

Book Review

Zentall, Sydney. (2006). *ADHD and Education: Foundations, Characteristics, Methods, and Collaborations*. New York: Merrill.

ADHD is a chronic condition that is thought to affect 3% to 7% of school-age children in the United States (American Psychiatric Association, 2000). Now one of the most commonly diagnosed childhood disorders, ADHD is estimated to affect approximately 2,000,000 school-age children. These children experience difficulties in behaviors crucial to academic success, such as maintaining attention, modulating activity levels, inhibiting impulsive responses, and persisting with academic tasks. Because of their large numbers and refractory behaviors, children with ADHD present a challenge for the school system. Unfortunately, there are relatively few texts that are expressly designed for teachers and teacher educators. Thus, it is encouraging that Sydney Zentall, a senior scholar who has been an active researcher in the field of ADHD for decades, has produced a text designed for this audience.

The text is divided into three sections: foundations, characteristics, and methods. All chapters have discussion and application questions. Embedded with each chapter are evidence-based practices and teacher, family, and student practices sidebars. The foundations section consists of three chapters. Chapter 1, "Legal Issues," focuses on the rights of children under the Individuals with Disabilities Education Act and Section 504. The focus is on information useful to a parent, teacher, or advocate. Chapter 2, "Diagnostic Perspectives and Controversies," covers diagnostic criteria and provides a practical, step-by-step school-based process. The chapter also addresses the "disability versus social construct" controversy. Chapter 3, "Etiologies and Theoretical Perspectives," addresses causal issues and also provides an in-depth discussion of three major theories of ADHD. A major focus is the author's optimal stimulation theory.

The characteristics section consists of four chapters. Chapter 4, "Functional Assessment," explains the relation between behavior and environmental antecedents and consequences. It also provides a detailed process for conducting a functional assessment and an example. The next two chapters cover ADHD-Hyperactive/Impulsive subtype and ADHD-Inattentive subtype. These chapters cover basic background information on behavior problems, characteristics, comorbid conditions, and academic outcomes of children with these subtypes. The fourth chapter in the section, chapter 7, covers learning problems and co-occurring learning disabilities. This chapter addresses perceptual processes, memory, intelligence, academic subject area deficits, and language.

The final section, methods, consists of five chapters. To my mind, this should be the core of any ADHD book for educators. It does educators no good to understand characteristics of ADHD if they cannot work effectively with children with ADHD. This section is organized around methods that could be used to address core problems of children with ADHD. Chapter 8, "Strategies to Reduce Activity/Impulsivity," is centered around changing the classroom environment to accommodate children with ADHD. A major focus is the degree of environmental stimulation. Chapter 9, "Strategies to Reduce Activity/Impulsivity: Change the Child," addresses behavioral and cognitive-behavioral methods. This includes information on positive and negative consequences, self-monitoring, and medication monitoring. Chapter 10, "Strategies to Improve Attention," provides information on accommodations and interventions for selective attention and task engagement. Chapter 11, "Strategies to Improve Learning," deals with effective instructional approaches for reading, math, and written language, along with listening skills. This is an area that has received far less research attention than it deserves. Finally, Chapter 12, "Collaborating to Support Students With ADHD," provides tips to help teachers engage parents and improve communication between parents and teachers.

Overall, the author does a thorough job of covering the important aspects of ADHD; however, there are a few areas that I would have liked to see receive more attention. The most notable are behavioral interventions. For example, peer tutoring is a well-researched intervention that is effective for children with ADHD. The reader is given a description of peer tutoring but is not given the information needed to actually use peer tutoring. In part, this may be due to the theoretic perspective adopted by the author, which is weighted toward antecedent approaches with the very sensible idea of prevention of behavioral problems. About the only concern regarding the content lies with the area of medication. The discussion of medication is included as a part of chapter 10. Given the importance of the topic, I would like to see an entire chapter devoted to medication that included detailed information on major medications, what educators should (and should not) expect from medication, side effects, and the monitoring process. It would also be helpful if there were some information on common "quack cures."

This is an ambitious book. Any one of the three major areas included in this text could easily be the subject of a book in its own right. Zentall does a commendable job of

covering these areas in sufficient detail and in an approachable manner that is appropriate to the intended readership. Overall, the book is well researched and demonstrates solid scholarship. It is appropriate for students and for professionals as a handy reference. It would also be useful for parents of children with ADHD. In sum-

mary, this is a well-written text packed with useful information for teachers, parents, and other practitioners.

—Robert Reid
University of Nebraska