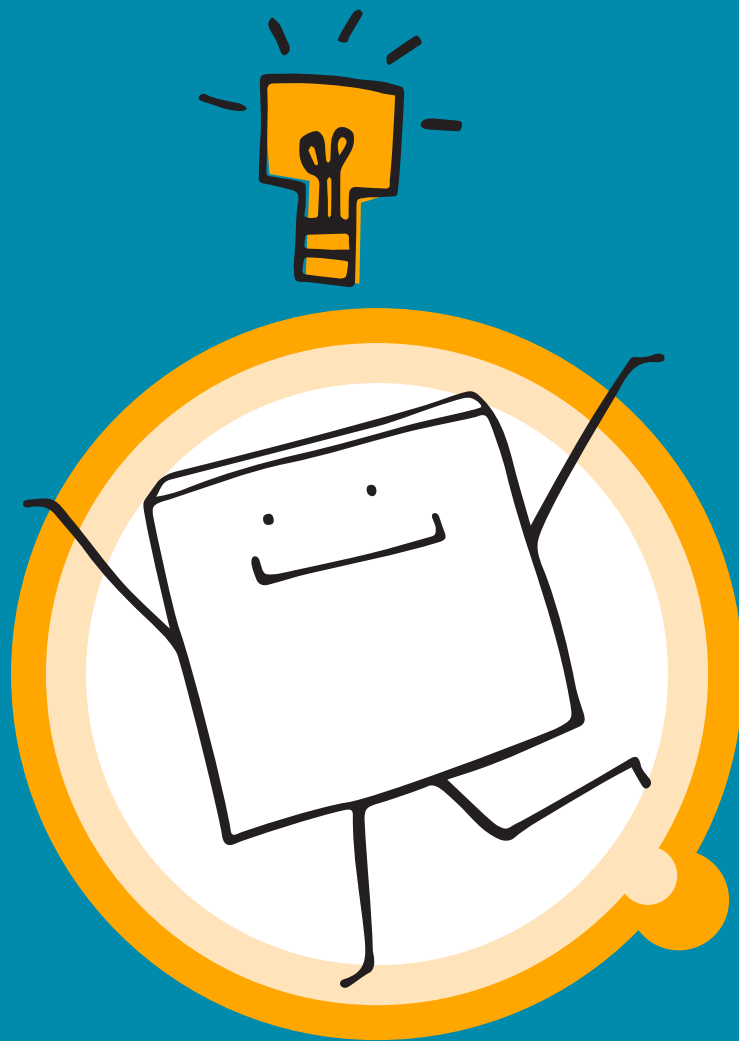


Understanding the Strengths and Difficulties of ADHD: A guide for teachers



**Edinburgh Psychoeducation Intervention
for Children and Young People[©] (EPIC)**



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Intervention for Children

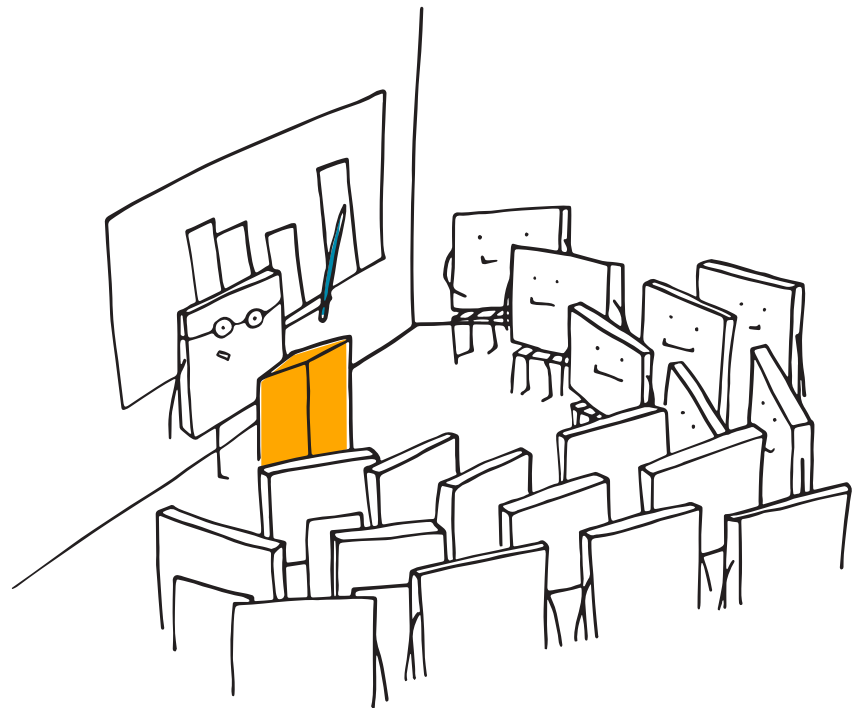
EPIC Booklets

There are two types of EPIC booklets:

- 1) The **EPIC Strengths and Difficulties** booklets.
- 2) The **EPIC Strategy** booklet.

This is the **EPIC Strengths and Difficulties** booklet for **ADHD**

If you would like to read more about strategies for developing skills and managing difficulties see the **EPIC Strategy** booklet.



Who is this booklet relevant for?

We hope this guide will help you to further understand children with ADHD and give you some more ideas of how to support them in school.



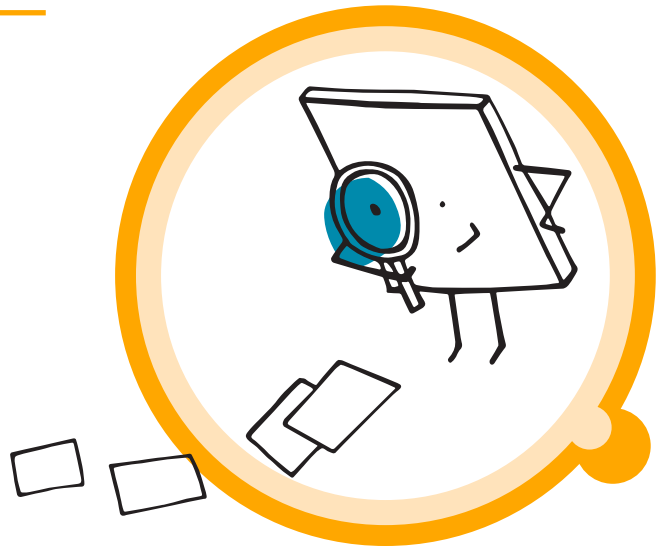
While this booklet was made with children with ADHD in mind, the difficulties described are often relevant to:

1. A child struggling with one of the difficulties described.
2. A child with another diagnosis such as autism, DCD/Dyspraxia, dyslexia, dyscalculia or children born prematurely.
