Talking about ADHD
Talking about ADHD can be emotional, as there is lots of different information available.

This short presentation gives you an overview of the facts about ADHD, including:
- What it is
- Who it affects
- The symptoms.

Once you have seen this introductory overview, you can find more detail in:
- Each of the main sections of this site
- Sites and resources suggested in the Resources section.
What is ADHD?

Stands for Attention-Deficit Hyperactivity Disorder

Attention-Deficit Hyperactivity Disorder

Characterised by a pattern of inattention and/or hyperactivity-impulsivity that is inconsistent with other children of the same age.

One of the most common neurobehavioral disorders of childhood.

The symptoms interfere with, or reduce the quality of, social, academic, or occupational functioning.

ADHD is often present with other mental health problems, related conditions include:

• Oppositional Defiant Disorder (ODD)
• Anxiety Disorder
• Conduct disorder.
Who can be affected?

The world-wide prevalence of ADHD in children and adolescents has been estimated to be around 5.29–7.1% depending on the diagnostic criteria applied.

In approximately 50% cases, ADHD will continue into adulthood.

Symptoms can be present in pre-school children.

More boys than girls are diagnosed with ADHD.

Although several US studies have reported that girls tend to suffer more from the inattentive type, a large European study could not confirm this.

ADHD has been found to occur in 10.5% 3-5 year olds, 11.4% 6-12 year olds and 8.0% 13-18 year olds.
What are the symptoms of ADHD?

**Inattention**

- Does not pay attention to tasks or makes careless mistakes
- Has difficulty maintaining focus in tasks or activities
- Does not seem to listen when spoken to directly
- Does not follow through on instructions and fails to finish tasks
- Has difficulty organising tasks and activities
- Avoids, dislikes or is reluctant to get involved with tasks that require sustained mental effort
- Is often forgetful and loses things
- Is easily distracted
- Is often forgetful in daily activities.
What are the symptoms of ADHD?

Hyperactivity/Impulsivity

- Often fidgets with hands or feet
- Leaves seat in situations when remaining seated is expected
- Often runs or climbs about in inappropriate situations
- Often unable to play or engage in leisure activities quietly
- Is often on the go, acting as if ‘driven by a motor’
- Often talks excessively
- Can give answers before questions have been completed
- Has difficulty in waiting for their turn
- Can interrupt or intrude on others.
Common questions
Addressing common ADHD questions and concerns

When people know little about ADHD, they may come to you with a number of common questions and concerns.

We’ll look at some of these concerns, with examples of how these can be addressed.
Question: What is ADHD?

To reassure them, you can make the following points in your answer:

- Attention Deficit Hyperactivity Disorder is one of the most common neurobehavioral disorders of childhood.
- Approximately 5 per cent of school-age children have ADHD.
- The key symptoms of ADHD are inattention, hyperactivity, and impulsivity.
- ADHD means that children do not react and respond to information in the same way as other children.
- They can also experience difficulties in group activities and relationships.
- Bad behaviour is not always intentional and intervention and extra educational support (behavioural training) can help.
Question: How does it affect a child?

You may want to make clear that it affects each child differently:

- Not all children with ADHD will behave in the same way
- Certain aspects of ADHD can be more obvious in one child than in another, e.g. one child can be very inattentive and find it difficult to concentrate for long periods of time, but another child will appear to be more hyperactive and fidgety.
Question: How can I be reassured that your child won’t be disruptive in the classroom?

You may want to reassure them that the school has the situation under control, and is focused on the learning of all the children:

- The teacher has worked with us to look at ways of minimising possible disruption, for example, placing our child in a particular position in the classroom.
- The teacher is aware of the potential for disruption by any child in the class and has a plan in place for dealing with it.
- We have worked closely with teacher(s) from the start to ensure that my child’s needs are met in conjunction with the other children in the classroom.
- If there are any issues that happen, the school tells us quickly so that we can agree a way forward.
Question: How can I be reassured that your child won’t take up too much of the teacher’s time?

You may want to reassure them about any specific steps the school is taking:

- The teacher is aware that my child cannot dominate the classroom and has techniques to deal with this
- Briefly explain about the techniques your child’s teacher is using.
Common myths
Addressing ADHD myths

When people don’t know very much about ADHD, they can have prejudices and misconceptions about what people with ADHD are like.

We’ll look at some of the most common myths, and examples of how to respond to these.
Myth: “All children with ADHD are disruptive and out of control”

Remind them that not all children with ADHD behave in the same way.

- ADHD affects children in different ways at different times.
- Some may be impulsive or hyperactive, e.g. saying inappropriate things or being constantly ‘on the go’.
- Others may not be able to focus or concentrate.

Myth: “All children with ADHD are disruptive and out of control”
Myth: “Children with ADHD take up too much of the teacher’s time”

Reassure them about the specific steps the school has in place to prevent this happening:

- Teachers aim to create a supportive environment that benefits all the children in the school including those with ADHD.
- Teachers who have a child with ADHD in their class are aware of the child’s needs and have strategies to prevent them taking up too much time.
  - For example, they might allow the child with ADHD to take short breaks to enable them to release some of their energy.
- The teacher may also have support staff available to help.
Myth: “ADHD is largely due to poor parenting”

Explain that science shows that ADHD is a valid medical condition, and is only diagnosed after many months of testing.

- Many assumptions are made that the behaviour of a child with ADHD is linked to poor parenting.
- However, medical evidence demonstrates that ADHD is a common neurobehavioral condition.
- Many parents work closely with doctors and other specialists to improve parenting skills and research suggests that family problems often improve following this support.
Myth: “A child with ADHD will be a bad influence on my child”

Reassure that you and the school are working together to minimise the impact on the class, as with any other behaviour problem.

- Many children with or without ADHD can have behavioural problems that may result in classroom disruption and can mark them as a bad influence.
- If a child’s ADHD symptoms lead to disruption in the classroom, parents can work closely with the child’s teacher(s) on ways to help minimise this.
- As a parent, I’m happy to discuss any specific worries you have about this.

INTSP/IN/ADHD/13/0080d October 2013
Myth: “All children with ADHD have to have medication to get them through a school day”

Reassure about how, why and when medication is used.

- Medication is used by some children who have ADHD, but it is not required in every case.
- It is not used to ‘control’ behaviour but to improve the symptoms of ADHD.
  - For example, it can help children to concentrate more effectively for longer in the classroom.
- The choice of whether to use medication or not, is made by the child’s doctor in conjunction with the parents/carers.
Myth: “All children with ADHD perform badly at school”

Explain that some children with ADHD can do well in some subjects.

- Children with ADHD are not necessarily low achievers at school, although many have associated learning difficulties.
- Children with ADHD can benefit from non-traditional approaches to learning. It is often a case of finding the right approach in a particular subject.
- With the right support, a child with ADHD can go on to further study at college or university and a successful career.
Why ADHD stigma exists
Why ADHD stigma exists

The stigma around ADHD can:

- Be very damaging to the child
- Impact strongly on the parents/carers relationships' with teachers and other parents.

We’ll look now at why there can be a lot of prejudice and stigma around ADHD in children.
Challenge: Complex medical condition and science

First of all, the science around ADHD is very complex, and hard to understand. The condition itself is very complex, and takes a long time to diagnose.

It’s hard to understand what causes ADHD. The condition has a biological basis, but there is long, ongoing debate about what causes it.
Challenge: Fear of mental illness and mental health profession

Diagnosis can involve psychiatrists and psychologists. For some the involvement of mental health specialists leads to a wider stigma that exists about mental health issues in general.

ADHD can coexist with other mental health issues that may be viewed negatively, such as:
- Depression
- Learning difficulties
- Conduct disorder.
Challenge: Use of medication for ADHD

There is sometimes controversy around using medication as part of managing a child’s ADHD. For example, some people may feel:

- You are using drugs to ‘control’ the child
- You are using medication to make the child easier to cope with because the parents have no control over their child
- It is wrong to give medication to young children:
  - They might become addicted
  - They might experience negative side effects
  - They might be sedated.
The key symptoms of ADHD are seen as undesirable behavioural traits:
• Inattention
• Hyperactivity/Impulsivity.

Therefore, children with ADHD can be perceived as being:
• Disruptive both inside and outside the classroom
• Difficult and unrewarding to teach.
Challenge: Prejudice and preconceptions

The less positive aspects of behaviour are often remembered, rather than the more positive characteristics, such as creativity and adaptability.

Unlike other medical conditions, there are few public figures with ADHD who act as role models for children to look up to.
Challenge: Impact on family and relationships

Children with ADHD often experience difficulty in relationships with family, teachers and other children.

For example, sometimes they find it difficult to understand how people feel and that can make relationships harder to sustain.

Parents experiencing any kind of sustained behavioural problems with their children, are thought of by some as:

- Having poor parenting skills
- Being unable to cope with their children.
Spotting related conditions
Many children with ADHD also have other health conditions, such as anxiety disorder, conduct disorder, oppositional-defiant disorder and tic disorder.

Approximately 60% of boys and girls with ADHD have at least one psychiatric condition beside ADHD, and 35% have two or more.

Therefore as parents, carers or teachers, it may be useful to be aware of the symptoms of the conditions most commonly associated with ADHD and talk to a healthcare professional if you have any concerns.

- Anxiety disorder
- Conduct disorder
- Tic disorder
- Oppositional-defiant Disorder (ODD)
## Anxiety Disorder

Approximately one-third of children with ADHD may have an anxiety disorder, characterised by excessive worrying, apprehension or fear, and sometimes accompanied by physical symptoms like:

- Restlessness
- Shortness of breath
- Rapid heartbeat
- Dry mouth
- Cold hands
- Dizziness.

## Oppositional-defiant Disorder (ODD)

Approximately 40% of children with ADHD may also have ODD. It is characteristically seen in children below the age of 9 or 10 years*.

Symptoms include:

- Markedly defiant behaviour
- Disobedient behaviour
- Provocative behaviour.

*behaviour does not include the more serious violations of the rights of others, such as persistent aggression and dissocial behaviour.
## Spotting related conditions

<table>
<thead>
<tr>
<th>Conduct disorder</th>
<th>Tic Disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximately 14% of children with ADHD also have conduct disorder.</td>
<td>Approximately 1 in 10 children with ADHD may suffer from tic disorder.</td>
</tr>
<tr>
<td>Symptoms include:</td>
<td>Symptoms include:</td>
</tr>
<tr>
<td>• Harming other people or animals</td>
<td>• Neck-jerking</td>
</tr>
<tr>
<td>• Fire-setting</td>
<td>• Shoulder shrugging</td>
</tr>
<tr>
<td>• Fighting or bullying</td>
<td>• Throat-clearing</td>
</tr>
<tr>
<td>• Stealing</td>
<td>• Jumping or hopping</td>
</tr>
<tr>
<td>• Vandalism.</td>
<td>• Repetition of words or sounds.</td>
</tr>
</tbody>
</table>
WHAT ADHD MEANS FOR A CHILD
AT SCHOOL AND HOME - EXAMPLES

FINDING IT HARD TO SIT STILL
I WASN'T FIDGETING...
I WAS JUST MOVING MY LEGS

FINDING IT HARD TO UNDERSTAND BOUNDARIES
THAT LOOKS LIKE FUN
YOU CAN DO THAT LATER
LET'S DO IT THIS WAY

DEALING WITH BREAK TIMES
I HATE BREAKS, I ALWAYS GET INTO TROUBLE
I START OFF PLAYING OK THEN I GET CARRIED AWAY
OR THEY SPOT ME AND START PICKING ON ME

FINDING IT HARD TO FOLLOW RULES
WON'T
SHAN'T
WHY SHOULD I?

CHALLENGING AUTHORITY
WHAT ARE YOU GOING TO DO ABOUT IT?
SO?
WHATEVER!

FINDING IT HARD TO KEEP RELATIONSHIPS
WHY DO YOU HATE ME?
WHY DO YOU KEEP ON AT ME?
I'LL DO BETTER - I PROMISE!

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WHAT ADHD MEANS FOR RELATIONSHIPS WITH SIBLINGS

**ENVY**

- They don't have ADHD - they have it easy at school.
- He gets away with everything, he can do what he likes and no-one cares.

**RESENTMENT**

- He gets all the attention, all the time. We just have to fit around him and his moods.
- Mum and Dad trust them more - they are allowed to do lots of things I'm not. It's not fair.

**LOW SELF-ESTEEM**

- I'm useless and horrible, they are much better than I am.
- I wish he wasn't my brother - I'm ashamed of him.
- I'm scared that people will think I'm like him.

**ANGER**

- Every day you just never know what's going to make him blow up.
- He'll be fine one moment and then...

