

“Effect of Practice/Training on ADHD Children Concentration”

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Abstract

The Present study I had to do research on the effect of practice / training on ADHD children's. And the score obtained by the students were counted. 'co-relation' was used to check whether there is effect of practice/training ADHD children concentration. After conclusion is given on the basis of result and its interpretation. Conclusion in this research there is positive co-relation between practice and concentration. After practice session level of ADHD children concentration is increase. The Present study was Conducted five children. children with mild Intellectual Disabled with ADHD .

Key Point: Concentration, Practice, Improvement, Activity, Level

Abbreviation: ADHD Attention Deficit Hyperactive Disorder, ADD: Attention Deficit Disorder,

Introduction

What is ADD / ADHD:

We all know kids who can't sit still, who never seem to listen, who don't follow instructions no matter how clearly you present them, or who blurt out inappropriate comments at inappropriate times. Sometimes these children are labeled as troublemakers, or criticized for being lazy and undisciplined. However, they may have ADD/ADHD.

Attention deficit hyperactivity disorder (ADHD) is a disorder that appears in early childhood. You may know it by the name **attention deficit disorder, or ADD. ADD/ADHD** makes it difficult for people to inhibit their spontaneous responses – responses that can involve everything from movement to speech to attentiveness.

The signs and symptoms of ADD/ADHD typically appear before the age of seven. However, it can be difficult to distinguish between attention deficit disorder and normal “kid behaviour.”

If you spot just a few signs, or the symptoms appear only in some situations, it's probably not ADD/ADHD. On the other hand, if your child shows a number of ADD/ADHD signs and symptoms that are present across all situations—at home, at school, and at play – it's time to take a closer look.

Once you understand the issues your child is struggling with, such as forgetfulness or difficulty paying attention in school, you can work together to find creative solutions and capitalize on strengths.

Myths about Attention Deficit Disorder:

Myth #1: All kids with ADD/ADHD are hyperactive.

Fact: Some children with ADD/ADHD are hyperactive, but many others with attention problems are not. Children with ADD/ADHD who are inattentive, but not overly active, may appear to be spacey and unmotivated.

Myths #2 Kids with ADD/ADHD can never pay attention.

Fact: Children with ADD/ADHD are often able to concentrate on activities they enjoy. But no matter how hard they try, they have trouble maintaining focus when the task at hand is boring or repetitive.

Myths #3: Kids with ADD/ADHD could behave better if they wanted to.

Fact: Children with ADD/ADHD may to their best to be good, but still be unable to sit still, stay quiet, or pay attention. They may appear disobedient, but that doesn't mean they're acting out on purpose.

Myths#4: Kids eventually grow out of ADD/ADHD.

Fact: ADD/ADHD often continues into adulthood, so don't wait for your child to outgrow the problem. Treatment can help your child learn to manage and minimize the symptoms.

Myths#5: Medication is the best treatment option for ADD/ADHD.

Fact: Medication is often prescribed for attention deficit disorder, but it might not be the best option for your child. Effective treatment for ADD/ADHD also includes education, behaviour therapy, support at home and school, exercise, and proper nutrition.

The Primary Characteristics of ADD/ADHD:

When many people think of attention deficit disorder, they picture an out-of-control kid in constant motion, bouncing off the walls and disrupting everyone around. But this is not the only possible picture. Some children with ADD/ADHD are hyperactive, while others sit quietly – with their attention miles away. Some put too much focus on a task and have trouble shifting it to something else. Others are only mildly inattentive, but overly impulsive.

**Inattentive signs and symptoms of ADD/ADHD: **

It isn't that children with ADD/ADHD can't pay attention. When they're doing things they enjoy or hearing about topics in which they're interested, they have no trouble focusing and staying on task. But when the task is repetitive or boring, they quickly tune out.

Staying on track is another common problem. Children with ADD/ADHD often bounce from task to task without completing any of them, or skip necessary steps in procedures. Organizing their schoolwork and there is harder for them than it is for most children.

Kids with ADD/ADHD also have trouble concentrating if there are things going on around them; they usually need a calm, quiet environment in order to stay focused.

