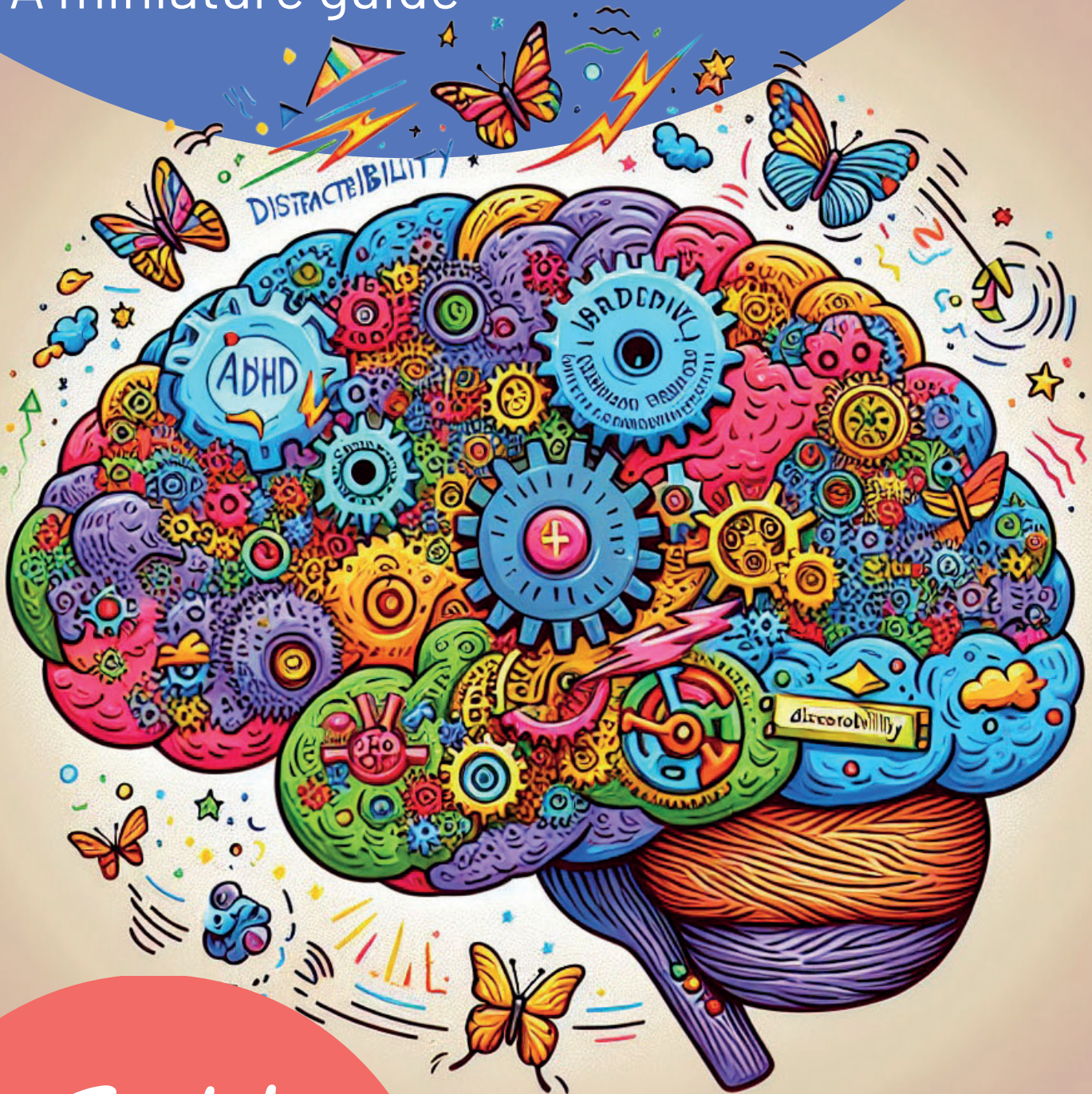


Attention Deficit Hyperactivity Disorder -ADHD

A miniature guide



EutHu

What is ADHD?

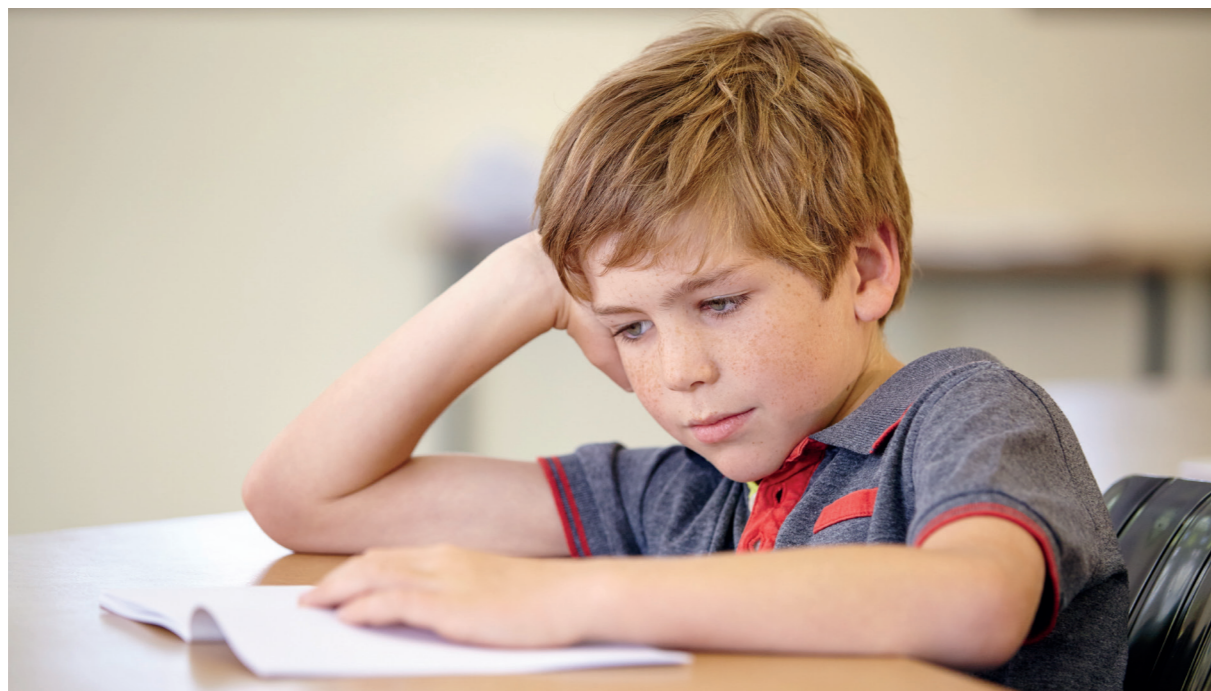
- ADHD is a neurodevelopmental disorder
- It is one of the more commonly diagnosed mental conditions in children.
- There are 3 types of ADHD:
 - Inattentive
 - Hyperactive-impulsive
 - Combined

