



Introduction to ADHD and ADHD Embrace

Parents Coffee Morning

Sallie Crook



Knowledge • Advocacy • Empowerment

Agenda

1. Introductions
2. What is ADHD?
3. How can schools support children with ADHD?
4. Who are ADHD Embrace and what we do?
5. ADHD Embrace Website and how to access our support
6. Questions and Answers

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What is ADHD?

Attention Deficit Hyperactivity Disorder

- It is a complex neuro developmental condition
- Key characteristics:
 - Inattention
 - Impulsivity
 - Hyperactivity **
- Plus co-morbidities e.g. social communication, sensory integration, ASD, dyslexia, dyspraxia
- No two children are the same
- Strong genetic link

** Not all ADHD young people are hyperactive; inattentive type harder to detect

**“Individuals with ADHD
do not have a deficit
of attention; they have an
abundance of attention.
The challenge is
controlling it.”**

—Ned Hallowell, M.D.,
and John Ratey, M.D.

Dr. Edward Hallowell, Psychiatrist



“A Ferrari in your brain controlled by bicycle brakes”

The ADHD Brain

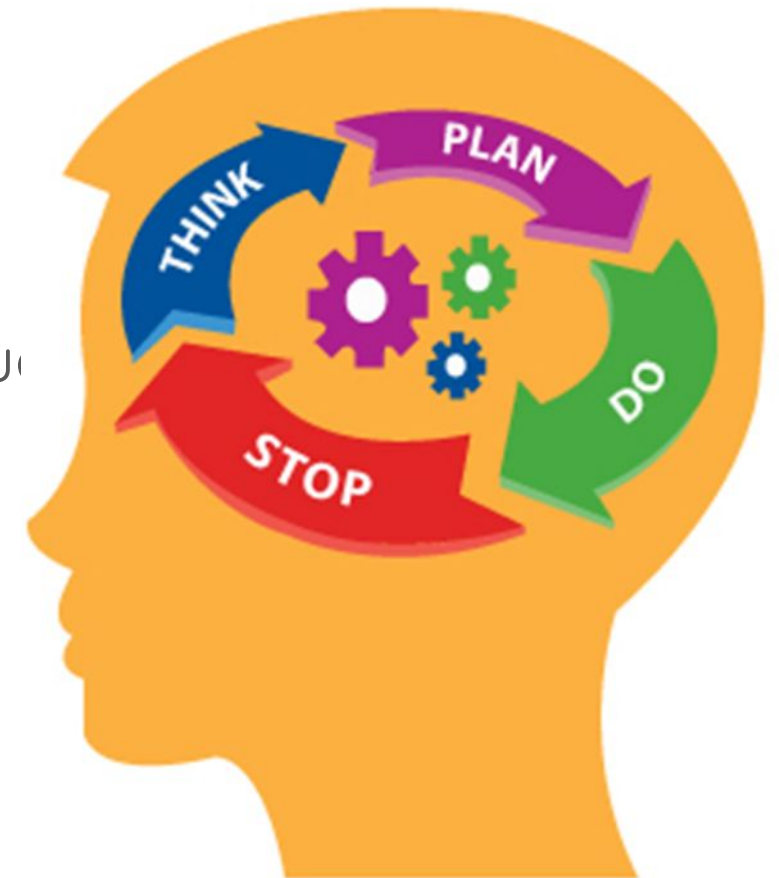


<https://www.youtube.com/watch?v=kHcy7JxtgW8>

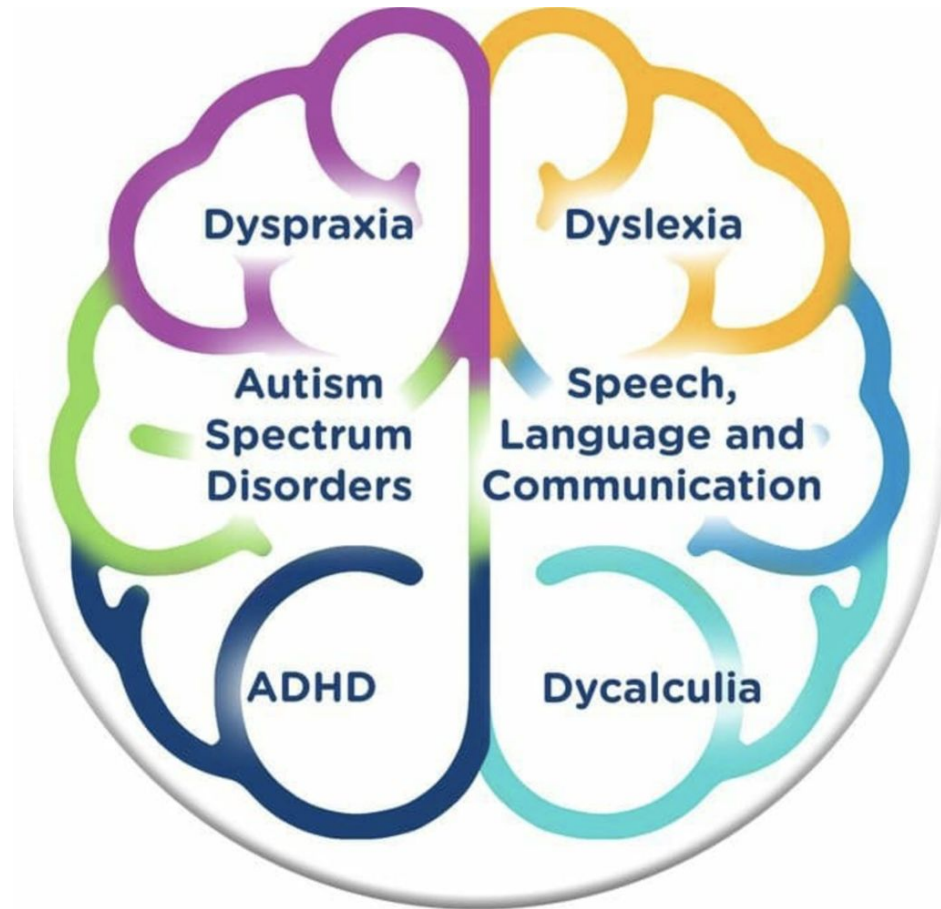
What is ADHD?

Executive Function Difficulties

- **Initiation** – poor ability to get started
- **Working memory** – difficulty with too many instructions
- **Organisational skills** – lose stuff!
- **Time management** – now matters, often late
- **Emotional Regulation** – can have meltdowns
- **Transitions** – change of task can be tricky



ADHD is a type of Neurodiversity?

