



## Recommended Books for Children and Youth about AD/HD

Beal, Eileen. *Everything You Need to Know about ADD/AD/HD*. New York, NY: The Rosen Publishing Group, Inc., 1998.

Interest level: Grades 7–12  
Reading level: Grades 5–7

Written for teenagers, this book explains major aspects of ADD/AD/HD through easy-to-read text, anecdotes and photographic illustrations. Eileen Beal begins with a brief explanation of ADD/AD/HD, how it is diagnosed and what a diagnosis means. Advocating a multimodal approach to treatment, she discusses medication, counselling and behaviour modification. Sensible strategies are offered for improving organizational skills, getting along with others and managing homework. Also included are tips for building self-confidence, recognizing personal strengths and asking for accommodations. A final chapter discusses career choices and the importance of further education. Additional reading, online resources and support groups are recommended. Teens should be cautioned that information on laws in the United States is included, but it does not apply in Canada.

Galvin, Matthew. *Otto Learns about His Medicine*. 3<sup>rd</sup> ed. Washington, DC: Magination Press, 2001.

Interest level: Preschool to Grade 4  
Reading level: Grades 3–4

This lively picture book tells the story of a family learning to understand young Otto's AD/HD. Set in a place where cars are like people, the story is an allegory that provides an engaging way to describe symptoms of and treatments for AD/HD. Although the title and key parts of the book focus on medication, the main approach is a combination of counselling, school interventions, effective parenting and medication. An informative note to parents provides information on the major types of medication and side effects, along with some cautions about alternative medicines. The book provides a comfortable arena for parents and their children to discuss AD/HD and its treatment. Although best for ages 3–9, older children may enjoy the allegory as well.

Kraus, Jeanne. *Cory Stories: A Kid's Book about Living with AD/HD*. Washington, DC: Magination Press, 2005.

Interest level: Grades 1–6  
Reading level: Grade 4

In this illustrated book for elementary school-aged children, Cory, a child with AD/HD, talks about what it is like to live with AD/HD. In language that children can relate to, he describes his symptoms and his experiences with medication and doctors. He sums up with a statement of acceptance of himself, a focus upon his strengths, and an optimistic outlook on life. The book also includes an informative note to parents describing symptoms and offering specific suggestions about parenting, developing social skills, managing schoolwork and addressing attention span difficulties.

Nadeau, Kathleen G. and Ellen B. Dixon. *Learning to Slow Down and Pay Attention: A Book for Kids about AD/HD*. 3<sup>rd</sup> ed. Washington DC: Magination Press, 2005.

Interest level: Grades 1–6  
Reading level: Grades 3–4

This informative book provides elementary school-aged children with a realistic and constructive way to understand AD/HD. It includes a self-assessment checklist, what others can do to help, what a child can do for himself or herself, and special projects for children and parents. The authors suggest that the book be read together by parents and children, reading one section at a time and then taking time for discussion and reflection. Also included is a section addressed to parents with information about rewards, the importance of special time together, and a list of Web sites and books for further reading.

Quinn, Patricia O. *Putting on the Brakes: Young People's Guide to Understanding Attention Deficit Hyperactivity Disorder*. Washington, DC: Magination Press, 2001.

Interest level: Grades 3–8  
Reading level: Grade 6

This book is an informative and reassuring guide to AD/HD for older children. The authors compare having AD/HD to driving a powerful and fast sports car that lacks braking power. The book has two sections: understanding AD/HD and strategies for gaining control. The book explains the types of AD/HD, medical terminology and typical symptoms, and discusses prevalence, diagnosis and medication. Also included is a basic explanation of AD/HD and brain activity. The book discusses possible negative feelings associated with AD/HD, as well as highlights the importance of positive feelings and identification of strengths.

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## Recommended Books for Parents about AD/HD

Hallowell, Edward and John Ratey. *Delivered from Distraction: Getting the Most Out of Life with Attention Deficit Disorder*. New York, NY: Ballantine Books, 2005.

Eminent experts in the field, Drs. Hallowell and Ratey are both adults with AD/HD whose personal experiences complement the presentation of the scientific side of AD/HD. Along with stories about real-life experiences with AD/HD, the reader-friendly book presents information on physiology, diagnostic issues and alternative treatments. This book has been criticized for not making a clear distinction between alternative treatments and more established evidence-based treatments. The effectiveness of medication-based and psychosocial interventions has been demonstrated empirically; however, nutritional supplements and experimental neurological interventions have not yet been supported by research. With this caution in mind, this book is comprehensive and engaging, and provides excellent information about the many ways that AD/HD can affect the lives of individuals.

Jones, Clare (ed.), Russell Searight (co-ed.) and Magda Urban (co-ed.). *Parent Articles About AD/HD*. San Antonio, TX: Communication Skill Builders, 1999.

This book contains over 60 articles directed towards parents of children with attention difficulties. Written by experts in the field, the articles cover medical information, family and school issues, and associated disorders. Some articles deal specifically with attention difficulties in young children, teens and adults. Each article is two to three pages in length; sample titles include “Encouraging your child’s written language development,” “Study tools” and “Practical strategies for enhancing social skills.” Articles may be photocopied to share with families, teachers and others for instructional purposes.

Levine, Mel. *A Mind at a Time*. New York, NY: Simon & Schuster, 2002.

Although Levine’s book goes beyond AD/HD issues, it is a valuable reference for both parents and teachers in understanding attentional difficulties. Levine encourages readers to understand the ways in which young minds differ, to respect this amazing diversity and to commit to helping those minds develop to their fullest. Different brains, Levine believes, are wired differently. He explains that eight fundamental “neurodevelopmental systems” influence learning and one of these systems deals especially with attention. Levine dedicates a chapter to this “attentional control system,” explaining that it includes three types of controls: mental energy controls, intake controls and output controls. Each system is explained in detail. Levine makes a strong case for developing self-understanding about one’s own kind of mind and offers strategies to strengthen children’s abilities to learn and live well.