Here are some of the traits people with ADHD may share:

Inattentive ADHD

A child may:

- Be easily distracted
- Have trouble following directions or finishing tasks
- Have poor listening skills
- Have trouble paying attention
- Make careless mistakes
- Find organising daily tasks difficult
- Be forgetful
- Have trouble sitting still
- Often lose things
- Daydream a lot



Hyperactive-impulsive ADHD

A child may:

- Often squirm, fidget, or bounce when sitting
- Have trouble staying seated
- Not be able to play quietly by themselves
- Always be moving, running, or climbing on things
- Talk excessively
- Find it difficult to wait for their turn
- Blur out answers
- Interrupt others
- Murmur/talk/call out continuously because they are unable to internalise speech
- Have poor safety awareness

Combined ADHD

- A child may have elements of inattentive and hyperactive impulsive ADHD.
- This is the most common type of ADHD in children.

Experts are not sure what causes ADHD however research shows a strong link between ADHD and genetics.

What resources are most useful?

Timetables

There are many timetables available to buy, or of course you can make them.

Familiarising children with school schedules allows them to understand what is coming up and reduce anxiety. If they like, they can remove the tiles as each session or activity is completed. Illustrations are helpful for some children. Some children might also like the timings to be displayed.



Timers

These are very useful, especially for children who either will get so engrossed in an activity that they need to know when to stop, or for children who may not want to concentrate for as long and need to have a clear end in sight.



Fidget Toys

Fidget toys can be very useful for children with ADHD. They can help to reduce anxiety, calm their minds and focus attention. Finding the correct type is important as some will suit individuals and the sort of stimulation they need, more than others. It is also important that they are not too distracting for other children, so most likely, the quieter the better in a classroom environment.



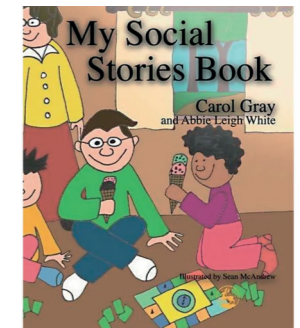
Quiet spaces

A cosy room or den is ideal, but any space where children can sit and have a break from all the sensory stimulation of a classroom is useful.



Social stories

These were developed in the early 1990s to help children understand social situations and behavioural expectations. Ideally, they should be quite short, illustrated and personalised as much as possible. Many children enjoy seeing photos of themselves and/or familiar people and surroundings in the stories. The stories should be read repeatedly to encourage understanding.



This is a brilliant book by Carol Gray, who popularised this approach.

There is a huge collection of downloadable social stories at [Social Stories | SEN Resource Source](#) which may be bought individually or in bundles. You can also ask for a personalised story made to your requests, which could be very helpful.

Weighted resources

A weighted stuffed animal can help with anxiety by providing deep pressure stimulation which releases the 'feel good' chemical serotonin. Weighted blankets have a similar effect, but the toys may be more useful in a classroom. Children can simply hold them in their lap or place them on their shoulders.



Rewards

Reward charts and stickers can be very motivating and encouraging for many children, but especially those with ADHD. Chunking tasks up into smaller parts and rewarding completion of each can be very effective.



Brain breaks

Here are 20 ideas for brain break activities to benefit all children, but especially those with who may be neurodivergent. Download [here](#).



Sensory circuits

Sensory circuits involve a series of physical activities designed to both energise and calm children who may have difficulties with sensory processing.

The activities are usually organised into 3 sections – **Alerting**, **Organising** and **Calming** and should flow from one to the next.

Alerting activities could include:

- Jumping up and down
- Hopping
- Skipping
- Running
- Bouncing on a ball or trampoline
- Hula hooping



Organising activities require timing and balance. They could include:

- Throwing bean bags into a target
- Walking along a line on the floor – could be taped on in different shapes
- Walking along a balance beam, or a set of objects
- Wobble boards
- Blowing bubbles at a target



Calming activities will leave children feeling unflustered and ready to continue with the day. They could include:

- Using a weighted blanket or toy
- Applying pressure using a roller or a ball
- Massage
- Reading



Helpful contacts and further information

ADHD UK

www.adhduk.co.uk

ADHD Foundation

www.adhdfoundation.org.uk

ADDISS

www.addiss.co.uk

Mind

www.mind.org.uk

EutHu

www.euhu.co.uk