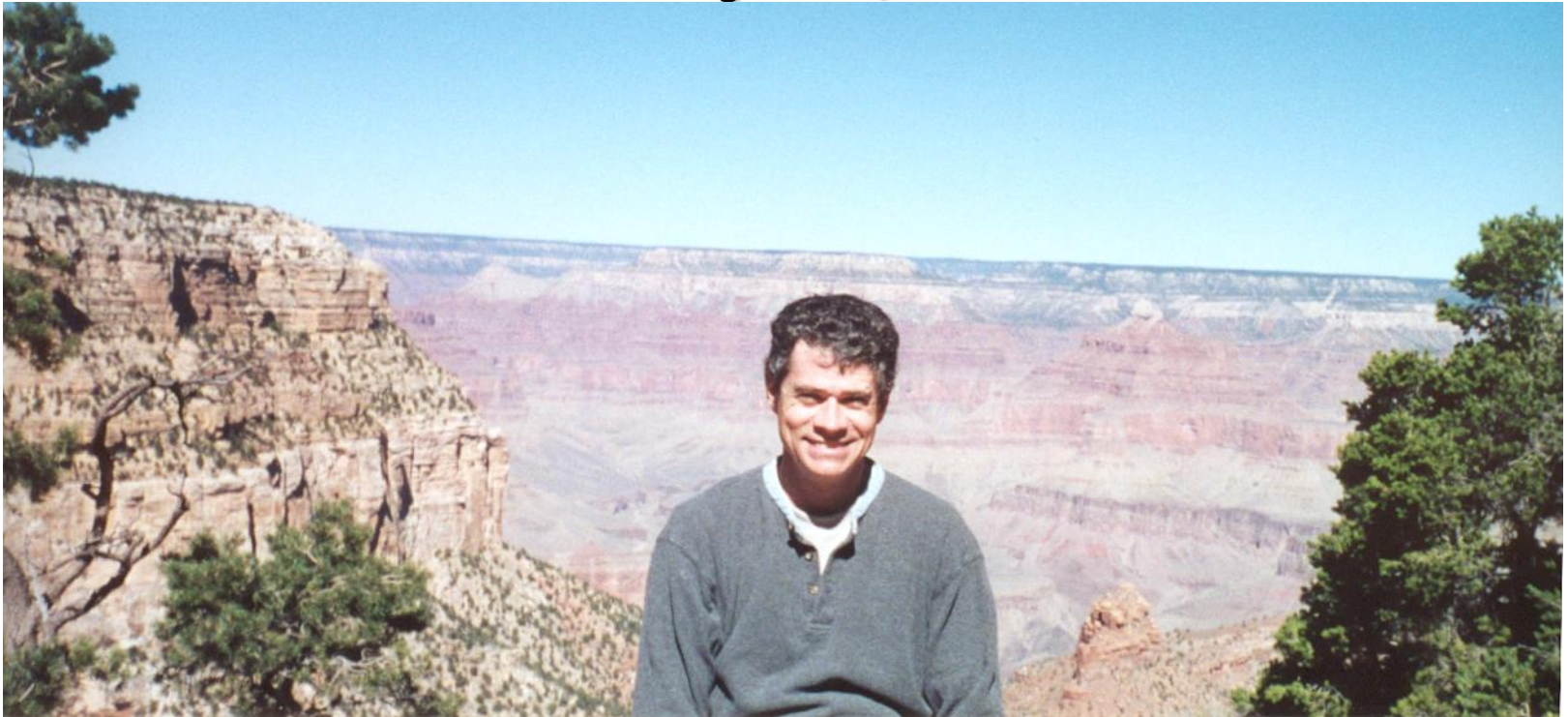


***Cienega High School  
Transitions Class  
Kevin T. Blake, Ph.D., P.L.C.  
January 21, 2004***



# Hey, let's get going!



# LD Life Insight



“The school system never felt compelled to educate me on how having a LD would impact my life”-Garett Day

(McGrady, H., Lerner, J., and Boscardin, M.L. (2001). The Educational Lives of Students with Learning Disabilities. In P. Rodis, A. Garrod, and M.L., Boscardin (Eds.), Learning Disabilities & Life Stories. Boston, MA: Allyn and Bacon, p. 185)

# What is a “Disorder”?

- A disorder is a *harmful dysfunction* of a naturally selected mechanism.

Wakefield, J.C. (1999). Evolutionary Versus Prototype Analysis of the Concept of Disorder. Journal of Abnormal Psychology, 108 (3), pp. 374-399.

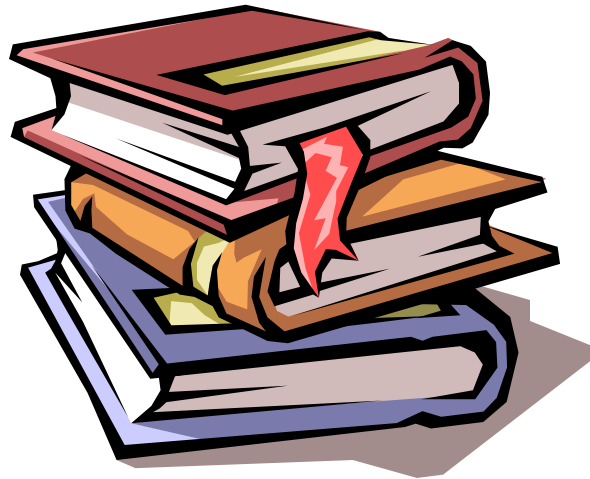
- It must cause a dysfunction in a trait every human develops and create impairment in a major life activity.

(Barkley, R. A. (2002A-Tape 1). ADHD Symposium: Nature, Diagnosis and Assessment-Nature and Comorbidity and Developmental Course of ADHD. University of Massachusetts, January, Westborough, MA: Stonebridge Seminars.)

# What is the “Dismal Four”?

- Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition, Text Revision

(American Psychiatric Association, 2000 Washington, DC: American Psychiatric Association)





# What is a “Disability”?

- With adults the term disability has become a legal term of art since the passage of the American's with Disability Act (ADA).
- One must be impaired compared to the Average American.
- Highly Controversial

Gordon, M., and Keiser, S. (Eds.) (1998). Accommodations in Higher Education Under the Americans with Disabilities Act: A No-Nonsense Guide for Clinicians, Educators, Administrators, and Lawyers. New York, NY: Guilford.)

# What is a Learning Disability?

## (Continued)

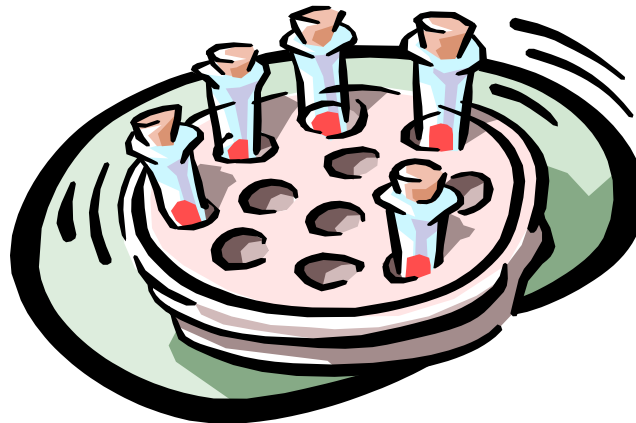
- *Hence, you can have a disorder and not be considered “legally disabled” by it!*
- *That’s why I call them “Learning Disorders”.*
- *We still help those with disorders who do not meet the criteria for legal disability status.*
- *The Concept of Legal Disability is highly controversial.*

(Barkley, R.A. (2002B). ADHD and Oppositional Defiant Children. Seminar Presented, February 19-20, Phoenix, AZ., The Institute for Continuing Education, Fairhope, AL.)

