



Introduction to ADHD and ADHD Embrace

Parents Coffee Morning

Presented by
Laura Ercolani



Knowledge ●

Advocacy ●

Empowerment

Our mission



Supporting parents, carers and professionals working with children and young people with ADHD through:

- **knowledge** (providing information, knowledge and practical support to parents, carers and professionals)
- **advocacy** (raising awareness of ADHD amongst general public, local schools, local healthcare groups, local community and at government level)
- **empowerment** (empowering those with ADHD and their families through provision of knowledge and practical support)



We provide vital support which is not available elsewhere

Agenda

- 1. What is ADHD?**
- 2. How can schools support children with ADHD?**
- 3. Who are ADHD Embrace and what we do?**
- 4. ADHD Embrace Website and how to access our support**
- 5. Questions and Answers**

Some facts about ADHD

- **ADHD is a neurodevelopmental condition** affecting the way the brain functions
- **1 in 20 young people** are impacted by ADHD at home, school and/or in social environments
- It has a strong **genetic link** (very likely to be present in one or both parents also have it)
- ADHD impacts on brain's management system (i.e. **executive function and self-regulation**)
- **Each student with ADHD will present differently** from another



ADHD presentations



ADHD Attention
Deficit
Hyperactivity
Disorder
(Combined)



Hyperactivity &
Impulsivity



Inattention
Daydreaming
Zoned Out

Understanding ADHD



Understanding ADHD: Current Research and Practice

King's College London

Learn about attention deficit hyperactivity disorder (ADHD) including ADHD symptoms, the latest research and ADHD treatment.

https://youtu.be/4r3XWj269_g

Reduced Executive Functioning

Impulse control

Your ability to stop and think before acting.

Organisation

Your ability to keep track of information and tasks.

Task initiation

Your ability to start tasks.



Self monitoring

Your ability to self evaluate your own behaviour.

Attentional control

Your ability to regulate and direct your attention.

Emotional control

Your ability to manage your emotions to direct your behaviour.

Planning & prioritisation

Your ability to plan steps to reach your goals.



www.connectionsinmind.co.uk

Working memory

Your ability to hold information in your mind to complete tasks.

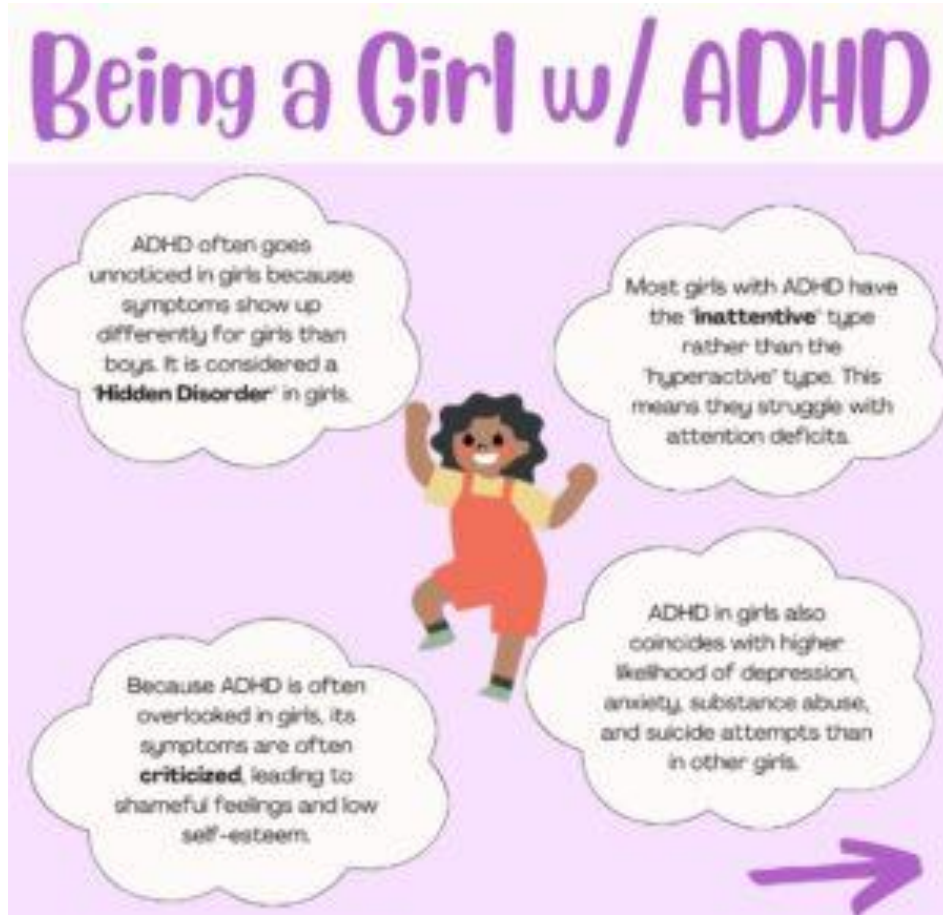
- This refers to a **set of mental skills that include working memory, emotional control, and complex problem-solving**
- In ADHD **simple day-to-day tasks**, such as time management, staying organized, and planning can **become challenging / impossible**

Common ADHD traits: positive or challenging?

