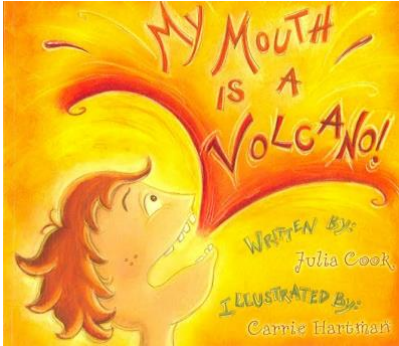


## Annotated Bibliography: ADHD

Cook, J. & Hartman, C. (2005). *My mouth is a volcano!* National Center for Youth Issues:

Chattanooga, TN. (Pre-K- 3<sup>rd</sup> grade)

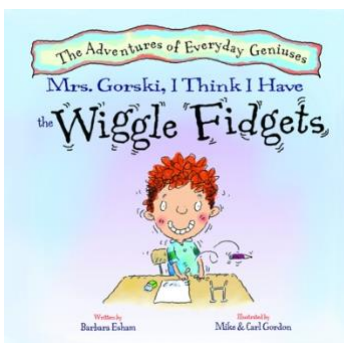


*My Mouth is a Volcano!* is a story about a young boy named Louis, who has difficulty interrupting his peers and his teachers at school. Until one day someone interrupts him, and he discovers how “rude” that can be. He shares this story with his mom, who explains that lot of people have volcanos in their mouth and shows Louis how he can stop his eruptions.

This book shows small students how it feels to interrupt and be interrupted. It also does a good job of showing how it can affect many different students in the classroom at once.

Esham, B., Gordon, M., Gordon, C. (2008). *Mrs. Gorski, I think I have the wiggle fidgets.*

Mainstream Connections: Perry Hall, MD. (2<sup>nd</sup> – 4<sup>th</sup> grade)

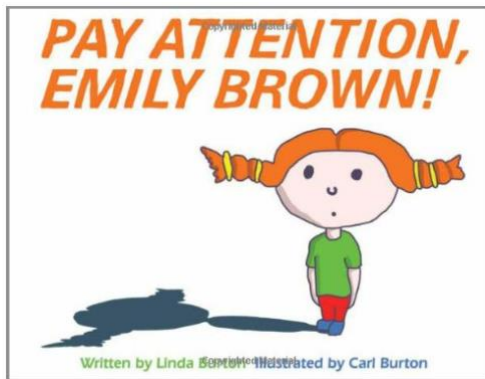


David has a hard time staying focused and paying attention to tasks at school. He is frustrated and embarrassed with how it makes his teacher mad when he struggles to pay attention, but sometimes his distracting thoughts are just TOO distracting. So, he comes up with a few techniques and strategies he can use at school to help him stay focused. This book shows

some techniques that David uses at his desk to help him stay focused and even shows how these techniques are helpful for other students as well. It shows that you can have the “wiggle fidgets” and still be productive and helpful in school settings.

Burton, L. & Burton, C. (2011). *Pay attention, Emily Brown!* Woodbine House: Bethesda, MD.

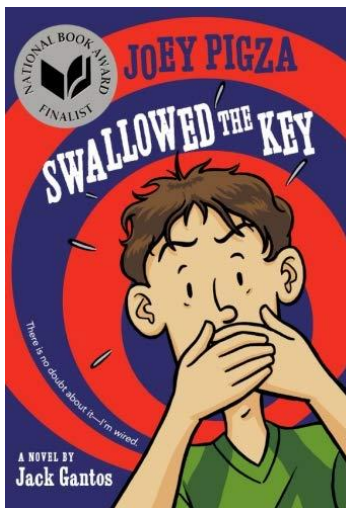
(Pre-K – 2<sup>nd</sup> grade)



*Pay Attention, Emily Brown!* follows the story of how Emily's mother sometimes has to go to extreme lengths to figure out where her daughter's mind has wandered. This book is praised for its ability to describe the frustration the mother feels with the inattention found in her daughter, while still being lighthearted and full of care. It shows that no matter what, the

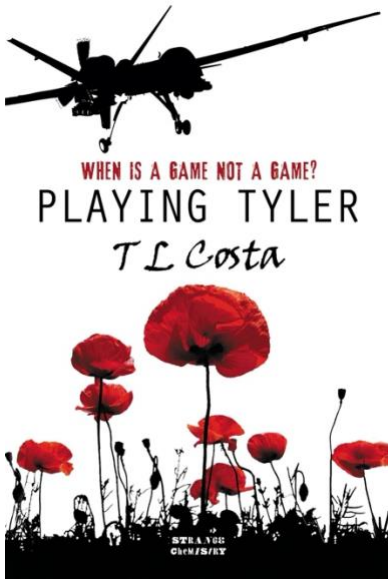
good days and the bad days, Emily's mother always loves her and supports her. Children with ADHD can relate to this story because of how Emily's mind wanders to imaginative places, while their parents can see how her mother deals with that frustration.

Gantos, J. (1998). *Joey Pigza swallowed the key*. Yearling: New York, NY. (4<sup>th</sup> – 7<sup>th</sup> grade)



Joey Pigza is a student that struggles with impulsivity and mood swings. Joey's impulsive decisions often get him stuck in sticky situations, that often get him in trouble at school. However, when the reader is shown his home life (divorced parents, alcoholic mother, verbally abusive grandma) they begin to understand Joey a little more. The reader, and the people at his school, begin to feel empathetic towards him and gain an understanding of what his behaviors mean. This book shows how home life can impact school behavior. It also discusses the use of medications as a way to tame symptoms presented with ADHD, which would spark interesting conversations with students or children.

Costa, T. L. (2013). *Playing Tyler*. Strange Chemistry (9<sup>th</sup> grade and up).



Tyler is a high schooler who has accepted his fate as a bad student who cannot focus on anything (even with the help of medication) and has decided that he will only ever be a “McDonald’s worker”. Until his friend shows him this new game that if he gets a high enough score will allow him into a flight school. However, things do not turn out the way Tyler had hoped when his life comes crashing back down. *Playing Tyler* shows how a student who has ADHD might have a hard time in school but can find other areas to excel in life (video games), and how they can find creative solutions in difficult situations. This book adds to public

discourse by showing that even when your disability might seem like a bad thing, there is always a way to make it work for you.