# What does “neurobiological” mean?

80 to 85% of the cases of AD/HD are genetic in origin. I.Q. is 60 to 65% genetic.

(Barkley, R. A. (2002A-Tape 1). ADHD Symposium: Nature, Diagnosis and Assessment-Nature and Comorbidity and Developmental Course of ADHD. University of Massachusetts, January, Westborough, MA: Stonebridge Seminars.)





# What Does Neurobiological Mean? (Continued)

“Of particular relevance to this review is the compelling evidence in support of the neurobiological basis of learning disabilities. Studies employing widely divergent methodologies, e.g. research using genetic analysis, neuroanatomical neuroimaging, electrophysiological recording, pathological analysis of brain tissue at autopsy, and neuropsychological evaluation have yielded highly convergent conclusions in support of a neurobiological etiology” (p. 70).

(Fiedorowicz, C., et.al. (2001). Neurobiological Basis of Learning Disabilities. Learning Disabilities, 11 (2), pp. 61-74.)

# What does Neurobiological mean? (Continued)

- Stephen Pinker – “The Blank Slate: The Modern Denial of Human Nature”, or better stated, “The Lie of the Blank Slate”.

Pinker, S. (2002). The Blank Slate: The Modern Denial of Human Nature. New York, NY: Viking.)

- AD/HD is not caused by child rearing practices or environmental experience.

(Barkley, R. A. (2002A-Tape 1). ADHD Symposium: Nature, Diagnosis and Assessment-Nature and Comorbidity and Developmental Course of ADHD. University of Massachusetts, January, Westborough, MA: Stonebridge Seminars.)

# What is a “Developmental Disorder”?

- A disorder characterized by a significant delay in the rate a normal human trait develops in an individual.
- It takes the individual longer to develop this trait than their age peers.

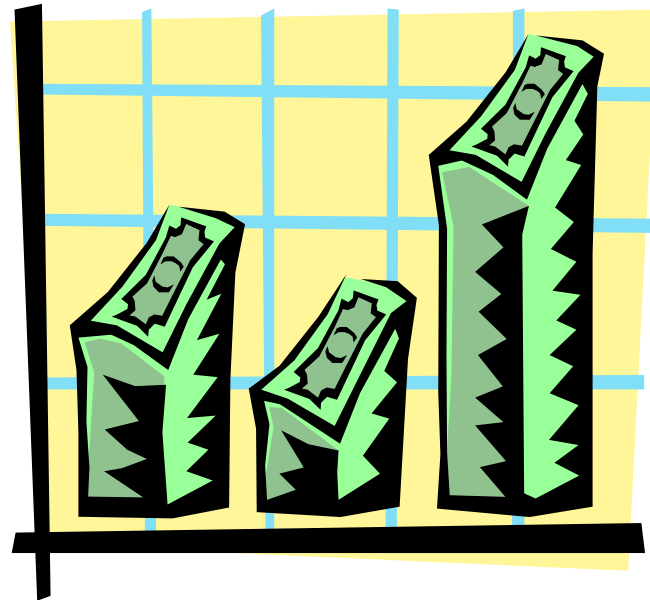
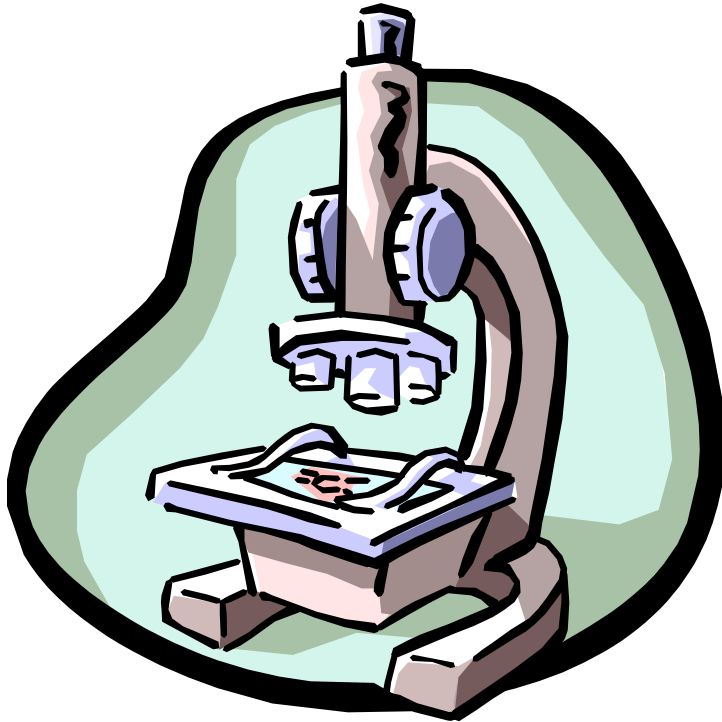
(Barkley, R. A. (2002A-Tape 1). ADHD Symposium: Nature, Diagnosis and Assessment-Nature and Comorbidity and Developmental Course of ADHD. University of Massachusetts, January, Westborough, MA: Stonebridge Seminars.)

# What is a Learning Disability?

“A learning disability is like pornography...it’s hard to define, but you know it when you see it” –Samuel Kirk

(Mather, N. (Wednesday, February 26, 2003). “Use and Interpretation of WJIII Discrepancies. Paper presented at the 40<sup>th</sup> Annual Conference of the Learning Disabilities Association, Chicago, IL, Session W-10.)

# *Your Tax Dollars at Work*



**RESEARCH PROGRAM IN READING DEVELOPMENT,  
READING DISORDERS, AND READING INSTRUCTION**

**Initiated 1965**



## *Your Tax Dollars at Work*



- Run by the National Institute of Child Health and Development (NICHD)
- Which is part of the National Institute of Health (NIH)
- Study began in 1965 and continues today!
- As of 1999 over **\$150,000,000.00** has been spent!
- As of 1999 over 34,000 people in study!
- 12,600 dyslexic children; 9,000 dyslexic adults!

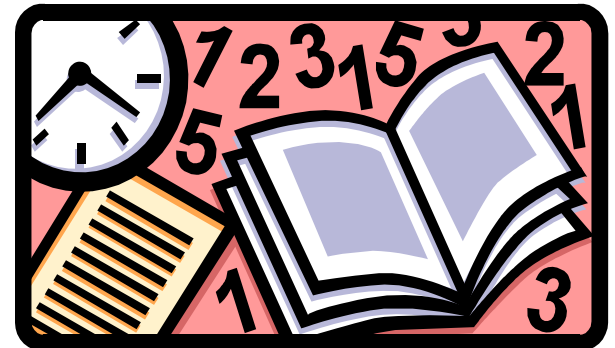
(Lyon, G.R. (1999). In Celebration of Science in the Study of Reading Development, Reading Disorders and Reading Instruction. Paper presented at the International Dyslexia Association 50<sup>th</sup> Annual Anniversary Conference, November 4, 1999, Chicago, IL.)



# How do Dyslexics Read?

- As dyslexics mature they tend to over activate the Left Frontal Broca's region.
- This allows them to subvocalize what they read (The Broca's region is responsible for vocalization).
- They slowly “move” their way through reading.