Symptoms of Inattention in children:

- Doesn't pay attention to details
- Makes careless mistakes
- Has trouble staying focused; is easily distracted
- Appears not to listen when spoken to
- Has difficulty remembering things and following instructions
- Has trouble staying organized, planning ahead, and finishing projects
- Gets bored with a task before it's completed
- Frequently loses or misplaces homework, books, toys, or other items

Hyperactive Signs and Symptoms of ADD/ADHD :

The most obvious sign of ADD/ADHD is hyperactivity. While many children are naturally quite active, kids with hyperactive symptoms of attention deficit disorder are always moving.

They may try to do several things at once, bouncing around from one activity to the next. Even when forced to sit still which can be very difficult for them their foot it tapping, their leg is shaking, or their fingers are drumming.

Symptoms of Hyperactivity in Children:

- Constantly fidgets and squirms
- Often leaves his or her seat in situations where sitting quietly is expected
- Moves around constantly, often runs or climbs inappropriately
- Talks excessively
- Has difficulty playing quietly or relaxing
- Is always "on the go," as if driven by a motor
- May have a quick temper or a "short fuse"

Impulsive Signs and Symptoms of ADD/ADHD:

The impulsivity of children with ADD/ADHD can cause problems with self-control. Because they censor themselves less than other kids do, they'll interrupt conversations, invade other people's space, ask irrelevant questions in class, make tactless observations, and ask overly personal questions.

Instructions like "Be patient" and "Just wait a little while" are twice as hard for children with ADD/ADHD to follow as they are for other youngsters.

Children with impulsive signs and symptoms of ADD/ADHD also to be moody and to overreact emotionally. As a result, others may start to view the child as disrespectful, weird, or needy.

Symptoms of impulsivity in children:

- Acts without thinking
- Blurts out answers in class without waiting to be called on or head whole question
- Can't wait for his or her turn in line or in games
- Says the wrong thing at the wrong time

- Often interrupts others
- Intrudes on other people's conversations or games
- Inability to keep powerful emotions in check, resulting in angry outbursts or temper tantrums
- Guesses, rather than taking time to solve a problem
- **Learning disabilities** or problems with reading, writing, motor skills, or language.
- **Major life events** or traumatic experiences (e.g. a recent move, death of a loved one, bullying, divorce).
- **Behavioral disorders** such as conduct disorder and oppositional defiant disorder.
- **Medical conditions**, including thyroid problems, neurological conditions, epilepsy, and sleep disorders.

To learn more about diagnosing ADD/ADHD, see ADD / ADHD Tests and Diagnosis.

A Learning Disability may be Mistaken for ADHD:

Think your child has attention deficit disorder? Sometimes, kids who are having trouble in school are incorrectly diagnosed with ADD/ADHD, when what they really have is a learning disability. Furthermore, many kids struggle with both ADD/ADHD and a learning disability.

Read: Learning Disabilities in Children

Positive effects of ADD / ADHD in children

In addition to the challenges, there are also positive traits associated with people who have attention deficit disorder:

Creativity – Children who have ADD/ADHD can be marvelously creative and imaginative. The child who daydreams and has ten different thoughts at once can become a master problem-solver, a fountain of ideas, or an inventive artist. Children with ADD/ADHD may be easily distracted, but sometimes they notice what others don't see.

Flexibility – Because children with ADD/ADHD consider a lot of options at once, they don't become set on one alternative early on and are more open to different ideas.

Enthusiasm and spontaneity – Children with ADD/ADHD are rarely boring! They're interested in a lot of different things and have lively personalities. In short if they're not exasperating you (and sometimes even when they are), they're a lot of fun to be with.

Energy and drive – When kids with ADD/ADHD are motivated, they work or play hard and strive to succeed. It actually may be difficult to distract them from a task that interests them, especially if the activity is interactive or hands-on.

Keep in mind, too, that ADD/ADHD has nothing to do with intelligence or talent. Many children with ADD/ADHD are intellectually or artistically gifted.

Helping a child with ADD / ADHD

Whether or not your child's symptoms of inattention, hyperactivity, and impulsivity are due to ADD/ADHD, they can cause many problems if left untreated. Children who can't focus and control themselves may struggle in school, get into frequent trouble, and find it hard to get along with others or make friends. These frustrations and difficulties can lead to low self-esteem as well as friction and stress for the whole family.