3. The ideas described in this booklet are mainly applicable to children up to the end of primary school but are relevant for adolescents as well.
4. Understanding the concepts in this booklet can benefit the whole class by maintaining a positive learning environment and supporting every child to access the curriculum.

Understanding ADHD

Attention-Deficit Hyperactivity Disorder (ADHD) is common. Around 1 in 20 children has ADHD.

- Everyone with ADHD is different but generally it impacts on the ability to organise yourself, remember information, control actions, and maintain focus.
- Children with ADHD also often have difficulties in regulating their emotions. They often need help to recognise and monitor what they are thinking, feeling, or how they are acting.
- Children with ADHD can also be hyperactive and impulsive. For children who are hyperactive it is often the first thing that we see because the behaviour is so visible. It is important to look past this external behaviour and focus on the thinking difficulties.



ADHD facts

Not all children with ADHD are hyperactive or inattentive – there are three subtypes.

1

Inattentive subtype

2

Hyperactive-impulsive subtype

3

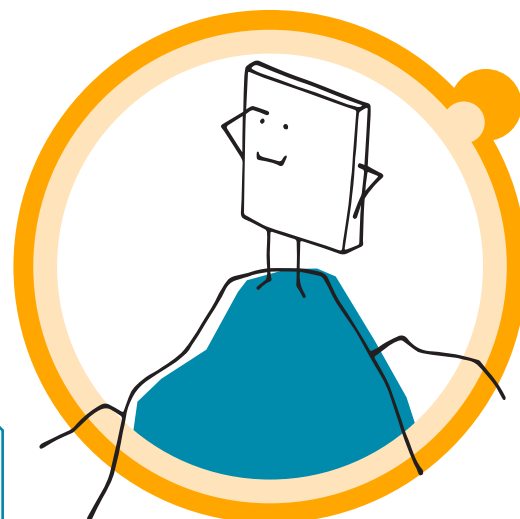
Combined subtype (both)



ADHD is lifelong. It is not something a child will “outgrow”.

