

# Attention, Concentration, Hyperactivity & Impulsivity in Children



EMOTIONAL WELLBEING TEAM KENT  
EMOTIONAL SUPPORT TEAM  
MEDWAY



# Aims for Today's Workshop

- What is neurodiversity & 'ADHD'
- What is the impact on functioning
- To have some ideas of what you can do as a parent to support your child



*Enterline Design/Shutterstock*



# Equity and Diversity



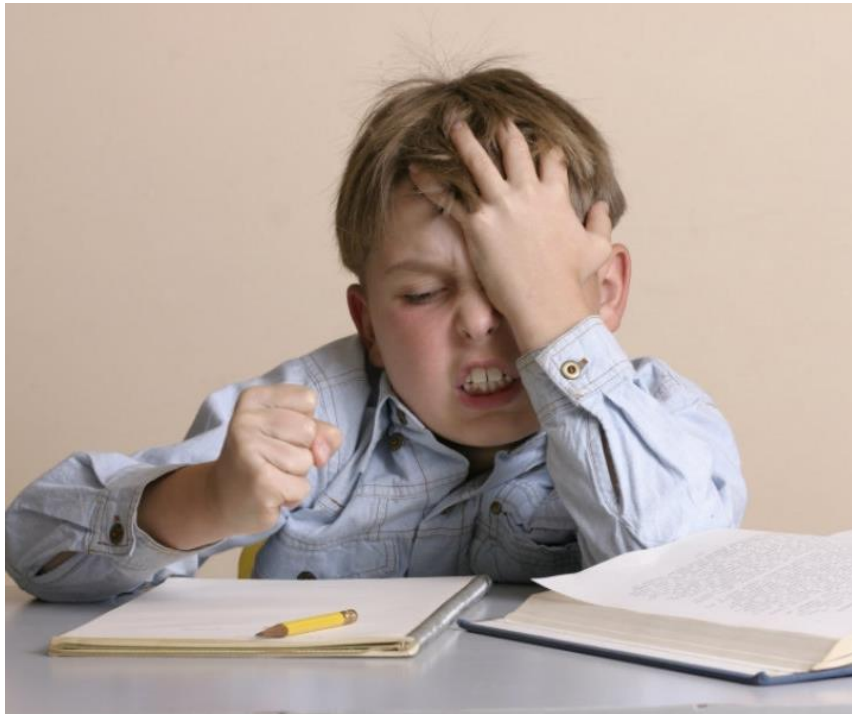
**Better representation**

**Celebrating difference  
and diversity**

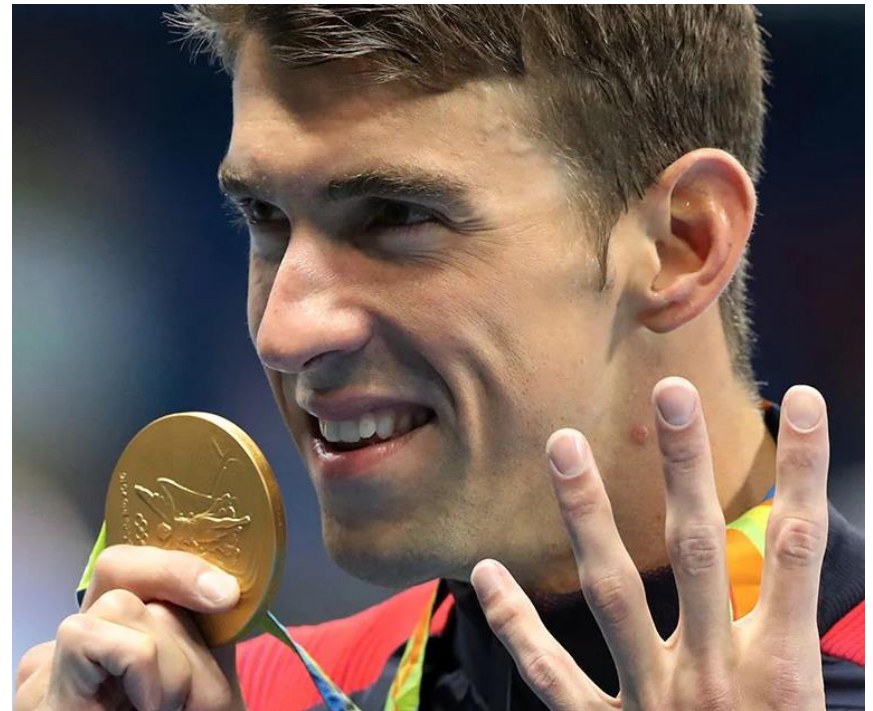
**Anti-racist and anti-  
discriminatory stance**