But treatment can make a dramatic difference in your child's symptoms. With the right support, your child can get on track for success in all areas of life.

Don't wait to get help for your child

If your child struggles with symptoms that look like ADD/ADHD, don't wait to seek professional help. **You can treat your child's symptoms of hyperactivity, inattention, and impulsivity without having a diagnosis of attention deficit disorder.**

Options to start with include getting your child into therapy, implementing a better diet and exercise plan, and modifying the home environment to minimize distractions.

If you do receive a diagnosis of ADD/ADHD, you can then work with your child's doctor, therapist, and school to make a personalized treatment plan that meets his or her specific needs. Effective treatment for childhood ADD/ADHD involves behavioral therapy, parent education and training, social support, and assistance at school. Medication may also be used, however, it should never be the sole attention deficit disorder treatment.

Parenting tips for children with ADD / ADHD

If your child is hyperactive, inattentive, or impulsive, it may take a lot of energy to get him or her to listen, finish a task, or sit still. The constant monitoring can be frustrating and exhausting. Sometimes you may feel like your child is running the show. But there are steps you can take to regain control of the situation, while simultaneously helping your child make the most of his or her abilities.

While attention deficit disorder is not caused by bad parenting, there are effective parenting strategies that can go a long way to correct problem behaviors.

Children with ADD/ADHD need structure, consistency, clear communication, and rewards and consequences for their behavior. They also need lots of love, support, and encouragement.

There are many things parents can do to reduce the signs and symptoms of ADD/ADHD without sacrificing the natural energy, playfulness, and sense of wonder unique in every child.

Schools tips for children with ADD / ADHD

ADD/ADHD, obviously, gets in the way of learning. You can't absorb information or get your work done if you're running around the classroom or zoning out on what you're supposed to be reading or listening to.

Think of what the school setting requires children to do: Sit still. Listen quietly. Pay attention. Follow instruction. Concentrate. These are the very things kids with ADD/ADHD have a hard time doing-not because they aren't willing, but because their won't let them.

But that doesn't mean kids with ADD/ADHD can't succeed at school. There are many things both parents and teachers can do to help children with ADD/ADHD thrive in the classroom. It starts with evaluating each child's individual weaknesses and strengths, then coming up with creative strategies for helping the child focus, stay on task, and learn to his or her full capability.

Review of literature

Fiction and non-fiction children's literature about Attention – Deficit/ Hyperactivity Disorder (ADHD) was reviewed for its presentation of demographic profiles of children with ADHD (age, gender, and ethnic background), diagnostic information (etiology symptomatology, prognosis, and comorbid conditions) impact of ADHD on academic systems (cognitive functioning, social functioning, and student/teacher interactions) and home systems (parents, siblings, and extended family), and selected treatment/intervention variables (assessment procedures and intervention modalities). Portrayals of these topics in the children's literature were compared with selected findings in the empirical literature on ADHD. Areas of high comparability between the two literature occurred within the areas of age, effects of ADHD on social functioning in school, impact of ADHD on cognitive functioning in school, and parent/child and extended family/child relationships differed between the children's and the empirical literature. The accuracy of portrayed teacher/students relationships is unclear, and warrants additional research. Result of this review may help to provide potential guideposts for the creation of future books about ADHD written for child, family, and teacher audiences. To assess the validity of ADHD in children with Intellectual Disability. We applied Robins and Guze's (Robins, E., and Guze, S.B.(1970). Establishment of diagnostic validity in psychiatric illness. Its application to schizophrenia. American Journal of Psychiatry, 126, [1983-1987] criteria for determining the validity of a psychiatric disorder. We review the literature describing clinical correlates, family history, treatment response, laboratory studies, course, and outcome of children with ADHD and Intellectual Disability. Although clearly an area in need of further research, there is preliminary evidence to suggest that ADHD is a valid psychiatric condition in children with Intellectual Disability. Nevertheless, without knowing the base rates of ADHD symptoms in the Intellectual Disability population, the positive predictive power and negative predictive power of ADHD symptoms in this population remain an open question. In addition to assessment of base rate symptoms, future research.

Research Problem

Research Problem:

In this research can Practice / Training Effect on ADHD Children Concentration have been discussed, in the related field of disability the study is about on ADHD children's.

