

# **Assistive technology and educational best practices for students with Attention – Deficit / Hyperactivity Disorder**

**Katerina Maniadaki, PhD**

**Associate Professor, Department of Social Work, TEI of Athens**

## **Summary**

Attention-Deficit / Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder which has an onset in early childhood, is pervasive across situations and persistent over time and causes important impairment at the child's functioning and many difficulties at the child's environment. The primary symptoms of the disorder are hyperactivity, inattention and impulsivity and many children with ADHD often face comorbid learning disabilities and behaviour problems. It is estimated that around 5% of child population presents with the disorder and that in a class of 25-30 students, there is at least one with ADHD. These students present a great challenge for the teacher, both at an educational and at a behavioural level.

Assistive Technology is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of people with disabilities. It is beneficial to students with ADHD because it can help improve certain skills and deficits and increase self reliance. Assistive technology can range from low-tech, to high tech to no tech. Assistive Technology allows students with ADHD to work around their areas of difficulty and focuses on their strengths in order to reach their full learning potential by building self-reliance and increasing independent work habits.

This presentation will focus on the several ways assistive technology can help students with ADHD, the role of the teacher and the best educational practices a teacher can use to help these children to face their learning obstacles with more confidence and achieve successful results in school.

## CV



**Katerina Maniadaki** is Associate Professor in Psychology at the Technological Educational Institute of Athens, Department of Social Work in Greece. She graduated from the University of Athens with a first class honours degree in Psychology, Pedagogy and Philosophy and then she obtained a Maitrise in Developmental Psychology from the University of Louis Pasteur in Strasbourg, France. She also obtained a Master's degree (D.E.S.S.) in Child and Adolescent Psychology from the University of Saint-Denis in Paris, France. In 2002 she obtained a Ph.D in Developmental Psychopathology from the University of Southampton. She specializes in developmental psychopathology and, more specifically, in Attention-Deficit/Hyperactivity Disorder and Learning Disabilities. She works as a clinical child psychologist at the Psychological Center of Developmental and Learning Disabilities "ARSI" in Athens since 1997 and she is the director of the Center since 2009. She has published a great number of papers in international refereed journals and over a hundred papers published from conferences. She is also the co-author of five books on topics of developmental psychopathology. Her papers have received over 350 citations. She is on the editorial board of eight international journals and her biography has been included in "Who is Who" in Greece in 2012.