- **Hyperfocus**
- **Passion**
- **Curiosity**
- **Energy**
- **Sense of humor**
- **Imagination**
- **Ingenuity**
- **'Out of the box' thinking**
- **Enthusiasm**
- **Strong sense of justice**
- **Generosity**
- **Empathy**
- **Risk taking**
- **Spontaneity**
- **Persistency**
- **Compassion**
- **Honesty**

- **Distractibility**
- **Opposition**
- **Procrastination**
- **Disorganisation**
- **Forgetfulness**
- **Restlessness**
- **Emotional dysregulation**
- **Resistance to change**
- **Low self-esteem**
- **Impulsivity**
- **Distractibility**
- **Learning difficulties**
- **Difficulty prioritizing tasks**
- **Inability to control anger or frustration**

Male vs. female diagnosis



Source: ACAMH 2024

- ADHD is **diagnosed more often in males**, but research suggests that females may be under-diagnosed.
- ADHD can manifest differently in males than in females.
- **Males tend to have impulsive, hyperactive, and externalized traits.**
- **Females tend to have inattentive, internalised traits.**

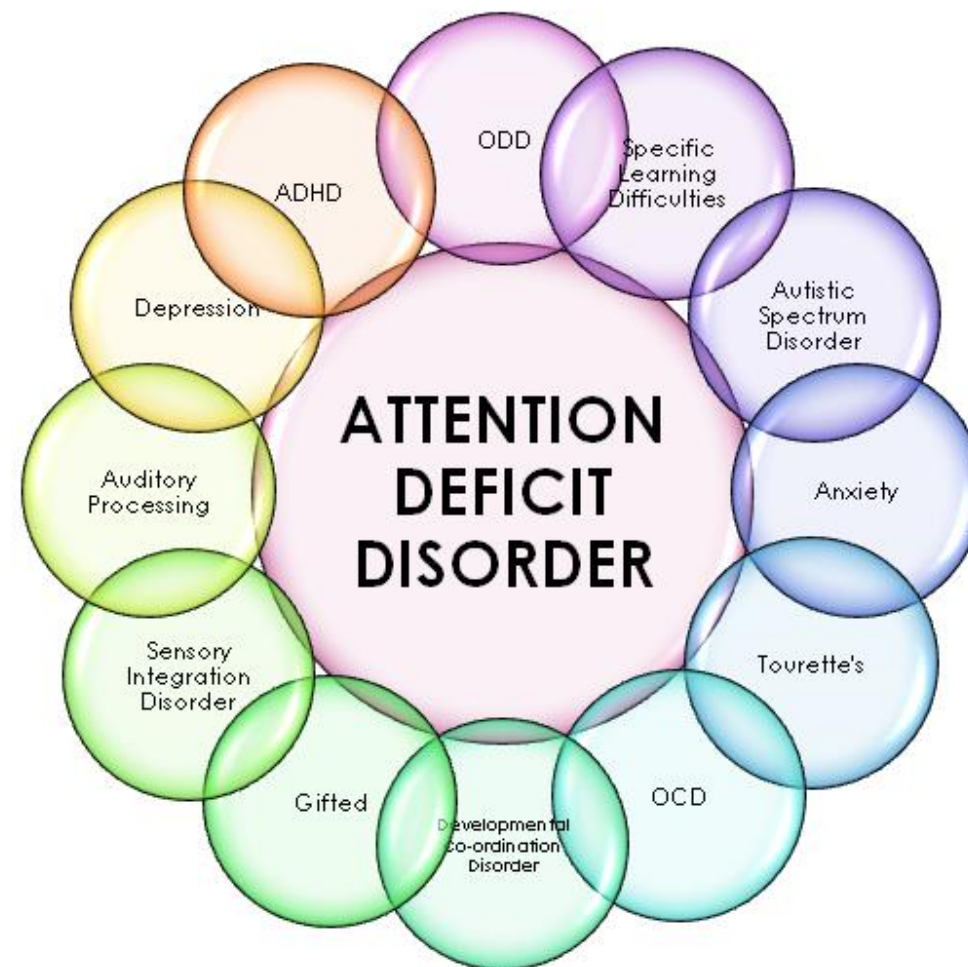
ADHD in girls – why might ADHD be missed?