“Effect of Practice / Training on ADHD Children's Concentration.”

Objectives of Research:

Psychology is social-science. In any science following objectives are taken in mind.

1. The first objective to science is to describe truth. Science collects truth by minute-observe and systematic study.
2. After collecting truth it makes principles for its agreement. To test these principles truth is described.
3. By these types of researchers our incomplete knowledge gets perfection and the horizons of thinking.

Where researches make planning for research they are following scientific attitude. They are follow scientific process or the study of problem and they maintain to objective, reliability, propriety, purity and ability to make hypothesis or prediction.

There are many factors responsible for research without objectives can't be considered a research. So this research can be taken to do study of effect of practice / training on ADHD children concentration.

Objectives:

- (1) To enhance the level of ADHD children concentration.
- (2) To compare the practice and concentration of ADHD children.

HYPOTHESIS:

Any research starts with hypothesis. So hypothesis is such a factor that is remains to be checked effect of practice / training on ADHD children concentration.

Ho.No.1 There will be significant correlation between Practice / Training and Concentration of the ADHD Children.

HoNo.2. There will be not significant correlation between practice / training and concentration on ADHD children.

VARIABLES:

Variable have an important place in research. In research some variable are independent and their effects are searched on dependent variable. D' Amato explains variable variables in these words.

"Features of animals, situation and anything which are changeable and which can be measured these type of factor are called variable."

Showing the nature, type, level and name of variables :

No.	Name of Variables	Characteristic of Variables
1.	Training	I.V.
2.	Concentration	D.V.

Sample :-

Sampling is the part of the strategy of research. It is generally different to cover the entire population, therefore, selection of sampling technique, should be done carefully so that the sampled population coincides the target population. By selection of a sample time, energy and money can be used in a better way. "In the social sciences, it is not possible to collect data from every respondent to our study but only from some fractional part of the respondents the process of selecting the fractional part is called sampling. Sampling design means the joint procedure of selection and estimation." The selection of the sample and sampling method is very important question various methods of sample selection or sampling methods can be listed as follows.

- Random sampling
- Stratified Random sampling
- Double sampling
- Cluster sampling
- Sequential sampling
- Incidental sampling
- Purposive sampling
- Multistage sampling

From the different sampling methods listed above the researcher has used random sampling.

From any group or area when we select some units they are called samples. The process of selecting some samples called sampling.

"To get information about a particular group we select some units they called samples.

- - Volker and Lave "From a group when we select some numbers they are called samples."
- - Bagardus

Sample :-

The following research samples will be selected as randomized sampling method. The no. of sample will be five ADHD Children.

Showing selecting sample.

No.	Sample	Total
1	ADHD children	5

Research Design :

Research design is such a design from which we come to know how many independent variables have been taken, how can we measure Dependent variable, which type of samples have been selected.

Design is the first stage of research and structure is the second stage and after that Research planning is described, and in this testing of hypothesis, data collection and the process which are used to analysis that data, instruments and the tests are described.

Showing Research design (1*2)

Pre-test	Post-test	Total
5	5	5

Data Collection:

First of all I went in the school named TEPSE & HEPSN CENTRE, J.N.V.U. JODHPUR. Then I'd selected the five (5) ADHD children for a research purpose.

Instrument:

1. Stop watch
2. Paper, Pencil, Erasers
3. Bottles
4. Attention Based
5. C.D.
6. Colors

Procedure :-

In this research first pretest will be conducted on selected ADHD children in the process of pre-test instruction related to task will be given by researcher. The instructions will be as follows.

“First get the tasks tools in your hands then researcher will be shown the children & tell him follow me & done the tasks as he do.” Then the task training will be done for ten (10) day & above Instructions will be given to children in training time too.

After ten (10) day training one day rest will be given to the selected children. After rest next day post-test will be conducted the instruction will be given same as above but one main difference in the instructions will be researcher give instructions only verbal no modeling will be shown to children because at the post-test researcher will be observe how training words on the concentration of children.

Statistical Analysis:

For the interpretation or the analysis of collected data in the research, statistical methods are used. With the help of statistical method perfect and scientific result can be obtained.

In the research the statistical method will be used for seeing the final result effect of practice / Training on Concentration of ADHD children. The correlation method used for statistical analysis.

