic strategies and tips for students with ADD. 30pp. (\$7.95) Chesapeake Psychological Services

I Would If I Could: A Teenager's Guide to ADHD/Hyperactivity. Gordon, Michael. This book helps teenagers understand ADD and its effects. (\$12) GSI

I'm Somebody Too. Gehret, Jeanne. A book length story that explains ADD to siblings of children with ADD and shows how one girl handles her feelings when her parents give more attention to her brother with ADHD. 170pp. (\$12) Verbal Images Press

Jumpin' Johnny Get Back to Work!: A Child's Guide to ADHD/Hyperactivity. Gordon, Michael. This is the story of impulsive Johnny and how his family and school work with him to make life easier. 30pp (\$11) GSI Publications

Keeping Ahead in School: A Student's Book About Learning Disabilities and Learning Disorders. Levine, Mel. Explains how people learn and the causes of learning problems. Shows how to understand their strengths and weaknesses. Ages 9-15. 297pp. (\$27) Educator's Publishing Service

Learning to Slow Down and Pay Attention. Nadeau, Kathleen and Dixon, Ellen. Illustrated. Explains to children how to identify ADD related problems and how their parents,

teachers, and doctor can help. Ages 6-14, (\$11)

LDA

Making the Grade: An Adolescent's Struggle with ADD. Parker, Roberta. This is the story of a seventh grader's life with ADD. Includes a section on commonly asked questions and answers about ADD. For ages 9-14. 47pp. (\$10). Impact Publications.

My Brother's A World-Class Pain. Gordon, Michael. Story of an older sister's efforts to understand and live with a brother with ADHD. (\$11) GSI

Otto Learns about his Medication. Galvin, Matthew. Illustrated. Fidgety car visits mechanic who gives him special medicine. Ages 5-10. (\$8.00) Magination Press

Putting On the Brakes. Quinn, Patricia and Stern, Judith. This book explains the problems of students with ADD. Includes techniques and coping strategies. For ages 8-12. 64pp. (\$9) Brunner/Mazel

"Putting On the Brakes" Activity Book for Young People with ADHD. Quinn, Patricia and Stern, Judith. This companion book uses pictures, puzzles, and mazes to teach problem solving, organizing, setting priorities, planning, and maintaining control. 88pp. (\$14.95) Brunner/Mazel Publishers

School Survival Guide for Kids With Learning Differences. Cummings, Rhoda, and Fisher, Gary. This book is designed to help school adjustment and study skills. It includes sections with advice for specific subjects and tips on social skills. 172pp. (\$10.95) Sun Media

Shelly the Hyperactive Turtle. Moss, Deborah. Illustrated. Hyperactive turtle learns what "hyperactive" means and is given special medicine. For Ages 3-7, 24pp. (\$12.95) Woodbine House

Slam Dunk: A Young Boy's Struggle with ADD. Parker, Roberta. This is the story of an inner city fifth grader and his problems caused by ADD. It shows how behavioral, medical, and classroom interventions help him. It includes a section with questions and answers about ADD. Ages 8-12. (\$10) ADD Warehouse

The Survival Guide for Kids with Learning Differences. Cummings, Rhoda, and Fisher, Gary. This book explains some problems of children with learning problems and how to handle the problems and the feelings that come with them. 98pp. (\$9.95)
Sun Media

Trouble With School. Dunn, Kathryn and Allison. This picture book, written by a mother/daughter team from their own experience, follows a young girl from discovering problems in the first grade to developing a treatment plan. Illustrated. For ages 6-10. (\$10)
ADD Warehouse

The Young Person's Guide to Understanding ADHD. This book explains ADD to children from 7-14 and gives advice on how to become better organized. (\$8.95)
Magination Press

RESOURCES FOR ADULTS WITH ADD

ADD in Adults. Epstein, Samuel. Describes ADD in adults, the diagnosis, and the effects of drugs. 2pp. (free) LDA

ADD Adult Packet. AD-IN. This packet contains many different articles and information sheets. The articles range from technical information about ADD to practical strategies on living with one's ADD. Includes information about college. (\$10) AD-IN

The Adult with ADD. CHADD Special Edition. Contains six articles on adults with ADD. Includes "Paying Attention to Attention in Adults", "Adult Attention Deficit Hyperactivity Disorder, Residual State," "Coping Strategies for ADHD Adults," "The Emotional Experiences of ADD," "Coming Out of the Closet... Confessions of an ADD? Mother," and "ADD Adult Strategies." 15pp. (free) CHADD

Attention Deficit Disorder in Adults. Weiss, Lynn. Explains what ADD is, how it manifests itself in adults, and what can be done to cope with it. 217pp. (\$13) LDA

The Gift of ADD. Allen, Richard. A psychologist's autobiography of his personal victory over his ADD and Learning Disabilities. 14pp. (\$4.95)
Attention Deficit Resource Center

Hyperactive Children Grown Up. Weiss, Gabrielle and Hechtman, Lily. Based on a McGill University study following children with ADD as they grew up. Describes treatments and changes in these young adults. 473pp. (\$10.95) Guilford Press

Inside ADD. Alfultis, Susan. The autobiography and journal of a woman with ADD. Includes techniques she has used to compensate for her disability. (\$16)
ADDult Support Network

