

Facts on ADHD in Education

Research over the past two decades has shown that ADHD significantly impairs: processing speed; executive functioning skills which impede the acquisition of reading fluency and comprehension, written expression and mathematical problem solving; and the acquisition of learning strategies, study and organizational skills^{i,ii,iii,iv,v,vi,vii,viii}.

Students with ADHD are at high risk for academic underachievement or failure, even without an accompanying learning disability^{ix,x,xi}.

Students with ADHD suffer an 8%-10% decline in academic attainment over a 4-yr period.

They are also three times more likely to drop out of high school than their peers^{ix}.

Studies indicate that ADHD impedes academic attainment and increases a student's risk of grade repetition, special education, suspension/expulsion, and lower grade point average^x.

Students with ADHD have fewer years of education and are less likely to attend college. This occurs despite students with ADHD having average or above average intellectual abilities and the capacity to learn^{xii,ix}.

It is inattention during the elementary years that predicts long-term academic impairment^{xiii}.

Although some educators incorrectly believe medication will treat all ADHD impairments, research shows that medication treatment alone does not improve many of the skills required to be academically and socially successful^{xiv}.

For better learning and academic outcomes to happen, specific interventions targeting learning deficits and accommodating and improving cognitive difficulties need to be implemented^{xv}.

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