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Lord Andrew Whitehouse

- ▶ TEDx Speaker
- ▶ Bamford Lecturer
- ▶ Forensic SEN Consultant
- ▶ Hearing Ambassador
- ▶ SEN Short Course Provider: Bishop Grosseteste University

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A Thought...

- ▶ "Education would be so much more effective if its purpose were to ensure that by the time they leave school every boy and girl should know how much they don't know, and be imbued with a lifelong desire to know it."
Sir William Haley

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Quiz



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ADHD

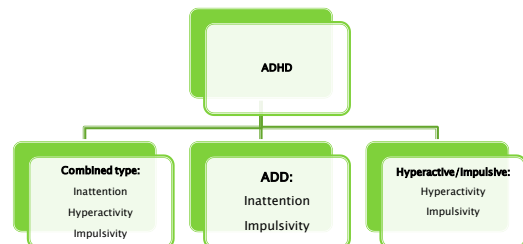
- ▶ Attention Deficit
- ▶ Hyperactive, Impulsive
- ▶ Disorder



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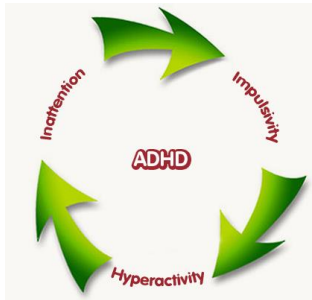
There are three kinds of ADHD



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The ADHD Triad



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Who gets ADHD?

- ▶ One of the most common disorders of childhood and adolescence
- ▶ Accounts for a large number of referrals to pediatricians, family physicians and mental health professionals.
- ▶ In a class of 20 to 30 learners, one may have ADHD
- ▶ Prevalence is estimated at 3 to 9 per cent of the school/college population

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Who gets ADHD?

- ▶ Only one in three of these will have ADHD causing major difficulties
- ▶ ADHD is predominantly but not exclusively male
- ▶ ADHD occurs more often in males than females, with the gender ratio being about 4 to 1.
- ▶ ADHD may be inherited and other family members may have ADHD

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Who gets ADHD?

- ▶ ADHD is not caused by bad parenting or bad diet (Fintan O'Regan)



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Who gets ADHD?

- ▶ ADHD does not mean "naughtiness"
- ▶ Not all "naughtiness" is caused by ADHD
- ▶ However:
- ▶ A learner with ADHD can still misbehave

LITTLE MISS NAUGHTY

By Roger Hargreaves



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Who gets ADHD?

- ▶ ADHD is most often recognised in year 2
- ▶ More work
- ▶ Independent work
- ▶ SATs
- ▶ More homework
- Year 6
- ▶ Starting secondary
- ▶ Several classes and several teachers
- ▶ Learners who found ways to compensate in primary become lost in secondary

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Further Education

Often major improvements

- Pastoral
- Less classes
- Less teachers



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Inattention



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Inattention

Attention to detail:

- Often fails to give close attention to detail
- Makes careless mistakes in activities



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Inattention

Sustaining attention:

- Difficulty sustaining attention
- Easily distracted
- Often does not seem to listen when spoken to directly



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Inattention

Often does not follow through:

- Fails to finish school/college work
- Jobs
- Duties in the workplace



- Not due to oppositional behaviour/failure to understand instructions



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Inattention

Disorganised:

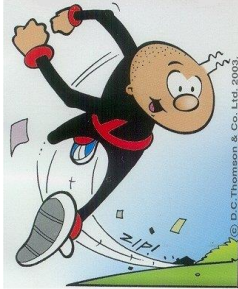
- Difficulty organising tasks and activities
- Avoids/dislikes/reluctance in sustained mental effort (college/ directed tasks)
- Loses tools necessary for tasks
- Forgetful in daily activities



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Hyperactivity



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Hyperactivity

- ▶ People with ADHD are more active, restless, and fidgety than neurologically typical during the day and during sleep.
- ▶ There are different types of hyperactivity.
 - Gross/fine motor activity
 - Restless/squirmy
 - Verbal hyperactivity
- ▶ Hyperactivity often varies according to situation
- ▶ Level of stimulation

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Hyperactivity:

- ▶ Fidgety
- ▶ Leaves seat in class (or in other situations) inappropriately
- ▶ Runs about or climbs



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Hyperactivity:

- ▶ Adolescents/adults – subjective feelings of restlessness
- ▶ Difficulty engaging in leisure/play quietly
- ▶ On the go all the time
- ▶ Talks excessively



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Impulsivity

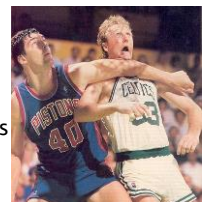


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Impulsivity:

- ▶ Often calls out answers before questions completed
- ▶ Difficulty waiting in turn
- ▶ Interrupts
- ▶ Intrudes
- ▶ Butts into conversation/games

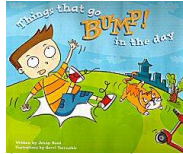


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Other problems

► Co-ordination difficulties:



- Bumping into things/people
- Spilling/dropping things
- Poor fine motor skills
- Poor handwriting

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Other problems

► Low self esteem



► Which leads into...

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Additional problems

► Oppositional defiant behaviour

- Stubborn
- Argumentative
- Aggressive



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Additional problems

► Conduct problems:



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Additional problems

► Learning difficulties:



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Additional problems

► Poor social skills



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We're all a bit like this sometimes

- Stressed
- Tired
- Bored
- Not in the mood
- Unable to concentrate
- Become distracted
- Excited
- Agitated
- Anxious
- Fidgety and restless

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We're all a bit like this sometimes

- Some of these behaviours can be displayed when ill
- Persistency means that ADHD must be considered

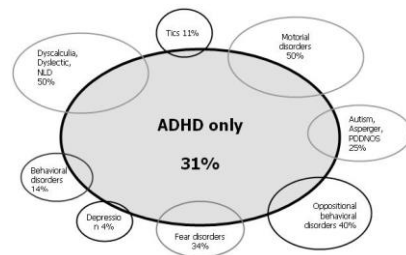
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What medicines are available to treat ADHD?

- There are three types of medicine licensed to treat ADHD in the UK.
- Those that contain **methylphenidate**: Concerta XL, Equasym, Equasym XL, Medikinet, Medikinet XL, Ritalin and unbranded Methylphenidate.
- Those that contain **dexamfetamine**: Dexedrine
- Those that contain **atomoxetine**: Strattera

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Comorbidity



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The ADHD friendly classroom

- Be positive
- Understand and accept that when the child shouts out or struggles to conform, their behaviour is not prompted by naughtiness; they literally cannot help themselves.
- Make sure they know the boundaries.
- Avoid long discussions about what is right and wrong in their behaviour.
- Tell them what you want, focusing on the positives.

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- Positive expectations
- When the child fails to fulfil these, deal with the issue there and then, and move on
- Don't bring it up again the following day
- Start each new day with a clean slate.
- Alleviate anxiety
- Allow 'time out'
- Practise breathing/ relaxation techniques to de-stress.

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- Allow de-stress/tactile/fiddle toys.
- Have a quiet space the child can retreat to in times of need.
- In a primary classroom, a chill-out tent in a corner of the room
- In a secondary school, chill-out zones could be strategically placed within faculty areas to make them readily accessible.



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- Minimise distractions
- Sit the child near you, near the whiteboard, at the front of the room, away from windows and away from colourful displays
- Have a 'calm wall' to reduce sensory or distractibility overload.
- Make handouts as uncluttered as possible.
- Be clear and specific



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- Display unambiguous, positive classroom rules prominently;
- Use visuals
- Provide clear visual instructions
- Repeat directions more than once, write them on the board, and check that the child understands.
- Provide the child with a checklist of their own



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- Gain the child's attention
- Break down each task into its smaller component parts
- Make learning fun –boredom sets in very quickly for children with ADHD



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- Doodle, make notes or create mind maps if that helps them to focus when they are expected to listen.



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- Seat the child next to a good role model or learning buddy
- In secondary schools
- Write down homework in the child's planner
Get the child to create visual reminders of what they need to bring to every lesson, keeping one copy in their bag, and another at home.



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- ▶ Support self-management
- ▶ Adopt 'stop, think, do' approaches.
- ▶ Encourage all pupils to stop and think before talking – this will help a child with ADHD to learn to slow down before talking.
- ▶ Waiting 10 seconds before you accept answers from the class.