(Shaywitz, S. (2003). Overcoming Dyslexia. New York, NY: Knopf.)



# Why Don't Dyslexics Get Better With Age?

- Dyslexics also use an auxiliary system for reading in the Right Frontal lobe that allows for accurate, but slow reading.

(Shaywitz, S. (2003). Overcoming Dyslexia. New York, NY: Knopf.)



# Reading Disorder-Dyslexia

The Symptoms of Dyslexia are:

1. Weak Phonemic Awareness
2. Slow Rapid Automatized Naming
3. Poor Orthographic Processing
4. Exceptionally Poor Automatization
5. Poor Coordination

(Fawcett, A.J. (2001). Dyslexia: Theory & Good Practice. Philadelphia, PA: Whurr.)

(Blake, K.. (2003) Personal Observation)

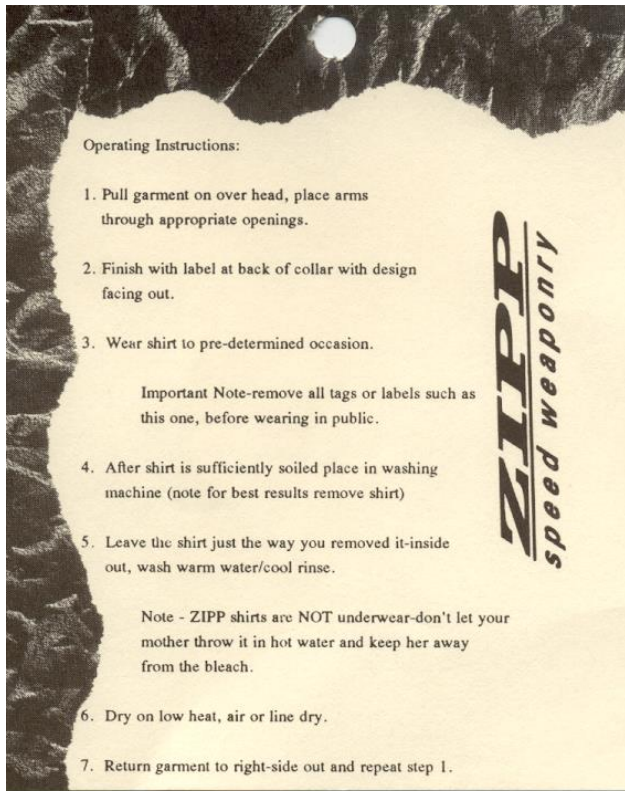


# Can Dyslexics Achieve?

- “Although no one is ever cured of dyslexia, highly intelligent, exceptionally hardworking motivated young men and women with dyslexia can attend and successfully complete their education , as hundreds have, at Yale, Brown, Harvard, Stanford...” (P. 152).

(Shaywitz, S. (2003). Overcoming Dyslexia. New York, NY: Knopf.)

# Accommodations for Dyslexics



- Recording for the Blind & Dyslexic
- 20 Roszel Road
- Princeton, NJ 08540
- 866-RFBD-585
- Voice: 800-221-4792
- Website: [www.rfbd.org](http://www.rfbd.org)

# Accommodations For Dyslexics

**Lorry suggested the following:**



- extended time for slow reading rate;
- a separate room for those who subvocalize while reading;
- audiotape versions of tests;
- a reader;
- assistance with answer sheets (i.e., a scribe)



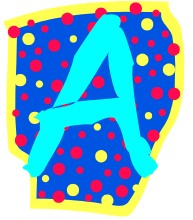
# Accommodations for Dyslexics



- extended breaks;
- Large print; and/or
- copy of verbal instructions read by the proctor

(Lorry, B.J. (1998). Language Based Learning Disabilities. In M. Gordon and S. Kiesser (Eds.), Accommodations in Higher Education Under the Americans with Disabilities Act (ADA): A No-Nonsense Guide for Educators, Administrators and Lawyers. New York, NY: Guilford, pp. 103-153.)

# Accommodations for Dyslexics



## Other accommodations

- E-books
- Franklin Spelling Ace, Spell Checkers, etc.
- Underlining option
- Tape record lectures
- Special “study dorms”
- Quicksionary Reading Pen
- Optical Character Recognition (OCR) and Speech Synthesis

# Accommodations for Dyslexics



- Books on Disk and Speech Synthesis
- Variable Speech Tape Players

See: Bryant, B.R., Bryant, D.P., and Rieth, H.J. (2002). The Use of Assistive Technology in Postsecondary Education. In L.C. Brinckerhoff, et.al. (Eds.), Postsecondary Education and Transition for Students with Learning Disabilities, Second Edition. Austin, TX: Pro ED, pp. 389-429.

# Accommodations for Dyslexics

- Quicktionary Reading Pen II  
WIZCOM Technologies, Inc.  
257 Great Road  
Acton, MA 01720  
Voice: 978-635-5357  
Fax: 978-929-9228  
Web: [www.wizcomtech.com](http://www.wizcomtech.com)



# Accommodations for Dyslexics

- Franklin Speaking Language Master Special Edition  
Franklin Electronic Publishers  
One Franklin Plaza  
Burlington, NJ 08016-4907  
Voice: 800-266-5626  
Fax: 609-239-5948  
E-Mail: [service@franklin.com](mailto:service@franklin.com)  
Web: [www.franklin.com](http://www.franklin.com)



# Accommodations for Dyslexics

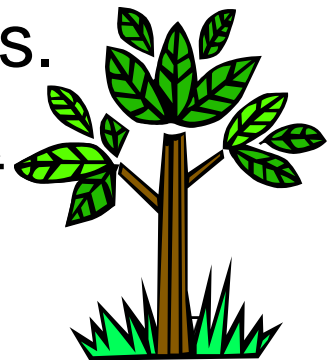
- Kurzweil 3000  
Kurzweil Educational Systems, Inc.  
14 Crosby Drive  
Bedford, MA 01730-1402  
Voice: 800-894-5374  
Fax: 781-276-0650  
E-Mail: [info@kurzweiledu.com](mailto:info@kurzweiledu.com)  
Web: [www.kurzweiledu.com](http://www.kurzweiledu.com)





# Places to Check Out “New” Treatments for Dyslexia

- National Center for Complimentary and Alternative Medicine: [www.nccam.nih.gov](http://www.nccam.nih.gov)
- Ingersoll, B., and Goldstein, S. (1993). Attention-Deficit Disorder and Learning Disabilities: Realities Myths and Controversial Treatments. New York, NY: Doubleday.
- [www.quackwatch.com](http://www.quackwatch.com)
- (Summer, 2001). Controversial Therapies. Perspectives (The International Dyslexia Association), 27 (3)



