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Resources Addressing Issues for Students with ADHD in Postsecondary Education: An Annotated Bibliography

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General References on ADHD

Books

1. Barkley, R. A. (1990). *Attention deficit hyperactivity disorder: A handbook for diagnosis and treatment*. New York: Guilford Press.

This is a comprehensive, scholarly consideration of ADHD. The author is a neuropsychologist who specializes in the research and treatment of children, adolescents and adults with ADHD. Working definitions of the syndrome, punctuated with clinical examples, are useful. Included in Barkley's discussion are the effects of having ADHD on one's learning both in and out of the classroom; the complexities of diagnosing ADHD, especially in adults; and updates on various outcome studies on the long-term effects of ADHD. Various pharmacological, behavioral, and educational treatment methods are outlined. This book is more for a professional than lay person audience. However, it is considered to be a classic guide to ADHD that service providers will find useful.

2. Hallowell, E.M., & Ratey J. J. (1994). *Driven to distraction: Recognizing and coping with attention deficit disorder from childhood through adulthood*. New York: Pantheon.

This recent and extremely popular guide to ADHD and its treatment is intended for all audiences. The nature of ADHD is considered across the lifespan. Considerable attention is devoted to the practical side of treatment, i.e., steps for getting a diagnosis as well as how to seek treatment. Particularly useful are sections that can serve as handouts for students or as an easy reference for a professional. They include: recommended diagnostic criteria for adult ADHD; self-quiz for adults who suspect they have ADHD; a helpful graphic depicting the various medications currently used to treat ADHD and related disorders (along with typical side effects); and tips for managing ADHD.

The authors also summarize current research on the causes of ADHD, offering new metaphors for conceptualizing ADHD that service providers will find thought provoking.

This book is an excellent resource for those with the disorder, particularly in light of its many clinical stories, consciously developed into interesting narratives.

3. Hechtman, L. T., & Weiss, G. (1986). *Hyperactive children grown up: ADHD in children, adolescents, and adults* (2nd ed.). New York: Guilford Press.

The authors summarize over three decades of their longitudinal research on children with ADHD. The second edition considers recent developments in ADHD, including neurobiological research, coexisting conditions, assessment in adults, efficacy of psychosocial treatments and medications, and a multimodal approach to treatment. A work that's often cited by professionals, it should be informative reading for service providers as well as students.

4. Weiss, L. (1992). *Attention deficit disorders in adults: Practical help for sufferers and their spouses*. Dallas, TX: Taylor Publishing Company.

Weiss summarizes the many ways ADHD affects adults and includes many practical tips and coping strategies for managing ADHD, given the demands of everyday adult life.

5. Wender, P. (1987). *The hyperactive child, adolescent, and adult*. London: Oxford University Press.

This is an informative overview of ADHD throughout the lifespan, including diagnostic procedures and treatment plans. The author is one of the long-standing researchers/clinicians on ADHD. Included are the Utah criteria for diagnosing ADHD. Its brevity makes this book a useful resource for both service providers and students. With its focus more on the childhood and adolescent manifestations of the disorder, attention deficit disorder with hyperactivity receives more emphasis, though ADHD in its various forms is considered.

Articles

1. Bellak, L., & Black, R. B. (1992). Attention deficit hyperactivity disorder in adults. *Clinical Therapeutics*, 14(2), 138-47.

This article provides an overview of ADD in adults. Efficacy of psychotherapy and psychopharmacotherapy are reviewed, and a multimodal approach to treatment is emphasized.

2. Biederman, J., (1991). Attention deficit hyperactivity disorder. *Annals of Clinical Psychiatry*, 3(1), 9-22.

A discussion of the nature of ADHD by one of its leading researchers is the focus of this article. Course of outcome of ADHD is considered, as well as descriptions of subtypes based on patterns of co-morbidity related to conduct, anxiety and mood disorders. The author concludes that treatment needs to be multimodal and may include: individual

therapy, family counseling and parental guidance, cognitive and behavior therapy, educational therapy, and pharmacotherapy, including stimulants and tricyclic antidepressants.