**ATTENTION SEEKING**

- He gets all the attention. If I'm naughtier, perhaps I will too.
**SPOTTING ADHD SYMPTOMS**

This tool is a checklist to help you identify the symptoms associated with ADHD. ADHD symptoms fall into the following categories:

### Inattention

<table>
<thead>
<tr>
<th>Does the child show the following?</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overlooks or misses details</td>
<td></td>
</tr>
<tr>
<td>Has difficulty remaining focused during tasks or play</td>
<td></td>
</tr>
<tr>
<td>Does not seem to listen when spoken to directly</td>
<td></td>
</tr>
<tr>
<td>Is unable to stick at tasks and often fails to finish</td>
<td></td>
</tr>
<tr>
<td>Has difficulty organising tasks and activities</td>
<td></td>
</tr>
<tr>
<td>Has messy, disorganised work</td>
<td></td>
</tr>
<tr>
<td>Avoids or dislikes tasks that need sustained mental effort, such as schoolwork</td>
<td></td>
</tr>
<tr>
<td>Often loses things necessary for activities</td>
<td></td>
</tr>
<tr>
<td>Is easily distracted</td>
<td></td>
</tr>
<tr>
<td>Is forgetful in daily activities</td>
<td></td>
</tr>
</tbody>
</table>
Hyperactivity/Impulsivity

Does the child show the following?

- ✔ Fidgets
- Is unable to sit still
- Leaves seat unexpectedly
- Runs or climbs about when/where it is inappropriate
- Talks excessively
- Blurs out answers and/or cannot wait for turn in conversation
- Has difficulty waiting
- Interrupts or intrudes on others
- Interrupts conversations
- Breaks set rules
- Shows little sense of danger

While it is normal for children to behave in such ways from time to time, a child with ADHD will display a persistent pattern of these symptoms that interferes with functioning or development, and that is inconsistent with children of the same age. Manifestations of ADHD must also be present in more than one setting (such as, at home and at school) and typically, symptoms will vary depending on the environment.

Attention Deficit Disorder (ADD)

If a child has symptoms of inattention but not hyperactivity or impulsivity, then they may have Attention Deficit Disorder (ADD). The diagnosis of ADD can be particularly hard because the child can often be quiet and dreamy, rather than disruptive.
Avoiding problems

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Common triggers and things that help

**Waiting or queuing**
If you know you will have to wait, plan ahead with things for them to do.

**Remembering rules and instructions**
Get them to repeat rules back to you, and reward them when they keep to them.

**Sitting and concentrating**
Sitting and concentrating
Make all instructions clear and concise.
Common triggers and things that help

**Taking responsibility**
Remove them from the situation to somewhere where you can talk quietly.
Calmly explain their role in the situation.
Avoid getting drawn into arguments.

**Getting started on tasks**
Gently explain that they need to get started – Set up a reward for when they complete the task properly.

**Changes in plans**
Clearly explain why the plans have changed – Focus them on an alternative activity.
Dealing with outbursts
Dealing with outbursts of anger can be challenging for parents, carers and teachers when handling children with ADHD.

We’ll talk through some of the things that may be able to help deal with common situations.
Dealing with outbursts

What do you do when the ADHD child you know has an angry outburst?

What have you tried that often works with this child to calm them down?

What have you tried that has not worked?
Dealing with outbursts

Have you tried….

- Waiting for as long as possible for the child to calm down before talking with them?
- Listening to their point of view, and talking about the reasons why they feel angry now?
- Discussing how to avoid further outbursts?
- Making clear to the child that you do care about how they feel, and want to understand what is going on?
Dealing with outbursts

Some children with ADHD can become aggressive or frustrated because they find it difficult to express their feelings in other ways.

- It can be important to discuss how they feel.
- If they find it difficult to find the words, use a tool like the mood thermometer which gives them a simple way to sketch how they are feeling.
- You can download a copy of the mood thermometer from ‘Dealing with anger’ section.

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Coping with anger
As an adult dealing with an angry child, it can be difficult to avoid becoming ‘hooked’ by their behaviour, and start becoming angry too.

We’ll look now at examples of things that may help
Coping with anger

First of all, don’t take it personally

• Even if the anger is directed at you, it is not always going to be because of you.

To avoid becoming hurt or angry yourself, it is important to:

• Try to step back for a moment
• See the child’s comments in the context of them being angry, rather than relating to you directly.
Coping with anger

Make a clear distinction between the child and their behaviour

- It is easy to damage relationships by ‘bearing a grudge’ for what the child has said or done
- It will be hard for the child to make progress if you are still angry about something they did a long time ago, and have forgotten about.

Try to keep their anger in perspective

- Think about the more positive sides of your relationship with them
- None of this is easy when your own feelings are hurt, but keep in mind that children with ADHD have less control over their emotions than other people.
Coping with anger

Give yourself `time out’

- For example, you may need to get your own anger under control before you deal with the child.
- Also, you may need some time to yourself after you have calmed the child down, in order to deal with your own feelings about what they may have said or done.

You may of course need to remove the child from the situation first, for example remove them from a fight, or away from a danger.

But even then try to give yourself space to think about how you will deal with the situation.
Coping with anger

Think about your own feelings

- Dealing with outburst after outburst, day by day, can be very emotionally draining, and may make you feel rejected by the child.

This is why it is important to not feel alone in this. You may need to talk with others about how you feel.

Also, talking with other parents may help you to:

- realise that you are not the only person who faces this
- find out how other parents deal with angry children.
Building a child’s self esteem
In children with ADHD, what can low self-esteem lead to?

• An expectation of being criticised and shouted at
• A loss of confidence in being able to do everyday tasks.

All of these are true

That’s why it is important that at home and school, adults take steps to build the child’s feelings of:

• Self-confidence
• Self-belief
• Self-worth.

How can parents and teachers do this?
Here are some examples

Focus on the steps within a task, not just the end product

- Break a large task down into small, manageable chunks
- Introduce frequent, short breaks that coincide with the end of the child’s concentration span
- Provide encouragement at the end of each chunk of work, building their confidence in being able to complete the overall task.
Here are some examples

Show faith in the child’s abilities

- Where possible, choose and tailor tasks to match what they are good at and build on their strengths
- Keep praising good actions. Children with ADHD can find it hard to accept compliments
- Raise the child’s own expectations about what they can realistically achieve:
  - They may stop trying if they encounter obstacles and need extra encouragement
  - If the adults around them have low expectations of what they can achieve, the child will too.
Here are some examples

Put mistakes into perspective

- Keep setting clear boundaries about what is acceptable, and help the child to understand that everyone makes mistakes
- Recognise that children with ADHD may seem to:
  - Take a long time to learn from their mistakes
  - Make the same mistake repeatedly.
- A lot of patience may be needed, as this may be a long journey for the child
- Help the child to see smaller mistakes in the context of bigger achievements
  - For example, when correcting punctuation in a piece of work, praise their handwriting/ideas/story.
Coping with family outbursts
Coping with family outbursts

So we’ll look now at some examples of things you may want to do to cope with regular outbursts of anger from a child with ADHD.

- You know that ADHD has an impact on the whole family
- Outbursts of anger can be common at home, and relationships within the family can be put under strain.
Coping with family outbursts

**What do you do when…**

….your child will not agree that their angry behaviour is unacceptable?

**Set some ‘anger rules’ for the home.** For example, this could include:

- Counting to 10 to calm down before speaking or doing something
- Listen to the other person’s point of view
- Setting out what behaviour is expected, and what specific behaviour is unwanted.

**Be very specific about what the problem is.**

Avoid blaming, as this may make the child defensive, but do make clear what specific behaviour is unacceptable, as soon as possible after they have done it.
Coping with family outbursts

What do you do when…

….your child cannot express their anger in words?

- Talk about your own feelings to help them feel more comfortable with sharing how they feel.
- Use pictures of people showing different emotions, and ask them to select the one closest to how they are feeling.
- Ask the child to draw a picture of a situation that made them angry, or resulted in unwanted behaviour.
- You can use this as a trigger to discuss how else they could have handled the situation. When the child agrees to the alternative way of behaving, they can throw the drawing with the ‘old’ unwanted behaviour away.

- Use the tools in the ‘Dealing with anger’ section.
- Ask them to sketch themselves and talk about how it feels when they are angry, for example fast heart beat.
Coping with family outbursts

What do you do when…

….your child does something to make you angry?

Remember that as the adult in this situation, it is important to keep control of your own feelings.

Take a moment to calm yourself, to avoid saying or doing anything that may make the situation worse, or that you may regret later.

Try to keep focused on how you can help your child choose to behave differently if the same situation occurs again.

Be very clear about what sort of behaviour you expect, and the consequences of unwanted behaviour.
Coping with family outbursts

- What are the most common problem points during your normal week?
- When do these happen?
- What can you do to address these problems?

Do you see problems at specific times of the day?
Does this change from the normal school week to weekends or school holidays?

- You may feel that your child repeats the same unwanted behaviours time after time
- This means you can plan ahead to anticipate how you will change unwanted habits and behaviours that happen time and again
- For example, you may find it challenging to get the child up in the morning and get them to bed at night.
**TAKING OPPORTUNITIES TO PRAISE**

<table>
<thead>
<tr>
<th>Following Instructions</th>
<th>Notice When They Do Something Right</th>
<th>It’s Great That You Tidied Up After The Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing Quietly</td>
<td>Look for Opportunities in the Day and Keep Praising</td>
<td>That’s a pity you spoiled the day by fighting</td>
</tr>
<tr>
<td>Working Neatly</td>
<td>Be Specific</td>
<td>You’ve said sorry about the fight, and other than that you’ve been great this afternoon</td>
</tr>
<tr>
<td>Staying Calm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sitting Still</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waiting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **PRAISE PROGRESS IN THINGS THEY FIND DIFFICULT**

   - You’re doing really well with that model. Can I help you carry it to the table?

2. **TAKE EVERY OPPORTUNITY TO PRAISE**

   - It’s great that you tidied up after the game.
   - Look for opportunities in the day and keep praising.
   - Be specific.

3. **PRAISE THE POSITIVE BEHAVIOUR**

   - Notice when they do something right.
   - Take every opportunity to praise.
   - It’s a pity you spoiled the day by fighting.
   - You’ve said sorry about the fight, and other than that you’ve been great this afternoon.

4. **OFFER APPROPRIATE SUPPORT**

   - You’re doing really well with that model. Can I help you carry it to the table?

5. **USE CLEAR REWARDS**

   - Thank you - as you’ve helped me wash up, let’s mark that up on your reward chart.

6. **BUILD ON THEIR STRENGTHS**

   - Art
   - Puzzles
   - Football
   - Horse Riding
   - Music
   - Swimming
   - Drama

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CHOICES AND CONSEQUENCES

PROBLEM:
TOMMY STOLE MY BALL. WHAT WILL I DO?

DO I...
1: PUSH HIM OVER AND SNATCH IT BACK?

HE MIGHT GIVE IT BACK, AND IF HE DOESN'T I'LL GO TO THE TEACHER

DO I...
2: ASK HIM FOR THE BALL BACK?

STOP

DO I...
3: ASK HIM TO PLAY FOOTBALL WITH ME?

THINK

SHOULD BE FUN AND I'LL GET MY BALL BACK

CHOOSE

STOP

TAKE A MOMENT...

STOP

GIVE YOURSELF TIME TO CHOOSE WHAT TO DO

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ANGER WARNING SIGNS

How do you know when you are getting angry? What do you notice first?

- Headache
- Feeling hot
- Tight neck or shoulders
- Breathing fast
- Shaking
- Clenched fists
- Kicking or stamping

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MOOD THERMOMETER

Which face shows how you are feeling today?

Please draw what makes you feel this way

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DISCUSSING FEELINGS

It can be particularly hard for children with ADHD to understand and express their feelings. Completing this tool gives you an opportunity to:

- Think about how you encourage a specific child to share their feelings
- Identify things you can do that may help.

**WHY:**
How clear are you and the child about why it is important to talk about their feelings?
- Can they give examples of how their feelings led to unwanted behaviour?
- Can they talk about how they want to feel, and what makes them feel good?
- What is stopping you from talking to your child more regularly about feelings?
- What is stopping them talking with you about their feelings?
- What do you hope to achieve by getting them to share their feelings?

