

Ask the Expert ***Educator Edition***

Recognizing challenging behaviors in young children: Could it be ADHD?



George DuPaul, Ph.D.

School Psychology Program

Lehigh University

The National Resource Center on ADHD: A Program of CHADD is the nation's clearinghouse for evidence-based information on ADHD. This *Ask the Expert* webcast is supported by Cooperative Agreement Number NU38DD005376 from the Centers for Disease Control and Prevention (CDC) and does not necessarily represent the official views of the CDC. The National Resource Center on ADHD, CHADD and the CDC do not endorse, support, represent or guarantee the accuracy of any content presented or endorse any opinions expressed in this webcast.



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✓ **CHADD website**

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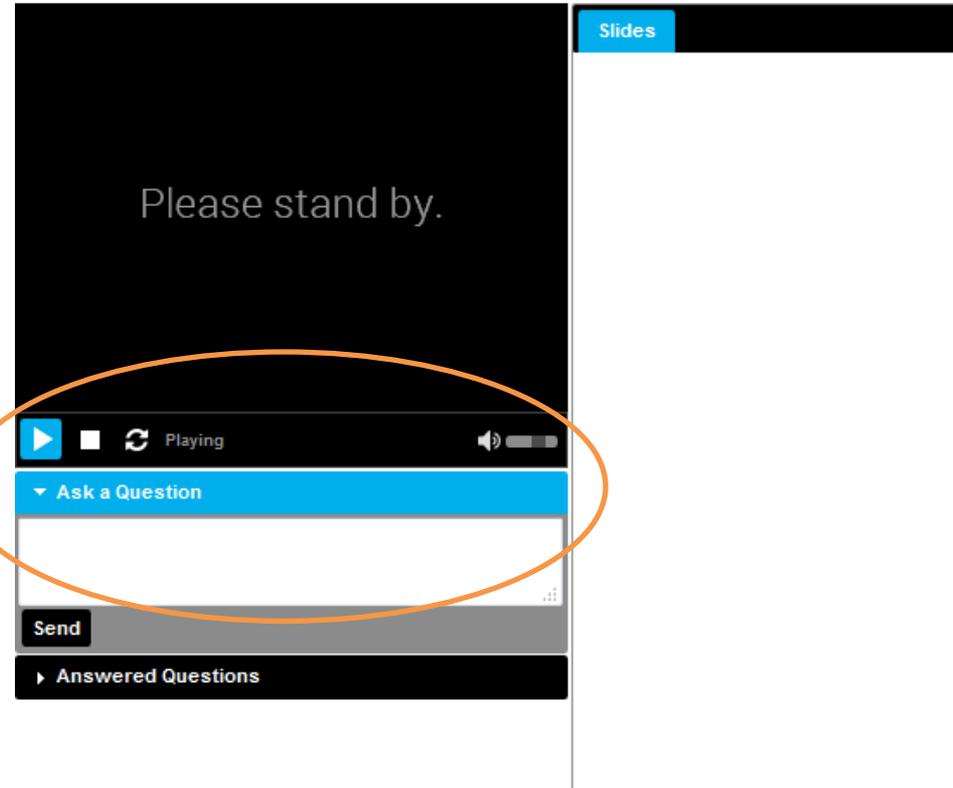


✓ **Slides available under resources**



✓ **Twitter feed: #AskADHD**

To Ask A Question:





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ADHD in Young Children

- Significant problems with inattention and/or hyperactivity/impulsivity (APA, 2013)
- ADHD tends to be chronic for at least 50% of young children with early symptoms
- Approx. 2% of 3-4 year-olds are diagnosed with ADHD
- Symptoms in young children associated with significant behavioral and academic impairment (DuPaul et al., 2001; Lahey et al., 1998)

Diagnosis of ADHD in Preschoolers

- Diagnostic interview with parents re: DSM-5 criteria for ADHD and other disorders
- Parent rating scales (e.g., BASC & Conners)
- Preschool teacher rating scales (e.g., BASC & Conners)
- Direct observation of child behavior, if possible
- Rule out developmental disorders including autism

Challenges of Diagnosis in Early Childhood

- Symptomatic behaviors (inattention, impulsivity, high activity) relatively common
- Wide variability in behavior among children in this age group
- Critical to establish
 - High frequency relative to age & gender norms
 - Chronicity of behavior for at least 6 mos. (some suggest 1 yr)
 - Association with social, academic, or behavioral impairment
 - Symptoms not related to other disorders and/or developmental delays