Problems of Attention Deficit Disorder in Adults. Landi, Patricia. Includes information about the problems of adults with ADD including job problems, psychological problems, and relationship problems. (\$3.95) LDA

You Mean I'm Not Lazy, Stupid, or Crazy. Kelly, Kate and Ramundo, Peggy. Written by ADD adults for ADD adults, the book provides information on identifying, understanding, and managing the dynamics of ADD in Adults. Includes practical "how-to's" and moral support. 448pp. (\$19.95) Tyrell & Jerem Press

RESOURCES FOR EDUCATORS

Attention Deficit Disorders: A Guide for Teachers. CHADD. Defines ADD and gives specific recommendations for teaching students with ADD. 6pp. (free) CHADD

ADD Hyperactivity Handbook for Schools. Parker, Harvey. Explains current education policies and their effects on children with ADD. Includes methods of evaluation and helping to teach children with ADD and sample IEPs. 330pp. (\$25)
Impact Publications

The Attention Deficit Hyperactive Child in the Classroom: Strategies for the Regular Classroom Teacher. Martin, Lucy. Suggested practical interventions for teachers to use when working with ADHD children. 20pp. (\$2.08) Chesapeake Psychological Services

Attention Deficit Hyperactivity Disorders in Children: Clinical and Treatment Issues. Teeter, Phyllis, ed. This special issue of the School Psychology Review features articles on ADD, its basis, criticism, and assessment. It also includes the effects of medication, behavioral interventions and training models. (\$12.50) NASP

Attention Deficit Hyperactivity Disorder (ADHD): Teacher Handout. Waddell, Debby. Describes ADHD and what teachers can do to help students. It has suggestions for elementary and secondary students. 3pp. (free) NASP

The Attention Deficit/Hyperactive Student At School: A Survival Guide. Taylor, John. This booklet is a quick reference for teachers that explains ADD and how teachers can help. 48pp. (\$10.95) Sun Media

ADD: Help for the Classroom Teacher. Buchoff, Rita. Explains how teachers can identify ADD and how to help manage a child with ADD in the classroom. Gives specific suggestions on organization, directions, classroom management, and self-esteem as well as how to establish a cooperative parent-teacher relationship. 5pp. (\$2.75)
Association for Childhood Education International

ADHD and Learning Disabilities: Booklet for the Classroom Teacher. Silver, Larry. This

ADD Resource Directory

booklet provides a general overview of ADHD and LD including the various types of disabilities, effects of ADD, emotional and social problems. Includes information on how teachers can help. 16pp. (\$2) LDA

Attention without Tension. Copeland, Edna and Love, Valerie. A handbook on ADD for teachers including ADD characteristics, causes, treatments, and classroom management strategies. It also contains 80 pages of reproducible masters. 180pp. (\$22) Resurgens Press

Beyond Maladies and Remedies. Riegel, Mayle, and McCarthy-Henkel. Based on suggestions from 900 teachers, this book demonstrates ways to adapt instructional methods or materials to children with special needs. 127pp. (\$37) ADD Warehouse

CH.A.D.D. Educators Manual. Fowler, Mary. This book, written by several leaders in the ADD field, explains ADD and the best ways to educate students with ADD to teachers, school administrators and others in education. Sections include: "The Disability Named ADD," "ADD Goes to School," "Factors that Compromise Learning," "Identification and Assessment," "Interventions: Principles and Practices," "Behavioral Interventions," "Parents and Schools Working Together," and "ADD: A Brief Legal Summary" 84pp. (\$10) CHADD

Children with Exceptional Needs in Regular Classrooms. Cohen, Libby G., ed. This book presents emerging trends and preferred practices for teaching exceptional students in regular classrooms, as well as the legal requirements governing their education. 184pp. (\$11.95) NEA

Complete Learning Disabilities Handbook. Hartwell, Joan. This book outlines a referral and identification process, intervention strategies, classroom management and ways to help with weak areas. Its emphasis is on suggestions and ready-to-use materials. 206pp. (\$30) ADD Warehouse

Difficulties that Children with ADHD May Have in School. Lists some of the problems children with ADD have in school. 1pp. (free) ADDA

Diverse Teaching for Diverse Learning. Copeland, Edna and Walker, Ronald. This book

presents a model for effectively teaching at-risk students in regular education including classroom strategies and medical management of ADD. (\$24)

Resurgens Press

Educators' Packet. AD-IN. This package contains many different articles and information sheets. It includes technical articles on ADD as well as lists of resources, classroom strategies, and legal rights of children with ADD. (\$10) AD-IN

Handwriting Without Tears (Workshop Series, Teaching Guide, and Student Workbook).

Olsen, Jan. This workshop series and accompanying instructional materials present a structured program to teach manuscript and cursive writing skills. The program employs both multi-sensory techniques and hand-writing manipulatives. For example, the child learns to manipulate wooden puzzle pieces to form letters of the alphabet. The child then practices writing these letters on a small, hand-held chalkboard. The *Teaching Guide* provides directions for conducting handwriting lessons, while the *Student Workbook* provides sample practice sheets for elementary school students. (Instructional materials are free to workshop participants).