3. Children and Adults with Attention Deficit Disorder. (1993). *CH.A. D. D. facts: Attention deficit disorder- not just for children*. (individual fact sheet). Plantation, FL: Author.

Although this is more of a handout than an article, it is thorough and compiled by experts on adults with ADHD. Discussed are the characteristics of adult ADHD, its diagnosis, and types of treatments.

4. Leimkuhler, M.E. (1993, Fall/Winter). ADD in adults and adolescents: Symptoms persist. *Exchange*, 11, 1-7.

This is a concise, excellent overview of symptoms of adults with ADHD, as observed by a neuropsychologist. The symptoms are described and examples are provided. Major treatment modalities are considered including pharmacology, psychotherapy, tutoring and accommodations for college students, relaxation training, and the need for integrated treatment.

Newsletters and Magazines

Addendum

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Paul Jaffe, Editor

This is a publication that focuses exclusively on the needs of adults with ADHD. It includes current trends affecting adults with ADHD, perspectives of individuals with ADHD, articles from professionals, reviews of relevant conferences, and updates on various resources for adults with ADHD. In addition, current bibliographies for the consumer and professional are available through this service. Disability service providers will find it useful for providing insight into the world of those with ADHD, as well as a means for keeping current with the latest information.

Attention!

CH.A.D.D.
499 NW 70th Avenue
Suite 109
Plantation, Florida 33317

This quarterly magazine contains featured columns, professional articles, advertisements for ADHD related products, a listing of CH.A.D.D. chapters across the country, and news on upcoming conferences pertaining to individuals with ADHD. The magazine also

highlights advice for parents, reviews of recent research and useful discussion on adult issues. The magazine is similar to Chadder Box, but is more indepth.

Chadder Box
CH.A.D.D.
499 NW 70th Avenue
Suite 109
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This is a newsletter with featured columns, interesting articles, and recent updates on issues pertaining to individuals with ADHD. Columns include: questions and answers, issues pertaining to the legal rights of individuals with ADHD, and reviews of recent literature. Examples of recent articles range from the implications of Section 504 in the elementary and secondary school classroom to the social problems of adults with ADHD.

Students with ADD in Postsecondary Education

Books

1. Nadeau, K. (1994). *Survival guide for college students with ADD or LD*. New York: Magination Press.

This guide is primarily for students and is divided into four sections: choosing a college, help on campus, help in the community, and helping yourself. The easy to access, bullet type format guides students through the many options available to them. Students should find useful many checklists for self-help, including: simple, clear study tips, suggestions for overcoming procrastination, and the importance of extracurricular activities. The service provider will find informative the various resources and processes outlined in the help on campus section, including topics such as selecting a major, accessing career guidance, and scheduling classes.

2. Quinn, P. O. (Ed.). (1994). *ADD and the college student: A guide for college and high-school students with ADD*. New York: Magination Press.

This manual is a compilation of critical issues for students both attending and preparing to attend college. Each chapter addresses a distinct issue facing college students and is authored by an expert on that issue. The first five chapters survey general topics concerning ADHD, including its biochemistry, its effects on individuals, and the many available treatments.

Several chapters offer suggestions for high-school students with ADHD who are preparing for college. Included also are informative stories written by college students with ADHD, a mother's perspective on preparing her daughter for college, a practical timeline for planning for college, and methods for looking at college programs. Strategies and accommodations for college students are then addressed, along with legal rights and commonly asked questions. This helpful overview can introduce ADHD to the service

provider and can be on suggested reading lists for students wanting to learn more about ADHD.

Articles and Handouts

1. Barkley, R.A., Anastopolous, A.D., Guevremont, D.C., & Fletcher, K.E. (1991). Adolescents with ADHD: Patterns of behavioral adjustment, academic functioning, and treatment utilization, *Journal of the American Academy of Child and Adolescent Psychiatry*, 30 (5), 752-761.

