



Hampshire Child and Adolescent
Mental Health Services

SCHOOL INFORMATION
PACK FOR POST-DIAGNOSIS OF

ADHD

Services provided by
Sussex Partnership NHS Foundation Trust

WHAT IS ADHD?

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental condition that affects 3-5% of school aged children. There are several variations of ADHD, including ADD (Attention Deficit Disorder). This does not include the hyperactivity elements of ADHD, however all other factors are the same.

Medical studies have shown that children who have ADHD have structural and functional differences in their brain. These brain differences mean they may struggle with certain tasks.

ADHD is categorised by **Inattention**, **Hyperactivity** and **Impulsivity**.

Examples of these symptoms include:

- Difficulty giving and/or maintaining attention across contexts
- Difficulty listening and retaining information
- Difficulty following through on instructions and completing tasks
- Forgetfulness in activities of daily living
- Distractibility
- Disorganisation
- Difficulty sustaining mental effort
- Often losing or misplacing things
- Fidgeting and/or restlessness
- Difficulty staying seated
- Constant physical movement, appearing as if they never seem to stop
- Difficulty regulating volume
- Talking excessively or over others
- Interrupting and/or intruding in conversation
- Difficulties with turn-taking and/or waiting in lines

These difficulties are present in both home and school environments, as well as any other contexts, and need to have been present for over six months. ADHD symptom presentations can change over time. There is no cure for ADHD but it can be effectively managed through a variety of methods.

STRATEGIES FOR HELPING A PUPIL WITH ADHD:

BUILD A STRONG RELATIONSHIP WITH THE CHILD'S PARENTS

- It's incredibly important that you establish a strong working relationship with the student's parents. They know their child better than anyone and are a valuable source of information about which strategies do and don't work.

EDUCATE FELLOW PUPILS

- If a young person in your class had ADHD, you should educate the other students in the classroom on the condition. You must ensure you frame it positively to reduce potential cases of bullying. Consider allowing the young person to get involved in the explanation and tell other students what it's like.

ESTABLISH EFFECTIVE SEATING ARRANGEMENTS

- You should sit the pupil with ADHD near to you – this will help you monitor if they are on track. You could also sit them in an area with few distractions, such as away from doors, windows, and noisy students.
- A useful tip is to sit the young person close to a pencil sharpener and a bin. When they need to expend some energy, they can get up to sharpen their pencil as much as they like.
- Place pupils with ADHD in the least distracting place – not near a window or door.
- Seat the student near the front and between good role models in a position where good eye contact can be maintained with the teacher.
- Working in pairs rather than groups and having a separate desk will be easier for the young person with ADHD to manage.

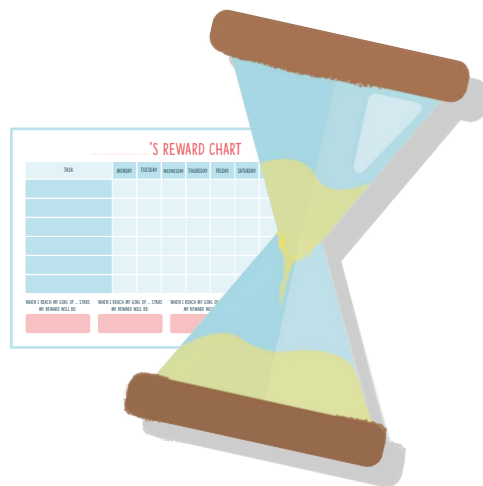


ESTABLISH RULES AND ROUTINES

- With input from your students, establish short and simple classroom rules that are easy to understand. Frame all rules positively – tell students what you want them to do, rather than what you don't want.
- For example, instead of saying “No messing around when you come into class”, say something like “When you come into class, sit straight down.”
- The young person will benefit from instructions being given in clear and unambiguous language.
- Clearly defined rules which are few in number and frequently rehearsed; help to prompt the student with ADHD.

BE SIMPLE, CLEAR, AND DIRECT

- You should give directions in simple terms and simplify all instructions, tasks, and assignments to the best of your ability. You should also ensure that you have the student's full attention before issuing any instructions. Be patient and prepared to repeat instructions frequently.
- Use consistent routines. Model and teach routines, e.g. turn taking, distributing materials, sharing the equipment.
- Prepare pupils for changes to the timetable if known in advance, e.g. a change of teacher.
- Use highlighter pens to focus attention on key words and instructions.
- Aid organisation through the use of lists, daily task sheets, charts and report cards.