Jan E. Olsen
Potomac (MD)

The Hyperactive Child. Black, Bob. Describes the hyperactive child and how to understand him. 2pp. (\$.50) LDA

How to Reach and Teach ADD/ADHD Children. Rief, Sandra. This book focuses on practical techniques, strategies and interventions for helping children with attention problems and hyperactivity. 245pp. (\$27.95) CEC

Position Statement: Students with Attention Deficits. National Association of School Psychologists. The official policy of NASP regarding ADD. It lists effective interventions and recommendations for medication. 2pp (free) NASP

The Prepare Curriculum. Goldstein, Arnold. Contains ten course length interventions on problem solving, interpersonal skills, situational perception, anger control, moral reasoning, stress management, empathy, recruiting supportive models, cooperation, and understanding and using groups. 700pp. (\$40)

ADD Warehouse

The Pre-Referral Intervention Manual. McCarney, Wunderlich, and Bauer. This book contains ways schools can help children with ADD focus and learn within regular education settings. 504pp.

Hawthorne Educational Services

A Primer on Attention Deficit Disorder. Fouse, Beth and Brians, Suzanne. The authors define this often elusive condition and describe its characteristics at different age levels. They then offer a variety of behavior modification strategies for coping with ADD. 40pp. (\$1.25) Phi Delta Kappa

Promising Practices in Identifying and Educating Children with Attention Deficit Disorder. Burcham, Barbara and Carlson, Laurance. University of Kentucky's Federal Resource Center. This document describes assessment and intervention policies and practices used by schools. It includes in-depth studies of nine schools. 180pp. ERIC

Providing an Appropriate Education to Children with ADD. ERIC Digest E462. Briefly describes the school responsibilities and federal laws affecting children with ADD. 2pp. (\$1) ERIC

Research Synthesis on Education Interventions for Students with Attention Deficit Disorder. Fiore, Thomas; Becker, Elizabeth; and Nero, Rebecca. Research Triangle Institute, Attention Deficit Disorder Intervention Center. This document is a synthesis of research on behavioral and educational interventions for children with ADD. The report evaluates several strategies and educational techniques for educating children with ADD. 117pp. ERIC

School-Based Assessments and Interventions for ADD Students. Swanson, James. Based on a model school program at the University of California, this book includes information on behavior modification, social skill training and cognitive therapy. (\$22)

ADD Warehouse

Simply Phonics -- Quick and Easy. Rief, Sandra. This structured program teaches basic phonics skills to elementary school students. Recommended instructional strategies include suggestions for teaching (a) word and pattern recognition, (b) specific sounds/phonemes, and (c) letter/sound associations. Strategies for integrating phonics instruction and "whole language" reading methods within a comprehensive language arts program are featured. The manual includes 43 individual lessons with accompanying "black-line" ditto masters. 135 pgs.

ADD Resource Directory

EBSCO Curriculum Materials
Birmingham (AL)

Students with Special Needs: Resource Guide for Teachers. Shinsky, F. John. Practical descriptions, instructional and behavioral strategies for working with students with disabilities. Contains information on several disabilities areas including ADHD. (\$9.95) Michigan

A Teacher's Guide: Attention Deficit Hyperactivity Disorder in Children. Goldstein, Sam and Michael. This booklet briefly describes ADHD, the problems it causes in the classroom, and practical behavioral interventions. 24pp. (\$28 for ten) ADD Warehouse

Teacher Training Program. Dwyer, Kevin. This computer disk contains all the materials from the National Association of School Psychologists teacher training course on ADD. (at-cost, call) NASP

Teaching Children with ADD. ERIC Digest #462. Defines the two forms of ADD and includes tips on establishing the proper learning environment, giving instructions to students with ADD, giving assignments, and enhancing self-esteem. 2pp. (\$1) ERIC

Teaching Strategies. Office of Special Education Programs. This publication helps teachers by describing several schools' methods of teaching children with Attention Deficit Disorder. It includes ways to modify existing lessons and ways to plan new strategies to meet the special needs of children with ADD. ERIC

Teaching Students with ADD: A Slide Program for In-service Teacher Training. Parker, Harvey and Gordon, Michael. Provides an overview of ADHD and practical help in working with students and parents. It includes handouts and presenter's manual. 42 slides. (\$150) ADD Warehouse

Techniques for Including Students with Disabilities. Shinsky, F. John. A "step by step" guide with organizational, instructional, and behavioral strategies. Contains reproducible charts and 17 building checklists. 425pp. (\$59.95) Michigan

Thinking Smarter. Crutsinger, Carla. This book contains 127 lessons designed to teach students how to assimilate, process and retain information. Includes Teacher Manual and Student Black Line Masters. (\$44) ADD Warehouse

Touch Math: The Touchpoint Approach To Teaching Basic Math Computation (Video Tape, Instructional Guide, and Five Instructional Kits). Innovative Learning Concepts. This special instructional program uses kinesthetic techniques to help children learn basic computation facts by touching and counting strategically placed "touchpoints" on the numerals one through nine. The *Video Tape* and accompanying *Instructional Guide* demonstrate how to use Touch Math techniques with elementary school students. The five *Instructional Kits* review (a) number concepts, (b) addition, (c) subtraction, (d) sequence counting, and (e) multiplication and division. Each kit contains an instructional manual, recommended teaching aides, and over 150 "black-line" ditto masters. (Kits range in price from \$58.50 to \$87.50).