Adolescents aged 12-17 were compared to 77 adolescent controls across social, academic, emotional, cognitive, and behavioral domains, using an assessment battery. While the subjects are clearly not college age, the findings are useful for helping service providers understand the kinds of learning problems students with ADHD can have. Poorer performances in verbal learning and self-monitoring during academic tasks were noted. Exacerbation of ADHD symptoms during math tests was also evident.

2. Goldhammer, R. F. (1995). College students with ADD: Strategies for success. *LD Connections*.

Summarized in this article are some of the primary effects of ADHD for students in a college environment. Specific accommodations, strategies and techniques are described. Encouraging students' pursuit of wellness while in school is emphasized.

3. Greenspan, S., Apthorp, H., & Williams, P. (1991). Social competence and work success of college students with learning disabilities. *Journal of Postsecondary Education and Disability*, 9 (1-2), 227-234,

A sample of 45 college students with an initial diagnosis of LD, including a subset of students with a subsequent diagnosis of ADHD, were rated for their social competence and work adjustment. Those with ADHD were found to have a lower social competence rating and marginal work histories relative to their peers with LD. Implications for planning support services are discussed.

4. Hallowell, E.M. (1994). Fifty tips for managing attention deficit disorder in adults. In E.M. Hallowell & J.J. Ratey (Eds.), *Driven to distraction: Recognizing and coping with attention deficit disorder from childhood through adulthood* (pp. 245-253). New York: Pantheon Books.

This section on ways to manage ADHD in adults deserves special mention since it serves as an excellent hand-out for students. It lists brief, descriptive tips on how to manage ADHD for everyday routines in several categories: insight and education; performance management; mood management; and interpersonal life. This is an excellent reference for service providers to use with students. It offers many suggestions for helping individuals with ADD build routines into their lives.

5. Hunter, C. (1990, June). Attention deficit disorder in adulthood. *Parents of ADD/Hyperactive Children*.

Written from the perspective of a clinician/researcher at the Attention Deficit Disorder Clinic at the University of Minnesota, this article is helpful in its description of the symptoms college students with undiagnosed ADHD often present. Also considered are recommended treatments for adults with ADHD, including those pursuing postsecondary education. Although the article is brief and general, it provides an informative overview of important issues.

6. McCormick, A., & Leonard, F. (1994). Learning accommodations for ADD students. In P.O. Quinn (Ed.), *ADD and the college student*. (pp. 75-83). New York: Magination Press.

Typical academic and emotional difficulties faced by college students with ADHD are outlined in this chapter. Specific accommodations are then listed for lecture classes, writing papers, and taking tests. More general auxiliary aids are also considered. This resource provides a quick reference for service providers who are considering appropriate accommodations for students with ADHD.

Assessment of Adults with ADHD

1. Denckla, M. B. (1991). Attention deficit hyperactivity disorder-residual type. *Journal of Child Neurology*, 6, 44-50.

Denckla explores the historical interview and checklist criteria for obtaining a diagnosis of ADHD in adults. The need for additional evaluation measures is recommended. Executive functioning deficits in relation to ADHD are considered, as well as these deficits' responsiveness to intervention.

2. DuPaul, G. J., Guevremont, D. C., & Barkley, R. A. (1991). Attention deficit disorder in adolescence: Critical assessment parameters. *Clinical Psychology Review*, 11 (3), 231-245.

The authors describe the nature of ADHD and its effects in adolescence. An assessment protocol is proposed including interviews, rating scales, laboratory tasks, and direct observation techniques. The advantages and disadvantages of each approach are considered along with the difficulties involved in assessing adolescents for ADHD.

3. Fargason, R.E. (1994). Attention deficit hyperactivity disorder in adults: Diagnosis, treatment, and prognosis. *Southern Medical Journal*, 87(3), 302-9.

Newly developed measures for screening and supporting the diagnosis of ADHD in adults are described in addition to a discussion of ADHD with and without hyperactivity as well as comorbid conditions. Prognosis for adult ADHD is considered, given appropriate diagnosis and treatment.

