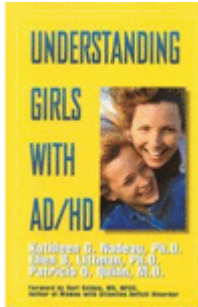


Understanding Girls with AD/HD

Kathleen G. Nadeau, Ph.D., Ellen B. Littman, Ph.D., Patricia O. Quinn, M.D.

14 CEHs



TO TAKE THIS COURSE

1. **Print** exam questions below to use while reading text.
2. **Click** on the “**Buy from amazon.com**” link to obtain text.
3. **Read** text and answer exam questions on this sheet.
4. **Click** the “**Answer Sheet**” button on navigation bar to take test.
5. **Transfer** answers from this study guide to **Answer Sheet**.
6. **Click** on “**Submit Now**” button after completing **Answer Sheet**.
7. **Enter** credit card information on **Payment Form** that follows.
8. **Certificate of Completion** will be e-mailed after test is scored.

Examination Questions

Chapter 1: What I Wish They Had Understood When I Was A Girl

1. AD/HD patterns in girls are:
- a. talkativeness, social withdrawal, and messiness
 - b. tendency to misunderstand directions and forgetfulness
 - c. disorganization, missing assignments, and test anxiety
 - d. all of the above

Chapter 2: What’s Different About Girls with AD/HD

2. Girls tend to be more inattentive and forgetful than hyperactive.
- a. True
 - b. False
3. According to the Epstein study, (Epstein, et al., 1991), clinicians correctly diagnose non-hyperactive AD/HD:
- a. the majority of the time
 - b. only about half the time
 - c. about 85% of the time
 - d. less than 33% of the time
4. Studies tend to show that AD/HD girls suffer more peer rejection than do boys with AD/HD (Gaub and Carlson, 1997).
- a. True
 - b. False
5. A study by Biederman and colleagues (1999) found the AD/HD girls are at ____ risk for a substance use disorder in contrast to boys with AD/HD.
- a. less
 - b. a significant
6. Girls with AD/HD are at ____ risk for teen pregnancy than are girls without AD/HD (Arnold, 1996).
- a. much greater
 - b. less

Chapter 3: Brain Development and Biologic Factors

7. According to the authors, almost half of all premature and low birth weight infants experience later learning disabilities and AD/HD.

- a. True
- b. False

8. Parts of the corpus callosum were found to be ____ in boys with AD/HD (Hynd et al., 1990, 1991).

- a. larger
- b. smaller
- c. similar
- d. none of the above

9. Huessey (1990) found that AD/HD girls may have increasing severe problems with onset puberty.

- a. True
- b. False

Chapter 4: Girls with AD/HD – Far More Than Meets the Eye

10. Prior to 1980, a ____ number of girls were diagnosed with attention problems.

- a. negligible
- b. significant

11. AD/HD girls often have:

- a. messy rooms and school desks
- b. poor handwriting, writing over margins, and running words together
- c. difficulty controlling the size of letters
- d. all of the above

12. Many AD/HD girls are:

- a. restless, fidgety, and hyperactive
- b. talkative, giggly, and excitable
- c. dramatic, controlling, emotionally over reactive
- d. all of the above

13. An issue for AD/HD girls is:

- a. lag in maturity
- b. applying learning in new situations
- c. ability to self-monitor
- d. all of the above

14. Transitions are easy for girls with AD/HD.

- a. True
- b. False

15. Girls with AD/HD can appear ____ at times because they are hyper-focused on something else.

- a. deaf
- b. distracted
- c. euphoric
- d. none of the above

Chapter 5: The Preschool Years

16. Preschoolers with AD/HD may have sleep difficulties including trouble falling asleep and difficulties waking up easily in the morning.

- a. True
- b. False

17. Although dysphoria is not included among the symptoms for AD/HD, the authors believe that a dysphoric mood can be seen in some girls with AD/HD.
- a. True
 - b. False
18. According to the authors, preschool is too early to help girls with AD/HD.
- a. True
 - b. False

Chapter 6: The Elementary School Years

19. In order to cope better at school, AD/HD girls can:
- a. read aloud for focus
 - b. sit in the front of the class
 - c. benefit when a teacher taps them lightly
 - d. all of the above
20. Elementary school girls with AD/HD have trouble making and keeping friends.
- a. True
 - b. False

Chapter 7: The Middle School Years

21. AD/HD girls tend to be at greater risk for conduct and antisocial behavior disorders than AD/HD boys.
- a. True
 - b. False
22. According to the authors, AD/HD girls are drawn to cigarettes, alcohol, and/or drugs as a way to gain peer acceptance _____ than boys with AD/HD.
- a. about as often
 - b. less often
 - c. more often
 - d. never as often

Chapter 8: The High School Years

23. Teenage girls with AD/HD tend to be _____ emotionally reactive than other girls.
- a. more
 - b. less
24. Studies of teens with AD/HD have shown that in general, they have greater likelihood of being involved in traffic accidents.
- a. True
 - b. False

Chapter 9: Educational Issues

25. Teachers trying to identify AD/HD girls should look for girls who:
- a. talk compulsively
 - b. have difficulty following directions
 - c. tend to work very slowly
 - d. all of the above
26. Poor handwriting, erasures, and general messiness are hallmarks of AD/HD written work.
- a. True
 - b. False

27. Daydreaming is often beyond the AD/HD girls control.
- a. True
 - b. False

Chapter 10: Treatment Approaches

28. One of the most important therapeutic interventions for girls with AD/HD is group treatment.
- a. True
 - b. False
29. Treatment plans must consider co-existing disorders in AD/HD girls, such as:
- a. depression and Tourette's Syndrome
 - b. Oppositional Defiant Disorder (ODD) and anxiety
 - c. somatization disorders
 - d. all of the above

Chapter 11: Medication – Finding What Works

30. While stimulants can increase attention, they can also increase anxiety for the AD/HD girl with a co-existing mood disorder.
- a. True
 - b. False

Chapter 12: Putting Our Understanding Into Action

31. Greater AD/HD challenges for girls typically develop at puberty.
- a. True
 - b. False
32. According to the authors, most treatment programs for children with AD/HD focus on problematic behavior in girls.
- a. True
 - b. False