

## CHOOSING THE RIGHT SCHOOL FOR MY CHILD

This is one of the most important decisions a parent of a child diagnosed with ADHD will make.

Below are a few tips for a parent to consider.

- Is the school committed to inclusive practice and have they been highlighted by the Local Education Authority as a lead school in this area?
- You should take the time to introduce yourself to relevant teachers and appropriate senior management in the school. What is their attitude towards ADHD?
- Are there any other children with ADHD in the school?
- Visit the 'Disabilities Office' and ask what are the school's arrangements for supporting children with ADHD?
- What contact does the school have with external agencies?
- Are there teachers who are prepared to support children with ADHD who possess the necessary organisational and study skills to help the child reach their full potential?



## USEFUL LINKS

[www.FlynnADHD.com](http://www.FlynnADHD.com)



This is an ADHD support site for patients, parents and professionals whose lives are affected by ADHD.

  
An Augmented Reality Experience

  
An Augmented Reality Experience

# ADHD IN THE CLASSROOM

**A guide for parents**

Use your mobile device to bring this leaflet to life!

## REFERENCES

1. National Institute for Health and Clinical Excellence, Technology Appraisal 98, 'Methylphenidate, Atomoxetine and Dexamphetamine for Attention Deficit Hyperactivity Disorder (ADHD) in Children and Adolescents.' London:NICE;2006.
2. National Institute for Clinical Excellence (NICE), Clinical Guideline 72, 'Attention Deficit Hyperactivity Disorder. Diagnosis and Management of ADHD in Children, Young People and Adults.' London:NICE;2008.
3. Taylor, E. And Dopfner, M. et al Eur Child Adolesc Psychiatry [Suppl 1] 13:1/7-1/30 (2004) European clinical guidelines for hyperkinetic disorder – first upgrade.

  
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MXL/PIL/13/0334 – June 2013



## ADHD

ADHD is a medical condition, thought to affect between 3 and 5% of school-age children, making it one of the most common developmental disorders in children.<sup>1</sup> This means that in a class of 30 children, you may find one child with ADHD characteristics.

It affects those parts of the brain that control concentration, attention and impulsive behaviour. A child suffering from this condition shows disruptive behaviours over and above those of the same-aged children with similar intelligence and development. These behaviours are more extreme than simple 'misbehaviour'. If left untreated, the child is likely to perform badly throughout school, at home and in other settings, and will probably find it difficult to make friends with other children.<sup>2</sup>



## CHARACTERISTICS OF ADHD

The characteristics of ADHD can be grouped into three categories:

1. **Inattention.**
2. **Hyperactivity.**
3. **Impulsivity.**

Boys tend to get noticed more than girls as they exhibit boisterous behaviour at home and in the classroom whereas girls display symptoms such as a short attention span and poor concentration.

## DIAGNOSIS

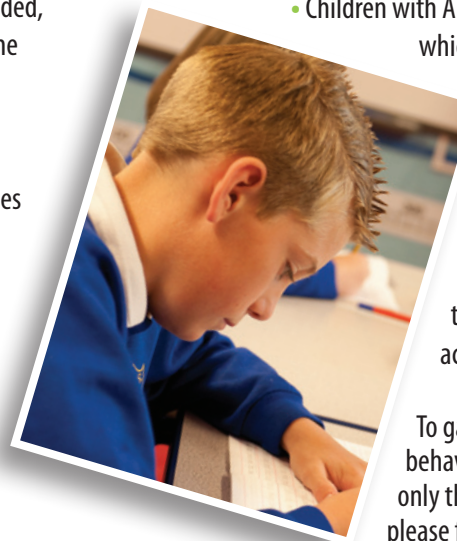
There is no single test to confirm that a child has ADHD. Diagnosis should only be made by a specialist psychiatrist, paediatrician or other healthcare professional with training and expertise in the diagnosis of ADHD.<sup>2</sup>

## TREATMENT

Methylphenidate is one of the drugs recommended, within its licensed indication, as an option for the management of ADHD.<sup>2</sup>

## ADHD IN THE CLASSROOM

- The presence of ADHD in young people increases the risk for lower academic performance and poorer social, emotional and adaptive functioning.<sup>2</sup>
- Stress in adjusting to the demands of a classroom may lead to disturbance in the control of activity and attention.<sup>3</sup>
- Children with ADHD are more likely to show neurodevelopmental delays; language skills are delayed, sensory motor coordination can be impaired and handwriting can be poor.<sup>3</sup>



- Children with ADHD often become easily frustrated which can boil over into aggression causing the child to shout out, often disrupting the class.

- Children with ADHD often have to complete work at lunchtime. However, this can be counterproductive as they tend to be very active and enjoy outdoor activities.

To gain an appreciation of how disruptive behaviour can significantly impact upon not only the child but also the class as a whole, please follow the instructions on the phone below.

*All events are demonstrative only and portrayed by actors.*