4. Greenberg, M.S. (1994, January). *The identification and assessment of adult ADHD*. Paper presented at the Cambridge Hospital CME course on Adult Attention Deficit Disorders in Clinical Practice, Cambridge, MA.

This is a brief summary of elements considered important for the assessment and diagnosis of ADHD in adults. It is written from the perspective of a practicing neuropsychologist with over ten years experience in the assessment of this disorder in adults. The paper provides overview analyses of: current patterns of complaints, historical factors, prior response to psychotherapy, common patterns in neuropsychological testing, differential diagnoses, and patient responses to treatments.

5. Spencer, T., Biederman, J., Wilens, T., & Faraone, S.V. (1994). Is attention deficit hyperactivity disorder in adults a valid disorder- *Harvard Review of Psychiatry*, 1, 326-35.

The concern about the validity of the diagnosis of ADHD in adults is addressed, and the authors evaluate critically whether ADHD in adults meets acceptable standards of diagnostic validity. An extensive literature search was conducted for empirical studies of childhood onset, adult ADHD. The studies were examined for descriptive, predictive, and concurrent validity. Evidence from the literature points increasingly to the validity of adult attention deficit hyperactivity disorder.

Legal Issues and ADHD

1. Latham, P.S., & Latham, P.H. (1993). *ADD and the law: A guide for advocates*. Washington, DC: JKL Communications.

ADD and the Law is a comprehensive guide to the law as it applies to individuals with ADHD. Written for advocates, it provides in clear language an overview of ADHD; the judicial system; relevant tenets of the constitution; summaries of relevant laws such as Section 504 of the 1973 Rehabilitation Act, IDEA, and ADA; as well as other processes necessary for informed advocacy on the behalf of students with ADHD.

Service providers will find particularly useful a consideration of requirements for individuals with ADHD accessing equal opportunity; an informative discussion on when to disclose a disability in the workplace; a framework for thinking about the current debate over the rights of individuals with ADHD; and appendices covering such topics as the status of the production of Ritalin, and a letter from the U.S. Office of Special Education and Rehabilitation Services clarifying the policies related to students with ADD receiving support services before college.

2. Latham, P.S., & Latham, P.H. (1994). *Higher education services for students with learning disabilities and attention deficit disorder: A legal guide*. Washington, DC: JKL Communications.

This publication provides an informative and readable analysis of the law as it relates to higher education for students with LD and ADHD. Included are discussions of the most recent statutes and cases relevant to serving college students with LD and ADHD. Specific applications of the law are outlined as well as services that can be required. This is a helpful resource for service providers who have little prior background in the law and higher education.

Medications and Adults with ADHD

1. Chilnick, L. D. (Ed.). (1992). *The pill book* (5th ed.). New York: Bantam Books.

This is a comprehensive guide to the most commonly prescribed medications in the U.S. Each medication is discussed in terms of: its purpose; general information; cautions and warnings, including those for special interest groups such as seniors or women who are pregnant; common and rare side effects; interactions with other drugs and food substances; usual dosages; and any additional pertinent, special information.

2. Copeland, E. D. (1994). *Medications for attention disorders and related medical problems*. Atlanta, GA: Resurgens.

Written for the parent, educator, and others who do not have an extensive background or training in psychopharmacology, this publication addresses medications for related problems such as sleep disorders and seizures.

3. Gammon, D.G., & Brown, T. E. (1993). Fluoxetine and methylphenidate in combination treatment of attention deficit disorder and comorbid depressive disorder. *Journal of Child and Adolescent Psychopharmacology*, 3 (1), 1 -10.

Tested in this research was the combination of these medications to find a safe alternative for treating adults with ADHD who were not responding adequately to treatment with stimulants. Thirty-two subjects aged 9-17 who fit the DSM III-R criteria for ADD were given the treatment. Results suggested that a combination treatment significantly improved the symptoms in some methylphenidate resistant children.