Most people are diagnosed in childhood and difficulties persist into adulthood

But there are things that can help children manage their difficulties



Understanding ADHD

All children with ADHD are different, but they may have a range of difficulties.

Planning ahead

Staying focused

Following instructions

Sitting still for a long time

Keeping track of the time

Thinking before they speak

Processing emotions

Thinking flexibly

Remembering to use a strategy

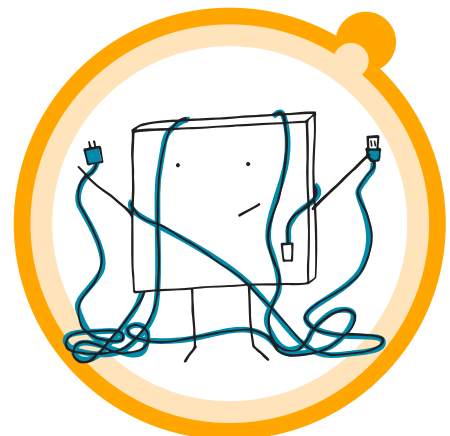
Starting or finishing a task

Waiting their turn

Moving from one task to another

Remembering things

Making friends



Understanding ADHD

Children with ADHD can also have lots of different strengths. It is important to think of a child with ADHD in relation to areas of strengths as well as their areas of difficulty.

Fun to be around

Strong sense of justice

Lots of energy

Motivating others

Creative

Making quick decisions

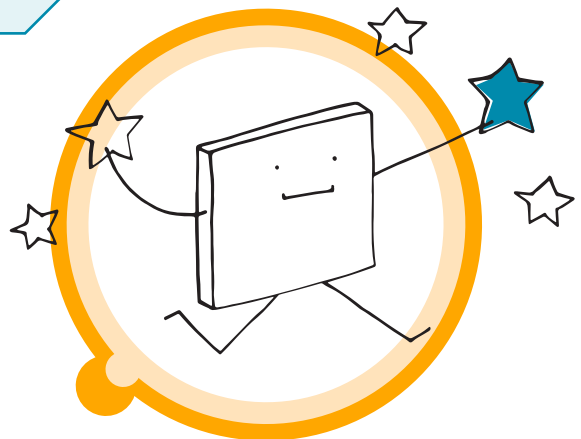
Taking risks

Adapting to new situations

Thinking outside the box

Kind and generous

Resilient



Understanding ADHD

Thinking and Learning

Some of the difficulties listed on page 6 are caused by underlying processes in the brain called “executive functions”.

Most children with ADHD show executive function difficulties but may differ from one another in areas they have difficulty with.

For example, some may have a difficulty controlling their attention while others are impacted by difficulties in memory or planning. It is important to identify which areas are underlying the child’s difficulty with learning.