# How ADHD is Talked About?



*[PulseHeadlines](#)*



*AP Photo/Lee Jin-Man*



# Neurodiversity

- People experience and interact with the world around them in many different ways
- There is no one "right" way of thinking, learning and behaving
- Differences are celebrated

*([Harvard Health Publishing, 2021](#))*



*Chris Madden/Getty Images*



# Causes of Neurodivergence

- What does NOT cause ADHD:
  - Poor parenting
  - Family stress
  - Divorce
  - Excessive gaming
  - Diet
  - BUT these can make an existing challenge more difficult
- ADHD is caused by lots of things



*Eviart/Shutterstock*



# What is ADHD?

- ADHD is a medical diagnosis of a 'neurodevelopmental disorder.' (*DSM-V*).
- First described by Dr. George Still !! in 1902.
- Sometimes called **Hyperkinetic Syndrome** in other European countries.

DSM V criteria;

- 'Several inattentive or hyperactive-impulsive symptoms were present prior to age 12'.
- Persisted for at least 5 months and affect social and cognitive functioning.
- Several symptoms present in two or more settings.
- The child is over the age of 5 years



# Impact on Functioning

In order to receive a diagnosis there must be evidence that these differences are having an impact upon functioning:

- Emotional Well-being
- Educational Functioning
- Social Functioning & Relationships



*Dann Tardif/Getty Images*



*Flashpop/Getty Images*



# What Does Inattention Look Like?

- Not learning from mistakes
- Forgets or loses things often
- Finds it hard to organise tasks and time
- Unable to finish tasks that are boring or take a lot of time
- Struggles with following instructions
- Changes from one activity to another a lot
- Short attention span
- Easily distracted



*John Slater/Getty Images*



# What Does Hyperactivity/ Impulsivity Look Like?

- Unable to concentrate on activities
- Little or no sense of danger
- Unable to take turns
- Struggles with being calm or quiet
- Lots of physical movement
- Finds it hard to predict problems
- Talks and interrupts a lot
- Acts without thinking

