



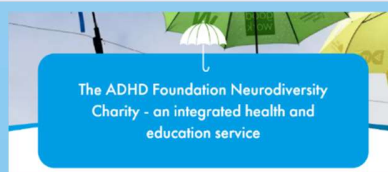
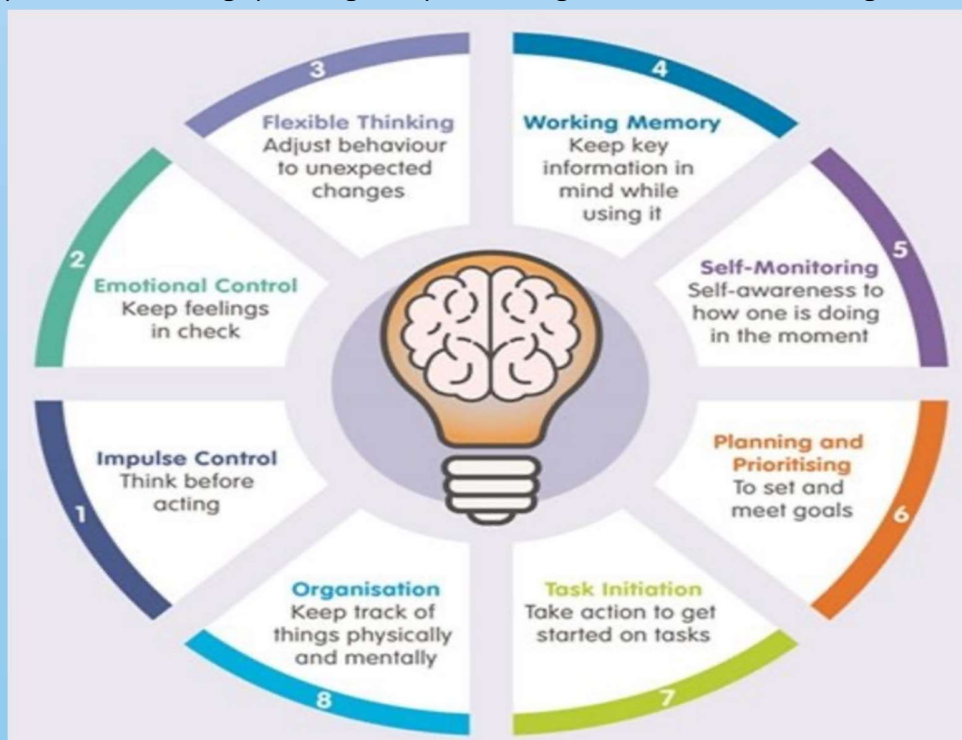
Email Newsletter

Four Oaks Cluster - Volume 1,
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Understanding and Supporting ADHD

The Four Oaks Cluster of schools have been working together for over 20 years. Together we recognise the importance of serving our collective community and are committed each year to working together to face shared challenges, local and national issues. Children with ADHD have a disability. As with autism in the past, ADHD has been dismissed by some as a convenient 'label' to excuse poor behaviour or impaired learning. However, a substantial body of research evidence demonstrates that it is, in fact, a specific condition with clearly identifiable symptoms and clinically effective treatments. It is most commonly diagnosed in children and can continue into adulthood. Boys are more than twice as likely to be diagnosed with ADHD as girls. Children with ADHD may have trouble paying attention, controlling impulsive behaviours (may act without thinking about what the result will be), or be overly active. The areas that we often see impacted are: impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritising, task initiation and organisation.



Cluster Schools include: Arthur Terry Secondary; Coppice Primary, Four Oaks Primary, Hill West Primary, Mere Green Primary, Langley Special School, Moor Hall Primary, Little Sutton Primary and Whitehouse Common Primary

Skill	What does it mean?	What does it look like when impaired?
Impulse Control	Thinking before acting.	May say inappropriate things and engage in risky behaviour.
Emotional Control	Can describe feelings and keep them in check.	Can over-react and find criticism hard.
Flexible thinking	Can adjust to the unexpected.	Get frustrated when asked about something new or from a different angle.
Working memory	Can keep information in mind.	Trouble remembering instructions, even with supports.
Self monitoring	Can judge how they are doing.	Surprised by a bad outcome and get upset.
Planning and prioritising	Can decide upon a goal and can plan to meet it.	Cannot decide what is important for completing a task.
Task initiation	Can take action to get started.	Difficulty starting or where to begin.
Organisation	Can keep track of things physically and mentally.	Lose train of thought as well as possessions.

I'm worried about my child- what can I do?

A specialist consultant using standard criteria and rating scales can diagnose ADHD in school-age children.

