

Symptoms of ADHD

Symptom	How a child with this symptom may behave
Inattention	Often has a hard time paying attention, daydreams
	Often does not seem to listen
	Is easily distracted from work or play
	Often does not seem to care about details, makes careless mistakes
	Frequently does not follow through on instructions or finish tasks
	Is disorganized
	Frequently loses a lot of important things
	Often forgets things
Hyperactivity	Frequently avoids doing things that require ongoing mental effort
	Is in constant motion, as if “driven by a motor”
	Cannot stay seated
	Frequently squirms and fidgets
	Talks too much
	Often runs, jumps, and climbs when this is not permitted
Impulsivity	Cannot play quietly
	Frequently acts and speaks without thinking
	May run into the street without looking for traffic first
	Frequently has trouble taking turns
	Cannot wait for things
	Often calls out answers before the question is complete
	Frequently interrupts others

3 TYPES OF ADHD

- ADHD, Predominantly Inattentive Presentation
- ADHD, Predominantly Hyperactive-Impulsive Presentation
- ADHD, Combined Presentation



ADHD, attention, deficit or disorder?

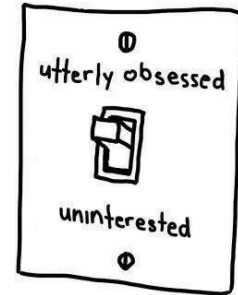
Deficit of
attention?

They can focus
when they
want?

Attention is differently distributed and often they have too much of it. The difficulty is with switching and directing attention

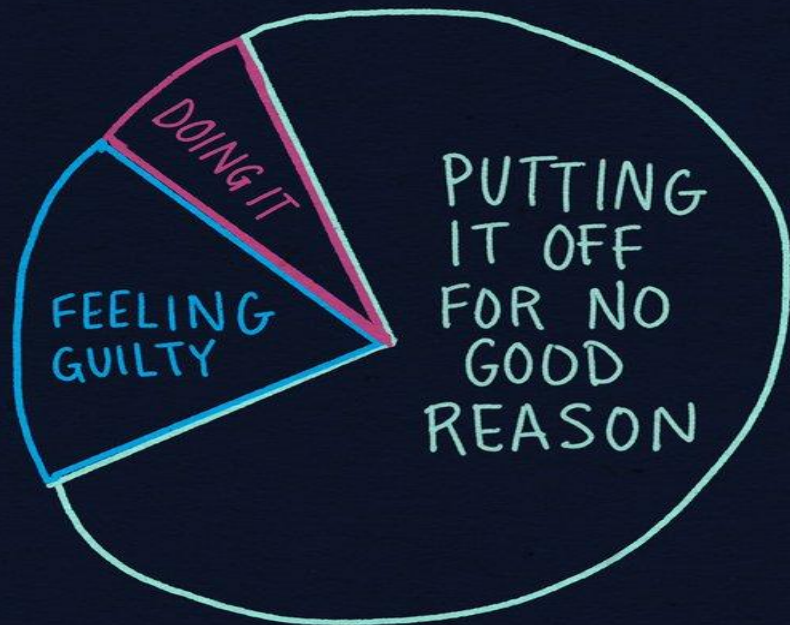
Hyper focus – can focus when there is a lack of distraction and become immersed eg video games . The focus is in their control and no amount of effort will change it .

how my brain works.