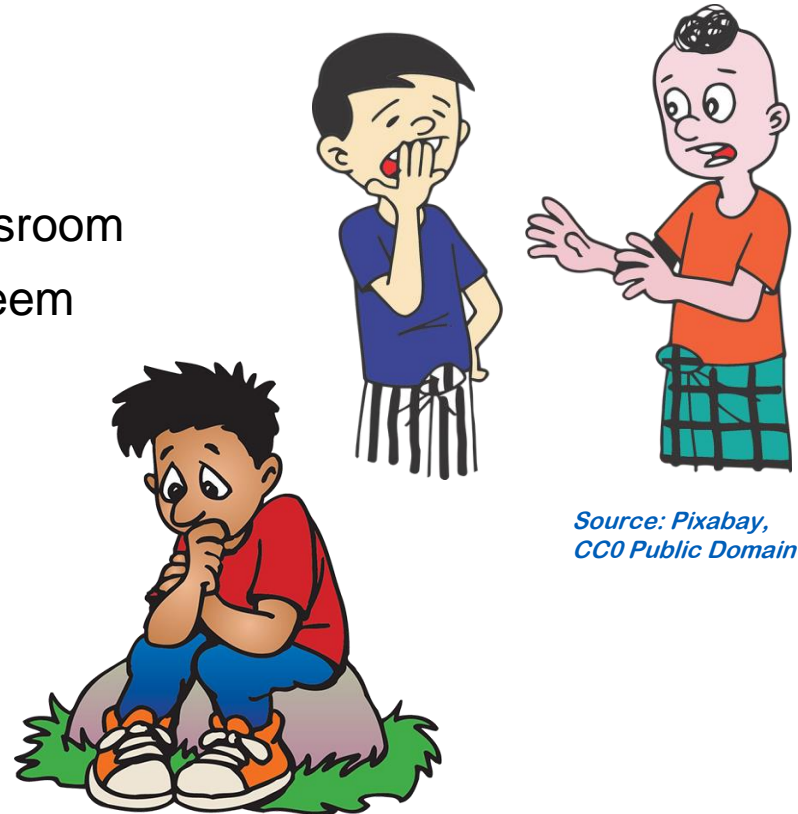


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# Emotional Well-being

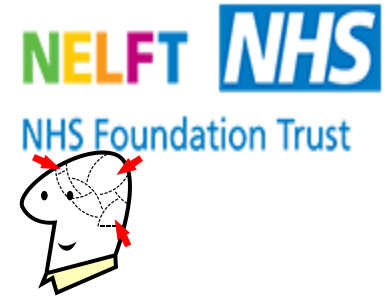
- Difficulty to keep friendships
  - Says things that may hurt other people
  - React without thinking
- Limited opportunities for success in the classroom
  - Can knock confidence and lower self-esteem
- Often reprimanded for breaking rules
  - Multiple parent/teacher meetings
  - Lots of behavioural plans



Source: Pixabay,  
CC0 Public Domain



# Executive Functions



‘The problem is not KNOWING what to do, but DOING what you know.’

(Dr. Russell Barkley, 2006).

Helps us to:

- Know what we are doing
- Choose what we will do next
- Change what we do
- Reach goals
- Avoid things



## Executive Functioning

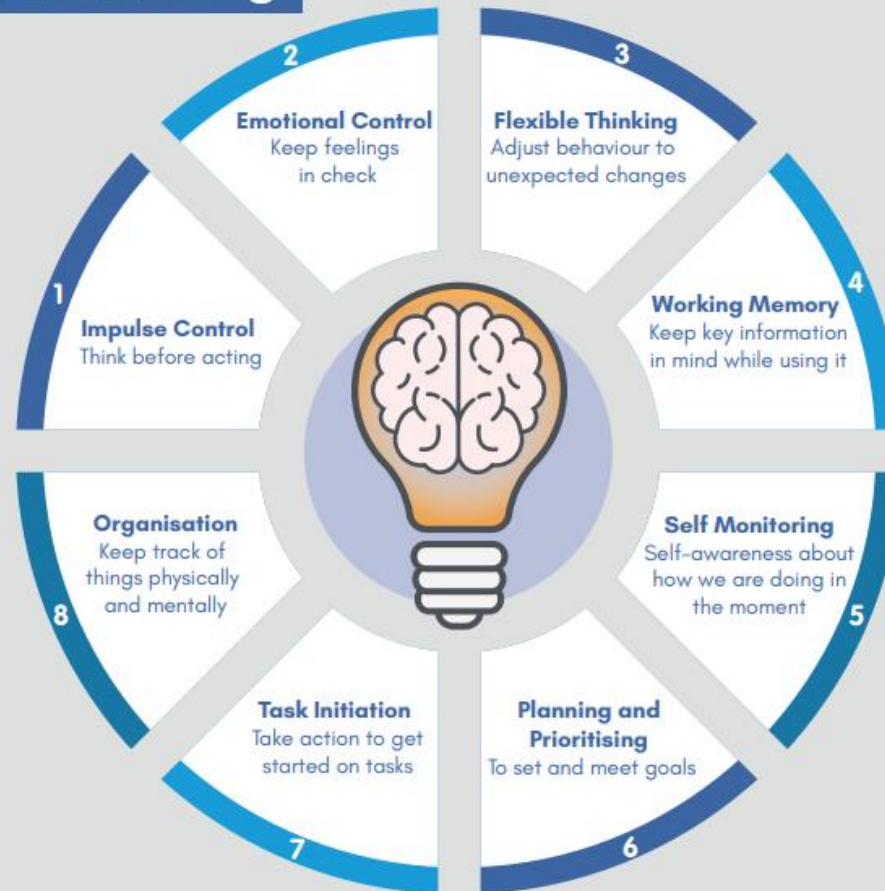


Image from: [www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)



# Discussion

- a) What does your child find difficult?
- b) What are your child's strengths/positive qualities?
- c) In what ways might a) and b) related?



