

# Attention Deficit Hyperactivity Disorder (ADHD) Practice Test (Sample)

## Study Guide



**Everything you need from our exam experts!**

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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

**Remember:** successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

**This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:**

## **1. Start with a Diagnostic Review**

**Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.**

## **2. Study in Short, Focused Sessions**

**Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.**

## **3. Learn from the Explanations**

**After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.**

## **4. Track Your Progress**

**Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.**

## **5. Simulate the Real Exam**

**Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.**

## **6. Repeat and Review**

**Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.**

**There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!**

## Questions

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- 1. Is the diagnosis of ADHD confirmed if stimulant medication improves a child's attention?**
  - A. Yes**
  - B. No**
  - C. Only temporarily**
  - D. It varies by case**
  
- 2. How can organizations help raise awareness about ADHD?**
  - A. By promoting competition among individuals**
  - B. By providing educational resources and advocating for research**
  - C. By minimizing the impact of ADHD**
  - D. By focusing solely on individual stories**
  
- 3. What was ADHD referred to in the 1960s?**
  - A. Hyperactivity syndrome**
  - B. Minimal brain dysfunction**
  - C. Childhood hyperactivity**
  - D. Fidgeting disorder**
  
- 4. Which of the following strategies can teachers use to support students with ADHD?**
  - A. Providing inconsistent feedback**
  - B. Breaking tasks into smaller steps**
  - C. Removing all structure**
  - D. Minimizing teacher involvement**
  
- 5. What does self-regulation refer to in the context of ADHD?**
  - A. The ability to manage one's emotions, thoughts, and behaviors**
  - B. A cognitive process limited to academic skills**
  - C. Strict control over one's physical environment**
  - D. A strategy used solely for academic performance**

- 6. What percentage range of children prescribed stimulants typically reflects the norm?**
- A. 50-60%**
  - B. 60-70%**
  - C. 65-75%**
  - D. 70-80%**
- 7. Which of the following is a potential benefit of medication for ADHD?**
- A. Increased energy**
  - B. Improved concentration**
  - C. Enhanced physical performance**
  - D. Decreased need for therapy**
- 8. What behavioral strategy can help improve focus in children with ADHD?**
- A. Using visual aids**
  - B. Minimizing distractions**
  - C. Increasing noise levels**
  - D. Breaking tasks into smaller pieces**
- 9. Approximately what percentage of children with ADHD also face learning disabilities?**
- A. 5-10%**
  - B. 50-60%**
  - C. 20-30%**
  - D. 10-15%**
- 10. What class of disorders does ADHD fall under?**
- A. Learning Disabilities**
  - B. Emotional Disorders**
  - C. Neurodevelopmental Disorders**
  - D. Conduct Disorders**

## Answers

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1. B
2. B
3. B
4. B
5. A
6. C
7. B
8. A
9. C
10. C

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## **Explanations**

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**1. Is the diagnosis of ADHD confirmed if stimulant medication improves a child's attention?**

- A. Yes
- B. No**
- C. Only temporarily
- D. It varies by case

The reasoning behind the answer being that the diagnosis of ADHD is not confirmed simply based on the improvement in attention following stimulant medication lies in the complexity of ADHD's diagnostic criteria. ADHD is diagnosed using a comprehensive assessment that includes behavioral observations, input from parents and teachers, and standardized rating scales to evaluate symptoms. While stimulant medication can lead to a noticeable improvement in attention for many children with ADHD, this response alone is not sufficient for a diagnosis. Other conditions can also respond positively to stimulant medications, and improved attention could result from various other factors, such as a structured environment or behavioral interventions. Thus, relying solely on the improvement in attention after medication would not meet the rigorous standards for confirming an ADHD diagnosis, which require a thorough evaluation of the child's behavior over time and in different settings. This ensures that the diagnosis reflects a pattern of symptoms that are persistent and pervasive, in line with the DSM-5 criteria for ADHD.

