

Information and Strategies for Children with ADHD

Attention Deficit Hyperactivity Disorder

- The term is used to describe children who most of the time have difficulty in paying attention and whose behaviour is overactive and impulsive.
- A neurobiological disorder that occurs in 5% of school children.
- An imbalance in the brain's neurotransmitter. Dopamine affects the parts of the brain which controls reflective thought.
- ADHD is a medical condition with a medical diagnosis. Treatment may involve medication or behavioural therapy.

Signs and Symptoms:

Inattention	Hyperactivity	Impulsivity
Does not attend Fails to finish tasks Can't organise Avoids sustained effort Loses things, is "forgetful" Easily distracted	Fidgets Leaves seat in class Runs/climbs excessively Cannot work quietly Always "on the go" Talks excessively	Talks excessively Blurts out answers Cannot wait their turn Interrupts others Intrudes on others

Characteristics You Can Expect:

Positive	Negative
High levels of environmental awareness Responds well then highly motivated Flexible - ready to change strategy readily Tireless when motivated Goal orientated Imaginative	Short attention span with periods of intense focus Distractible Poor planning Disorientated sense of time Impatient Day-dreamer

Girls and ADHD:

- More inattentive than impulsive.
- Less ODD, aggression and delinquency.
- More depression pre-diagnosis.

- More under-performance and learning difficulties in school.
- Self-blame.
- Self-attribution.
- Demoralisation lead to anxiety and depression.
- Development of compensatory behaviours and strategies.

For girls - less of a behaviour disorder and more of a life management disorder

Strategies for All Pupils:

- Sit near the teacher, within the class setting and surround with good role models.
- Sit away from the window or the door.
- Reduce the amount of changes/disruptions as far as possible.
- Give one task at a time and monitor progress.
- Have pre-established consequences for good and bad behaviour and stick to them. Work with the pupil to determine these.
- Use a timer to measure and extend time on task.
- Allow pupil to scribble, draw, squeeze Blu-Tack whilst you talk - encourage highlighting, underlining.
- Use 'post its' for questions and ideas rather than interrupt.
- Do a stop - 10 second count beforehand up/speaking.
- Stay calm and clear if pupil's behaviour is poor.
- Reinforce positive behaviour and establish a system to signal good and bad.
- Control size and membership of any group work - begin with positive peer buddy.
- Give a set time for writing and do not extend into break time - your pupil will need these breaks.
- Use pupil's name and give eye contact before giving instructions.
- Chunk instructions and support with visual cues.
- Check regularly that the pupil is on task.
- Give the pupil credit for any improvement made.
- Give the pupil credit for the amount of time and effort spent on work
- Consider marking the pupil's correct answers instead of their mistakes.
- Keep parents informed about upcoming tests and assignments.
- Avoid singling out the pupil - name the behaviour.