BREAK THINGS UP

- Divide lessons and large projects up into smaller chunks, and vary both your content and materials. For example, use workbooks, games, and electronic devices (if you have access to these). This is more likely to keep a pupil focused and decrease some traits of inattentiveness.
- The student may benefit from a ‘first this, and then this’ approach.
- Give warnings for beginning and ending of lessons. Young people with ADHD have difficulty in refocusing their attention when changing from one activity to another. Prepare them for the transition.
- Write the timetable on the board or have it available daily.
- Break tasks down into small steps – chunking. Tasks should initially be short and when mastered gradually increased in complexity.
- Incorporate short breaks for physical activity into lessons which involve lengthy periods in seat.

ALLOW EXTENSIONS

- You should give extensions on homework tasks to a child who has ADHD, and modify the tasks you set to accommodate the student's needs. For example, make the task more fun or carefully list step-by-step how to complete the activity. You could also use a homework book to help the student organise their work and keep track of their progress.

REWARD GOOD BEHAVIOUR

- It's very likely that a young person with ADHD will lack self-esteem and believe that they are simply badly behaved. Use a reward system, like stickers or a points chart, to encourage and reward appropriate behaviours.
- Give regular feedback as pupils with ADHD respond to frequent positive reinforcement. This will motivate the child and encourage them to develop their skills and confidence in their learning.

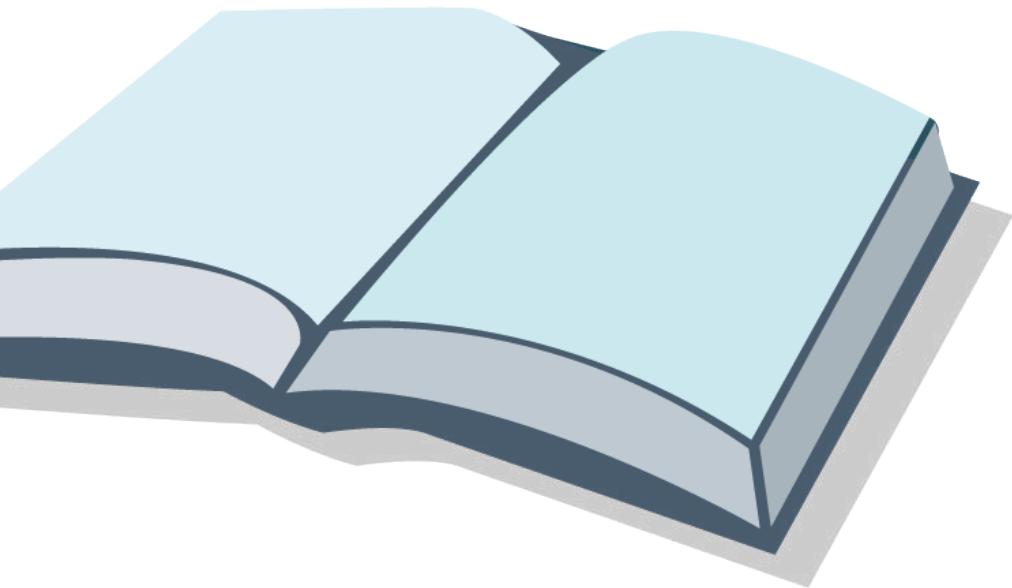


MAKE TASKS INTERACTIVE

- Where possible, make tasks and activities interactive – for example use whiteboards rather than always writing in workbooks. Ask the pupil with ADHD to hand out the whiteboards – this will help expend some energy and make them feel that they have an important role in the classroom.
- Place particular emphasis on ensuring that all materials/equipment are readily available.
- Give clear, concise instructions after establishing eye contact. Ask the pupil to repeat directions back to the teacher. It may be worth subtly checking with the student that they have understood a task.
- Provide alternative ways for pupils to present their work including tape, word processor, using teacher or peer as scribe and through diagrams and pictures.
- Pair written instructions with oral instructions. Use a multi-sensory approach to learning. The young person may benefit from having written instructions with a worksheet on their desk.

CREATE A QUIET AREA

- Consider creating a quiet area that the student can use if they feel overwhelmed by the activity in the classroom. Make this area multi-functional: it can be used to sit down and have some quiet time, or an area to move around in for a while if they are struggling to sit still.
- Keep classroom interruptions to a minimum.



