



## Contact Us

Bay Tree House, Christchurch Close,  
Enfield EN2 6NZ

020 8702 4070

[beh-tr.enfieldcamhsscan@nhs.net](mailto:beh-tr.enfieldcamhsscan@nhs.net)

[www.behcamhs.nhs.uk](http://www.behcamhs.nhs.uk)

# ADHD Information and Resources for Parents and Carers

## Enfield CAMHS

## ADHD (Attention deficit hyperactive disorder)

This guide aims to give you a general overview of ADHD and how you can best support your child or young person following a diagnosis. This guide also includes links to resources and useful organisations where you can find further information and support.

## Table of Contents

What is ADHD /Causes- Pages 1 -3

Signs and Symptoms - Page 3

Treatment for ADHD - Page 4-6

Impact of ADHD - Page 6-7

Parental advice - Page 8

Practical strategies- Page 9-11

Teacher advice- Page 12-15

ADHD: Tried and tested books – Page 16

Resources (Parents) – Page 17-20

Resources (Teachers) – Page 21-22

Additional Information for ADHD – Page 23

Signposting information Page 24-25

# What is ADHD?

**Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating, and may act on impulse.**

- Symptoms of ADHD tend to be noticed at an early age and may become more noticeable when a child's circumstances change, such as when they start school.
- Most cases are diagnosed when children are 3 to 7 years old, but sometimes it's diagnosed later in childhood.
- Sometimes ADHD is not recognised when someone is a child, and they are diagnosed later as an adult.
- The symptoms of ADHD usually improve with age, but many adults who are diagnosed with the condition at a young age continue to experience problems.
- While treatment won't cure ADHD, it can help a great deal with symptoms. Treatment typically involves medications and behavioural interventions. Early diagnosis and treatment can make a big difference in the outcome.

## Causes of ADHD?

### Genetics

- ADHD tends to run in families, and, in most cases, it's thought the genes you inherit from your parents are a significant factor in developing the condition.
- Research shows that parents and siblings of someone with ADHD are more likely to have ADHD themselves.
- However, the way ADHD is inherited is likely to be complex and is not thought to be related to a single genetic fault.

**“The children who need love the most will always ask for it in the most unloving ways.”**

**- Russel Barkley**



# Causes of ADHD?

## Brain function and structure

Medical studies have shown that there are important developmental, structural and functional differences between the brains of people with and without ADHD. The development of the brain cortex (the surface area of the brain that plays a key role in memory, attention, thought and language) develops differently in children with ADHD. These areas are important for memory and for controlling behaviour.

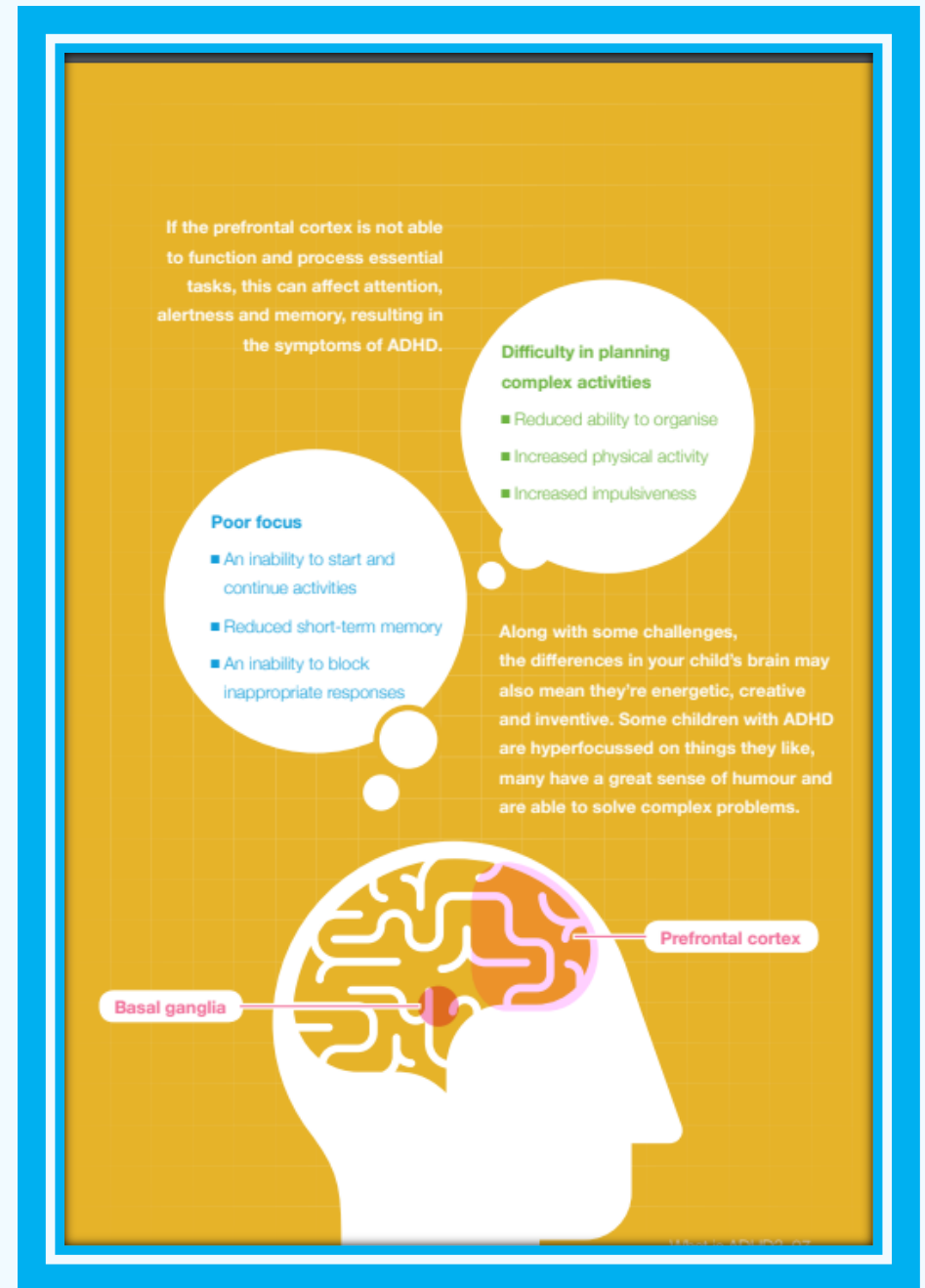
In children with ADHD, the prefrontal cortex and the basal ganglia in the brain, along with certain other areas, are different from those without ADHD. Two chemical messengers or neurotransmitters - noradrenaline and dopamine - normally connect the prefrontal cortex and the basal ganglia. Lower levels of these messengers result in poor connections between these areas leading to the altered brain functioning found in people with ADHD.