- Symptoms in girls are often explained as character traits rather than ADHD e.g., a **daydreamer, forgetful, chatty**
- Girls can be less disruptive than boys and **go under the radar**
- **Proficient at masking** (hiding ADHD symptoms & signs)
- Can present **inattention**, rather than hyperactivity/ impulsivity
- Can present as **perfectionist**, academically **able**, very **creative**
- Assumed that everything is OK because the girls are **achieving at school**
- Can show as unexplained mental health symptoms – **low mood, anxiety, eating disorders**

ADHD & related conditions

- Autistic Spectrum Disorder (21% of children with ADHD have also ASD)
- Dyslexia / Dyspraxia / Dysgraphia/ Dyscalculia
- Sensory Processing Disorder/ Auditory Processing Disorder
- Mental Health issues (often triggered with puberty)



CAHMS ADHD Screening Process


 
South West London and
St George's Mental Health
NHS Trust

CAMHS* Autism & ADHD Screening/Assessment Process:
Information videos for parents and carers

We are delighted to share our new information videos, which are aimed at parents/carers of young people who are registered with GPs in Kingston and Richmond (K&R).


These videos have been developed by K&R CAMHS Single Point of Access (SPA) and Your Healthcare. Our aim is to increase parent/carer understanding and confidence around the local pathway to seeking a diagnostic assessment for Autism and/or ADHD within CAMHS. There is 60 minutes of content which is split into 8 videos (covering the sections outlined below) to allow you to easily re-visit the most relevant information.

VIDEOS OUTLINE



1. Introduction and Overview of Neurodiversity
2. Autism Spectrum Disorder/Condition (ASD/ASC)
 - What is ASD?
 - Strengths and difficulties
3. Attention Deficit Hyperactivity Disorder (ADHD)
 - What is ADHD?
 - Strengths and difficulties
- Sections relevant for both ASD/ADHD
 - 4. Considerations for seeking formal diagnosis
 - 5. CAMHS screening & assessment processes
 - 6. Considering private assessment
 - 7. Discussing assessment/diagnosis with my child
 - 8. Accessing support (with/without a diagnosis)

To access the videos, visit the link below (or scan the QR code):
<https://sway.cloud.microsoft/QZf7qs4aSKTJ9E1P>



To allow us to evaluate the effectiveness of these information videos, please kindly fill in the Pre-Questionnaire (before watching the videos) and Post-Questionnaire (after watching the videos) on the webpage.

* Child and Adolescent Mental Health Service (CAMHS)

- Referral via Single Point Access, GP, School SENCOs, Consultants
- Most cases are diagnosed in children between the ages of 7 and 12.

<https://sway.cloud.microsoft/QZf7qs4aSKTJ9E1P>

Support & Strategies

- Adapted Cognitive Behavioural Therapy (CBT)
- Play Therapy or Art Therapy
- Occupational Therapy (OT)
- Education, Health and Care Plan (EHCP)
- Diet and Exercise
- ADHD specific Parenting Course
- ADHD friendly teaching practices

