

Exclusion

“Persistent disruptive behaviour” can result in exclusion. Persistent disruptive behaviour can cover a range of behaviours such as calling out, annoying / distracting others and attention seeking.

Support

Parents need a great deal of support too, as they need to be ‘super duper parents’.

An ADHD child’s condition impacts on relationships with other family members as well as the child, employment and their wellbeing. It is hard to ensure that whole family’s, including any other children, needs are met.

In School

Strategies can be put into place in school to help, these can include:

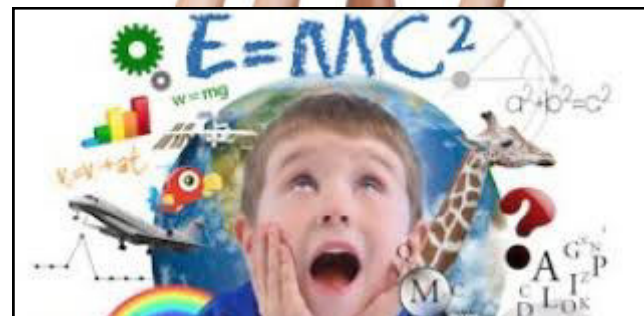
Consistent and relevant rewards, timed activities, Workstations (TEACCH approach), task management boards, Visual Timetables, resources such as weighted toys, fiddle toys, wobble cushions, chair bands and mindful monster strategy cards can also be used. Access to independent activities such as colouring sheets and mazes can also help. Strategies such as 5 point scales, using concentrated, clear and specific instructions (i.e. when the sand has run out) will also help, the instructions need to be repeated and / or broken down. Sometimes it will help for the child to repeat the instruction back. A calm tone of voice being used is important, as are the consistency of any consequences. A calm classroom is needed, but the chance to break out of the classroom is also desirable (yoghurt club).

Each child is different, work will be differentiated and adapted to the child’s needs.

School will promote independence to help ensure the child reaches their potential and grows in confidence. We are a Forest School which will help to promote sensory and alternative ways of learning. We also have visits and involvement from the Specialist Teaching Service, including Percy the dog.



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Info taken from :
Kim Selby, Parents,
pupils, staff and
other sources.

Don't leave any ducklings behind!!



ADHD the Myth.....

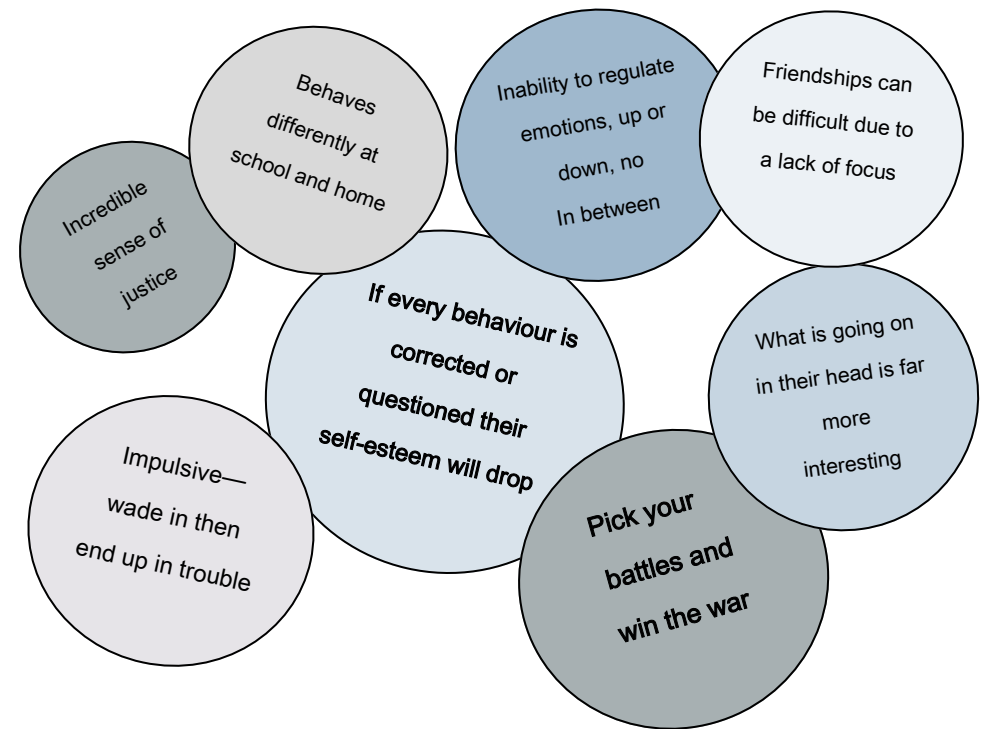
ADHD = Naughty child + Bad Parent (s)

ADHD the Reality.....

ADHD is a NEUROLOGICAL disorder

Did you know?

- ADHD is a disorder of brain development.
- Environmental and genetic factors play additional roles.
- There is more medical evidence for ADHD than any other medical health disorder.
- The first documented ADHD symptoms were in 1845—"Fidgety Philip".
- ADHD is an impairment of brain function. With ADHD the brain is 4-5% smaller, with a 2-5 year delay in brain matter. The Anterior cingulate cortex, which is crucial in cognition, emotion, reward motor processing and decision making, is smaller and fails to activate in ADHD. The frontal cortex develops later, this results in less inhibition.
- Mind wandering is more frequent and prolonged in ADHD and can only be controlled with age.
- ADHD is the most common behavioural disorder in the UK, it is estimated that it affects around 2-5% of school aged children and young people.
- Did you know the following people all have ADHD? : Justin Bieber, Richard Branson, Jim Carrey, Michael Phelps, Justin Timberlake, Emma Watson and Bill Gates.