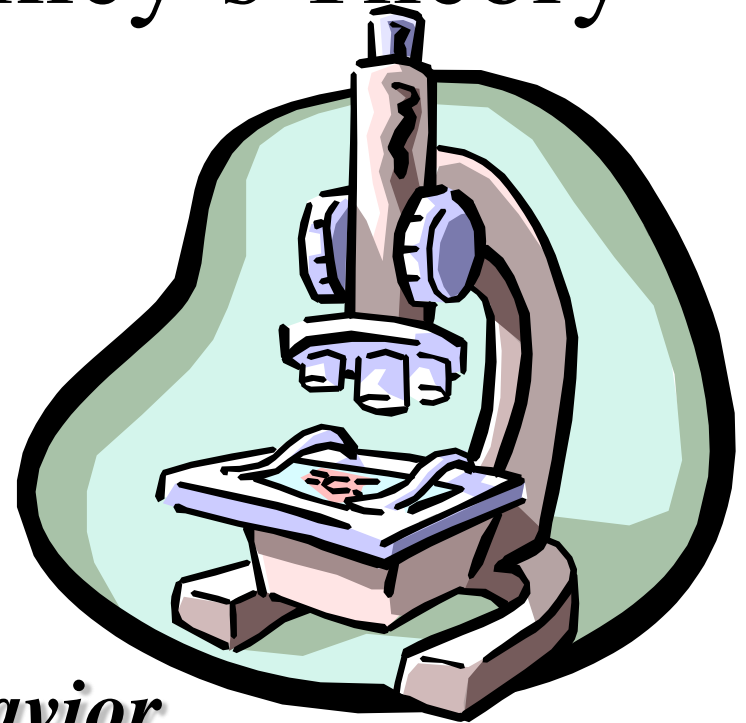


# WHAT IS AD/HD?

- A developmental neurobiological disorder of self-regulation and executive function characterized by inappropriate amounts of :
- Impulsivity
- Inattentiveness
- Hyperactivity

(Barkley, R. A. (2002A-Tape 1). ADHD Symposium: Nature, Diagnosis and Assessment-Nature and Comorbidity and Developmental Course of ADHD. University of Massachusetts, January, Westborough, MA: Stonebridge Seminars.)

# Summary of Barkley's Theory



Step 1: ***Response Delay***

Step 2: ***Prolongation***

Step 3: ***Rule Governed Behavior***

Step 4: ***Dismemberment of the Environment***

Barkley, R.A. (1997). ADHD and the Nature of Self-Control. New York, NY: Guilford.

# Barkley's 30% Rule for Combined Type AD/HD



People with Combined Type AD/HD tend to be on average 30% less mature in dealing with time constraints and impulsivity than their age peers.

(Barkley, R.A.. (1998). ADHD in Children Adolescents, and Adults: Diagnosis, Assessment, and Treatment. New England Educational Institute, Cape Cod Symposium (August), Pittsfield, MA.)

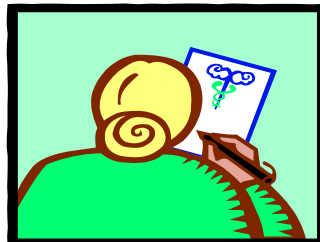
**PEOPLE WITH AD/HD ARE “BLIND TO TIME”.**

(Barkley, 1998)

(Barkley, R.A. (1998). ADHD in Children, Adolescents, and Adults:Diagnosis, Assessment and Treatment.New England Educational Institute, Cape Cod Symposium (August) Pittsfield, MA.)

# More Thoughts about the 30% Rule

- Those with AD/HD are 30% less mature in their ability to inhibit responses, control hyperactivity, and maintain attention than their age peers.
- ***WHAT DOES THIS MEAN FOR DRIVING AND UNTIMATE MATURITY IN THOSE AREAS?***



# Driving and AD/HD



- AD/HD persons don't handle a car as well as non-AD/HD: they are not as coordinated.
- Poor reaction times and highly variable
- They speed up when they should brake
- 2-3x more speeding tickets; 3x worse accidents

(Barkley, R.A. (2002) Mental and Medical Outcomes of AD/HD. Pre-Conference Institute, # TPA1, Thursday October 17, 2002, 14<sup>th</sup> Annual CHADD International Conference, Miami Beach, FL.)



# LD Life Insight



“It is a common trait among the LD to know how to endure hardship and keep dark secrets” – Oliver Queen

(Kegan, R. (2001). Easing a World of Pain: Learning Disabilities and the Psychology of Self-Understanding. In P. Rodis, A. Garrod, and M.L. Boscardin (Eds.), Learning Disabilities & Life Stories. Boston, MA: Allyn and Bacon, p. 194.)

# Emotional Overlay and Learning Disorders

- Seigel (1974) concluded that the most common problems for LD adults are social/emotional.
- Roffman (2000) wrote “It is difficult to grow up with LD and experience repeated failure and relentless taunting from peers without secondary psychological issues often referred to as *emotional overlay*. Emotional overlay does not always develop into diagnosable mental health problems..., but the symptoms can be quite debilitating nonetheless” (p. 44).

(Seigel, E. (1974). The Exceptional Child Grows Up. New York, NY: W.H. Freeman.)

(Roffman, A.L. (2000). Meeting the Challenge of Learning Disabilities in Adulthood. Baltimore, MD: Paul H. Brookes.)

# LD and Comorbidity



- The research into the comorbidities of LD and Dyslexia is not as extensive or thorough as it is with AD/HD for all age levels.
- Comorbidity has almost been an after thought in the LD literature.

# Comorbidities and AD/HD

- 75% of AD/HD Adults Referred to Clinics have a Comorbidity

(Barkley, R.A. (1996). ADHD in Children Adolescents and Adults: Diagnosis, Treatment and Assessment. New England Educational Institute, Cape Cod Symposia (August), Pittsfield, MA.)

- 20% of AD/HD Adults have Two or More Comorbidities

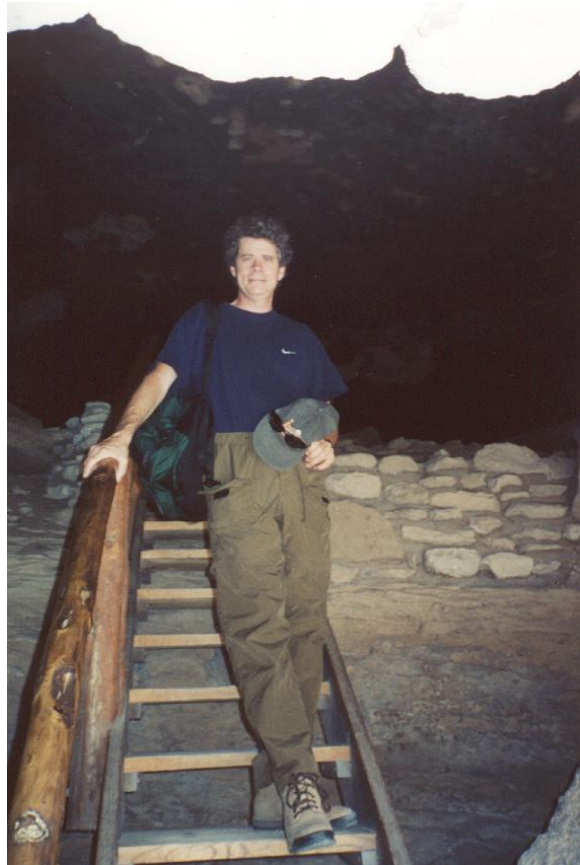
(Hechtman, L. (2000). Subgroups of Adult Outcome of Attention-Deficit/Hyperactivity Disorder. In T.E. Brown (Ed.), Attention-Deficit Disorders and Comorbidities in Children, Adolescents, and Adults. Washington, D.C.: American Psychiatric Press:.)

# Grief and LD/AD/HD

Goldstein spoke of adults with LD and/or AD/HD who struggle with.. “prolonged grief. It has been reportedly suggested that adults with AD/HD and LD struggle with grief over their perceived incompetence and a lifetime difficulty with meeting everyday expectations” (p. 260).

(Goldstein, S. (1997). Managing Attention and Learning Disorders in Late Adolescence and Adulthood: A Guide for Practitioners. New your, NY: John Wiley and Sons.)

