

Attention Deficit Hyperactivity Disorder (ADHD) Management

Naomi May – Nurse Consultant; Independent Nurse Prescriber



www.hampshirecamhs.nhs.uk

Objectives:

- What is ADHD
- Behavioural Management

www.hampshirecamhs.nhs.uk



What is it?

Attention Deficit Hyperactivity Disorder

- Is a common, lifelong, neurodevelopmental disorder that affects a persons ability to *focus attention, regulate activity levels and control their impulses*

Three subtypes:

1) ADHD combined type, 2) ADHD predominantly inattentive type and 3) ADHD predominantly hyperactive-impulsive type.

A better way to think about it?

Kids with ADHD are relatively *brakeless*. They are:

Unable to put the brakes on distraction

inattention

Unable to put the brakes on inside thoughts

impulsive

Unable to put the brakes on *acting* upon distractions or thoughts **hyperactivity**

- It occurs in about 1-5 children in a 100 and boys more often than girls
- Cause – minor difference in chemical tuning of the brain. Commonly genetic, environment can make symptoms worse
- Tend to notice signs before the age of 6, behaviour must be more severe than other young people in the same age group.
- The symptoms above cause significant distress or impairment in social, academic or occupational functioning
- Symptoms present >6 months, across two different contexts for example, school and home, day care and friendships.

Famous People with ADHD



And more.....

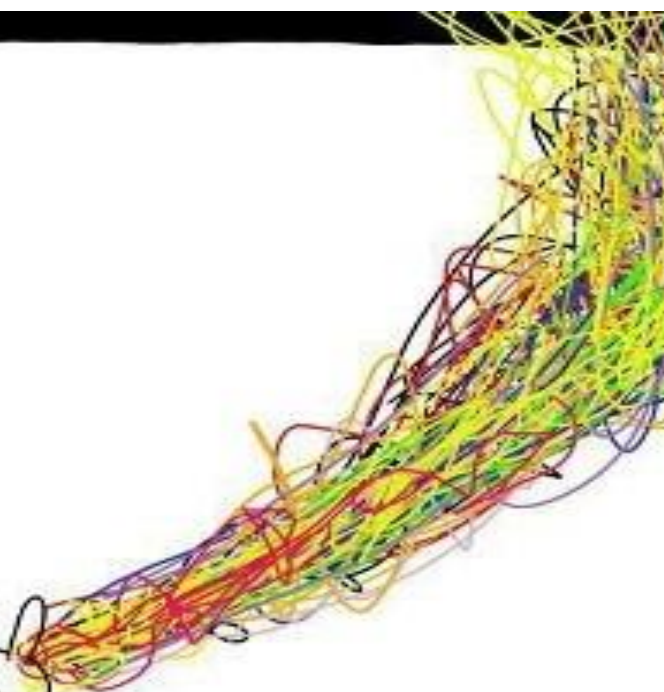


Inattention	Overactivity	Impulsivity
Fails to give close attention to detail	Unable to sit still for as long as peers	Difficulties taking turns, may interrupt
Easily distracted by external stimuli	Often up and out of seat	Can not wait in a line
Easily off task - changes from one thing to another	Runs and climbs when inappropriate	Talkative
Makes careless mistakes	Fidgety with hands and feet	Unable to engage in play quietly
Has difficulties listening when spoken to	Is often 'on the go'	Premature or thoughtless actions
Inability to follow instructions	Restless and shifting excess of movement	
Unable to complete tasks		
Difficulties with organisational skills		
Avoids tasks that require mental effort		
Often loses items required		
Forgetful in daily activities		
Disorganised		

What is that?



oh,
just my mind



- Symptoms of ADHD are associated with having lower levels of the brain chemical [dopamine](#) in the brain.
- Dopamine carries signals between nerves in the brain and is linked to movement, sleep, mood, attention, and learning, motivation, reward and cognition,
- Certain parts of the brain may be less active or smaller in children with ADHD.

- It is thought to be the “pleasure system” of our brains meaning it promotes feelings of enjoyment and reinforcement to motivate performance .
- When we are deficient in Dopamine, it makes learning very difficult. That feeling of accomplishment when we learn something new simply isn't there



What else could it be?