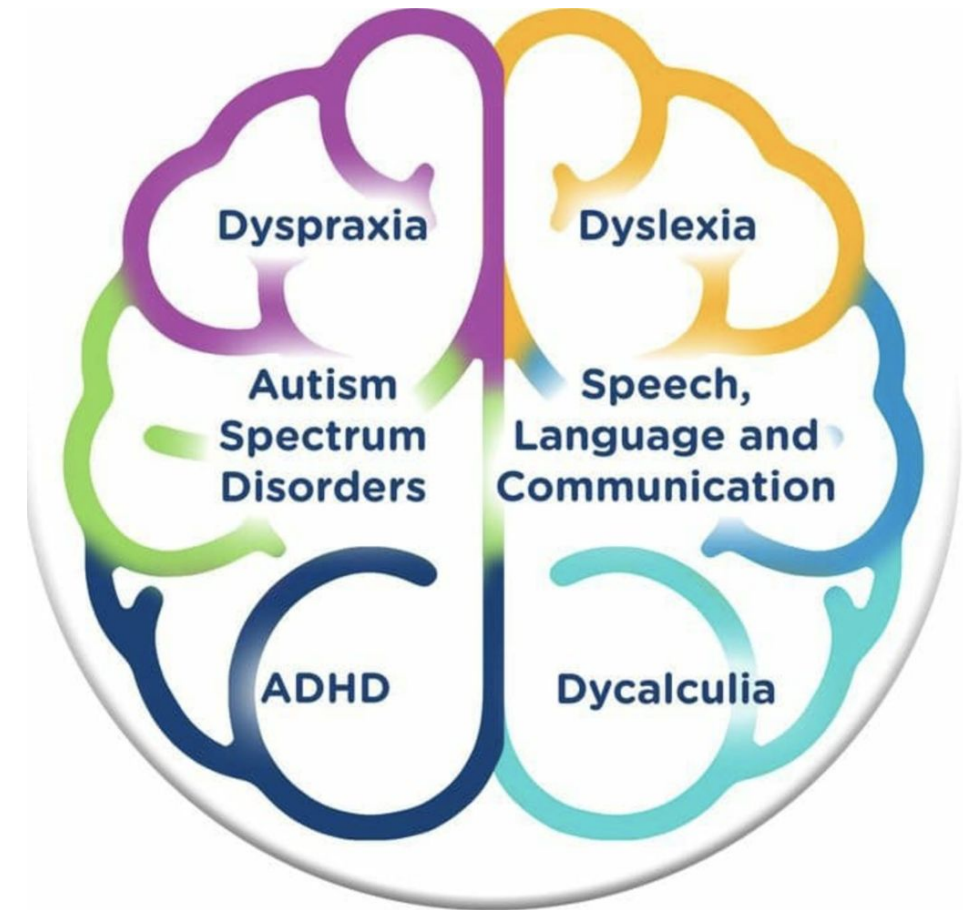


- The term refers to the biological brain differences amongst the human population.
- All brains differ slightly in structure as well as in connectivity
- A neurodivergent brain will sense, think and learn differently from a neurotypical brain
- ADHD brains have low levels of neurotransmitters particularly in the frontal cortex.

Types of Neurodiversity ?

- ASD Autistic Spectrum Disorder 1-2%
- Tics and Tourettes 1-2%
- DCD Developmental Co-ordination Disorder 3-5%
- ADHD 5%
- Dyscalculia 5%
- DLD Developmental Language Disorder 8%
- Dyslexia 10%

The term Neurodiversity has been used since the late 1990's- Judy Singer and Harvey Blume



Diagnosis Pathway

- 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.
- Childhood ADHD is more commonly recognised & diagnosed in boys than girls.
- Girls with ADHD often have a form of the condition where the main symptoms relate to problems with attention rather than hyperactivity, which can cause less noticeable symptoms.

ADHD in girls – why might ADHD be missed?

- Symptoms in girls are often explained as character traits rather than ADHD e.g a daydreamer, forgetful, chatty
- Girls can be less disruptive than boys and go under the radar
- A lot of effort is put into hiding these symptoms in order to look normal (masking)
- Girls are reported to have fewer symptoms of hyperactivity and impulsivity but have more inattentive symptoms
- Girls can be perfectionists and will put themselves under huge amounts of pressure to succeed.
- Assumed that everything is OK because the girls are achieving at school

ADHD presentation in girls

- Hyperactivity and impulsivity often present but are expressed in a different way
- Their mind maybe constantly on the go rather than a physical restlessness
 - Hypersocial, hyper-emotional, hyper talkative, hyper-reactive rather than hyperactive
 - Interrupting others, speaking without thinking first, acting on impulse when making decisions as a sign of impulsivity vs physical fights or swearing
- Remember some girls do present with combined type of ADHD that we associate with boys

Misdiagnosis may be because

- Reports from home and school can vary significantly and this has a direct impact on evidence required to meet the criteria
- Symptoms are put down to anxiety or depression
- High co-morbidity in ADHD e.g. dyslexia
- Later presentation, often at secondary school or transfer to college and common to find parents or primary teachers scaffolding which hides difficulties
- Later diagnosis means more years of unsupported or untreated ADHD so there is a greater impact on self esteem and mental health.

ADHD Burnout

Being all day in a learning environment which is not designed for your brain is very tiring



Which of these children or teens have ADHD?



Which of these adults have ADHD ?



Which of these adults have ADHD ?



“ADHD doesn’t always look like a kid who can’t stay still and is bouncing out of their seat. Sometimes it means feeling completely overwhelmed with the world around you and all the things you are supposed to accomplish within it, and feeling like a failure because everyone seems to be able to do things you can’t.”