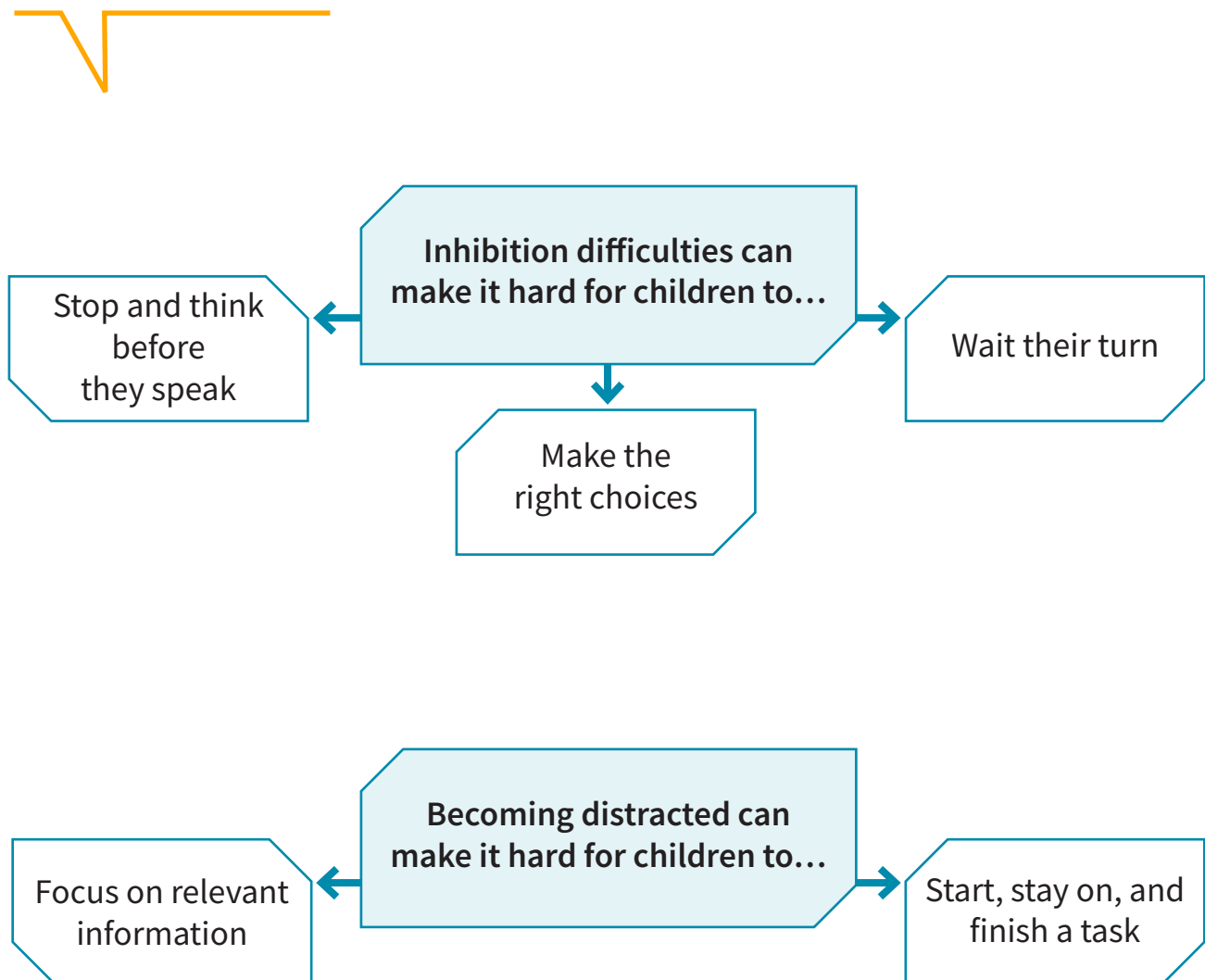
Executive functions:

- **Inhibition**
- **Attention**
- **Working memory**
- **Planning**
- **Self-regulation**
- **Emotional well-being**

Understanding ADHD

Inhibition

Difficulty with avoiding distractors and generally controlling responses are the most frequently seen and most visible features of ADHD.