Hampshire Child and Adolescent
Mental Health Services

- Obsessive Compulsive Disorder
- Oppositional Defiant Disorder
- Conduct Disorder
- Bi Polar
- Dyslexia
- Dyspraxia
- Tics/Tourettes
- Autistic Spectrum Condition
- Attachment difficulties
- Irlen Syndrome
- Anxiety
- Speech and Language Disorder
- Sleep Disorder
- Substance Misuse
- Behavioural
- Sensory Processing Disorder
- Auditory Processing Disorder
- Trauma
- Developmental Delay
- Chromosomal Abnormalities



Thirty good things About ADHD

- 1) Unlimited energy
- 2) Will try any thing
- 3) Good conversationalist
- 4) Needs less sleep
- 5) Good sense of humour
- 6) Very caring
- 7) Do spontaneous things
- 8) Notice things that other people don't
- 9) Understanding of other kids
- 10) Can think of new ways of doing things
- 11) Likes to help others
- 12) Happy and enthusiastic
- 13) Imaginative - creative
- 14) Sensitive - compassionate
- 15) Eager to make new friends
- 16) Great long-term memory
- 17) Life and soul of any party
- 18) Charming
- 19) Warm and loving
- 20) Protective about families
- 21) Inquisitive
- 22) Doesn't hold a grudge
- 23) Quick to forgive
- 24) Genuine
- 25) Never boring
- 26) Perceptive ways to do things
- 27) Playful
- 28) Honest
- 29) Optimistic
- 30) Inventive



Management

- First line are non medication measures (unless moderate-severe symptoms and impairment).
- Parent training programme (Barnardo's) and behavioural management
- Attention training for young children and CBT for older children
- Behavioural programmes at school

www.hampshirecamhs.nhs.uk

MEDICATION

Overwhelming evidence for stimulants
Improve concentration and reduce hyperactivity and impulsivity
Stimulants

Methylphenidate (eg Equasym, Ritalin, Medikinet, Concerta) and dexamphetamine

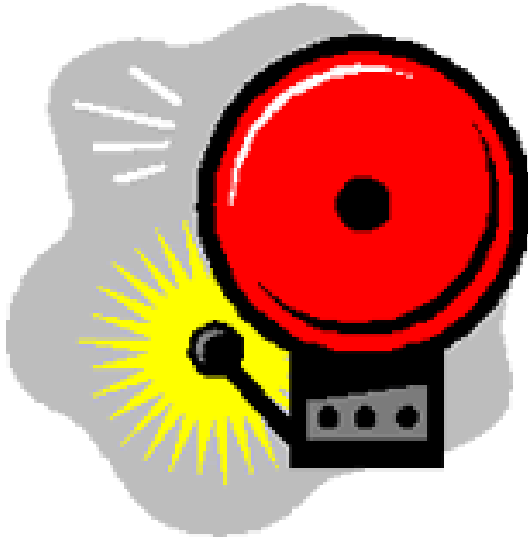


www.hampshirecamhs.nhs.uk

How do emotions affect behaviour?

NHS

Hampshire Child and Adolescent
Mental Health Service



Why adapt your parenting style?

- The environment people are in and the experiences they have can have an impact on their behaviour, and the effect this has on those around them.
- Parenting is one way that children can be supported to minimise the impacts their difficulties are having on themselves and those around them.
- Also applies to education staff.

Think about the way you were parented...

ATTENTION!

Before speaking to your child, try and **get their attention**. It can be difficult for a child with ADHD to try and carry on doing a task while also listening to someone speaking. Getting their attention first means they can stop what they are doing and encourages them to listen to you while talking to them.

