



Helping Adolescents with ADHD & Learning Disabilities

*Ready-to-Use Tips, Techniques, and
Checklists for School Success*

By
Judith Greenbaum, Ph.D.
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"The authors clearly explain the diagnostic process and the teacher's role in continuing to evaluate student functioning. In addition, they provide a practical and useful guide for teachers on understanding their students' range of behaviors and how they might or might not respond to them. The authors have a positive outlook and contagious belief that teachers can make a real difference in their students' lives."

— Percy Bates, Ph.D., Former Director, U.S. Office of Special Education Programs,
Professor of Special Education, University of Michigan

ABOUT THE BOOK:

This problem-solving guide gives teachers and other professionals the information and materials they need to improve the academic and social skills of teens with ADHD and/or learning disabilities by developing appropriate educational programs for them. A practical checklist format makes it easy to locate essential information, and hot topics such as self-management, motivation, homework completion, medication, and assistive technology are covered in detail. The book includes interesting student case histories throughout, over 100 reproducible graphic organizers, and specific recommendations for involving parents. A special appendix at the end of the book identifies 20 common classroom problems, from excessive movement, procrastination and defiant behavior to poor test-taking skills, and lists strategies to help students with ADHD and/or learning disabilities.

ABOUT THE AUTHORS:

JUDITH A. GREENBAUM, Ph.D. taught teacher preparation courses at the University of Michigan and was a research associate in the Programs for Educational Opportunity. She is currently consulting with schools and school districts and working with parents to design appropriate educational programs for students with disabilities.

GERALDINE MARKEL, Ph.D. has taught secondary students who have learning disabilities, attention deficit disorders, and/or emotional impairments. She also served as faculty in special education and was Director of High School and College Services at the Reading and Learning Skills Center at the University of Michigan.