Roles in Assessment Process

- Teachers
 - Observe child behavior relative to peers, over time, and across settings/activities
 - Discuss concerns with parents in descriptive terms
 - Encourage assessment if behavior is severe and associated with impairment
 - Complete behavior ratings

Roles in Assessment Process

- Parents
 - Meet with teachers to discuss concerns
 - Observe child behavior over time and across settings/activities
 - Follow up on teacher referral
 - Complete interview and behavior ratings
- Health professionals
 - Discuss referral concerns with parent & teacher
 - Conduct comprehensive assessment

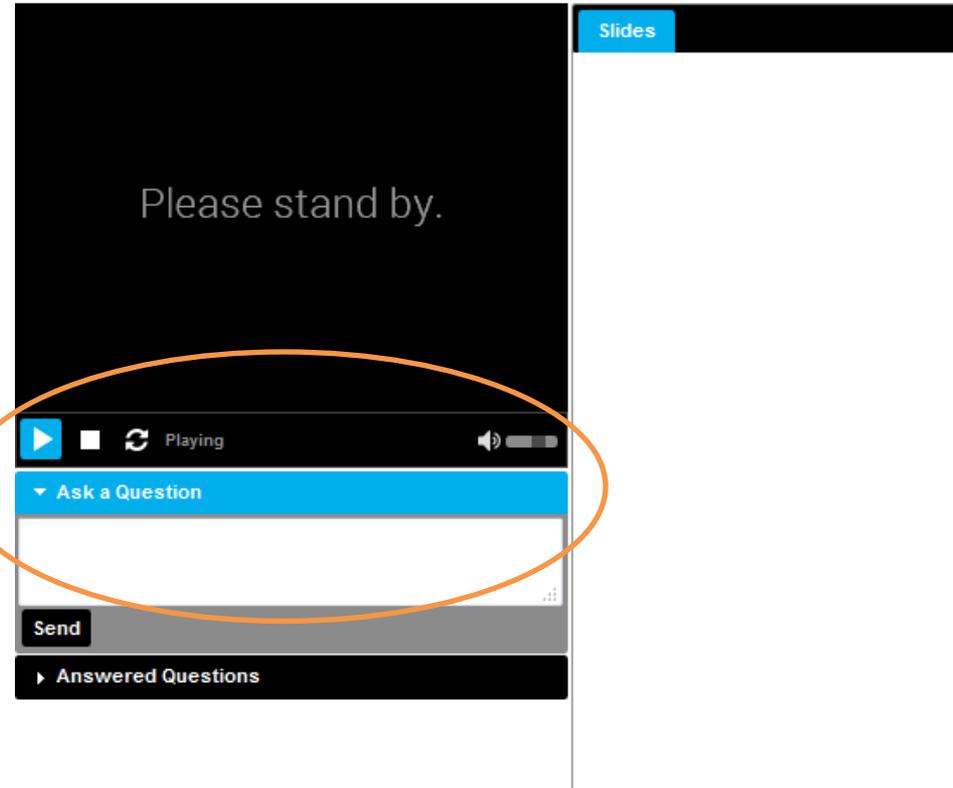
Potential Organizational & Legal Constraints

- Limited opportunity to observe child behavior based on schedule
- Educators do not “diagnose” ADHD but rather provide descriptions of behavior and related concerns
- Do not recommend medication but rather refer for evaluation
- HIPAA restrictions regarding communication

References

- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. Washington, DC: Author.
- DuPaul, G.J., & Kern, L. (2011). *Young children with ADHD: Early identification and intervention*. Washington, DC: American Psychological Association.
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- Lahey, B. B., Pelham, W. E., Stein, M. A., Loney, J., Trapani, C., Nugent, K., Kipp, H., Schmidt, E., Lee, S., Cale, M., Gold, E., Hartung, C. M., Willcutt, E., & Baumann, B. (1998). Validity of DSM-IV attention-deficit/hyperactivity disorder for younger children. *Journal of the American Academy of Child and Adolescent Psychiatry*, 37, 695–702.

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Upcoming Webcasts

Ask the Expert *Educator Edition*

Classroom management supports for ADHD behaviors
in early childhood education settings

Tuesday August 2, 2016 at 2pm ET

Guest expert: Desiree Murray, Ph.D.

Tailoring learning settings to engage
young children with ADHD

Tuesday August 16, 2016 at 2pm ET

Guest expert: Mary Wonderlick

Building partnerships with parents and caregivers

Tuesday August 30, 2016 at 2pm ET

Guest expert: Lee Kern, Ph.D.

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