**WHEN:**
How do you make the time to discuss feelings with this child?
- When would be the best time?
- What could trigger a discussion about feelings?
- How could you organise somewhere quiet or private to do this?
<table>
<thead>
<tr>
<th>WHO: Who is most likely to encourage the child to share their feelings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does this depend on the subject matter, for example one adult when the child is angry and frustrated, another adult when the child is feeling sad or vulnerable?</td>
</tr>
<tr>
<td>• Is your child more comfortable talking to other people about feelings, for example friends or siblings?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT: What can you do to encourage them to discuss their feelings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can they talk about their feelings? What can get them started?</td>
</tr>
<tr>
<td>• Do they have the words? Would drawing their feelings help?</td>
</tr>
<tr>
<td>• What can you do in the way you behave to encourage them to share their feelings?</td>
</tr>
<tr>
<td>– For example, how do you talk about your own feelings?</td>
</tr>
</tbody>
</table>

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FEELINGS WORDSEARCH

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**HELPING WITH FEELINGS**

| What is upsetting you? Draw a picture so that we can look at what happened |
| Let's look at what can be done to help |
| How do you feel now? |
| Happy | Sad | Angry | Confused | Embarrassed |
| How do you think the other children or adults felt? |
| Happy | Sad | Angry | Confused | Embarrassed |

| What could you do next time? |
| What could you say next time? |
| What can other people do to help? |

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MANAGING BEHAVIOUR DAY TO DAY

1. GIVE YOURSELF TIME TO CALM DOWN
   - Count to ten
   - Breathe deeply
   - Give yourself a moment until you are able to do this without losing your temper

2. STATE CALMLY WHAT YOU NEED THE CHILD TO DO
   - Sit there and shut up! Not another word
   - I need you to come here and listen for a moment

3. STATE CLEARLY THAT THE BEHAVIOUR IS UNACCEPTABLE
   - How many times do I have to tell you?! It’s smashed and ruined
   - You can see that running in the house is dangerous – that’s why it’s important not to do it

4. EXPLAIN CONSEQUENCES
   - If you run in the house again, I will have to ground you at the weekend
   - Just wait till your dad gets home!

5. EXPLAIN REWARDS
   - But let’s look at your reward chart – on the whole you are still doing well. You can still make this a good month
   - Right – you’ve blown it – you can forget about any rewards this month

6. ASK THEM TO EXPLAIN IT BACK TO YOU
   - So, what do you need to stop doing?
   - What will happen if you run in the house again?
   - I so wish you’d just do what you’re told like other kids

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REWARD WALL

Map out your positive comments from school and home to reach your reward

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TIME MANAGEMENT

This tool is about breaking big activities into smaller steps. You may want to consider using rewards to encourage good time management. The child will also need to be able to see a clock or watch.

<table>
<thead>
<tr>
<th>Main task: e.g. tidying a bedroom</th>
<th>Smaller steps</th>
<th>Target time for each step</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>e.g. make the bed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e.g. put games away</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e.g. put clothes in drawer</td>
<td></td>
</tr>
</tbody>
</table>

PACING

Estimate how long each task will take, bearing in mind how long the child can typically concentrate. This will vary from child to child, but you may want to think about introducing a break every 10-20 minutes. You can mark the break times on the blank clock faces.

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GETTING READY FOR SCHOOL

- Fill in the times when you need the child to do each activity
- Add activities of your own
- Tick the activities completed.

<table>
<thead>
<tr>
<th>Task</th>
<th>Time</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leave the house</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>
Creating a consistent approach to managing behaviours in the school

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Being consistent in managing behaviours in the school

It is important for the school to have a consistent approach when managing the behaviour of a child with ADHD.

As well as teachers, this may include all the support staff encountered during the school day.

- Subject teachers
- School secretary
- Key teacher
- Teaching assistant
- Meal supervisor
- Sports teacher
- Headteacher
- Playground supervisor
Acting consistently

Do all the teachers and staff in your school have a consistent approach to managing the behaviour of individual children with ADHD?

For example, are there basic principles that they all follow, such as:

• **Reinforcing positive behaviour**
  - Giving clear, positive feedback to recognise and reward good behaviour.

• **Providing consequences for misbehaviour**
  - Setting clear boundaries about what behaviour is unacceptable
  - Carrying out any actions promised if the unwanted behaviour occurs.

• **Acting quickly**
  - Giving feedback as soon as possible after the behaviour has taken place.
Consistent?

Julia is confused…

Once she gets to know a teacher, she usually understands how she is expected to behave in their class.

However, there is one teacher who she has never figured out. She sees him as being strict and ‘shouty’

Julia often clashes with this teacher. She feels he never gives her any praise. Nothing seems to be right for him, and she has lost her confidence when in his class

This is being reflected in her results, and may be affecting her behaviour elsewhere.

What could the school do to minimise the effect of the teacher’s different approach on Julia’s behaviour?
Working to consistent standards?

Do all the teachers and staff in your school have a consistent approach to the specific standards of behaviour expected, and what to do when these are not met?

For example, are there basic minimum targets in place for expected behaviour, such as:

- Following the rules and instructions provided
- Completing work accurately and neatly
- Working quietly
- Keeping the desk clean and neat to minimise distractions.
Consistent?

Anton is frustrated…
Anton had been taught by the same teacher for more than nine months.

Due to changes in the school team, Anton suddenly found himself with a new teacher.
He became angry and disruptive, unable to cope with the new changes.

What could the school have done to minimise the effect of the change on Anton’s behaviour?
Sharing what works

Do the teachers and staff who work mostly with a specific child in your school regularly discuss issues and review the child’s behaviour and progress?

For example, reviewing:
- What seems to work best with the child
- The child’s attitude and behaviour in different subjects
- The child’s attitude and behaviour towards different teachers
- The child’s behaviour towards other children and ability to form and maintain friendships
- Examples of how to gain and maintain the child’s attention and manage their behaviour
- Strategies to address specific behaviour challenges from the child.
Study skills
Developing study skills

What special support do children with ADHD need to develop their study skills?

- Parents and teachers can make a big difference in helping to develop the study skills fundamental to a child’s progress.
- This presentation takes you through some examples of ways to:
  - Help children with ADHD to develop their study skills.
  - Take an effective approach to completing homework.
Skill: Understanding instructions

Challenges include:

• Misunderstanding can be a problem for children with ADHD
• Verbal instructions may be easier to follow, while others may prefer written instructions and pictures.

Solutions include:

• Provide written instructions backed up by verbal guidance
• Break down instructions into simple steps and ask questions to ensure full understanding.
Skill: Reading

<table>
<thead>
<tr>
<th>Challenges include:</th>
<th>Solutions include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Children with ADHD can have difficulty reading</td>
<td>As a parent:</td>
</tr>
<tr>
<td>• This can be because they:</td>
<td>• Take time to sit down with your child and listen to them read material they find interesting</td>
</tr>
<tr>
<td>- Are easily distracted</td>
<td>• Provide situations for them to practice as much as possible</td>
</tr>
<tr>
<td>- Find it hard to concentrate</td>
<td>• Watch the film version of a novel - this can stimulate thinking and may encourage the child to read the novel or look at other novels by the same author</td>
</tr>
<tr>
<td>- May have a specific reading problem, such as dyslexia.</td>
<td>• If the child continues to have difficulty reading, talk to the school about specific tests for reading disorders.</td>
</tr>
</tbody>
</table>

Challenges include:

- Children with ADHD can have difficulty reading.
- This can be because they:
  - Are easily distracted
  - Find it hard to concentrate
  - May have a specific reading problem, such as dyslexia.

Solutions include:

As a parent:

- Take time to sit down with your child and listen to them read material they find interesting.
- Provide situations for them to practice as much as possible.
- Watch the film version of a novel - this can stimulate thinking and may encourage the child to read the novel or look at other novels by the same author.
- If the child continues to have difficulty reading, talk to the school about specific tests for reading disorders.

As a teacher:

- Can any additional support be offered to assist their reading?
- Try to avoid embarrassing situations, such as asking them to read in front of the class.
Skill: Handwriting

Challenges include:
- Handwriting can prove difficult for lots of children
- Illegible writing can lead to poor marks, even though the content is good
- Poor handwriting may be due to a coordination problem, or simply lack of concentration
- It could also be just a sign of lack of focus and a possible reason for testing for dysgraphia, which impairs the ability to write.

Solutions include:
- Ensure the child is sitting at their desk at a correct height to help encourage better handwriting
- Set aside time for the child to practise writing letter shapes
- Offer praise when any improvement is made
- If necessary, discuss with the parents about referring the child to a specialist to focus on improving their writing
- If the problem persists, allow the child to type all school work - this will also help with focus.
# Skill:
## Maintaining attention

<table>
<thead>
<tr>
<th>Challenges include:</th>
<th>Solutions include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concentrating and keeping focused can be one of the hardest things a child with ADHD has to do.</td>
<td>• Try to create a stimulating and interesting learning environment</td>
</tr>
<tr>
<td></td>
<td>• Short focussed tasks will help engage all children</td>
</tr>
<tr>
<td></td>
<td>• Allow plenty of short breaks and encourage the class to exercise during these</td>
</tr>
<tr>
<td></td>
<td>• Ask questions and reward those who have been paying attention.</td>
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Challenges include:
- Concentrating and keeping focused can be one of the hardest things a child with ADHD has to do.

Solutions include:
- Try to create a stimulating and interesting learning environment
- Short focussed tasks will help engage all children
- Allow plenty of short breaks and encourage the class to exercise during these
- Ask questions and reward those who have been paying attention.
## Skill: Following rules

### Challenges include:

- Some children with ADHD may:
  - Find it hard to understand or remember rules
  - Not be able to think through the implications of impulsive actions they take.

### Solutions include:

- Make sure that the rules are clearly displayed
- If possible use signs or pictures to make the rules easier to see, understand and remember
- Refer to the rules and repeat them regularly
- Discuss with the child the importance of following rules and the implications if not followed
- Give praise when a child follows a rule even briefly.
Skill:
Starting a task

Challenges include:

- Beginning a task can sometimes be hard for a child with ADHD, especially if it is an area that is not of interest.

Solutions include:

- Provide a specific motivation for doing the activity
- Show the child how to get past obstacles that are preventing them from getting started
- Begin the task for them, the first sentence – write it on the board and ask them to continue
- Do a class brainstorming activity and write down the ideas on the board
- Show a short video about the topic and ask questions. Finally ask them to write a summary
- Ask the children to freewrite to get their creative juices flowing. For example, give them a time, and ask them to write down quickly all the things that just come to mind relating to the task.
Handling homework

Completing homework brings together parents, carers and teachers in a united aim of supporting the child

This section focuses on helping children with ADHD by:

- Putting in place time management, organisation and rewards to take an effective approach to completing homework.

How do teachers and parents work well together to support ADHD child completing their homework?
Handling homework

**Strengthening the foundations:**

- Does the child have a clear routine for homework?
- Do they have a quiet place to work, without distraction?

**Monitoring**

**Motivating**

**Rewarding**
## Handling homework

### Time management

**Do the hardest homework first:**
- Encourage your child to tackle the most difficult task first. Leaving the easier work for later can mean there is still some capacity for concentration left.

**Take a break:**
- Your child can benefit from taking a five-minute break every half-hour.

**Build homework routines:**
- Settling down to homework can be challenging when tired after school.
- It can be helpful to pace the homework so that activities such as playing or watching TV are used as rewards.

**Use cue cards:**
- During exam revision use cue cards containing key facts to help break down information into smaller sections which are easier to remember.

**Break down big tasks:**
- This makes tasks more achievable.
- This can be backed up by a timetable on the wall to illustrate when each needs completing.
Handling homework

Organisation

Use a homework book:

- This contains details of: tasks received, resources needed to complete them, date when the homework is due
- Completed tasks are signed-off by both the parent and the teacher so it provides a practical way to work in partnership. This can help your child take responsibility and prioritise.

Use a mobile phone reminder:

- Set a reminder on your child’s mobile phone, if they have one, to go off before they leave school to remind them to check homework is given in.

Continued…

Set up a homework area:

- Set up an area, preferably a desk, that is just for doing homework
- Encourage your child to keep it tidy so that time doesn't have to be spent in getting organised before homework can be started. It is also better to have your child do their homework nearby, where you can monitor and support.

Use an in-tray:

- Encourage your child to empty their school bag into an in-tray when they return home each day
- Using the homework book, they can then decide which materials need to be used for tasks to be done that night and which materials are needed for tasks with a later completion date.

Help return the homework to the teacher:

- Encourage your child to use a specific folder for all completed homework
- You can check that this folder is contained in your child’s school bag before they leave for school on the following day.
Handling homework

Rewards

Agree a reward:
- Give rewards for the successful completion of homework that is clearly understood by your child.

Take a realistic view on timing:
- Remember, it takes a child with ADHD longer to complete homework than class work.

Encourage your child to time themselves doing homework:
- This makes it more interesting and they can race the clock, which acts as a motivator.

Choose a reward valued by the child, for example:
- Extra TV or computer time
- Positive feedback about results at school
- Staying up later on Friday
- Reading a story or playing a game together
- Think about introducing rewards that children can build up to.
Giving feedback
Evaluating learning and giving feedback for a child with ADHD

How can we support children with ADHD in the ways we evaluate their learning?