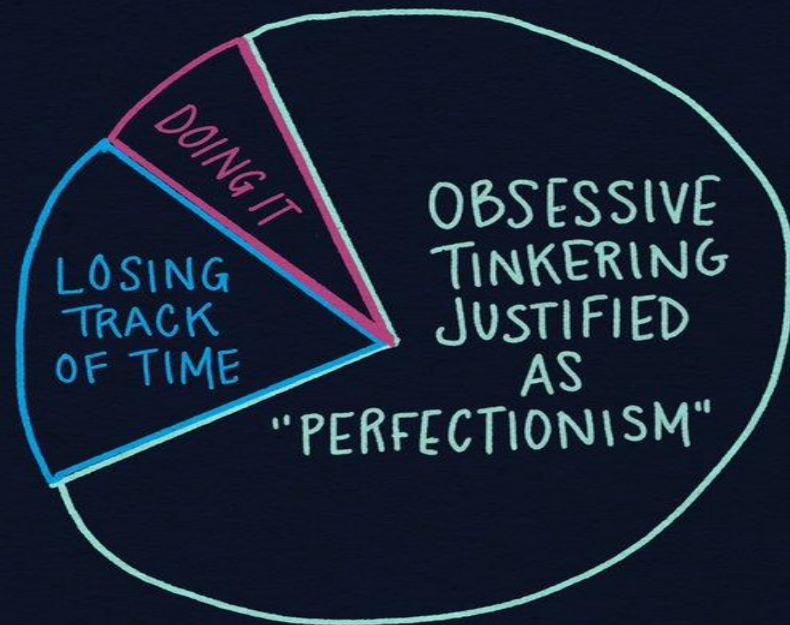


Hah, yep

NOT HYPERFOCUSED



HYPERFOCUSED



How might ADHD impact on every day life ?

People with ADHD have Executive Functioning Difficulties

Struggle with emotional and self regulation - often think people are saying bad things about them .

At least 40% of people with ADHD have sensory processing difficulties

The brain decides where the focus will be which means they have difficulty directing and switching attention

Don't know how to start

Might not of actually taken in what they have just heard

Poor time management and organisational skills

Executive Functioning Skills

**Working
Memory**



**Hold
information ,
access it and
use it**

Processing speed,
poor time
management

**Cognitive
Flexibility**



**Think about
things
differently**

Initiating tasks and staying
focused. Problem solving and
reflecting. Switching and
sustaining attention

**Inhibitory
Control**



**Filter out
distractions,
think before
acting.**

Regulating emotional
responses

GETTING STARTED

"SIMPLE TASKS"

NON-ADHD



ADHD



COMPLIMENT SANDWICHES

WHAT YOU MEANT

GENUINE
COMPLIMENT

CONSTRUCTIVE CRITICISM

GENUINE COMPLIMENT

WHAT I HEARD

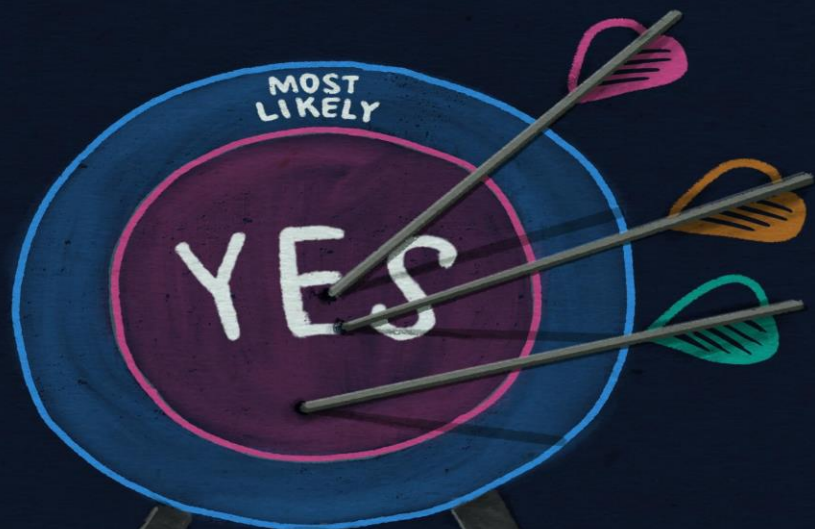
OBLIGATORY COMPLIMENT

CRITICISM OF
WHO I AM
AS A PERSON

OBLIGATORY COMPLIMENT

"ARE THEY MAD AT ME?"

MY BRAIN



REALITY



Skills required to have a conversation

Switch and maintain attention

Emotional regulation

Filtering sensory knowledge

Accessing knowledge, reflecting on what has been said

Impulse control

Social and communication skills – taking turns , topic maintenance, listener awareness (how loud we are, how long we speak for).

NON-ADHD STORYTELLING



ADHD STORYTELLING



Often we want to do the same things you want us to do

We just cant!