# Strengths AND Challenges

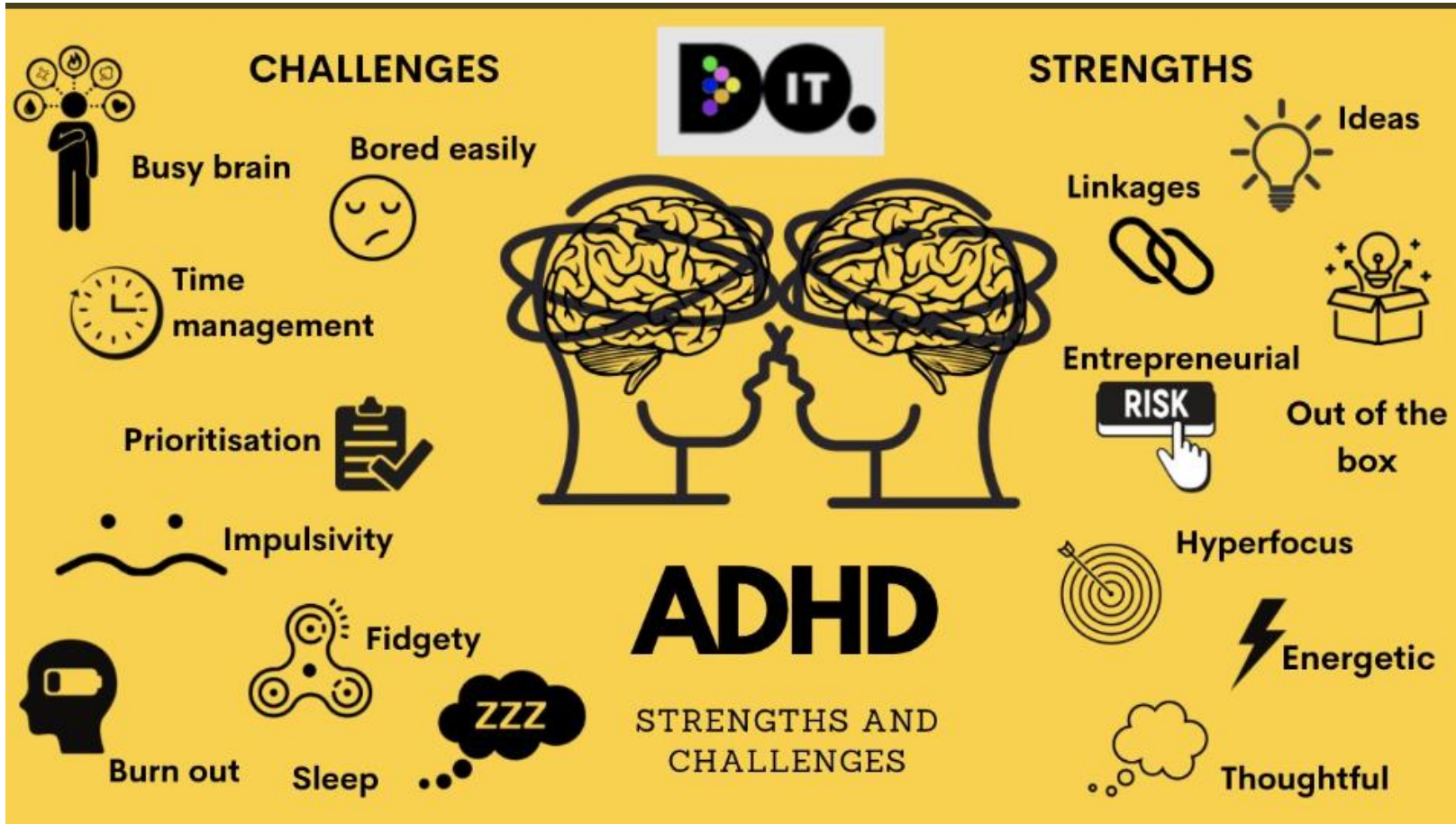


Image from: [doitprofiler.com](http://doitprofiler.com)



# What does it mean in everyday life?

- We are all differently suited to different environments. Children often don't have the option to choose their environment or make the adaptations to their environment that they need.



