

Glossary of Terms for ADHD

Accommodations	Making changes to school curriculum in order to better serve children with special needs or learning differences. Accommodations can include a variety of modifications including but not limited to test presentation, extended time, different testing locations, and differentiation of how material is presented and taught to students.
ADHD-Combined Type (ADHD-C)	ADHD-Combined Type is a subcategory of ADHD. It is characterized by having symptoms of hyperactivity, impulsivity and inattention that differ from the developmental level of the child for at least the previous six months.
ADHD-Not Otherwise Specified (ADHD-NOS)	ADHD-Not Otherwise Specified is a subcategory of ADHD. It is diagnosed when the impulsivity, inattention and hyperactivity symptoms are present but the person does not meet the specifications for the other diagnoses of ADHD.
ADHD-Predominantly Hyperactive-Impulsive (ADHD PH-I)	ADHD-Predominantly Hyperactive-Impulsive is a subcategory of ADHD that is diagnosed when the characteristics of impulsivity and hyperactivity are met, but characteristic of inattention is lacking.
ADHD-Predominantly Inattentive (ADHD-PI)	ADHD-Predominantly Inattentive is a subcategory of ADHD that is diagnosed when the characteristic of inattention is met, but the characteristics of hyperactivity and impulsivity are lacking.
American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)	The classification of mental disorders written by the American Psychiatric Association. This manual is used by various health care professionals and insurance companies across a wide range of settings.
Antecedent	A circumstance or event that precedes a behavior.
Anxiety	Uneasiness of the mind, typically shown by apprehension, worry and fear.
Attention	The action of attending or concentrating on one task for a period of time.

Attentional Bias	The preference a person has to pay attention to certain objects, thoughts and activities that are of interest to them.
Behavior Management	Strategies and techniques used by classroom teachers in order to manage the behavior of the students in the classroom and reduce classroom disruption.
Behavioral Contract	A contract between a child or adolescent and an adult or school. This contract explains the desired behavior that will be increased, as well as the reinforcer that will be given when that happens. In addition, inappropriate behavior is often listed, including the consequences for the behavior.
Child Behavior Checklist (CBCL)	A behavioral rating scale used by parents and teachers to evaluate behavior and social skills in a standardized format.
Children and Adults with Attention-Deficit Hyperactivity Disorder (CHADD)	A non-profit organization committed to helping both people with ADHD and their families.
Classroom Management	Strategies and techniques used by people in a professional setting or school in order to maintain surroundings that are advantageous to learning and success in the classroom.
Cognitive Restructuring	Changing negative thinking brought about by earlier life experiences.
Comorbidity	Two or more disorders occurring in the same person.
Complex Syndrome	A specifically identified combination of problems that occur together in ways that are predictable.
Comprehensive Assessment	An assessment process evaluating a student's complete skill set, including behaviors, skills, as well as emotions. This is also known as a full and individual evaluation.
Concentration	Focusing on a specific thought or action.

Conduct Disorder (CD)	A behavioral disorder that is characterized by behavior problems, including noncompliant and impulsive behavior, aggressive behavior towards both people and/or animals, theft and other destructive actions.
Contingency Plan	A strategy used to give reinforcement to a student for targeted behaviors based upon clear expectations. The student has been told what the expected behavior is, as well as the reinforcement that will be given for appropriate behavior.
Council for Exceptional Children (CEC)	Organization of people, including teachers and parents, working toward improving the education of children with disabilities and/or talents and gifts. This group advocates for governmental policies, as well as helping to set professional standards and providing professional development and resources for people with disabilities.
Daily Behavior Report Card (DBRC)	A method of communication between teachers and parents every day in which the behaviors of the child throughout the day are reported. It helps to inform parents of child's progress so they are able to create realistic educational goals, as well as decipher if the teacher's methods are effective.
Differential Reinforcement	Reinforcement of one behavior and not another.
Distractibility	When attention is difficult to sustain, and when it is challenging for a person to maintain focus on one subject or activity. The inability to resist switching attention from one object or event to another, so that it disrupts to a person's concentration. Also, constantly having to attend to many different objects in the same area, and having a challenging time deciding which are the most important.
Dyslexia	A specific learning disability affecting both spoken and written language caused by an unexpected difficulty in reading. Dyslexia is characterized by spelling challenges, word retrieval while speaking and a lack of fluency, causing reading to be slower and require more effort than is typical.

Free Appropriate Public Education (FAPE)	FAPE stands for Free Appropriate Public Education, which was put into place as a result of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Improvement Act (IDEIA). It is defined as “the provision of regular or special education and related aid and services that are designed to meet individual needs of handicapped persons as well as the needs of non-handicapped persons are met, and based on adherence to procedural safeguards outlined in the law.” All children and students are given the right to have a free appropriate public education.
Functional Impairment	Difficulties which interfere with a person’s ability to function in major life activities, including social situations, in school or employment and in the community. Functional impairment can be shown in the areas of bathing and grooming, dressing, social skills and peer relations, as well as feeding and taking medicine.
Heterogeneous Disorder	A disorder which presents itself differently from one person to another, including the presence and severity of symptoms and secondary behaviors.
High Stakes Testing	A test of high importance, which will help to make educational decisions in the future for the examinee. For example, licensure to practice a skill.
Hyperactivity	When a person is unusually active given the circumstances, it characterized by excessive restlessness and movement.
Hyperfocus	A very intense form of concentration that is hard to pull someone away from.
Impulsivity	Acting before thinking of the consequences; acting in the spur of the moment and without thinking.
Inattention	The inability to direct attention to a specified object or task in, also being easily distractible.
Independent Educational Evaluation (IEE)	An evaluation given to a student by a professional that does not work for the school district. Parents have the right to these evaluations if they disagree with the school’s evaluation.

