

October is ADHD AWARENESS MONTH

Mostly diagnosed in children, attention deficit hyperactivity disorder (ADHD) is a type of neurodiversity seen in around 11% of school aged children across the world.

ADHD is	ADHD is not
<ul style="list-style-type: none"> Caused by a difference in brain structure and activity An interest based brain 	<ul style="list-style-type: none"> Anyone's 'fault' A character flaw Triggered by 'poor parenting'

Children with ADHD tend to be creative, compassionate, energetic, imaginative, and full of amazing strengths. Most are enthusiastic about exciting and interesting tasks such as video games or art. The 'attention deficit' side of ADHD appears when a task is boring – school work and simple day-to day-tasks, for example, can be a struggle, because of the child's high energy and differences in attention regulation and impulse control.

ADHD manifests in varying degrees.

Children with hyperactivity have lots of energy and appear to be always on the move. They have difficulty remembering, focusing at length, following instructions and waiting for their turn when others are talking.

Children without hyperactivity but with differences in attention regulation are usually quiet and able to sit in one place for long periods. They may come across as uninterested or forgetful because their minds tend to drift off. They may have difficulty with organization and remembering time.



Children are born with ADHD. Genetics play a vital role as the condition is heritable in 80% of cases. The prefrontal cortex (PFC) of the brain – the part behind the forehead – is slower to mature in children with ADHD in comparison with their neurotypical peers. As this part is responsible for executive functions, such as self-control, flexible thinking, planning, prioritisation, motivation, starting and finishing tasks and emotional regulation, children with ADHD may have difficulty with these tasks. Children with ADHD also have low levels of the neurotransmitters dopamine and noradrenaline, which are chemicals that help transmit signals in the brain.

ADHD is best supported through a multimodal approach, i.e. in more than one way, with a focus on learning, participation and emotion regulation.

In schools accommodations in the form of opportunities to move about, visual structure, and rewards help promote the learning and participation of a child with ADHD in class.

Facts about ADHD



We like opportunities to lead groups and games



Please tell us if something will change in the school day.



We need simple instructions



Be patient with us.



We enjoy active learning



Be fair and clear with us.



We may need time to calm down in a safe space or time out of the classroom to be on our own.



We love it when we receive praise - "Well done!" "Great Job!"