# LD Life Insight



Therapeutic goal:  
Change “being LD” to  
“having LD”.

(Rodis, P. (2001). Forging Identities, Tackling Problems, and Arguing with Culture: Psychotherapy with Persons Who Have Learning Disabilities. In P. Rodis, A. Garrod, and M.L., Boscardin (Eds.), Learning Disabilities & Life Stories. Boston, MA: Allyn and Bacon, pp. 205-230.)

# Learning Disorders and ADHD



- Conservatively 25% of those with LD have AD/HD
- Some estimate that between 30% to 70% of those with LD will have significant AD/HD symptoms as they enter adulthood.

(Nosek, N. (1997). Dyslexia In Adults: Taking Charge of Your Life. Dallas, TX: Taylor.

(Hooper, S.R., and Olley, J.G. (1996). Psychological Comorbidity in Adults with Learning Disabilities. In N. Gregg, C. Hoy, and A.F. Gay (Eds.), Adults with Learning Disabilities: Theoretical and Practical Perspectives. New York, NY: Guilford, pp. 162-183.)



# Employment and Learning Disabilities

Brown and Gerber (1994) wrote there were 3 types of LD people in the world of work:

- those whose LD does not interfere with work;
- those who struggle long hours to overcome their LD in the workplace; and
- those with LD who are chronically unemployed.

(Brown, D.S, and Gerber, P.J. (1994). Employing People with Learning Disabilities. In P.J. Gerber and H. B. Reiff (Eds.), Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues. Austin, TX: Pro-Ed, pp. 194-203.)



# Employment and Learning Disabilities

- Don't rule out certain career paths solely due to being LD.
- Don't let them rule out more education just because of bad past experiences in school.
  - If they fall under this category help improve their academic confidence and self-esteem.

(McLoughlin, D., Fitzgibbon, G., and Young, V. (1994). The Adult Dyslexic: Assessment Counseling and Training. San Diego,CA: Singular.



# Employment and Learning Disabilities



- “Even residual difficulties, such as slow reading and writing, would make some occupations onerous” (p. 84).
- “Eventually, dyslexics should pursue occupations and careers for which they are appropriately equipped in terms of their abilities, aptitudes and interests” (p. 84).

(McLoughlin, D., Fitzgibbon, G., and Young, V. (1994). The Adult Dyslexic: Assessment Counseling and Training. San Diego, CA: Singular.

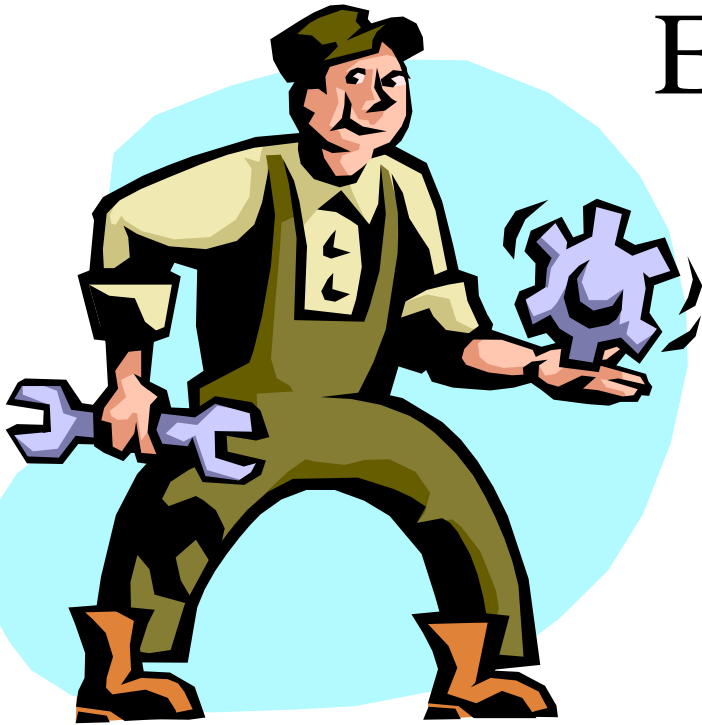
# LD Life Insight

“...a person with learning disabilities must work harder than a nondisabled peer to accomplish the same learning” (p. 185).

(McGrady, H., Lerner, J., and Boscardin, M.L. (2001). The Educational Lives of Students with Learning Disabilities. In P. Rodis, A. Garrod, and M.L., Boscardin (Eds.), Learning Disabilities & Life Stories. Boston, MA: Allyn and Bacon, p. 185.)



# Employment and Learning Disabilities



Thus, adults with learning disabilities should not be limited in the job/career choices if they have adequate abilities, aptitudes and interest, and their compensation strategies and accommodations work in that environment.



# Employment and Learning Disabilities

## What can be done about this?

- **Have a job coach/career counselor help them prepare for the interview.**
- **A job coach can advocate for the person and advocate for accommodations.**
- **Very intense job related social skills training by a mental health professional which includes microskills training in groups and videotape feedback.**
- **Periodic onsite assessment of social skills, monitor progress and fill in social gaps.**

Inge, K.J., and Tilson, G. (1994). Supported Employment: Issues and Applications for Individuals with Learning Disabilities. In P.J. Gerber and H.B. Reiff (Eds.), Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues. Austin, TX: Pro-ED, pp. 179-193.)

# Employment and Learning Disabilities



- 41% of LD adults have problems completing a job application.
- Job placement tests cause problems, too.
- Applying for accommodations can bypass these.

(Brown, D.S, and Gerber, P.J. (1994). Employing People with Learning Disabilities. In P.J. Gerber and H. B. Reiff (Eds.), Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues. Austin, TX: Pro-Ed, pp. 194-203.)

# Employment and Learning Disabilities



- “Adult dyslexics are frequently reluctant to admit their illiteracy because of its association with stupidity” (p. 73).
- Dyslexics often learn to compensate in their job until their job changes (i.e., promotion, etc.).

(McLoughlin, D., Fitzgibbon, G., and Young, V. (1994). The Adult Dyslexic: Assessment Counseling and Training. San Diego, CA: Singular.)

# Employment and Learning Disabilities



“Job accommodations refers to the process of matching the communications style and expectations of the supervisor and the production system to ensure that the disability of the employee does not hamper his or her ability to produce quality products or services” (p. 198).

(Brown, D.S, and Gerber, P.J. (1994). Employing People with Learning Disabilities. In P.J. Gerber and H. B. Reiff (Eds.), Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues. Austin, TX: Pro-Ed, pp. 194-203.)



# LD Life Insight



Tessler (1998), a dyslexic psychologist wrote, “Today, people regard me as successful and assume I can do things I can’t do” (p. 32). “With or without a learning disability I must perform as well as my colleagues” (p. 33).

(Tessler, L.G. (1998). Accommodations Mack Success Possible: A Personal Account. Perspectives, 24 (3), pp. 32-33.)

# Employment and Learning Disabilities



Tessler wrote of “psychological accommodations” that individuals with learning disabilities can self-apply to the work environment. They are:

1. Slow down—give yourself permission to take the time you need.
2. Create obtainable goals.
3. Break down each task into small, manageable steps.

# Employment and Learning Disabilities



4. Be willing to work very hard.
5. Recognize and accept the fact that only extra effort will get you the success that others achieve with much less work.
6. Don't quit especially when the going gets tough. Take a break instead.
7. Establish a timetable that is realistic and leave as much room for error and re-doing as possible.