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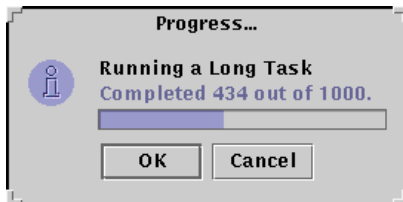
- ▶ Remind the **whole class** to put their hand up if they want to talk
- ▶ Remind the **whole class** about the rules for interrupting – if someone persists, talk to them on their own, not in front of the class.
- ▶ Use visual prompts to assist with time on task and organisation of learner time.



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- ▶ Do not set lengthy homework tasks: go for quality.



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ADHD and the
Effects on the Learner

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My happy recipe...

- ▶ My name
- ▶ My address
- ▶ My school
- ▶ My teacher



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I live with these people



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I am really good at...



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Things people don't like me to do...



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The people who don't like me doing these things are...



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The person who gets most upset is...



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Three things that upset other people I would like to change...



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These are the rewards I would like...



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certificate

- My name
- Teacher
- Support staff
- Head teacher
- Date
- New target

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The setting

Schools and colleges can be the most difficult setting for a learner who has difficulty:

- sitting still,
- paying attention,
- loves to talk to other people?

This person has to go into this setting every day, and is expected to perform successfully in this environment!



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This course is boring...

- What can you do to keep yourself engaged?

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Friday teatime

- You are anxious about a situation at work on Monday and can do nothing about it until then
- How will you calm yourself over the weekend?
- How will you stop yourself from escalating?

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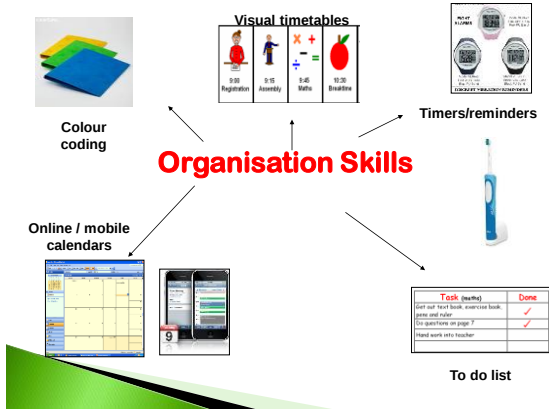
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Case study: Alex

- During English/Literacy lesson, Alex is usually very excitable and engaged with the text.
- During whole class discussion, Alex often contributes lots of interesting and useful ideas – sometimes you need to remind him to give other learners a chance to contribute.
- During the written task he uses avoidance strategies to avoid writing; tears, distraction and sometimes, violence.
- Ideas?