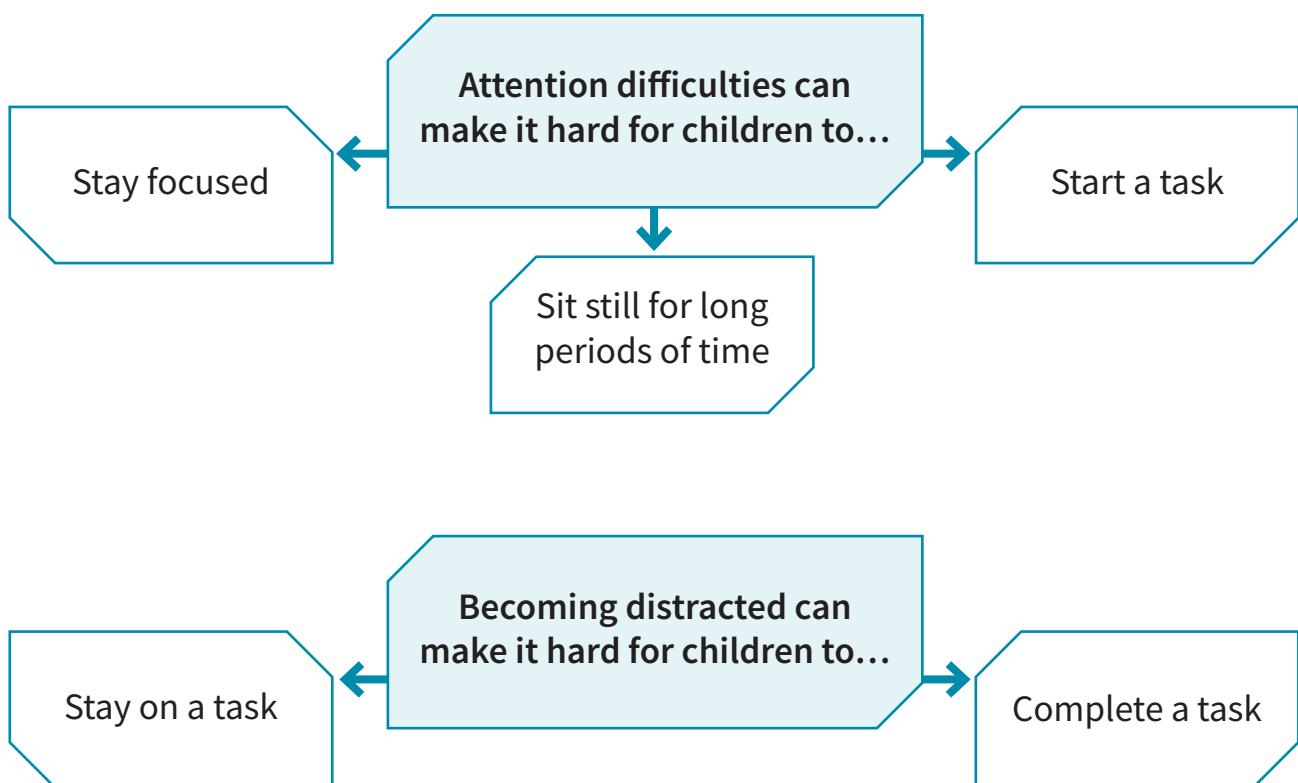


See pages 10-11, 36, and 39 in the **EPIC Strategy** booklet for strategies to help with inhibition control.

Understanding ADHD

Attention

Attention is one of the most commonly known features of ADHD.



Important Note:

Not all children with ADHD have an 'attention' problem but other executive function difficulties can look like poor attention e.g. sometimes a child seems like they are not paying attention but actually the issue is working memory.

See pages 12-16, and 36 in the [EPIC Strategy](#) booklet for strategies to help with attention.

Understanding ADHD

Working memory

Working memory (sometimes called short-term memory) is the mental workspace where you hold and organise information for a brief time.



What does poor working memory look like?

Often we have to hold multiple items in our mind at a time. For some children there is **limited space** to hold all of the information. They may only remember the first or last part of an instruction if it has multiple parts.

Information may **disappear more quickly** from memory unless rehearsed or aided with another strategy. Many have a difficulty **organising information in memory** or if asked to reverse the order of information in memory such as in some maths problems e.g. reversing a multiplication sum to divide it.

These difficulties can make it hard to:

- **Follow instructions**
- **Complete sums in the mind**
- **Follow a story**

Having poor working memory can therefore impact on lots of different aspects of life.

It is particularly important strategies are in place to support children with poor working memory in school.

See pages **25-32, 37, and 40** in the **EPIC Strategy** booklet for strategies to help with working memory and long-term memory.

Understanding ADHD

Planning

The ability to plan ahead is important for lots of different actions and activities at school.



Planning is important for:

- **Starting and completing a task**
- **Time management**
- **Setting goals**

Children who are impulsive often also find it hard to **stop and think** about what they are going to do or say in advance.

