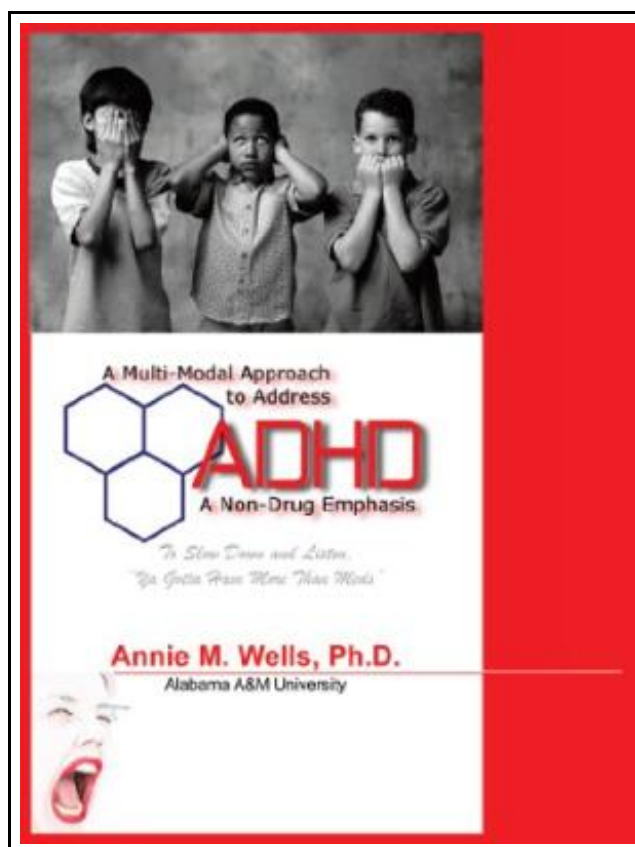


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AUTHORHOUSE, United States, 2010. Paperback. Book Condition: New. 279 x 210 mm. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*.The book is organized in two main parts: general information and basic research about Attention Deficit Hyperactivity Disorders; and practical information full of psychological/behavioral and educational/learning style strategies and tips. The first part of the book provides the reader with adequate information to understand the rationale for using the techniques in the latter part. Chapters I through III provide that general and basic information, including the medical approach. Chapter I describes what the ADHD disorders are, etiological theories, DSM-IV-TR criteria, and how one makes a differential diagnosis. Chapter II acquaints parents and professionals with symptoms as early as infancy and preschool age, and what they can do when ADHD is suspected. Medical treatment is usually recommended; therefore, Chapter III deals with the medical approach and the various categories of medicines that can be used to treat the different types of ADHD. Chapters IV through V focus on the non-medical approaches. Chapter IV describes psychological/behavioral approaches to address problems of executive functions, attention, hyperactivity, impulsivity, social skills, memory and organization of time and materials. This chapter emphasizes the importance of addressing executive functions first and foremost as well as early in development to be most effective. Chapter V makes the point that learning style approaches emphasize strengths of children with ADHD rather than weaknesses; and that these children learn different. One could perceive this chapter as a handbook to use in determining which of the elements of style a child exhibits and preceding with the appropriate technique. Chapters IV and V also make the point that the non-drug approaches can yield a relatively permanent change in behavior which will take practice.



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