Innovative Learning Concepts
Boulder (CO)

Tough to Reach, Tough to Teach: Students with Behavior Problems. Sylvia Rockwell. Describes children with behavior problems and suggests ways of gaining their cooperation in their own learning. 106pp. (\$20) CEC

Why Can't They Pay Attention? ADD: What Teachers Need to Know. Office of Special Education Programs. This publication explains ADD to teachers and describes how they can help identify children with ADD. It lists some simple strategies teachers can use to help students focus more in class, and describes some programs adopted by successful schools. 4pp. ERIC

LEGAL RIGHTS OF CHILDREN WITH ADD

ADD/ADHD: Education and Parents' Rights. ADDA. Lists the rights of parents in their child's education. Includes information about IEPs and suggestions for communicating with the school. 3pp. (free) ADDA

Attention Deficit Disorder and the Law. Latham, Peter and Patricia. Addresses the rights of ADD under federal and state law. Includes protection under the Constitution, court decisions, Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. (\$25) JKL Communications

Clarification of Policy to Address the Needs of Children with ADD. U.S. Department of Education. This is the official position of the Education Department on A.D.D. It outlines what schools are required to do for students with ADD. 4pp. (free) NICHCY

Getting Parents Involved in the Exceptional Education Process. Messina, James and Constance. This handbook guides parents through the special education procedures under Public Law 94-142. It includes a glossary and key court cases. 148pp. (\$11.95) Sun Media

Guide to Section 504: How it Applies to Students with Learning Disabilities and ADHD. LDA. This guide explains the section of the Rehabilitation Act of 1973 which applies to persons with disabilities. Explains the definition of "Handicap", the types of discrimination prohibited and what school districts are required to provide. 2pp. (free) LDA

How to Participate Effectively in the IEP Process. LDA. Explains the Individual Education Plan that schools must develop for children with special needs. Outlines how to participate in the IEP meeting, what the IEP should contain and what to do if parents disagree with the plan. 2pp. (free) LDA

Providing an Appropriate Education to Children with ADD. ERIC Digest E462. Briefly describes the school responsibilities and federal laws affecting children with ADD. 2pp. (\$1) ERIC

When Your Child Needs Testing: What Parents, Teachers, and other Helpers Need too Know About Psychological Counseling. Shore, Milton; Brice, Patrick; and Love, Barbara. This book explains about the purpose and method of psychological testing and what to do if parents disagree with the results. 192pp. (\$20)

ADD Warehouse

You, Your Child, and Special Education: A Guide to Making the System Work. Cutler, Barbara. This books shows parents how to maneuver the special education system. It explains the rights of children, how to develop a partnership with teachers and administrators, and how to make the IEP process work. 249pp. (\$22)

ADD Warehouse

MEDICATION AND OTHER TREATMENTS

1-2-3: Magic: Training Your Preschooler and Preteen to Do What You Want Them To Do.

Phelan, Thomas. Discipline program with specific instructions. 57pp. (\$14)
Child Management

ADD/ADHD: Medical Treatment. ADDA. Simple explanation about medication written for parents. Includes information about side effects. 3pp. (free) ADDA

The Attending Physician: ADD. Copps, Stephen. This guide for pediatricians who treat ADD explains the tools necessary to identify and treat patients with ADD. 180pp. (\$26)
Resurgens Press

Attention Deficit-Hyperactivity Disorder: A Clinical Guide to Diagnosis and Treatment.

Silver, Larry. A guide for medical professionals. (\$23.50)
American Psychiatric Press

Attention Deficit Disorders and Hyperactivity in Children. Accardo, Blondis and Whitman, editors. This anthology emphasizes diagnosis and treatment from a medical point of view. 424pp. (\$45)
ADD Warehouse

Attention Deficit Disorder and Learning Disabilities: Realities, Myths, and Controversial Treatments. Ingersoll, Barbara and Goldstein, Sam. Two experts present a guide to help parents and professionals recognize the symptoms of ADD and evaluate the various treatments. Includes information on scientifically validated and controversial interventions. 240pp. (\$13)

ADD Warehouse

Choosing a Doctor for Your Child with Learning Disabilities or Attention Deficit Disorders. Ripley & Cvach. Advice for selecting a doctor.

Learning Disabilities Project

Cognitive-Behavioral Therapy with ADHD Children: Child, Family and School Interventions. Braswell, Lauren and Bloomquist, Michael. A model for treating ADD

integrating cognitive behavioral techniques and the home/school environment. 391pp. (\$40)

Guilford

Controversial Treatments for Children with ADHD. Goldstein, Sam, and Ingersoll, Barbara. This article shows the lack of evidence for and the faults in the claims of several controversial "treatments" (controlled diet, megavitamins, anti-motion sickness medication, Candida yeast, EEG Biofeedback, Applied Kinesiology, and optometric vision training.) 4pp. (free)

CHADD

Defiant Children: A Clinician's Manual for Parent Training. Barkley, Russell. Outlines a specific training program to teach parents of children with ADD. It focuses on ways parents can use behavioral management. 195pp. (\$28)

Guilford

Diagnosing Learning Disorders. Pennington, Bruce. Includes information on diagnosing and treating ADHD (and several other disorders.) 224pp. (\$25)

ADD Warehouse

The Effects of Stimulant Medication on Children with Attention Deficit Disorder: A Review of Reviews. Swanson, James. University of California at Irvine ADD Center. This document synthesizes research from many different studies about the effects of stimulant medication. 74pp.

