



What is Attention Deficit Hyperactivity Disorder (ADHD)

Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness

Common symptoms of ADHD include:

- A short attention span or being easily distracted
- Restlessness, constant fidgeting or over activity
- Being impulsive

ADHD can occur in people of any intellectual ability, although it is more common in people with learning difficulties. People with ADHD may also have additional problems, such as sleep and anxiety disorders.

Symptoms of ADHD tend to be first noticed at an early age, and may become more noticeable when a child's circumstances change, such as when they start school. Most cases are diagnosed in children between the ages of 6 and 12. The symptoms of ADHD usually improve with age, but many adults who are diagnosed with the condition at a young age will continue to experience problems.

Treating ADHD

There is no cure for attention deficit hyperactivity disorder (ADHD), but treatment can help relieve the symptoms and make the condition much less of a problem in day-to-day life.

ADHD can be treated using medication or therapy, but a combination of both is often the best way to treat it.

Treatment will usually be arranged by a specialist, such as a paediatrician or psychiatrist, although your condition may be monitored by your GP.

Parents of children with ADHD

Looking after a child with ADHD can be challenging, but it is important to remember that they cannot help their behaviour.

Parent training and education programmes

If your child has ADHD, specially tailored parent training and education programmes can help you learn specific ways of talking to your child, and playing and working with them to improve their attention and behaviour. You may also be offered parent training before your child is formally diagnosed with ADHD.



Quality First Strategies

- Sit near the teacher, within the class setting and surround with good role models.
- 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 stress ball whilst you talk, or something that will allow them to fiddle (but only if they can do this sensibly)– encourage highlighting, underlining.
- Use 'post its' for questions and ideas rather than interrupt.
- Do a stop – 10 second count before hand 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 members 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 student credit for any improvement and efforts made.
- Give the student credit for the amount of time and effort spent on work
- Consider marking the student's correct answers and focus on one area for their mistakes.
- Keep parents informed about upcoming tests and assignments.
- Support with organisation reminders—is work written in planner / can they take a picture of homework written on board so they have a record.