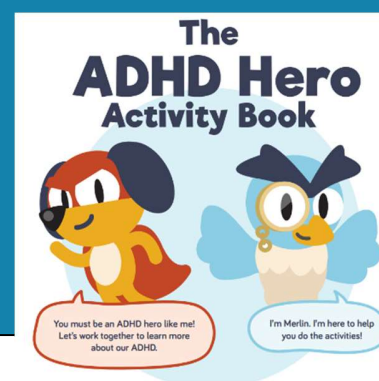
A referral can be made for an assessment of ADHD by the GP, via the electronic neurodevelopmental pathway by school or through CAMHS. The paediatrician will undertake some or all of the following interventions, not necessarily in this order-

- School Observation
- Behaviour History/Assessment
- QB Testing

The above assessment reports will then be discussed with the referring practitioner and a diagnostic decision or further interventions will be agreed upon. Once diagnosed, there is no 'quick fix' for children with ADHD but the good news is that the condition is manageable with a combination of regimes that can include behaviour management, cognitive therapies and medication.

The ADHD Foundation has lots of useful resources, if you'd like to find out more. They also have things to support children in understanding their diagnosis and feeling positive about it. Their, 'ADHD Hero Activity Book' can be found at <https://www.adhdfoundation.org.uk/wp-content/uploads/2022/10/ADHD-Activity-Book.pdf>

BREWS (Birmingham Resilience Education and Wellbeing Services) provides support to those who are diagnosed with ADHD and to those who are awaiting assessment and will offer online support for Parent Carers. Their courses can be booked via Event Brite and more information can be found on their Facebook Page <https://www.facebook.com/BREWSeducation/>



How is ADHD managed?

ADHD is a disorder that cannot be cured and therefore must be managed throughout the child's life span. It is therefore vital that we become informed about the disorder, understand ADHD, its related problems and treatments and try seeing the world through the eyes of the child... "Wanting to" manage your ADHD (or that of your child) is important, but experience and research tell us that even strong determination isn't always enough. It takes Education, Desire and Energy to manage ADHD:

Education

After diagnosis, most people do a lot of research about ADHD. This is good, but it's important that the material is accurate.

Structure & Routine 2

Lack of structure is a major problem for people who have ADHD. For most people with ADHD there seems to be no internal system of organization. This lack of internal structure must be compensated for by creating external systems of organization. 16 Children with ADHD respond best in a well-structured, predictable environment where expectations and rules are clear and consistent, and consequences are set down ahead of time and delivered immediately. The magic ingredient in all this is your energy and how you learn to use it to nurture the behaviours you want and rules you decide on.

Praise and Encouragement

Help build your child's self-esteem and encourage good behaviour. Try to praise your child more than criticize. Notice and acknowledge little changes and small successes.

Facing the challenges

Do your best to do what needs to be done. You will not get it right every time. When this happens, step back, regroup, and try again. Do not be afraid to ask for help from family, friends or professionals.

Books for Further Reading...

Understanding ADHD. By Christopher Green An excellent guide to understanding ADHD in children. ADHD Recognition, Reality and Resolution by Geoff Kewley An informative guide to ADHD, for parents and teachers, with practical advice and case studies.

1-2-3 Magic by Thomas Phenlan Effective discipline for children aged 2-12

ADHD A Practical Guide for Teachers by P Cooper, K Ideus. This book is aimed at all teachers of pupils in the 5-16 age range.

I Would if I Could. A Teenagers Guide to ADHD by M. Gordan. Written especially for the adolescent with ADHD, written with humour and a straight forward style.

Jumping Johnny Get Back to Work By M. Gordan. A child's guide to ADHD an amusing book for children aged 6-10.

The Hyperactive Child, A Parent's Guide, By E, Taylor. Taking Charge of ADHD, By Russell Barkley The ADHD Handbook - for Parents and Professionals, By A, Munden. 22 An easy to read guide to ADHD written by two UK practicing Child and Adolescent Psychiatrists.

How to Talk so Kids Will Listen so Kids Will Talk, By A, Faber and E, Mazlish. An excellent book on how to parent all children, effectively without confrontation and punishment. Learn how to help your child attain a positive self image. This book has been used effectively here and in the US as part of a programme of parenting classes and workshops for children with ADD.

Hyperactivity Why won't my Child Pay Attention? By Drs S, M, Goldstein

MY POSITIVE ADHD CHARACTERISTICS



A great sense of humour that can reduce stress and strengthen bonds.



Flexible – changes as the situation requires.

Caring and always wanting to help others.



Ability to find alternate paths to overcome obstacles.



Imaginative ideas generator.



Loves learning new



skills and working on new projects.

Enthusiastic, creative, willing to try new things.



Open minded, generous, empathic and compassionate.



Excellent organisers using journals and reminders.