## Groups at Risk

Certain people are also believed to be more at risk of ADHD, including people: who were born prematurely (before the 37th week of pregnancy) or with a low birth weight and those with epilepsy or brain damage – which happened either in the womb or after a severe head injury later in life.

Scientists are studying cause(s) and risk factors in an effort to find better ways to manage and reduce the chances of a person having ADHD. The cause(s) and risk factors for ADHD are unknown, but current research shows that genetics plays an important role. In addition to genetics, scientists are studying other possible causes and risk factors including:

- Brain injury
- Exposure to environmental risks (e.g., lead) during pregnancy or at a young age
- Alcohol and tobacco use during pregnancy
- Premature delivery
- Low birth weight



# Causes of ADHD?

## Myths

Research does not support the popularly held views that ADHD is caused by eating too much sugar, watching too much television, parenting, or social and environmental factors such as poverty or family chaos. Of course, many things, including these, might make symptoms worse, especially in certain people. But the evidence is not strong enough to conclude that they are the main causes of ADHD.

## Typical developmental behaviour vs. ADHD

- Most healthy children are inattentive, hyperactive, or impulsive at one time or another. It's typical for pre-schoolers to have short attention spans and be unable to stick with one activity for long. Even in older children and teenagers, attention span often depends on the level of interest.
- Children who have problems in school but get along well at home or with friends are likely struggling with something other than ADHD. The same is true of children who are hyperactive or inattentive at home, but whose schoolwork and friendships remain unaffected.
- Young children are naturally energetic — they often are still full of energy long after they have worn their parents out. In addition, some children just naturally have a higher activity level than others do. Children should never be classified as having ADHD just because they're different from their friends or siblings.

## Signs and Symptoms

It is normal for children to have trouble focusing and behaving at one time or another. However, children with ADHD do not just grow out of these behaviours. The symptoms continue, can be severe, and can cause difficulty at school, at home, or with friends.

There are three subtypes of ADHD:

- Predominantly inattentive. The majority of symptoms fall under inattention.
- Predominantly hyperactive/impulsive. The majority of symptoms are hyperactive and impulsive.
- Combined. This is a mix of inattentive symptoms and hyperactive/impulsive symptoms.

## Inattention

A child who shows a pattern of inattention may often:

- Fail to pay close attention to details or make careless mistakes in schoolwork
- Have trouble staying focused on tasks or play.
- Appear not to listen, even when spoken to directly
- Have difficulty following through on instructions and fail to finish schoolwork or chores

## Hyperactivity and impulsivity

- A child who shows a pattern of hyperactive and impulsive symptoms may often:
- Fidget with or tap his or her hands or feet often
- Have difficulty staying seated in the classroom or in other situations
- Be on the go, in constant motion
- Run around or climb in situations when it's not appropriate.
- Have trouble playing or doing an activity quietly
- Talk too much
- Blurt out answers, interrupting the questioner
- Have difficulty waiting for his or her turn
- Interrupt or intrude on others' conversations, games or activities

# Treatment for ADHD

Treatment for attention deficit hyperactivity disorder (ADHD) can help relieve the symptoms and make the condition much less of a problem in day-to-day life.

