

WHAT IS ADHD?

Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental difference characterised by unique ways of processing attention, activity levels, and impulse control.

Potential area of needs:

Inattention: May prefer to focus on multiple tasks at once or shift attention frequently.

Hyperactivity: May have high energy levels and a need for movement.

Impulsivity: May act quickly or make spontaneous decisions.

How these needs may manifest?



- May need guidance or support in regulating social interactions to feel more comfortable expressing themselves.
- Could benefit from encouragement and understanding of their unique ways of interacting with peers.
- Might find adapted approaches to traditional turn-taking games more engaging and supportive of their social participation.



- May need support or strategies to follow morning routines due to varying energy levels.
- Could benefit from guidance in managing discussions or disagreements with parents or siblings, considering different ways of processing situations.
- May require creative or alternative methods to approach homework and daily chores to suit their learning style.
- Might need help finding a personalised way of organising personal spaces that works best for them.



- May need regular movement breaks or seating adaptations to support their need for movement in class.
- Could benefit from additional time or modified tasks to complete work at their own pace.
- May find alternative methods of organising materials and schoolwork helpful to stay organised.
- Might require strategies or tools to help maintain focus during activities that aren't directly aligned with their interests.

Statistics



- The National Institute for Health and Care Excellence estimates the global prevalence of ADHD in children is 5%, and in adults in the UK, it is 3%.
- Approximately 5-10% of children worldwide have ADHD.
- Boys are more likely to be diagnosed with ADHD than girls.
- ADHD often coexists with other conditions, such as different learning needs, anxiety, and depression, which can be influenced by environmental factors.

Strategies

Create structure and routine :

- Establish clear daily schedules that are flexible to accommodate individual differences.
- Use visual aids like charts and checklists to support understanding



Positive reinforcement:

- Focus on strengths and provide encouragement for achievements.
- Set goals that align with the individual's interests and celebrate their successes

Other strategies:

- Break tasks into smaller, manageable steps to align with the person's processing style
- Encourage physical activity to channel energy positively
- Collaborate with teachers and healthcare providers to create supportive environments
- Identify and minimise potential stressors or triggers in the environment
- Consider sensory preferences, such as managing noise levels, to create a comfortable space