# Employment and Learning Disabilities

8. Anticipate and Prepare for Problems.
9. Take a chance. Do something you're not sure you do well. It's the only way to grow and find your full potential”  
(p.33).

Tessler, L.G. (1998). Accommodations Make Success Possible: A Personal Account. Perspectives, 24 (3), pp. 32-33.



# Employment and Learning Disabilities



## Successful LD Adults:

- have a strong desire to achieve;
- are goal driven;
- reframe disabilities into abilities;
- **are extremely persistent;**
- find jobs that are good matches for abilities, skills and interests; and
- are creative and not afraid to ask for help.

(Ginsberg, R., Gerber, P.J., and Reiff, H.B. (1994). Employment Success for Adults with Learning Disabilities. In P.J. Gerber and H.B. Reiff (Eds.), Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues. Austin, TX: Pro-ED, pp. 204-213.)

# Employment and Learning Disabilities/AD/HD

Job Accommodations Network

P. O. Box 6080

Morgantown, WV 26506-6080

Voice/TTY (in US): 1-800-526-7234

Voice/TTY (Worldwide): 1-304-293-7186

Fax: 1-304-293-5407

E-mail: [jan@jan.icdi.wvu.edu](mailto:jan@jan.icdi.wvu.edu)

Web: [www.jan.wvu.edu/english/](http://www.jan.wvu.edu/english/)



# Employment and Learning Disabilities

## **Often LD adults do not know how to:**

- prepare for a job interview;
- act during a job interview;
- advocate for themselves on the job;
- behave appropriately on the job; or
- behave with the opposite sex on the job.



(Crawford, R. (1997). Vocational Programs and Practices. In S. Goldstein (Ed.), Managing Attention and Learning Disorders in Late Adolescence and Adulthood: A guide for Practitioners. New York, NY: John Wiley and Sons, pp. 287-314.)

# Employment and Learning Disabilities



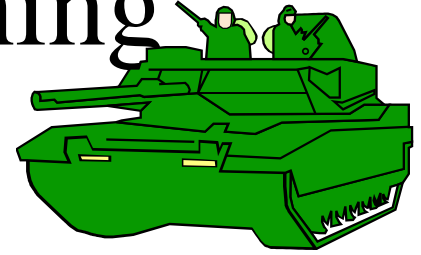
The President's Committee Job Accommodations  
Network will become The Office of Disability  
Policy,

Department of Labor in 2004.

- Web: [www.disability.gov/CSS/Defaults.asp](http://www.disability.gov/CSS/Defaults.asp)
- Web: [www.DisabilityInfo.gov](http://www.DisabilityInfo.gov)
- Voice: 1-800-526-7234



# Employment and Learning Disabilities



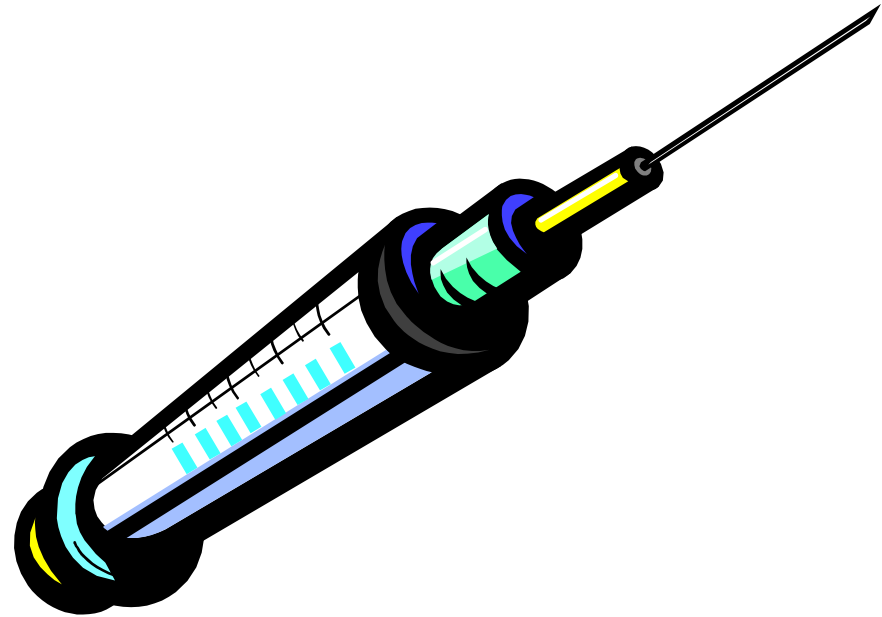
**“Many individuals with learning disabilities or ADD join the Armed forces and report that the structure and clear expectations help them to do well. However, these conditions may prevent some individuals from obtaining the required score on the Armed Forces Qualifying Test. The Armed Forces are not required to grant accommodations Further, military regulations provide that academic skills deficits that interfere with school or work after the age of 12 may be a cause for rejection for service in the Armed Forces” (p. 4).**

(Latham, P.H. (1998). Learning Disabilities and the Law—After High School: An Overview for Students. LDA Newsbriefs, 33 (4), pp. 3-4.)

# Medication and AD/HD

Barkley stated this is the first treatment attempted with adults. Research indicates this is the best Tx in those who respond.

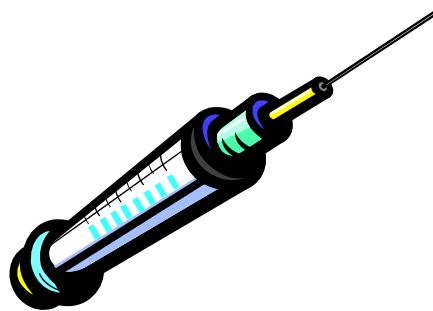
(Barkley, R. A. (1998). ADHD in Children, Adolescents, and Adults: Diagnosis, Assessment, and Treatment. New England Educational Institute, Cape Cod Symposia, August, Pittsfield, MA.)



# Medication and AD/HD

“Medication is at least 80% effective or more”...in adults.

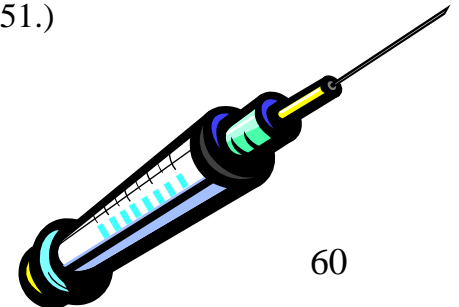
(Barkley, R.A. (2002) Mental and Medical Outcomes of AD/HD. Pre-Conference Institute, # TPA1, Thursday October 17, 2002, 14<sup>th</sup> Annual CHADD International Conference, Miami Beach, FL.)



# Stimulant Medication and AD/HD

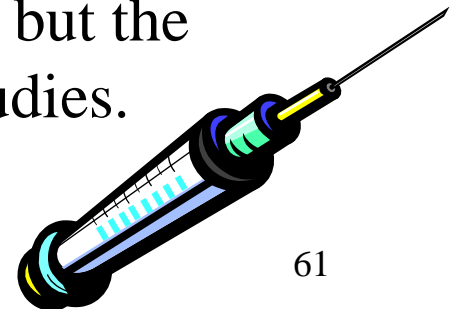
***“The stimulant medications are effective and safe treatments for the symptomatic management of individuals with ADHD. Indeed, CNS stimulants are the best-studied treatment applied to this disorder and are among the safest and most effective symptomatic treatments in medicine” (pp. 542-543).***

(DuPaul, G., Barkley, R.A., and Connor, D.F. (1998). Stimulants. In R.A. Barkley (Ed.), Attention Deficit Hyperactivity Disorder, Second Edition. New York, NY: Guilford, pp. 510-551.)