ADHD can be treated using medicine or therapy, but a combination of both is often best. Treatment is usually arranged by a specialist, such as a paediatrician or psychiatrist, although the condition may be monitored by a GP.

## Medicine

There are 5 types of medicine licensed for the treatment of ADHD:

- methylphenidate
- lisdexamfetamine
- dexamfetamine
- atomoxetine
- guanfacine

These medicines are not a permanent cure for ADHD but may help someone with the condition concentrate better, be less impulsive, feel calmer, and learn and practise new skills.

If you or your child is prescribed one of these medicines, you'll probably be given small doses at first, which may then be gradually increased. You or your child will need to see a GP for regular check-ups to ensure the treatment is working effectively and check for signs of any side effects or problems.

It's important to let the GP know about any side effects and talk to them if you feel you need to stop or change treatment. Your specialist will discuss how long you should take your treatment, but in many cases, treatment is continued for as long as it is helping.

## Therapy

As well as taking medicine, different therapies can be useful in treating ADHD in children, teenagers and adults. Therapy is also effective in treating additional problems, such as conduct or anxiety disorders, that may appear with ADHD.

Here are some of the therapies that may be used:

### Psychoeducation

Psychoeducation means you or your child will be encouraged to discuss ADHD and its effects. It can help children, teenagers and adults make sense of being diagnosed with ADHD, and can help you to cope and live with the condition.



# Treatment for ADHD



## Behaviour therapy

Behaviour therapy provides support for carers of children with ADHD and may involve teachers as well as parents. Behaviour therapy usually involves behaviour management, which uses a system of rewards to encourage your child to try to control their ADHD.

If your child has ADHD, you can identify types of behaviour you want to encourage, such as sitting at the table to eat. Your child is then given some sort of small reward for good behaviour.

For teachers, behaviour management involves learning how to plan and structure activities, and to praise and encourage children for even very small amounts of progress.



## Parent training and education programmes

If your child has ADHD, specially tailored parent training and education programmes can help you learn specific ways of talking to your child, and playing and working with them to improve their attention and behaviour.

You may also be offered parent training before your child is formally diagnosed with ADHD.

These programmes are usually arranged in groups of around 10 to 12 parents. A programme usually consists of 10 to 16 meetings, lasting up to 2 hours each.

Being offered a parent training and education programme does not mean you have been a bad parent – it aims to teach parents and carers about behaviour management, while increasing confidence in your ability to help your child and improve your relationship.

## Social skills training

Social skills training involves your child taking part in role-play situations and aims to teach them how to behave in social situations by learning how their behaviour affects others.



## Cognitive behavioural therapy (CBT)

CBT is a talking therapy that can help you manage your problems by changing the way you think and behave. A therapist would try to change how you or your child feels about a situation, which would in turn potentially change their behaviour.



CBT can be carried out with a therapist individually or in a group.

Miss\_LunaRose



# Treatment for ADHD



## Other possible treatments

There are other ways of treating ADHD that some people with the condition find helpful, such as cutting out certain foods and taking supplements. However, there's no strong evidence these work, and they should not be attempted without medical advice.



## Diet

People with ADHD should eat a healthy, balanced diet. Do not cut out foods before seeking medical advice. Some people may notice a link between types of food and worsening ADHD symptoms. If this is the case, keep a diary of what your child eats and drinks, and what behaviour follows. Discuss this with a GP, who may refer you to a dietitian (a healthcare professional who specialises in nutrition).

# Impact of ADHD

When a child has ADHD, the symptoms they display can vary from mild to severe, and they can be difficult to manage. As a result, having a child with ADHD can put a lot of stress on families, leading to relationship problems, increased conflict, and even higher rates of divorce and depression.