ADDitudemag.com

ADDitude

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Positive attributes of ADHD

- adventurous
- ambitious
- courageous
- can multi-task
- creative
- energetic
- flexible
- humorous
- intuitive
- outgoing
- resourceful
- spontaneous
- tenacious
- unconventional
- versatile
- visionary

Treatment and Support

Therapeutic Intervention

- Cognitive Behavioural Therapy (CBT)
- Play Therapy
- Occupational Therapy (OT)
- Education, Health and Care Plan (EHC)
- Diet and Exercise
- ADHD specific Parenting Course
- ADHD friendly teaching practices



And/Or Medication which is prescribed by a Consultant Psychiatrist

Types of Medicines licenced in the UK

There are **5 types** of medicines licenced for the treatment of ADHD

Medication Group	Medical Name	Brand Name
Stimulants Short Acting & Extended Release	1. Methylphenidate (Stimulant Medication)	<ul style="list-style-type: none">- Ritalin- Medikinet- Delmosart- Matoride- Xaggitin
	2. Lisdexamfetamine (Amphetamine Stimulant Medication)	<ul style="list-style-type: none">- Vyvanse- Elvanse
	3. Dexamphetamine	<ul style="list-style-type: none">- Dexadrine
Non Stimulants	4. Atomoxetine non stimulant	<ul style="list-style-type: none">- Strattera
	5. Guanfacine	<ul style="list-style-type: none">- Intuniv- Tenex

Summary



- ❑ 1 in 20 young people are impacted by ADHD at home, school and/or in social environments
- ❑ Can cause individuals to be inattentive, impulsive and hyperactive or any combination of all three
- ❑ Not all children are hyperactive, inattentive ADHD can be more difficult to diagnose
- ❑ Neurodevelopmental condition affecting the way the brain functions (not intelligence)
- ❑ ADHD is a medical disability
- ❑ A hereditary condition – 80% of young people with ADHD have a parent with ADHD

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ADHD symptoms seen in the classroom



- Appear restless - always “on the go”
- Need to move or fidgety
- Impulsive – risk takers - act or speak before thinking
- Distractible
- Disorganised
- Have trouble starting or finishing work
- Difficulty managing time

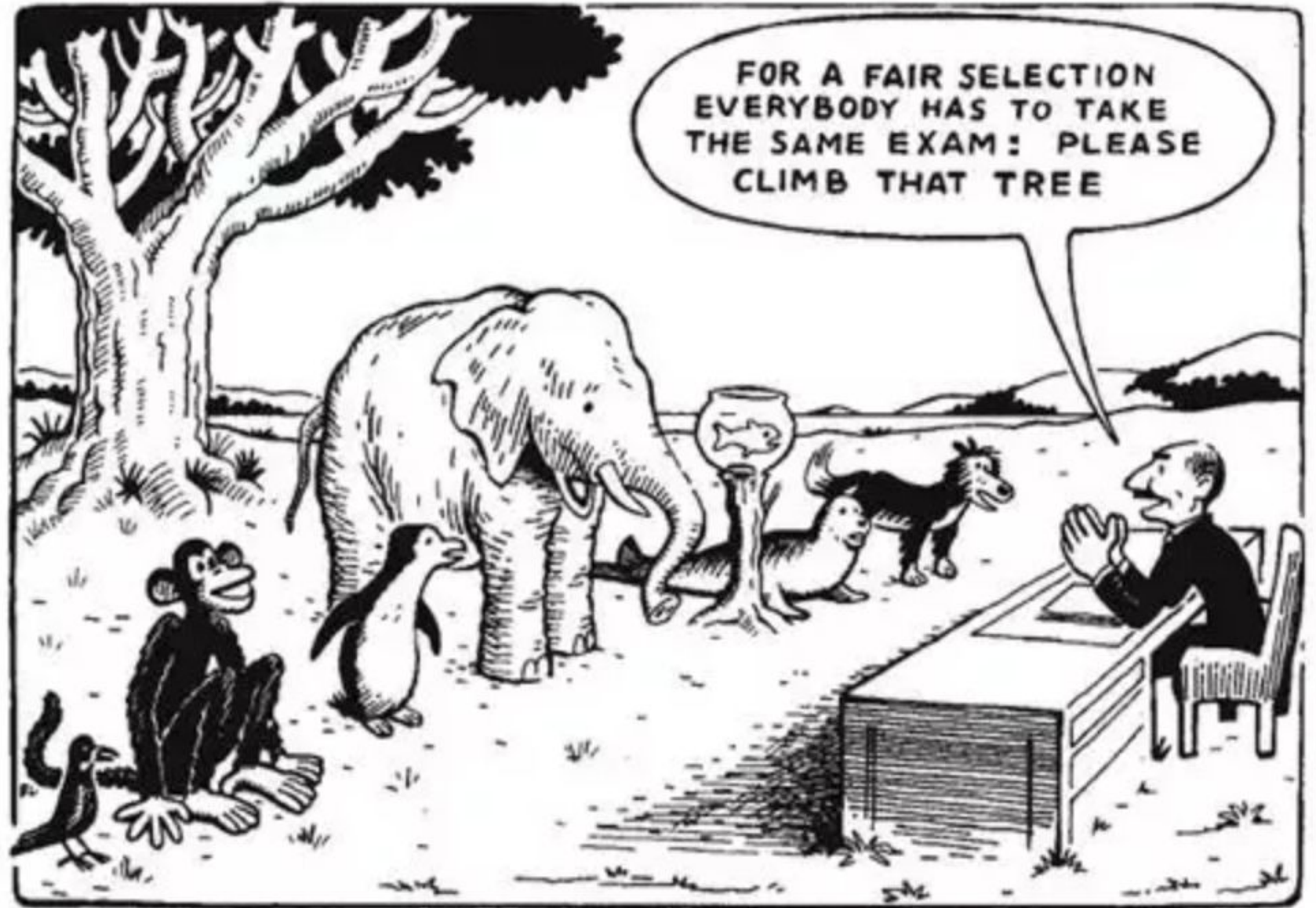
- Significant attention problems - makes careless mistakes
- Unable to manage emotions – no holding back – overwhelmed, angry and frustrated
- Can be rigid of mind
- Day dreamer – head in the clouds
- Tunes out if not interested
- Very sensitive emotionally

