



COMPREHENSIVE DIAGNOSIS
AND EVALUATION
OF CHILD & ADULT ATTENTION,
LEARNING, AND MEMORY DISORDERS
(ON-SITE EVALUATIONS AVAILABLE)

Winter/Spring
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Generating dialogue and
educating professionals who
work with LD/ADHD
students is an
ongoing process.



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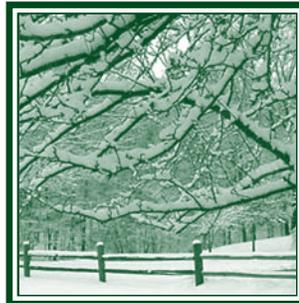
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Learning Disability & ADHD Update

Adults with ADHD and Impairment in the Workplace:



The Center for Disease Control estimates that approximately four per cent of the workforce suffers from some impairment due to the effects of an Attention Deficit Hyperactivity Disorder. Among adults who have left jobs in the past ten years, forty three

per cent relate that these changes are directly attributable to ADHD symptoms. In addition, there is almost a one hundred per cent increase in the frequency and intensity of disruptive and problematic behaviors associated with ADHD in comparison to individuals who do not show ADHD symptoms. These difficulties include disorganization, problems handling expected work loads, following instructions and being in a position to be promoted within the company for work performance.

(ADHD AND IMPAIRMENT ... cont'd on pg. 2)

Schools for Dyslexic and Learning Disabled Students in New England:

Fortunately New England is rich in having so many fine secondary schools skilled in the instruction of Dyslexia, ADHD, as well as many other learning difficulties. Foremost among these are the Landmark School of Beverly, MA, and the Carroll School, in Lincoln, MA.

Landmark is an internationally renown facility that provides residential and day instruction to students

in grades 2-12. Located on two beautiful campuses on the North Shore of Boston, Landmark is equipped to teach both profoundly disabled as well as more moderately impaired students. They provide a ratio of one to three in terms of teacher student instruction, and a full 92 per cent of their graduates attend college. They have a highly skilled staff and all the technological facilities

(SCHOOLS FOR..... cont'd on pg. 2)

Dr. Scott Howard is pleased to announce that he has been re-appointed as a Lecturer in the graduate Counseling and Psychology program at Lesley University in Cambridge, MA., for the fall of 2008. Dr. Howard has also been hired as a neuropsychological consultant at a number of school districts in the past year including the Tyngsborough, Ipswich, and Weston, Massachusetts school systems. Dr. Howard continues to be available to provide supervision, in-service presentations, and consultation to schools, healthcare facilities and clinics in both Massachusetts and New Hampshire. He appreciates the opportunity to perform neuropsychological evaluations for the educational and medical community in the Greater Boston area.



(ADULTS WITH ADHD AND... cont'd from 1)



Craig Surman M.D. (American Psychiatric Association meeting- 2005) noted that adults diagnosed with ADHD reported

functional difficulties due to ADHD symptoms both in high school and afterwards as adults in their vocational settings. It was also reported that in the past ten years, the ADHD subjects held more jobs on average than individuals without ADHD. Those diagnosed with symptoms of ADHD were also less likely to report positive interpersonal relationships with parents and peers, and twenty eight per cent of those with ADHD had been divorced, compared with fifteen per cent of controls. Re-

ports also indicated that these ADHD adults were also more likely to have had negative feelings of self-worth both during adolescence and in adulthood. As with many other studies over the last twenty years, the persistence of ADHD into adulthood is well documented, and can cause significant disruption in the lives of those afflicted, as well as the co-workers and family members of those diagnosed with the disorder.

Ronna Fried et. al (Psychiatric Services 56: 1617-1620, 2005), who has studied ADHD impairment in the workplace, recently noted that the skills of allocating time, inhibiting inappropriate impulses, shifting sets, planning, working memory, self-monitoring and time perception are all-

essential to the performance of work related tasks. Of course these skills are also essential to executive functioning and attention and concentration abilities, regardless of the nature of the task at hand. Individuals who have these difficulties will of course struggle to a greater degree in terms of managing objectives which require the ability to independently prioritize and organize tasks. These skills are absolutely essential to being a productive and contributing member of the workforce, and it is precisely this difficulty that often leads to disciplinary actions, job changes and work related stresses that one often sees.

(SCHOOLS FOR... cont'd from 1)



to improve students' learning skills. More information on Landmark can be obtained by going to the website

Landmarkschool.org.

The Carroll School in Lincoln, MA is also a well known facility that provides instruction for students in grades 1-8 that has been in operation for over forty years. Their staff is thoroughly trained in the Orton Gillingham approach, and there is a very active parent involvement in the school. Emphasis on a multisensory approach employing visual, auditory, kinesthetic and tactile modalities are used to help students learn more efficiently, and in a manner that ensures the retention of the instruction. Active use of technology and computer programs such as the Lexia program are used with students in all grade levels. More information

can be obtained by going to the website Carrollschool.org.

Other fine programs in the New England area include the Pine Ridge School, just outside Burlington, Vt. (Pineridgeschool.com), The Greenwood School, in Putney, VT. (Greenwoodschool.org), and The Eagle Hill School, in the central Massachusetts area (Ehs1.org). The Gow School in neighboring New York is another fine institution with a well respected program for students in 7-12th grades (Gow.org).

On the college and post secondary level, many colleges and universities offer some very significant levels of academic support. In New England the Program for the Advancement of Learning at Curry College, in Milton, MA. (Milton.edu). is an innovator in the field. Strong academic support programs are also offered at Northeastern University, in Boston, MA. (Northeastern.edu), Suffolk University, in Boston, MA.

(Suffolk.edu), Endicott College, in Beverly, MA. (Endicott.edu), Bentley College, in Waltham, MA. (Bentley.edu).

With respect to providing more assistance, Landmark College in Putney, Vermont (Landmark.edu), is a full time post secondary program exclusively for students with learning challenges. This program is well known, and is useful for those students whose learning issues would make it difficult for them to succeed even with a significant amount of support in a less intensive program of academic support.

Dr. Howard is also available to assess other neuropsychological disorders, such as Alzheimer's disease, Head Trauma, and Stroke. He also does testing to evaluate emotional and behavioral disorders.