

Support for Learning Newsletter

Boroughmuir High School

October 2021

WELCOME

Welcome to the first of our termly newsletters. We will bring you up to date with policy and legislation related to Additional Support Needs, strategies to support learners and information about specific additional needs.

This month it is ADHD Awareness month.

REFRAMING ADHD
DISCOVERING NEW PERSPECTIVES

ADHD

ADHD is a neurodevelopmental disorder which has features relating to both specific learning difficulties and mental health. There are **three** main presentations of ADHD: predominantly inattentive, predominantly hyperactive and impulsive or combined presentation which includes symptoms of both.

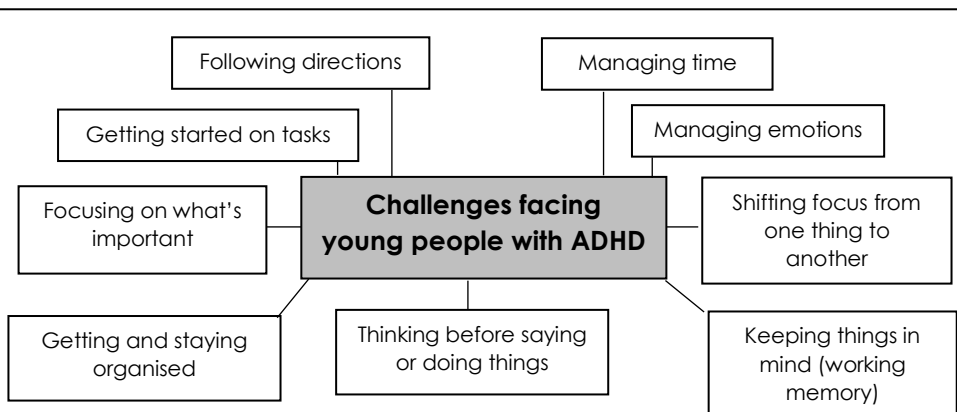
British Dyslexia Association

ADHD
AWARENESS
OCTOBER 2021



Diagnosing ADHD

A referral is usually made to CAMHS (Child and Adolescent Mental Health Services) by the school or by a doctor. A diagnosis is made by a child psychiatrist or paediatrician following assessments. Treatments include counselling, therapy, medication and educational support.



Busting some of the myths

Myths

ADHD doesn't exist

It is a spectrum neurodevelopmental condition and is usually lifelong. There is a significant likelihood that a young person with ADHD will have a specific learning difficulty e.g. dyslexia.

Young people with ADHD are poorly behaved

The condition impacts on areas of the brain responsible for regulating impulse and motor control as well as attention and concentration.

Young people with ADHD are incapable of concentrating for extended periods

Young people with ADHD are capable of intense focus and concentration, sometimes called hyper-focus.

Girls with ADHD

Current evidence indicates that ADHD is underdiagnosed in girls, resulting in a lack of support and an impact on self-esteem. Girls are often underdiagnosed since they are not as disruptive, presenting the inattentive traits rather than hyperactive/impulsive traits. This is often referred to as **ADD**. This means that ADHD is often misdiagnosed as a learning difficulty. Girls may develop better coping strategies than boys and, as a result, can better mask or mitigate their ADHD symptoms.

Find out more



Supporting pupils with ADHD

Support

Refocus

If possible, try not to reprimand a pupil with ADHD for an outburst. A mutually agreed hand signal can be effective in indicating to the pupil that they need to refocus.

Time-Out

A time-out pass may be used by the pupil up to a certain number of agreed times, when the teacher recognises that it is needed. During this time, the young person should be able to stay in a designated area with an adult.

Concentrator

Allow the child to hold a "concentrator", a noiseless object or material such as a squidgy ball or Blu Tack to help them focus. Establish rules about use of this beforehand.

To-do List

Present the child with a simple, numbered "to-do" task list at the beginning of the lesson with no more than five tasks. For example:

- I will open my book and write the date and title.
- I will write the opening sentence to my story using three adjectives.

Extrinsic motivation

Consider using the pupil's interests as rewards for effort during a lesson task e.g. use of ICT to complete a task.

Reduce number of deadlines

Consider reducing the number of deadlines for homework e.g. one deadline for a longer piece of work.

Coming soon...

Dyslexia Awareness Week Scotland

1 - 7 November 2021



Sharing good practice

Please get in touch if you have strategies that work particularly well with ASN pupils. We'd love to hear from you!