How do students with ADHD feel in school?

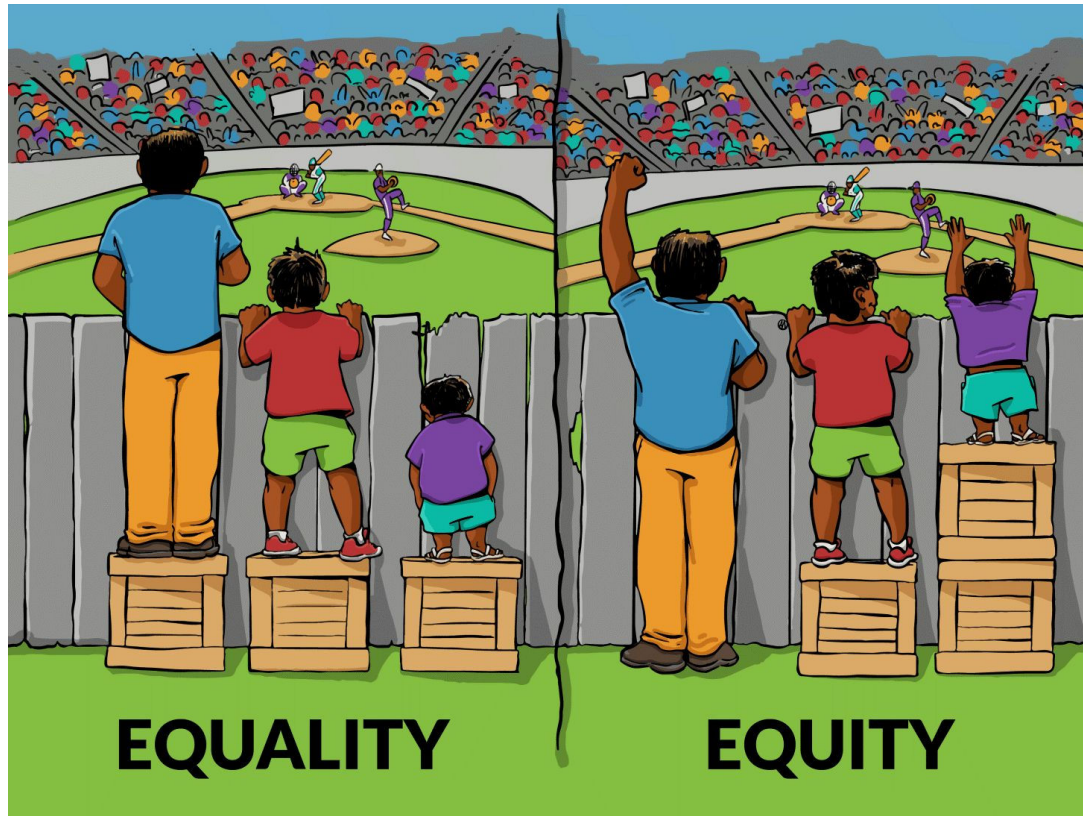
- Negative overall experience
- Forgetfulness means many discredits, detentions, being told off for forgetting ruler, PE kit etc
- Inattention means difficulty to start a task, a lot of unfinished work, missing out on spoken instructions
- Poor organisation skills leads to work not being handed in, messy exercise books, lost worksheets (affecting revision)
- Poor social skills leads to friendship issues and communication issues with teachers

Our Education System?