Focus on work

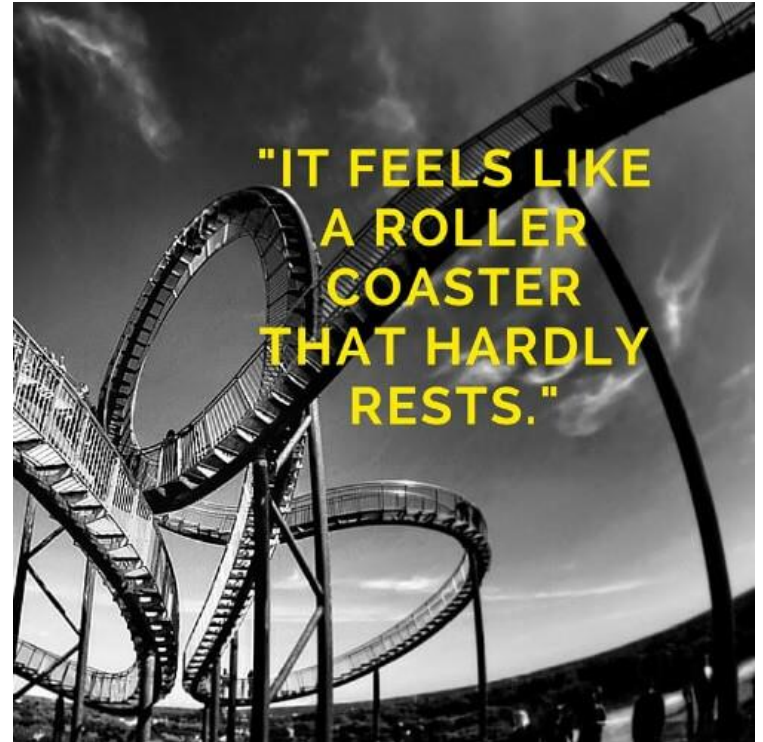
Read a book

Listen to what you are saying

Remember faces, birthdays and dates,

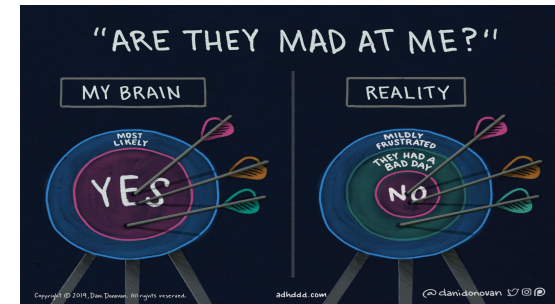
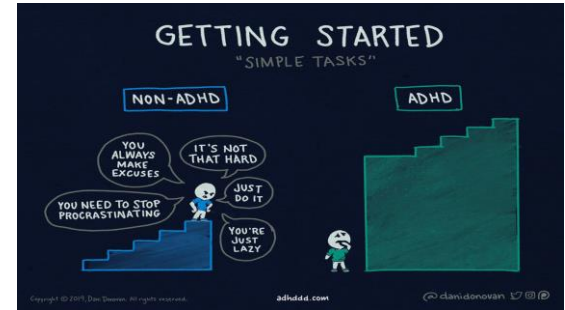
Sometimes focus enough to have a conversation or watch a film.

'I am always told to stop making silly mistakes, to stop distracting people, to stop chewing . Why cant they tell me what I am doing right ?