# Stepping Into Their Shoes

If you asked a child you are working with; *“What is it like to have AD/HD?”* what might they say?

Jot down what you think...



# Stepping into the Child's Shoes

“Everything is going faster than other people's brains”

“I interrupt a lot. Sometimes I forget that other people are speaking or my brain just dismisses it as not important, even though I know I shouldn't.”

“If I'm interested in something like the guitar I can do it all day. If I'm not interested I just shut it out and think about something I do find interesting”

- From [Young Minds](#)



# Video – what it's like to have ADHD

- [ADHD voices - What's it like to have ADHD?](#)



# Discussion:

What are you already doing to support your child?

What is working well?

What's not working well?



# Time to take a break.....

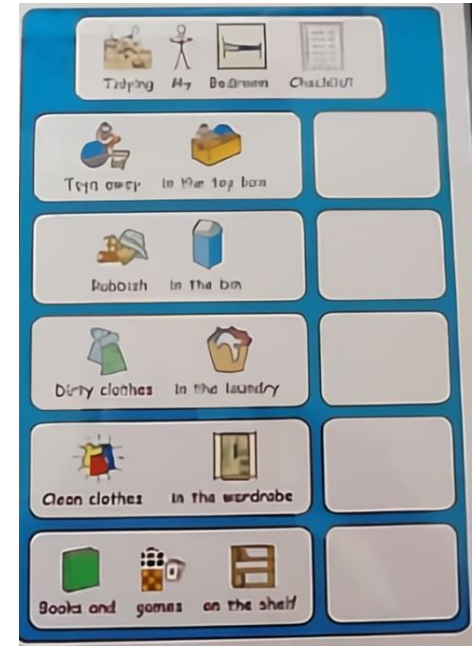


# Attention & Concentration

- Supporting Organisation & Planning
  - Task organiser visuals
  - Visual checklists
- Removing demands upon working memory
  - Written instructions
  - Manageable steps
  - 1:1 support when ‘getting started’
  - Removing distractions
  - Clear instructions limiting language



[The ADHD Minimalist](#)



[eBay](#)



# Hyperactivity: How Fast is Your Motor Going?



# The 8 senses



**Sight**



**Hearing**



**Taste**



**Touch**



**Smell**



**Movement**



**Balance**



**Interoception**

 Sensory Friendly Solutions



# Video games

- Video games are stimulating
- Many children are likely to enjoy the level of stimulation they provide
- They also involve hyper-focus on one activity
- Limit video games to before dinner time?
- Use them as a reward for appropriate behaviour at weekends?
- If video games become a special interest, try to encourage coding or graphics.



# Your child's social world



Impulsivity might mean that your child says something before considering how it might make someone else feel, or break social rules or conventions



It might mean that your child reacts impulsively in response to an emotion – this could be positive or negative emotion.



This can have implications for social relationships/friendships.



# Hyperactivity & Impulsivity

- Immediate and clear consequences for behaviour (quick sharp & minimal shame!)
- Family rules that are visual reminders
- Supporting children to find their 'tribe'
- Opportunities for 'appropriate' movement
  - Sit & move cushions, yoga balls, swings etc.



# Emotion regulation

- It is recognised the children with difficulties with attention, concentration, hyperactivity and impulsivity can struggle with emotion regulation. This may be due to:
  - Difficulty ‘slowing down’ in a situation when emotions are running high
  - High demands on a child in particular situation can leave the child with less capacity for emotion regulation
  - Some of the difficulties your child might experience (e.g., with learning, friendships, adhering to school rules, frustration) and the responses of other may lead to low self-esteem and low confidence.




# Ways to support your child

 Promote healthy sleep

 Routine and predictability

 Accommodate for sensory needs

 “Scaffolding”

 Strengths focus

 Support their own understanding



# Final points

- Look after yourself and ensure that you have the support that you need.
- Share your knowledge of your child with those around you (e.g., teachers, grandparents, friends)
- Be prepared to advocate for your child if you think that your child needs additional support.