McCluskey, Ken and Andrea McCluskey. *Understanding AD/HD: Our Personal Journey*. Winnipeg, MB: Portage & Main Press, 2001. (Formerly published as *Butterfly Kisses*)

In this warm and engaging book, the McCluskeys share their personal account as parents of a daughter with AD/HD. Vivid details from everyday life create a vibrant picture of what it means to parent and teach a child with AD/HD. The McCluskeys recount their daughter’s struggles to fit in with expectations of peers and teachers. Embedded in their stories are practical tips and strategies, such as the use of “logical consequences,” “choice within limits” and “reflective listening.” Because these tips are set within stories, a reader can see how they play out in daily life. References are provided for more information. The McCluskeys published an earlier version of this book, entitled *Butterfly Kisses*. This new edition continues the story of their daughter into her early adulthood.

Moghadam, H. *Attention Deficit-Hyperactivity Disorder*. Calgary, AB: Detselig Enterprises Ltd., 2006.

Written by practitioners from Calgary, Alberta, this practical resource provides a Canadian perspective and draws upon the expertise of a range of professions—medicine, psychiatry, psychology, education and social work. The multidisciplinary approach is helpful in addressing the complex nature of AD/HD, and addresses concerns and questions frequently raised by parents of children with AD/HD. Topics include a brief historical review, prevalence, causes, diagnosis, management (drug therapy, behaviour management, classroom management, other approaches), parenting and family life, and AD/HD in adolescents. The writers tackle controversial topics head-on and provide information based upon currently available evidence in a way that is accessible to a lay audience and provides parents with a basic understanding of key issues.

Morris, Janet. *A Survival Guide for Parents of Children with Attention-Deficit/Hyperactivity Disorder*. Champaign, IL: Research Press, 1998.

In a straightforward manner, Morris discusses concerns of parents of children with AD/HD and provides a sensible discussion of diagnosis and treatment. Aware of how AD/HD contributes to stress in the family, she offers strategies for minimizing difficulties, including suggestions for home organization. Her chapter on managing misbehaviour examines the underlying causes and provides a practical explanation of behaviour management. Her strategies include conflict management and techniques for avoiding power struggles, such as giving “a voice and a choice.” She also addresses school-related concerns by offering tips for building relationships with teachers and managing homework. This is an accessible, well-organized book that is thorough without being overwhelming. It maintains a positive, compassionate approach to AD/HD without minimizing the seriousness of its impact.

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## Recommended Books for Teachers about AD/HD

Brown, Molly Lyle. *The AD/HD Companion: Attention Deficit Hyperactivity Disorder*. East Moline, IL: LinguiSystems, Inc., 2002.

Twenty years of classroom experience informs this practical, easy-to-use book for teachers of students with AD/HD. Because students with AD/HD require ongoing adjustments to the learning environment and instruction, the format of this book is set up for ongoing consultation. Information is organized into four sections: classroom environment, specific skills, academic needs and parent support. The sections include specific strategies for concerns about classroom routines, attention skills, work completion skills, communication with parents, curricular areas and specific needs. The layout is accessible, and visuals and diagrams enhance the text.

McConnell, Kathleen, Gail Ryser and Judith Higgins. *Practical Ideas that Really Work for Students with AD/HD*. Austin, TX: Pro-Ed, 2000.

This book helps teachers match students' difficulties with attention, impulsivity and/or hyperactivity to research-based classroom interventions. Although intended for Kindergarten to Grade 12, much of the information is more appropriate for grades 1–6. Before selecting from the 40 strategies offered, teachers are directed to use a four-point scale based on the DSM-IV criteria to rate the student's AD/HD symptoms. Based on these ratings, teachers are next directed to select three behaviours for intervention. By using the matrix provided, teachers can then match the targeted behaviours with appropriate interventions. The book is accessible and provides practical interventions useful for even less-experienced teachers.

Rief, Sandra. *The AD/HD Book of Lists: Practical Guide for Helping Children and Teens with Attention Deficit Disorders*. San Francisco, CA: Jossey-Bass, 2003.

In this easy-to-read book directed at teachers and parents, Rief offers accessible, current and reliable information on AD/HD. The author discusses understanding and diagnosis of AD/HD and promotes use of collaborative care and multimodal approaches for treatment. In addition to offering strategies for preventing and managing behaviour problems, she addresses common academic difficulties and offers practical study skills, learning strategies, organizational skills and homework tips. The final section addresses general topics such as improving outcomes for students, do's and don'ts for teachers, tips on communicating with parents, and AD/HD across the life span. Teachers will appreciate the collection of reproducible charts and forms for managing classroom routines, rating behaviour, self-monitoring and using contracts. Teachers and parents are cautioned that information included on laws in the United States does not apply to Canada.

Ziegler Dendy, Chris A. *Teaching Teens with ADD and AD/HD: A Quick Reference Guide for Teachers and Parents*. Bethesda, MD: Woodbine House, 2000.

This book provides 75 summaries of key issues related to school success for teens. The summaries discuss symptoms of AD/HD and their impact upon students' school performance and behaviour. Based on classroom experience and research, the discussions present specific interventions to manage symptoms and enhance success. Topics include diagnostic criteria, myths about AD/HD, learning issues, executive functions, organizational skills, medication issues, classroom management, challenging behaviours and what it means to go the extra mile for students. Appendices include blank forms and additional information. The book's overall tone is positive and encouraging, and its sensible and practical approach will appeal to teachers. Readers are cautioned that information included on laws in the United States does not apply to Canada.

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