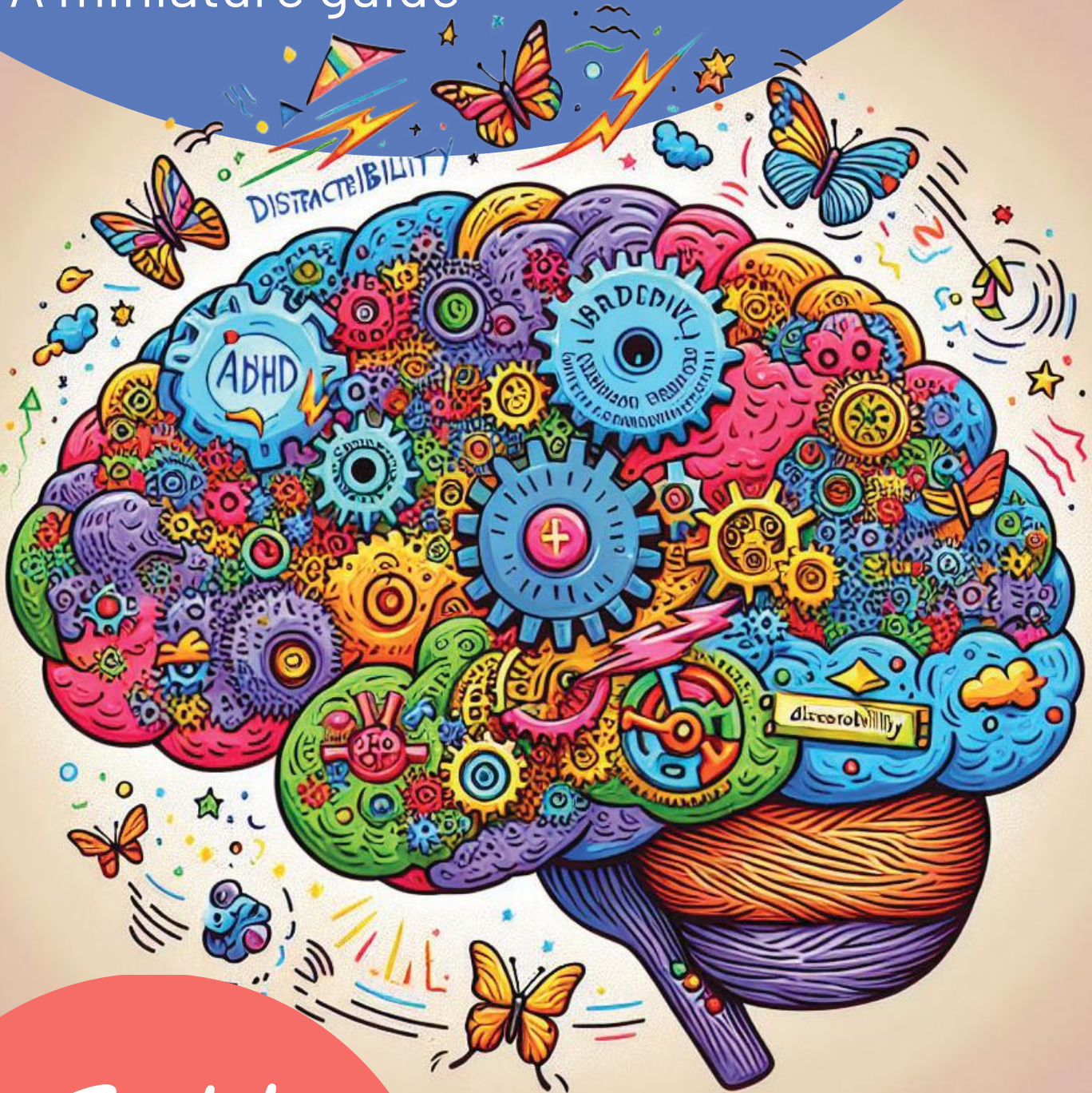


# Attention Deficit Hyperactivity Disorder -ADHD

A miniature guide



Eutru

# What is ADHD?

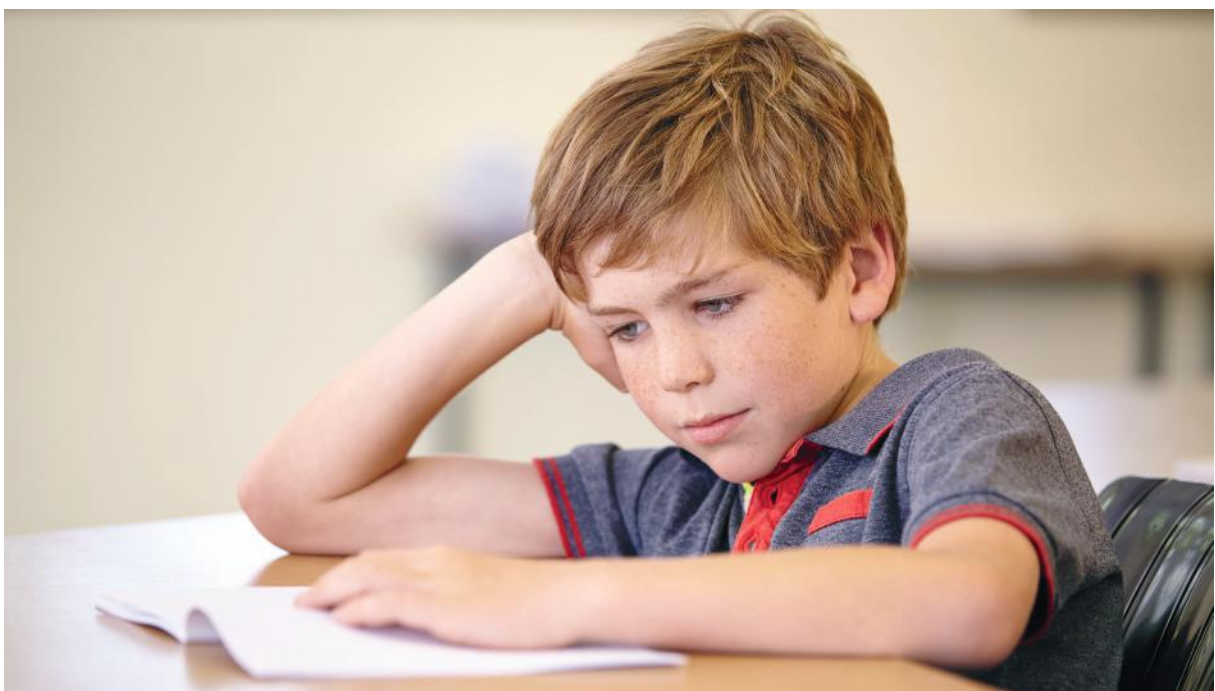
- ADHD is a neurodevelopmental disorder
- It is one of the more commonly diagnosed mental conditions in children.
- There are 3 types of ADHD:
  - Inattentive
  - Hyperactive-impulsive
  - Combined