ERIC

Goal Card Program. Parker, Harvey. Program for school or home to provide structure and positive reinforcement. (\$14.95)

ADD Warehouse

How to Cure Hyperactivity: A Blueprint Involving Nutrition. Wild, C. The author suggests an eight point plan to turn hyperactivity into productive activity. It includes information on body chemistry and how to use effort effectively. (\$11.95)

LDA

Independent Strategies for Efficient Study. Rooney, Karen. Program of educational intervention including strategies for time management, reading, testing and note taking. 102pp. (\$28)

ADD Warehouse

Listen, Look and Think: A Self-Regulation Program for Children. Parker, Harvey. Contains a looped tape cassette that beeps at a variable interval to remind the child to pay attention. (\$19.95) ADD Warehouse

Management of Children and Adolescents with Attention Deficit Hyperactivity Disorder. Friedman, Ronald and Doyal, Guy. Discusses ADD and hyperactivity. Gives practical applied guidance for managing and teaching children with ADD. (\$24) LDA

Managing Attention Disorders in Children: A Guide for Practitioners. Goldstein, Sam and Michael. Contains technical information about ADD and an interdisciplinary approach to treatment incorporating drugs and behavior modification. Includes a section on training parents. 449pp. (\$52.50) ADD Warehouse

Medical Management of Children With ADD. Parker, Harvey and Storm, George. Answers medical questions about ADD including extensive explanations about medication and their effects. 4pp. (free) CHADD

Medications for Attention Disorders (ADHD/ADD) and Related Medical Problems. Copeland, Edna. Describes the neurophysiological basis of ADHD and the effect of medication. Includes advice on how to choose the right medication. 420pp. (\$35) Resurgens Press Inc.

The Overactive Child. Eisenberg, Leon. Reprint of Hospital Practice article describing hyperkinetic children (now called ADHD) and what physicians can do. Includes information on working with teachers, suggestions for parents, and information about drugs. 8pp. (\$1) LDA

Parents are Teachers. Becker, Wesley. A child management program stressing the use of clear instructions. 200pp. (\$16) ADD Warehouse

Ritalin: Theory and Patient Management. Greenhill, Laurence and Osman, Betty. This book is for physicians and health care professionals and contains technical information about the drug Ritalin. 320pp. (\$95) ADD Warehouse

ADD Resource Directory

SOS: Help for Parents. Clark, Lynn. Helps parents learn skills for child management. 246pp. (\$10) Parents Press

The Good Kid Book: How to Solve the 16 Most Common Behavior Problems. Sloane, Howard. Each chapter presents a common problem (homework, interrupting, cleaning one's room) and a step-by-step behavior guide to solve it. 350pp. (\$20) ADD Warehouse

There Are Better Ways to Help These Children. Crook, William. Crook explains his controversial theory that diet and yeast causes everything from hyperactivity and attention deficits to school failure and juvenile delinquency. 32pp. (\$5.50) LDA

MAGAZINES AND NEWSLETTERS

ADHD Report. Bi-monthly. (\$65)	Guilford
The ADDed Line. Bi-monthly. (\$69)	ADDed Line
ADDendum. Quarterly. (\$12.00)	Chesapeake Psychological Services
ADDvisor. Bi-monthly. (\$36)	Attention Deficit Resource Center
ADDult News: An Adult Newsletter. Quarterly (\$8.00)	ADDult Support Network
Attention Please. Bi-monthly.	Attention Please
CHADDer Box. Bi-monthly. (Included with membership)	CHADD
CHADDer. Semi-annually. (Included with membership)	CHADD
Challenge. Bi-monthly. (\$20)	ADDA
Exceptional Child Education Resources. Quarterly. (\$60)	CEC
Exceptional Children. Bi-monthly. (Included with membership)	CEC
Inclusion Times. Quarterly. (\$29.95)	National Professional Resources, Inc
LDA Newsbriefs. Bi-monthly. (\$13.50)	LDA
Learning Disabilities. Semi-annually. (\$25)	LDA
Strategies for Success. (\$19)	Strategies
Teaching Exceptional Children. Quarterly. (Included with membership)	CEC

VIDEOS

1-2-3 Magic: Training Your Preschooler and Preteen to Do What You Want Them To Do.

Phelan, Thomas. Discipline program with specific instructions on how to manage behaviors. Includes book. (\$40) Child Management

The ABC's of ADD. Quinn, Patricia; Lavenstein, Bennett; and Latham, Peter and Patricia.