# ***WHY SHOULD THOSE WITH AD/HD CONSIDER MEDICATION?***

- Quinn (1998) wrote a list of ten things she wished all AD/HD college students knew about their medication. These can apply to AD/HD adults in general:
  1. The name of their medication and how it works.
  2. If they needed medication in high school they will need it in college.
  3. Stimulants help with cognitive problems, but the student will still need to work on their studies.



## ***WHY SHOULD THOSE WITH AD/HD CONSIDER MEDICATION (cont.)?***

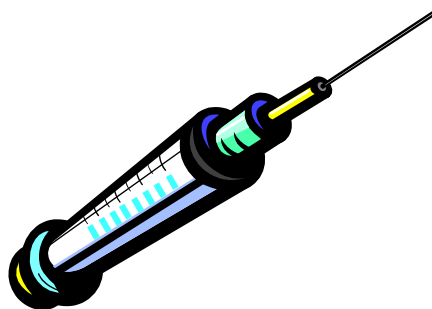
4. AD/HD affects all aspects of life.
5. They should take their medication under a physician's care.
6. They should not share their medication; that's illegal.
7. They should not mix their medication with street drugs and/or alcohol.
8. They should have regular check-ups with their physician regarding their medication, and in general.



## ***WHY SHOULD THOSE WITH AD/HD CONSIDER MEDICATION (cont.)?***

9. They should report side effects to their physician immediately.
10. They should have a blood test and physical once a year.

(Quinn, P.O. (April, 1998). Top Ten Things I wish Students With ADHD Knew About Their Medications. The Official Newsletter of the Association on Higher Education and Disability, 22 (2), pp 27-29.





# Alternative and Integrative Medicine Treatments of AD/HD

Wilens, Spencer, and Prince wrote, “...non-pharmacological treatment of ADD in adults remains more speculative...Adults with the disorder who have an addiction, or those who report distress related to their ADD...should be directed to appropriate psychotherapeutic intervention with clinicians who are knowledgeable about the disorder” (p. 33)

(Wilens, T.E., Spencer, T.J., and Prince, J. (1997). Diagnosing ADD in Adults. Attention!, 3 (4), pp. 27-33.)

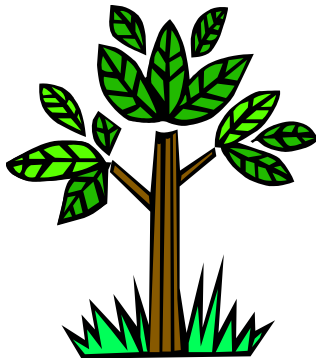


# Alternative and Integrative Medicine Treatments of AD/HD

***“We should all eat dung, because a thousand flies can’t be wrong!”***

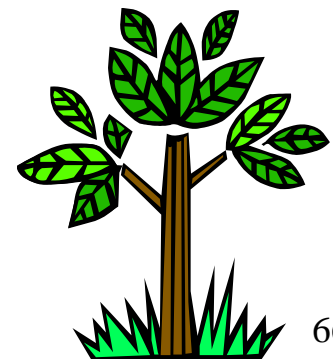
***Russell Barkley, Ph.D.***

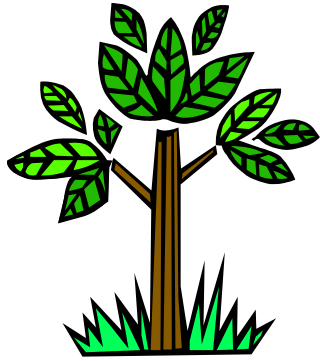
(Barkley, R.A. (1998). ADHD in Children, Adolescents, and Adults: Diagnosis Assessment and Treatment. New England Educational Institute, Cape Cod Symposia, August, Pittsfield, MA.)



# Places to Check Out “New” Treatments for AD/HD

- National Center for Complimentary and Alternative Medicine: [www.nccam.nih.gov](http://www.nccam.nih.gov)
- Ingersoll, B., and Goldstein, S. (1993). Attention-Deficit Disorder and Learning Disabilities: Realities, Myths and Controversial Treatments. New York, NY: Doubleday.
- [www.quackwatch.com](http://www.quackwatch.com)





# Places to Check Out “New” Treatments for AD/HD

- [www.chadd.org](http://www.chadd.org)
- Cook, P. (1997). Knowledge is Power: Guidelines for Being an Informed Health Care Customer. Attention!, 4 (2), pp. 14-17.
- Arnold, L.E. (2002). Contemporary Diagnosis and Management of Attention-Deficit/Hyperactivity Disorder. Newtown, PA: Handbooks in Health Care.

# Vocational Counseling and AD/HD

“As ADHD children enter adulthood and take on full-time jobs that require skilled labor, independence of supervision, acceptance of responsibility, and periodic training in new knowledge or skills, their deficits in attention, impulse control, and regulating activity level as well as their poor organizational and self-control skills could begin to handicap them...



# Vocational Counseling and AD/HD



The findings from the few outcome studies that have examined job functioning suggests this may be the case” (p. 208)

(Barkley, R.A. (1998). Attention Deficit Hyperactivity Disorder, Second Edition. New York, NY: Guilford.)

# Vocational Counseling and AD/HD



## *AD/HD Adults:*

- Have lower job ratings
- Have lower socioeconomic status
- Change jobs more frequently

(Barkley, R.A. (1998). Attention Deficit Hyperactivity Disorder, Second Edition. New York, NY: Guilford.)

# Vocational Counseling and ADHD



“...some adults with ADD find themselves almost incapable of functioning well in a job that does not hold their interest” (p. 318).

(Nadeau, K.G. (1995). ADD in the Workplace: Career Consultation and Counseling for the Adult with ADD. In K.G.Nadeau (Ed.), A Comprehensive Guide to Attention Deficit Disorder in Adults. New York , NY: Bruner/Mazel, pp. 308-226.)

# Vocational Counseling and AD/HD

## *Workplace Issues of AD/HD Adults:*

1. Difficulty with transitions
2. Difficulty with time management
3. Difficulty with disorganization
4. Difficulty with self-image
5. Difficulty with others





# Vocational Counseling and AD/HD

## *Workplace Issues (Continued):*

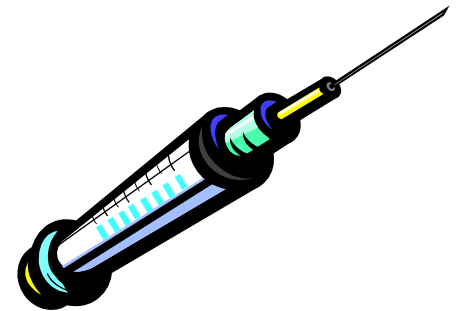
6. Lack of understanding of AD/HD
7. Inconsistency
8. Lack of self-management
9. Lack of self-advocacy
10. Lack of job life skills



(Ratey, N., and Griffith-Haynie, M. (1998). Coaching to Improve Workplace Performance. Paper presented at the Fourth Annual ADDA Adult ADD Conference, March 26-28, Washington, DC.)

