Importance of Early Intervention and Special Educational Support for High School Students with Attention-Deficit/Hyperactivity Disorder

Takuji Inagaki, Rei Wake

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Abstract

Aim:
The present study aimed to investigate problems relating to education, past situations and treatments in high school students with attention-deficit/hyperactivity disorder (ADHD) and to discuss appropriate considerations.

Methods:
Participants were 6 students who were diagnosed with ADHD according to Diagnostic and Statistical Manual of Mental Disorders IV, Text Revision (DSM-IV-TR) criteria.

Results:
In total, 6 cases of high-school students with ADHD showed dominantly inattention features. They had notably not been diagnosed with ADHD or received appropriate special support education until they were of high-school age, although they had clearly shown characteristic features of the disorder from childhood. As a result, they had decreased motivation to study and showed indolence and suffered from low self-esteem.

Conclusion:
This case report suggests that early diagnosis of ADHD and early intervention with special support education are of great importance. To support these students, better educational and medical support systems are warranted.