USEFUL BOOKS:

- Smart, but Scattered: The revolutionary “executive skills” approach to helping kids reach their potential - by Peg Dawson and Richard Guare
- 1-2-3 Magic: Effective discipline for children aged 2-12 - by Thomas Phelan
- Mindfulness for Teens with ADHD - by Debra Burdick
- The Hidden Handicap: How to help children who suffer from Dyslexia, Hyperactivity and Learning Difficulties - by Dr Gordon Serfontein
- All Dogs have ADHD - by Kathy Hoopmann
- The Zones of Regulation - by Leah M. Kuypers
- Attention Deficit/Hyperactivity Disorder - a practical guide for teachers - by Paul Cooper, Catherine Ideus
- ADD Hyperactivity Handbook for Schools - by Harvey C Parker
- Attention Deficit Hyperactivity Disorder - a Multi-Disciplinary Approach - by Holowenko, Henryk. Jessica Kingsley

USEFUL APPS:



Headspace - This app is for when you find it hard to relax, teaching you the basics of meditation in short 10 minute sessions.

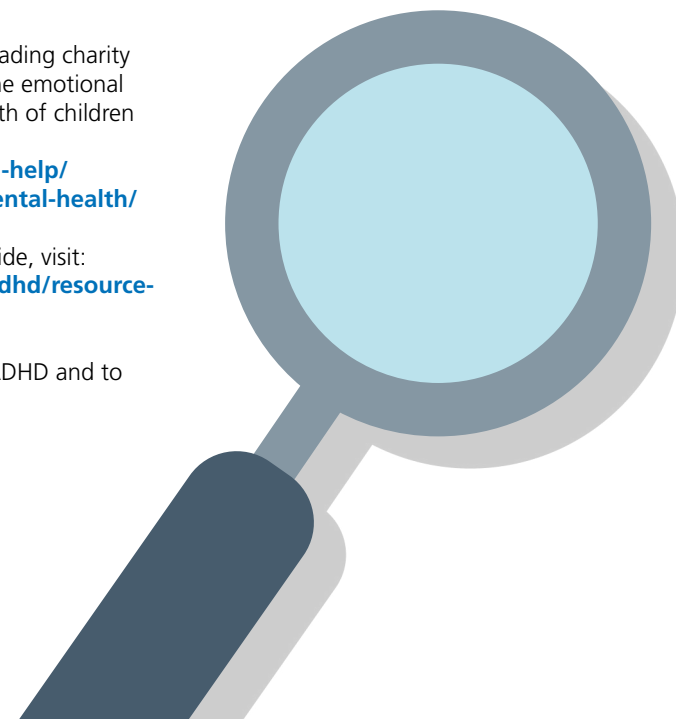


Calm - This app teaches meditation and mindfulness and has exercises to help with concentration, stress and self-esteem.

Please note: Unless stated otherwise, apps are not supplied by the NHS and the NHS is not liable for their use.

USEFUL WEBSITES:

- Managing ADHD in the Classroom: Teaching Strategies and Tips highspeedtraining.co.uk/hub/managing-adhd-in-the-classroom/
- Teaching Students with ADHD helpguide.org/articles/add-adhd/teaching-students-with-adhd-attention-deficit-disorder.htm
- Strategies for teaching and managing students with ADHD oltinternational.net/blog/teaching-and-managing-students-with-adhd
- Living with ADHD is a website which supports teenagers who have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and provides information for parents, carer and teachers of someone who has the condition. The site provides answers to common questions around challenges and concerns that may arise. Visit: livingwithadhd.co.uk
- Young Minds is the UK’s leading charity committed to improving the emotional wellbeing and mental health of children and young people. Visit: youngminds.org.uk/find-help/conditions/adhd-and-mental-health/
- For an ADHD Resource Guide, visit: healthline.com/health/adhd/resource-guide
- For more information on ADHD and to access resources, visit: hamshirecamhs.nhs.uk
- [Addiss.co.uk](https://addiss.co.uk) is a registered charity providing information and resources about ADHD for parents, young people, teachers and health professionals; includes details of their resources, conferences and training.
- Healthy Place promotes awareness to Attention Deficit Hyperactivity Disorder and provides information and practical help to both adults and children with ADD/ADHD, and their families in the UK. Visit: healthyplace.com/adhd/articles/addersorg-homepage
- This website provides advice on supporting pupils with ADHD at school. Whilst school are very supportive of students of ADHD, it often falls to parents to ensure that the school is aware of strategies for children with ADHD in school settings. Visit: wellatschool.org



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Aldershot

Child and Adolescent Mental Health Service
Aldershot centre for health,
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Tel: **01252 335 600**

Basingstoke

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Basingstoke, Hampshire,
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Winchester & Test Valley

Child and Adolescent Mental Health Service
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New Forest - Ashurst

Child and Adolescent Mental Health Service
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Eastleigh

Child and Adolescent Mental Health Service
The Bridge Centre,
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