• Evaluating learning, recognising progress and passing on feedback at school is particularly important
• Positive comments from the teacher, for even the smallest of accomplishments, can provide encouragement and improve any child’s self-esteem and motivation
• However, formal, written evaluation is still a large part of school life
• Although a child with ADHD may have the knowledge required, they may have trouble in reproducing it in the format and time required, for example in written tests.
• This presentation takes you through some examples of ways to:
  – Consider other ways of evaluating learning
  – Give children with ADHD and related conditions like dyslexia during written tests
  – Give feedback on progress in the classroom.
Evaluating learning for a child with ADHD

Challenges include:

- Becoming distracted
- Difficulty managing their time effectively
- Taking a long time getting started
- Difficulty remembering specific facts.

Where possible, consider using other ways of evaluating their learning than tests, including:

- Discussions
- Projects
- Homework
- Tracking progress through an agreed management plan for the child.

If written tests are required, solutions may include:

- Allow extra time, where regulations allow
- Offer practice tests beforehand
- Allow the child to take the test in an area with no distractions
- Prepare using cue cards containing key points
- Allow use of a computer to aid written work
- Read aloud the questions and the instructions before the test starts
- Use a separate classroom for children who are allowed more time
- Provide a ‘Reader’ for students taking exams with dyslexia
- Provide a ‘Scribe’ to write for students taking exams.
Giving feedback on progress

Praising a child after a positive achievement can form an important part of motivation in the classroom. This praise can:

- Prove the teacher believes in the child’s abilities
- Encourage the child to carry out the positive action again
- Focus on tasks which a child with ADHD could find challenging in the classroom.

- Waiting their turn
- Asking for help
- Asking relevant questions
- Not interrupting
- Completing homework
- Being organised
- Being on time
- Staying seated
Managing distractions
Managing distractions in the classroom

What do you do to prevent children becoming distracted when learning?

• Teachers are skilled at managing distractions as part of how they manage their class.
• However, no one-size fits all, and they will need to find out what will work best with individual children with ADHD.
• This presentation takes you through:
  – Some examples of ways to manage out distractions
  – Special considerations for safety when teaching children with ADHD.
## Distraction: Child’s desk in distracting position

### Challenges include:
- Child’s attention being diverted by factors such as:
  - Other children
  - Views or noise from windows or doors
  - People walking down corridors.

### Solutions include:
- Move the child’s desk nearer to the teacher or a well-focused child, but don’t allow the other child to become distracted
- Avoid tables with groups of children - seat them in rows of desks, moving them when needed for group work
- Manage the class by circulating, instead of staying at the front.
Distraction: ‘Hyperactivity’ in group

Challenges include:

- Some children with ADHD will find it very difficult to work in groups and will play around and get nothing done.

Solutions include:

- Consider pair work with a quieter child
- Allow the noisier group to work slightly away from the rest of the class.
Distraction: Things that can be seen or heard

**Challenges include:**
- The child’s attention can be distracted by things that take place inside or outside the classroom.

**Solutions include:**
- Keep the teaching area free of distraction. For example, only the white board should be visible at eye level.
- If it is impossible to remove the distractions, place the child as far away from them as possible.
- If a child is unusually disturbed by noises (as in the case of children with Sensory Integration Disorder), consider using individual headphones to blank out the noise.
Distraction: Too much information on the board

Challenges include:
• Children with ADHD may get very distracted by too much information and lose their concentration.

Solutions include:
• Aim to be brief, visual and pace what is written on the board to prevent overload.
Managing safety

- Maintaining a safe environment for children and teachers is always a priority for schools.
- Subjects that feature practical activities carry additional risks, whether undertaking a science experiment or playing sports.
- Some of these subjects hold particular appeal for children with ADHD who enjoy the emphasis on ‘doing’ rather than ‘sitting and listening’.
- Whilst enthusiasm is always encouraging, the impulsive and hyperactive behaviour of some children with ADHD can mean that greater awareness is essential in order to maintain health and safety in the classroom.

What special steps do you think your school can take to manage safety with children with ADHD?
Managing safety

Are there basic steps you take, as in these examples?

- If you work with a teaching assistant, they offer an extra pair of eyes and ears in the classroom and can help supervise.
- Explain and repeat instructions precisely and clearly, for example, what they may and may not do during breaks with or without a supervisor.
- Keep the child’s eyes fixed on you when instructions are given.
- Be aware of attention drifting and have tactics in place to refocus their attention.
- Pay particular attention to planning field trips and visits to ensure safety at all times.
- Reiterate the rules before going on a trip - particular rules can be made about toilet visits, gift shops and spending money, and general behaviour in public.
Overcoming common challenges
Overcoming common challenges

When a child with ADHD moves up to a new school, it can present a number of learning challenges.

We’ll look now at some common challenges and examples of what can help.
Challenge: New timetable

What this can mean for a child with ADHD:

- Disorganisation
- Forgetfulness
- Being late for lessons.

Reassure them that:

- The timetable is new for everybody, not just them
- They will soon become familiar with it.

Consider if you can make the way the timetable is displayed easier to understand. For example:

- Using colour coding
- Using pictures rather than words and names, such as a football to represent sport.

What this can mean for a child with ADHD:

- Disorganisation
- Forgetfulness
- Being late for lessons.
## Challenge: New place

### What this can mean for a child with ADHD:
- Getting lost
- Confusion, particularly if they were used to being in one classroom with one teacher
- Late arrival.

### Until the place becomes familiar for the child:
- Try to take the time to remind the child where they need to be
- Guide them in the right direction
- Consider asking another child to show them the way.
Challenge: New subjects

What this can mean for a child with ADHD:

- Confusion when encountering new subjects for the first time, or old subjects taught in new ways.
- Lack of progress, particularly if the teacher’s style does not take into account those who have difficulty concentrating.

Consider:

- How best to introduce the new subject to the child.
- Breaking lessons and activities into shorter segments.
## Challenge: New study skills

### What this can mean for a child with ADHD:

- Lack of ability in new study skills, such as note taking
- Need for greater support and motivation in building study skills.

### Encourage the child to develop study skills, for example:

- Highlight key points by colour coding
- Emphasise the points they need to write down
- Give handouts
- Check the child’s notes regularly to make sure that they understand.
## Challenge: More homework

**What this can mean for a child with ADHD:**

- Becoming bored or distracted when doing homework
- Misunderstanding homework tasks.

**Consider providing a weekly homework sheet, with:**

- Each task signed off by the teacher who assigned it
- Guidance for any help needed from parents.
Preparing the child for the next class
Preparation for the next class

Children with ADHD:

A. Need routine
B. Can be reluctant to change.

Let’s look at a few examples of steps you can take to help the child to:

• Prepare for what they will do next
• Understand what is happening, and why
• Understand what is expected of them.
Tell them what’s coming next

When coming to the end of a lesson, repeat any critical information about the next lesson, for example:

- Where it will be
- When it starts
- Who will be teaching it.

Remember that for children with ADHD it may take some time before this information becomes routine.

Reassure them that in time, any new things in the timetable will become as familiar as previous routines.
Give them a five minute warning

It can help to give them a five minute warning before the next lesson. This time will help them organise themselves for the lesson, for example finding any books required.

If they need help getting there, guide them towards the next classroom.
Support in the classroom
Supporting children with ADHD in the classroom

Teachers should try and adapt their teaching techniques to suit the class as a whole and accommodate the different needs of the children in that class

• This presentation takes you through some examples of ways to:
  - Address specific challenges relating to main school subjects
  - Get the most from group projects.

Why is structuring learning opportunities important for children with ADHD?
Structure gives ADHD learners a clear foundation to build on when working on an activity.

Achieving target learning outcomes for the activity:

- Variation in pacing and tasks to keep them motivated
- Organised support
- Clear boundaries
- Clear instructions, using examples
- Clear goals and timing.
Building learning opportunities to suit a child with ADHD

Experienced teachers recognise what engages individual children. This next section focuses on examples of ways to maximise the impact of learning activities for children with ADHD.

Once you have a clear structure in place, what do you do to make learning engaging and effective for ADHD learners?
# Building learning opportunities – Examples

<table>
<thead>
<tr>
<th>Clarify and emphasise important information</th>
<th>Correct and return written work as soon as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make the most important points, the most interesting.</td>
<td>• Children can learn more through immediate feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Break up long lessons into shorter segments</th>
<th>Review material constantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Help maintain focus and attention.</td>
<td>• Repetition can provide structure, increasing chances of children with fleeting attention hearing the information at least once.</td>
</tr>
</tbody>
</table>

- Face the children when talking to them
  • Involve a child to draw them back into the lesson.
Building learning opportunities – Examples

**Use role play**
- Bring learning to life.

**Use language and examples that the child can relate to**
- For example, make maths feel more real by using real life examples.

**Use colour-coding in materials or on the board**
- Emphasise key points and reinforce visual learning.

**Combine verbal instructions with illustrations or practical demonstrations**

**Encourage questions**
- The more actively a child is involved, the greater the maintenance of attention is.
Overcoming challenges in each subject

As with all children, children with ADHD are better at some subjects than others

- However children with ADHD may find some subjects particularly challenging and their behaviour may become difficult.

What specific challenges do you face when teaching children with ADHD in each subject?

How do you overcome these challenges?
### Subject:
English language

<table>
<thead>
<tr>
<th>Challenges include:</th>
<th>Examples of support include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spelling and handwriting</td>
<td>• Provide visual, auditory and computer support, where possible, to fully engage the child</td>
</tr>
<tr>
<td>• Watch out for possible related condition e.g. dyslexia</td>
<td>• Offer templates or guidance to help children plan and structure their stories</td>
</tr>
<tr>
<td>• Structuring, planning and maintaining interest in stories</td>
<td>• Handwriting may need specialist involvement, e.g. an occupational therapist</td>
</tr>
<tr>
<td>• Getting thoughts clearly down on paper</td>
<td>• Provide oral exercises as well as written ones for variation to focus attention – e.g. telling rather than writing stories</td>
</tr>
<tr>
<td>• Completing writing projects.</td>
<td>• Share ideas first as a class, and write these on the board</td>
</tr>
<tr>
<td></td>
<td>• Ask the child to talk about their ideas and record them. Play them back and write them down or get help from a parent to do this</td>
</tr>
<tr>
<td></td>
<td>• Recognise that some children with excellent oral skills are unable to write any ideas down on paper</td>
</tr>
<tr>
<td></td>
<td>• Give each child a paragraph of a story to read. Ask them to write a sentence giving the main idea after reading the paragraph. They then draw the main idea and colour it as creatively as they like.</td>
</tr>
</tbody>
</table>

### Working to a child’s strengths:
• Creative expression, e.g. writing stories.
### Subject: Modern languages

#### Challenges include:
- Languages can highlight weak concentration and listening skills.
- Watch for possible related condition of dyslexia.

#### Working to a child’s strengths:
- Some children have an aptitude for languages, regardless of whether they have ADHD.
- They may have excellent oral skills but poor written and reading skills.

#### Examples of support include:
- Keep teaching as varied as possible.
- Break up longer periods of listening work to help focus concentration.
- Allow the children who have excellent oral skills to present ideas orally and achieve in this way.
- Make accommodations for their written work.
- Make sure that these students have also been tested for dyslexia and if found to be dyslexic, suggest they work with a specialist.
- Usually, children with dyslexia will have the same problems in each of their languages - it may be best to concentrate on one foreign language.
Subject: Literature

### Challenges include:
- Reading abilities for scripted drama
- Ability to focus on tasks with longer commitment, e.g. novels.

### Examples of support include:
- Discover what works for the individual and focus on their personal strengths
- Stimulate interest through different approaches, e.g. showing the film of a play or novel.

### Working to a child’s strengths:
- Drama can be popular as it enables children to act out their feelings, e.g. expressing anger and frustration.
### Subject: Mathematics

#### Challenges include:

- Combining words and numbers may prove confusing
  - Watch out for the relation condition dyscalculia – this affects the ability to acquire mathematical skills
- Difficult areas include:
  - Algebra, long division, fractions, decimals, and percentages
- Children may find it difficult to remember what different symbols mean.

#### Examples of support include:

- Establish what works for the individual child
- Break up learning into short segments
- Use graph paper instead of notepaper to help keep numbers aligned
- Allow extra time for tests
- Explain maths terms clearly
- Allow the use of calculators, where appropriate
- Use mnemonics to help students learn formulas, times tables, etc
- Help the child develop their own way of figuring out maths problems and validate this method if it works
- If possible, teachers could discuss with the parents to seek out extra tutoring.

