

Some people with ADHD succeed in periods of stress, new study shows

Level 3: Advanced

Article summary: This article discusses how people with ADHD perform best under stress

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Collocations

Materials needed: One copy of the worksheet per student

- b. Ask students to work in pairs again. This time, to complete the sentences using some of the words from the previous exercise. Remind students that they may need to change the word form of the some words.

Key:

- | | |
|----------------------------|-----------------------|
| 1. <i>fluctuating</i> | 6. <i>untangle</i> |
| 2. <i>counterintuitive</i> | 7. <i>impulsivity</i> |
| 3. <i>remission</i> | 8. <i>inhibit</i> |
| 4. <i>steady</i> | 9. <i>wandering</i> |
| 5. <i>comorbid</i> | 10. <i>Neither</i> |

1. Warmer

- a. Ask students to think of what the letters in ADHD stand for. Give them a couple of minutes, and then check with the whole class. Then ask them to work in pairs and decide which of the words in the word cloud they associate with ADHD and why. This will reveal some of their preconceptions and prompt an interesting discussion. Then ask them to classify the words into two categories: *symptoms* and *societal perceptions*. Allow some time for each pair to share their decisions and exchange ideas with the whole class.

2. Key words

- a. Ask students to work individually or in pairs and match the words with their definitions. Tell them all the words appear in the article, so they can see them in context if they are unsure about their meaning. Allow some time for students to check answers in pairs or groups of three before checking with the whole group.

Key:

- | | |
|-------------|--------------|
| 1. <i>e</i> | 9. <i>h</i> |
| 2. <i>b</i> | 10. <i>l</i> |
| 3. <i>f</i> | 11. <i>c</i> |
| 4. <i>o</i> | 12. <i>d</i> |
| 5. <i>i</i> | 13. <i>g</i> |
| 6. <i>a</i> | 14. <i>n</i> |
| 7. <i>j</i> | 15. <i>m</i> |
| 8. <i>k</i> | |

3. Comprehension check

- a. Ask students to read the questions carefully and look for the answers in the text. Ask them to highlight the parts of the text that contain the answer to each of the questions.

Key:

- ADHD patients often cope best during periods of high stress, contrary to the expectation that they would experience the most relief during low-stress periods. (paragraph 1)*
- She used a National Institute of Mental Health data set that tracked 600 ADHD patients over 16 years, starting from childhood. (paragraph 2)*
- Sibley assumed ADHD patients would experience the most relief during low-stress periods. However, her research found that patients often showed the most improvement during times of high stress. (paragraph 5)*
- (1) Those who experienced periods of apparent full recovery. (2) Those who experienced partial remission. (3) Those whose ADHD symptoms remained steady over time. (paragraph 6)*
- They were most likely to experience recovery during times of "high environmental demand" (stress), and partial recovery was often associated with comorbid anxiety. (paragraph 7)*
- Alarachi noted that ADHD brains might not change much, but people adapt their circumstances to cope better. Strategies differ because ADHD manifests in various ways. (paragraph 8)*

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7. *Anxiety can act as a 'protective factor,' helping to keep impulsivity in check and encouraging individuals to think about the consequences of their actions. (paragraph 15)*
8. *Sibley compares ADHD and anxiety to the gas and brakes in a car. ADHD drives impulsivity (the gas), while anxiety applies the brakes, balancing out extreme behaviours. (paragraph 17)*
9. *Relaxation methods vary widely. For example, Sara Vranes finds it hard to relax in front of the TV but uses phone games and TV simultaneously to prevent her mind from wandering. Other patients may relax through exercise or socializing. (paragraph 19)*
10. *She advises ADHD patients to 'write their own owner's manual' by identifying their unique relaxation and coping strategies, such as their personal methods of decompressing. (paragraph 21)*

- b. Ask students to work individually and complete the sentences using words or phrases from the article. Once finished, give them some minutes to check in pairs before checking answers with the whole class.

Key:

1. *cope best*
2. *get back to*
3. *different circumstances*
4. *during downtime*
5. *protective factor*
6. *impulsivity*
7. *at a reasonable level*

4. Key language

- a. Students work in pairs again. This time, to complete the sentences from the text with the correct option. You may want to elicit what a collocation is, as well as some examples, before carrying out the exercise. You may also want to expand the exercise by eliciting words that collocate with the distractors after correcting each question.

Key:

1. *tracked (track patients)*
2. *set (data set)*
3. *experience (experience relief)*
4. *remained (remain steady)*
5. *put (put simply)*
6. *rise (rise to the occasion)*
7. *check (in check)*

5. Discussion

- a. Students discuss the questions in pairs or small groups before sharing their ideas with the whole group. Encourage them to provide reasons for their opinions, referring to their own experience whenever possible.

6. In your own words

- a. In pairs or small groups, students create a short survey to gather information about their classmates' attitudes and responses to stress and pressure, as well as techniques that help them to concentrate in different situations. Set the number of questions to reflect the time you want to allocate to students for this task.
- b. Allow some minutes for students to analyse their results before they present their findings and conclusions to the class.
- c. Encourage students to listen to their classmates' findings and jot down any interesting conclusions they can add to their notes.
- d. Ask students to create an infographic using both their own findings and at least one insight from another group and present it to the class.