ADHD IN THE CANADIAN CLASSROOM: TEACHING FROM A STRENGTHS-BASED
PERSPECTIVE

by

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Abstract

This literature review investigated Attention-Deficit/Hyperactivity Disorder (ADHD) from two perspectives: strengths and deficits. First, ADHD deficits are investigated from a historical perspective and through the lens of the medical model of disability. ADHD deficits are discussed in relation to societal stigma and how this can impact teacher beliefs. Next, ADHD strengths are explored through the social model of disability and how socially constructed environmental barriers can impact an individual's ability to independently participate in a classroom. Finally, evidence-based classroom interventions are reviewed. This includes interventions that focus on proactive and reactive practices and concludes with a focus on strength-based supports in a classroom.