P.A.C.E

NHS
Hampshire Child and Adolescent Mental Health Services

HOW TO SUPPORT A YOUNG PERSON WHO MAY HAVE ADHD

ADHD stands for Attention Deficit Hyperactivity Disorder. It is a neurodevelopmental (neuro – to do with the brain; developmental – present from early development) disorder. It means that people have problems with concentration, hyperactivity and impulsivity. Most symptoms of ADHD begin in childhood, occur across multiple settings (home, school and social life) and continue into adulthood. The difficulties experienced and the impact they have on wellbeing and how a person functions and copes will vary from person to person and can be managed through a combination of support, therapy, and for some, medication.

SIGNS AND SYMPTOMS

Young people often present with several of the following signs and symptoms:

1) Inattention

-Starts tasks but does not finish them
-Appears to not listen or focus even in conversation or when spoken to directly
-Makes simple mistakes when working and playing
-Loses interest in activities quickly
-Easily distracted
-Poor organisation and planning skills

2) Hyperactivity

-On the go most of the time, rarely sits down or rests
-Fidgety
-Difficulties getting to or staying asleep

3) Impulsive

-Difficulties with waiting and turn taking
-Interrupts others during conversation
-Excessive talking
-Appearing fearless or unaware of risks, safety and consequences

If you are concerned about these difficulties, seek advice from your child's school in the first instance.

TOP TIPS TO HELP SUPPORT A YOUNG PERSON:

- Although living with a child with ADHD can be difficult at times, it's important to remember it is not their fault and are not deliberately being disobedient or naughty
- Keep a regular routine, plan your day and be organised. Break the day down into steps and focus on one task at a time. A picture-based
- timetable may help younger children remember what they have to do and what they need with them for different tasks
- Set clear behaviour boundaries and expectations. Use positive rewards to encourage the behaviour you want more of. Use appropriate consequences you can follow through with consistently for unwanted behaviour
- Be clear and exact when you give instructions. For example, instead of "can you tidy up?" ask "can you put your toys in the toy box?"
- Focus on one activity/instruction at a time
- Keep activities short and alternate enjoyable activities with more difficult or boring tasks
- Encourage hobbies and interests they enjoy and are good at to build confidence and self-esteem
- Ensure a consistent bedtime routine which is calming and not overstimulating. For example, avoid phone, TV and tablet use before, or in, bed
- Speak to your child's school or college about additional support and review this need regularly with them

USEFUL RESOURCES

Website: www.addiss.co.uk
Free apps aimed at young people: Evernote Idea Bucket Myhomework 30/30
Books:

- Step by step help for children with ADHD: a self-help manual for parents by Cathy Laver-Bradbury (2010)
- Helping kids and teens with ADHD in school: a workbook for classroom support and managing transitions by Joanne Steer and Kate Horstmann (2009)
- Can I tell you about my ADHD? A guide for friends, family and professionals by Susan Yarney (2013)

Scan this link to download the slides from this workshop.