#### Working to a child’s strengths:

Some children with ADHD are more comfortable with numbers than letters.
Subject: Science

<table>
<thead>
<tr>
<th>Challenges include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practical activities require careful supervision</td>
</tr>
<tr>
<td>• Some topics can prove harder to understand, e.g. chemical equations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of support include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide a hand-out of science terms and vocabulary</td>
</tr>
<tr>
<td>• Put children in pairs so that the child with ADHD can work with another child and develop friendships</td>
</tr>
<tr>
<td>• Develop creative ways to help all the children remember science terminology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working to a child’s strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Practical activities can help to engage the child.</td>
</tr>
</tbody>
</table>
## Subject: Information Technology

<table>
<thead>
<tr>
<th>Challenges include:</th>
<th>Examples of support include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Confusing software</td>
<td>• Building touch typing skills as part of IT</td>
</tr>
<tr>
<td>• Computers can crash and the child can</td>
<td>- This is important in schools that allow children to write their work on</td>
</tr>
<tr>
<td>then become frustrated or lose focus.</td>
<td>computers.</td>
</tr>
<tr>
<td></td>
<td>• This can help them with organising thoughts and structuring essays</td>
</tr>
<tr>
<td></td>
<td>• Keyboard and mouse skills need to be clearly introduced to the child.</td>
</tr>
</tbody>
</table>

## Working to a child’s strengths:

- Children with ADHD can find that computers hold their attention and are stimulating
- Choose software to get the balance between stimulating and over-stimulating the child
- Children can control the pace at which they work.
Subject: Design technology

Challenges include:

- These practical subjects create potential for many distractions, so safety must be considered
- Tasks are associated with accuracy and coordination.

Examples of support include:

- Allow extra time for completion of tasks and focus attention on the health and safety implications
- Coaching the child could help to channel their energy and enthusiasm into the specific tasks
- Children with ADHD need structure so it is imperative that there is structure in practical subjects too.

Working to a child’s strengths:

- Practical subjects involve the child and can allow creative freedom.
### Subject: Food technology

#### Challenges include:
- Time management, organisational skills
- Safety
- The impulse to play with the food rather than cook.

#### Examples of support include:
- Clear guidance around recipes is important, in particular:
  - Helped by using pictures instead of words.
- Keep a particularly clear structure in this class - set guidelines and be consistent.

#### Working to a child’s strengths:
- Allows creativity and so can be popular.
Subject: Art

Challenges include:
- Impulsiveness could lead to challenges
- Potential for lots of distractions.

Examples of support include:
- Aim to achieve a balance between instructions and encouraging natural creativity
- Harness hyperactivity into a creative output.

Working to a child’s strengths:
- Practical and creative subject that can suit the strengths of a child with ADHD.
Subject: Music

Challenges include:
- Limited attention can lead to possible day-dreaming or lack of focus whilst listening to music
- Some group tasks may be a challenge
- Some children with ADHD who are gifted musically find it difficult still to read music.

Examples of support include:
- Structuring tasks around rhythms can help channel attention
- Try to keep the child’s attention by asking them questions
- Colour coding sheet music might help make the subject more visual.

Working to a child’s strengths:
- Practical, creative subject that allows a child to improvise.
### Subject: Physical education

#### Challenges include:
- Some sports can highlight weak hand-eye coordination skills.
- Sports with periods of inactivity can result in the child getting distracted.
- Safety issues need to be considered.
- Watch for possible related condition of dyspraxia – affects movement and coordination.

#### Examples of support include:
- Team games need to be highly interactive.
- Avoid sports that involve periods of inactivity, such as rounders, cricket or queuing for the trampoline.
- Give precise instructions and make sure that the child is looking at you when you give them.
- Allow those children who don’t like team sports to achieve at the sport of their choice such as tennis, swimming, etc.

#### Working to a child’s strengths:
- Sport can act as a focus for energy.
- Some children can show ability at individual sports.
Using group work with ADHD learners

What role do you see for group working in supporting ADHD learners?

- Children with ADHD may have difficulty remembering facts and knowledge due to memory and attention difficulties.
- Group working can help reinforce learning to aid the child to retain more in their long term memory.
- This next section looks at examples of using group working for children with ADHD.
Example:
Group work for Geography

The use of group projects can be a valuable tool for teaching many subjects across the curriculum including: history; geography; science; design/technology; English literature and drama; and to read music.

Plan

- Divide the class into pairs and provide them with various research materials to complete a project
- Allow children to work on the project during regular class time
- Give strict criteria for the project, such as:
  - Find out 10 facts about the assigned country
  - Use at least three different sources for information
  - Use your own words to summarise the information you find
  - Create a poster for your findings
  - Write five questions about your country for the class on note cards and write the answers on the reverse side
  - Present the poster in pairs, each child doing what they do best
  - Each pair of children asks the class the questions they have created
  - After they have presented their project, the children hand in the cards with the poster and presentation.

Consider:

- Giving a quiz at the end of the lesson using questions provided from the group projects, motivating the children to listen to each presentation
- Giving prizes for projects according to the most creative, most original, best art work, etc
- Keeping the note cards and questions from the group’s projects in a box, and adding to this week by week
- Encouraging children to quiz each other from the questions in this box, helping the children to reinforce and apply the learning
- Keeping a collage of their group work on display on one wall of the classroom.
LIFE AND CAREER EXPECTATIONS

What have I done well?

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- 
- 

What do I want to do?

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- 
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- 
- 
- 

ADHD Together is for parents, carers and teachers to benefit children with ADHD. This redesigned site has been developed and funded by the pharmaceutical company Shire, in collaboration with the European ADHD Awareness Taskforce. ADHD Europe only collaborated on the content of the original website, www.adhdpartnershipsupportpack.com. INTSP/IN/ADHD/13/0082b  July 2013

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Use this cartoon strip to draw how you feel about your new school and your old school.

BYE!

...LEAVING MY JUNIOR SCHOOL

...
NEW PEOPLE I HAVE MET

Draw the people you have met, what you did and how you feel about them

MY NEW FRIEND

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WHEN DO I FEEL LIKE THIS?

Draw arrows to show how you feel when doing each of these things.

<table>
<thead>
<tr>
<th>HAPPY</th>
<th>IN THE CLASSROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAD</td>
<td>AT BREAK TIMES</td>
</tr>
<tr>
<td>WORRIED</td>
<td>COMING HOME FROM SCHOOL</td>
</tr>
<tr>
<td>ANGRY</td>
<td>DOING HOMEWORK</td>
</tr>
<tr>
<td>GRUMPY</td>
<td>SHOPPING</td>
</tr>
<tr>
<td>BORED</td>
<td>OUT WITH MY FAMILY</td>
</tr>
<tr>
<td>PROUD</td>
<td>PLAYING ON THE COMPUTER</td>
</tr>
<tr>
<td>SILLY</td>
<td>PLAYING SPORT</td>
</tr>
<tr>
<td>EXCITED</td>
<td>OUT WITH FRIENDS</td>
</tr>
</tbody>
</table>

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MEETING TO DISCUSS THE SYMPTOMS OF A CHILD WHO POTENTIALLY HAS ADHD

This discussion guide is to support teachers, parents/carers when meeting to discuss the possible symptoms for ADHD. It can also help teachers to approach parents/carers regarding a child’s behaviour. Parents/carers may wish to share the guides with teachers in advance of the meeting.

DISCUSSION GUIDE FOR PARENTS: PREPARING FOR THE MEETING

Goals
- Clarify the reasons for the meeting
- Share observations about your child’s behaviour
- Obtain an account of your child’s behaviour at school.

Actions
- Give an account of changes in your child’s behaviour that you have noticed
- Review problems that your child has experienced with homework
- Share feedback your child has given you regarding their time at school
- Give information on any behavioural issues your child may have had with other family members
- Share information on positive experiences your child has had at school
- List specific observations you have made regarding the attention, impulsivity and hyperactivity that your child has displayed at home and in other situations.

Challenges
- Hearing the teacher’s feedback about your child’s behaviour
- Acknowledging that your child may possibly have a psychiatric disorder
- Addressing any perceptions you may have of ADHD and medicating children.

Questions
- How much experience does the teacher/school have in spotting symptoms of children with potential ADHD?
- Does the teacher have experience in working with children who have been diagnosed with ADHD?
- Can I have more detail on the school’s policy on ADHD?
- What role can the teacher play in helping to provide relevant information and monitor the child’s progress?
- Will the teacher provide written feedback on the child’s potential symptoms to pass onto a healthcare professional?
- Can the teacher continue to provide feedback on the child’s behaviour inside and outside the classroom?
**DISCUSSION GUIDE FOR TEACHERS AND PARENTS: DURING THE MEETING**

### Goals
- Share information on behaviour at home and school to enable a consistent approach to management.

### Challenges
- Overcoming negative perceptions of ADHD
- Overcoming any negative thoughts regarding the child’s behaviour in the classroom
- Reassuring the parents/carers that the school will do everything it can to help support the child.

### Questions
- How can we best share information?
- How can we work together to help meet the needs of the child in and out of the classroom?
- How often should feedback take place?
- Is there any other kind of support that the parents/carers can offer the teacher?
- How much information about the child’s difficulties will be shared with other children or parents?

### Actions
- Set a timeline for further feedback between the parents/carers and the teacher on the child’s behaviour
- Agree that the parents/carers will make an appointment with the family doctor if the feedback continues to be similar at both home and school
- Agree what extra support can be given for the child in the classroom before the diagnosis is confirmed
- Produce a summary of the meeting with action points.

### Post-meeting actions
- Produce a summary of the action points and timelines
- Ensure that all relevant information is shared
- Agree when and where the next meeting will take place
- Set up a method of communication such as texts or phone calls
- Report all developments before the next meeting
- Maintain a strong and consistent relationship between the parents/carers and teacher
- Ensure that the needs of the child are met inside and outside the classroom.
DISCUSSING ADHD WITH OTHER PARENTS

This discussion guide is to support teachers and parents/carers when meeting to discuss ADHD with other parents. There are suggestions on important points and questions to consider.

Parents/carers and teachers may wish to share their thoughts before the meeting.

A meeting to discuss ADHD with other parents may arise because some parents may believe that:

- Their own child is being disadvantaged or overlooked because of disruptive behaviour from a child with ADHD
- The child with ADHD takes up too much of the teacher’s time
- Sitting beside a child with ADHD may influence their own child in terms of behavioural problems.

DISCUSSION GUIDE FOR PARENTS OF A CHILD WITH ADHD: PREPARING FOR THE MEETING

**Goals**

- Address the concerns of parents of other children
- Encourage good relations between all parents
- Get the teacher to explain school policy on ADHD to other parents.

**Actions**

- Think about general questions you may have been asked before about your child’s ADHD
- Consider the kind of concerns and potentially strong feelings that other parents might have
- Think about how you have previously helped people to understand your child better
- Explain that ADHD is a manageable medical condition.

**Challenges**

- Seeing the other parents’ point of view regarding ADHD
- Understanding the concerns of other parents
- Helping the other parents to have a better understanding of ADHD
- Remaining calm to best support your child as their main advocate.

**Questions**

- What can I do to change any long-held views that ADHD is caused by poor parenting? Are there any specific examples that can be used?
- What can I do to ensure that other parents have a more positive view of ADHD?
- How can I reassure other parents that my child will not be a disruptive influence?
- How can I reassure other parents that we are working closely with the teacher(s) to ensure that my child does not take up too much of their time?
- How can I change any long-held views about children with ADHD taking medication?
DISCUSSION GUIDE FOR TEACHERS AND PARENTS: DURING THE MEETING

Goals
- To understand the views of other parents on ADHD
- To give other parents a perspective on the realities of ADHD and how it affects the child
- Explain ADHD to other parents.

Challenges
- Ensuring that your points of view, and those of the other parents are heard
- Ensuring that they remain unbiased in the discussion and focus on facts rather than fiction
- Ensuring that the school's position regarding children who have ADHD or simply the potential for discrimination, is explained.

Questions
- How can negative views of other parents about ADHD be changed if they are negative?
- What are the main concerns, feelings, beliefs and attitudes of other parents?
- What information or practical support can be provided to help other parents understand more about ADHD?
- Could a healthcare professional give an educational talk at the school on mental health in general?
- Can you or the teacher(s) do anything else to reassure the other parents regarding the child with ADHD?
- Can you get any ideas for further help on dealing with other parents from a local ADHD support group?

Actions
- Give information on what ADHD is and how it affects children differently
- Explain how ADHD specifically affects the child in the classroom
- Give assurance about how the teacher takes steps to look after the needs of the child with ADHD and minimises disruption for other children in the classroom
- Outline what other behavioural management techniques will be used
- Agree that you will recommend or pass on any useful information on ADHD to the other parents if they are interested in finding out more
- Agree that you will help to address any future concerns on an ongoing basis and support positive communication.