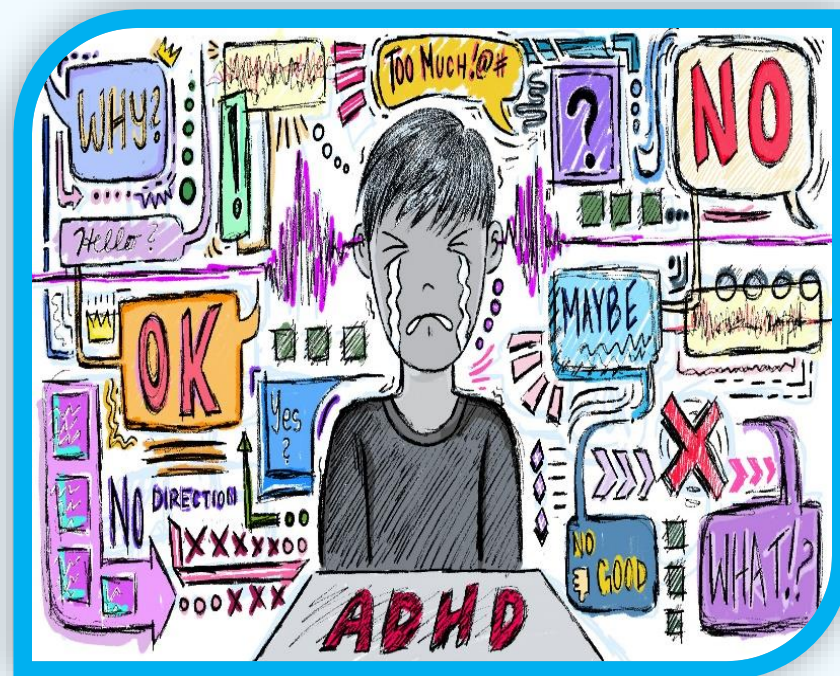
## The child with ADHD

Contrary to popular belief, ADHD isn't caused by poor parenting, lack of discipline, or too much sugar. While the exact cause isn't known, it's typically due to a combination of factors, including genetics, environment, or the central nervous system.

When a child has ADHD, their symptoms can cause a variety of challenges, like:

- Poor self-esteem
- Problems in school
- Higher rates of injuries or accidents
- Difficulty interacting or fitting in socially
- Increased risk of alcohol and drug abuse

To help your child cope with their symptoms, you should get a diagnosis as early as possible if you suspect ADHD. If they require medication, make sure they take it as directed and watch for adverse side effects. You should also work closely with their school teachers and counsellors to help create a supportive learning environment for your child and family unit as a whole.





# Impact of ADHD

## The parent of a child with ADHD

Parenting can be hard enough without the added challenges of ADHD. If your child has ADHD, we recommend learning as much as possible about the condition through classes or training events that offer valuable resources.

We also suggest:

- Finding a support group
- Participating in therapy sessions, alone or with your family
- Learning stress management techniques, like meditation and deep breathing

Remember, ADHD isn't easy, but you are not alone. If conflicts come up, we can help connect you with resources to help manage your child's diagnosis and preserve your physical and emotional health throughout the process.



## The siblings of a child with ADHD

It's easy to overlook the siblings of children with ADHD, but it impacts them too. In many cases, the brothers and sisters of a child with ADHD feel neglected or ignored because their sibling seems to be the priority. Some kids even feel guilty or responsible for their sibling's diagnosis — like they did something to cause it. The stress of ADHD in the family can also cause siblings to express anger, embarrassment, anxiety, and engage in attention-seeking behaviour as a result of feeling neglected.

To make sure the siblings of a child with ADHD feel supported, we recommend:

- Spending quality time alone with each of your children
- Cultivating a unique relationship with each of your children
- Having honest and candid conversations with them about ADHD
- Being aware of their feelings and acknowledging them as real things.

**If you start to see the signs of depression in a sibling of a child with ADHD, we also recommend getting professional advice to help address their unique needs.**



# Parental advice

## Family Harmony - Brothers and Sisters

- Try to do something you all enjoy together on a regular basis. Let the children help you decide what this is e.g. Family film night, dog walk, football in the park etc.
- Point out each child's strengths to the other so that they can see the positives in their sibling.
- Try to spend a little 'special time' with each child on their own e.g. 5 minutes chat at bath time or 2 minutes cuddle and talk before bed.
- Teach children to respect each other's space and belongings. Buy plastic boxes for each of them to keep their special things in.

## ADHD Challenges

Young people with attention deficit hyperactivity disorder (ADHD or ADD) have a hard time being organised, keeping calm and coping with change, not because they aren't willing, but because their brains won't let them. Your child might feel:

- Muddled and cross when they try to plan a social event, sort out what they need for a swimming trip or have a school project to complete.
- Sad that their friendships break down, or they have fights with siblings, but not sure what they have done wrong.
- Worried that they cannot control their mood or behaviour, and that this leads to arguments at home.
- Afraid teachers will get annoyed with them and that they cannot do class/homework.
- Misunderstood - not sure why they are being told off for things they cannot help doing.

## Are we there yet?

If your child asks the same questions repeatedly it might be helpful to:

- Remind yourself that they are doing this because they are anxious NOT because they do not listen to you or want to annoy you.
- Agree visual reminders that you will both find useful e.g. written reassurance, pointing to a clock, giving them a timetable to hold.
- Try to be calm and reassuring. If you show your frustration it will probably make them more anxious which will lead to even more questions.

## What parents can do to help?

Make your child part of the solution by asking their advice, "Let's figure out ways together why this is hard for you and what we can do to help."

- Try to focus on what they are doing right to help them feel good about themselves.
- Use a point or token system to reward every little success and build up to a treat.



# Practical strategies- Parents



consistency  
is key...

## Understand your child's views

Find out your child's strengths and weaknesses and try to understand important issues from your child's point of view.

## Establish clear rules

Make sure your child understands the ground rules and tell them how their behaviour affects others.

## Set up routines

Have a regular structure and routine at home.

Morning Rules: Get dressed. Make bed.

Bedtime Rules: TV off at bedtime

Bathroom Reminders: clothes in the basket.

