Buckinghamshire SENDIAS Online Training coproduced with FACT BUCKS

FACT BUCKS
Parent Carer Forum
A local voice for parent carers of children with SEND

BUCKINGHAMSHIRE
SEND IAS
SERVICE

ADHD Part 2

Summary: This webinar will inform and empower you about what can be done to enable Buckinghamshire children and young people with ADHD to thrive - whether diagnosed or not, in school and elsewhere.It follows on from our recent fact-finding workshops involving a wide range of stakeholders including parents.

Strengths and challenges of ADHD

Suggestions for support

Inclusion and ADHD

- Understand ADHD
- Adapt our responses
- Adapt the environment
- Actively teach coping strategies
- Avoid waiting for a diagnosis

ADHD – What you may notice- strengths

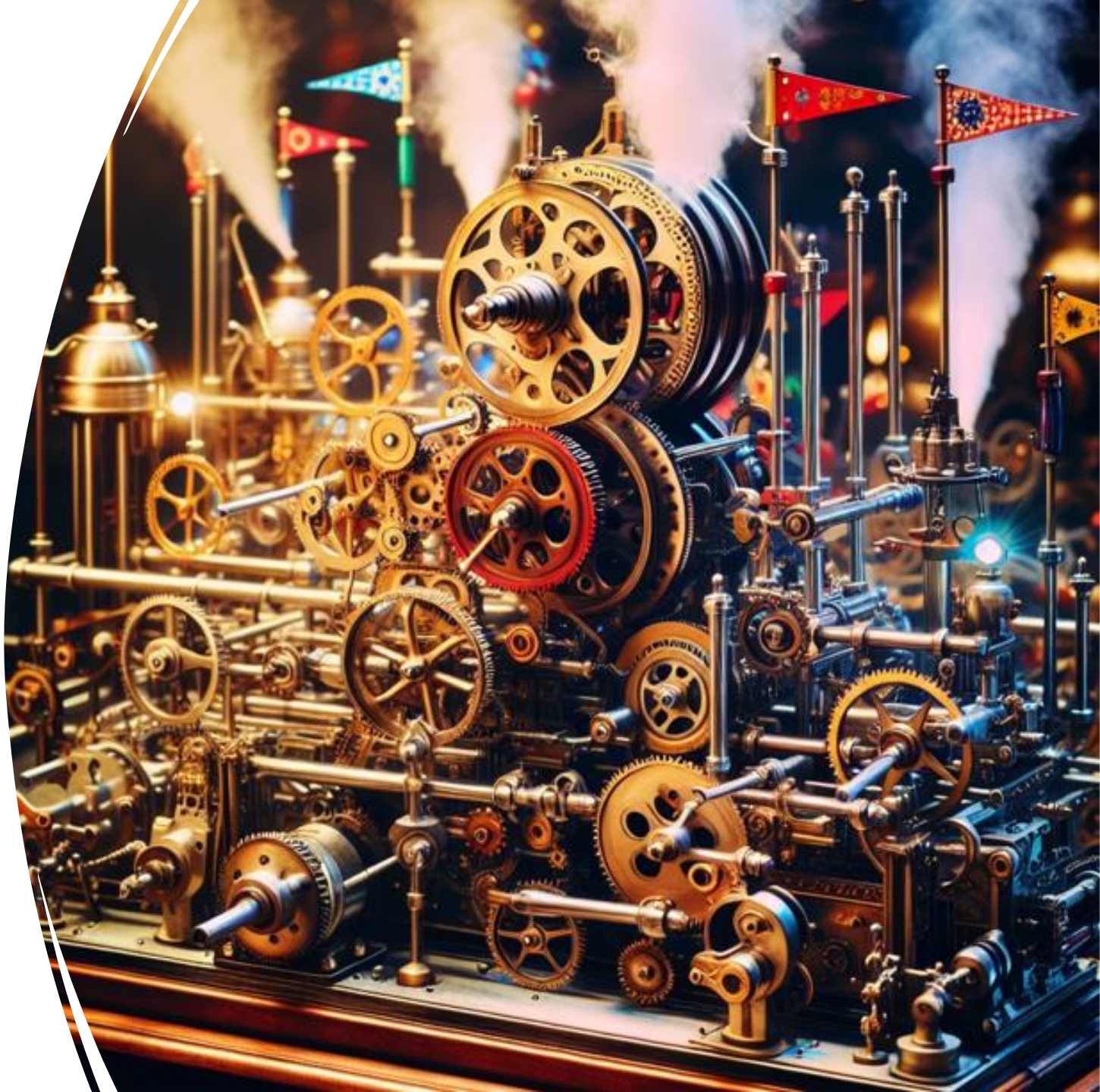
- Creativity
- Hyperfocus
- High energy levels
- Resilience
- Spontaneity and courage
- Empathy and compassion
- Problem-solving skills