<p>Individual Education Program (IEP)</p>	<p>An Individualized Education Program is an academic plan required for all students participating in special education services in public school. It includes educational goals based on the strengths and challenges that are found in the evaluation process.</p>
<p>Individuals with Disabilities Education Improvement Act (IDEIA)</p>	<p>The current special education law in the United States, which requires all states to provide a free appropriate public education (FAPE) in the least restrictive environment to children and students who have disabilities.</p>
<p>Interpersonal Communication</p>	<p>Expressing ideas, thoughts and feelings to another person. There are many ways a person can improve their communication skills, including increased knowledge of social situations, practice and personal reflection.</p>
<p>Intervention</p>	<p>A structured way of putting into effect new skills, behaviors, and knowledge through an increase in using behaviors that are appropriate.</p>
<p>Least Restrictive Environment (LRE)</p>	<p>The idea stating that students with disabilities should be educated in the same environment and alongside their typically developing peers, as well as have access to the same educational and social activities. Pullout and separation programs are determined by need and on an individual basis.</p>
<p>Maladaptive Behavior</p>	<p>Inappropriate behavior or misbehaving, a behavior that has a negative impact on the person who is exhibiting it.</p>
<p>Mixed Rate of Instruction</p>	<p>Changing the rate material is introduced and taught dependent on the students level of understanding. When students are understanding at a high rate, the material is presented quickly. However, when students are having a more challenging time grasping the concepts, the material is taught at a slower pace.</p>

<p>Modification</p>	<p>Changes made in the general curriculum or environment to meet the needs of a student that are made when the expectations of the curriculum are outside of a student's ability. Modifications are clearly outlined in a student's IEP, and vary between students depending on the individual student's need and performance.</p>
<p>Natural Reinforcer</p>	<p>A stimulus that naturally occurs in an environment and maintains or increases a specific desired response or behavior. Natural reinforcers are often associated with social situations.</p>
<p>Negative Self-Talk</p>	<p>Inner dialogue that includes a mix of negative thoughts, partial truths and distortions of reality that continue to bring about negative emotions including those of guilt, fear, anxiety and pessimism. These thoughts are often self-sabotaging and negatively affect a person. This dialogue can appear in times of increased stress or emotional turmoil.</p>
<p>Nondiscriminatory Evaluation and Identification for Special Education</p>	<p>An evaluation given to determine whether a student has a disability and, if so, whether they qualify for special education services. This evaluation tests a certain educational area instead of being a general test of intelligence. The purpose of the assessment is to make sure that the student is placed in the appropriate educational setting. In addition to standardized tests, the evaluation also reviews other information including observations of physical development, culture, language and adaptive behaviors in order to place each student appropriately.</p>
<p>Peer Rejection</p>	<p>When someone is excluded from a social relationship or interaction by peers.</p>
<p>Planned Ignoring</p>	<p>Providing no attention to negative and maladaptive behavior in order to deliberately and cognitively reduce its frequency.</p>
<p>Positive Behavioral Intervention and Support (PBIS)</p>	<p>A process teaching and reinforcing the positive behaviors of children in elementary and secondary schools. It includes behavioral management strategies which are suitable for the classroom as well as other environments.</p>

Precorrection	Using reminders of expectations and appropriate behavior prior to situations where negative behavior is thought to occur.
Prereferral Intervention	Using evidence-based academic or behavioral strategies before referring a student to special education.
Progress Monitoring (PM)	Monitoring how a student is doing by keeping track of behavior, recording data and transferring the data to a graph for a visual representation.
Prosocial Behavior	An act indicating a sense of empathy, caring and social conduct.
Psychoeducational Testing	An assessment process that helps to identify cognitive strengths and challenges of students. It also gives information that helps to confirm or disconfirm mental health diagnoses, including developmental delays and attention disorders.
Replacement Behavior	A planned behavior used to replace behavior that is a problem or unwanted.
Response to Intervention (RTI)	A multilevel prevention system that combines on going assessment and intervention, helping to maximize student accomplishment as well as minimize and reduce behavioral issues and problems. RTI is completed by identifying at risk students, progress monitoring and choosing and carrying out interventions based upon evidence based practice.
Self-Advocate	An individual being able to effectively communicate their own wants, needs and desires on their own behalf.
Self-Management	Monitoring, recording and reinforcing one's own behavior and actions.
Self-Regulation	Showing and acting with control in situations with appropriate behavior and actions. It is the ability to regulate one's own behavior. Examples of self-regulating behavior are impulse control, directing attention, delaying gratification and controlling mood.

Sensory Integration Disorder (SID)	A neurological disability in which the brain and nervous system are unable to receive, process and integrate information coming in from the senses, causing learning and behavioral problems.
Shifting Attention	Being able to change attention from one activity or task to another.
Skill Deficit	A below expected performance of a skill.
Specific Learning Disability (SLD/LD)	A federal government categorization of disabilities to define a certain group of neurobiological disorders that significantly interfere with a person's ability to achieve proficiency in a variety of areas. These areas include oral language, mathematics, executive functioning, reading, written language and socialization.
Speech or Language Impairment	A communication disorder that affects a student's performance educationally, including articulation disorders, stuttering or a language impairment.
Tangible Reinforcer	A tangible item used as a reinforcer in order to increase or maintain targeted behavior. For example, a favorite food, toy, or book.
Target Behavior	A specific behavior chosen to increase in frequency (if it is a positive behavior) or decrease in frequency (if it is a negative behavior).
Token Economy System	A student earns tokens for exhibiting the desired behavior. The tokens are exchanged at a later time for a reinforcer which is typically selected by the student.
Working Memory	A system in the brain that temporarily stores and manipulates the information needed for much more complex tasks, including language comprehension, learning and reasoning.