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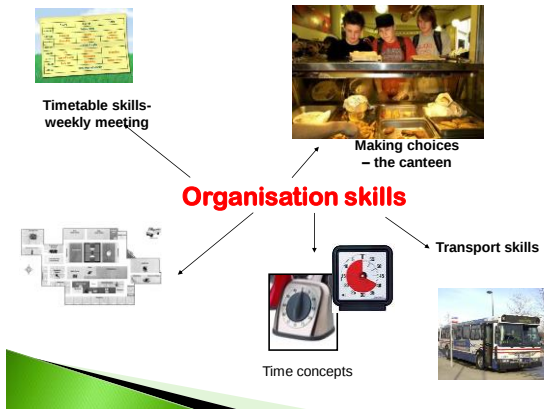
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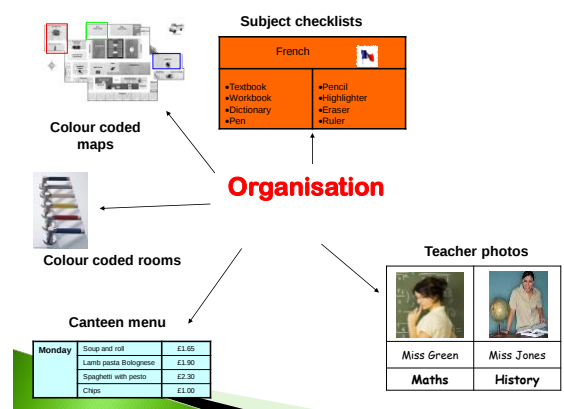
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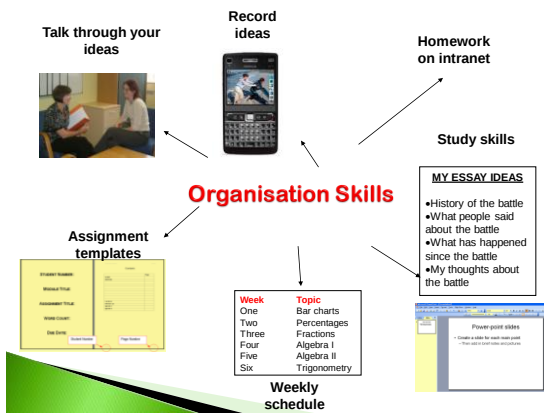
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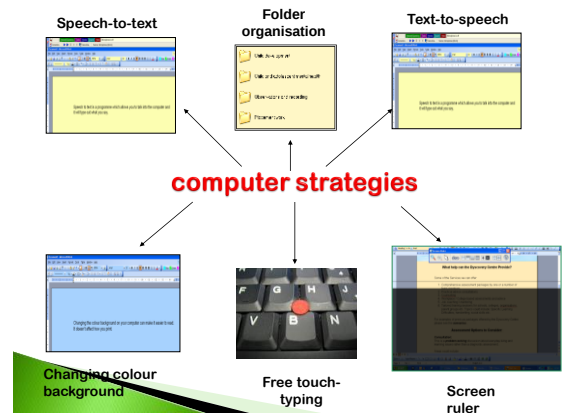
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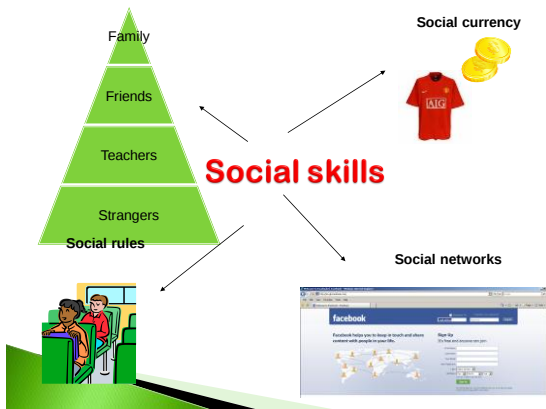
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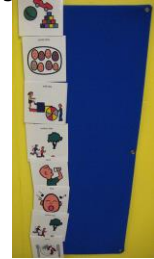
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Setting Up the Classroom for ADHD Learners

- ▶ AD learner will do better when able to anticipate times requiring increased concentration
- ▶ Use visual timetables



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Behavioural Intervention for ADHD



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Intervention

- ▶ The behaviour of an ADHD learner is one area that requires considerable energy and involvement



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Intervention

- ▶ People with ADHD respond to the world differently
- ▶ They are often able to see through the situation and manipulate the outcome because they are very clever, creative, and quick to perceive weaknesses
- ▶ You are encouraged to learn as much as you can about ADHD so you can monitor behaviour and creatively intervene when there are differences.

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Intervention

- ▶ Involving an ADHD learner in the behaviour management process gives a sense of control
- ▶ Involving them in the problem solving process makes gives the feeling of a stake in the outcome
- ▶ It often encourages access to creativity to find solutions to the problem.

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Intervention

- › The best strategy is to help the learner monitor their own behaviour to prevent a problem before it occurs
- › If that fails we must creatively work with the learner to solve the problem
- › We must remain calm in a time of frustration



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Intervention

- › We must remember that the attentional learner looks at the world from a different point of view and may not see their behaviour as a problem.



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Identify the problem

- › The first task is to help the learner identify the problem with behaviour
- › Let them retell the event in their own words
- › Do not to subject them to your feelings or opinions; (this can create feelings of powerlessness)



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Identify the problem

- › Ask them to state the problem in their own words
- › Listen intently
- › Do not interrupt



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Identify the problem

- › Encourage them to find a way to communicate clearly
- › After finishing explaining the problem help by clarifying misperceptions



Clarify



Simplify



Implement



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Map out possible solutions

- › After identifying the problem, the next step is to begin finding a solution
- › Map out (!) possible solutions as to ideal place to begin
- › It is important to identify as many solutions as possible (even the outlandish ones)
- › Later in the process you will evaluate them, but for now just collect ideas



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What's the worst that could happen?