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid”. Albert Einstein



Take a disability perspective.....



- ADHD is a medical disability
- According to the Equalities Act 2010 schools must lawfully make reasonable adjustments to accommodate the needs of a child with a disability
- No two ADHD children will be the same

How can teachers help?

Teachers can help immensely even if there is no diagnosis

- Early Identification (forward observations to SENCo)
- Taking a disability perspective and consider comorbidities too
- ADHD friendly teaching practices
- Make reasonable adjustments
- Have understanding and empathy
- Help build self esteem

What can teachers do to help girls?

- Increase understanding of ADHD in school
- Look out for changes in behaviour that might indicate mental health issues
- Don't assume that everything is OK because the girls are achieving at school – they may not be reaching their potential
- Implement support strategies based on needs/presentation vs a diagnosis e.g. a doodle book for girls vs movement breaks
- Discuss any concerns with parents, what do they see e.g. emotional outbursts, behaviour worse during periods, exhaustion after school
- Use Conners self reporting tool

Supporting your child with ADHD?

Consistent parenting but keeping self esteem intact



1. Provide a structured environment
2. Provide very clear short instructions
3. Observe behaviour triggers or them not engaging
4. Listen to them and ask what they find difficult
5. Be flexible in approach with them – punitive discipline does not work
6. Praise them when they succeed
7. Harness their strengths and build self esteem
8. Find out what they are passionate about – they are then hyper focused
9. Engage with teachers so that school and home can jointly support the child

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Our mission



Supporting parents, carers and professionals working with children and young people with ADHD through:

- **knowledge** (providing information, knowledge and practical support to parents, carers and professionals)
- **advocacy** (raising awareness of ADHD amongst general public, local schools, local healthcare groups, local community and at government level)
- **empowerment** (empowering those with ADHD and their families through provision of knowledge and practical support)



We provide vital support which is not available elsewhere

Why support children and teens with ADHD?

Challenges being faced by children and young people with ADHD

- Life extremely challenging at home and school
- School is a real challenge
- Difficulty to make friends
- 80% of children with ADHD have parents with ADHD

Outcomes for people with ADHD

Frustration Isolation Depression
Anxiety Low self-esteem
Low achiever School exclusions

**Diagnosis
Knowledge
Treatment**

Understanding Awareness
Education Friendship
Resilience Confidence Excellence

Realities in life if unsupported

- Social isolation
- Unfilled potential
 - Economic hardship
 - Mental health issues
- UK prison population has 25% of people who are ADHD, compared to national population where 5% are ADHD
- High percentage of teenage pregnancies

			Teachers/ Professionals	Parents/ Carers
1	Information provision	Newsletter, Website, ADHD Handbook, Video library	✓	✓
2	Seminars	Twice monthly evening meetings (8 – 9.30pm)	✓	✓
3	Teachers seminars	Annual programme – monthly (Wed 4.15 – 5.45pm)	✓	
4	Schools outreach	Whole school staff introductory presentation on ADHD Teacher FaceBook Closed Forum	✓ ✓	
5	Parent workshops	Post diagnosis – held monthly 8 - 10 families Parents courses – weekly for 6 weeks		✓ ✓
6	Advice clinics	Richmond and Kingston families		✓
7	Peer-to-peer support	Monthly Meet-ups (1-2 hours) Parents FaceBook Closed Forum		✓ ✓
8	Advocacy	Locally + nationally (NHS, AfC, Parent Panel, local SEND strategy groups, and supporters of ADHD Act)	✓	✓