This can make it difficult to get started on a task, or finish a task because they haven't thought about the steps they need to take to achieve this. Planning is important at the end of the task not just the beginning.

Planning is important at the end of the task not just the beginning. Children with ADHD are often less likely to check their work and reminding them to plan can help it become more routine.

See pages **20-24, 36 and 38** in the **EPIC Strategy** booklet for strategies to help with planning.

Remembering to use a strategy

Using a strategy to help complete a task is usually an automatic behaviour for children. Children with ADHD often do not think of using a strategy.



Strategy use is important for:

- **Accuracy and speed in completing a task**
- **Remembering all relevant information or steps**

In our strategy booklet we outline a wide range of internal thinking strategies e.g. rehearsal and using mental imagery. We also detail useful external resources e.g. mind-maps and diaries that can be used to support learning.

Regularly reminding the child at the start of a task to use a strategy will help them to use strategies more routinely. They may also need help practising how to identify the right strategy for different task demands.

See page 41 of the **EPIC Strategy** booklet for an example of using dialogue to explain using strategies to a child.

Understanding ADHD

Self-regulation

Self-regulation is about being able to **recognise and monitor** task demands and to respond appropriately and flexibly.

Self-regulation requires:

- **Stopping and Thinking**
- **Planning your Response**
- **Monitoring of Progress**

If a child cannot alter their responses to the demands of a task they may perform it too quickly, affecting their accuracy. Alternatively, they may complete the task more slowly without any added benefit and negatively impact time management.

We know that stimulant medication often improves self-regulation. There are also strategies that can be used to encourage the child to regulate to task demands and to the environment they are in.

See our website for more information on medication.

See pages **17-19** in the **EPIC Strategy** booklet for strategies to help with self-regulation.

Understanding ADHD

Emotional well-being

Emotional-regulation involves being able to **recognise and monitor** what you are **thinking, feeling** or how you are **acting**. Children with ADHD often don't 'Stop and Think' about how they are feeling before responding.



To facilitate good emotional regulation the child should be encouraged to:

- **Be aware of their reactions to the environment**
- **Monitor their responses**
- **Self-reflect**

If a child cannot recognise what they are thinking or feeling, this can impact on how they behave. This can lead to **frustration** as they may not fully understand why they acted the way that they did.

A child may benefit from **sensory or movement breaks** to give them **time to reflect** on how they are feeling.

See pages **33-34** and **42-43** in the **EPIC Strategy** booklet for strategies to help with emotional regulation and well-being.

Understanding ADHD

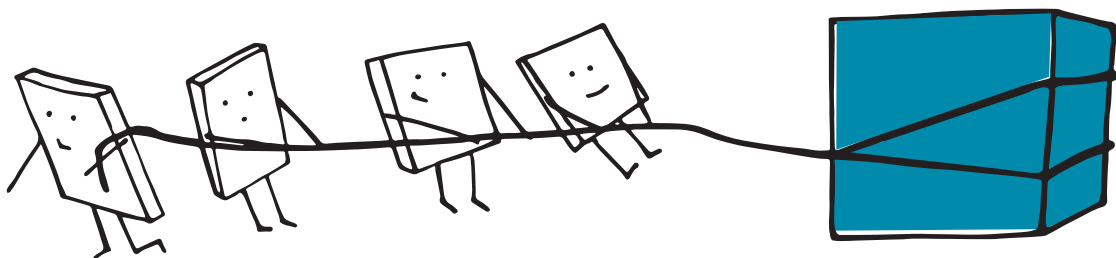
Supporting children with ADHD in the classroom

There are many strategies that can be used that may help children with ADHD.



They may work for some children but not others so it is important to first understand what the child's individual difficulties are.

You can use the previous pages to identify what difficulties your child might have and then try some of the strategies in the **EPIC Strategy** booklet that target those skills.



Understanding ADHD

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A guide for teachers

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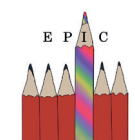
We hope this guide has been useful in giving you some ideas of how to help a child with their strengths and difficulties.

We very much welcome feedback on our resources: please contact Dr. Sinead Rhodes at sinead.rhodes@ed.ac.uk with any comments.

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