Management of mood not behaviour. If you change the mood you change the behaviour.	Symptoms are situational	Remain calm adopt non-threatening body language
Use time out options	When do the problems occur? What are the triggers?	Low boredom threshold— look for stimulation
Diffuse and de-escalate, use humour, change subject	If stimulated children with ADHD can concentrate / pay attention	Focus on the incident not the child

ADHD is often a genetically inherited disorder—overall heritability is 75%.

Nothing else is as genetic except height!

ADHD is diagnosed more often in boys than in girls. However, girls are twice as likely to manifest the inattentive type of ADHD and may be 'missed'.

In children, the ratio of boys to girls with ADHD is approximately 9:1.

Boys with ADHD have more oppositional behaviour, conduct disorder and anti-social behaviour. Boys are more likely to have a learning disability and poorer social functioning than girls.

Girls with ADHD are more at risk of developing the following problems in later life: depression, anxiety, anti-social behaviour, substance use disorders, eating disorders.



and medication

Medication is not usually recommended for mild to moderate ADHD. It is used only after comprehensive evaluation, when the person is at significant risk of harming themselves or others, when attempts at non-medical interventions have proved insufficient, when the person is at risk of emotional and / or academic failure.

Documented benefits of medication

Cognitive— improves attention and short-term memory; increases amount and accuracy of work completed.

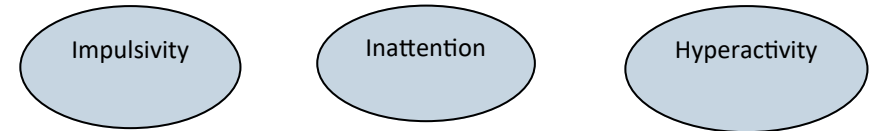
Motor— Reduces activity level; improves handwriting; decreases talkativeness, noisiness and disruptiveness.

Social— Improves co-operation; reduces anger; improves parent-child interactions; reduces non-compliance.

Side Effects—Decreased appetite is the most prominent side effect. Initial side effects may also include tearfulness and being irritable, these symptoms usually disappear after a few weeks. Other side effects may also occur but are to a lesser extent. These include: insomnia, stomach ache, drowsiness, dizziness, headache, scalp hair loss, possible cardiovascular risks.

ADHD stands for Attention Deficit Hyperactivity Disorder which is a recognised medical condition with specific symptoms. ADHD is a behavioural disorder where the brain develops and works in a different way. Children with ADHD will have impairment across multiple settings including home and school. Sometimes a different approach will be needed for chil-

Core Symptoms



These symptoms occur in every sufferer from time to time. When they are persistent and impact on daily functions, further investigation is needed.

Inattentive symptoms

- Fails to give close attention to detail, careless mistakes, poor concentration.
- Has difficulty sustaining attention during activities.
- Finds it difficult to follow through instructions and fails to complete tasks.
- Avoids or dislikes tasks requiring sustained mental effort.
- Finds it difficult to organise tasks and activities.
- Loses important items.
- Easily distracted.
- Forgetful in daily activities.
- Does not appear to be listening when spoken to directly.
- Lack of awareness of body e.g. climbing and not realising their feet are not on the floor.

Hyperactive symptoms

- Squirms and fidgets, restless. Cannot remain seated.
- Runs, climbs excessively in inappropriate situations. Often 'on the go'.
- Talks excessively. Cannot perform leisure activities quietly.

Impulsive symptoms

- Blurts out answers before questions completed.
- Has difficulty taking turns. Interrupts or intrudes on others.
- Impatience.

DSM-5 classification of ADHD

ADHD is characterised by a pattern of behaviour across multiple settings that can result in performance issues in social and educational settings. Symptoms must be present before the age of 12. Children must have at least six symptoms from the inattention criteria and/or the hyperactivity and impulsivity criteria.

What may trigger an assessment or screening?

Breaking rules	Family member with ADHD
Persistent disruptive behaviour	Property damage
Pushing boundaries	Answering back
Bullying	Integration difficulties
Behavioural difficulties	Unstable mood
Theft	Exclusion
Disorganisation	Struggling across different contexts

Who carries out assessment? - Multidisciplinary team of health professional including psychiatrist, psychologist and paediatrician.

How? - Referred via GP, school, health professional.

There are multiple steps to be completed including the comprehensive evaluation of information gathered from a number of sources (clinical examinations and interviews), assessment of familial and educational needs, assessment tools and rating scales.

The process requires input from the patient and affected individuals (parents, carers, family members, teachers, sport/activity leaders).

Diagnosis of ADHD

There is no validated test and remains a *clinical diagnosis*.

Diagnosis is based on history, observation, assessment, questionnaires, reports and rating scales. Neurophysiological tests are being considered along with Qb tests.

Qb test? A system that measures attention, impulsivity and motor activity whilst the patient completes a computer based test. The performance is then compared to an age and gender matched control group. These results are then used alongside clinical interview and rating scales.

Dopamine—Psycho stimulant drugs are effective for the treatment of ADHD because when they activate the dopamine D4 receptors they depress, rather than enhance, motor activity. In a manner of speaking it turns on the brakes!

What causes ADHD ?

The cause of ADHD is thought to involve multiple genetic and environmental factors, including:

- Altered brain function
- Genetic component
- Head injury
- Exposure to toxins
- Premature and low birth weight
- Smoking and alcohol use during pregnancy

Did you know?

Food or food additives are NOT associated with the development of ADHD