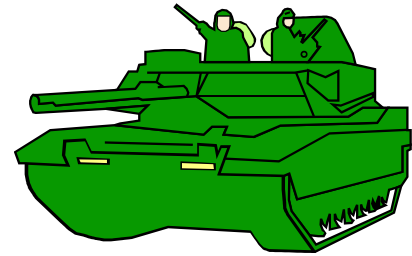
# AD/HD Workplace Accommodations

1. More accountability to others
2. Shorter term goals
3. Externalize time
4. Report many times a day on tasks
5. Medication (Drug Screening issue, too)



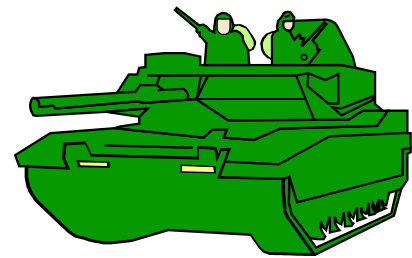
(Barkley, R. A., (2002). Mental and Medical Outcomes of AD/HD. Paper presented at the 14<sup>th</sup> Annual CHADD International Conference, October 17-19, Miami Beach, FL.)

# Military Service and AD/HD



“Many individuals with learning disabilities or ADD join the Armed Forces and report that the structure and clear expectations help them to do well...The Armed Forces are not required to grant accommodations, such as extended time, on the qualifying test...

# Military Service and AD/HD



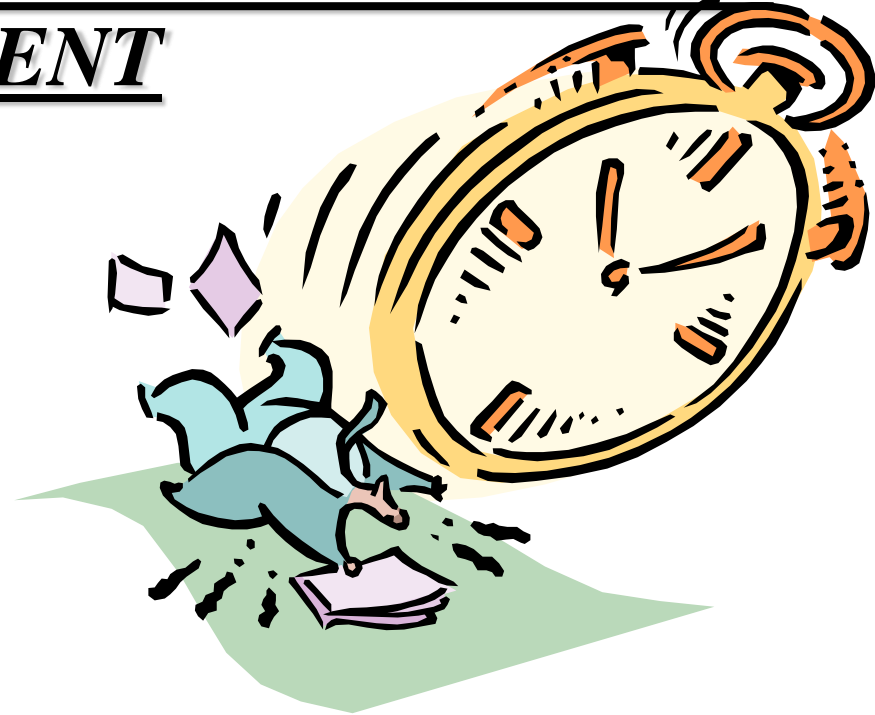
Further, military regulations provide that academic skills that interfere with school or work after age 12 may be a cause for rejection for service in the Armed Forces. These regulations also provide that current use of medication, such as Ritalin or Dexedrine, to improve academic skills is disqualifying for military service” (Latham, 1998).

(Latham, P.H. (1998). Learning Disabilities and the Law –After High School: An Overview for Students.LDA Newsbriefs, 33 (4), pp. 3-4.)

# Academic Accommodations and AD/HD

## **WHAT TO DO WITH AN AD/HD COLLEGE STUDENT**

1. “...Smaller Classes
2. Fewer Classes
3. Hand pick faculty



# Academic Accommodations and AD/HD

## **COLLEGE ACCOMMODATIONS (CONTINUED)**

4. More curricular materials like videos and handouts
5. Studying with older student who already took the course perhaps
6. Taking five years to complete a B.A. rather than four”.

(Barkley, R.A. (2002A-Tape 2). ADHD Symposium: Comorbid Disorders, Etiologies, and Outcomes. University of Massachusetts, January, Distributed by Stonebridge Seminars, 2 Okie Stonebridge Path, Westborough, MA 01581.)

# Academic Accommodations and AD/HD

## *College Accommodations for AD/HD*

1. Formal Tutoring
2. Attending all faculty extra help sessions
3. Taking a time management seminar
4. Taking advantage of disability support services
5. Individual psychotherapy

# Academic Accommodations and AD/HD

## *College Accommodations (Continued)*

6. Alternative method exams
7. Get an AD/HD coach
8. Ask faculty to post assignments weekly on website
9. Get a substance-free dorm
10. Career counseling several years before graduation

(Barkley, R.A. (2002). AD/HD and Oppositional Defiant Children. Seminar presented February 19-20, Phoenix, AZ, The Institute for Continuing Education, Fairhope, AL.)



# Technology and AD/HD



- ADD WareHouse:

[www.addwarehouse.com](http://www.addwarehouse.com)

1. The Motivator – pager sized vibrator/  
reminder
2. Watchminder Watch – Up 70  
reminders

(A.D.D. Warehouse, 300 Northwest 70<sup>th</sup> Avenue Suite #102,  
Plantation, FL; 800-233-9273; [www.addwarehouse.com](http://www.addwarehouse.com))

# LD/AD/HD and Social Anxiety



Temple Grandin indicated that for those with autism spectrum disorders, social adaptation must occur at the conscious level. This could be said of those with LD and/or AD/HD.

(Grandin, T. (1995). Thinking in Pictures: and Other Reports From My Life With Autism. New York, NY: Vintage.



# Employment and Learning Disabilities

- “...social skills deficits can be the most debilitating part of the learning-disabled experience” (p. 201).
- “Failure at ‘office politics’ can lead to being fired. Many people with learning disabilities, at high or low levels, reach a plateau and are unable to advance for reasons of personal matching” (p. 201).
- Poor social skills are the reason for under-employment in many with LD.

(Brown, D.S, and Gerber, P.J. (1994). Employing People with Learning Disabilities. In P.J. Gerber and H. B. Reiff (Eds.), Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues. Austin, TX: Pro-Ed, pp. 194-203.)

(McLoughlin, D., Fitzgibbon, G., and Young, V. (1994). The Adult Dyslexic: Assessment Counseling and Training. San Diego,CA: Singular.)

# Social Interaction and AD/HD



AD/HD individuals are less adept at interpreting the emotions of others and identifying their own emotions than are the non-disabled.

(Brown, T.E. (2001). Social Ineptness & “Emotional Intelligence” in ADHD. Paper presented at the 13<sup>th</sup> Annual CHADD International Conference, October 18-20, Anaheim, CA.)

# LD/AD/HD Help Organizations

- International Dyslexia Association (IDA): [www.interdys.org](http://www.interdys.org)
- Learning Disability Association of America (LDA): [www.idanat.org](http://www.idanat.org)
- Children and Adults With Attention Deficit Disorders (CHADD): [www.chadd.org](http://www.chadd.org)
- National Attention Deficit Disorder Association (ADDA): [www.add.org](http://www.add.org)

# *Thank You for Attending!*



- Have a great day!
- Kevin T. Blake, Ph.D.,  
P.L.C.

520-327-7002

[kblake@theriver.com](mailto:kblake@theriver.com)