After school routine: sports kit in the laundry.

## Be consistent

Consistency means managing the child, in the same way, every day.

All the family members should use the same approach, and this should be the same at home and outside. Don't give up too soon.

# Practical strategies- Parents



PLAN



Well Done!

## Plan ahead

Identify specific target behaviours and find what triggers them. Try to prevent these incidents from happening.

## Stay calm

If your child has done something wrong, try not to shout at them, even though you may want to. Any confrontation with screaming or arguing back is unlikely to work. Be positive, suggesting a more successful way: "It would be really nice if you..."

## Regular feedback

Give your child regular and immediate feedback, say exactly what they have done wrong, and always explain what the right way would be.

## Praise good behaviour

Remind yourself to praise your child for good behaviour and do it without delay.

# Practical strategies- Parents



## Use rewards

Rewards rather than punishment are effective in promoting positive behaviour and some examples include:

1. More time on the computer
2. Play activities over the weekend
3. Cuddles and praise from mum and dad

## Disapprove of bad behaviour.

Make sure your child understands it is her bad behaviour that you do not like and not the child as a person.

## Provide one-to-one attention

Avoid placing unnecessary demands and reduce distractions where possible. Give one-to-one attention regularly.

## Other strategies

1. Time out: send your child to a place to calm down
2. Loss of privileges if the above measures are not helpful
3. Always look after your own health

## Teacher advice



### Starting a lesson

- Signal the start of a lesson with an aural cue, such as an egg timer, a cowbell or a horn. You can use subsequent cues to show how much time remains in a lesson.
- Establish eye contact with any student who has ADHD.
- List the activities of the lesson on the board and what materials they need.



### Conducting the lesson

- Keep instructions simple and structured. Use props, charts, and other visual aids.
- Vary the pace and include different kinds of activities. Many students with ADHD do well with competitive games or other activities that are rapid and intense.
- Allow a student with ADHD frequent breaks and let him or her squeeze a rubber ball or tap something that doesn't make noise as a physical outlet.



## Teacher advice



### Homework Issues

- Use a home-school diary or tell the parents what the homework is.
- Encourage the child to bring in something, even if they didn't finish all of it.
- Remind pupils to 'check your work' so it becomes second nature. Children with ADHD tend to complete work and hand it in without checking it through.
- One of the simplest things that can help children with ADHD is providing them with a second set of textbooks that they can keep at home.
- Consider suggesting that the child exchange contact details with a peer or 'study partner'. This will help them clarify points they have missed and will allow the peer to benefit from their energy and enthusiasm.

### Peer difficulties

- Find out what helps the student self-calm (doing star jumps, colouring in, reciting the alphabet backward etc) and encourage them to use this.
- Make sure playtime is busy and fun. Vigorous exercise helps focus attention, so should be encouraged at break times, and at other times if necessary.
- Keep a playtime diary: how did it go, were there any problems, what did you do, how did others react, what could you have done differently?
- Get them a play-buddy who's sensible and will be kind.
- Try circle time activities, such as choosing each child in turn and getting the rest of the class to say something nice about them.



## Teacher advice



### Classroom challenges

Young people with attention deficit hyperactivity disorder (ADHD or ADD) have a hard time sitting still and focusing, not because they aren't willing, but because their brains won't let them.

Students with ADHD might feel:

- Scared about not being able to finish their work
- Embarrassed that their work does not look as good as that of their peers
- Worried that they cannot get their ideas down in writing
- Frustrated that they cannot control their mood or behaviour
- Afraid teachers and peers will get annoyed with them
- Anxious about losing track, day dreaming or needing to move around.



### Dealing with it

- Private signal: Work out signals with the student to promote good behaviour or remind them to stay on task. This can be a hand signal, an unobtrusive shoulder squeeze, or a sticky note on the student's desk.
- If you have to discuss the student's behaviour, do so in private. Try to ignore mildly inappropriate behaviour if it's unintentional and isn't disrupting the lesson.
- Make simple, clear rules and have them on display. This includes rules about asking questions, interrupting and classroom conduct.
- Actively reward the behaviour you want from the class. Praise specific behaviour instead of using generalisms such as 'well done' or 'good boy'.
- Avoid giving the whole class a punishment based on the ADHD child's behaviour.
- If the child is having problems sticking to a task, try letting them move around for a couple of minutes by giving them a 'job' such as wiping the board, fetching





## Teacher advice



### Whole class strategies

- If they're taking turns in a group, use a timer to set limits.
- Remind the whole class before they speak that they should give one sentence only.
- Teach your pupils to stop and think before talking. This will help a child with ADHD to learn to slow down before talking. You can do this by waiting 10 seconds before you accept answers from the class.
- Remind the whole class about the rules for interrupting. If they persist, talk to them on their own – not in front of the class.
- You could also use a reward system that is visible to the child, eg colour-coded cards. If the child gets to the end of the session without a red card, they get a star. If they get to the red card, they know the consequences.