**2. How can organizations help raise awareness about ADHD?**

- A. By promoting competition among individuals
- B. By providing educational resources and advocating for research**
- C. By minimizing the impact of ADHD
- D. By focusing solely on individual stories

Organizations can effectively raise awareness about ADHD by providing educational resources and advocating for research. This approach is critical as it equips individuals, families, and the broader community with accurate information about ADHD, including its symptoms, effects, and the support available. Educational resources can take various forms, such as workshops, pamphlets, online content, and community outreach programs that detail how ADHD affects daily functioning and learning. Advocating for research also plays a vital role in raising awareness. It helps to highlight the need for continued investigation into the causes, treatments, and long-term management of ADHD. By supporting research initiatives, organizations can promote evidence-based practices that enhance understanding and improve outcomes for individuals living with ADHD. This not only raises collective knowledge but also contributes to reducing stigma and misunderstanding surrounding the disorder. In contrast, promoting competition among individuals could foster an environment of stress and may not contribute positively to the understanding of ADHD. Minimizing the impact of ADHD fails to acknowledge the challenges faced by those affected, which can perpetuate misconceptions and stigma. Focusing solely on individual stories might provide a personal perspective but does not offer the comprehensive educational framework needed to inform and support a community effectively. Therefore, by concentrating on education and research advocacy, organizations can create a well-informed environment that

### 3. What was ADHD referred to in the 1960s?

- A. Hyperactivity syndrome
- B. Minimal brain dysfunction**
- C. Childhood hyperactivity
- D. Fidgeting disorder

In the 1960s, ADHD was most commonly referred to as "minimal brain dysfunction." This term was used to describe a condition that was believed to be due to subtle brain damage or dysfunction that impacted behavior, particularly in children. It was characterized by symptoms such as inattention, hyperactivity, and impulsivity, which were thought to stem from underlying neurological issues. The term "minimal brain dysfunction" reflected the understanding of the time, which linked behavioral problems to potential neurological deficits, even when no overt brain injury was apparent. This perspective laid the groundwork for further research into the neurodevelopmental aspects of ADHD and contributed to the evolving definitions and classifications of the disorder in subsequent decades. Other terms like "hyperactivity syndrome" and "childhood hyperactivity" were also used but did not become the predominant label during that era. The term "fidgeting disorder" is not recognized in professional literature and does not accurately depict the understanding of ADHD in that period.

### 4. Which of the following strategies can teachers use to support students with ADHD?

- A. Providing inconsistent feedback
- B. Breaking tasks into smaller steps**
- C. Removing all structure
- D. Minimizing teacher involvement

Breaking tasks into smaller steps is an effective strategy for supporting students with ADHD because it addresses their potential difficulties with attention and organization. Students with ADHD may struggle to focus on longer, more complex tasks, leading to frustration and disengagement. By dividing a larger task into manageable parts, teachers can help students maintain their focus and achieve a sense of accomplishment as they complete each step. This approach not only makes tasks feel less overwhelming but also allows for regular check-ins to keep students motivated and on track. Additionally, smaller steps enable teachers to provide targeted feedback and guidance, which is crucial for maintaining engagement and reinforcing learning. This incremental approach fosters a structured learning environment, which is beneficial for students with ADHD, as they often thrive with clear expectations and support.

**5. What does self-regulation refer to in the context of ADHD?**

- A. The ability to manage one's emotions, thoughts, and behaviors**
- B. A cognitive process limited to academic skills**
- C. Strict control over one's physical environment**
- D. A strategy used solely for academic performance**

Self-regulation in the context of ADHD encompasses the ability to manage one's emotions, thoughts, and behaviors effectively. This is particularly crucial for individuals with ADHD, as they often experience challenges in maintaining focus, controlling impulses, and regulating emotional responses in various situations. Self-regulation involves setting personal goals, monitoring one's own progress, and adapting one's behaviors accordingly. This process is not limited to a particular area, such as academics; instead, it spans various aspects of life, including social interactions and emotional health. By developing self-regulation, individuals can improve their overall functioning, achieve greater independence, and enhance their quality of life. Thus, the core of self-regulation is about integrating emotional control, cognitive processes, and behavioral adjustments, making it essential for those managing ADHD symptoms.

**6. What percentage range of children prescribed stimulants typically reflects the norm?**

- A. 50-60%**
- B. 60-70%**
- C. 65-75%**
- D. 70-80%**

The percentage range of children prescribed stimulants that reflects the norm is 65-75%. This range is significant because it captures the prevalence of stimulant prescriptions among children diagnosed with ADHD, illustrating that a substantial portion of children with this disorder are treated with stimulant medications. Stimulants have been shown to be effective in managing symptoms of ADHD, making them the most commonly prescribed medications in this population. Research indicates that when children are diagnosed with ADHD, a majority of them are likely to be prescribed these medications, therefore falling within this 65-75% range. Understanding this statistic is crucial for recognizing treatment patterns and the reliance on stimulants in managing ADHD symptoms effectively.

