

Attention Deficit Hyperactivity Disorder (ADHD)

Condition:

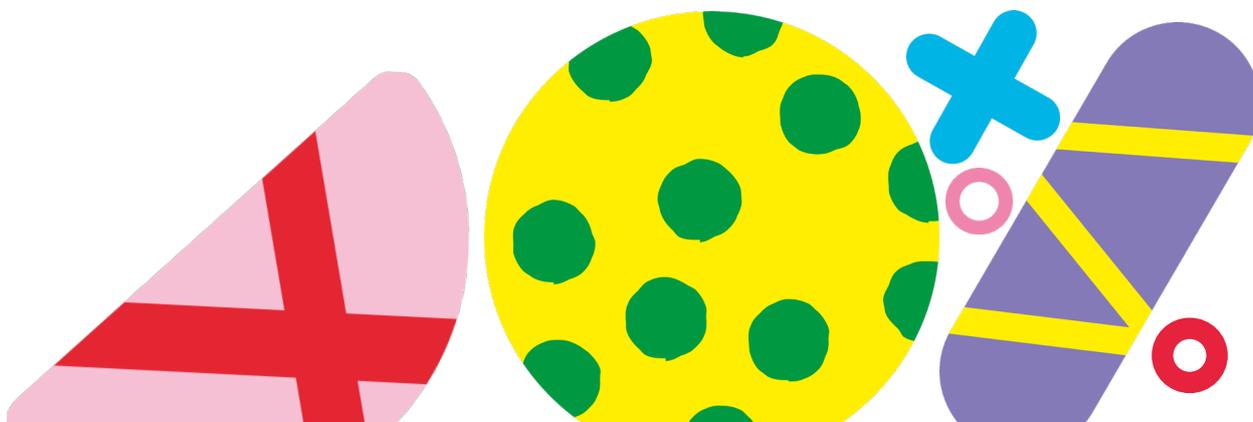
Children with ADHD can sometimes be viewed as having frequent and occasionally severe behavioural problems that can interfere with their ability to lead a normal life, although generally it is understood that this is a response to their feelings and often out of their control. They may have difficulties with their relationships, including with adults and other children. Children with ADHD who have difficulties with concentration can sometimes have associated learning difficulties as well. Their impulsive nature can put them at risk of physical danger. Due to them sometimes having difficulty controlling their feelings, they can often get incorrectly labelled as “bad”.

Problem Areas:

- Behaviour – this can often be interpreted as being uncontrolled and can lead to exclusion. Children with ADHD can sometimes struggle to regain calm when they become agitated.
- Concentration – difficulty focusing on a particular task for very long unless helped to do so. This can then lead to fidgeting, disruption, or a falling behind with instructions and work.
- Attention to detail - children with ADHD often do not have a well-developed attention to detail and can consequently make mistakes, leading to frustration. They may also have limited problem-solving skills.
- Impatience – this is common and includes being unable to wait or queue, shouting out an answer before the question has been completed, or frequently interrupting.
- Lack of social skills – often demonstrated by talking too much. Difficulties understanding facial expression, body language etc. Can struggle to make and keep friends.

Support strategies for your Group:

- Many children with ADHD will have a school support plan. This, along with parent/ carer consultation, should be a starting point for developing your support strategy.
- Don't give too many instructions at one time. Take it step-by-step and use clear





language. Ask “Do you understand?”

- If possible have a ‘Calm/Chill Area’ which a child can access (appropriately supervised) if they show signs of becoming agitated. Place calming things that the child enjoys doing in this quiet area. The key is to remove the child from the source of agitation before it builds up. Having some ear defenders here might also be helpful.
- Seat the child close to or next to a leader and away from windows and distractions. If possible allocate one of your team to be a one-to-one helper for the child. Use a fiddles box to help aid concentration.
- Good planning is important in ensuring that you accommodate the needs of a child with ADHD in your programme. Children with ADHD often need structure and clear routines that are not too complicated. A visual timetable might help here.
- Pastoral care/teaching is vital. Relationship building with a child with ADHD brings great behavioural benefits as well as helping you to understand the child’s world better.
- Children with ADHD can be given some responsibilities, under supervision, and often respond well to this involvement.

Further information:

The ADHD Foundation

www.adhdfoundation.org.uk

Attention Deficit Disorder Information Support Service (ADDISS)

www.addiss.co.uk

‘Invited to Belong’ has been developed in partnership between Urban Saints and Youthscape.



Youthscape

www.urbansaints.org/invitedtobelong