



Institute of Teacher
Aide Courses

ADHD

PRESENTATION

— created by Kylie Walters —



Disclaimer

Please note that ITAC presenters, lectures and staff are not medical professionals. This information is designed to be used for education assistants under the supervision of professionals and some parts may be incorrect, outdated or the authors' opinion.

ADHD

ADHD stands for
Attention Deficit Hyperactivity Disorder.



Children with ADHD may find it difficult to stay focused, to sit still and to concentrate.

Types of ADHD

ADHD combined

ADHD
predominately
hyperactive-
impulsive

ADHD
predominately
inattentive

/// What is Attention Deficit Hyperactivity Disorder?

1

Inattention: easily distracted, not listening to instructions, not focused on completing tasks, poor organisation.

2

Impulsivity: acting before thinking.

3

Overactivity: constant restlessness and fidgeting.

SOME FACTS ///



ADHD is Neurological (the brain)

This is not a behavioural choice.



It does not affect your IQ

Richard Branson and many other top entrepreneurs and entertainers have ADHD



ADHD is not caused by bad parenting

Applying suitable strategies such as short, sharp activities that are engaging and relevant.





What is the difference between **ADHD** and **ADD?**

Attention Deficit Disorder does not have the attached hyperactivity component.



Medication

- 1 Neurotransmitters are brain chemicals. They affect how fast the brain receives and processes information.
- 2 Dexamphetamine and methylphenidate (such as Ritalin) are a stimulate that release a chemical (dopamine) which affects the neurotransmitters.
- 3 Non stimulate drugs like Strattera may also be used.
- 4 Treatments are prescribed by medical experts.

/// Natural and Alternative Therapies

1

Relaxation techniques such as yoga and breathing strategies, massage and Tai Chi may help.

2

Behaviour management strategies (behaviour modification).

3

Diet – eliminating food triggers such as preservatives, additives, colours, sugars and processed foods. Removal of junk food has been proven to have a significant effect on ADHD sufferers.*

4

Neurotherapy for focusing techniques.

*“This study establishes that elimination of chocolates, *maida (flour)*, bakery confectionaries, soft drinks, and junk food in the diet and replacing them with highly nutritive value foods as per the Recommended Daily Allowance (RDA) can reduce the ADHD symptoms in school going children of age group 4-12.”

<https://www.tandfonline.com/doi/abs/10.1080/09764224.2017.1397429>

Sensory Resources



USEFUL
And fun
ideas

Sensory Resources

ADHD children are wired to move. They do this without thinking about it.

A sensory resource, also called a 'fidget toy' gives the child a discreet way to move without distracting the class by getting up and walking around.

The child can now focus and pay attention to their learning. This is a positive behaviour strategy that allows everyone to focus.



Distracting environment

The environment has influences student behaviour. This includes the weather, other students, noise, seating arrangements etc.

Distractions may include:

1. Displays that move and flap in the wind
2. Where the student is placed in the classroom
3. Other students in the classroom
4. Windows provide lots of daydreaming opportunities (people walking past)
5. An open door with traffic going past
6. Changes in the weather – rain on the roof

An area with less distractions – both visual and noise is important to allow the student to focus.



Impulsive behaviour

The brain of a child with ADHD reacts at speeds faster than people without. People without ADHD have time to think about consequences before applying their actions.

Therefore, a child with ADHD may be more likely to:

- Do something dangerous
- Make more mistakes
- Act inappropriately
- Get out of their seat more often
- Call out answers



How many times is a child with ADHD told, “Think before you act”?

Organisation & Resources

Poor organisational skills can set a child up for behavioural issues.

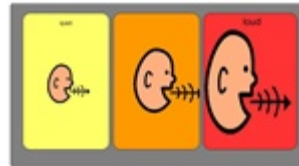
This is a positive tool that allows the child to follow the classroom structure

Visual organisational resources allows the child to be more independent with less consequences





Organisation Resources



Morning checklist

Have I:

- Drink bottle on desk
- Fruit on desk
- Homework folder away
- Library bag away
- Any notes for teacher?
- Sharpened pencil
- Place chair at desk

Well done Jason

USEFUL And fun ideas

Strategies for EAs

Plan for success with a focus on positive, non-verbal strategies such as:

- 'Fidget' toys for discreet movement
- Regular gross physical movement sessions after a lesson. A few minutes of movement is great to keep the 'wiggles' down
- Hands on learning tasks
- Group work with talking
- Quiet working area for concentration tasks
- Chill out zone when overwhelmed



Strategies for EAs

Plan for success with a focus on positive, non-verbal strategies such as:

- Visual reminders for noise (save your voice)
- Organisation list to prepare for the day
- Visual timetable on the desk or wall
- Quiet working area for concentration tasks
- Less visual distractions in direct line of sight
- Place away from doors and windows
- Have an IEP/IBP (or create your own basic one)