Helpful Daily Techniques



Hampshire Child and Adolescent
Mental Health Services

Communication can be helped by:

- Get their attention
- Eye contact
- Non-verbal cues
- Facial Expression
- Give advanced notice to transitions
- Give two choices
- An indirect approach often succeeds
- Frequent praise



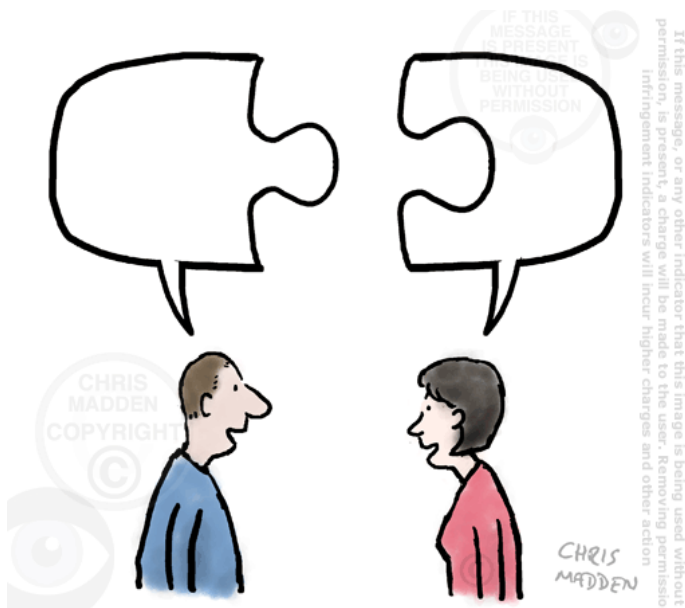
Avoid asking too many **questions** at once. This can be quite overwhelming for a young person, and can feel like they may be being tested. Asking questions one by one, that challenge them to think rather than need an immediate answer, can be less overwhelming. Repeating questions or instructions can also be helpful but make sure you **wait** for the answer.



Give your young person **time** to respond. It can take longer for some young people to turn their thoughts into a response when communicating. Giving them more time can relieve pressure to respond so quickly and allow them time to think. Make sure you maintain eye contact and their attention while awaiting a reply.



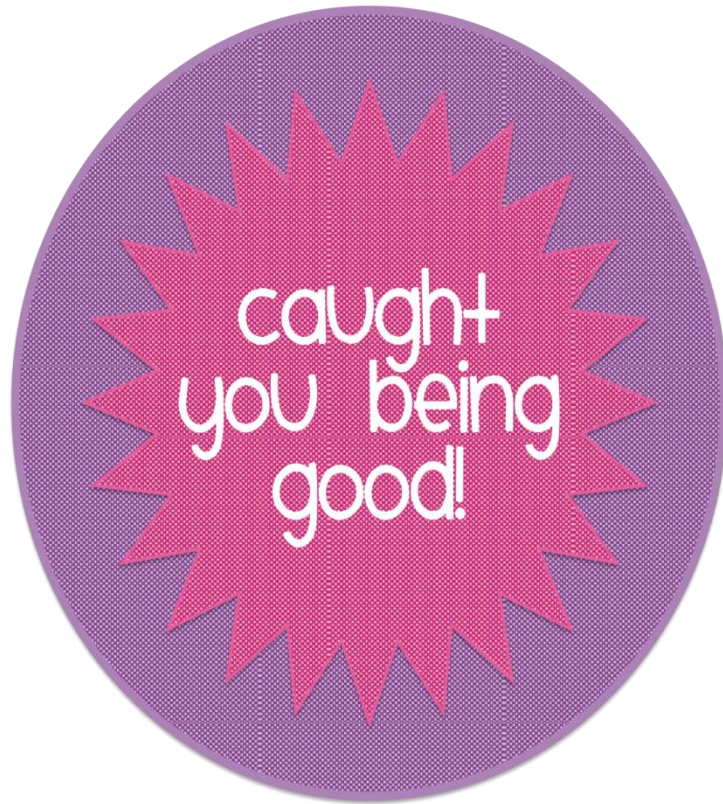
- Use simple repetitive language
- Use the young person's own words
- Model the right way to communicate





Games and songs can be good ways of improving attention and learning- think about your young person's learning style

Spotting good behaviour



- Rewarding good behaviour and ignoring unwanted behaviour when safe to do so
- Find the good and PRAISE!



