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Intellectual Disabilities and Adaptive Behavior

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Intellectual Disabilities and Adaptive Behavior

Overview

The disorder considered as part of this report is Attention Deficit Hyperactivity Disorder (ADHD), which is a disorder that is characterized by difficulty in paying attention as well as controlling impulsive behavior among patients (Uchida, Spencer, Faraone, & Biederman, 2018). Most patients diagnosed with ADHD often show signs of restlessness or, in some of the severe cases, are viewed as being continuously active. Regarding the diagnosis for ADHD, one of the key aspects to note is that the disorder does not have a single test that would be useful as part of the determination. Consequently, this makes it one of the most challenging disorders to diagnose when dealing with a wide array of mental disorders. Often, psychiatric care experts consider the possibility of an individual suffering from ADHD depending on the symptoms that a patient may show within not less than six months.

On the other hand, usage of the guidelines presented within the American Psychiatric Association's Diagnostic and Statistical Manual, Fifth edition (DSM-5) also plays a critical role as part of the diagnosis for the ADHD disorder. When considering the symptoms, patients with ADHD often show signs of impulsiveness and hyperactivity regardless of the environment in which one is placed. Additionally, patients with ADHD also show signs of aggression and irritability, especially in situations that they consider as hampering their engagement in specific activities. Regarding cognitive symptoms, patients often show signs of absent-mindedness and difficulty in focusing, which are both recognized as critical determinants of the extent to which a

patient is experiencing challenges in his or her immediate environment (Lyons Usher, Leon, Stanford, Holmbeck, & Bryant, 2016). Lastly, patients with ADHD are much more likely to experience anxiety resulting from a significant lack of connection to their immediate environments. The best possible treatment option for patients with ADHD is engagement in cognitive behavioral therapy as a way of ensuring that the patient can build on his or her connection to the happenings within his or her immediate social environment.

Analysis

ADHD, as a mental disorder, does not have a definite cause that can be explained or determined in both children and adults. However, it is essential to take note of the fact that the disorder occurs as a likely outcome of several key factors. Perhaps the most common cause of ADHD is genetically based on the argument that some children find themselves in a situation where they are genetically predisposed to ADHD when compared to others (Lyons Usher et al., 2016). Some of the other causation factors noted are lifestyle factors, which include exposure of children to too much television, video games, and the internet. The primary challenge has been on trying to define the exact factors that contribute to the disorder, which tends to have serious health implications in children and adults.

When considering the idea of interventions, it is essential to take note of the fact that behavioral interventions are crucial to children that show signs of ADHD, as they help in the management of hyperactivity, impulsiveness, and inattention. Behavioral interventions seek to create a new approach through which children with ADHD are in a somewhat active position allowing

them to develop the skills necessary for them to control their behaviors (Faraone, DeSousa, Sallee, Incledon, & Wilens, 2017). The use of these interventions is equally important towards ensuring that the children can adapt to their immediate environments. That means that it would be much easier for them to be in a position that would reduce the need for some of the symptoms.

It is equally important to adopt school-based interventions, which are critical interventions that are adopted within school environments, with the sole intention of creating a front through which children with ADHD learn how to control their symptoms. One of the key challenges that a significant number of children with ADHD experience is active learning considering that it becomes hard for them to remain attentive for long periods. Ultimately, this acts as one of the critical factors that define the need for having to consider the idea of using school-based interventions. The interventions are expected to ensure that the children are in a positive environment that would allow them to learn effectively regardless of the underlying symptoms that they show concerning ADHD.

Conclusion

In light of the new facts and insights, I tend to believe that ADHD is a disorder that ought to be considered among a significant number of children taking into account the underlying symptoms highlighted. My analysis of the symptoms has led to the conclusion that a considerable number of children with ADHD may find themselves not receiving the best possible treatment options, as their parents and guardians may term their behaviors as indiscipline. The infor-

mation is essential for parents, as it would serve as one of the ways through which to ensure that they develop the expected levels of understanding of the likelihood of their children who have ADHD. I have also taken note of the fact that the symptoms show similarity to other mental disorders; thus, meaning that a significant number of children diagnosed with ADHD may suffer from other mental disorders.

References

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