Knowledge • Advocacy • Empowerment

Video Library



ADHD in Girls

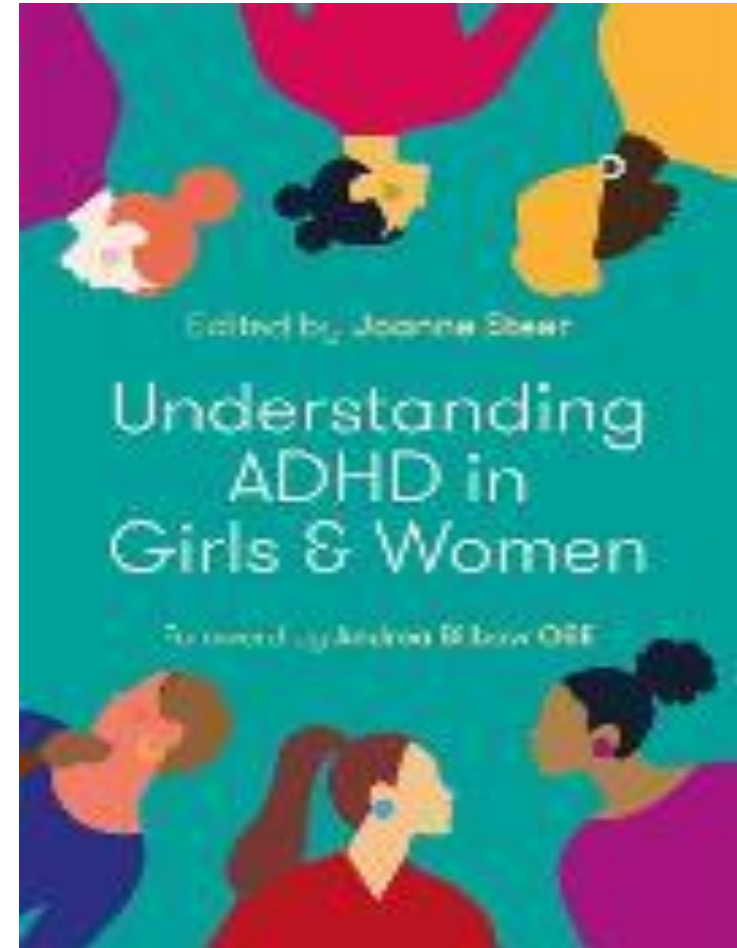
Book

Understanding ADHD in Girls and Women

By Jo Steer

Head of Emotional Health Services

AfC Richmond and Kingston



Feedback on our offering

Local bodies and professionals

feedback

“Local experts for ADHD”

“Cover a real gap in service provision in relation to accessing pre and post diagnostic support”

*“Place to go for **support and information when needed without having to wait for ages or fight for it**”*

“Fantastic resource with lots on offer”

*“You provide specialist, dedicated advice on a wide range of issues, **connect parents with one another so they don't feel alone on their journey**”*

Parents

feedback

“Best source of impartial quality information in the whole of the UK for ADHD”

*“Network with other parents of children with ADHD in the local community, **coaching for both parent and child** to help deal with issues relating to ADHD, access to **expert talks** on ADHD in local area.*

*“Provides information on ADHD that isn't available elsewhere. The talks are **extremely informative** and provide a **valuable support** network.”*

*“**Absolutely invaluable** for my son and myself post diagnosis. I **felt supported and listened** to when I made contact. The 123 Magic course **transformed my relationship with my son.**”*

Strong endorsement that we are meeting gap in provisioning

ADHD Embrace Website and how to access support



<https://adhdembrace.org>

Register here <https://adhdembrace.org/register-with-us-page/> to receive newsletter, book courses etc.

Email info@adhdembrace.org

Plus Twitter and Facebook accounts

Additional Support



- ❑ **SENDIASS** – Special Educational Needs and Disabilities Information Advice
- ❑ **SOS! SEN** - Charity offering free independent helpline for families of SEN children
- ❑ **IPSEA** – Independent Provider of Special Educational Advice
- ❑ **SEN Lawyers**
- ❑ **Kingston Parent Carer Forum** - [Kingston Parent Carer Forum - Kingston PCF](#)
- ❑ **Richmond Parent Carer Forum** - <https://www.richmondpcf.org.uk/>
- ❑ **ADHD Embrace** <https://adhdembrace.org/register-with-us-page/>

Agenda



Q&A session

Turning challenges into celebration of neurodiversity



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<https://adhdembrace.org>



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