Post-meeting actions
- Ensure that all relevant information is passed on within agreed timelines
- Encourage other parents to continue to be tolerant and think more positively in terms of children with ADHD
- Maintain contact with the parents of other children
- Consider bringing together the parents of all children with special educational needs to build greater understanding, support and communication between them and the school.
DISCUSSING ADHD WITH OTHER PARENTS

This discussion guide is to support teachers and parents/carers when meeting to discuss ADHD with other parents. There are suggestions on important points and questions to consider.

Parents/carers and teachers may wish to share their thoughts before the meeting.

A meeting to discuss ADHD with other parents may arise because some parents may believe that:

• Their own child is being disadvantaged or overlooked because of disruptive behaviour from a child with ADHD
• The child with ADHD takes up too much of the teacher’s time
• Sitting beside a child with ADHD may influence their own child in terms of behavioural problems.

DISCUSSION GUIDE FOR TEACHERS:
PREPARING FOR THE MEETING

Goals

• Consider the point-of-view of all parents
• Reassure other parents about time taken for the ADHD child
• Give information about ADHD
• Consider the views of the parent with the ADHD child, for example this is a diagnosed medical condition, and not the result of bad parenting.

Actions

• Review key facts on ADHD in the context of children with additional educational needs, for example prevalence (see ‘Talking about ADHD’ on the ‘ADHDtogether’ website)
• Outline the school’s policies on inclusivity, based on respecting all children, including those with ADHD, as individuals
• Consider perceptions of ADHD that the other parents might have
• Think about the practical realities of ADHD from your own perspective as a teacher
• Think about the impact that the child with ADHD has had in the classroom
• Revisit actions you have taken in the classroom to accommodate the child with ADHD.

Challenges

• Understanding the concerns of the other parents
• Being sympathetic to all parents
• Understanding the concerns of the child’s parents about the views on ADHD held by the other parents
• Reassuring other parents about the influence of the child with ADHD on other children, and how the classroom is managed.

Questions

• What will be the biggest concerns held by the other parents?
• How can I explain the school’s position on ADHD? Who else can support me within the school?
• How can I explain how I have worked with the child’s parents to accommodate the child in the classroom?
• How can I reassure the other parents that the child with ADHD will not dominate the classroom?
• What reassurance will other parents look for in terms of the child’s potential influence on their children?
## Discussion Guide for Teachers and Parents: During the Meeting

### Goals
- To understand the views of other parents on ADHD
- To give other parents a perspective on the realities of ADHD and how it affects the child
- Explain ADHD to other parents.

### Challenges
- Ensuring that the points of view of both the parents of the child with ADHD and the other parents are heard
- Ensuring that they remain unbiased in the discussion and focus on facts rather than fiction
- Ensuring that they explain the school’s position regarding children who have ADHD or simply the potential for discrimination.

### Questions
- How can the views of other parents about ADHD be changed if they are negative?
- What are the main concerns, feelings, beliefs and attitudes of other parents?
- What information or practical support can be provided to help other parents understand more about ADHD?
- Could a healthcare professional give an educational talk at the school on mental health in general?
- Are the other parents passing on their views about ADHD to their children?
- Can you or the parents/carers do anything else to reassure the other parents regarding the child with ADHD?
- Can the parents get any ideas for further help on dealing with other parents from their local ADHD support group?

### Actions
- Give information on what ADHD is and how it affects children differently
- Explain how ADHD specifically affects the child in the classroom
- Give assurance about how the teacher takes steps to look after the needs of the child with ADHD and minimises disruption for other children in the classroom
- Outline what other behavioural management techniques will be used
- Agree that the child’s parents will recommend or pass on any useful information on ADHD to the other parents if they are interested in finding out more
- Agree that the parents will help to address any future concerns on an ongoing basis and support positive communication.

### Post-meeting actions
- Ensure that all relevant information is passed on within agreed timelines
- Encourage other parents to continue to be tolerant and think more positively in terms of children with ADHD
- Maintain contact between the parents of the child with ADHD and the parents of other children
- Consider bringing together the parents of all children with special educational needs to build greater understanding, support and communication between them and the school.

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MEETING TO AGREE A CONSISTENT APPROACH TO MANAGING AN INDIVIDUAL CHILD’S BEHAVIOUR WITHIN THE SCHOOL

This discussion guide is to support a child’s key teacher when meeting with other staff members to agree a consistent approach to managing the behaviour of an individual child with ADHD within the school.

There are suggestions on important points and questions to consider.

PREPARING FOR THE MEETING

Goals
- Identify and agree what procedures are in place for behaviour management
- Establish the staff’s experience with ADHD across the school
- Agree a united approach to behavioural management, and how this relates to the individual child.

Actions
- Identify what are the child’s specific needs
- Investigate what procedures and recommendations are already in place to maintain a consistent approach to managing behaviour
- Identify what seems to work best so far to address challenging behaviour from the child
- Establish the experience teachers have in managing the child’s behaviour in a consistent way in the past or at lunch times – what successful tips and techniques can be shared?
- Think about potential barriers facing the school team and support from parents – how can these be addressed?
- How can the school team best work together for consistency during break times and other periods outside the classroom?

Challenges
- Make sure all teachers understand the child’s needs and that there are no preconceived misconceptions about the child and their behaviour
- Ensure all teachers understand the importance of a consistent approach and its maintenance in all situations
- Make clear that this is not about asking them to change their teaching style, but is about agreeing to some simple ways to manage this child’s behaviour
- Recognise that individual teachers with different backgrounds and training may be most comfortable with their own ways of managing behaviour.

Questions
- Does everyone understand why a consistent approach is important?
- What are the views of the other teachers on a consistent management approach?
- What strategies do the other teachers think should be adopted to manage behaviour?
- What would be the best way to share information and feedback on progress and issues?
DURING THE MEETING

Goals
- Agree the priorities to create and maintain a consistent approach
- Agree how often feedback concerning the child’s behaviour can take place between the teachers to ensure improved behaviour
  - How a consistent approach can be maintained between the teachers and other members of staff towards the child
  - What key features of the approach will ensure a ‘united front’ – specific discipline and reward systems
  - When the approach will be implemented and how it will be monitored
  - How often feedback between teachers will take place and how to involve the parents/carers.

Challenges
- Agreeing how consistency can be maintained between teachers and other members of staff
- Agreeing key features of the consistent approach, including specific discipline and reward methods
- Establishing a regular feedback system both within the school and involving the child’s parents/carers.

Questions
- Which other children at the school would benefit from this focus on consistent behavioural management?
- What challenges does the school face in maintaining a consistent approach?
- How regularly can feedback take place between teachers to ‘fine tune’ their approach?

Actions
- Agree a timeline for these actions and how progress will be assessed to ensure effectiveness
- Agree who will produce a summary of the meeting with action points and circulate it to all members of staff.

Post-meeting actions
- Produce a summary of agreed action points
- Carry out actions as agreed to meet the timeline discussed
- Ensure that all relevant information is passed on as agreed
- Maintain a consistent approach to the child’s behaviour at school
- Maintain regular feedback between all members of staff regarding the child and successful techniques
- Maintain regular feedback between the school and the parents/carers.
### MEETING TO AGREE A CONSISTENT APPROACH TO MANAGING AN INDIVIDUAL CHILD’S BEHAVIOUR WITHIN THE SCHOOL

This discussion guide is to support staff members when meeting with a child’s key teacher to agree a consistent approach to managing the behaviour of an individual child with ADHD within the school. There are suggestions on important points and questions to consider.

### PREPARING FOR THE MEETING

#### Goals
- Establish what experience the whole school has of ADHD
- Discuss with other teachers and staff about ways to handle behaviours linked to ADHD
- Agree a shared and united approach to managing the behaviour of a child with ADHD.

#### Actions
- Understand the school’s relevant policies on managing behaviour, such as bullying
- Establish what the child’s specific needs are and what has been done to meet them so far
- Agree what the priorities for managing the behaviour of the child should be – are there any situations that would benefit from a strategic team approach?
- Discuss how the child may react to a more uniform approach to discipline and rewards across the school
- Identify what information and experience can be shared with other teachers that might aid consistency and improve management technique
- Think about specific staff members, and how they interact with the child. For example, how best could a consistent approach be achieved if a teaching assistant helps the child?

#### Challenges
- To agree what the priorities should be and how to manage the consistent approach in different scenarios
- To agree how to be consistent where multiple members of staff have contact with the child.

#### Questions
- Does the school or education authority have experience in applying a consistent approach to behaviour of children with ADHD? Do they offer guidelines or training?
- What does the school consider to be the priorities for a consistent approach across all classes outside of structured learning?
- How can the parents/carers best support the school in a consistent approach?
- How can consistency be maintained between key teachers and other staff including teaching assistants?
- How often should teachers discuss what’s working, and what needs improving?

<table>
<thead>
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<tr>
<td>Establish what experience the whole school has of ADHD</td>
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<tr>
<td>Agree a shared and united approach to managing the behaviour of a child with ADHD.</td>
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<tr>
<td>Establish what the child’s specific needs are and what has been done to meet them so far</td>
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<tr>
<td>Agree what the priorities for managing the behaviour of the child should be – are there any situations that would benefit from a strategic team approach?</td>
</tr>
<tr>
<td>Discuss how the child may react to a more uniform approach to discipline and rewards across the school</td>
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<tr>
<td>Identify what information and experience can be shared with other teachers that might aid consistency and improve management technique</td>
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<tr>
<td>Think about specific staff members, and how they interact with the child. For example, how best could a consistent approach be achieved if a teaching assistant helps the child?</td>
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DURING THE MEETING

Goals

• Agree the priorities to create and maintain a consistent approach
• Agree how often feedback concerning the child’s behaviour can take place between the teachers to ensure improved behaviour
  – How a consistent approach can be maintained between the teachers and other members of staff towards the child
  – What key features of the approach will ensure a ‘united front’ – specific discipline and reward systems
  – When the approach will be implemented and how it will be monitored
  – How often feedback between teachers will take place and how to involve the parents/carers.

Challenges

• Agreeing how consistency can be maintained between teachers and other members of staff
• Agreeing key features of the consistent approach, including specific discipline and reward methods
• Establishing a regular feedback system both within the school and involving the child’s parents/carers.

Questions

• Which other children at the school would benefit from this focus on consistent behavioural management?
• What challenges does the school face in maintaining a consistent approach?
• How regularly can feedback take place between teachers to ‘fine tune’ their approach?

Actions

• Agree a timeline for these actions and how progress will be assessed to ensure effectiveness
• Agree who will produce a summary of the meeting with action points and circulate it to all members of staff.

Post-meeting actions

• Produce a summary of agreed action points
• Carry out actions as agreed to meet the timeline discussed
• Ensure that all relevant information is passed on as agreed
• Maintain a consistent approach to the child’s behaviour at school
• Maintain regular feedback between all members of staff regarding the child and successful techniques
• Maintain regular feedback between the school and the parents/carers.
MEETING TO AGREE A CONSISTENT APPROACH TO MANAGING BEHAVIOUR AT HOME AND AT SCHOOL

This guide is for teachers and parents/carers to use when agreeing on a consistent approach to managing behaviour at home and school. It includes suggestions on important points and questions you may want to consider. These are just examples, and it is important to focus on what is relevant for the individual child.

PREPARING FOR THE MEETING

Goals
• Agree a consistent approach to behaviour at home and school
• Confirm behaviour targets that can be agreed with the child’s parents
• Agree a regular way to monitor the child’s behaviour and give feedback to the parents
• Agree to tell parents immediately if any unexpected events occur
• Be open to reasonable requests and consider timelines and who will action them.

Actions
• List priorities/expectations for good behaviour by the specific child
• Listen to the expectations of the parents/carers
• Determine how to give feedback to the parents/carers, and how often
• Effectively manage the relationship between the parents/carers and the school for a consistent effective approach
• Discuss examples of how the parents reward good behaviour and handle unwanted behaviour at home
• Listen and acknowledge parents/carers, allowing them to express themselves uninterrupted
• Explain how you manage behaviour in the school
• Ask parents/carers what they think they need in order to resolve any issues
• Give them a clear and realistic date when you will contact them and discuss progress
• Thank them and remind them that together, you all have their child’s best interest at heart.

Challenges
• Agreeing the most appropriate and consistent approach
• Reassuring the parents/carers that the school will act appropriately and consistently in response to the child’s behaviour
• Agreeing similar ways to reward and discipline at home and school
• Providing regular feedback to the parents/carers on their child’s behaviour.

