

Table 1–1 Manifestation of ADHD Symptoms in the Classroom¹⁵

Inattentive symptoms specified by DSM-IV	Child stands out from peers in behaviours like the following
Distracted very easily	<ul style="list-style-type: none"> • Constantly looking around, head on a swivel, watching what others are doing • Pulled away from task at hand by other events or noises going on in-class, in the hallway, outside the window
Difficulty concentrating on tasks for a reasonable length of time	<ul style="list-style-type: none"> • Starts on an assignment but then loses focus • May look day-dreamy or lost in thought and needs prompt to get back to work • Stares into space, at others, or at materials, but unfocused and does not get self back on task
Difficulty paying close attention to detail (often makes careless mistakes)	<ul style="list-style-type: none"> • Rarely includes required details, such as name and date • Rarely checks, edits, or proofreads own work before handing it in
Problems following instructions and completing activities	<ul style="list-style-type: none"> • May leave things half done, rush through work and not have followed instructions, or need constant supervision to continue and complete work • Has difficulty completing independent projects with multiple steps
Difficulty keeping track of their personal belongings and materials	<ul style="list-style-type: none"> • Constantly looking for materials (such as pencils, books, or personal belongings) • Doesn't get started on work because he or she can't find needed materials: "Where's my..."
Struggles to remember routines, tasks and activities, and things required for school	<ul style="list-style-type: none"> • Forgets to jot assignments down in agenda book • Forgets to hand in homework or return permission slip • Forgets to get books out of locker or knapsack
Difficulty getting started on activities, particularly those that are challenging	<ul style="list-style-type: none"> • Engages in active avoidance (for example, does something else, wanders around) • May need active supervision or prompting to get started
Difficulty organizing work and leisure activities	<ul style="list-style-type: none"> • Coat-hooks, cubby-holes, locker, desk, and backpack in constant disarray; materials spilling out everywhere • Papers misfiled or simply pushed into bag or other container • Toys, sports equipment, and other leisure materials mixed with clothes and school work
Does not seem to be listening when spoken to directly	<ul style="list-style-type: none"> • Has difficulty keeping focused on the conversation • May be able to repeat none or only some of the instructions just given in direct face-to-face conversation

Table 1–2 Manifestation of ADHD Symptoms in the Classroom¹⁵

Hyperactive-impulsive symptoms specified by DSM-IV	Child stands out from peers in behaviours like the following
Often fidgets, or squirms in the seat	<ul style="list-style-type: none"> • May frequently drum fingers or tap a pencil on desk, repeatedly shift body positions on chair, and swing legs back and forth • Constantly turning around in seat during lesson
Seems like they are constantly on the go in the classroom	<ul style="list-style-type: none"> • Rocks chair, constantly stands up or leans over desk, sits on one leg then the other, twirls on the seat or carpet • Continually touches, grabs, or plays with objects in close reach
Makes a lot of noise even during play or leisure activities	<ul style="list-style-type: none"> • Loud singing or talking during play or quiet time activities • Loud conversations • Fails to modulate volume of voice in class or use an “indoor voice” • Bangs things on the desk
Talks incessantly when not supposed to talk	<ul style="list-style-type: none"> • Very chatty and talks to others when supposed to be getting ready or working • May also ramble on about something that is not focus of discussion
Blurts out answers before hearing the whole question	<ul style="list-style-type: none"> • Starts talking or responding before the teacher finishes his or her question or comment • May shout out comment or question before instructions are finished
Interrupts other’s conversations or activities	<ul style="list-style-type: none"> • Talks over or cuts off the person who is talking • Interrupts peers’ games or activities • Grabs toys or objects from others without permission
Becomes easily frustrated waiting in line or when asked to take turns	<ul style="list-style-type: none"> • Does not wait to be called upon during question/answer or discussion activities but rather calls out their answer or comment • Wants to be first in line • Gets upset, restless, or disruptive when waiting in line
Leaves seat in classroom or other situation in which student is expected to stay in seat	<ul style="list-style-type: none"> • Frequently stands instead of sitting at desk • Wanders around the classroom • Gets up during seat work to talk or go sharpen pencil • Moves from place to place on carpet during circle time (for younger students)
Runs about in the classroom or is climbing excessively when it is not appropriate	<ul style="list-style-type: none"> • Slides or runs down hallways • Runs from one activity to another when supposed to walk • Climbs over desks

Behavioural symptoms of ADHD vary in their manifestation

Each child with ADHD will exhibit a unique behavioural profile which in turn will be affected by a number of factors. It is important to remember that:

- Different symptoms may appear in different settings, depending on the demands the situation may impose on the child’s need for self-control.