- <https://www.youtube.com/watch?v=xJhbP4q32vs>



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Evaluate the solutions

- ▶ After coming to agreement on the solution, write it down
- ▶ Give praise for helping you solve the problem and ask him to commit to the solution



Behaviour Management Systems

- › The use of positive reinforcement with ADHD learners can be the most effective part of any program
- › Learners with ADHD receive so much negative feedback that positive feedback is always needed
- › The more the better



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Behaviour Management Systems

- › If you don't go to bed tired of giving your learner positive statements you haven't given enough
- › It is more likely you are tired from criticising and redirecting behaviours
- › Positive reinforcement and affirmative language should be the essential part of every system for an ADHD learner



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Be Perfect!!!



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Behaviour Management Systems

- › The most important rule is: "involve the child"
- › Focus on and explain the behaviours you want to see
- › Do not put emphasis on the behaviours you do not want to see



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Behaviour Management Systems

- › Use a positive tone of voice when you identify behaviours that you would like to see
- › Don't address more than three behaviours at a time



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Behaviour Management Systems

- › Behaviour management systems usually work well with ADHD if the reward motivates
- › What does this person like to spend money on?
- › Who do they like to spend time with?
- › When the targeted behaviour is achieved it is tallied (sticker, point system)
- › Raffle tickets



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Behaviour Management Systems

- ▶ Work with a partner and discuss some possible rewards



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Behaviour Management Systems

Some possible rewards

- ▶ Positive comments
- ▶ Stickers, merits, points
- ▶ Certificates
- ▶ Additional responsibilities
- ▶ Outdoor learning
- ▶ Free choosing time
- ▶ ICT options
- ▶ Informing parents (positive)
- ▶ Options of interest

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Behaviour Management Systems

- ▶ Freedom of movement
- ▶ Choice of work/task
- ▶ Field trips
- ▶ Lunch with staff??? (really!)
- ▶ Reduced homework
- ▶ Gifts

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Behaviour Management Systems

- ▶ Discuss some possible sanctions



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Behaviour Management Systems

Some possible sanctions

- ▶ Displeasure shown
- ▶ Docking points?
- ▶ Free time restricted
- ▶ Time out?
- ▶ Informing parents
- ▶ Detention
- ▶ Priviledges

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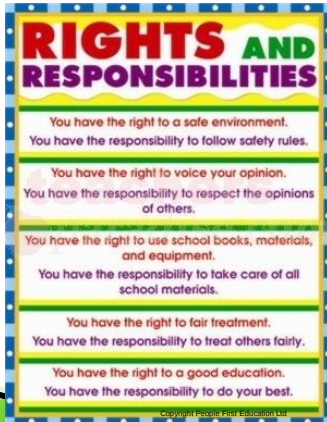
Behaviour Management Systems

Remember

- ▶ We need to consider our response to the situation
- ▶ Our behaviour influences the other learners
- ▶ Other colleagues must be consistent
- ▶ Consider our use of power

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What's the difference?

RESPOND | REACT

A Mindful Difference

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Minecraft, Pi Top and School refusal



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Make it irresistible



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What do I see most?



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What can we do to make change?

- ▶ Short burst 10 minute activities...
- ▶ Auditory
- ▶ Tactile
- ▶ Kinaesthetic
- ▶ Verbal
- ▶ ICT
- ▶ Research
- ▶ That's an hour's varied learning, and there's more...

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What can we do to make change?

- Writing
- Analysing
- Sharing
- Debating
- Sorting
- Questioning
- There you go, that's 2 hours worth...



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Two final thoughts...



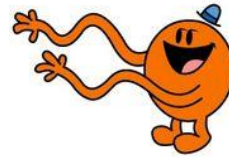
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The roller



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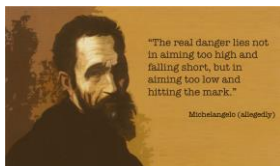
The toucher



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Never settle for less than...

- Perfection...
- a little bit better



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Make a plan

- 5 things you are going to change



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- ▶ These young people grasp life in a unique and vigorous way. They live life to the maximum, experiencing every second to it's full.



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Conclusion

- ▶ The mass media presentation, general perception, and general ignorance of ADHD is disturbing in the least.
- ▶ Correctly nurtured and guided these members of our society can live happy, full, creative, and successful lives.
- ▶ Andrew Whitehouse 2005

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