Questions
• What steps can we agree for maintaining a consistent approach at home and at school?
• What are the parents’/carers’ expectations of the school in maintaining consistency?
• Are there particular areas of the child’s behaviour that should be focused on, based on home experience?
• At any previous school, did the child behave very differently at home and at school?
• What are the main challenges for managing the child’s behaviour at home?
  − How do you deal with these challenges?
  − Can you give examples?
• What has been learned from how previous teachers managed the child’s behaviour?
  − What worked well?
  − What worked less well?
DURING THE MEETING

Goals
- Agree the key areas to focus on in maintaining a consistent approach
- Determine what the priorities are in creating and maintaining a consistent approach
- Confirm how the parents can play a role in supporting the school
  - Be positive and proactive when talking about the child
  - Common approaches to managing the child’s behaviour
- Decide how often feedback should take place and the preferred way of communicating.

Challenges
- Reassuring the parents/carers that the school will aim to maintain a consistent approach to managing the child’s behaviour
- Giving feedback at set intervals.

Questions
- What are the school’s priorities for improving the child’s behaviour?
- What are the child’s strengths and weaknesses in terms of behaviour?
- Have there been any differences in the past between behaviour at home and at school?
- How often would the parents/carers like to receive feedback?
- How often can the school provide feedback?
- What support or information can the parents/carers provide to help in maintaining a consistent approach?

Actions
- Agree what you and parents will do, e.g. provide further information
- Agree a timeline for these actions to be carried out
- Agree when the common approach to managing behaviour will start
- Agree who will produce a summary of the meeting with action points.

Post-meeting actions
- Produce a summary of agreed action points
- Carry out actions as agreed to meet the timeline discussed
- Ensure that all relevant information is passed on as agreed
- Maintain a consistent approach to good and challenging behaviour and modify as appropriate
- Provide regular feedback as agreed
- Maintain a consistent approach if the child’s teacher and the parents’ main point of contact at the school leaves.
MEETING TO AGREE A CONSISTENT APPROACH TO MANAGING BEHAVIOUR AT HOME AND AT SCHOOL

This guide is for teachers and parents/carers to use when agreeing on a consistent approach to managing behaviour at home and school.

It includes suggestions on important points and questions you may want to consider. These are just examples, and it is important to focus on what is relevant for the individual child.

PREPARING FOR THE MEETING

Goals

- Share with teachers how you manage the child’s behaviour at home
- Listen to teachers’ experience of ADHD, and how they manage your child’s behaviour at school
- Agree a consistent approach to behaviour at home and school
- Agree how and when the school will give feedback on your child’s behaviour.

Actions

- Confirm your wish to work together with the school to help maintain a consistent approach to managing behaviour
- Discuss what you see as the specific priorities for managing behaviour
  - For example, cutting down on the times the child interrupts, or keeping them focused on a task
- Determine how and how often you would like to receive feedback on your child’s behaviour from the school
- Provide information that will help you agree a consistent approach with the school
  - For example, if you use a reward chart, bring that in to show the teachers
- Discuss how you successfully manage good and challenging behaviour at home and how this might apply in school.

Challenges

- Being positive in discussing with the school how to manage particular aspects of behaviour, for example, their ways of doing this may be new to you
- Maintaining a consistent approach between home and school
- Establishing a regular feedback system.

Questions

- What common approaches can be agreed in terms of behaviour?
- What experience does the school have of working with other parents/carers in managing ADHD-related behaviour?
- What does the school consider the most challenging aspects of maintaining a consistent approach?
- What information could the school provide to help you understand how they manage behaviour and so maintain consistency?
- How often can the school give feedback on your child’s behaviour, and how?
- Can the school reassure you that it will aim to maintain a consistent approach?
- Can you set joint agreed behaviour targets?
DURING THE MEETING

Goals
- Agree the key areas to focus on in maintaining a consistent approach
- Determine what the priorities are in creating and maintaining a consistent approach
- Confirm how you can support the school
  - Be positive and proactive when talking about the child
  - Find common approaches to managing the child’s behaviour
- How often feedback should take place and the preferred way of communicating.

Challenges
- Maintaining feedback at set intervals.

Questions
- What are the school’s priorities for improving the child’s behaviour?
- What are the child’s strengths and weaknesses in terms of behaviour?
- Have there been any differences in the past between behaviour at home and at school?
- How often would you like to receive feedback?
- How often can the school provide feedback?
- What support or information can you provide to help in maintaining a consistent approach?

Actions
- Agree what the teacher and you will do, e.g. provide further information
- Agree a timeline for these actions to be carried out
- Agree when the common approach to managing behaviour will start
- Agree who will produce a summary of the meeting with action points.

Post-meeting actions
- Produce a summary of agreed action points
- Carry out actions as agreed to meet the timeline discussed
- Ensure that all relevant information is passed on as agreed
- Maintain a consistent approach to good and challenging behaviour and modify as appropriate
- Provide regular feedback as agreed
- Maintain a consistent approach if the child’s teacher and your main point of contact at the school leaves.

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MEETING TO AGREE A MANAGEMENT PLAN FOR A CHILD WITH ADHD

This is for teachers and parents/carers to use when planning the management of a child’s ADHD at home and school.

It includes suggestions for points and questions you may want to consider. These are just examples, and it is important to focus on what is relevant for the individual child.

FOR PARENTS: PREPARING FOR THE MEETING

Goals
- Establish a management plan that is acceptable for home and school use
- Give teachers all relevant information
- Establish a good relationship with the teachers to help put the plan into action
- Provide the teachers with a clear understanding of the needs of your child.

Actions
- Decide what relevant information about the child could be helpful in terms of creating a management plan for school
- Think about what has worked in the child’s current school (if the child is moving schools)
- Think about the child’s strengths and weaknesses in terms of sticking to a management plan.

Challenges
- Making sure the teacher understands the importance of creating a plan
- Ensuring that the teacher understands the child’s strengths and weaknesses in terms of a proposed plan
- Ensuring that the agreed management plan is adhered to by the school
- Gaining assurance that the plan can be adapted or changed if necessary.

Questions
- Has the teacher any experience of developing a management plan for a child with ADHD?
- How can parents/carers be reassured that the plan is being carried out?
- Can the teacher provide feedback on the plan on a regular basis?
- What can the teacher do to support the child, if it is not possible to carry out a management plan for the child? Maybe an action plan can still be agreed?
- Is it possible to introduce a reward system as part of the plan without discriminating against other children in the classroom?
FOR TEACHERS AND PARENTS/CARERS:
DURING THE MEETING

Goals
- To establish whether a management plan can be put in place
- To decide what the management plan should include
- To set a procedure for regular feedback, particularly if changes to the original plan are needed.

Actions
- Determine what the teacher will do, for example, confirming that the plan discussed at the meeting can be carried out
- Establish priorities for the management plan and the timescale for achieving them
- Agree what the parents/carers will do, for example, passing on any additional relevant information to the teacher
- Agree a feedback procedure for implementing any changes to the management plan
- Agree who will produce a summary of the meeting with action points.

Challenges
- Ensuring that the family and school are both committed to supporting and carrying out all aspects of the management plan
- Providing regular feedback on how the management plan is working.

Questions
- How can the parents/carers support the teacher in terms of the management plan?
- How can the teacher provide reassurance to the parents/carers that the plan is being carried out?
- How often can feedback take place and what is the most appropriate method – email, text, face-to-face?
- Can the feedback include the child’s views on the plan?
- Will the parents/carers provide any further support or information that would assist with the plan?

Post-meeting actions
- Produce a summary of action points as agreed at the meeting
- Carry out actions as agreed to meet the timeline discussed
- Ensure that all relevant information is passed on as agreed
- Determine the impact on the child of any changes to the plan
- Manage the expectations of parents/carers regarding the plan being carried out
- Manage changes to the plan and explain these to the parent/carers
- Provide feedback to the parents/carers on how the plan is going.

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MEETING TO AGREE A MANAGEMENT PLAN FOR A CHILD WITH ADHD

This guide is for teachers and parents/carers to use when planning the management of a child’s ADHD at home and school.

It includes suggestions for points and questions you may want to consider. These are just examples, and it is important to focus on what is relevant for the individual child.

FOR TEACHERS: PREPARING FOR THE MEETING

Goals
• Put support into place for the child with ADHD
• Talk with the parent/carer to agree a plan
• Start to formulate a long-term management plan.

Actions
• If you have colleagues who have previously taught children with ADHD, ask them about creating useful management plans
• Read up about structured planning for children with ADHD
• Think about what a plan might involve from the child’s perspective
• Consider how a plan could work from the school’s perspective.

Challenges
• How can you decide the best place for the child in the classroom?
• Can you provide a fixed and regular timetable?
• How can you develop a reward system tailored to the needs of the child with ADHD, without discriminating against other children?
• Reassuring the parents/carers that the agreed plan will be consistent, but will also evolve in line with the child’s needs
• What if the school finds it is unable to carry out many aspects of the plan over time?
• What if the school is unable to agree to the basic demands of the plan?

Questions
• What are the parents/carers’ expectations of the school management plan?
• What key recommendations can the school offer from its own experience of children with other conditions?
• How often should the plan be reviewed, and how?
• Is it possible to introduce a reward system as part of the plan without discriminating against other children in the classroom?
FOR TEACHERS AND PARENTS/CARERS: DURING THE MEETING

Goals
• To establish whether a management plan can be put in place
• To decide what the management plan should include
• To set a procedure for regular feedback, particularly if changes to the original plan are needed.

Actions
• Determine what the teacher will do, for example, confirming that the plan discussed at the meeting can be carried out
• Establish priorities for the management plan and the timescale for achieving them
• Agree what the parents/carers will do, for example, passing on any additional relevant information to the teacher
• Agree a feedback procedure for implementing any changes to the management plan
• Agree who will produce a summary of the meeting with action points.

Challenges
• Ensuring that the family and school are both committed to supporting and carrying out all aspects of the management plan
• Providing regular feedback on how the management plan is working.

Questions
• How can the parents/carers support the teacher in terms of the management plan?
• How can the teacher provide reassurance to the parents/carers that the plan is being carried out?
• How often can feedback take place and what is the most appropriate method – email, text, face-to-face?
• Can the feedback include the child’s views on the plan?
• Will the parents/carers provide any further support or information that would assist with the plan?

Post-meeting actions
• Produce a summary of action points as agreed at the meeting
• Carry out actions as agreed to meet the timeline discussed
• Ensure that all relevant information is passed on as agreed
• Determine the impact on the child of any changes to the plan
• Manage the expectations of parents/carers regarding the plan being carried out
• Manage changes to the plan and explain these to the parent/carers
• Provide feedback to the parents/carers on how the plan is going.

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# Meeting to Prepare Handover at the New School

This discussion guide is to support teachers and parents/carers when meeting to agree how best to prepare for the handover. There are suggestions on important points and questions to consider. Parents/carers and teachers may wish to share their thoughts before the meeting.

## Discussion Guide for Parents: Preparing for the Meeting

### Goals
- Find out what experience the school has with ADHD
- Provide useful background information about your child
- Ensure that the school will support your child.

### Actions
- Consider:
  - How your child will settle into the new school, for example, understanding a new timetable
  - What has worked well for your child in the previous school, for example, homework techniques
  - What kind of information would be useful to pass on?
  - What can be done to address any negative beliefs about ADHD within the school?
  - What questions may the new teacher have based on the handover information you and the old school have provided?

- Contact your local ADHD support group or speak to other parents to find out the new school’s experience of ADHD.

### Challenges
- Addressing any negative beliefs some teachers may have about children with ADHD
- Providing reassurance over aspects of your child’s behaviour based on experiences in the previous school, for example, regarding inattentiveness
- Ensuring that any communicated information is acted on by the school.

### Questions
- What kind of information would be most useful for the teacher/school?
- What experience does the teacher have with children with ADHD?
- Does the teacher understand the importance of establishing a routine for children with ADHD?
- What are the teacher’s and school’s immediate priorities for children with ADHD as they join the school?
- Does the school have any particular concerns regarding the child?
- How can you support the teacher as your child settles in?
FOR TEACHERS AND PARENTS/CARERS: DURING THE MEETING

**Goals**
- Agree the best way to work together to support the child during the handover
- Agree the school’s priorities for the child in the first term at the new school
- Decide the most useful information to be passed on to the teacher and when e.g. examples of success
- Confirm a continuing feedback process.

**Challenges**
- Committing to carry out actions to accommodate the child’s needs
- Get reassurance that the school will be able to accommodate any successful strategies developed previously
- Ask the school if they will be able to provide regular feedback.

**Questions**
- How can you work together during the handover period?
- How often can feedback take place during the handover period?
- How rapidly can previously successful strategies be put into place at the new school?
- How will everyone work together in coping with the child’s reaction to change?

**Actions**
- Development of a written statement outlining how the school will accommodate the child’s needs inside and outside the classroom
- Parents to provide as much information as possible based on successful strategies at the previous school
- Agree a timeline for actions.

**Post-meeting actions**
- Produce a summary of agreed action points
- Carry out actions as agreed to meet the timeline discussed
- Ensure that all relevant information is passed on as agreed
- Carefully monitor the child’s reaction to the new school.