### Classroom accommodations for students with ADHD

#### Seating

- Seat the student with ADHD away from windows and away from the door, bright lights and colourful displays.
- Put the student with ADHD right in front of your desk unless that would be a distraction for the student.

- Seats in rows, with focus on the teacher, usually works better than having students seated around tables or facing one another in other arrangements.
- Create a quiet area free of distractions for test-taking and quiet study.

### Information delivery

- Pre-teach new concepts when possible.
- Give instructions one at a time and repeat as necessary.
- Use visuals: charts, pictures, colour coding.
- Create outlines for note-taking that organise the information as you deliver it.

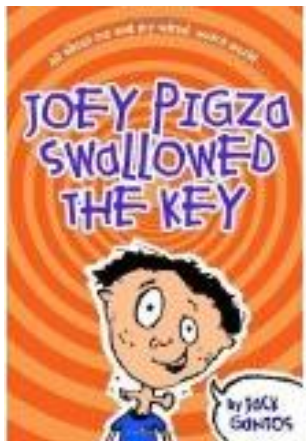
### When making handouts for children with ADHD:

- use large type
- keep the page simple
- don't put in extra pictures that don't relate to the task
- underline key directions and vocabulary
- only put one or two activities on each page
- use borders to emphasise blocks of text.

### Student work

- Create worksheets and tests with fewer items, give frequent short quizzes rather than long tests, and reduce the number of timed tests.
- Test students with ADHD in the way they do best, such as orally or filling in blanks.
- Divide long-term projects into segments.
- Accept late work and give partial credit for partial work.

# ADHD: Tried and tested books



## Younger readers

- All Dogs Have ADHD by Kathy Hoopmann
- Joey Pigza Swallowed the Key by Jack Gantos (many in this series) [Also enjoyed by most ages roughly 5-12yrs, and many adults!]

## 7+ readers (including teens)

- Putting on the Brakes: Understanding and Taking Control of your ADD or ADHD by Patricia Quinn
- [Also enjoyed by most ages up to roughly 10-12yrs, and many adults!]
- The Survival Guide for Kids with ADHD by John Taylor
  - Learning to Slow Down and Pay Attention by Ellen Dixon and Kathleen Nadeau

## Parents

- ADHD: Living Without Brakes by Martin Kutscher
- Fidget to Focus by Roland Rotz
- Smart but Scattered: The Revolutionary “Executive Skills” Approach to helping kids reach their potential by Peg Dawson
- Or: Smart but Scattered Teens: The “Executive Skills” Program for helping teens reach their potential by Richard Guare and Peg Dawson

## Teachers

- How to Teach and Manage Children with ADHD by Fintan O'Regan

**Establishing a new routine**

Make a note of what you want to achieve with your new routine.

**What problems occur on a regular basis?**

1 .....  
2 .....  
3 .....

**What do I want my child to do in the future, instead of what they are doing now?**

1 .....  
2 .....  
3 .....

**Five tasks that I want my child to complete as part of the new approach and how I am going to encourage their achievement**

1 .....  
2 .....  
3 .....  
4 .....  
5 .....

**34**

**Remember not to try too many tasks at once – one or two is plenty**

**Involve your child in setting up reminders. How many do you need? Where do they go? When do they happen? Should they use words or pictures and/or charts?**

**Don't expect too much. Set tasks that match your child's age and abilities to avoid any disappointment and frustration**

**Include your child as much as possible in the discussion about any new routine – this makes your child feel that they own the solution, instead of being the cause of the problem**

**Take a look at the accompanying booklet aimed at children with ADHD for tasks relating to reminders and 'deals'**









**Resources 35**

## Visual Calendars









Having a visual calendar can be really helpful for children with ADHD. The pictures allow them to easily see what you would like to be done, and what's expected of them. Why not tape the calendar somewhere your child can easily see it, such as the fridge?

Here is an example which you can photocopy, or you can create your own version that suits you and your child.

Remember, give children time to adjust to these changes if they don't respond positively the first time!

Before school routine	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Time to get up 							
Get up and get dressed 							
Shower 							
Have breakfast 							
Brush teeth 							
Check school bag "are we all here?" 							
Go to school 							
Remember to bring homework home! 							

After school routine	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Do some homework 							
CMSI time 							
Tea 							
Do more homework 							
Prepare school bag for next day "are we all here?" "homework is here!" 							
Brush teeth 							
Prepare for bed 							
Go to bed off "screen" 							

ZZZZZ

## ADHD sleep diary

This is a sleep diary for you to use when your child is experiencing sleep problems. The information collected over the week can help you to better understand the pattern of the sleep problems and what might be causing them.

If sleep does not improve, you can also give the diary to your child's doctor or healthcare professional to help them decide what else can be done to help.

It is usually best to keep a record of sleep over a period of a month or so as this will help to show patterns of sleep issues.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date:							
Bed time last night?							
How long to get to sleep?							
Did you wake up in the night? <small>(no. of times)</small>							
How long in total were you awake for?							
When did you wake up in the morning?							
When did you get out of bed?							
Total hours of sleep last night?							
How do you feel today? <small>(picture how you feel)</small>							
Any comments?							

