**Attention Deficit Hyperactivity Disorder (ADHD) teaching plan**

**What is ADHD?**

Attention deficit hyperactivity disorder (ADHD) is associated with the brain and is distinctly ascribed to a pattern of inattention and hasty actions that interfere with the patients’ social functioning and development (Larimer, 2005). The condition is more common among males compared to females (Wender, 1997). This research targets the patients, spouses and families of individuals diagnosed with ADHD and offer them knowledge and guidelines on how to identify and deal with this disorder. The patient group targeted in this research is the age group between 18 and 65 years who would be referred to as adults.

**Types of ADHD**

1. Predominantly inattentive ADHD

Under this type, symptoms of inattention are more outspoken compared with those of hyperactivity. This is common to females as compared to males. The most common signs are; easily distracted, get bored fast and difficulty organizing tasks.

1. Predominantly hyperactive-impulsive ADHD

This condition is often associated to impulse actions and behaviors, and evident rush in decision making. The most common signs are; fidgeting, impatience and restlessness.

1. Combined ADHD

A combination of both impulsive behaviors and inattention are evidenced by the patient. This is seen to occur to most patients diagnosed with ADHD.

**Signs and symptoms of ADHD**

Slight inattention, out-of-focus activity and rushed actions are symptoms associated with ADHD but are often considered as normalcy (Michael Fitzgerald, 2007). For adults, ADHD is often linked to;

* Restlessness
* Inability to concentrate on tasks
* Routine fidgeting
* Uncontrolled behavior (Millichap, 2009)
* Reduced completion of routine activities on time.
* Depression
* Poor maintenance of relationships
* Emotional breakdowns (Brown, 2013)

**Causes of ADHD**

In general, some of the common causes of the hyperactivity disorder include;

* Gene-related effects (David Gozal, 2007).
* Drug substance.
* Alcohol and cigarette smoking.
* Environmental exposure to contaminants such as lead.
* Brain injuries.

**Disorders related to ADHD**

ADHD has a link to other conditions which include:

* Anxiety
* Conduct disability
* Learning incapacity (J.Framingham, 2016).
* Communication syndrome.

**Diagnosis of ADHD**

A psychiatrist or expert medical practitioner with knowledge on ADHD will assess the patient in the following manner:

* Ask relevant questions about previous heath issues
* Run blood tests on the patient
* Take an exam to be sure symptoms are caused by ADHD and not a different health condition.

**Effects of ADHD**

ADHD causes different behavioral changes depending on the individual. These effects are usually seen after a progressive persistence of the disease in the individual. They include;

* Disrupted education due to lack of concentration.
* Suicidal thoughts and attempts with the patient.
* Drug and substance abuse.
* Unexpected and minor criminal offenses.
* Low self-esteem.
* Inability to build stable a social life and relationships.

**Treatment options**

Medication and psychotherapy connote the commonly available options to help minimize the effects of ADHD (Rodriguez, 2017).

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| **Treatment option** | **How it works** | **Side effects** | **Control measures** |
| Stimulants | Help improve brain chemicals which are responsible for thinking | * sleep problems * reduced appetite * addictive | Medical supervision should be incorporated. |
| Non-stimulants | They help improve concentration | Takes longer to manage the condition | Ensure that the patient is committed to the medication all the time |
| Behavioral therapy | Helps maintain and maintain a patient’s self-esteem. | Time-consuming | Make a schedule to manage the available time. |
| Stress management sessions | Helps reduce anxiety, depression and stress. | Time-consuming | Plan for the day’s work. |
| Family education and therapy | Trains the patients’ parents and spouses on how to deal with the patients (Kevin Murphy, 1995).  Reduces the impact of the condition on their life | \_ | \_ |

**Assessment techniques**

The importance of the entire process of the diagnosis and treatment of ADHD is to ensure minimal effects to the patient and their families (Furman, 2005).

Patients’ performance improvement indicators include;

* The skill to adhere to routines.
* The ability to grade activities.
* The capacity to program happenings.
* The expertise to reorganize tasks.

The patients’ families assist the patient by;

* Enhancing their ability to relate well with patients.
* Their influence on the patient’s change of behavior.
* Increased connectivity with other people with a similar condition (Brown, 2016).

**Recommendations**

* Always remember to use the treatment as prescribed.
* Consider frequent visits to the clinic to check up on the progress of the condition.
* Hold exercise sessions to help reduce stress and distractions.
* It is important to ask for help from other patients, doctors and the people around.
* Learn to organize routine tasks and ensure their completion by the end of the day.
* Families and spouse of the patience are expected to have the skill to control the patients’ actions.
* Close attention and observation of the patients is necessary for the families to monitor their actions.

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