This video covers medical, legal, and personal strategies from childhood to adulthood. :30 (\$29) JKL Communications

Academic and School-Related Problems of Students with ADHD and ADD. Copeland, Edna

and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It addresses the difficulties of students with ADD. Includes participant's guide. :45 (\$35) Resurgens Press

ADD Adults Panel. Dr. Harrison, Walter et. al. Panel discussion at AD-IN's Third National

Conference on ADD. 1:00 (\$30) AD-IN

ADD Adult Workshop: The Thrill of It All. Dr. Hallowell, Edward, and Dr. Ratey, John.

From AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

ADD Adult Workshop: Why Can't You Listen? Problems in Couples and Relationships.

Dr. Hallowell, Edward, and Dr. Ratey, John. From AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

ADD For Beginners: A Primer for Medications. Dr. Bass, Jonathan. Information on

medication from AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

The ADD Child In the Classroom: Additional Techniques To Improve Behavior. Lavole,

Richard. More classroom strategies. 1:00 (\$30) AD-IN

The ADD Child In the Classroom: Specific Techniques To Improve Behavior. Lavole,

Richard. Classroom strategies from AD-IN's Second National Conference on ADD. 1:00

(\$30)

AD-IN

ADD Goes to College Panel. Cavanaugh, Faigel, Goldberg, and Muncaster. Panel discussion from AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

ADD: A Sensory Integration Perspective. Koomer, Jane. From AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

ADHD/ADD from the Student, Parent & Adult Perspectives. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It highlights the difficulties faced by students and parents as they attempt to address the facets of ADD. Includes participant's guide. :45 (\$35) Resurgens Press

ADHD In Adulthood: A Clinical Perspective. Arthur Robin. Explains the symptoms and diagnosis of ADHD in adults and gives intervention and medication strategies. 1:00 (\$59) Professional Advancement Seminars

ADHD in Adults. Barkley, Russell. Explains the symptoms and treatment of adult ADHD and how it differs from that of children. Shows the lives of four adults with ADHD. :30 (\$95) Guilford Publications

ADHD in the Classroom: Strategies for Teachers. Barkley, Russell. Combines interviews with hands-on demonstrations of techniques for the classroom and strategies for working with the parents and school system. Includes discussion on the legal aspects and obligations. :30 (\$95) Guilford Publications

ADHD- What Can We Do? Barkley, Russell. Explains techniques parents and educators can use. It can be rented through Fanlight Productions. :45 (\$75) Guilford Publications

ADHD- What Do We Know? Barkley, Russell. Describes ADHD, the problems of children with ADD, and the medical treatment. Interviews parents, teachers and children. It can be rented through Fanlight Productions. :35 (\$75) Guilford Publications

All About ADD. Explains the symptoms of ADD and their effects, causes of ADD, treatment of ADD (counseling, interventions, behavioral management, medication) and ways to predict the child's future. 3:15 (\$50) Child Management

Answers to ADD: The School Success Tool Kit. Taylor, John. Techniques and practical solutions for parents and teachers. Includes advice on homework, organization, note taking and the "Three R's". 1:42 (\$39.95) Sun Media

Approaching College for Students with ADD. This video features for college students with ADD who present their own experiences and address what students need to know before they get to college. It explains the implications of being a college student with ADD. (\$30) Pediatric Development Center

Around the Clock: Parenting the Delayed ADD Child. Goodman, Joan, and Hoban, Susan. This video is for parents who have children with ADD who are also developmentally delayed. This video shows the lives of two families and the symptoms, coping, and acceptance of the problem. :30 (150) Guilford

Attention Disorders: The School's Vital Role. Copeland, Edna. This package includes "Understanding ADD: Preschool to Adulthood" (:42) which portrays typical life with ADHD children and adults and discussion of the behavior. It also has "The School's Key Role in ADHD/ADD" (:77) which shows ADD students in the classroom and ways to educate them. Includes Instruction Manual. (\$190) Resurgens Press

Behavior Management of ADD. Dr. Barkley, Russell. Clinical discussion of ADD at AD-IN's First National Conference on ADD. 1:00 (\$30) AD-IN

Causes of ADD. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It addresses the neurological basis of ADD and the genetic, social, emotional, educational, and environmental risk factors. Includes participant's guide. :45 (\$35) Resurgens Press

Characteristics of ADD. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It provides an overview of ADD. Includes participant's guide. :45 (\$35) Resurgens Press

Classroom Interventions for Behaviorally and Socially Difficult Students. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It addresses the motivations of control, attitudes toward authority and principles and strategies that work. Includes participant's guide. :45 (\$35) Resurgens Press

Classroom Organization and Structure. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. How to maximize learning and cooperation through the environment. Includes participant's guide. :45 (\$35) Resurgens Press

Developing Coping Skills: A Workshop for Adults with ADD. Schultz, Jerome. Workshop at AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

Dialogue with Dr. Weiss. Dr. Weiss, Gabrielle. Discussion with an expert on adults with ADD at AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

Educating Inattentive Children. Goldstein, Sam and Michael. Provides educators with information to identify and evaluate classroom problems and practical guidelines to educate students with ADD. 2 hours (\$90) ADD Warehouse

An Educator's Perspective on ADD: If You Don't Stand Up for Something, You'll Fall For Almost Anything. Lavole, Richard. Lecture at AD-IN's Second National Conference on ADD. 1:00 (\$30) AD-IN