Please note, the content of this programme is advisory only and not a substitute for professional and/or medical advice. If you would like any further advice or have any concerns regarding any aspects of either your or your child’s health or medication, please consult a healthcare professional.
MEETING TO PREPARE HANOVER AT THE NEW SCHOOL

This discussion guide is to support teachers and parents/carers when meeting to agree how best to prepare for the handover. There are suggestions on important points and questions to consider. Parents/carers and teachers may wish to share their thoughts before the meeting.

FOR TEACHERS: PREPARING FOR THE MEETING

Goals
- To reassure the child’s parents about how you will help support the child during the handover
- Request any information from parents and previous teachers to help settle the child into the new school and successfully manage relationships.

Actions
- Identify what support can be offered in the first weeks after joining
- Establish what experience you or your colleagues have in helping a child with ADHD
- Investigate any special provision that may be needed in the classroom
- Assess the handover information from the previous school.

Challenges
- Understanding the specific requirements of the child
- Obtaining information on previously successful strategies for the child
- Providing reassurance to the parents about school support for the child.

Questions
- What has previously worked and not worked for the child in the classroom?
- How does the child cope with change?
- How does the child make new friends?
- How does the child feel about moving to a new school?
- What have they enjoyed most about their previous school?
- How can the parents and teachers work best together during the move?
- What activities does the child enjoy that can help motivate them?
FOR TEACHERS AND PARENTS/CARERS: DURING THE MEETING

Goals
- Agree the best way to work together to support the child during the handover
- Agree the school’s priorities for the child in the first term at the new school
- Decide the most useful information to be passed on to the teacher and when e.g. examples of success
- Confirm a continuing feedback process.

Challenges
- Committing to carry out actions that accommodate the child’s needs
- Reassure parents that the school will be able to continue with any successful strategies developed previously
- Reassure the parents that the school will be able to provide regular feedback.

Questions
- How can you work together during the handover period?
- How often can feedback take place during the handover period?
- How rapidly can previously successful strategies be put into place at the new school?
- How will everyone work together in coping with the child’s reaction to change?

Actions
- Development of a written statement outlining how the school will accommodate the child’s needs inside and outside the classroom
- Parents to provide as much information as possible based on successful strategies at the previous school
- Agree a timeline for actions.

Post-meeting actions
- Produce a summary of agreed action points
- Carry out actions as agreed to meet the timeline discussed
- Ensure that all relevant information is passed on as agreed
- Carefully monitor the child’s reaction to the new school.
## INTRODUCING ADHD TO TEACHERS

This discussion guide is to support parents/carers when meeting with a teacher to introduce and discuss ADHD. There are suggestions on important points and questions to consider.

Parents/carers and teachers may find this useful as a reminder should they wish to share their thoughts with each other before or during the meeting.

### DISCUSSION GUIDE FOR PARENTS: PREPARING FOR THE MEETING

#### Goals
- Develop a good relationship with the teacher(s)
- Ascertain the teacher’s experience of ADHD
- Determine the level of support that can be expected.

#### Actions
- Find out about the school’s policy on children with ADHD – is this available from the school office, on the school’s website or the local/regional education authority’s website?
- Investigate the school’s experience of children with ADHD. Is it possible to speak to other parents who have children with ADHD?
- Tell your child’s ‘story’ and give the teacher as much background as possible
- Think about information that will be relevant for the teacher, particularly on the child’s previous experiences inside and outside the classroom
- Contact the local ADHD support network.

#### Challenges
- Working with the school to develop a strong case for getting necessary resources and support for the child
- Overcoming negative beliefs from the school, teacher or other parents about ADHD.

#### Questions
- What is the school’s experience of working with children with ADHD?
- What is your experience of teaching ADHD children?
- How can you help my child to achieve a good education?
- Do you know where I can obtain the most recent information about ADHD?
- What is the school’s policy on ADHD?
- What is your understanding of how well the school is meeting education policy regarding children with ADHD?
- Which websites have information on this?
- Is it possible to speak to other parents who are in a similar situation?
- Do you know how other schools near you support their children with ADHD?
## DISCUSSION GUIDE FOR TEACHERS AND PARENTS: DURING THE MEETING

### Goals
- To clarify what might work best for the child with ADHD inside and outside the classroom at school
- To clarify other procedures for working with the child with ADHD, including the use of any prescribed medication.

### Challenges
- Overcoming any personal negative beliefs or bias regarding ADHD
- Consider the child with ADHD’s specific needs in the classroom, including relationships with other children
- Consider the child with ADHD’s additional needs, such as the use of medication.

### Questions
- How can you support the teacher to help meet the needs of the child with ADHD?
- How can feedback and information regarding the child from both parties be regularly communicated?
- How often should feedback take place?
- What kind of feedback will be most useful for you and the teacher?
- How can you support the teacher in building a case for special resources for the child?
- Is there any other kind of support that you can provide for the teacher?
- What should be said to other staff, children or parents about the ADHD child?

### Actions
- Agree on the potential effects of the child’s ADHD inside and outside the classroom
- Formulate procedures for dealing with any medication prescribed for the child
- Share which ADHD management techniques have worked for you
- Examine any classroom management techniques the teacher will use to work to the child’s strengths
- Agree what the teacher(s) will do, for example, confirming a plan for working with the child with ADHD
- Determine what you will do, for example, passing on all relevant information to the teacher/school
- Instigate a timeline for these actions to be carried out and agree a plan for feedback
- Agree who will produce a summary of the meeting with action points.

### Post-meeting actions
- Monitor progress and continue to share positive feedback and challenges that arise
- Maintain a strong and consistent relationship with the teacher, in view of the limited amount of time the teacher may have
- Ensure feedback and information about the child with ADHD continues to be passed between the parents/carers and the teacher
- Make sure that the needs of the child with ADHD continue to be taken into account in the classroom alongside those of the rest of the class
- Ensure the relevant policies and procedures on children with ADHD continue to be carried out by the school and teacher.
INTRODUCING ADHD TO TEACHERS

This discussion guide is to support teachers when meeting with parents to find out about ADHD. There are suggestions on important points and questions to consider.

Parents/carers and teachers may find this useful as a reminder should they wish to share their thoughts with each other before or during the meeting.

DISCUSSION GUIDE FOR TEACHERS: PREPARING FOR THE MEETING

Goals
• Develop a good parent/teacher relationship
• Find out as much about the child as possible
• Agree a plan of action for management and care.

Actions
• Think about your own knowledge and experience (if any) of ADHD both inside and outside school
• Find out the latest research and thinking on ADHD – which websites have information on this?
• Investigate the experiences of other teachers and colleagues in working with children with ADHD – is there a local support network?

Challenges
• Overcoming the negative views of colleagues and other parents about ADHD
• Working with parents to try to ensure that there is a strong joint case for getting the resources needed to support the child.

Questions
• How can the school work with the parents to ensure that there is a good case for getting resources to support the child?
• How does ADHD affect the child’s day-to-day activities?
• What affect has ADHD had on the child’s behaviour at school in the past?
• How has ADHD impacted on the child’s learning in the past?
• What successful tactics have previously been used by other teachers?
• Does the child take medication?
### DISCUSSION GUIDE FOR TEACHERS AND PARENTS: DURING THE MEETING

#### Goals
- To clarify what might work best for the child with ADHD inside and outside the classroom
- To clarify other procedures for working with the child with ADHD, including the use of any prescribed medication.

#### Challenges
- Overcoming any personal negative beliefs or bias regarding ADHD
- Consider the child’s specific needs in the classroom, including relationships with other children
- Consider the child’s additional needs, for example, the use of medication.

#### Questions
- How can the parents/carers support you to help meet the needs of the child with ADHD in the classroom?
- How can feedback and information regarding the child be regularly communicated?
- How often should feedback take place?
- What kind of feedback will be most useful for the parents/carers and teacher?
- How can the parents/carers support you in building a case for special resources?
- Is there any other support that the parents/carers can provide?
- What should be said to other staff, children or parents about the ADHD child?

#### Actions
- Agree on the potential effects of the child’s ADHD inside and outside the classroom
- Formulate procedures for dealing with any medication prescribed for the child
- Establish which ADHD management techniques have worked for the parent/carer and can be used here
- Examine any management techniques the teacher will use to work to the child’s strengths
- Agree what the teacher(s) will do, for example, confirming a plan for working with the child with ADHD
- Determine what the parents/carers will do, for example, passing on all relevant information to the teacher/school
- Follow a timeline for these actions to be carried out and agree a plan for feedback
- Agree who will produce a summary of the meeting with action points.

#### Post-meeting actions
- Monitor progress and continue to share positive feedback and challenges that arise
- Maintain a strong and consistent relationship between the parents/carers and teacher, in view of the limited amount of time the teacher may have
- Ensure feedback and information about the child with ADHD continues to be passed between the parents/carers and the teacher
- Make sure that the needs of the child with ADHD continue to be taken into account in the classroom alongside those of the rest of the class
- Ensure the relevant policies and procedures on children with ADHD continue to be carried out by the school and teacher.
HANDOVER TO THE NEW SCHOOL

You can use this to write down any information about your child that you may want to share with the new school.

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<th>My child’s strengths</th>
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<th>My child’s areas of weakness</th>
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<th>Types of support that have worked well in the past</th>
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Techniques for focusing attention and enhancing study skills that have worked well

Techniques for managing behaviour that have worked well

Medication required, and how this is managed

Common challenges, and how these have been successfully dealt with

Please note, the content of this programme is advisory only and not a substitute for professional and/or medical advice. If you would like any further advice or have any concerns regarding any aspects of either your or your child’s health or medication, please consult a healthcare professional.
PREPARING FOR HANDOVER TO A NEW TEACHER

It can be helpful for teachers to share with each other what works best with each child, particularly when a new teacher is being introduced. This tool brings together some important things to consider.

How has the child reacted to change in the past, including working with new teachers?

What has worked well in the past to help make this transition?

What works well in managing the child’s behaviour and developing their learning strategies?

What are the child’s preferred learning styles?
What are their strengths and weaknesses?

What are their relationships like with other teachers? What can be learned from this?

What are their relationships like with other children? What can be learned from this?

What information about the child’s progress and behaviour is available to review?

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MEETING TO DISCUSS EARLY PROGRESS AT THE NEW SCHOOL

This discussion guide is to support teachers and parents/carers when meeting to discuss the child’s progress. There are suggestions on important points, and questions to consider. Parents/carers and teachers may wish to share their thoughts before the meeting.

DISCUSSION GUIDE FOR TEACHERS: PREPARING FOR THE MEETING

Goals
- To provide parents with a concise, accurate progress report
- Be positive and provide possible solutions to challenges
- Share all relevant information.

Actions
- Consider:
  - How the child is reacting in general to the new school
  - Any strengths or challenges that have already emerged e.g. new subjects
  - How the child is developing relationships with their teachers
  - How the child is developing/maintaining relationships with other children
  - Any successful techniques used in the past to encourage and manage the child.

Challenges
- Reassuring parents that the school will continue to support the child, including any special education provision
- Make sure parents understand that any particular issues that have arisen will be dealt with, and how.

Questions
- What feedback have the parents received from the child regarding their new school?
- Has the child mentioned any particular areas of concern to the parents?
- How do the parents feel that the child is coping?
- Can the parents provide any additional information or support that could help you?
- How is the child coping with homework?
DISCUSSION GUIDE FOR TEACHERS AND PARENTS/CARERS: DURING THE MEETING

Goals

- Establish future priorities for the school based on the experience of the child with ADHD to date – acknowledge any achievements
- Demonstrate how both school and parents can work together, taking a consistent approach to managing and supporting the child at home and school
- Agreement on how often feedback should take place and how – email, phone, text or a face-to-face meeting.

Challenges

- Discussing the challenges at school and home that have emerged so far
- Reassure the parents that the school will continue to support the child in the future
- Reassure the parents that the school will address any particular areas of concern.

Questions

- How do the teacher and parent/carer feel that the child is coping with change?
- What are the reactions of other children to the child?
- What are the reactions of other teachers to the child?
- What are the school’s immediate priorities for the child following this meeting?
- Can the parents provide any additional support or information?
- How often can feedback take place?

Actions

- Agree what the teacher and parents will do, e.g. provide further information to the teacher and monitor any behaviour changes at home passing on details to the school
- Agree a timeline for these actions to be carried out
- Agree who will produce a summary of the meeting with action points.

Post-meeting actions

- Produce a summary of agreed action points
- Carry out actions as agreed to meet the timeline discussed
- Ensure that all relevant information is passed on as agreed
- Ensure that regular feedback takes place
- Ensure that new strategies agreed at the meeting work and if not, address these in a timely manner.