ADHD - What you may notice - challenges

Inattention	Hyperactivity/impulsivity
Misses details, work is inaccurate	Difficulty in keeping still when seated or standing, moving hands /feet
Starts tasks, does not finish	Preference for getting up from chair rather than staying seated
Doesn't seem to listen even when spoken to directly	Preference for running, climbing whatever the situation
Messy, untidy, late	Difficulty in staying quiet, may talk continually
Often loses belongings	Difficulty in taking turns in conversations and games
Avoids or dislikes having to focus on non-chosen tasks which require sustained mental effort	Preference for taking charge even when it is not their place to do so

Executive function

- Inhibition
- Attention
- Working memory
- Planning
- Self-regulation



Inhibition

I’m finding it hard to:

- **Stop and think**
- **Wait my turn**
- **Make decisions**



Attention

I’m finding it hard to:

- **Stay focused**
- **Sit still**
- **Start a task**





Working memory

I’m finding it hard to:

- **Follow instructions**
- **Do sums in my head**
- **Make sense of what I read**

Planning

I’m finding it hard to:

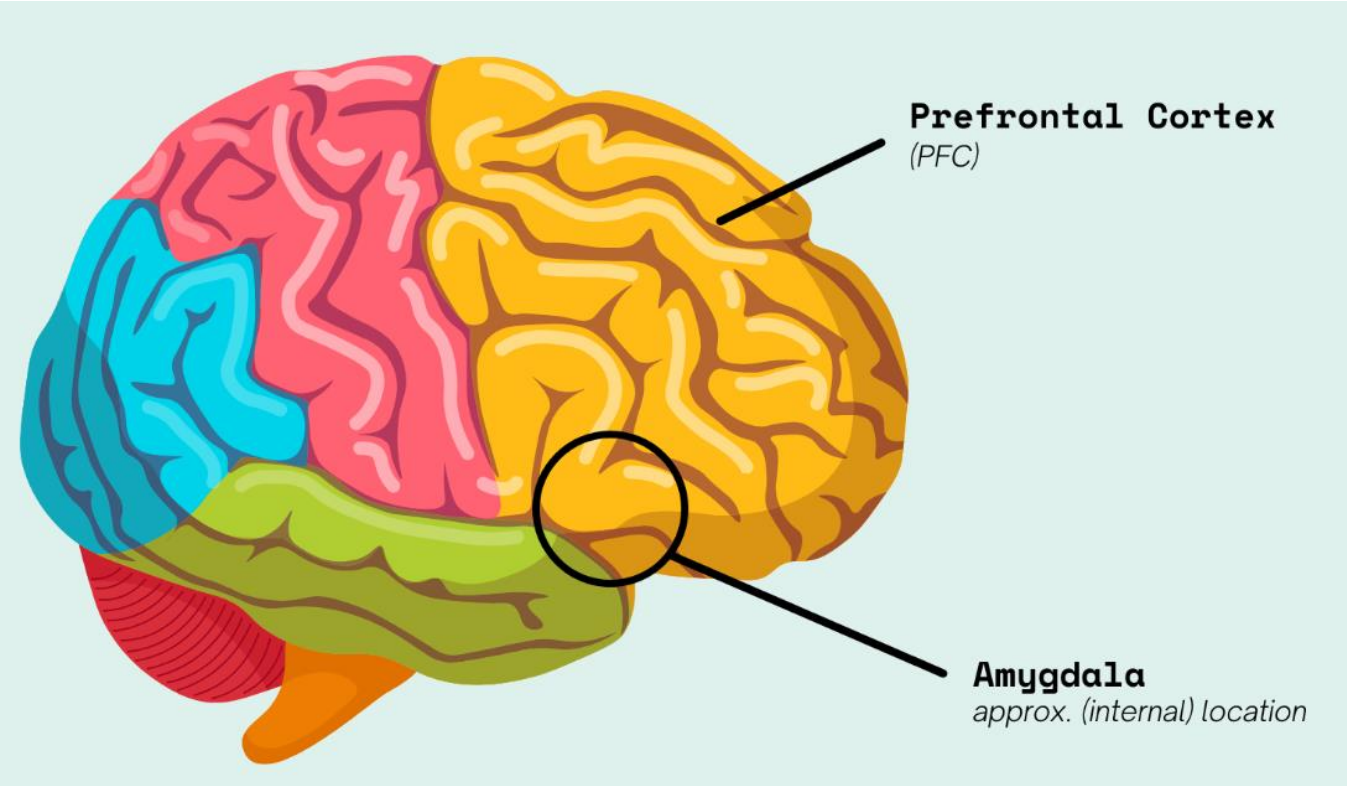
- **Start and finish a task**
- **Arrive or leave on time**
- **Think ahead**