The Effectiveness of Dealing with the Entire Family When Treating the ADD Child. Dr. Weaver, Robert. Lecture at AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

How Parents Can Develop A Better Relationship With Their ADD Children And Improve Their Self-Esteem. Weaver, Robert. Lecture on the role of parents from AD-IN's Second National Conference on ADD. 1:00 (\$30) AD-IN

Inclusion of Children and Youth with Attention Deficit Disorder. Buehler, Bruce and Evans, Joseph. Video focuses on causes, diagnosis and treatment for ADHD as well as

home based and school interventions. :42 (\$99) National Professional Resources

It's Just Attention Disorder: A Video for Kids. Goldstein, Sam and Michael. MTV style video designed to help the child learn about his problem and its treatment. Includes manual and study guide.(\$90). ADD Warehouse

Jumpin' Johnny Get Back To Work!: The Video. Gordon, Michael. Based on the Children's picture book, this animated video tells the story of a boy with ADHD. :30 (\$45) ADD Warehouse

Language and Literacy Across the Elementary School Curriculum: What to Look For, What to Do. Franscian Children's Hospital Speech and Language Pathologists. A panel discussion on elementary school. 1:00 (\$30) AD-IN

Living with ADD. Efforts to support families with ADD children. The parents on the tape are all members of an ADD group. :55 (\$10 rent) LDA

Medical Interventions for ADHD and the School's Vital Role in Medical Management. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It provides an overview of current medical treatments. Includes participant's guide. :45 (\$35) Resurgens Press

Meeting the Attentional and Emotional Needs of Students. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It shows how teachers and parents can meet the needs of students with ADD. Includes participant's guide. :45 (\$35) Resurgens Press

Modifying the Classroom for Success: Practical Techniques For Working with the Child Who Has ADD. Schultz, Jerome. In-service training for teachers at AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

Multisensory Strategies for Teaching Language Arts. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. Discusses effective multisensory approaches and accommodations in testing procedures. Includes participant's guide. :45 (\$35) Resurgens Press

Multisensory Teaching Methods for Mathematics. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. Discusses effective multisensory approaches and accommodations in testing procedures. Includes participant's guide. :45 (\$35) Resurgens Press

Neurological Issues for ADD/LD. Dr. DeBassio, William. Lecture at AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

Partner Systems for Optimum Learning of Content and Values. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It discusses how cooperative learning can help ADD students. Includes participant's guide. :45 (\$35) Resurgens Press

Peer Support: ADHD/ADD Teens Speakout! Lambert, Laura. Teens Speak out with other teens and share thoughts on self management, communication, medication, ability, success. Shows how to form a peer support group. 1:20 (\$40) Starbase One

Positive Teacher Strategies to Focus Students and Enhance Attention. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It provides positive reinforcement strategies. Includes participant's guide. :45 (\$35) Resurgens Press

Principles of Behavior Management for Optimum Student Performance and Esteem. Copeland, Edna and Walker, Ronald. This video is part of the Diverse Teaching for Diverse Learning Series. It provides an overview of behavior management for emotional and educational behavior. Includes participant's guide. :45 (\$35) Resurgens Press

Strategy Instruction: The Missing Link for the ADD/LD Student. Amico, Kathleen. Lecture from AD-IN's Fourth National Conference on ADD. 1:00 (\$30) AD-IN

Success Strategies for ADD Adults. Melear, Larry. Health educator shares tips for family and career based on his own experience as a person with ADD and information from studies of ADD adults. Audio tape only. (\$14.95) Attention Deficit Resource Center

ADD Resource Directory

Understanding Attention Deficit Disorder. Dr. Epstein, Simon. A general introduction to ADHD Including history, symptoms, methods of diagnosis, special education, medication, therapy, and self-esteem. :45 (\$23.50) CACLD

Understanding Hyperactivity. Psychiatric Support Services, Inc. Explains the symptoms and consequences of hyperactivity through the experiences of one family. :25 (\$40) ADD Warehouse

The Video SOS: Help for Parents. Clark, Lynn. Video helps teach parents skills for child management. Includes book, handouts and Leader's Guide. 1:07 (\$150) Parents Press

Why Won't My Child Pay Attention? Goldstein, Sam and Michael. Familiarizes parents with ADD behaviors and the problems they can cause. It explains the effects these behaviors have on children and provides guidelines to help parents and professionals 1:16 (\$30) ADDA

ORGANIZATIONS AND PUBLISHERS

ADD Warehouse (ADDW)
300 NW 70th Ave
Plantation, FL 33317
(800) 233-9273

The ADDED Line
3320 Creek Hollow Drive
Marietta, GA 30062
(800) 982-4028

ADDult News: An Adult Newsletter
Mary Jane Johnson, Editor
2620 Ivy Place
Toledo, OH 43613

AD-IN
475 Hillside Avenue
Needham, MA 02194
(617)-455-9895

American Academy of Pediatrics
Department C
141 Northwest Point Blvd.
PO Box 927
Elk Grove Village, IL 60009-0927
(708) 228-5097

American Psychiatric Press
1400 K Street, NW
Washington, DC 20005
1-800-368-5777

Attention Deficit Disorder Association (ADDA)
8091 South Ireland Way
Aurora, CO 80016
(303) 690-7548
(800)-487-2282 Support Group Referral Line