## One pager to support your child's teacher

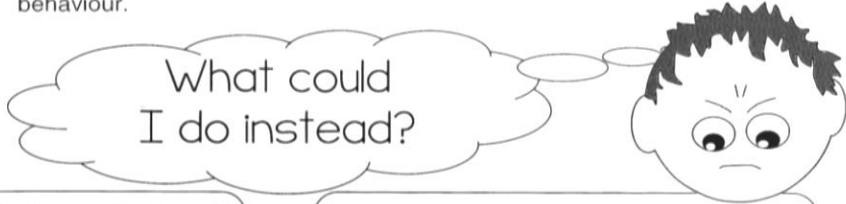
Here is a template of a one page description for you to complete and give copies to your child's teachers.

No one will know your child better than you so writing out this information should help teachers understand your child and therefore help them in class.

Name		Photo
Diagnosis	ADHD	
Barriers to learning		Strategies to support
Student view		Parental view
What are you good at?    What do you least enjoy?		What should we know in order to best support your child in school?
What makes a good lesson and what makes a bad lesson for you?		

# Resources- Teachers

Copy the poster below to use with children to help self manage their behaviour.



When I feel angry I could...		
When I feel sad I could...		
When I feel worried I could...		
When I feel scared I could...		



Let's Think Posters™  
©www.theplaydoctors.co.uk 2015/17

How can you remind the child on a daily basis of the rules and boundaries? Create simple cards that can be stuck onto the table or desk



©theplaydoctors.co.uk TPD Education

40

## Quick Brain Break Ideas



If the child is very physical (highly likely) then the type of break they need will include movement to release built up tension involved in concentrating on a task.

Physical activities are not always easy in a busy classroom when other children are watching. Make sure that the break is timed (with an egg timer or electronic timer) so the child knows that they need to come back to task.

The following are some simple suggestions - add to this list based on what you have available to you.

- Finger exercises
- Toe Tapping
- Clapping the heels of hands together hard
- Pressing hands against a wall and pushing hard
- Rolling a small ball between palms
- Rolling a small ball under foot
- Going for a short walk up and down a corridor (can give the child the number of steps they can take to limit activity i.e. 150 steps away from the class and 150 back)
- Playing with a small piece of string
- Playing with a small non noise making fiddle toy
- Running sand through fingers
- Running hands under water

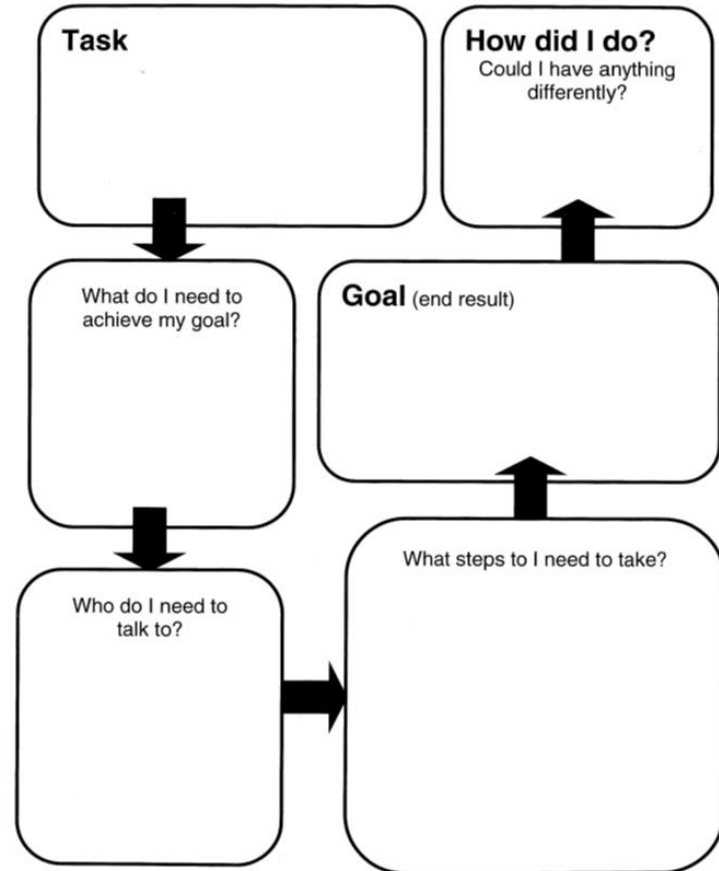


What else can you think of? None of these activities require sustained concentration and allow the brain to have a quick break. The aim is to bring the child back to task refreshed.

If the child is stressed because they are too overwhelmed then helping the child to plan ahead and break down tasks can be useful.

Produce simple step charts to help the child self organise and break down what seems to be an endless task.