## 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.

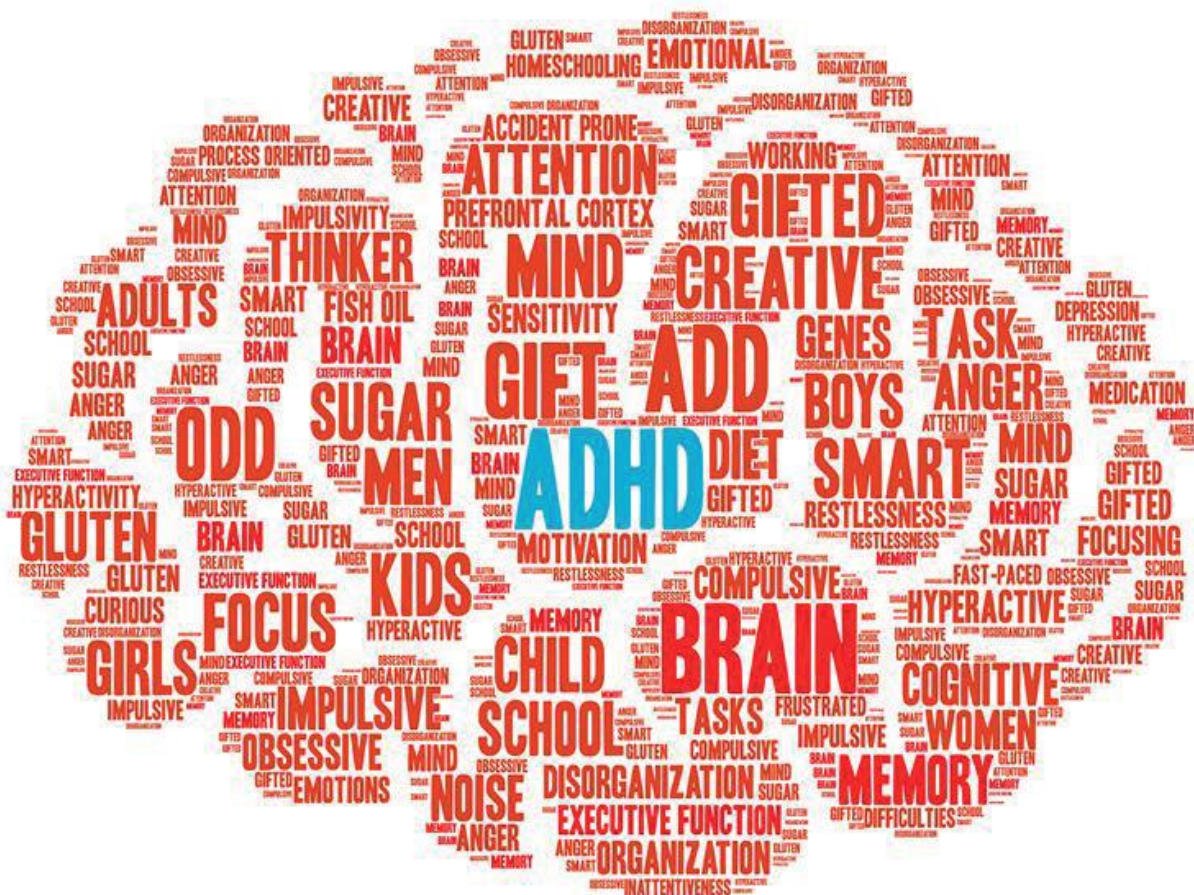
## Is ADHD more common in males?

More males have been diagnosed with ADHD, especially in childhood, but this is thought to be because of the underdiagnosis of females, rather than any real difference in the genders.

Females tend to develop compensatory adaptive behaviours and coping strategies which mask their symptoms, especially in terms of the hyperactive elements of ADHD. They are also often misdiagnosed with another disorder such as depression or anxiety.

## Co-morbidities

- **ASD** There is a high co-morbidity rate with ADHD (somewhere in the region of 50%)
- **Mental health issues** such as anxiety, depression
- **OCD** (Obsessive-Compulsive Disorder)
- **Sleep disorders/disturbances**
- **Dyslexia**



# What support strategies can be used?

ADHD is all about endorphins – what stimulates the brain and gets you excited.

Every person with ADHD is different, so use these suggestions as a starting point and find the strategies that work for each individual.

<b>Be consistent in rules and routines but also allow for impromptu experiences too that will be interesting/intriguing for a child.</b>	<b>Regularly praise small achievements and set up a reward system for good behaviour or tasks completed etc.</b>
<b>Provide opportunities for learners to move in the classroom.</b>	<b>Use 'time out' as a benefit rather than a sanction, as a time to calm down and be away from distractions.</b>
<b>Give short, simple instructions.</b>	<b>Allow pupils to work as an individual or in a pair rather than a larger group.</b>
<b>Give more help to understand the social skills necessary to navigate classroom/school rules and expectations.</b>	<b>Provide opportunities for motor coordination exercises.</b>
<b>Be realistic in your expectations – set clear targets. Make goals small and achievable.</b>	<b>Allow use of quiet fidget toys.</b>





## Quiet spaces

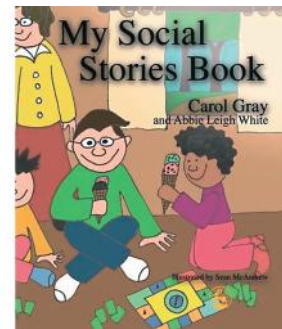
A cosy room or den is ideal, but any space where children can sit and have a break from all the sensory stimulation of a classroom is useful.



## 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](http://www.adhduk.co.uk)

**ADHD Foundation**

[www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)

**ADDISS**

[www.addiss.co.uk](http://www.addiss.co.uk)

**Mind**

[www.mind.org.uk](http://www.mind.org.uk)

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[www.euhu.co.uk](http://www.euhu.co.uk)