Attention Please
Lois Ludwig
2106-3rd Ave. N
Seattle, WA 98109-2304

Attention Deficit Resource Center
PO Box 71223
Marietta, GA 30007-1223
(800) 537-3784

Barron's Educational Series
PO Box 8040
250 Wireless Blvd.
Hauppauge, NY 11788
(516) 434-3311

Birch Lane Press
120 Enterprise Ave.
Seacaucus, NJ 07094
(800) 447-BOOK

Brunner/Mazel Publishers
19 Union Square West
New York, NY 10003
(800) 825-3089
(212) 924-3344

Calliope Books
2115 Chadbourne Ave.
Madison, WI 53705

Center for Effective Living
2220 Boynton St., Ste. C
Fairfield, CA 94533
(800) 793-9249

Chesapeake Institute
2030 M Street, NW
Suite 800
Washington, DC 20036

Chesapeake Psychological Services
5041-A Backlick Road
Annandale, VA 22003
(703) 642-6697
Not affiliated with the Chesapeake Institute

Child Management
507 Thornhill Drive
Carol Stream, IL 60188
(800) 442-4453

Children with Attention Deficit Disorders
(CH.A.D.D.)
499 N.W. 70th Avenue, Suite 308
Plantation, FL 33317
(305) 587-3700

ADD Resource Directory

Connecticut Association for Children with Learning
Disabilities (CACLD)
18 Marshall Street
South Norwalk, CT 06854
(203) 838-5010

Council of Administrators of Special Education Inc.
615 16th St., NW
Albuquerque, NM 87104
(505) 243-7622

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
(703) 264-9474

Educational Resources
19900 Ten Mile Road
St. Clair Shores, MI 48081
(313) 776-2949

Educators Publishing Service
75 Multon St.
Cambridge, MA 02138
(617) 547-6706

ERIC Clearinghouse for Handicapped and Gifted
Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 264-9474

Fanlight Productions
47 Halifax Street
Boston, MA 02130
617-524-0980

GSI Publications
PO Box 746
DeWitt, NY 13214
(315) 446-4849

Guilford Publications, Inc
72 Spring Street
New York, NY 10012
(800) 365-7006

HADD
4231 Colonial Ave SW
Bldg E, Suite 6
Roanoke, VA 24018

Impact Publications
300 N.W. 70th Ave
Plantation, FL 33317
(305) 792-8944

Insight Books
Plenum Publishing Corporation
233 Spring Street
New York, NY 10013
(800) 221-9369

JKL Communications
1016 16th St. NW
Suite 700
Washington, DC 20036
(202) 223-5097

John Wiley & Sons
Eastern Distribution Center
1 Wiley Drive
Somerset, NJ 08873
(908) 469-4400

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234-1349
(412) 341-1515

Learning Disabilities Project,
Interstate Research Association
26 Jones Branch
Suite 1100
McLean, VA 22102

Magination Press
Dept. QC
19 Union Square West
New York, NY 10003
(800) 825-3089

Michigan Products Inc.
PO Box 24155
Lansing, MI 48909-4155
(800) 444-1773

ADD Resource Directory

National Association of School Psychologists
8455 Colesville Road
Suite 1000
Silver Spring, MD 20910
(301) 608-2514

National Information Center for Children and
Youth with Disabilities (NICHCY)
PO Box 1492
Washington, DC 20013
(800) 999-5599

National Professional Resources Inc.
25 South Regent St.
Port Chester, NY 10573
(800) 453-7461

Parents Press
PO Box 2180
Bowling Green KY 42102
(502) 842-4571

Pediatric Development Center
3268 Arcadia Place, NW
Washington, DC 20015

Phi Delta Kappa
Educational Foundation
408 N. Union
PO Box 789
Bloomington, IN 47402-0789
(800) 766-1156

Professional Advancement Seminars
One Dix Street
Worcester, MA 01609
(508) 792-2408

Professional Group for ADD and Related Disorders
(PGARD)
28 Fairview Road
Scarsdale, NY 10583
(914) 723-0118

Research Press
2612 North Mattis Avenue
Champaign, IL 61821
(217) 352-3273

Resurgens Press, Inc.
1770 Old Spring House Lane, Suite 111
Atlanta, GA 30338
(800) 526-5952

Starbase One Ltd.
PO Box 2217
Jasper, OR 97438

Strategies
1633 Babcock Suite 231
San Antonio, TX 78229

St. Martin's Press
Publishers Book & Audio
PO Box 070059
Staten Island, NY 10307
(800) 288-2131

Sun Media
1095 25th Street S.E. Suite 107
Salem Oregon 97301
(800) VIP-1ADD

Charles Thomas, Publisher
2600 South First Street
Springfield, IL 62794-9265
(800) 358-8980
(217) 789-8980

Tyrell & Jerem Press
PO Box 20089
Cincinnati, OH 45220
(800) 622-6611

Underwood-Miller, Inc
708 Westover Drive
Lancaster, PA 17601

Verbal Images Press
19 Fox Hill Drive
Fairport, NY 14450
(716) 377-3807

Woodbine House
5615 Fishers Lane
Rockville, MD 20852
(301) 468-8800