Friendship and Play




Hampshire Child and Adolescent
Mental Health Services

Children may appear socially 'out of tune'

Group activities vs one-to one

Opportunities to raise self-esteem:

- Spending time together
- Gradually internalising such feelings of approval and affection, and build up a sense of self- worth
- Play – interactions – social skills – all are a learning opportunity
- Imaginative play; Educational play

A decorative header featuring a light blue background with several pairs of stylized, colorful glasses (yellow, red, teal) arranged horizontally.

Children with ADHD who are emotionally dysregulated



Hampshire Child and Adolescent
Mental Health Services

- Try not take the child's behaviour personally
- Reduce eye contact if angry as this can be confrontational
- One to one quiet times
- The 'One sentence rule'
- 'Time out' does not work always work
- Using 'we' words



Continued



Hampshire Child and Adolescent
Mental Health Services

- Daily structure and clear boundaries
- Physical touching when upset may worsen their behaviour. Just stand by and be available
- Focus on positive behaviours
- Children may forget messages
- They may find it very difficult to cope with change



Dealing with difficult behaviours



Hampshire Child and Adolescent
Mental Health Services

- 'Reasonable consequences ensuring the child understands what he has done.
- Avoid sending to a bedroom for all misdemeanors.
- Avoid threatening things you will not follow through with
- When the child is calm, use this time to explain how together you can help change behaviours
- The behaviour is what you want to change not the child
- Consistency amongst all adults involved
- Problem solving - if the child has got into trouble it is often helpful to give them 'what could you have done' scenarios



Top tips for School Success



Hampshire Child and Adolescent
Mental Health Services

- Home / School communication – including a strengths based approach and timely liaison
- Work together to identify strategies that work for the individual child
- No two children are the same
- Regular reviews are necessary to adapt accommodations as presenting difficulties change over time alongside the child developing skills to manage classroom situations with maturity and practice



Classroom Accommodations



Hampshire Child and Adolescent
Mental Health Services

Classroom Setup

- Sit away from distractions –front and centre of classroom
- Utilise positive role models
- Increase distance between desks

Assignments

- Allow extra time
- Break long assignments into smaller parts, shorten work periods
- Pairing written instructions with oral instructions



Continued



Hampshire Child and Adolescent
Mental Health Services

Distractibility

- Provide peer assistance in note taking and ask student questions to encourage participation
- Involve student in lesson preparation
- Cuing student to stay on task with private signal
- Scheduling 5 minute period to check work prior to handing in

Behaviour

- Ignore minor inappropriate behaviours
- Increase immediacy of rewards and consequences
- Acknowledge correct answers only when hand is raised and student is called upon
- Send daily /weekly progress reports home
- Set up achievable behaviour contract



And more:



Hampshire Child and Adolescent
Mental Health Services

Organization /Planning

- Recommend binders / dividers and colour coded folders
- Provide assignment book and supervise writing down of assignments
- Allow student to keep sets of books / resources at home
- Allow student to run errands or stand at times
- Provide short breaks

Moods / Socialization

- Set up social behaviour goals with student and implement reward program
- Encourage cooperative learning tasks
- Assign special responsibilities to student in presence of peer group
- Compliment positive behaviour and work give opportunity for leadership roles
- Frequent acknowledgment of appropriate behaviours
- Encourage student to walk away from angering situations



Who can Help?



Hampshire Child and Adolescent
Mental Health Services

- Parenting support groups e.g.

Barnardos

- Schools e.g.

SENCo / ELSA /referrals to Educational
Psychologist

- Local Support Groups
- National Support Groups
- Online resources

When to refer to CAMHS



Hampshire Child and Adolescent
Mental Health Services

- Evidence of difficulties with inattention, hyperactivity and impulsivity across setting after the age of 5 years with little or no improvement following:
 - Home and school interventions
 - Parenting support
 - A period of watchful waiting
 - Behaviours leading to increased risk
- See ADHD minimum standards referral criteria

School and ADHD

- EHCPs
 - Not automatic
 - <https://www.ipsea.org.uk/asking-for-an-ehc-needs-assessment>
 - You can request this as parents
 - Adapt the model letter

ANY QUESTIONS????

www.hampshirecamhs.nhs.uk