Conclusion: Conclusion in this research there is positive co-relation between practice and concentration. After practice session level of ADHD children concentration is increase.

Result Discussion

Introduction: In that, from starting to choice of sample, to choice of sample, apparatus and materials and hypothesis is discussed. In this study, all hypotheses are checked. Data analysis is the main thing of research report and this conclusion and interpretation become difficult. By using of statistical analysis as a material in research report, it can be presented in small forms. In this study, effect of practice / training on ADHD children concentration. The data which is obtained by study is analyzed with the help of the key table.

Statistical Analysis: In this study, the statistical method of co-relation is used and in positive co-relation is checked by accepting and rejected the hypothesis. Result discussion and interpretation is given bellow.

H.no.1. There will be significant correlation between Practice / Training and Concentration of the ADHD Children.

H.no.2 There will be not significant correlation between Practice / Training and Concentration of the ADHD Children.

N	Score	Pre-test	Post-test	Co-relation
5		404	1753	0.99
	Mean	80.08	350.6	

In table the effect of practice/training on ADHD children concentration pre-test score is 404 and Mean of pre-test is 80.08 and post-test score is 1753 and Mean of post-test is 350.6. The value of 'co-relation' of practice and concentration is 0.99. There is positive co-relation between practice and concentration. So the Hypothesis is Accepted H.no.1 There will be significant correlation between Practice / Training and Concentration of the ADHD Children.

ATTENTION BOARD ACTIVITY :

Attention Board Activity													
sr.no.	children name	pre-test	Practice										post-test
			1	2	3	4	5	6	7	8	9	10	
1	Dinesh	9sec.	9	11	13	13	17	22	29	35	42	50	59
2	Pavan	13sec.	13	14	16	18	23	30	30	33	40	47	53
3	Prince	4sec.	4	7	10	8	13	17	20	23	29	35	37
4	Yash	18sec.	18	20	20	23	29	35	40	46	54	60	65
5	Anuj	12sec.	12	13	15	18	21	28	33	39	45	55	60
	Total	56sec.											274sec.

ACTIVITY MOVIE :

ACTIVITY MOVIE :													
sr.no.	children name	pre-test	Practice										post-test
			1	2	3	4	5	6	7	8	9	10	
1	Dinesh	15sec.	16	25	28	28	37	45	49	54	60	69	74sec.
2	Pavan	10sec.	9	14	18	20	24	29	25	31	42	49	53sec.
3	Prince	7sec.	8	12	15	20	22	26	27	30	37	43	47sec.
4	Yash	25sec.	27	35	40	47	53	60	64	75	88	95	104sec.
5	Anuj	13sec.	16	20	26	32	37	42	47	58	66	72	72sec.
	Total	70sec.											350sec.

Activity Fill sand in Bottle:

Activity Fill sand in Bottle													
sr.no.	children name	pre-test	Practice										post-test
			1	2	3	4	5	6	7	8	9	10	
1	Dinesh	19sec.	19	23	29	34	30	36	39	46	57	68	74sec.
2	pavan	14sec.	14	17	21	23	23	27	29	34	43	57	59sec.
3	Prince	9sec.	9	12	17	20	22	20	25	29	36	45	49sec.
4	Yash	28sec.	28	35	41	45	49	55	63	74	87	103	110sec.
5	Anuj	17sec.	17	20	24	29	33	31	39	47	56	63	69sec.
	Total	87sec.											361

PERL ACTIVITY :

Perl Activity													
Sr.no.	children name	pre-test	Practice										post-test
			1	2	3	4	5	6	7	8	9	10	
1	Dinesh	25sec.	26	32	35	39	43	50	56	60	70	81	81sec.
2	Pavan	17sec.	17	19	23	28	33	39	44	51	58	64	62sec.
3	Prince	12sec.	11	14	18	21	25	28	34	42	49	49	60sec.
4	Yash	30sec.	30	36	40	45	53	58	66	73	90	105	120sec.
5	Anuj	20sec.	22	22	25	28	33	39	43	50	54	60	66sec.
	Total	104sec.											396sec.