Self-regulation

I’m finding it hard to:

- **Recognise how I am feeling,**
- **Recognise what I am thinking**
- **Recognise how I am behaving.**



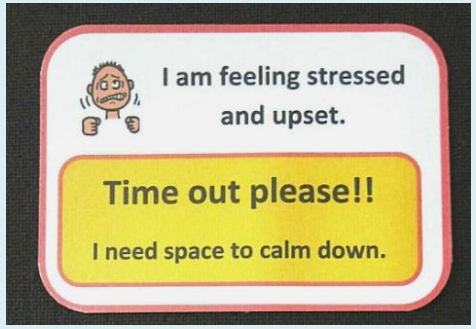
What works to support me? Young people's views

Adults around me understand about ADHD, are patient, empathetic and non-judgemental.

To help me learn:

grab my attention, incorporate my special interest, make it fun and short!

Give me time for what you are teaching me or saying to me to sink in



Check in with me that I am still understanding,

remind me of the learning objective,

summarise frequently

Can I show my understanding in a way which doesn't involve writing?

Let me use my timeout card!



I want you to teach me how to take turns and coping strategies, even at secondary school – I don't just know that like other children do.

What helps me with organising myself is having a routine, I set alarms to remind me about what I need to do and on Sunday evenings I go through with my Mum about what to expect for the coming week

Involve me (in decisions made about me and my support) - ask me questions

Inhibition

When I’m finding it hard to:

Stop and think

Wait my turn

Make decisions

Help me by:

Removing distractions.

Teaching me to plan my steps and what I need to do them



Inhibition top tip – body scan

1. **Close your eyes** to begin the body scan.
2. **Focus on your toes** and notice any sensations.
3. **Move up your body**, pausing at your legs, tummy, arms, chest, and head to observe what you feel.
4. **Identify any discomfort** in your body.
5. **Listen to your surroundings** and note any sounds.
6. **Recognize any distractions** around you.



- Summarised from [EPIC resources | Centre for Clinical Brain Sciences]

Attention

When I’m finding it hard to:

Stay focused

Sit still

Start a task

Help me by:

Removing clutter

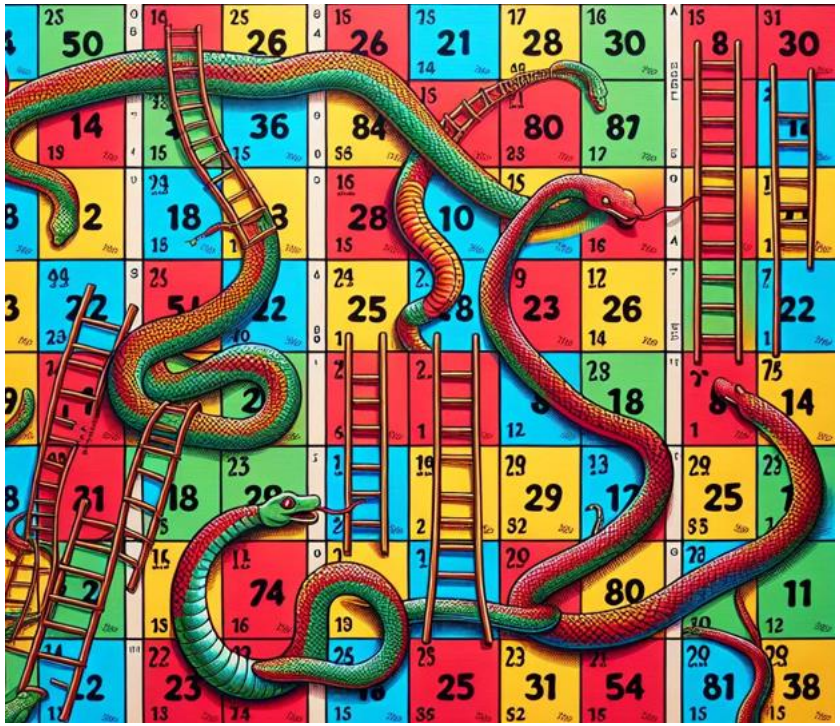
Allowing me to move or fiddle

Teaching me to move my attention to different tasks flexibly



Attention top tip –Switching the Rules

1. **Play normally**: Start by playing Snakes and Ladders as usual.
2. **Switch rules**: After a while, change the rules so you go down ladders and up snakes.
3. **Discuss mistakes**: Use any mistakes to talk about the challenge of seeing things from a different perspective.
4. **Use two dice**: Encourage adding the dice together before moving, and comment on different pairings (e.g., five and five make ten, but so do six and four).



- Summarised from [EPIC resources | Centre for Clinical Brain Sciences]

Working memory

When I’m finding it hard to:

Follow instructions

Do sums in my head

Make sense of what I read

Help me by teaching me to:

chunk information

go over it again

use reminders



Working memory top tip 1 –
Example of chunking for a literacy task

Original Task: "*Write a short story about your favourite animal, including where it lives, what it eats, and why you like it.*"

Step 1: Choose Your Animal

- "First, let's pick your favourite animal. Write down the name of the animal you want to write about."

Step 2: Describe Its Home

- "Next, think about where your animal lives. Is it in the jungle, the ocean, or somewhere else? Write one or two sentences about its home."

Step 3: Describe Its Diet

- "Now, let's talk about what your animal eats. Does it eat plants, meat, or both? Write one or two sentences about its diet."

Step 4: Explain Why You Like It

- "Finally, write a few sentences about why you like this animal. Is it because of how it looks, what it does, or something else?"

Step 5: Put It All Together

- "Now, let's put all your sentences together to make a short story. Read through what you've written and make sure it all makes sense."



Working memory top tip 2 – **Active memory games**

1. **Scavenger Hunts: the child has to remember a list of items to find. This activity encourages them to hold and recall information while engaging in physical activity**
2. **Hopscotch Math: Combine hopscotch with math problems. Write numbers in the hopscotch squares and ask the child to solve a math problem by hopping to the correct answer. This integrates movement with cognitive tasks**
3. **Obstacle Courses: Set up an obstacle course with multiple steps that the child has to remember and complete in order. This can include activities like crawling under tables, jumping over hurdles, and balancing on beams**
4. **Dance Routines: Teach the child simple dance routines that require them to remember and perform a sequence of movements. This helps with memory and coordination**
5. **Memory Relay Races: Create a relay race where the child has to remember and retrieve specific items from different stations. This combines physical activity with memory recall**
6. **Ball Games with Instructions: Play catch or other ball games where the child has to remember and follow specific instructions, such as "throw the ball, then clap twice before catching it"**



Planning

When I’m finding it hard to:

Start and finish a task

Arrive or leave on time

Think ahead

Help me by teaching me to:

Use a timer

Keep a diary



Planning top tips

1. **Get creative with a daily visual timetable**: Encourage the child to create a visual daily schedule using pictures or drawings. This helps them understand the sequence of activities and manage their time.
2. **Cook Together**: Following a recipe requires planning and sequencing steps. It's a practical way to teach planning while also being a fun and rewarding activity.
3. **Building Projects**: Activities like building a model or a simple DIY project can help with planning and following instructions step-by-step.
4. **Devise a Treasure Hunt**: Create a treasure hunt with clues that require the child to plan their route and think ahead about the next steps. Later they could devise their own.
5. **Board Games**: Games that require strategy and planning, such as chess, draughts or Connect 4.
6. **Story Mapping**: If the child enjoys reading, they could create story maps that outline the beginning, middle, and end of a story. This helps with understanding sequences and planning.
7. **Art Projects**: Plan an art project from start to finish, including gathering materials and deciding on steps
8. **Role-Playing Games**: Games that involve role-playing and creating scenarios can help children think ahead and plan their actions.
9. **Gardening and animal care**: This can teach responsibility and the importance of planning to make sure the garden or animal is properly cared for.



Self-regulation

When I'm finding it hard to:

Recognise how I am feeling,

Recognise what I am thinking

Recognise how I am behaving.

Help me by teaching me to:

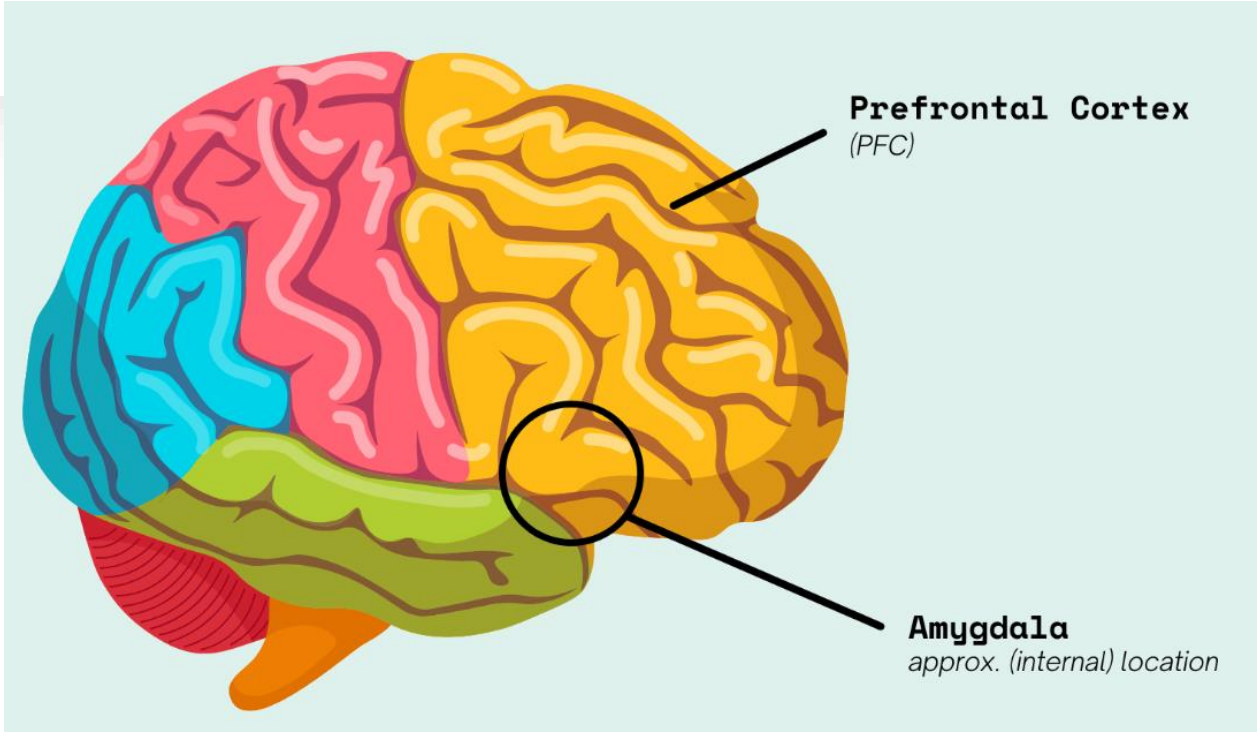
Name my emotions

Recognise how I feel when I'm getting dysregulated

Use strategies to avoid dysregulation

Give me uninterrupted time and space to self-regulate

Make sure I get enough sleep



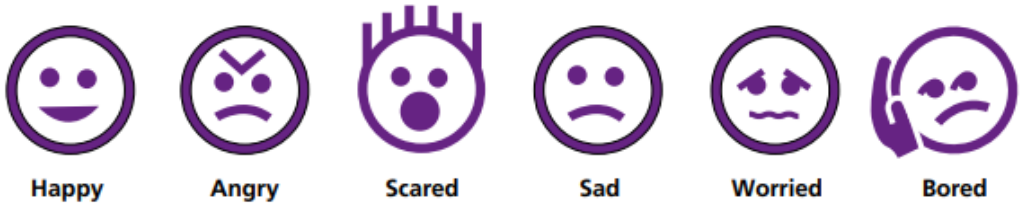
North Lincs and Rotherham CAMHS NHS emotion regulation leaflet

Self-regulation top tips – co-regulation



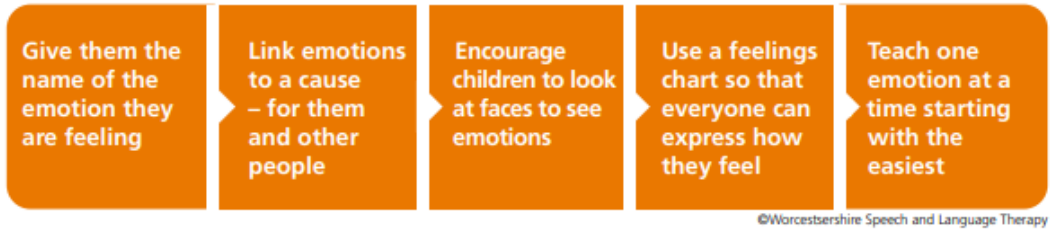
North Lincs and Rotherham CAMHS NHS emotion regulation leaflet

Self-regulation top tips – recognising emotions



In order to help your child to recognise the emotions of themselves and others there are a number of things you can do:

- Label the emotions of characters in TV shows or Films you watch with your child. For example "Shrek (Shrek © 2020 DreamWorks Animation LLC) looks happy"
- Give a name to the emotions you are feeling so your child can learn what you look like when you are feeling a particular way.
- Use the five steps to teaching emotions (shown below)



North Lincs and Rotherham CAMHS NHS emotion regulation leaflet

Self-regulation top tips – calming activities

Plenty of physical exercise
Scheduled movement breaks
Time out card
A safe space to go to
A box of calming objects such as stress balls, fidget spinners, colouring books
Deep breathing
Mindfulness
Music
Weighted blankets or vests
Self-regulation apps



A narrative review of the effect of sport and exercise on ADHD symptomatology in children and adolescents with ADHD - Heriot-Watt Research Portal

Self-regulation top tips – supporting a good sleep routine

Consistent bedtime routine	Sleep environment	Avoid stimulants
Encourage relaxation	Regular sleep schedule	Limit naps
Positive reinforcement	Address night waking	Weighted blanket
Limit screen time	Smart sleep devices	Relaxing alternatives



Bucks SENDIAS Service

- If you require further information to help you please first refer to the SENDIAS webpages: **Bucks SENDIAS service | Buckinghamshire Council** and if necessary contact SENDIAS using the **clickable Bucks SENDIAS Contact Form**

- Sign up for our email updates
- Live webchat:
  Mondays 1-3pm and Fridays 10am- 12 noon
- See our recorded webinars
  and slides with clickable links

Important information

In this news update you will find information about:

- **New to SEND? - Free FACT Bucks/Bucks SENDIAS Service Webinar - 10-11am on Friday 27 January 2023**
- **Shout out for SEND - Youth Voice Bucks**
- **The Prince's Trust Team Programme**
- **Family Support Service - three exciting projects online and in person for young people in school years 7 and upwards starting in February 2023**
- **Contact - Welcome to What's new**
- **Bucks SENDIAS Service Live Web Chat**

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