Use the templates below to photocopy or make your own:





# Additional Information for ADHD

## ADHD For Children Booklet

Information guide and workbook for children living with ADHD.

[https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/ADHD\\_FOUND\\_Takeda\\_KidsBooklet\\_May22\\_2.pdf](https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/ADHD_FOUND_Takeda_KidsBooklet_May22_2.pdf)



## Understanding and Supporting My Child's ADHD Booklet

An information and resource booklet for parents and carers of children and young people with ADHD.

[https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/ADHD\\_FOUND\\_Takeda\\_ParentBooklet\\_May22\\_2.pdf](https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/ADHD_FOUND_Takeda_ParentBooklet_May22_2.pdf)

## A Teenager's Guide to ADHD Booklet

Information guide and workbook for teenagers living with ADHD.

[https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/ADHD\\_Found\\_Takeda\\_TeenagerBooklet\\_April2022\\_compressed.pdf](https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/ADHD_Found_Takeda_TeenagerBooklet_April2022_compressed.pdf)

## Advice and Guidance for Students With ADHD

<https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/The-Anonymous-Doctor.pdf>

## 10 Top Tips: Effective Self-Care for People With ADHD

<https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/10-top-tips-for-effective-Self-Care-for-people-with-ADHD-Tony-Lloyd-1.pdf>

## Breakfast and ADHD: A Guide for Parents (Flynn Pharma)

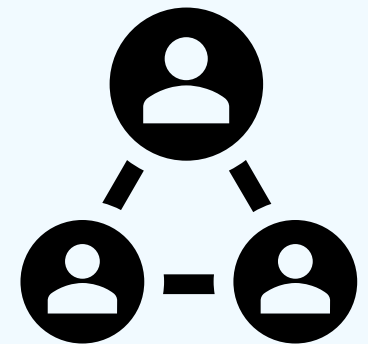
<https://www.adhdfoundation.org.uk/resources/breakfast-and-adhd-a-guide-for-parents-flynn-pharma/>

## ADHD and Poor Sleep (Dr Tony Lloyd)

<https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/Are-you-getting-enough-sleep-the-link-between-ADHD-and-poor-sleep-Tony-Lloyd-1.pdf>

## Females with ADHD (Dr Susan Young)

<https://www.youtube.com/watch?v=FBYjg2SbdzU>



# Signposting information

## **Hyperactive children's support group**

Specialism of this service is to advocate a dietary approach to managing hyperactivity.

<http://www.hacsg.org.uk/>

T: 012433 539966 (Mon- Fri 2.30- 4.30) E: hacsg@hacsg.org.uk

Information and guides



## **The national charity for families with disabled children including those with ADHD with guidance and information. Local and regional support via postcode search button.**

Website provides information on education, benefits, finances, childcare, social media, medical information. National programmes provide information sessions, workshops, drop- ins and parenting courses. This site also brings families together to support each other.

<https://contact.org.uk/>

T: 0808 808 3555 (Mon- Fri 9.30- 17.00) E: info@contact.org.uk

'Listening ear' 1-1 telephone appointments for parenting support

## **UK- wide online support service for siblings under 18 who have a brother or sister who is disabled or has special educational needs or a serious long- term conditions including ADHD.**

Email advice for under 18's from 'sibling advisor'

Workshops/trainings to run your own sibling support group

<https://www.youngsibs.org.uk/>

## **The Local Offer: Local offer of Education Health and Social Care Services for children with Special Educational Needs and /or disabilities 0-25 years.**

<http://new.enfield.gov.uk>

## **Tips for parents to support their child in managing their ADHD, information on ADHD and its link with mental health**

Information and advice

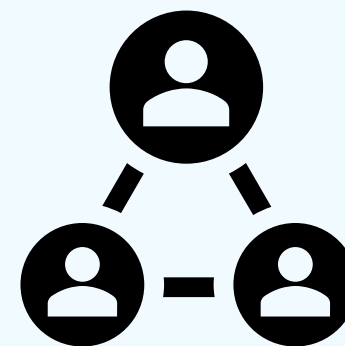
<https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-adhd/>

## **The UK ADHD Partnership.**

National support groups for parents

<https://www.ukadhd.com/support-groups.htm>

[adhdlondon@yahoo.co.uk](mailto:adhdlondon@yahoo.co.uk) (email to confirm if still meeting face to face or via zoom)



# Signposting information

## National support and resources.

### Service still running however unable to take referrals from schools/GPs

1-1 online adult therapy for over 18s diagnosed/being assessed for ND conditions (£50-65)

<https://www.adhdfoundation.org.uk/information/parents/>

### Royal Free ADHD service

Provides assessment and treatment for children and adolescents for whom there are concerns about attention deficit hyperactivity disorder (ADHD).

<https://www.royalfree.nhs.uk/services/services-a-z/child-and-adolescent-mental-health-services/adhd-service/>

### The Local Offer

Local offer of Education Health and Social Care Services for children with Special Educational Needs and /or disabilities 0-25 years.

<http://new.enfield.gov.uk>