Coloring Activity :

Coloring Activity													
Sr.no.	children name	Pre-test	Practice										Post-test
			1	2	3	4	5	6	7	8	9	10	
1	Dinesh	17sec.	17	23	28	32	36	39	43	49	58	66	75sec.
2	Pavan	13sec.	13	17	21	26	29	29	33	39	45	49	56sec.
3	Prince	10sec.	10	13	16	19	23	19	23	28	36	41	47sec.
4	Yash	33sec.	33	37	42	47	53	60	73	90	107	120	135sec.
5	Anuj	15sec.	15	18	23	27	30	35	39	47	53	59	63sec.
	Total	88sec.											376sec.

Dinesh :

sr.no.	Activity	Pre-test	Post-test
1	Attention Board	9 sec.	59 sec.
2	Movie	15 sec.	74 sec.
3	Fill sand in bottle	19 sec.	74 sec.
4	Perl	25 sec.	81 sec.
5	Coloring	17 sec.	75 sec.
Total		85sec.	359sec.

Pavan :

Sr.no.	Activity	Pre-test	Post-test
1	Attention Board	13 sec.	53 sec.
2	Movie	10 sec.	53 sec.
3	Fill sand in bottle	14 sec.	59 sec.
4	Perl	17 sec.	62 sec.
5	Coloring	13 sec.	56 sec.
Total		67sec.	283sec.

Prince :

Sr.no.	Activity	Pre-test	Post-test
1	Attention Board	4 sec.	37 sec.
2	Movie	7 sec.	47 sec.
3	Fill sand in bottle	9 sec.	49 sec.
4	Perl	11 sec.	60 sec.
5	Coloring	10 sec.	47 sec.
Total		41sec.	240sec.

Yash :

Sr.no,	Activity	Pre-test	Post-test
1	Attention Board	18 sec.	65sec.
2	Movie	25 sec.	104sec.
3	Fill sand in bottle	28 sec.	110sec.
4	Perl	30 sec.	120sec.
5	Coloring	33 sec.	135sec.
Total		134sec.	534sec.

Anuj :

Sr.no.	Activity	Pre-test	Post-test
1	Attention Board	12 sec.	60 sec.
2	Movie	13 sec.	72 sec.
3	Fill sand in bottle	17 sec.	69 sec.
4	Perl	20 sec.	73 sec.
5	Coloring	15 sec.	63 sec.
Total		77sec.	337sec.

Conclusion: Conclusion in this research there is positive co-relation between practice and concentration. After practice session level of ADHD children concentration is increase.

Conclusion

In this study I had to do research on the effect of practice / training on ADHD children's. And the score obtained by the students were counted. 'co-relation' was used to check whether there is effect of practice/training ADHD children concentration. After conclusion is given on the basis of result and its interpretation.

Conclusion of Research: Conclusion in this research there is positive co-relation between practice and concentration. After practice session level of ADHD children concentration is increase.

Limitation of Research: Research works takes the time and hold. Researcher has to work in the limitations and in limited time. In the science of behaviour and social we can see the effect of many variables on different types of behaviour, so the researcher has to do study by taking some variables in mind. There are different types which are effects on the Concentration. In this study taking only few variables in mind and trying to check the effect of it.

- The limitation of his study presented as; In this study only the five (5) children parents are taken as the sample.
- The sample of my study is very limited five (5) ADHD children taken as sample.
- Because of less time I could not fully interact with all children.
- To face the language problem interact with the ADHD children.

Research Suggestion:

- By taking different groups the result can be got good.
- if we had taken similar age of ADHD children so that this research result to be good.
- It is more affective if the number of sample is high.
- It is more useful if the language is same.

Importance of Research:

Research is the common incident in every field. In today's time of technology the use of research is improved. For socially and the daily life the researches are very important. Person learns many things from their general experience. In this research effect of training /practice on ADHD children concentration, we got in this research the concentration level of ADHD children were increase and they have done work effectively. These researches help in taking good decisions.

- Result of the study helpful to government for organized new projects in the field of disability.
- This study in also helpful for the Rehabilitation Psychologist, Special Educator and other specialist who are working in field of disabilities and Mental Health.
- This study is helpful as a reference to other researcher who will work related this subject.

Conclusion: Conclusion in this research there is positive co-relation between practice and concentration. After practice session level of ADHD children concentration is increase.

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