# Further information

- [Autism & ADHD Support & Resources \(office.com\)](#)
- [parents-guide-to-adhd.pdf \(youngminds.org.uk\)](#)
- [ADHD-Parent-Guide.pdf \(glowscotland.org.uk\)](#)
- [ADHD\\_FOUND\\_Takeda\\_ParentBooklet\\_May22\\_2.pdf \(adhdfoundation.org.uk\)](#)
- [Neurodevelopmental and Learning Disabilities Service | NELFT NHS Foundation Trust](#)
- [Kent and Medway Mental Health Support Teams | NELFT NHS Foundation Trust](#)



# Parent support

- <https://www.we-listen.org/> - Kent and Medway Talking Therapies
- [Parents and Carers - Kent Resilience Hub](#)
- Kent PACT – parents and carers support  
[Home - Kent PACT \(kentpactnew2022.co.uk\)](http://kentpactnew2022.co.uk)
- Medway Parent and Carer forum – [www.medwaypcf.org.uk](http://www.medwaypcf.org.uk)



# Further Support from EWT/EST



Contact Wellbeing Lead through the school office



Complete referral form and return to office

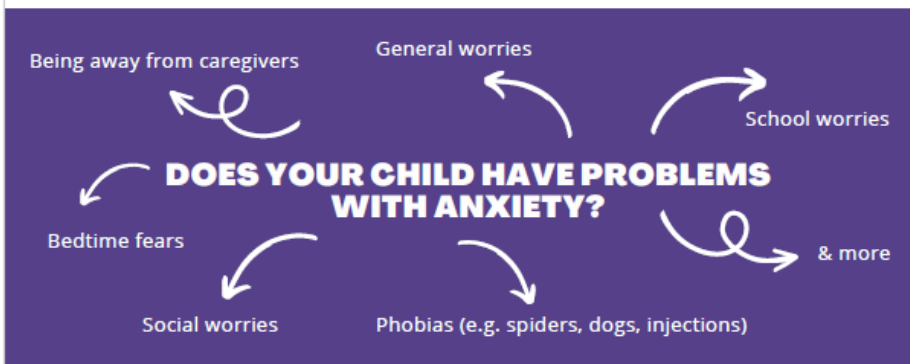


EWT will get back to you within 2 weeks.



OSI – online intervention and support also available (see next slide)





### OSI COULD HELP YOU

OSI (Online Support and Intervention) is an online platform designed to help parents to learn tools and techniques to help their child (aged 5 to 12 years old) to overcome difficulties with anxiety.

Parents work through weekly online modules that contain videos, quizzes, and interactive worksheets. Parents are also supported by a weekly telephone/videocall appointment with a clinician.

You can access OSI at a convenient time for you using any electronic device!



### GET IN TOUCH:

Scan the QR code for more information on OSI. If your child attends one of our schools, and you are interested in learning more about OSI and whether this is the right support for you, please email our team at: [EWTandESTenquiries@nelft.nhs.uk](mailto:EWTandESTenquiries@nelft.nhs.uk) Available until half term





Kent Emotional Wellbeing Teams  
Medway Emotional Support Teams

## Online Parent Workshops

Aimed at parents of children in primary school

Understanding Your Child's Behaviour 04/10/23 5.30-7.30pm

Understanding Sleep and Autism 16/10/23 12.30-2.30pm

Understanding ADHD in Children 30/10/23 5.30-7.30pm

Understanding Resilience 13/11/23 10.30am-12.30pm

Supporting Your Child with Worries & Fears 28/11/23 5.30-7.30pm

Introduction to Understanding Autism 13/12/23 10am-12pm

*\*Workshop times alternate from term to term*

Our online workshops offer information around key topics to help understand what is going on for your child and strategies to support them, based on the latest evidence and practice.

If you would like to join, please raise your interest with your child's school so that they can send you the link. If you have any questions please speak to your child's school.

Our workshops are held on Microsoft Teams. You do not need an account to join. You will need access to the internet. Currently, this workshop is only available to parents/carers of children attending a EWT/EST school. Please speak to your child's school or check our website for our list of schools.

We look forward to meeting you.



# Questions and Feedback



<https://forms.office.com/e/0AuTi4Wfsp>