***Medication which is prescribed by a Consultant Psychiatrist



Understanding ADHD Medication

<https://adhd-together.myshopify.com/collections/medication>



'The Parents Guide to
ADHD Medication' Book
Launch with Dr Peter Hill
£0.00



Medication - Professor
Peter Hill discusses ADHD
medication with Val Ivens
£0.00



Medication and ADHD with
Dr Maite Ferrin
£5.00

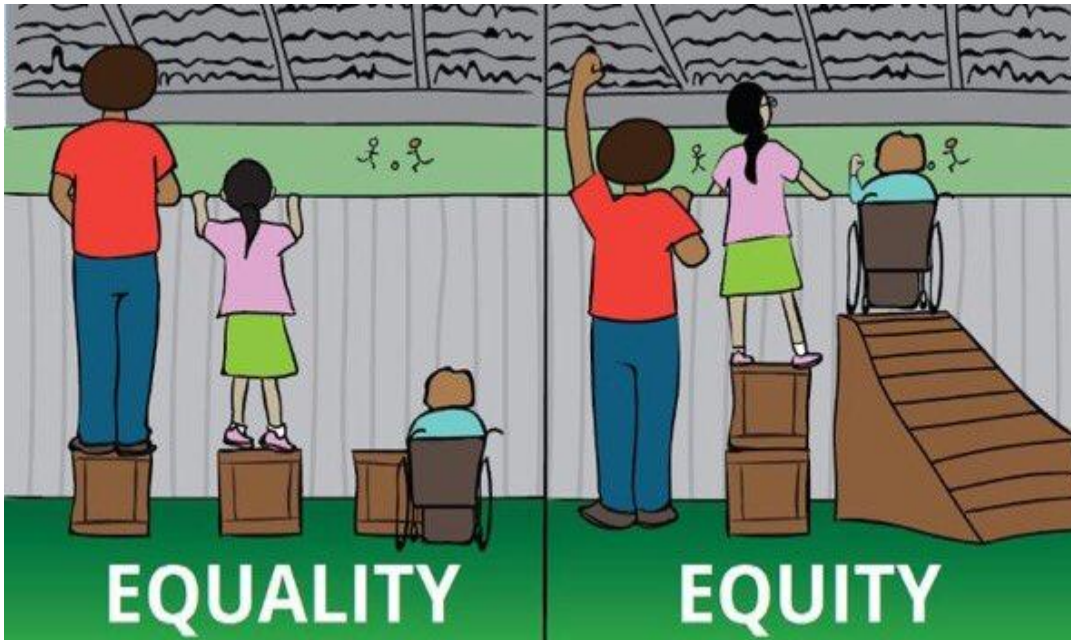


ADHD Medication with
Maddie Woolcott
£10.00

Support in School

- Students report an overall **negative experience**.
- **Forgetfulness:** detentions, being told off for forgetting ruler, PE kit etc.
- **Inattention:** unfinished work, mistakes and missing out on spoken instructions.
- **Poor organisation skills** leads to work not being handed in, messy exercise books, lost worksheets (affecting revision).
- **Impaired social skills** lead to friendship issues and communication issues with teachers.

Taking the Disability perspective



- A formal diagnosis is not always needed.
- **Equality Act 2010**: schools must lawfully make reasonable adjustments to accommodate the needs of a child with a disability.
- **UK SEN Code of Practice**: identify children who may be experiencing difficulties and work with the SENCo to assess whether the pupil has SEN.

Adjusting the School System



Reasonable Adjustments for Students with
ADHD

How can teachers help?

Teachers can help immensely even if there is no diagnosis

- **Early Identification** (forward observations to SENCo)
- Assign a **TRUSTED MENTOR** to the child/ young person
- Taking a **disability perspective** and consider comorbidities too
- ADHD friendly teaching practices
- Make **reasonable adjustments**
- Have understanding and empathy
- Help build self-esteem



Supporting your child's educational needs

- Meet regularly with SENCO
- Educate your school
- Ask for Reasonable adjustments
- Educational Health Care Plan
- Positive Behaviour Management
- Achieving for Children
- SENDIASS
- SEN Lawyers



ADHD Embrace Website and how to access support



<https://adhdembrace.org>

Register here <https://adhdembrace.org/register-with-us-page/> to receive newsletter, book courses etc.

Email info@adhdembrace.org

Plus Twitter and Facebook accounts

Local Support for Parents

- Ruils – www.ruils.co.uk
- Skylarks – <https://www.skylarks.charity/>
- SENDIASS – <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/information-advice-and-support-ias>
- Richmond Aid – <http://www.richmondaid.org.uk/>
- Man & Boy – <https://www.manandboy.org/>
- Richmond Borough Mind – <https://www.rbmind.org/>
- Welcare (family support charity) – <https://welcare.org/>
- Off The Record Twickenham (counselling & sexual health) – <https://otrtwickenham.com/>
- Richmond Aid Buddy Up Scheme – <https://richmondaid.org.uk/richmond-and-kingston-buddyup/>



<https://adhdembrace.org/support-groups/>

Book our **ADVICE CLINIC**



- If you require additional one-to-one support, tailored to your family
- The Advice Clinic runs during term time
- Book your appointment here:

<https://adhdembrace.org/register-for-a-family-support-session/>



Laura Ercolani
Family Support Worker

ADHD Embrace Core Activities



			Teachers/ Professionals	Parents/ Carers	Children/ Young People
1	Information provision	Newsletter, Website, ADHD Handbook, Video library	✓	✓	✓
2	Seminars	Twice monthly evening meetings (8 – 9.30pm)	✓	✓	
3	Teachers' seminars	Monthly term time (Wed 4.15 – 5.45pm)	✓		
4	Schools outreach	School visits - staff ADHD training School visits – parent ADHD awareness Teacher Facebook Closed Forum Universities – student teacher ADHD training	✓ ✓ ✓ ✓	✓	
5	Parent workshops	Post diagnosis – held monthly Parents courses – weekly for 4-6 weeks		✓ ✓	
6	Children workshops	Post diagnosis – held quarterly Young people – workshops & courses			✓ ✓
7	Advice clinics	Families – parent and young people		✓	✓
8	Peer-to-peer support	Monthly Drop-in sessions / Meet-ups (1-2 hours) Parents Facebook Closed Forum		✓ ✓	
9	Advocacy	Locally + nationally (local SEND strategy groups)	✓	✓	

Knowledge



Advocacy



Empowerment

Q&A session



Coffee Morning Survey



**Please join our fundraising
activities or as a volunteer!**
info@adhdembrace.org

Turning challenges into a celebration of Neurodiversity



info@adhdembrace.org



<https://adhdembrace.org>



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