4. Greenhill, L., & Osman, B. (1991). *Ritalin: Theory and patient management*. New York: Mary Ann Liebert Publishing.

While this book is designed to be a reference for professionals in research or in the clinical use of methylphenidate (Ritalin), it contains useful information for service providers. Current theories on ritalin use and its treatment efficacy with children, adolescents and adults are reviewed, including its effects on the central nervous system and cognitive processing of information.

5. Wilens, T. E., & Biederman, J. (1992). The stimulants. *Psychiatric Clinics of North America*, 15(1), 191-222.

This journal article contains a review of the literature on the prevalence of use, neurobiology, and pharmacology of stimulants. Recent studies on the use of stimulants are reviewed including those with adults. Treatment strategies are discussed. While technical and more for a medical audience, its focus on the effects of stimulants in controlled studies is suitable for a broader readership.

Psychosocial Issues and Adults with ADD

1. Biederman, J., Farone, S. V., Spencer, T., Wilens, T., Norman, D., Lapey, K., Mick, E., Lehman, B. K., Doyle, A. (1993). Patterns of psychiatric comorbidity, cognition, and psychosocial functioning in adults with attention deficit hyperactivity disorder. *American Journal of Psychiatry*, 150 (12).

Eighty-four adults with childhood onset of ADHD were referred for treatment. Findings were compared with a preexisting study group of referred children with ADHD, nonreferred parents of those children referred for ADHD treatment, and nonreferred adults who were relatives of normal children. High rates of antisocial, major depressive, and anxiety disorders among adults with ADHD mirrored already well documented patterns of comorbidity in children with ADHD.

2. Murphy, K. (1994, October/November). Interpersonal and social problems of adults with ADD. *Chadder Box*, 10-12.

This newsletter article provides an excellent, descriptive overview of the social problems faced by many adults with ADHD. Based on his clinical and research experience at the University of Massachusetts Medical Center's ADHD clinic, Murphy focuses more on the problem than on solutions. The article groups primary issues into four domains: intrusive behaviors, emotional regulation, communication skills, and self-awareness.

3. Strickland, H. R. (1993). 1 only look normal. *Journal of Psychosocial Rehabilitation*, 17(1), 51-53.

An interesting personal account of a community college student's struggle with ADHD is offered. The author relates the effects of having ADHD on her schooling, from the elementary years to her present degree program as a social work assistant.

Cognitive Treatment Interventions for Adults with ADD

1. Weinstein, C. (1994). Cognitive remediation strategies: An adjunct to psychotherapy of adults with attention deficit hyperactivity disorder. *Journal of Psychotherapy Practice and Research*, 3(1), 44-57.

Weinstein discusses issues in the psychotherapy of adults with ADHD. Case histories are presented that illustrate a multimodal approach to treatment including medications, psychotherapy, and cognitive remediation strategies to enhance attention, memory, and problem-solving skills.

Workplace Issues and ADHD

1. JKL Communications. (1993). *Succeeding in the workplace*. Washington, DC: Author.

This is a three page publication of suggestions for accommodating individuals with ADHD and/or LD in the workplace. It is divided into several categories: a brief overview of ADHD, the concept of reasonable accommodations, strategies for employees, accommodation recommendations for employers, and a resource list. Most helpful are the specific suggestions for employers and employees.

2. Rosenberg, J. (1994). For adults with ADD: A new generation of time management-*Attention!*, 1(2), 45-46.

This newsletter article summarizes an invaluable time management system as put forth in *The Seven Habits of Highly Effective People* (Covey, S., 1993). It discusses the value for adults with ADHD of having a system that teaches a simple but effective way to prioritize their time that reflects not only pressing obligations, but also a person's deepest held values.

About the Author:

Rich Goldhammer, Ed.M., is the former coordinator of Learning Disability Support Services at Boston University. Rich consults to postsecondary education institutions and is a doctoral candidate in education. He has given numerous presentations, authored articles and is working on a book for college students with Attention Deficit Disorder and learning disabilities.