**7. Which of the following is a potential benefit of medication for ADHD?**

- A. Increased energy**
- B. Improved concentration**
- C. Enhanced physical performance**
- D. Decreased need for therapy**

Improved concentration is a well-documented benefit of medication for ADHD. Stimulant medications, commonly prescribed for ADHD, work by increasing the levels of neurotransmitters in the brain, such as dopamine and norepinephrine. This increase can enhance focus, attention, and the ability to sustain concentration on tasks, which are often challenges faced by individuals with ADHD. Through clinical studies and observational data, it has been shown that when individuals with ADHD are treated with these medications, they often experience significant improvements in their ability to concentrate on tasks, follow through on assignments, and manage distractions better. This improved concentration can lead to better academic performance, enhanced work productivity, and more stable relationships, contributing positively to the overall quality of life for those living with ADHD.

**8. What behavioral strategy can help improve focus in children with ADHD?**

- A. Using visual aids**
- B. Minimizing distractions**
- C. Increasing noise levels**
- D. Breaking tasks into smaller pieces**

Using visual aids can definitely be beneficial for improving focus in children with ADHD. Visual aids, such as charts, graphs, or pictorial reminders, serve as tangible cues that help children understand and retain information better. These tools can provide structured support, keeping the task at hand more engaging and easier to follow. Visual aids can also enhance memory retention, as they allow children to see information represented in a way that is easier for them to comprehend. This method makes it easier for children with ADHD to remain on task because it lowers the cognitive load associated with processing information through just auditory or textual means. By providing a visual reference, children may find it easier to focus and stay engaged, as they can refer to the visual cues instead of feeling overwhelmed by the task itself. While minimizing distractions and breaking tasks into smaller pieces are also effective strategies, the choice of visual aids specifically addresses how information is presented, which can directly influence a child's ability to focus. Increasing noise levels, however, is generally not a supportive strategy for children with ADHD, as it can create an even more distracting environment.

**9. Approximately what percentage of children with ADHD also face learning disabilities?**

- A. 5-10%
- B. 50-60%
- C. 20-30%**
- D. 10-15%

The correct answer reflects research findings that indicate a significant overlap between ADHD and learning disabilities in children. Studies suggest that around 20-30% of children diagnosed with ADHD also experience some form of learning disability. This could manifest in various ways, including difficulties in areas such as reading (dyslexia), math (dyscalculia), or written expression (dysgraphia). This percentage underscores the importance of comprehensive evaluation and support for children with ADHD, as they may require tailored educational strategies to address both their attention challenges and their learning needs effectively. Understanding this connection is crucial for educators, parents, and healthcare professionals working with children with ADHD, as it informs the development of individualized education plans (IEPs) and interventions that can enhance academic success and overall development.

**10. What class of disorders does ADHD fall under?**

- A. Learning Disabilities
- B. Emotional Disorders
- C. Neurodevelopmental Disorders**
- D. Conduct Disorders

ADHD, or Attention-Deficit/Hyperactivity Disorder, is classified as a neurodevelopmental disorder. This classification is based on the understanding that ADHD is primarily related to the development and functioning of the nervous system, particularly in areas of the brain involved in attention, impulse control, and executive functioning.

Neurodevelopmental disorders are characterized by developmental deficits that produce impairments of personal, social, academic, or occupational functioning. ADHD is recognized as a disorder that emerges in childhood, often continuing into adulthood, and affects the individual's ability to focus, regulate their impulses, and manage their activities. The classification of ADHD under neurodevelopmental disorders distinguishes it from learning disabilities, which specifically refer to difficulties in acquiring skills in areas like reading or math. Emotional disorders typically involve issues related to mood, anxiety, or other emotional regulation problems, which do not align with the core symptoms of ADHD. Conduct disorders involve a pattern of behavior that violates societal norms or rules, which is separate from the core characteristics of attention and hyperactivity issues seen in ADHD.

## Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://adhd.examzify.com>**

**We wish you the very best on your exam journey. You've got this!**

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