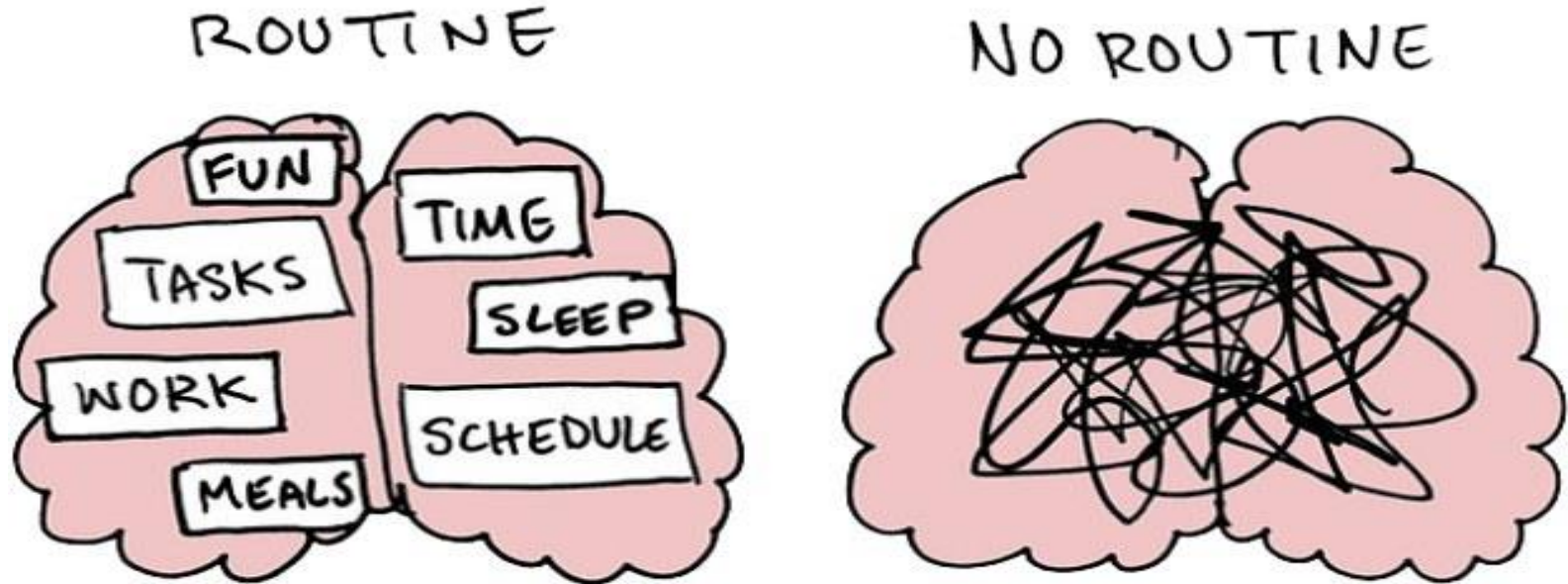


How might we know that a young person is struggling with undiagnosed, mistreated, unmanaged ADHD?

- *School refusal
- *Depression , anxiety, self harm can mask ADHD
- *Distracting and diverting behaviour and language



Solutions:



The way lessons are structured , bell tasks , collaborative tasks – we are working towards clear structure in every lesson , tasks are chunked and timed.

Motivation boards – provide structure

Describe the Anatomy of a river?

5 mins

5 mins

5 mins

5 mins

Introduction
Where do rivers start ?
Springs
Marsh
High in a mountain

Tributaries are

The river channel is

The river bank is ...

The river ends when it
....



Motivation and
support



Remaining on , or returning to a task - be explicit

Now

- I need you to ..

Next

- Next you need to add...

Then

- Then you need to finish by...

Tell them what they should be doing.

Not what they should not be doing.



- Tasks that allow movement.
- Give them a task to do – get the books for their table
- Give them something to fiddle with – stress ball , blu tack,
- Allow them to doodle if this is what helps
- Chair leg bands
- Velcro strips
- Repeat the instructions (adhd cannot rely on their memory)
- Visual clues – use the sand times , put them in front of them.
- Ask them to help / demonstrate something so they have to get up and move, especially those who are hyper active. (depends on the child)

- Please remember that effort requires a great deal of concentration , the more effort they use, the more tired they get.

How ADHD Affects Neurotransmission

ADHD involves differences in brain chemistry. Here's how these differences can make it harder for signals to get where they need to go quickly and efficiently:



- 1 Neurons may not release enough neurotransmitters.
- 2 Receptors may have trouble "catching" the neurotransmitters.
- 3 The neurotransmitters may get sucked back up instead of activating the next neuron.

Neurotransmitters play an important role in things like attention and motivation. Trouble passing information from neuron to neuron also helps explain other ADHD symptoms like being restless and impulsive.

What does medication do ?

How ADHD Medication Works

ADHD medication can help with neurotransmission in several ways:



- 1 It enhances the release of neurotransmitters.
- 2 It stimulates the receptors so they're able to pick up more of the signal.
- 3 It slows down the reuptake so neurotransmitters have a little more time to activate the next neuron.

ADHD medication can help increase alertness and attention. It can make kids less hyperactive. It can also boost certain receptors that play an important role in processing information, which may help improve classroom learning. ADHD medication works in about 8 out of 10 people. But it's not a "cure" for ADHD. It can only reduce symptoms while it's active in the body.